

Merry Christmas

MERRY CHRISTMAS

HAPPY NEW YEAR



WISH YOU A HAPPY NEW YEAR WITH
YOUR LOVED ONES...

Welcome

FROM THE HEADTEACHER



A Christmas Message of Confidence, Equity, and Curiosity

Dear King Richard School Community,

As the festive season approaches, it's a wonderful time to reflect on the year gone by and the values that unite us as a school community. Here at King Richard School, nestled in the unique setting of the UK Sovereign Base Area of Dhekelia, we are more than just a school; we are a home away from home for many families who serve our nation. This makes our role in supporting and nurturing our students not just a duty, but a privilege.

Christmas is a season of hope, togetherness, and giving—principles that resonate deeply with our core values of confidence, equity, and curiosity. These values are more than words; they are the foundation of who we are and how we support our students in becoming well-rounded individuals, prepared for the challenges of a global and ever-changing world.

Confidence is essential, especially for our service children, who often face unique challenges such as adapting to new environments and making new friends in unfamiliar settings. At King Richard School, we strive to build confidence by fostering a safe and supportive learning environment where every student feels valued and empowered to pursue their ambitions. Whether it's taking the stage in a school play, competing on the sports field, or excelling in academics, we encourage our students to believe in themselves and their abilities. This Christmas, let us celebrate the confidence it takes to embrace change and look to the future with optimism.

Equity is at the heart of everything we do. Our community brings together students from different backgrounds and experiences, reflecting the rich tapestry of our shared military heritage. We understand the importance of ensuring that every child has the opportunity to thrive, regardless of their circumstances. These challenges, such as high-mobility mean that our student often arrive in different stages and at different points in their educational journey. This increases the need to provide high-quality education and also offer emotional and pastoral support tailored to the needs of service children. We will continue to listen to all members of our community in making our offer the best it can be. As we exchange gifts this holiday season, let us also give the gift of understanding and compassion, ensuring that every member of our community feels included and valued.

Curiosity is what drives learning and discovery, and at King Richard School, we nurture this essential quality in our students. Living in Cyprus, we are fortunate to be surrounded by a wealth of history, culture, and natural beauty that inspires curiosity both inside and outside the classroom. This provides us with unique opportunities, we encourage our students to ask questions, seek answers, and develop a lifelong love of learning. A number of these opportunities will figure in these pages of The Lionheart. This Christmas, as we enjoy traditions old and new, let us remember the importance of staying curious about the world around us and embracing the joy of discovery.

To all our students, families, and staff, thank you for making King Richard School the school it is and one where I love coming to work every day. We are not perfect but we will always strive to be the best that we can be. As we celebrate this festive season, may it be filled with laughter, love, and the warmth of community. Let us carry the spirit of Christmas—confidence in ourselves, equity for one another, and curiosity about the world—into the New Year.

Merry Christmas and a Happy New Year!



CONFIDENCE • EQUITY • CURIOSITY

Art and Design

It's been an exciting first term at KRS and our students have yet again produced some exceptional artwork. Please take time to enjoy a small sample of artwork, from each key stage, and join me in celebrating the confidence, curiosity and creativity of our student body.

Year 7

Year 7 have really impressed me with their passion and creativity. They have created mixed media collages and paintings on the theme of space and polar exploration and more recently have been working to improve their oil pastel drawing techniques. Here are a few of our year 7 students' mid-way through their Cactus pastel drawings.



Year 8

Year 8 have been studying the gothic artwork of Danish Illustrator John Kenn Mortenese and have been designing their own pop up cards. They have also studied the colourful work of British born illustrator Jon Burgerman, who is credited for his innovative 'Doodle' art style. The character designs below are responses by year 8 students, Gethin, Jessica and Summer.



Art and Design

Year 9

Year 9 have taken inspiration from the BBC TV series 'Glow up' and have worked to a series of briefs and set themes. They have researched careers in the make-up industry and considered what it might be like to work in film and TV. They have created full facial designs, developing ideas just like a professional make-up artist would.



GCSE Art and Design.

Our GCSE students have produced some superb work this term and have worked using a wide variety of processes and techniques. They have worked on many themes and have studied a wide variety of international artists. Here is a selection of work produced when responding to the theme of identity.



CONFIDENCE • EQUITY • CURIOSITY

Art and Design

Sixth Form

Our sixth form students have been working on a variety of personalised responses this term. Their work has been highly ambitious and they have used a wide range of techniques whilst working on a variety of different scales. Here is a preview of the end of year exhibition that each student is working so hard towards.



It's been an absolute pleasure teaching in the KRS Annexe and watching our students as they grow and begin to realise their own personal and creative ambitions. Whilst walking around the building you are often met with the sounds of instruments being played, the smell of food being prepared and wood being cut. Together with the gentle movements of the Art Studio you will see students always fully engaged in the creative processes. It's been a privilege and another very promising start to the year so far. Happy Christmas to you all and my very best wishes for the new year, Mr Branton.



Art and Design

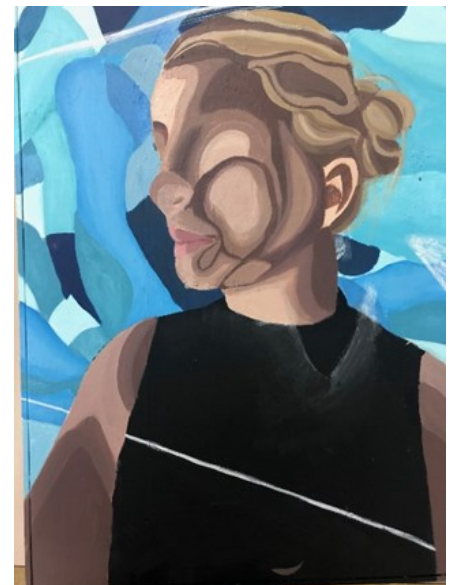
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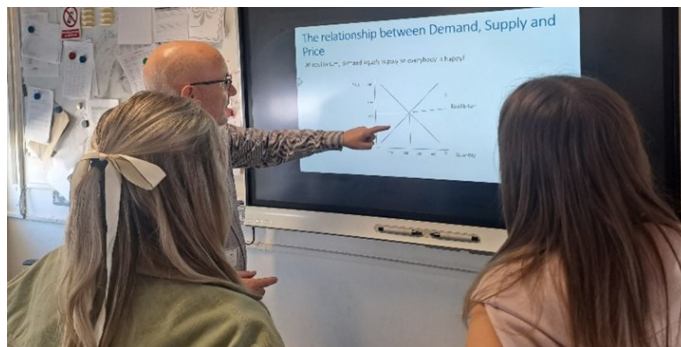
BTEC Health & Social Care and BTEC Business

The Autumn Term has flown by and in both subjects the students have been working hard on the Pearson Edexcel set coursework and revision in the Build up to Exams in the New Year.

BTEC Business:

The Year 11 are currently midway through Theme 2: Building a Business, and are preparing for their Mocks that begin on November 25th. The students should be revising extensively at home for all subjects.

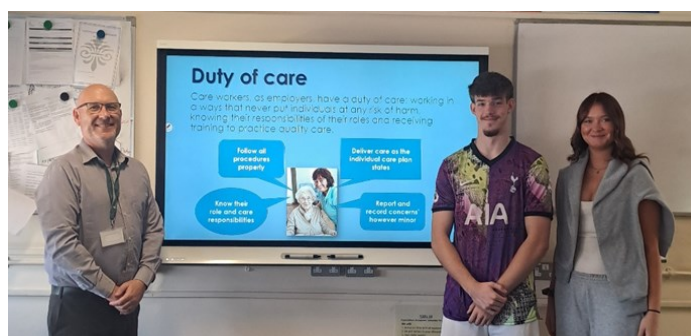
Year 12 and 13 are working on their Unit 1 Exploring Business assignments, to be completed by the middle of January. At present we are focusing on understanding the relationship between supply, demand and price.



BTEC Health and Social Care:

Year 10 have almost completed Component 1: Human Lifespan Development coursework, ready to undertake, over three weeks, the 5 class-based tasks, set by Pearson

Edexcel, from the end of January.



Year 11 are currently completing the 5 class-based tasks, set by Pearson Edexcel, for Component 2: Health and Social Care Services and Values, with the work completed demonstrating a super understanding by the students.

Year 12 Students are currently undertaking weekly mocks in the build up to their Unit 1: Human Lifespan Development Exam on Friday 10th January 2025, that will account for 25% of their final grade.

Year 13 Students are currently undertaking weekly mocks in the build up to their Unit 2: Working in Health and Social Care Exam on Monday 13th January 2024, that will account for 33% of their final grade. In preparation we have been recapping on the skills required to work successfully in health and social care roles, including demonstrating the legal requirement of a “Duty of Care”.



RE/SMSC

RE:

In RE we have been exploring a range of topics in our RE lessons, from what it means to be non-religious to Crime and Punishment. Classes have allowed students to ask challenging questions and reflect on some of the bigger issues across the world.

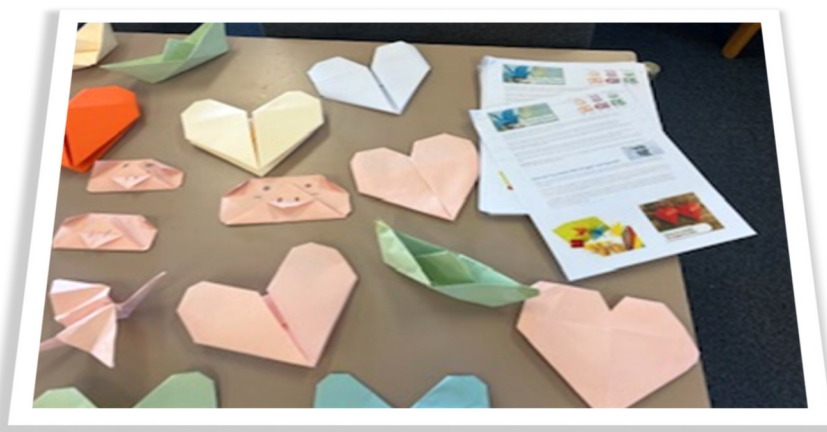
SMSC:

We have had a busy term in our SMSC lessons, covering Citizenship themed topics to Careers in sixth form. We have had visits from the Community Police leading sessions on how to stay safe and Road Safety. Our sixth form students have also been exploring all things “Careers” and even had the opportunity to interview staff members for a range of job opportunities.

We have also had visits from Craig (school nurse) to focus on Anxiety and how to cope in times of stress.



As a school, we have acknowledged a range of whole school events, including “Anti Bullying Week” with a focus on “Respect” and “No Pens Day” raising awareness on the 1.9million children in the UK struggling to talk and understand words.



STEM

Exciting Workshop on the Four Forces of Flight!

Our KS3 students had the opportunity to take part in an interactive workshop after learning about the four forces that act on an airplane during flight: lift, weight, thrust, and drag. During the session, students explored how these forces work together to keep a plane in the air. They applied their knowledge through hands-on activities, including building simple models and experimenting with how changes in wing shape or engine power affect flight. The workshop was a fantastic way to bring science to life, encouraging curiosity and teamwork!

KS3 Students Take Flight at Aviation School!

Last week, a group of our KS3 students had an unforgettable experience when they visited a local flight school to learn about aviation and the path to becoming a pilot. During the trip, students were introduced to the key steps and skills involved in pursuing a career in flying. They learned about the training required, the various licenses, and what it's like to fly an airplane.

The highlight of the visit was an engaging session on the physics of flight, where students deepened their understanding of the four forces acting on an airplane—lift, weight, thrust, and drag—which they had recently studied in class. Through practical demonstrations and discussions with



instructors, they saw how these forces interact to keep an airplane in the sky.

To top off the experience, students participated in a pre-flight check of a real airplane. Under the guidance of professional pilots, they inspected the aircraft's vital components, including the wings, control surfaces, and engines, ensuring everything was safe and ready for flight. This hands-on experience gave students a glimpse of the precision and responsibility that comes with being a pilot.

The trip was not only educational but also inspiring, sparking interest in careers in aviation and engineering. Many students left with dreams of taking to the skies themselves one day!

Student Blog;

"I was fortunate enough to go to pilot school in Larnaca and I really enjoyed it. I learned a lot, like how to check if a plane was ready to be flown and that you do not need a degree. I was surprised to learn the price of becoming a pilot and how long it takes. I got my hands on a small plane and completed the checklist and stood next to an enormous one. I had a really fun time, and I am thankful I went, this was a great experience!



STEM



Soap Science: A Clean Lesson for KS3 Students

Soap is something we use every day, but have you ever thought about what goes into making it? At Key Stage 3 (KS3), students have been diving into the science, production, and branding of soap, uncovering fascinating facts about its chemistry, environmental impact, and the role of creative design in everyday products. Here's a look at the key learning your children have explored.

The Chemistry of Soap

At its core, soap is made through a chemical reaction called saponification. This process involves combining oils or fats with an alkali (such as sodium hydroxide). The result is a substance that can break down dirt and grease, making it water-soluble so it can be rinsed away.

Students have learned that soap molecules have two ends:

- A hydrophobic tail that attracts grease and dirt.
- A hydrophilic head that bonds with water.

This dual action is what makes soap so effective at cleaning. It's a perfect example of applied science,

showing how chemistry plays a vital role in everyday life.

Environmental Considerations - Biology

The environmental impact of soap production has been a critical focus. Students have investigated:

- **Biodegradability:** Natural soaps break down more easily than synthetic detergents, reducing harm to ecosystems.
- **Sustainable Ingredients:** Using palm oil in soap has led to deforestation concerns. Students are learning about alternatives like coconut or olive oil.
- **Waste Management:** Plastic packaging has a significant environmental footprint, leading to discussions about sustainable packaging options such as paper wraps or refillable dispensers.

This exploration has highlighted the importance of making choices that are not only effective but also environmentally friendly.



STEM

The Branding Process - ICT

Soap isn't just functional—it's also a product that's marketed and sold. Students have explored how branding can make a difference. From eye-catching logos to creative product names, they've seen how packaging design and marketing strategies influence consumer choices.

Projects have included:

- Designing logos and labels for a soap brand.
- Emphasise eco-friendly features.
- Considering target audiences, such as making products appealing to families or young children.

The Production Journey - Maths

From small-scale experiments to large-scale manufacturing, students have traced the journey of soap production:

In the lab: Hands-on activities have involved making simple soaps using oils and alkalis, reinforcing their understanding of saponification. In industry: Learning about mass production has introduced concepts like quality control and efficiency.

Innovative Packaging - Maths

- Packaging plays a dual role: protecting the product and catching the consumer's eye. Students have experimented with:
- Using recycled materials to reduce waste.
- Designing minimalist packaging to appeal to environmentally conscious buyers.
- Exploring creative shapes and colours to make soap visually appealing.

These lessons help students understand how even small design decisions can have a big impact on the environment and consumer behaviour.

What Parents Can Do

Support your child's learning by encouraging them to:

- Read labels on household soaps to see what ingredients are included.
- Discuss how branding influences your family's purchasing decisions.
- Look for eco-friendly soap options and talk about why sustainability matters.

Soap may seem simple, but as KS3 students have discovered, there's a world of science, creativity, and responsibility behind every bar. Through their studies, they've not only learned valuable lessons about chemistry and production but also developed an appreciation for how small choices can make a big difference.



INTER-SCHOOL FOOTBALL

Senior Boys' Match

The Senior Boys put in an outstanding performance in their latest match, showing incredible determination and teamwork throughout the full 80 minutes of play. Despite the challenging opposition and a final score of 6-0 against them, the KRS boys demonstrated resilience and defended like heroes from start to finish.



The team worked exceptionally well together, showcasing brilliant communication and effort across the pitch. Each player gave their all, refusing to let their heads drop even as the game progressed. The defence were a standout, throwing themselves into every challenge and battling hard to hold off the relentless attacks from the opposition.

A huge well done to the team for their unwavering spirit and sportsmanship. You did KRS proud!



INTER-SCHOOL FOOTBALL

Y8/9 Boys' Match

Our Y8/9 team had an amazing start to their game! They managed to hold off SJS to a 0-0 score line right up until the end of the first half. This was predominantly down to the Y8 Goalkeeper, who performed brilliantly.

SJS scored a superb goal, but thanks to our attackers, we quickly tied the game. Coming into the second half, SJS picked up the pace and despite the great team work from the KRS boys, SJS came away with a 4-1 win.

Well done to both schools on their amazing sportsmanship and conduct both on and off the pitch.

Y7/8 Boys' Match

The KRS Y7/8 team came onto the pitch with such determination that they scored their first goal within the first 2 minutes of the match. They dominated most of the match and challenged the SJS defence at every turn. The entire team from front to back, worked so well passing and communicating, enabling the result they had worked so hard for. The final score was 10 – 1 to KRS. Well done to each and every one of you!

A huge well done to all players from both schools, displaying outstanding conduct and attitude throughout the whole event.

Junior Girls' & Senior Girls' Match

On Thursday 28th November the Y10-13 and KS3 Girls participated in the Football tournament against SJS. The girls showed excellent performance and demonstrated the school core values throughout their games.

The event depicted that all students had a great time and had a fantastic opportunity/experience to play with other students in other year groups. Each of the game's players used their voices well to communicate on the pitch in order to enable success. The rest of the team members contributed well; skilful free kicks, goals and side line throws, and some excellent defending.

Overall, the KS3 girls won both their matches 3-0 and 4-3 and the Senior girls won their match 6-0.

Well done ladies...what a result!



ENGLISH

Y8 English students have recently been writing their own poems linked to Lord Alfred Tennyson's 'The Lady of Shalott'. Students had to write their poems in the form of a Ballad using the conventions of the lyric poems using rhyme, refrains and specific lined stanzas.

They really enjoyed the creative process and produced some fantastic Ballads which they then performed to the whole class. Well done Y8!

Elaine of Aslolat
 Riding down from Camelot,
 was an audacious knight,
 No other than Galant Lancelot.
 But who was in his sight,
 Elaine of Aslolat.
 The fair lady, Elaine,
 facing a bonny lad,
 hiding her inside pain,
 as a cruel spell of chastity had,
 Elaine of Aslolat.
 The fair maiden,
 and the bonny steel to prepossessing
 steel laden,
 and the met feeling of the first meeting,
 with Elaine of Aslolat.
 While speaking Lancelot mentioned,
 The famous high knightly tournament,
 The romantic mood mentioned,
 "wear my sleeve and don't bring thy torment
 begged Elaine of Aslolat.
 The tournament day arrived,
 Elaine we went along for support,
 Sir Lancelot fought and thrived,
 Every wound made the lady distraught
 Elaine of Aslolat.

Lancelott and Elaine
 hoping for same,
 They meet in the mirror
 Whilst ~~the~~ he sings tira tira.
 He looks at the 4 grey walls
 Whilst she calls
 and Elaine almost galls
 When she sees Sir Lancelott.
 He tries to save her first
 but he doesn't realise of the curse,
 She is stuck in the tower
 and she has no power.
 She sings and the bells ring
 To introduce the Lancelott king,
 But she is stuck
 So she has no luck.
 She steps down one stair
 So there a step closer to being a pair
 And he likes her too
 but they are both very new.
 He is waits for the kiss
 but she gives of that a miss,
 He gets shivers to his bone as
 she turns to stone.

Elaine & Lancelot (P.O.V from Elaine)
 I look through my mirror, all I can see,
 Fields on fields of beautiful green.
 This is normal for me,
 Feeling alone.
 No one to talk to,
 No place to call home.
 I sit there silent.
 Looking through my mirror,
 Sitting on my chair.
 Why do I suffer,
 How is this fair.
 I sit there silent.
 He looked me up,
 so long ago.
 Now he will suffer,
 Now he will know.
 I sit there silent.
 I march down the stairs,
 But something feels wrong.
 A shiver up my spine,
 The church bells ring Ding, Ding.
 I sit there shaking.
 My eyes slowly dying,
 My breaths are no more.
 But someone's approaching,
 Maybe they are the cure.
 I lay there dying.
 A soft touch on my lips,
 I feel no pain anymore.
 I can open my eyes,
 Sir Lancelot was my cure.
 I sit there silent.
 I march through the window,
 A pain angry walk
 I will no longer suffer,
 Not anymore.
 I won't sit there silent.
 I hear footsteps approaching,
 A pain angry walk
 I stay in my back,
 I'm unable to talk.
 I lay there dead.





Students have been very busy this term in MFL. At the beginning of the term French Y11 students enjoyed some French delicacy brought to them by a French chef and got the opportunity to practice their speaking skills with native speakers. Students across school and across languages also took part in the European Day of Languages whole-school competitions. Students created posters for this year's European Day of Languages' theme "Languages for Peace",

some students displayed their cooking talent by baking cakes representing different European countries and others



came to school dressed in the colours of their chosen countries. There was also a quiz in which students realised that languages permeates many of their other subjects in school. Many students won prizes for their efforts on the day !



MFL



Madame Meura and Sarah in the Tuck Shop also worked together to offer students at KRS the opportunity to try food from different European countries on the day but if they wanted to enjoy this treat, students had to order in one of the target Language! Other whole-school MFL competitions took place this term, Mrs Sturgess ran a competition to celebrate the Mexican festival of the Day of the Dead.



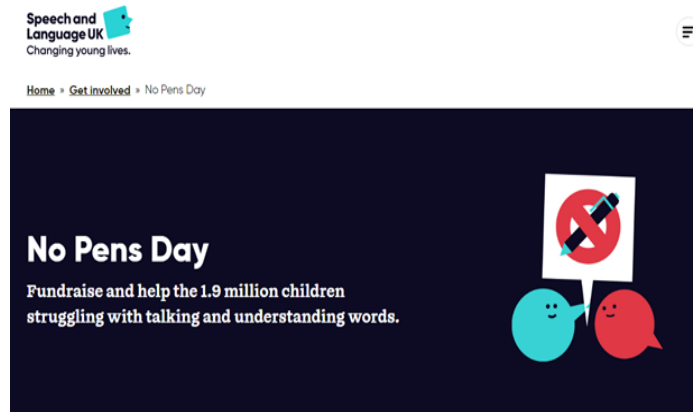
We also got ready for Christmas with our “12 Days of Christmas Competition”. Students in KS3 also learnt to order ice-creams and juice in Greek with Mr Smith and put their newly acquired skills to practice with our Greek speaking members of staff, bagging free ice-creams and juice in the process. It has been a busy term in MFL students enjoyed many opportunities linked to languages. Is it time to enjoy a well-deserved break !
Joyeux Noël !
¡Feliz Navidad!
Kalá Christoúgenna !



CONFIDENCE • EQUITY • CURIOSITY

Día de los Muertos

The annual Día de los Muertos cross-curricular challenge at King Richard School produced some fantastic entries across year groups and subjects. Winning entries included a Calavera, a traditional Spanish song performed on the guitar and unique piece of creative writing. Students in Year 8 also had the opportunity to combine their prior and current learning to create a written piece about themselves based on GCSE criteria and The Day of the Dead (el Día de los Muertos), is a Mexican holiday where families welcome back the souls of their deceased relatives for a brief reunion that includes food, drink and celebrations.



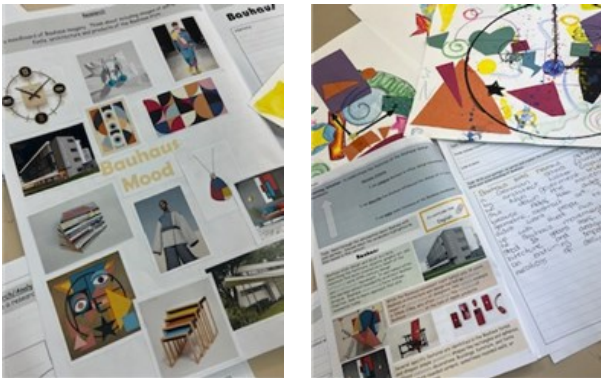
In celebration of National “No Pens Day” students of Spanish had the opportunity to follow directions in a foreign language to create unique pieces of Origami art. By following a set of directions detailing how to create different items such as hearts, birds and piglets, students were able to access complex language and use their problem-solving skills to practise their modern foreign language skills without using a pen. I think you’ll agree the results are very pretty!



Design and Technology

Our DT students have been busy this term. The annexe has been a hive of activity with students demonstrating the KRS core values of confidence, curiosity and equity in spades.

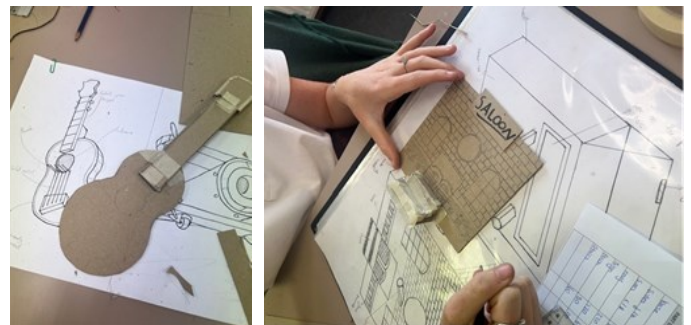
Year 7 are currently learning about how design movements influence product design. They have been researching into Bauhaus and experimenting with shapes and imagery they could use to make a Bauhaus inspired clock next term.



Year 8 have been exploring the properties of metals. They have researched into biomimicry and biomorphism and how nature's successes can solve design problems. These pewter cast keyrings are biomorphic designs, meaning they are inspired by and developed from shapes and patterns found in nature



Year 9 have produced some creative designs for bird boxes, including a guitar/tank hybrid, a western saloon and birthday cake. They have recently made card models to visualise their ideas and will be making the functioning prototype next term.



Finally, KS4 and 5 continue to produce fantastic work in GCSE DT and A Level Product Design. This play stall is designed to solve the problem of children's changing interests with interchangeable accessory sets. The greengrocer set up can easily be changed into a surgery, hair salon, post office etc. by swapping the curtains, box labels and wooden shapes. What a fun product!



CONFIDENCE • EQUITY • CURIOSITY

Food Preparation and Nutrition

Year 7 have started their food lessons with a unit called 'Skills in Food' which looked at how to be safe and hygienic in the food room. They have produced a range of dishes to practice new skills including couscous salad, Eton Mess and pizza pinwheels. Here are some examples of excellent theory work.



Year 10 GCSE Food Preparation and Nutrition students have been developing high level practical skills which they will need for their exam next year. Here we have examples of fresh pasta, sauce making and food styling.



Year 8 have been learning about the very important staple food – bread. They have made their own bread rolls and have also produced some variations on bread recipes such as cinnamon rolls. Here they have wrapped cinnamon rolls and made a name tag for them to give as early Christmas treats. Yum!



Year 9 have celebrated their last food lesson of 2024 by working together to cook an Indian Banquet. Each pair cooked a different curry or side dish which the class sat down together to share and enjoy. Stand-out dishes were butter chicken made by Jake, and onion bhajis by Emily.



COMPUTING

Bebras Challenge: A Roaring Success!



Congratulations to all our students who participated in the Bebras Computing Challenge this year! This global competition, which saw over 3 million students participate worldwide (including 365,000 in the UK), aims to spark excitement about computing.

Our students tackled a range of engaging questions designed to introduce them to computational and logical thinking. This challenge not only tests their problem-solving skills but also encourages them to think creatively and critically.

We are thrilled to announce that 32 of our students achieved a Merit or Distinction grade, a fantastic accomplishment! And a huge congratulations to this student who achieved the Gold award, placing them in the top 10% nationally in the UK!

We are incredibly proud of all our students who participated in the Bebras Challenge. Their hard work and dedication are truly inspiring!



CONFIDENCE • EQUITY • CURIOSITY

Thinking Hard in Geography...

Why are so many Chinese students having an exam outside?



It is rural and urban so close together? How big is this?



Why would they do this? We are trying to stop destroying nature, aren't we?



Is this rock or wood? It must be linked to volcanoes?



Group work using skills to increase thinking hard from stating to describing then on to explaining and then we predict and question using maps, pictures and reading...

History

Year 7

Year 7 have made a fantastic start to History at King Richard School. They have been studying the Dark Ages and the Medieval period. In recent weeks we have been investigating the Battle of Hastings and undertaking research to identify how and why William the Conqueror was able to win in 1066. The term has culminated in the Year 7s creating team projects exploring how William was able to control his new lands by investigating his harrying of the north, the feudal system and the Domesday Book. This has resulted in the students creating creative ways to communicate their understanding.

Year 8

Year 8 have been studying early modern history. They started the year learning about the Guy Fawkes plot, but rather than why he tried to blow up parliament, rather the intrigues as to whether Guy Fawkes was framed by the king's advisor. In recent lessons, they have re-enacted the causes of the English Civil War and have analysed how political, religious, social and economic reasons are often the catalysts for war. They have finished the term by creating team research projects investigating battles of the Civil War.

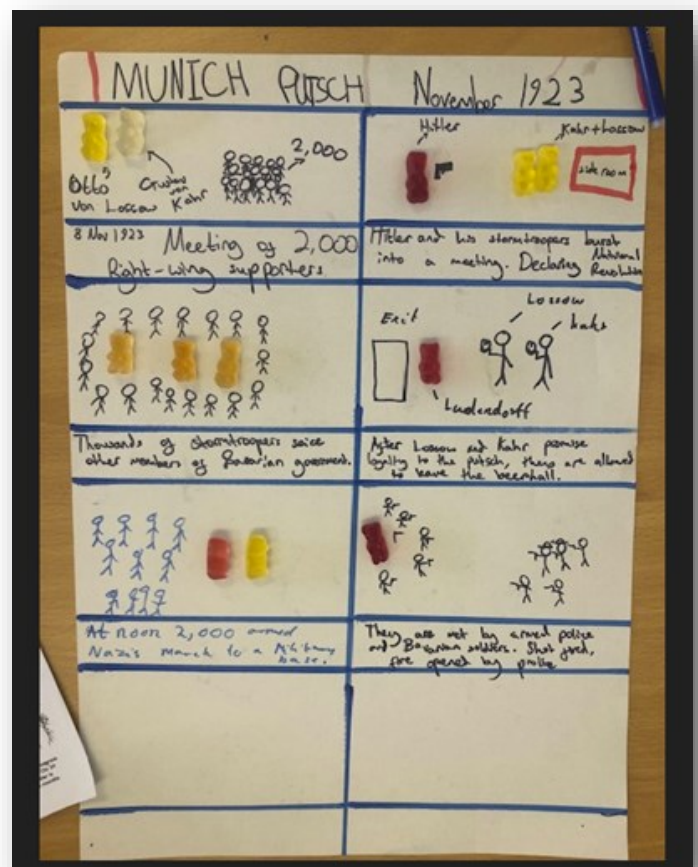
Year 9

Year 9 have been investigating World War 1. They started by studying an array of factors and explored how each one both caused the war, as well as linking to other reasons. The students have studied the horrors of trench warfare and have recently had a class debate as to whether it is fair to call Haig the 'Butcher of the Somme'. Each student had to choose whether to defend or

prosecute Haig which resulted in some extremely articulate and well considered arguments whilst many students revealed their strong oratory skills.

Year 10

Year 10 students have made a very positive start to their GCSE History. They began by looking at Germany after WWI and how it coped with crippling war debts, a new democratic government and an international treaty to punish them. The students explored how the country quickly collapsed into the chaos of revolutions and hyperinflation, only to be improved by strong leadership and international support. We are currently studying how Hitler dismantled the democratic system in order to create his dictatorship.



History

Year 11

Year 11 students have started their final GCSE year exploring the change in medicine from the medieval to the modern period. This started with students investigating the medieval understanding of the causes of disease, the treatments and the ways they tried to prevent it. The class then highlighted changes in the Renaissance and industrial periods where medicine starts becoming more familiar. They have finished the term by undertaking their mock examination on their Year 10 unit on Weimar and Nazi Germany.

Year 12

Year 12 have made a very positive start to their transition into A Levels. We have been exploring the change from tsarist Russia into a Soviet communist state. The students have investigated the changing nature of leadership from Lenin to Brezhnev and how they used instruments of terror and control trying to create a communist utopia separate from the capitalist West. They have finished the term investigating (and creating) propaganda to support the cult of Stalin.

