



St. Francis'
College

School Magazine | 2021



Cor Unum Anima Una - One Heart One Soul

CONTENTS & CREDITS

Welcome to this year's school magazine. It certainly has been a strange year and sadly the magazine is not full of the wonderful things we are usually able to do, but hopefully you will see how we have strived to make school fun either in a lockdown or in bubbles!

Here's to a great 2021!

Mrs McDermott

Magazine team

Editor - Mrs McDermott

Designer - Keith Wilson at signal-studio.co.uk

Ciara Rushton

Thusharani Rubendra

Jasmine Bagenal

Amira Davies

Robyn Norwood

Jin Cheng

Grace Hewitt

Jaskeerat Basra

Jessie Li

Eloise Mair

Amelie Peters

03.....	Head Girl's Introduction
04.....	Exam Results
05.....	5 Star Days
09.....	Department of Business & Economics
10.....	Geography
11.....	American Election
12.....	French
14.....	Everyones-invited
15.....	Sexual Harassment
16.....	Who Should We Be Inspired By?
16.....	Euro 2020
17.....	German
17.....	Agony Aunt
17.....	6 th Form Review
17.....	Induction Day
17.....	Latin Crossword
18.....	Art
21.....	Art GCSE & A Level 2021 Final Pieces
22.....	Recycled Fashion Show
24.....	Prep Kindergarten & Reception
25.....	Prep KS1
26.....	Prep KS2
28.....	Boarding
28.....	School Council & Prefect Handover
29.....	Prize Giving 2020
32.....	Religious Studies
33.....	Refugee Week 2020
34.....	Science
35.....	Mathematics
36.....	Word Search
37.....	Advice For The Future
38.....	Positive Mental Health Evening
40.....	Drama
46.....	Music
47.....	Music Quizzes
48.....	Peter Braithwaite
49.....	Prep VI Fashion Collar
50.....	Year 12 Talk About Their Favourite Toys!
52.....	Remembrance Sunday
54.....	Black History Month
58.....	Food & Nutrition
59.....	Chinese New Year
60.....	English
64.....	EAL Poetry
67.....	Poetry by Heart Celebrations
68.....	PE
70.....	Year 11 & 13 Leavers



School Magazine | 2021

WELCOME TO THIS YEAR'S ST. FRANCIS' COLLEGE MAGAZINE BY OUR HEAD GIRL ELOISE MAIR.



'Temperature, normal.' Has become the new norm for the girls!

The last year has been an incredibly unfamiliar journey of so many new things to remember, both inside and outside of the College. From dates where we can meet up with family and friends, to dates of assessments. Or checking the government briefing hasn't started, to checking our online class hasn't started. Nonetheless, the anticipation of lockdown rules relaxing have not got in the way of the girls' achievements. All of us have utilised this unique working environment while taking up all opportunities given, and this has been reflected in the successes of the girls. Among the year thus far, adaptability has been a crucial skill we have all had to develop along the way.

If anything, the achievements from the girls this year shows their resilience and determination to be able to successfully adapt to these altered working environments.

Excitement filled the air at the beginning of the autumn term, as a sense of temporary normality resumed with all the girls returning. The overseas and boarding students fully returned to the College, the first time since March. Once everybody had settled to the new routines of College involving: wearing masks, sanitising hands, cleaning desks, and routine temperature checks, the year could fully commence. Thankfully, the sound of the temperature machine in Main Reception announcing an extremely monotone, 'Temperature, normal.' Has become the new norm for the girls!

Starting the year off, the Sixth Form attended several webinars in the subjects of Chemistry and Religious Studies, strengthening the constant adaptability of the girls with the outside academic world. These opportunities continue to widen the horizon of learning outside the normal curriculum, and have become much more readily accessible during the pandemic.

Following on with the theme of adaptability, the Year 13s completed their Gold DofE expeditions in this term. The College was proud to receive

the news that we are top among all independent schools in the county for receiving DofE awards, as well top among all in North Hertfordshire for competition rates across all: Bronze, Silver, and Gold awards this year. The strong-willed attitude of the girls for completing these challenges from home has shone through, particularly this year, in spite of the restrictions.

The annual Recycled Fashion Show had to conform to the restrictions in place too, with an audience unable to physically sit in the theatre. However, the staff and new Year 12s rose to the occasion, and brought a virtual Fashion Show online, while still creating profits to go towards the Kanyike Project. All the girls took on various roles, such as: photography, directing, and filming the girls with their outfits. Without the efforts of Year 12, the ability to actually have a virtual show would have been impossible. All the girls should be highly commended for their efforts, especially with making such exceptional outfits under the conditions.

Even more visionary work was demonstrated in the, 'LOCKDOWN 2.0' photography competition. There were amazing pieces of artistry demonstrated from all those who participated. Proving that our creativity can still beautifully flourish, even during a pandemic.

At the end of this term, the Kanyike Winter Walk began, started by Dr. Harden. The aim of the walk was to get the girls and staff logging enough miles to theoretically reach Magejjo Primary School in Kanyike. Although we ended up in the Mediterranean Sea, the distance all the girls achieved is incredibly impressive. All of these events mentioned just go to show how the College truly came together, even if not in-person.

The College's classrooms returned to being empty again at the beginning of 2021, unlike the Biology department's nest box outside! We have had a nest of Blue Tit eggs hatch, and hopefully they will leave the nest by half-term. The #SFCBioBlog on the College's Twitter kept the girls mentally active and engaged while at home, by broadening the horizon of their knowledge biologically surrounding us.

The in-school College procedures returned in March, along with the celebration of International Women's Day, and World Book Day. Several girls, including myself, took part in an international Model United Nations in the first month back to in-person school. This online experience allowed students from all continents to unite and engage in the current climate of international relations. This contributes to the positive outcome of so much technology being used during the pandemic, as it goes to show how much unity can be produced, even through a screen, or even from a distance! Another outstanding example of adapting the College's events to restrictions was the Radio Drama Festival in Year 9.

The girls usually perform in a Drama Festival every year, albeit lockdown prevented this. The adaptation to a radio competition allowed the girls to all further develop their vocal performing skills, in a way that is usually not obtainable, nor as readily accessible. Well done girls!

It was very exciting to be able to open the theatre again this summer term for shows such as 'Matilda' and 'The Witches.'

The nationwide Chemistry Olympiad still occurred in school, with many girls securing bronze, silver, and gold awards - a notable mention to Rosalind Mackey is extremely worthy, as she achieved one of the highest scores in the whole of the UK, and was selected to attend the UK Team Selection Final for the International Biology Olympiad 2021!


At the end of this term, the College sadly said goodbye to Mrs Purchon, our librarian, Head of Selene, and coordinator of the Old Girls' Association for 19 years. If anybody knows St Francis, it will include Mrs Purchon somewhere! Whether it be supervising in English lessons, giving her all in House Music, or running the annual Kanyike picnic, she has enormously influenced all of our lives at the College, and the girls will be eternally grateful for her efforts over the past two decades.

As we head towards the end of another turbulent year in not only education, but life too, it is vital for us to reflect on the past year to appreciate the upcoming relaxation of restrictions. I think it is safe to say everybody appreciates the simple acts of just seeing friends or going out for a meal now! In spite of this, the 'One Heart, One Soul' values of our community have not been disadvantaged, perhaps even strengthened from the year we have experienced. With trips now being allowed, and all assessment grades for the Year 11s and 13s sent off, we can wind down towards the dawn of a new academic year. 'Rather than turning over a new leaf, prune your tree so that new leaves continue to blossom.'

This running theme of adaptability has allowed every girl in the College to excel in their desires, regardless of the learning environments, and everyone should be extremely proud of how far they have come in the face of a pandemic! The prospect of new beginnings brings an element of excitement into the College, albeit despite the restrictions from the last year, the achievements of the girls have been astronomical. I hope the following pages in the magazine will do the girls justice to the incredible work and efforts they have put into their education and beyond this past year.

A LEVEL & GCSE EXAM RESULTS

St. Francis' College is once again celebrating another impressive set of A-level results which continue to reflect the incredible dedication of our students during the years of Covid restrictions. This year our pass rate is 100% A*-E grades. Over 78 % of our students received A*-A grades and 95% A*-B grades.

A photograph of four young women standing outdoors in front of a brick building with a large arched window. They are all smiling and celebrating. The woman on the far left is wearing a pink and white striped top and black pants, with her arms raised. The woman next to her is wearing a white long-sleeved top and a grey patterned skirt, also with her arms raised. The woman in the center is wearing a floral top and black pants, smiling. The woman on the far right is wearing a black long-sleeved top and blue jeans, holding a piece of paper. The background shows green foliage and a brick wall.

We are exceptionally proud of our Year 13 and their results in what has been a controversial and challenging year as students studied under lockdown with their full programme uninterrupted.

"I am delighted and thrilled by achievements of each individual student. No one could have believed that studying for your A levels in 2021 could have been a road pitted with so many obstacles and requiring a level of determination and resilience beyond anything demanded of previous cohorts. This year's results are fantastic not because of covid-19 but in spite of the virus. I am so very proud of my students, their hard work and the support of dedicated staff."

Mrs Goulding, Headmistress

We are proud of our Year 11s who delivered a fantastic set of results this year. 73% of GCSE grades were 9-7 and 50% are 9-8.

Mrs Goulding said: "Another exceptional set of results from our Year 11 cohort this year. It is a real credit to them that during a time of prolonged anxiety and uncertainty they have been able to achieve such excellent results. I have nothing but admiration for their resilience, determination and focus. I am very proud of the achievements of these students and the staff who have supported them."



5 STAR DAYS



FIVE STAR DAYS

We were so excited for the St. Francis' College FIVE STAR DAYS activity week being held from Monday 14th June - Friday 18th June. After what has been a challenging year for everybody in our school community, combined with the inability to deliver many of the fun and enjoyable elements of school life; we decided to suspend our usual school timetable.

This fun, engaging and active week of self-discovery, skill development and bonding with friends was so desperately needed. The Senior Leadership Team were very aware that many of the aspects of the 'soft curriculum' have been missing and they wanted to provide an opportunity for all students to enjoy these. As such, the activities scheduled in our FIVE STAR DAYS were underpinned by these principles.

We hope enjoy the photos showing what a great time was had by all.



Heather Christie on a much needed day trip to Cambridge

On Friday 18th June, to wrap up our Five Star week, the Sixth Form went on a fantastic day trip to Cambridge. What was planned to be a day of punting and shopping was turned upside down when a day of heavy rain was forecast. However, thanks to the staff who organised the trip, we were able to spend the morning in a museum of our choice, Lunch as we pleased, go shopping and then spend the afternoon bowling.

The museum I visited was the Museum of Zoology, which I found extremely interesting. The countless animal skeletons on the bottom floor really grabbed my attention; I did not realise how tall a giraffe really is until I stood directly under the skeleton of one.

Lunch was a good opportunity to relax and buy lots of different things, from a reed diffuser in John Lewis to chocolates for Father's Day in Hotel Chocolat.

After a short walk from the City Centre to Cambridge Leisure, we split up into small groups of 4-6 girls. Each group then split off to play an hour of ten-pin bowling against each other, with a surprisingly good pizza.

After the bowling, some girls stayed in Cambridge to get dinner together or do some more shopping, while the rest travelled back to school.

This day out was extremely fun and interesting; we had many laughs and I made great memories which I will treasure for some time.



BBQ Burgers and Cream Teas

Making and sharing food with good friends is a great way to enjoy the day. Pupils were kept busy when they opted to make BBQ Burgers or Cream Teas. In groups, they made their own bread rolls, added additional ingredients to make personalised burgers and then barbecued the results to enjoy with salads.

For Cream Teas, they made strawberry jam in groups and butter by shaking double cream, a challenge on one of the hottest days of the year. They made superb scones and enjoyed a cream tea in the sunny kitchen garden with friends.



The UK Linguistics Olympiad (UKLO)

UKLO is a competition in which competitors have to solve linguistic data problems.

Combining the skills of... Sherlock Holmes, Sudoku and Language learning !!

Our competitors tackled a variety of tasks including:

- Comparing Germanic languages
- Comparing Romance Languages
- Counting in Irish
- Maori Loan words
- Japanese characters
- Beijing underground
- Braille

The students gave their brains a break and took a moment to learn a little about the culture of the languages they were analysing; they learned how to do the HAKA and learned about the lunchtime routine in Japanese primary schools.

Well done to our winners who were very creative and flexible thinkers – and great team players!



Cycling the Greenway

Students were invited to 'Get on your bike to explore the Garden City Greenway!' This was a predominately off-road leisurely paced bike ride on the Greenway.



St. Francis' Archaeological Dig uncovers Mysterious skull remains

During our Fun Week, Year 8 (Amelie M and Amelie L, Maddie, Jemima, Zoe and Poppy) and the Sixth Form (Katie, Ciara, Rosalind and Amira)) were given the opportunity to take part in a dig on the school grounds. It was hard work under the blazing sun and the equipment was heavy, but we persevered and ended up with some rather interesting finds including the remains of an unknown animal.

Firstly, we started by picking our spots to dig, we found oddly curved shapes in the grass and decided to try our luck there. We marked a 1m-by-1m square and started to de-turf the area, trying not to damage the grass in the process which proved harder than it sounded. After that, we measured the first 'context', which means we checked for different soil colours and the percentage of materials like stones and clay. Every 10cm we dug out, we measured a new 'context.'

We used mattocks to dig through the hard ground and spades to clear the excess onto the tarpaulin. After every 10cm, when we measured our context, we used trowels to clear and flatten the topsoil while keeping our eyes peeled for anything besides the regular soil and stones.

Once we had finished digging, both pits were about 35cm deep, and one had reached the natural layer (layer in which it is not likely to find any sign of human activity and it is normally very chalky).

During the dig, we found: an old nail, that was completely rusted over; a bent screw; the rim of a clay pot or tile; part of a skull; a devil's toenail; and a vein of charcoal.

The nail was about 10cm long and it was covered in so much rust, that we could barely see the iron at all.

The Devil's Toenail was the latest find when we reached the natural layer. Its scientific name is a Gryphaea, and it is the shell of an extinct mollusc. These fossils range from the Triassic period to the mid Paleogene period, but are mostly restricted to the Triassic and Jurassic period.

The section of the skull had an imprint of a vein on the inside, and it was very big compared to some animals. We think it's most likely to be part of a skull of a deer or dog...but it could be a human!

Finally, the vein of charcoal. Charcoal is made by heating wood to high temperatures in the absence of oxygen, this means there must have been a fire lit at some point where we were digging. We think that there was a bonfire, lit by some Girl Guides during a camp or social event.

This dig was such a great and thrilling experience, it was so exciting to see what we would find. Mr Grant and Mrs O'Mahoney were both archaeologists so we were in the best hands during the Dig. It was so inspiring to listen to what they had uncovered during their digs and we are grateful that we were able to have this amazing opportunity.

By Poppy Harvey

Time Capsule

At the end of the Archaeological Dig in School, the departing Year 13 History class buried a time capsule for future St. Francis' students and staff to discover. They decided what should be included in this treasure. Items they included were:

- A lateral flow test (unused).
- A disposable mask (unused).
- Some letters describing their predictions for the future and what life has been like in 2020/2021.
- Some Haribos (unopened).
- And a few other small items.

The exact location of this time capsule will be included in the school magazine, so one day, someone might decide to have a look through the articles and find it. However, when that will happen is anyone's guess.

The location of the Time Capsule is in the Loggia gardens. Perhaps if you are reading this, many years beyond 2021 you would like to find it, if so, then follow the information here:

Walk along the pathway from the Middle School building towards the triangular apex of the gardens. Go up the steps and measure from there 9.50m.

Then measure 4.7m to the left of the edge of the pathway towards Broadway.

There is an unusual lighter coloured patch of grass in a large circle. If you've found the right spot, then you should be on the edge of that. It's only about 40 cm below the surface protected by a plastic bag. Good luck!

By Mr Grant

5 STAR DAYS



Mr. Butin

Eastern European Voices from the Past

During the Five Star Days, we were given the huge privilege of listening to stories from a variety of different origins in Eastern Europe to help us see that what may be ordinary to us might be extraordinary to someone else, and vice versa.

Year 9 and the Sixth Form were invited to a discussion from Mr. Butin and Mrs. Ekanem about their childhoods, growing up in the USSR and Poland respectively. Both of their childhoods were in the closing days of Communist control in Eastern Europe at the end of the Cold War. Whilst the regimes they lived under would have dictated some aspects of their lives, it was the social side of things that they discussed and what our audience wanted to hear about. This ranged from the foods that were available, including no McDonalds until the early 1990s, what school was like (just a bit stricter than the UK!) and what they did for entertainment and recreation. There was a wonderful conversation between the two of them about how on reflection, life was difficult but how it was just normal to them and so there was nothing to complain about. So whilst life today obviously has its challenges, it should perhaps be met with a reflection that we do have a lot to be grateful for – especially bananas, Snickers and Bounty chocolates which were not accessible to either of them until their early teens.

This was a wonderful, trip down memory lane, 'ostalgia' as many East Germans call it (nostalgia but for the East or Ost in German). The audience learnt a lot from their stories and were enthralled by the complete honesty, like the poor quality of the toilet paper; somethings are probably best left in the past!

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Holocaust survivor, Gabriele Keenaghan



Gabriele Keenaghan

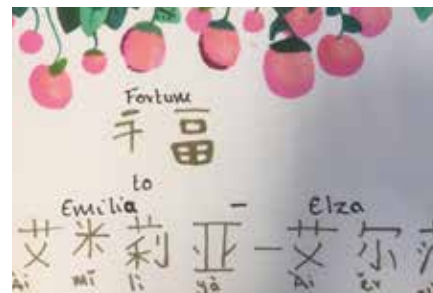
After hearing about the 1980s and early 1990s, we were able to return to the Chapel Annex to hear the testimony of Mrs Gabriele Keenaghan BEM (nee Weiss). Under 'normal' circumstances, we would have been able to meet her in person, but with Covid restrictions in place, we met her virtually over Teams. Gabriele is a Holocaust survivor and told the audience of her experiences as a child, growing up in Vienna, Austria, as the daughter of a Catholic mother and a Jewish father. She was born in 1926 (making her just shy of her 95 birthday!).

She told us about the death of her mother at a young age and that she was forced to move in with her maternal grandmother when she was only nine years old. Although the Nazis had grown in their strength in Germany, she was safe until the Anschluss (unification of Germany and Austria in 1938) when she was transferred to a Jewish school. Having witnessed the violence of Kristallnacht in November 1938, Gabriele's father disappeared. Fearing for her safety, Gabriele's grandmother made the decision to send her to England on the Kindertransport. She left Vienna in April 1939 and travelled to England with a suitcase of clothes and one teddy bear (which she still has today and is her most prized possession). She was then placed with various foster parents, and she initially spoke no English. She told us of how she faced struggles in England because of her nationality during the war and yet she became fluent in English and thrived in school.

After the war, she was keen to remain in England and was able to settle as a nursery nurse in Surrey. Having lost contact with her grandmother for the course of the war, she was surprised to hear from her in 1945 but sadly, she was unable to trace her father.

She qualified in 1951 to be a teacher, and eventually she became a Head Teacher in the North East. She also married and has a family. Whilst the Holocaust clearly had a dramatic impact on her life and separated her from her family, she talked about how she is grateful for her life and her family that she has today, which she wouldn't have had, had it not been for her living in England. She was very reflective about life, modern issues and the students asked her some very thought provoking questions about her ideas about refugees nowadays. However, even though her experiences are clearly not ordinary, she still lives with great strength. Fortunately, we do not have the same fears that Gabriele had to struggle through and our 'ordinary' is something we should be truly grateful for.

Mr Grant



Fun with Chinese

Mrs Hon gave the Year 7 girls a fascinating morning exploring Chinese. They learned a little about the different Chinese languages and dialects and about the development of Chinese characters. They practiced Mandarin tones, learned a number of greetings and learned to write their name using characters. Finally they explored symbolism in Chinese art. A fabulous morning!

Hello – Nǐ hǎo – 你好

Thank you – Xiè xie – 谢谢

You're welcome – bú kè qì – 不客气

Good morning – zǎo shàng hǎo – 早上好

Good bye – Zàijiàn – 再见

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It's a Knockout!

We started the week as we meant to go on with a fun day in the sunshine. There were lots of fast paced exciting and bouncy games for everyone! The external company specialised in providing inflatable games for schools and had nine games available, from 'Steady Eddy' to 'Push Me, Pull Me.' Everyone decided that the 'kangaroo Dash' was a real favourite.

DEPARTMENT OF BUSINESS & ECONOMICS

Making Money Work at University

As part of the Five Star Days Week, the Business and Economics Department ran a session on student finance for the Sixth Form students.

Hosted by Mr Marriott, the students began by looking at the importance of budgeting at university and how student finance is unlikely to cover all costs. Using the Student Finance Calculator, (<https://www.gov.uk/student-finance-calculator>) students were able to quickly estimate their maintenance loan based on their household income.

For example, a student with parental income of £50,000 is likely to receive £6,092 per year, which is only £2,030 per term. This may seem like a lot, but according to Times Higher Education, the average student accommodation costs £4,914 a year (based on a 39-week contract). That equals to £1,638 per term, meaning after paying rent, the average student will have £392 to last over 12 weeks (£32.66 a week). Of course, this will be higher for students based in London who would receive £8,929 per year in maintenance loans but rent on average is £7,098. In fact, during the session one student found they had a £57 weekly deficit, where the cheapest accommodation at their first-choice university exceeded their maintenance loan.

It is no surprise, then, that 55% of university students in 2020 found their maintenance loan did not cover living expenses (Save the Student).

Nevertheless, university is still worthwhile. Graduates on average earn £100,000 more in their lifetime than non-graduates. What students have to do, therefore, is make their money work for them. This is possible with a little financial education and research.

Here is a quick list of the best money saving (or making) tips the students found during our session:

1) BUDGET!

Budgeting is not fun, but it is essential and simple to do. 'Save the Student' has a template budget that is accessible to all students, but a simple Excel Spreadsheet will work just as well.

Firstly, you need to calculate your income during the year. This includes maintenance loan, bursaries, scholarships, part-time jobs, and parents (time to have an awkward conversation). Ask them how much they are willing and able to contribute whilst you are studying.

When you have identified all your incomings, now work out your outgoings. This is any expenditure that will you have to pay for. Exclude the tuition fees, as these are paid directly by Student Finance to the university. Expenditure should include rent, food, mobile phones, any subscriptions, and socialising.

When you have these worked out, calculate your monthly and weekly budget. Do this by splitting your total costs per month and per week and then the same for your total income. This should help you identify what is covered, and if you have any money

left. It is also helpful to find out the amount you could possibly save for any unexpected costs.

2) Research student bank accounts

All high street banks offer a student bank account for university students. Whilst they are all free, each bank has their own list of benefits to attract students. In 2021, all banks offer an interest free overdraft of anything up to £1000 to £1800. Whilst this is free, the money will have to be paid back within the first four months after graduating. Additionally, going over the overdraft limit will incur high interest charges that can be difficult to get out of. An overdraft could be useful to cover an unexpected cost, but do not rely on them.

Currently, Santander appear to offer the best deal for students as they give out a student railcard free. The 18-25 railcard reduces ticket prices by a third and so will be invaluable for any students living away from home.

3) Buy books before the start of term

Books at university are expensive, awfully expensive! However, most of your time at university will be spent reading these books, so they are essential to pass the course. The issue here is that when everyone goes to buy the same textbook at the same time, the price rises. Amazon, for example, increase textbook fees by almost 50% for some accounting and business books.

To beat these high prices, students should be preparing their reading the summer before they join. When a student has confirmed their firm and insurance university choices, they should get in contact with the admissions office to find out the essential reading necessary for each module. Most universities will provide this reading online or have a limited number of copies in the library, but if not, it is a good idea to identify the books you need and buy them in advance. They are likely to be cheaper as there is lower demand and possibly being sold at a much lower rate second hand (graduates on the same course will now have no need for these books, so are likely to sell these off on Amazon, eBay, or even a charity shop). It is better to shop around before demand picks up.

4) Microsoft Office

Office is essential for university and most students are likely to purchase a new or upgraded laptop before they start their course. However, instead of paying the £59 a year subscription for Microsoft Office, Microsoft give free access to Office for most institutions. All you need is an institutional email (university email), and you can download office for free. Most universities are subscribed to this offer, so it is best to ask.

5) Split-ticketing

If you are using the train to travel home during the holidays, you may find split ticketing will reduce your ticket costs significantly. Split ticketing is

where you buy a different ticket for each part of the train journey. For example, instead of buying one ticket for traveling home to London from Durham, buy a separate ticket for Durham to York, York to Peterborough, and Peterborough to London. This may seem fiddly, but you are likely to be on the same train anyway and can save up to £200 a trip.

6) Part-time jobs

Part time jobs are advertised at your local student union. This will include jobs at the union and university, and nearby shops, clubs, and restaurants. It is a good idea to have a CV ready before you go and start enquiring for jobs before you begin the course.

Additionally, unless you earn more than £12,500 a year, you should pay zero income tax. If you are taxed, make sure you get a rebate from the government.

7) Tutoring

Online platforms like Tutorhunt and Mytutor allow young people to offering tutoring. These platforms take a small fee from the hourly wage but is only paid when you begin tutoring.

The benefit of tutoring is that you do not need a teaching qualification and it can be flexible around your timetable. There is, however, a lot of competition so your hourly fee will have to be competitive, but most students should be able to tutor their GCSE and A-level subjects.

8) Sell old clothes.

Depop allows you to sell any old clothing on their app. Like Tutorhunt, the platform is free, and only takes a small percentage of the selling price. Depop is fairly simple to set up and can be done using your mobile phone.

Other websites like Music Magpie will buy your old technology and DVDS, but prices are very low.

9) Sell your revision notes

Have a collection of revision notes from GCSE or A-Level? If these are comprehensible then sell them on websites such as Stuvia or Nexusnotes. These platforms are simple to use and you can set your own price for each set of notes you produce.

10) Product testing

Websites like Wowfreebies and Usertesting are currently open to applications for product testers. This can include access to free samples including food, toiletries, and make-up and only ask for a survey response.

Other firms using these platforms may actually pay you to test a product for a period of time and then blog about it on social media. This means you get the product for free and get paid to use it.

GEOGRAPHY



The last year saw the Geography department cancel the much-anticipated trip to Iceland (the country), to the traditional 'rite of passage' trip to Juniper Hall as well as the much-loved trips to St. Albans for Year 7, Epping Forest for Year 8 and the farm visit for Year 9. However learning in the classroom continued apace, with the A level candidates completing high quality NEAs based on the independent research they carried out in the summer.

All geography students must be applauded for their sterling efforts during the period of online learning. Year 7 and Year 8 students were particularly enthusiastic during the live lessons and completed their work to a high standard. The A-Level students maintained the same level of engagement throughout. Preparation for A Level assessment showed the same level of intensity and determination to succeed. This was a group of much disciplined students who loved and contributed to the subject for many years. We thank Alice Hopley, Ella Pentland, Corletta Straughan and Isabelle Volske for their dedication to Geography and the Geography department.

Year 7CCo spent an interesting lesson outside on how infiltration rates vary in different land surfaces around the College. Year 7 L He, as a part of their river studies, took up the challenge to turn the information they had learnt about river landforms into models. Mrs Wilson commended the students for their very unique and personal interpretation of

the subject matter and for the very creative way the models were presented. The use of recycled materials showed a great deal of environmental conservation awareness. Some students produced cross-curricular models, for example, landforms presented as cakes. Hannah Jeffords's delightful cake was shared among the class. Bernadine Tetzner's river landforms model was a birthday cake for her mother.

On a damp Friday morning, Year 8 visited Epping Forest on their first trip since the Covid19 pandemic started. Thankfully, the weather changed for the better. The aim of the trip was to investigate the differences between sites in a woodland ecosystem. This involved walking to different sites in this ancient woodland and carrying out measurements using quadrat, light meters, and soil penetrometers and so on. Everyone worked well in a group and it was a lovely day for all. Our thanks to Mrs Coles who organised the trip.

Activities week this year coincided with the International Refugee Week (14 – 20 June 2021) whose theme was 'We shall not walk alone'. Mr Mashiri ran a workshop for Years 11 – 13 on the subject of refugees. The workshop included conversations with three international speakers, learning songs, writing and performing poems related to this serious subject. Details of this workshop can be found in the Activities Week section of this college magazine.

The Forbidden Delicacy

Once upon a summertime
She was invited by the Cake
To eat just one piece.

She tried to refuse his offer,
But was fooled by his diamond strawberries
Blinking at her to come closer.

The Cake let out an eatmethisinstant scent.
Inching closer and closer,
She took the golden spoon
To dive right into the Cake.
In it goes, through the strawberries,
Crunching through the chocolate topping
And landing into the fluffy tasty sponge.
Decorating her lips with the creamy filling
She downed a spoonful into her mouth.

Abandoning the golden spoon,
She buried her hands into the Cake
Reaching its deepest point.

Justwhatdoyouthnkyouaredoing?
She heard Mummy shout her lungs out.
Paralysed, she didn't run or hide.

I have an idea,
Why don't you eat it all? Mummy said,
Handing her an even bigger golden spoon.

She smiled in disbelief as she took it
She ate and ate, and ate, and ate
Until she could no longer stuff her face
Don't be shy, have some more, Mummy said.

But I can't Mummy, she said
But you want to, don't you? Mummy said

Right after she took one last bite
Her tummy started to hurt
As if that cake came back to life
For revenge, right inside her.

Tears came pouring down her chocolate face.
She cried Help Me Mummy,

But there was no response, for a while.
Then Mummy gave her the nomorepain pills
Just cause you want it, doesn't mean you can have it,
mummy said

she Never looked at a cake Again
she Never took the forbidden Again
she Never disobeyed Mummy Again

By Daniela Kozhamzharova

AMERICAN ELECTION



Trump is finally out

On the evening of Tuesday 3rd November, myself and others from around the world with a keen interest in politics anxiously awaited the closing of the polls for the historic presidential election in the United States. The polls for months before predicted that Joseph R. Biden, the former Senator for Delaware, Vice President under Barack Obama, and candidate for the Democratic Party, would win against the incumbent Republican President Donald J. Trump by a landslide. Across the country, a wave of blue (representing Democratic votes) was expected. This all changed rapidly once the polls closed on election night, with states expected to vote certain ways or at certain margins defying the odds. What had seemed to be a predictable election that would be won for Biden by a landslide, and for which we would have a result by the morning of Wednesday, remained too close to call until the evening of Saturday 7th November, when the state of Pennsylvania was finally called, putting Biden over the threshold of 270 electoral college votes, making him the projected President-Elect of the United States (as he officially becomes the President once inaugurated in January).

The election was one fraught with conspiracy and accusations of fraud through mail-in ballots, rhetoric coming straight from the President's mouth (or, indeed, his Twitter feed). For months before Trump threatened to withhold funding from the United States Postal Service in order to prevent the use of mail-in ballots, which were largely used by voters to avoid the risks of coronavirus associated with in person voting. Given that COVID-scepticism was much less prominent amongst Democratic voters, it is certainly true that these votes disproportionately favoured the Democratic ticket, and that in-person voting leant towards the Republicans, with Trump himself playing to this COVID-scepticism throughout

his campaign. As I am writing this, on the 13th of November, 10 days after the election, Trump has yet to concede because of these unsubstantiated claims of electoral fraud, and many fear he will not do so, given that he refused to commit to a peaceful transition of power during the debates.

However, it has been, by-and-large, globally accepted that Joe Biden is to be the next President of the United States. Having won a significant mandate of over 78 million votes and counting, the highest total ever achieved by a candidate for the US presidency, President-Elect Biden and Vice-President-Elect Kamala Harris have already set out a clear action plan for dealing with the coronavirus epidemic in the United States, amongst other issues they feel were neglected by Trump. A Biden presidency, beginning in January 2021, would likely further see the reversal of many of the policies of Trump's four years in power, including bringing America back into the 2015 Paris Climate Accords, once again committing the nation to reducing its emissions with the goal of slowing climate change. It will also be interesting to see the impact of his presidency on Brexit, given that Biden has made it clear that Britain will be in a queue of a long list of nations wishing to get trade deals with the US, and that there will be no trade deal should the Good Friday Agreement concerning peace in Northern Ireland be undermined through the Brexit process.

Ultimately, what is undeniable is that the next four years will be vastly different to those before. America, struck more harshly than any other state by the coronavirus pandemic, has a long way to go to rebuild and to change its course. President-Elect Biden has clearly defined this as his immediate goal once he takes office, and so it will be highly interesting to see how Biden's America shapes up.



Flash Fiction Competition

Oxford University runs a 'French Flash Fiction Competition' each year. The competition is open to students in Years 7 to 13, who are asked to write a short story of no more than 100 words in French.

Two St Francis' College students submitted entries – Bethany Sinden and Ilinca Popescu

La petite fleur vit dans la jardinerie. Elle a une bonne vie mais elle est triste parce que les autres fleurs sont grandes mais elle est petite.

Une grande fleur dit, "J'adore les hommes et les femmes. Ils m'achètent."

La petite fleur est très triste. Une heure. Pas d'humains.

Elle dit "Quelle heure est-il ?"

"Il est minuit. Je n'ai pas d'humains."

"Je t'aime!"

"Tu es mon amie" dit la grande fleur.

Une fille crie, "aidez-moi" en entrant dans le jardin.

"Non!"

La petite fleur murmure "oui".

Elle est dans un jardin. Le jardin est bon. Elle est heureuse.

By Bethany Sinden

Je me sentais comme un prisonnier dans les quatre murs tristes de ma chambre. Chaque jour, je voyais les mêmes maisons cramoisies, les mêmes maigres arbres d'automne. Quand les nuages blancs peignaient le ciel azur, et le soleil souriait, j'enviais les enfants, qui n'avaient rien à faire, mais qui souriaient au soleil, et jouaient sous son étreinte chaleureuse. Mais j'ai réalisé que je perdais mon temps donc j'ai décidé de tout changer. J'ai fermé mes livres, rangé mon bureau, j'ai couru dehors et j'ai souri au soleil avec les autres enfants.

By Ilinca Popescu



In our last French lesson of year 10, we watched a French movie *L'Ascension* (the climb) the movie is based on a true story. It is about a young Frenchman called Sammy who climbs Mount Everest to impress the woman he loves.

Sammy is from a humble background and has no experience in climbing. Back home in France, he slowly rises to be a media sensation. I thought the movie was very charming and light-hearted. I really enjoyed it because it followed Sammy's journey from start to finish, showing us not only the good memories he made but also the hardships he endures which gave it sense of realism.

L'Ascension teaches us that there is no reason we cannot achieve the goals we set ourselves, everything is possible as long as we work hard.

By Komal Khan

L'Ascension est un film génial! Le jeu était superbe, spécialement le jeu du personnage principal- il s'appelle Sammy, et il aime une fille qui s'appelle Nadia. L'histoire se concentre sur l'amour et ce qu'on peut faire quand vous vous amouracher de quelqu'un. Dans ce film, Sammy littéralement gravit une montagne pour Nadia, qui graduellement réalise qu'elle l'aime. À la fin, comme tout bon film romantique, ils s'embrassent.

Il y a aussi certains moments vraiment émotifs, comme le moment quand les parents de Sammy pensent qu'il est mort à la montagne...

Pourtant, ce n'est pas très sérieux - il y a beaucoup de moments amusants !

En général, je trouve ce film un des meilleurs films que nous avons regardé dans le collège, et je vous le recommande.

By Katya Verzhbitskaya

Pendant les derniers cours, nous avons eu le privilège de regarder le film, qui s'appelle *L'Ascension*.

Le scénario était qu'un garçon, qui s'appelle Sammy, a décidé d'escalader le mont Everest sans expérience pour la femme, qu'il adore. C'était un film romantique, avec de l'humour. La ville d'où vient Sammy suit ses progrès à travers la radio locale, que Sammy appelle au téléphone pour parler avec ses amis. Il devient célèbre dans sa ville quand il escalade le Mont Everest. À la fin, Sammy et Nadia, la femme il adore, tombent amoureux.

À mon avis, la vedette du film était le sherpa, qui s'appelle Johnny. Il aide Sammy à escalader le mont en échange de la lecture du livre que Sammy a reçu de sa mère; Il était fidèle, drôle, et heureux. Aussi, j'aime l'humour dans le film. Le film m'aide à améliorer mon français, et j'ai hâte de voir un autre film français.

Après avoir regardé le film, nous avons étudié l'argot et le verlan dans le film; le film était super et génial. Merci beaucoup.

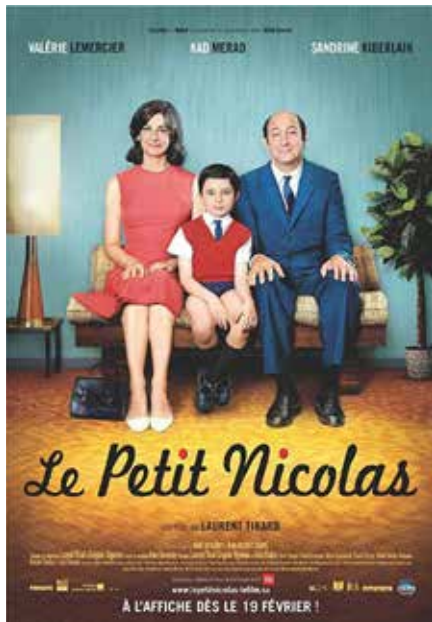
By Ella Smith

Le film était très bon. J'ai aimé l'énergie positive, et c'était léger et très drôle. Le garçon (Sammy) a escaladé le mont Everest pour l'amour. Il venait d'une maison pauvre, et sans expérience de l'escalade. Le film est basé sur l'histoire du premier homme Franco Algérien à gravir le mont Everest. Ma partie préférée était quand il a atteint le sommet de la montagne. C'est un bon moment, et mes amis ont pleuré. Mon personnage préféré s'appelait Johnny, il était très gentil et sympa, et c'était très drôle quand Johnny et Sammy étaient ensemble. Je trouve Sammy très drôle, et c'était une personne positive et inspirante. Je recommande ce film à tout le monde.

By Samyuktha Iyer

FRENCH FILM REVIEWS

Le Petit Nicolas is about a boy's life. It is a French film. It reminds me of 'Diary of a Wimpy Kid'.



Lundi, j'ai regardé Le Petit Nicolas avec ma classe. C'est un film français qui parle d'un garçon, de ses amis et des bêtises qu'ils font. C'est une comédie et ça m'a beaucoup fait rire. Les acteurs étaient assez crédibles et l'histoire était bonne. C'était vraiment génial

Mon personnage préféré est Nicolas, car il est très ludique et aimable. Ma scène préférée était quand les garçons ont essayé de ranger la maison, mais l'ont ruinée. C'était très drôle, mais j'ai eu un peu pitié des parents de Nicolas!

Je donne au film neuf sur dix, car je l'ai beaucoup aimé. Mes amies l'ont aimé aussi

By Scarlett Sharma

Lundi 5 juillet, nous avons regardé 'Le petit Nicolas'. C'est une comédie au sujet d'un jeune garçon, appelé Nicolas qui essaye d'empêcher ses parents d'avoir un autre bébé. Le film est sorti en 2012. Les acteurs sont très talentueux et le scénario est très bon!

Le Noël dernier, nous avons regardé 'Les choristes'. Il est sorti en 2004 et était réalisé par Laurent Tirard. C'est un film français au sujet d'un professeur de musique. Il va un internat pour les garçons difficiles pour former une chorale. Le film est marrant et aussi très intéressant! Je recommande ce film.

By Abby Weston

Le Petit Nicolas is mainly set in Nicolas' school, where he has very different friends. The movie started with Nicolas talking about his friends and what jobs they want to do when they grow up.

The main story is how Nicolas mistakenly thinks that his parents are having a baby and replacing him with the baby. After this, Nicolas creates a secret gang to get rid of the baby when it comes.

I really enjoyed it, as it was very funny. All the things that Nicolas' gang carried out were hilarious.

Most of all I liked how it was all in French! The acting was amazing as well! It was very funny to have to read the subtitles and then laugh!

By Inaya Lad

It was a very good movie and I managed to understand a few of the words. I loved the storyline. It is about a little boy who thought his parents were going to abandon him so he made a plan and got into lots of trouble along the way.

I thought it was very interesting and fun to try to figure out what the French words were.

By Sarah Henwood

Le Petit Nicolas is about a little boy who lives in France. He has many French friends but one day one of his friends comes and tells him that he is going to have a baby brother and it's going to be a nightmare. Then Nicolas thinks he is also going to have a baby brother as his Dad was being unusually nice to his Mum.

He tries everything to get rid of his brother but then realises that he does want a brother. He is so happy as his Mum is going to have a baby but it turns out to be a girl!

I loved watching the film as it was very funny!

By Hannah Jefford

Le Petit Nicolas is about a little boy who is terrified because he thinks his parents are going to abandon him as he thinks his Mum is pregnant and he doesn't want a little brother.

His Mum at the end becomes pregnant but Nicolas is upset when he finds out it is a boy

I loved Le Petit Nicolas as it is about a family that isn't very happy at the beginning but at the end they were so happy.

By Chloe Kempster



Lupin est un drame de l'action et du crime sur Netflix. Maintenant, Lupin est mon émission préférée parce que je regarde ça tous les weekends. C'est très intéressant et captivant. Lupin est une émission de télévision à propos d'une histoire française appelée Arsène Lupin, qui est un gentleman cambrioleur et un maître de déguisement. Omar Sy est le personnage principal, Assane Diop et Omar est très connu en France. Il joue bien le rôle d'Assane et le spectacle est très divertissant et spécial. Je pense que c'est l'une des meilleures séries sur Netflix et je vous recommande de la regarder!

By Esther Akinbami



Les choristes c'est un film formidable. Il y a beaucoup de chansons, et les acteurs sont crédibles. Le film est émouvant, mais fantastique, avec un scénario captivant. Il s'agit d'enfants dans un pensionnat pour des garçons en difficulté. Puis un homme appelé Clément Mathieu arrive. Il leur apprend à chanter et forme une chorale. Ce film parle de leur parcours. Bien que je l'ai trouvé assez triste, je le recommande vraiment. Mon aspect préféré du film était la musique. Les chansons sont très belles, et ajoutent vraiment à l'atmosphère du film. Le chanteur principal avait une jolie voix, et tous les acteurs étaient super. C'est la deuxième fois que je l'ai vu, et c'est mon film français préféré.

By Laila Davies

Récemment on a regardé Les Choristes, j'ai vraiment apprécié ce film. Nous étions tous assises dans l'annexe de la chapelle pour le regarder ensemble. Le film parle d'un musicien, Clément Mathieu qui prend un emploi comme enseignant dans une école pour la rééducation des garçons délinquants. Il apporte son amour de la musique dans son travail en créant une chorale.

By Sophie Smith

EVERYONES-INVITED



Eloise Mair discusses Everyone's Invited, a website and organisation collated by Soma Sara, with the intention of exposing rape culture.

The website allows survivors of rape culture to share their experiences through anonymous testimonies, and aims to expose rape culture from these testimonies as well as through, 'conversation, education and support.' Earlier this year, several students attended Eton College's symposium based off this website, as well as the UN Women's report on sexual harassment and the death of Sarah Everard. Discussions were had about how schools can respond to these events, and to converse with other students our age on how we can move forward to support this movement.

The senior council and I strongly believe this issue is crucially vital to discuss more transparently in the College and beyond. From this belief, we decided to hold a similar discussion inside of the College

for Years 10-13. By doing this, we supported Soma Sara's idea of 'conversation, education and support' in relation to rape culture and sexual harassment.

Our discussion started with how we felt sexual content is influential through social media. From here, we went on to discuss what we believe constitutes to sexual harassment and how beliefs differ in society, especially through the juxtaposition in trying genders' perspectives. The modern power of social media means it is more relevant to people our age, who are growing up with this new phenomenon. This power is not always necessarily for the good, and recognising the bad aspects of it in relation to sexual harassment helps us to be more alert to it happening.

The next discussion starter was the quotation, 'Protect your daughters. Educate your sons.' We discussed how as an all-girls school, we can all help this issue by talking transparently to our male friends and family, to expose our stance on these issues. The recognition in response to, 'Educating your sons' would allow us to converse honestly with people of other genders. We recognised harassment happens to men too, but felt it was more appropriate to discuss female harassment. This was because we were all female, and it happens an overwhelming amount more to women than

men, and we chose to focus on the clear majority.

In my perspective overall, female single-sex education teaches us how to be equipped for the outside world, and learn how to deal with situations, including harassment. This is instead of additionally teaching us how to change the outside world, on top of the previous. We all agreed with this judgement, and believe we are being taught to be defensive rather than proactive when approaching the topic of harassment and surrounding 'Everyone's Invited'. We also recognised that the most important people we need to discuss this issue with is those who are ignorant, who primarily fuel the significance of this issue. As a female single-sex school, we need to raise the issue of educating these people regardless of their gender, as well as how to protect ourselves. From our discussion both inside and outside of the College, it affirmed how I feel I should personally address this topic with my community and in later life. It also felt supportive how we conversed with similar perspectives to share, and will influence how the Senior Council will move forward with responding to this issue in the upcoming year. The discussion allowed us to recognise how we are positively dealing with this right now, as well as how to move forward to tackle this beyond the College.



Sophie Penn raises awareness on the importance of LGBTQ+ Education.

Taking place in June, the 'Pride' festival, Pride is the celebration of the LGBTQ+ community, often represented by colourful flags and parades. However, the Pride movement also includes education for both members and allies, providing vital information about ongoing issues and tolerance. This helps to tackle homophobia and misunderstandings about the community and is critical in improving LGBTQ+ wellbeing.

Although the issue is improving, schools are still largely exclusive of LGBTQ+ history and useful information. For example, only 1 in 5 members have received appropriate education on safe sex. This creates dangerous misunderstandings for same-sex couples, putting them at greater risks of issues like STIs. In addition to this, 45% of LGBTQ+ pupils are bullied for their identity and 1 in 2 reports regularly hearing homophobic slurs at school. Most likely, this stems from a lack of education and tolerance in young people today, illustrating the urgent need for change in the schooling we receive. As students and parents, it is important to put pressure onto institutions to include the LGBTQ+ community in their curriculums, as it is the most effective way to teach tolerance on a larger scale.

The effects of homophobia can be seen on both personal and international scales. For instance, up to 80% of transgender youth struggle with self-harm, which is reflected by the quarter of them who are subjected to transphobic abuse online. Discriminatory comments largely impact well-being and LGBTQ+ youth are at a much larger risk of developing mental disorders such as depression and anxiety. Furthermore, homophobia can be seen on a global scale, with 1 in 4 believing that being LGBTQ+ should be a crime. Currently, it is still illegal to be in a same sex relationship in 72 countries. Education is one of the most powerful tools in tackling these issues and inciting the desperately needed social change.

If you are interested in learning more about the community, there are many trustworthy resources online that provide information, chat lines and can answer questions. The Stonewall Organisation is a leading resource, which offers free information, advice and many other services for the LGBTQ+ community. This can be accessed on their website: www.stonewall.org.uk.



SEXUAL HARASSMENT

On my private story, I took it upon myself to do a poll with 31 girls. I asked them if they had ever received a picture of a naked male they did not ask for. Twenty two replied saying yes. Not a single person said no. Assuming that the nine other girls had not, a shocking 71% said yes. Five girls even mentioned they've received 'Hundreds, from the age of 11.'

As you are all very aware mobile phones and social media is a huge part of our life, from probably the age of 10 you would have received your first smart phone. However, this was far from the childhood our parents experienced. It was not until the late 1990s that mobile phones began to be used by large number of people. This meant there was much less communication and accessibility to people from across the world. They wouldn't have been exposed to the endless images of models on instagram for example and when they left school for the day – they could switch off and forget about it.

Therefore, as much as adults try their very best, it is not possible for them to understand what it is like to be growing up like us, in a generation with social media. So, as a consequence the curriculum and education, seems rather outdated and 'not how it actually is'. This is by no means the fault of anyone, it is just unfortunate, as you cannot look to parents for support on something that they can't really have experience in.

I want to start with a story. It was the 13th of March and I was sitting on the sofa, my mother to my right and my father walking up and down. It was just after the tragic death of Sara Everard. If you managed to not hear about this, a woman was tragically raped and murdered walking home. This caused a massive movement, where women spoke up about their experiences. Statistics such as 97% of women have been sexually assaulted or harassed came to light. After so many years of fighting to be heard and a demand for equality the issue of sexual harassment and assault still plagues our society.

I brought up this conversation to my parents. Among lots of other topics and discussions, we came to land on sexual harassment. Now I am guessing you are probably all thinking, that is a big word, with a lot of meaning behind it, which is true, the definition being behaviour that annoys or upsets someone. For example, cat calling would be categorised as this. Another example of this is unsolicited nude image sharing. Now, I'm sure that some of you, might have

been sent something inappropriate that you did not want to see. I think I was about thirteen when I had my first experience of this. I didn't tell my parents I just quickly deleted it.

On social media, you are on screen, not face to face with the person you are communicating with. This increases confidence, some of you might even realise this yourself, you feel more confident talking online rather than face to face. Unfortunately, because you don't have to see the person face to face some people act in a way that they probably wouldn't if they could be 'seen.' It makes some men think it is ok to send indecent images, without asking for consent, or even checking the age of the recipient. I am saying men, but women can also do this too don't forget, but in this instance we are talking about men.

Nudes can be found a lot on social media, you might accidentally add someone you thought you knew, mutual friends, someone who seemed ok or complete strangers on your feed.

UK legislation also states that it's illegal for adults to share nude images of themselves with anyone under 16. However this is hard to monitor and police online.

Nudes can be found a lot on social media, you might accidentally add someone you thought you knew, mutual friends, someone who seemed ok or complete strangers on your feed. You probably have been told not to talk to strangers online, and I urge you not to, however I am well aware that that isn't the case and lots of young people do. Many people

make friends, form relationships but need to be aware of the dangers. The 2016 Singles in America survey discovered 49% of the women who reported receiving a picture of a man naked. This percentage is ever increasing. I could not tell you how many times me or one of my friends have received something we did not want.

If this is happens to you, there are a few things you can do. You can easily report this on the social media app you are on, as well as blocking the sender, or telling them to stop, tell them to stop. It is crucial that we act and don't allow this to continually happen.

On my private story, I took it upon myself to do a poll with 31 girls. I asked them if they had ever received a picture of a naked male they did not ask for. Twenty two replied saying yes. Not a single person said no. Assuming that the nine other girls had not, a shocking 71% said yes. Five girls even mentioned they've received 'Hundreds, from the age of 11.'

In addition to having to put up with what I have been talking about, begging for nudes is also incredibly common. It has been normalized so much that boys feel like it is their right. It is not. Even if they try and blackmail you, they are not worth it.

'I won't screenshot' is a common phrase you will hear, however you can never be completely certain, there are other ways, and trust me boys use them.

'For the boys' group chats often share girls' nudes without their permission. What I'm trying to say is that nothing on social media is immediately deleted, it will never go, and you never know what the person will do who is receiving it.

I hope you take my points into consideration when using social media, but remember there a lot of positives as well. We need to be more open with each other about things online that we are uncomfortable with and we need to make sure young men of today grow up with the right values.

By Jasmine Bagenal

WHO SHOULD WE BE INSPIRED BY?

We live in a male dominated society, where men are our leaders and women barely get a say. We are convinced that our society is equal because we are told it is, but women still get 83p to the pound that a man makes. Women make up 51% of the population and yet parliament is made up of 76% men. As an all-girls school we are encouraged to be great, to be scientists, mathematicians and leaders but outside of these gates the world is not the same and we need to change that and there are people out there who are doing exactly that.

Who inspires you? Personally, I am inspired by Emerald Fennell, who is the first British woman to ever be nominated for an Oscar for directing 'Promising Young Woman.'

'Promising Young Woman' is described as 'A genre-bending revenge thriller, it ricochets between rom-com and horror to radical and unsettling effect. Carey Mulligan plays Cassie, a medical school dropout traumatised by the assault of her best friend. By day, she works in a coffee shop; by night, she fakes blackout drunkenness in bars. If 'nice guys' take advantage, Cassie snaps open her sober eyes to teach them a lesson.'

Fennell is the first British woman ever to have won best original screen play at the Oscars. Her film is fantastically feminist and displays a whole new side of the female experience that had yet to be written about. Fennell uses beautiful imagery within her work manipulating the classic image of what a woman should be and using it as a weapon.

Emerald Fennell inspires me because she is brave with her subject matter and writes about women in a way that does not objectify them and allows them to be more than just a victim.

I am also inspired by Phoebe Waller-Bridge who through her writing challenges the narrative on women no longer perpetuating the damsel in need of saving trope.

Phoebe Waller-Bridge is best known for writing and performing 'Fleabag' both on stage and screen. She was show runner, head writer and executive producer for the first series of Killing Eve (2018–present), which she adapted for television. Both Fleabag and Killing Eve are highly acclaimed and have been named among the 100 greatest television series of the 21st century by The Guardian, with the former ranked at No. 8 and the latter at No. 30. She is also one of four credited screenwriters for 'No Time to Die' the new James Bond movie.

Phoebe Waller Bridge is making changes in the way that film is being written, classic Bond girls were once side characters known for little more than



looking pretty and being saved by James Bond, Waller Bridge is changing that, instead of creating two dimensional female characters whose only personality trait is their shiny hair she is creating strong, independent, sometimes villainous female characters that little girls can actually look up to. Female characters with ambition and determination, roles that in my opinion should have been around for a lot longer.

Another inspirational woman is the actress Tilda Swinton who constantly defies gender stereotypes and is utterly herself, she does not conform to the way society tells us women should be and tells us neither should we.

In the new issue of British Vogue, the Doctor Strange star, 60, opened up about identifying as queer, and how her career in Hollywood helped her find her "queer circus."

"I'm very clear that queer is actually, for me anyway, to do with sensibility," Swinton said. "I always felt I was queer – I was just looking for my queer circus, and I found it. And having found it, it's my world."

And to answer the question, 'Who should we be inspired by?' I think it's fair to say anyone who makes a positive impact on us - but particularly women who fight for equality and justice, who rise above and smash the glass ceiling, it does not matter what their area of expertise is, so long as they stick up for what it right.

By Amelie Peters

EURO 2020



How many of you were singing 'It's Coming Home' on 11th July?

It's coming home, it's coming home, it's coming - You hear these words A LOT throughout the song! This actually originally referred to the fact that when the song came out, England was hosting its first major tournament since the 1966 World Cup, but now it is a reference of hope to England winning and bringing home the trophy. Not only that, but - according to Fifa - football as we know it today was actually invented in England in 1863, so the feeling is it's coming back to where it was born. We're all looking forward to the day that happens!

Euro 2020 carried a sense of change. A sense that this year could finally be our year. And although we fell at the final hurdle, our team still gave us all some incredible feelings and memories. I know I will always remember defeating Germany on my birthday, spilling my drink on my mum's rug when Harry Kane scored in extra time against Denmark and falling over a sofa and ripping my nose piercing when Luke Shaw scored in the third minute against Italy. Although that immense high did not last as long as we hoped, I am still endlessly proud of my team. Next year, it's coming home!

By Georgie Harris

GERMAN



Ciara Rushton in year 13 has passed her Goethe-Zertifikat B1 with flying colours and deserves to be congratulated for her hard work and determination. The Goethe-Zertifikat B1 is a German course for young people and adults. It provides successful candidates with a useful stepping stone for access to German university courses, employers looking for language skills and even the minimum level for German citizenship. It is a demanding course and Ciara did exceptionally well. Herzlichen Glückwunsch, Ciara, well done!

INDUCTION DAY

Year 6 enjoyed a fantastic day of fun games and team building activities in preparation for joining St. Francis' this September.



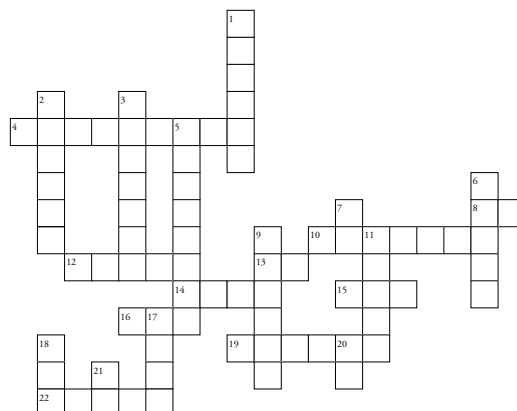
LATIN CROSSWORD

Across

4. The day after tomorrow
8. Back
10. Money
12. By chance
13. Out of
14. Now
15. I beg

Down

1. Always
2. Against
3. On account of
5. Careful
6. I dragged
7. - question
9. Chosen
11. Cares (acc pl.)
17. Look
18. You pl.
20. 9
21. Himself



Agony Aunt Grace Hewitt is here to answer your questions

I am really worried about the Coronavirus and that things will never go back to normal?

Things will definitely go back to normal, and in fact there may be some improvements with how we live our lives, for example, a new normal could be: more working from home and less commuting, more holidays in the UK, so less pollution from air travel, technology has been forced to improve, this is great for schools and businesses. Vaccines are rolling out and the government are saying that it will take a year to vaccinate everyone, so, hopefully by next year we should be back to normal.

I'm feeling very stressed at the moment with schoolwork and exam revision. I get upset often and don't want to do it anymore. Please help!

I understand how you're feeling! Most people have been there! School work, exam revision and a home life can be hard to juggle! Fear not, there are things you can do to help you feel more relaxed and less stressed, for example, talk to someone. This definitely helps!! Talking to friends is useful, as they may not seem it, but they are probably feeling the same as you. Talk to a teacher, they have most definitely experienced stress like this before. They can understand and help you out, set you straight in the right direction. Family members will be comforting and kind, they will have a different perspective to you, and they can help problem solve and find practical solutions. If you have a pet, talk to her/him, it will help – they are great listeners! I understand that you feel like you don't want to do it anymore, but you are doing this for your future. How hard you work now will determine your later life. Take regular breaks and don't burn out too quickly. Do things you enjoy in between studying. Remind yourself that a certain amount of stress is motivation. Use the emotion to improve your performance.



This year the 6th Form Revue has had to adapt to all of the many restrictions and setbacks. In September, we knew we would have to find a creative way to hold the Revue, and this is when we decided on the theme of 'Gogglebox' as we could use a digital format for this.

We wanted to create a whole episode of Gogglebox, set in the school, with us as the actors in the skits and the talent show acts as the adverts. We chose our favourite TV moments from shows such as Educating Yorkshire, Love Island and Dancing on Ice. We then filmed, performed, and edited them just like the originals. We then had the teachers (in groups) react to the clips as if they were the people on Gogglebox.

It took a lot of hard work, scheduling, planning and time, but it has come together well. We are incredibly thankful for the acts who performed and the brave teachers who took part. Getting in front of the camera can seem daunting and intimidating, many people would prefer to be on stage, so we are so grateful for all those willing to be filmed for the Revue. We also want to give a massive congratulations to Laila Davies, the winner, who sang ABBA's 'One of Us'.

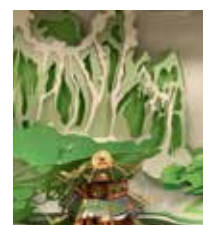
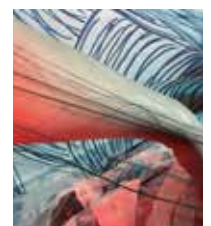
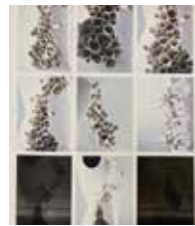
We hope everyone enjoyed the show and especially the surprise at the end! This truly was a 6th Form Revue like no other and it has been amazing to be a part of it.

By Robyn Norwood

ART



ART



ART

Royal Mail's Special Stamp

For more than 50 years Royal Mail's Special Stamp programme has commemorated British history and achievement. Stamps have also been issued to honour the achievements of many British people. Often, the people who appear on stamps are already famous. They include scientists and explorers, writers, artists, musicians, athletes, and Prime Ministers.

Since the coronavirus pandemic began, there have been many people who have done great things. Many of them are not famous, but they have done extraordinary work. These are the people who have helped us all through a really difficult time. Some are front-line workers in healthcare, others look after elderly or vulnerable people.

Grace Robinson, Georgia Maddock, Hannah Jefford, Emilia Francisco, Bethan Conway and Alisha Bains all submitted designs for a national competition to design a Royal Mail stamp.



Alisha Bains



Bethan Conway



Emilia Francisco



Georgia Maddock



Grace Robinson



Hannah Jefford

Cardboard City

Students were invited to create a cardboard city and build 3D structures such as parks, transport, hospitals, housing, roads, bridges, shops, leisure facilities, using cardboard, brown packing tape, and string. They also made a time-release film of the construction and building to create a film at the end of the project. Each year group had the chance to de-construct, re-design, rebuild and extend creating their vision of a city.



Young Artists' Summer Show

Now in its third year, the Young Artists' Summer Show is a free, open submission exhibition for students aged 5 - 19 studying in the UK and British schools overseas. Artworks are judged by artists and arts professionals with selected artworks displayed online and on-site at the Royal Academy of Arts.

youngartists.royalacademy.org.uk/exhibitions/2020

Congratulations to Raphaelle Kokotis, Scarlett Sharma, Elizabeth Olurebi and Isabella Barrett who all submitted work.



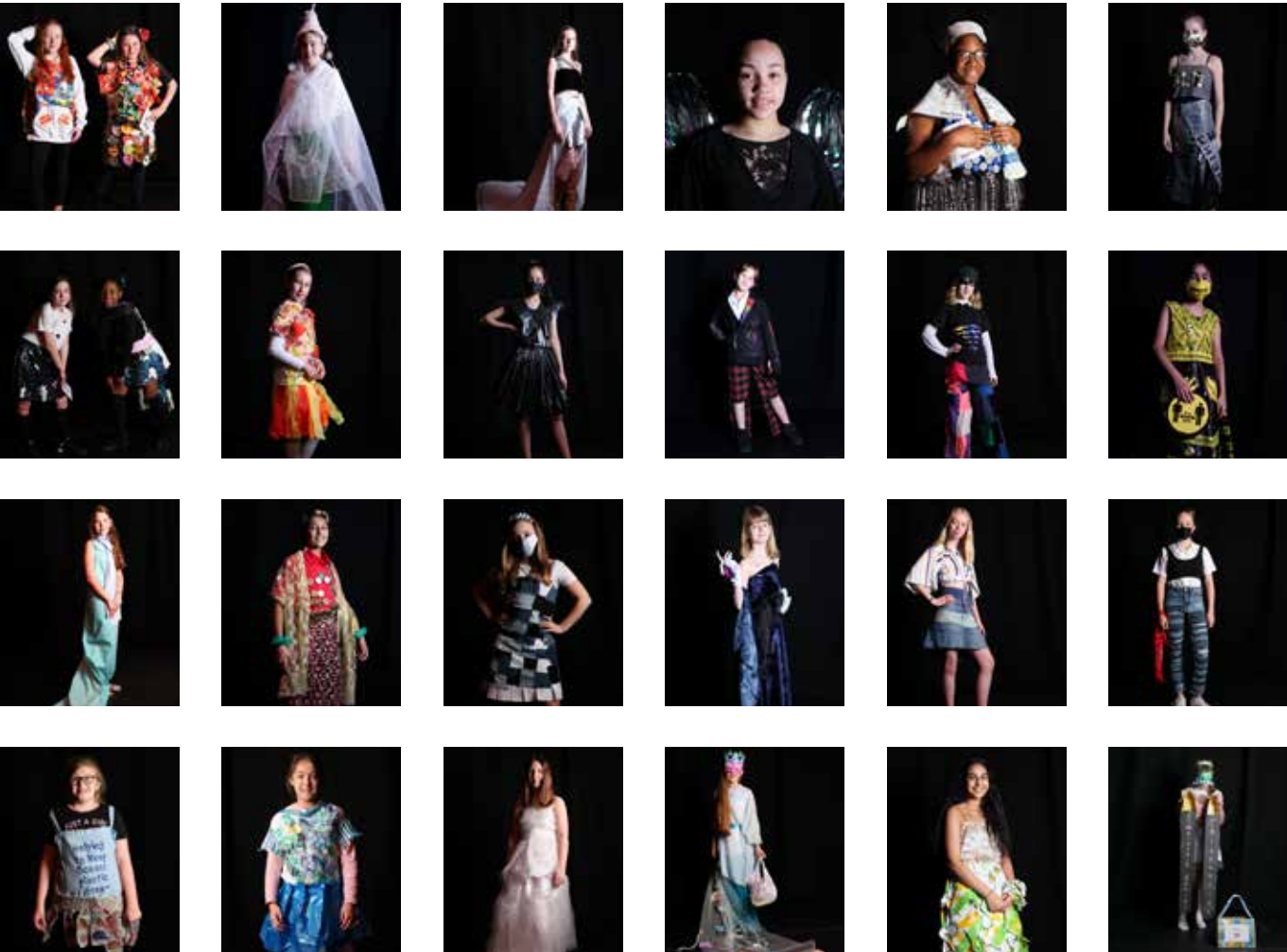
ART GCSE & A LEVEL 2021 FINAL PIECES



RECYCLED FASHION SHOW



Prep



Yr 7

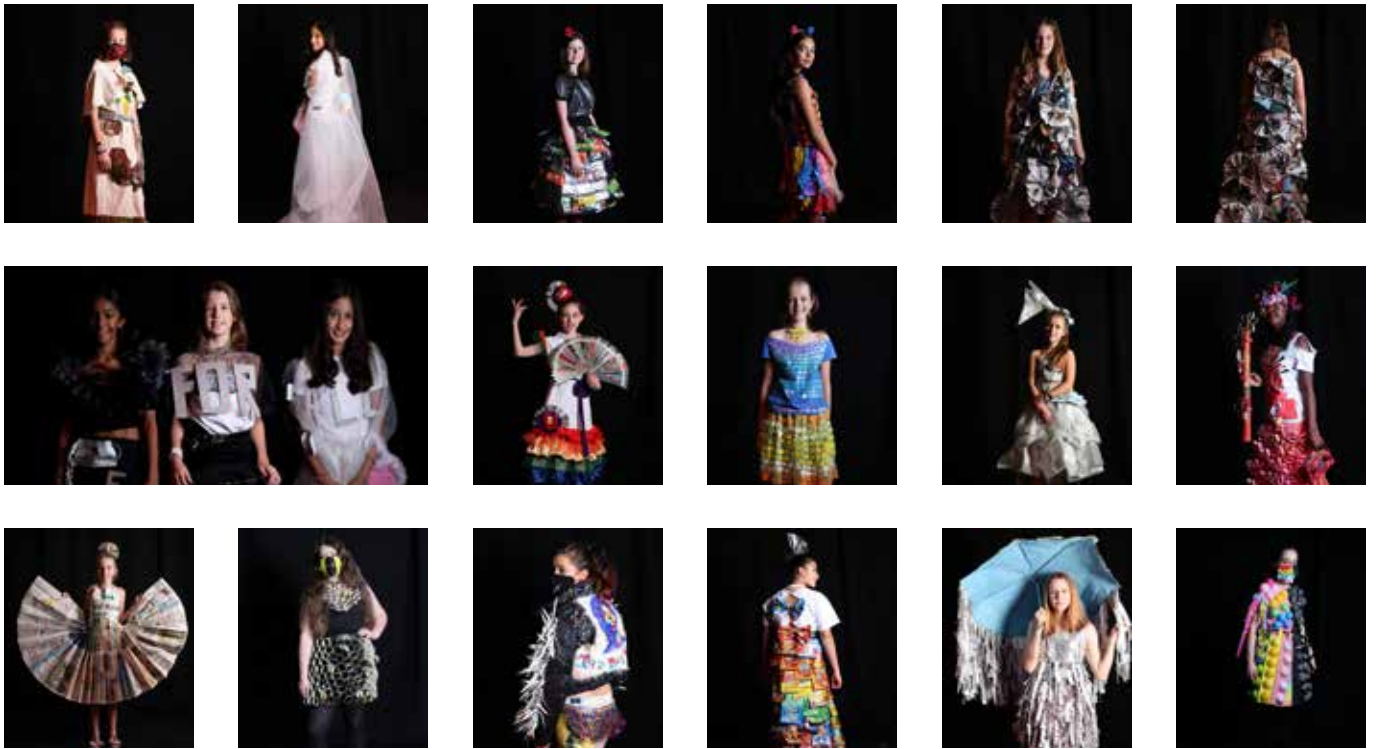
Yr 7

Yr 8

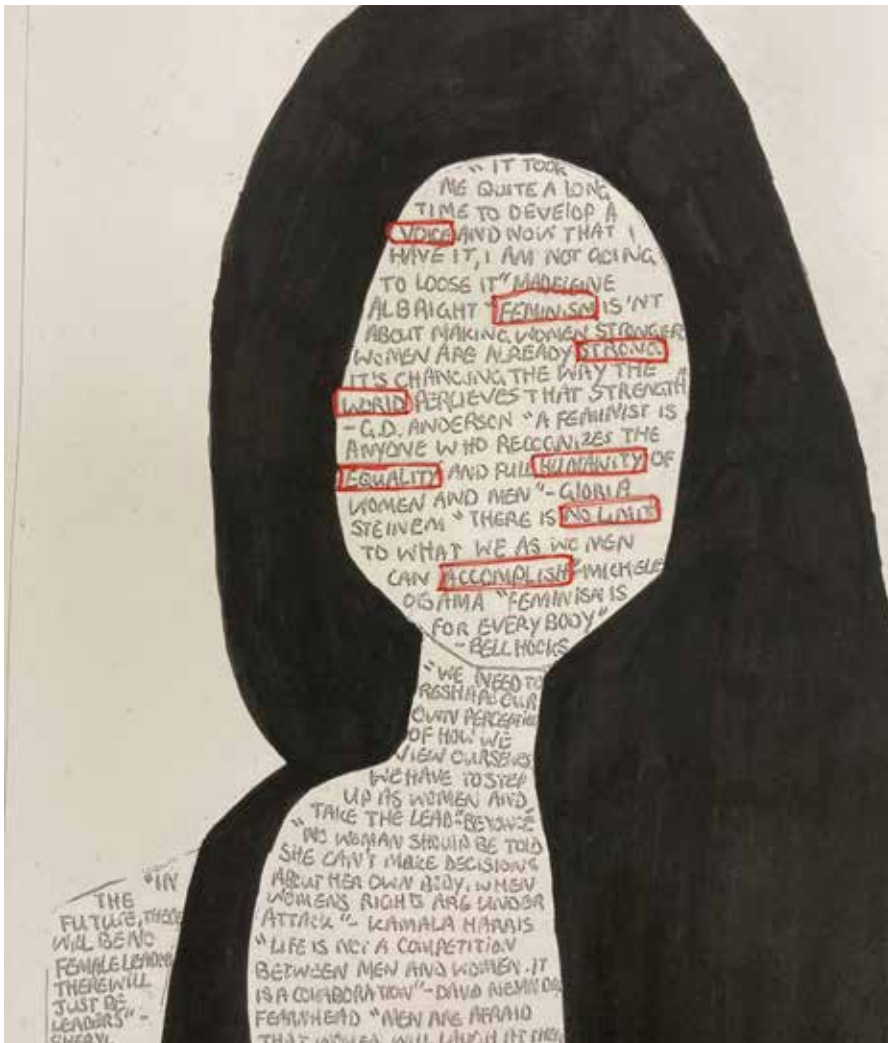
Yr 8

Yr 9

Yr 9



Selected winners



PREP KINDERGARTEN & RECEPTION



PREP KS1



PREP KS2

My Experience of performing in 'A Midsummer Night's Dream.'

It was so fun getting to act as Helena, one of the lead roles in this play, and it was also my second play in the time I have been in St. Francis', but we started planning the play in Prep IV. Back then, I wondered how we were going to act it with the situation with COVID-19 in the world. At first, to be honest, I was not excited about the play because I was not sure if we would still be able to do it. We were in lockdown on 23 March 2020, school was online, so it was hard rehearsing the play. I still had the script for the play so I practised it as much as possible, adding aspects that would make my acting more expressive. Next, we started having zoom classes, so it was easier to practise the play. We came back to school in Prep V and we were able to practise the play with more ease, then we went back into lockdown making it even harder to rehearse.

After the second lockdown, it was easier to rehearse the play again and I had more hopes. We were now in 2021, a new year with even more hopes to perform the play. Later on, in the year, the date of the play was fixed to the 22nd of June to perform it to Prep III in the morning for the cast A play and Prep IV in the afternoon for Cast B, and 23rd of June for the parents, cast A in the morning and Cast B in the afternoon. We got to the date of the play and I was so excited!

We rehearsed and performed the play outside, in lots of different weather, sometimes it was hot, raining or cold!

At the beginning of the play, when I was Helena, I was meant to pretend to trip and the audience thought I had actually tripped!

On my way to the next scene, I overheard Prep III saying my acting was good and I even heard someone say I was their favourite character. I felt happy. Near the end of the play, there was a wedding dance- the Jive because our version of A Midsummer Night's Dream was set in the 1950s.

In the cast B play, it was hard. I was Theseus and Hazel, a fairy. I had to wear my fairy costume underneath my Theseus costume because I had some very quick costume changes!

Everyone congratulated me for my acting and in the achievements assembly I got a Drama award. I was elated!

This is a summary of what I felt during the rehearsal and performance of the play.

By Sarah Irefo



'A Midsummer Night's Dream' - the promenade performance

Well performing in general is lovely after the pandemic and the lockdowns. This play was a bit different though because it was performed outside as a promenade performance. There were some benefits from performing in the outside habitat, like having loads of space to act, it was also nice to get some fresh air instead of being stuck inside. As well as positives there were some negatives though like cars passing so we had to project our voices and the WEATHER!!! Too cold one day, too hot the next, especially in, shall I say, our interesting costumes. Our play was set in the 1950s when the men wore leather jackets and the ladies circular skirts.

Though it was set roughly in the modern day, 'A Midsummer Night's Dream' was written by William Shakespeare in the Elizabethan times so the lines were lines like 'though art' or 'doth' instead of does. It was a bit harder to learn our lines but once we got the hang of it; it was quite fun!

It was a pleasure to have a play and to come back to school to perform with our friends.

By Olivia Aggarwal

PREP KS2



BOARDING

From the perspective of Anny, our Head Girl in the Boarding house

In Y12 - The Boarding House at St. Francis' College is like a big family; we create happiness and love. The Boarding House provides as many opportunities as possible to help students understand and discover new cultures. Daily activities take place after school including sports, baking, arts and crafts.

Movie night is a great chance to bring out the popcorn! We have exciting trips to London and Cambridge, which include interesting visits to the museums, shopping and punting. Both places are also not far away. Thorpe Park is one of the most popular destinations! Other nice activities include ice-skating and painting a pot at Pots of Art.

During the difficult time of COVID, all the Boarding staff are doing their best to keep us safe and secure. Some Boarders have been away from home for above a year, but none of us feels lonely and helpless because we know there is someone we can speak to and get a warm welcome, which

releases our stress and pressure.

It is common for us overseas boarders to deal with homesickness. Food plays a very important part in helping alleviate this. The chefs understand this. The meals we have every week are a perfect combination of the West and the East. There are always new ideas coming up through the chefs and our Boarders Food Committee.

Every day in the Boarding House starts with a lovely hot breakfast and staff in the dining hall ensure everyone is ready and happy to start their school day. After school, prep runs for girls in Year 7 to Year 9. After dinner, we have different activities, which bring in a lot of fun and laughter.

I was 11 when I first joined as a boarder at St. Francis' College. With all the support from all the Boarding staff, I have become more independent and thoughtful. I have found knowledge through books, as well as life lessons. I am capable of making the majority of decisions on my own and can think well of my actions.



PRIZE GIVING 2020

Subject Prizes

Adebowale Cup for Science	Yunjia Chang
Art	Eira Bagenal
Biology.....	Mehar Magon
Business Studies	Darcy Culverhouse
Chemistry	Michelle Bonuah
Classics.....	Hong Lam (Amy) Wong
French	Eleanor Cook
Further Mathematics	Esther-Tofi Williams
German.....	Yiwei (Yvette) Gong
Information Communications Technology.....	Ciara Rushton
Junior Drama Cup	Pare Suaypring
Mathematics.....	Meredith Wynne
Photography.....	Xue (Shirley) Yao
Physical Education	Ruoqing (Michelle) Wang
Physics	Holly Neal
Politics	Yiwei (Yvette) Gong
Psychology	Imogen Harper
Religious Studies	Tsz Lam Miriam Yeung
Science	Jiahan (Lottie) Liu
Senior Drama Cup	Caitlin North
Sister Aquin Cup for History.....	Heather Christie
St Caecilia Junior Award for Music.....	Thusharani Rubendra
St Caecilia Senior Award for Music.....	Caitlin North
The Long Cup for English.....	Francesca Babbs
The McClymont Cup for Musical Excellence	Annabelle Woods
The Sister Aquin Cup for Geography	Wing Yan (Ruby) Lung
The Wooller Cup for Economics	Rosalind Mackey
	Alice Hopley
	Jiahan (Lottie) Liu

General Awards

Angela Rainbow Cup for Food and Nutrition	Hilary Bexfield
Bryce Ben Charity Cup	7MRY
Coster Cup for Best All Rounder in Physical Education	Emilie Henriques
Davies Trophy for the Best All-Rounder	Phoebe Bunce
Finucane Cup for Initiative and Leadership	Emily Rumley
Hagan Cup for European Language Excellence	Alessandra Cocevar
Individual Swimming Trophy.....	Macarena Mancha Lacasa
Iris Lawlor Award (Presented by Mrs Muirhead)	Rosalind Mackey
Junior Science Cup.....	Katerina Verzhbitskaya
Kanyike Cup	Isabelle Volske
Lee Plate for Overall Contribution to the College	Imogen Harper
Newberry Cup for Service to the Community	Ciara Rushton
Sharman Cup for Dedication to Sport.....	Ysobel Henriques
Sister Christophane Award for Courtesy and Consideration	Eira Bagenal
Sister Mary Anna Cup for Services to the Boarding House	Jiahan (Lottie) Liu
	Wing Yan (Ruby) Lung
The Spirit of St. Francis' in Memory of Sharon Twigg.....	Eleanor Cook
Valsecchi Cup for Dedication	Yifan Li
White Cup for Creativity	Ruoqing (Michelle) Wang

Form Prizes For Overall Achievement

7CTa.....	Elizabeth Hawthorne
7MRy.....	Lucy Jefford
8CWt.....	Scarlett Sharma
8JGr.....	Shifa Shahid
9DOw.....	Christa Bonuah
9EGh.....	Katerina Verzhbitskaya
9HMu.....	Alexa Montgomerie
10KEL.....	Heather Pollock
10VBr.....	Eleanor Mackey

Progress Prizes (For Students In Years 9 To 11 Who Have Demonstrated Excellent Progress)

Art	Isabelle Hobbs
Biology.....	Jessica Bryant
Chemistry	Xiang (Anny) Meng
Drama.....	Oluwaseyi Victoria Dosunmu
English As Additional Language (Eal).....	Linxi (Linda) Gong
English.....	Lauren Howland
Food & Nutrition	Emily Hughes
Geography	Anna Macdougall
History.....	Olivia Laithwaite
Ict	Emma Avent
Latin	Hilary Bexfield
Mathematics	Emily Munns
Mfl	Dilbyar Srapylov
	Heather Pollock (German)
	Heather Christie (French)
Music	Elizaveta Verzhbitskaya
Pe.....	Alexa Montgomerie
Photography.....	Eloise Mair
Physics	Robyn Norwood
Religious Studies	Genevieve Wilson

House Captains

Artemis	Caitlin North
	Emma Pritchard
Athene.....	Manpreet Basra
	Gabriella Seaman-Hill
Hera.....	Yuqi (Crystal) Chen
	Darcy Culverhouse
Selene.....	Eleanor Cook
	Amy Waterman

Senior Council

Head Girl.....	Mehar Magon
Deputy Head Girls.....	Simren Dhaliwal
	Esther-Tofi Williams

Our congratulations to all of the girls for their wonderful academic achievement: A Level

Eira Bagenal	Art, English, Religious Studies Animation At Herts Regional College
Manpreet Basra	Computer Science, Economics, Mathematics Reading Economics And Political Science At University Of Birmingham
Michelle Bonuah *	Chemistry, Mathematics, Physics Reading Engineering (Chemical) At Ucl
Yunjia Chang *	Biology, Chemistry, Mathematics Reading Biology At University Of York
Yuqi (Crystal) Chen *	Chinese, Mathematics, Further Mathematics, Physics Reading Electronic Engineering At King's College London
Eleanor Cook	Classics, Government And Politics, History Reading Ancient History At The University Of Edinburgh
Darcy Culverhouse	Business Studies, English, Religious Studies Reading Social Anthropology With Development At The University Of Edinburgh
Chidinma Darl-Uzu	Computer Science, Geography, Mathematics Reading Computing At De Montfort University
Simren Dhaliwal *	Economics, Government And Politics, Mathematics Reading International Business At University Of Birmingham
Yiwei (Yvette) Gong *	Mathematics, Further Mathematics, Physics Reading Engineering (Mechanical) At Ucl
Imogen Harper *	Government And Politics, History, Mathematics Reading Politics At University Of Warwick
Shihan (Daisy) He *	Chinese, Mathematics, Further Mathematics, Physics Reading Mathematics At University Of Leeds
Yifan Li	Chemistry, Chinese, Mathematics Reading Food Science And Nutrition At University Of Leeds
Jiahan (Lottie) Liu	Economics, Mathematics, Religious Studies Reading Philosophy And Economics At Lse
Yin Hei (Lily) Lok	Chemistry, Chinese, Economics, Mathematics Reading Philosophy And Economics At Cardiff University
Wing Yan (Ruby) Lung	Chinese, English, History, Psychology Reading English And Creative Writing At Royal Holloway
Jiaqi (Chloe) Ma *	Chinese, Economics, Mathematics, Further Mathematics Reading Financial Mathematics At University Of Leeds
Mehar Magon *	Biology, Chemistry, Mathematics Reading Medicine At Queen's University Belfast
Amilyon Mensah	Economics, Government And Politics, Religious Studies Reading Business Management And Entrepreneurship At Pearson College London
Caitlin North	English, History, Religious Studies Reading Criminal Justice And Criminology At University Of Leeds
Emma Pritchard	Classics, Economics, Mathematics Reading Accountancy And Finance At University Of Aberdeen
Jiaqi (Katherine) Pu *	Mathematics, Further Mathematics, Physics Reading Morse At University Of Warwick
Gabriella Seaman-Hill	Classics, Government And Politics, History Reading Combined Honours At Newcastle University
Ruoqing (Michelle) Wang *	Art, Chinese, Photography Reading Illustration At Ual
Yajie (Diana) Wang	Chinese, Economics, Mathematics, Further Mathematics Reading Financial Mathematics At University Of Leeds
Amy Waterman	Business Studies, Computer Science, Psychology Reading Computer Science At Nottingham Trent University
Kitty Whiteley	Business Studies, Geography, Psychology Apprenticeship
Esther-Tofi Williams	Economics, French, Government And Politics Reading Law With Social Science At University Of Warwick
Hong Lam (Amy) Wong *	Biology, Chemistry, Chinese, Mathematics, Further Mathematics Reading Accounting And Finance At Lse
Yuet Sze (Kacey) Wong	Biology, Chemistry, Chinese, Mathematics Reading Radiography (Diagnostic Imaging) At City, University Of London
Xue (Shirley) Yao	Chinese, Economics, Mathematics, Further Mathematics Reading Accounting And Finance At Durham University
Tsz Lam Miriam Yeung	Biology, Mathematics, Psychology Reading Psychology At University Of Surrey
Qingjing (Anne) Zhu	Chinese, Economics, Mathematics, Further Mathematics Reading Economics With Finance At The University Of Edinburgh

GCSE

Emma Avent
Genevieve Barrow *
Heldi Bendley *
Hilary Bexfield *
Avneet Bhamra *
Mya Bhandal
Jessica Bryant *
Holly Carter *
Melody Chai *
Sofia Chowdhury *
Heather Christie *
Alessandra Cocevar *
Amira Davies *
Olivia Delamare *
Alexandra Diedrick *
Hope Gray *
Catherine Haddleton
Georgia Harris *
Ysobel Henriques *
Isabelle Hobbs *
Grace Hopley *
Lauren Howland *
Olivia Laithwaite *
Range (Kelly) Li *
Eloise Mair *
Katherine Mckenzie *
Iris Mckinlay
Katie McNulty *
Xiang (Anny) Meng *
Mary Moss *
Holly Neal *
Robyn Norwood *
Emily Peter *
Amelie Peters *
Matilda Platt *
Shiloh Rose *
Alice Rumball *
Paula San Roman De La Fuente *
Florence Semple *
Alice Seymour *
Sophie Shackell *
Elizaveta Verzhbitskaya *
Genevieve Wilson *
Shuru Xu *
Yiting (Monica) Yang *
Yuxin (Ophelia) Yao *
Nika Zainchkovska *
Yi (Olivia) Zou *

One Or More A/8-9 Achieved

Congratulations to the following for completing

The Duke Of Edinburgh's Award

Gold

Eira Bagenal
Louise Balcombe
Mairead Cashin
Ellen Daviss
Imogen Harper
Emma Pritchard

Silver

Catarina Barbour
Sophie Charter
Hanah Hakmi
Katherine Holman

Bronze

Eva Askey
Matilda George
Sophie Penn
Ana Balac
Roxanne Greal
Heather Pollock
Manpreet Basra
Phoebe Haywood
Katie Pritchard
Hannah Chilton
Juliette Holroyd
Alice Rumball
Hannah Cranston
Emily Hughes
Ciara Rushton
Olivia Delamare
Eleanor Mackey
Dilbyar Srappylova
Rachel Dew
Ava Montgomerie
Gemma Welsh
Jasmine Falcao
Emily Munns
Meredith Wynne
Olivia Fenn
Alev Osman

Scholarship Awards 2020

Year 7

Academic

Kali Evans
Sarah Henwood
Iliana Kokotis
Elodie Peters
Louise Pollock
Lois Quinn

Music

Louise Pollock

Performing Arts

Bethan Conway (Drama), (Dance) - [Exhibition]
Elodie Peters (Dance & Drama) - [Exhibitions]
Bernadine Tetzner (Dance)

Sport

Kristal Dongbakuro
Lois Quinn - [Exhibition]

Year 9

Academic

Laila Davies
Sofia Grant
Emelia Nevill
Shifa Shahid
Grace Winspear

Art

Nyah Temple

Music

Laila Davies [Exhibition]

Performing Arts

Laila Davies (Drama) - [Exhibition]
Emilia Nevill (Dance) - [Exhibition]

Year 12

Art

Hilary Bexfield

Performing Arts

Eloise Mair (Dance) - [Exhibition]
Amira Davies (Drama)
Amelie Peters (Drama)

Sixth Form Award

Hilary Bexfield
Heather Christie
Eloise Mair

Sport

Mary Moss - [Exhibition]
Alice Seymour



RELIGIOUS STUDIES

Academy Philosophy and Ethics Conferences

What do you think about feminist theology or the Fivefold Model of Faith and Reason?

Topics like these were covered in the Academy Conferences that I was lucky enough to attend with my fellow Philosophy and Ethics classmates. We heard from many different speakers who discussed the divine attributes, faith and reason, natural moral law and feminism with in relation to theology. The conference included speakers such as Professor Keith Ward who gave a fascinating talk on the Divine Attributes. He spoke about how God is described by Anselm, as the Greatest Imaginable Being. Ward agreed with Anselm's view that this is the best-known definition of God, which I also have since agreed with strongly.

His talk genuinely helped us develop our knowledge on the topic and answer some of the common questions that we had in class. During the day, we heard talks about some familiar topics we have been learning on our course, but we also got the chance to look at topics we had yet to cover.

A significant talk for this was by Daphne Hampson, who is a Professor at the University of St Andrews and has published widely on Post-Christian thought with an emphasis on feminist criticism. She spoke about Christian Feminists and theology with passion. She expressed an overwhelming but powerful message, that I felt privileged to hear. Her deep passion for the topic was clear throughout. This subsequently, made us more eager to look into Christian Feminism which we will get to start in Year 13. The day as a whole was inspiring and really made us immerse ourselves in all the distinct aspects of the topics.

A few months later, on the 25th March 2021, I was lucky enough to take part in yet another Academy Philosophy and Ethics Webinar. This was another wonderful way for us to dive deeper into both Philosophy and ethics. We addressed the topics of Religious language, the Ontological Argument, meta-ethics, attributes of God and our essay writing skills. While a great amount of the information covered were from topics that we haven't approached yet, I found the webinar very beneficial and it allowed me to develop on knowledge that I've gained from Year 12.

The first speaker was Julie Arliss, who graduated from Exeter and is now a British teacher of philosophy of religion and ethics at King's College. She talked about how David Hume was a verificationist and how Wittgenstein heavily influenced the Vienna Circle and Ayer. It was a great introduction to religious language. All the speakers brought something different and made the day as a whole enjoyable and engaging. We got to hear from two speakers we knew from back in November - Professor Keith Ward and Professor Tom Greggs. They were just as incredible as we all remembered. We also got to hear from new speakers Dr Andrew Pinsent and of course Professor Daphne Hampson.

Dr Andrew Pinsent gave a skilful talk on natural moral law that became a very useful revision tool. Both conferences gave contrasting talks that explored different topics in our course however both helped enormously in our studies. We were all extremely thankful to Academy Conferences and all the speakers who took their time to set up these lecturers.

By Genevieve Barrow

REFUGEE WEEK 2021



Refugee Week



'We Will Not Walk Alone'

On Tuesday 15th June, Mr Mashiri treated the Sixth form and Year 11 to an enriching and fun workshop to celebrate Refugee Week. This week exists to recognise the strength of refugees and raise awareness. We began the session by learning more about displacement and the differences between refugees and asylum seekers. It is outlined in the Universal Declaration of Human Rights that everybody has the right to seek safety from a threat. There are 50-70 million people displaced worldwide currently; the majority of these people are women and children. This troubling statistic was at the forefront of our minds when we wrote the poems featured here, which were performed in the session.

Astoundingly, we were visited by three live virtual speakers, each in different parts of the world and each with different stories. Mrs Chipo Bassopo called in from the Children's Performing Arts Workshop (CHIPAWO) in Zimbabwe – she told us how CHIPAWO works with disadvantaged children and gives them an opportunity to develop their talent through dance and drama. With Mrs Bassopo and Mr Mashiri, we learned and sang 'Kusarima,' a call-and-response folk song from Zimbabwe which is sung as people collect the harvest. Some of us played drums or shook rattles, but we all sang spiritedly – there is a video of this on the school's Instagram. Singing together made us feel connected to the people of Zimbabwe and allowed us to appreciate a different culture. Equally, we were reminded of our responsibility as global citizens and driven to get involved in solving global issues, like conditions in refugee camps.

Following this, Mr Hammond Sapong, a PhD student from Ghana, gave a presentation on how climate change may impact refugees by destroying houses, creating political unrest, and compromising food supplies. He also stressed that (although everybody must play their part to fight climate change) women specifically need to be in positions of power to see efficient results. We agree with this and feel encouraged to get actively involved in fighting climate change and have our voices heard. Towards

the end of the workshop, Mr Kuda Muhwandagara called in: he works for a humanitarian agency based in Northern Iraq (Kurdistan). Hearing from somebody who directly helps people who have been displaced was inspiring, and Mr Muhwandagara's passion shone through in his speech.

We would all like to thank Mr Mashiri for organising such an enriching session and drawing our attention to important issues that concern everybody in the world. Mr Mashiri and the three speakers not only and helped us extend our education beyond the curriculum, but they also gave great examples of how we, as students, can make a difference. We are grateful for this event, and hope to take what we have learned further, turning knowledge into action!

By Amy Gilbride, Sabaa Malik and Jin Cheng

• • • • •

'Manners Maketh Man'

Manners maketh man, we say.

Conflict maketh man, you pray

On my disordered parents' land

To steal the future from my hand.

You claim and claim and claim again,

You'll give us sanctuary, but when?

Mother! Father! Shall I call to you?

Or shall I relish in this desperately disastrous view?

But I will run.

Run, though my wounds still rot ever sore.

Run, to the place, to the time where no war

Can ever find me.

And I promise thee,

I will change the course of my brother's history

Till my past, my mother's past, is all but a mystery.

By Heather Pollock

I've written my poem from the perspective of a refugee who has had a long journey.

If we ever meet,

I won't tell you how I came here.

I won't mention the biting frost and evil heat

That tore at my face, day and night.

I won't tell you that my feet

Are blistered, cut, squashed, screaming;

That my throat sits in my neck like a pumice stone,

Scratching as I speak and crying

For water, fruit or honey.

I won't bother you with my uncle,

Who I watched expire under corrugated iron,

Worn out by his burdens, by his time.

I needn't repeat the wailing,

That soundtrack to my travelling,

Or how I never traced its origin.

You'll never know how my knees turned grey

From prayer, from crawling,

From scrambling towards life, towards hope.

You will only watch as I fall to those knees,

Watch from your turrets and barracks.

And on that day, if we ever meet,

I will only say that

I need help.

And wonder what it is that you aren't saying.

This poem is about how strong refugees have to be in order to reach safety, and how those of us who are safe could do so much more to support them.

By Amy Gilbride

SCIENCE

The Year 12 Physics students took part in a series of 'Physics in Action' lectures. These included: The science of superconductors; The physics of lightning; Detecting and observing the first stars created in the Universe; Medical imaging and visualising Physics. Robyn and Heather write about two of these lectures.

My favourite lecture of the day was by Emma Chaplin who spoke about the first stars in the Universe. I was so captivated by the astrophysics; I was only inches away from my laptop screen. We do not have any physical pictures of these 'first stars' but we do have artist impressions created with CGI. Emma displayed some for us and they were beautiful. Since these stars were made of mostly helium and hydrogen, they were glowing blue and were immensely hotter than the stars we are used to now. Space archaeologists are looking for remnants of these first stars and so far have found a 2nd generation star but are still on a mission to find a 1st generation. – Robyn

My favourite lecture of the day was titled 'Thunder and Lightning - Are They Really Frightening?', which was presented by Rhys Phillips, an electromagnetic scientist at Airbus and honorary lecturer at Cardiff University. Throughout the lecture, we learned all about lightning and how aeroplanes keep running despite how frequently they are struck. Aluminium planes simply conduct the lightning around their edge, so the strike enters the aeroplane at one end and leaves at the other, without causing harm to the rest of the vehicle or the people inside of it.

We also learned how to look out for exaggerations in the media based on this topic. Although it is a common occurrence for an aeroplane to get struck by lightning, sometimes the media report on situations like this. However, these stories often exaggerate the truth, some going as far as to show a lightning bolt not even touching the aeroplane and simply striking behind it. We learned that if a bolt of lightning strikes an aeroplane, then its path will not be a straight line. The lightning will take a path along the edge of the aeroplane before travelling back towards the ground. We then moved onto the different case of carbon-fibre aeroplanes, as they do not conduct electricity like aluminium does. Carbon-fibres weigh less than aluminium, so an aeroplane made from carbon-fibres would be more fuel efficient and easier to fly. We explored the way these planes are modelled and tested in a laboratory for safety before they can fly, by striking smaller models with a high-voltage strike of electricity to mimic lightning. For the models made from metals such as aluminium, there was no damage, but the models made from materials that do not conduct electricity, such as plastics and carbon-fibres, exploded after being hit. Due to this, we still have not found a good solution for carbon-fibre planes, other than to add a small sheet of aluminium to the vehicle's edge to act as a conductor. Although this weighs less than a plane made entirely from aluminium, it is not the perfect solution, so there is still work to be done. Overall, the lecture was very interesting, and we learned that what seems at first glance to be an event that should be avoided at all costs is actually harmless when the aeroplane is built correctly.

The other lectures that we watched throughout the day included one on superconductors and how, under the right conditions, they can defy our general understanding of the laws of motion, one on how medical imaging, such as CAT scans and X-rays work and how they have revolutionised the world of medicine, one on how we can visualise physics through graphs and experiments and finally one on exam success. Each lecture was insightful in its own way and we can confidently say that we learned things that helped prepare us for our exams and also showed us how versatile and inspiring the world of Physics can be. – Heather



Like in previous years, our A Level Chemistry students took part in a range of national competitions, which allowed them to apply their understanding to challenges beyond their core curriculum.

Our Year 12 Chemistry students (Anny, Avneet, Olivia, Ophelia and Shiloh) convinced with confidence, strong analytical and practical skills and great team spirit in the RSC Schools' Analyst Competition. Unlike previous years, this year's regional heat was carried out in our school Chemistry laboratory.

The two teams had three hours of lab time to complete three practical tasks. They then analysed their findings and submitted them to the Royal Society of Chemistry.

Congratulations to our Year 13 Chemistry students who achieved Bronze, Silver and Gold Awards in this year's nationwide Chemistry Olympiad!

The Chemistry Olympiad, run by the Royal Society of Chemistry, is a challenging competition and an opportunity to stretch and challenge post-16 Chemistry students by testing their chemical knowledge. Participation in this competition, irrespective of the final outcome, is seen by Universities and employers alike as recognition by the student of the value of resilience and a readiness to take on a challenge.

Our Year 13 Chemistry students can be very proud of their achievements: Sophie Wells gained a Bronze certificate, Amy Gilbride gained Silver and Rosalind Mackey was awarded a Gold certificate.

What a fantastic accomplishment. Well done!

SCIENCE



The Biology department's nestbox has been occupied again this year. This year we live-streamed the whole process of nest building, egg laying and rearing the chicks until they fledged.



Throughout lockdown, the Biology department's animals have been kept at the homes of some of our staff. The pupils are happy to have them back now.



During Activity Week, Year 9 biologists solved mysteries at the St. Francis' Zoo. Which zookeeper had stolen cake from the café, which orang-utan was the father of the new baby and, using lateral flow and PCR tests, which gorillas had COVID-19?



During Activity Week, Year 7 and Year 9 biologists started to carry out an audit of the biodiversity in the school grounds. Our wildlife meadow is attracting many pollinators and our school pond is now home to numerous animal species.

MATHEMATICS



Maths Masterclass

On Saturday 8th May, we were lucky enough to take part in the Hertfordshire Royal Institution Online Mathematics Masterclass. It was an eye-opening experience for both of us. We were given an amazing opportunity to apply our existing knowledge of Maths to a new level - to learn new things in a different environment.

The morning consisted of a zoom call, hosted by advanced mathematicians, with fellow students from around Hertfordshire. Not only was it challenging, but also a fun way to strengthen our Maths abilities.

The idea of the morning was a 'Polytopia'; purely focused on 3D shapes and their properties. As well as basics we were confident in, we were also introduced to 'defects' and 'Schläfli' of different shapes. We were asked to come up with formulas and links - using how many cells were in each 3D shape to work out numbers of vertices, edges, faces and more. Furthermore, to help us visualise the complex structures, we were given sheets with cut-out templates that could push our understanding to another level.

We were each given a Maths instructor to guide us if we were struggling throughout the session. Each time there was a new task to complete; they were there to support us if needed. This gave us the confidence and tools to work through the assignments set, but also to enjoy the experience as well. We were delighted to take part in the Masterclass and would encourage other students to do so in the future.

By Chloe Moss and Laila Davies

United Kingdom Mathematics Trust Challenges

Our A' Level mathematicians enjoyed great success in the UKMT Senior Maths Challenge. Two students, Ophelia Yao and Hilary Bexfield gained a gold award, their results were in the top five thousand nationally and so they were invited to take part in a follow on round, the Senior Kangaroo. Three students achieved a silver award and five a bronze.

The Year 9, 10 and 11 girls achieved excellent results in the United Kingdom Mathematics Trust Intermediate Maths Challenge achieving 3 gold, 8 silver and 10 bronze certificates. Over 200,000 students from the UK sat the challenge and nationally, the top 6% are awarded a gold certificate, the next 13% silver and the next 21% bronze. The UKMT offer a follow on rounds, the Kangaroo, to 8000 of the highest scoring students nationally. We are delighted that five of our students qualified for the Kangaroo; Shuhan Xiao, Sophia Mohammadi, Chelsea Chen, Crystal Zhou and Carol Zou.

The Year 7 and 8 students took part in the UKMT Junior Maths challenge. Lucy Jefford achieved a gold award and qualified for the Kangaroo. Six girls were awarded a silver certificate and seven a bronze.

Here is a question from the 2021 UKMT Junior Maths Challenge:

In my class, everyone studies French or German, but not both languages. One third of the girls and the same number of boys study German. Twice as many boys as girls study French. Which one of these could be the total number of boys and girls in my class?

A 16 B 28 C 30 D 32 E 34

The answer is at the end below:.

.....

To avoid fractions, we let $3k$ be the number of girls. One third of the girls study German. Therefore k girls study German and $2k$ girls study French. The number of boys studying French is twice the number of girls studying French. Therefore $4k$ boys study French. It follows that the total number of boys and girls in the class is $k = 2k = 4k = 8k$. Since k is an integer, the number of girls and boys in the class is a multiple of 8. Of the given options only 32 is a multiple of 8. Therefore it is the only option which could be the total number of boys and girls in the class. This case study is possible with 12 girls in the class of whom 8 study French, and 20 boys, of whom 16 study French.

WORD SEARCH



1. ALEXANDER MCQUEEN
2. ARMANI
3. BALENCIAGA
4. BOSS
5. BOTTEGA VENETA
6. BULGARI
7. BURBERRY
8. CARTIER
9. CELINE
10. CHANEL
11. CHLOE
12. COACH
13. DIESEL
14. DIOR
15. FENDI

16. FERRAGAMO
17. IVENCHY
18. GUCCI
19. HERMES
20. JIMMY CHOO
21. LOEWE
22. LOUIS VUITTON
23. MARC JACOBS
24. MULBERRY
25. PRADA
26. RALPH LAUREN
27. TIFFANY
28. TODS
29. VERSACE
30. YVES SAINT LAURENT

ANSWERS:



ADVICE FOR THE FUTURE

Applying to University

Let's face it: why is applying for university so confusing? There are so many terms and facts thrown around that you might feel like you're drowning. UCAS? Firm or Insurance? Personal Statement? Why can I only pick five options? What am I doing?

A Levels are tough, there's no question, but throw in a four-thousand-character Personal Statement and entry grade requirements and well... life gets complicated, fast. Nevertheless, this process can be made far easier than it initially looks. With ample support provided by the school, you will be on track to do your best.

But what does it all entail?

Before we dive into the void that is UCAS (this is the Admissions services that helps you to connect with the universities of your choice) you need to consider whether University is for you. Many misconceptions about careers originate from the belief that a University degree is the only way to set foot into the world of work. It is not. Everything stems from what you want to do. But let's assume that Uni is the route for you. The first thing to consider is what you want to study. Law, Medicine, Classics or Languages- you name it! Your own dreams and the UCAS website can help you find the best course for you.

Chosen your course? Now's the fun part. Time to start thinking about where you want to go. This does not need to be finalised until you submit your personal statement (don't worry, I will explain). However, this step is important in deciding what works best for you.

Once you've got thinking about the basic outline of what you want to do, it's time to actually start the process! (drum roll please).

Once you've created a UCAS account (don't worry, the school will help you- phew!) it's time to get serious. You have to write what is known as your personal statement (cue a dramatic clap of thunder). Most universities let you hand this in by the first few weeks of the January that you are applying to join them. Therefore, if you plan on applying to join the academic year of 2022-2023, most universities will expect this in by January 2022. This is subject to your university and course. Medicine related courses and Oxbridge (the Universities of Oxford and Cambridge) tend to ask for an earlier entry. Your personal statement is as it says: a statement about you and your course. This is expected to be a focused look at who you are and why you want to study the course. Again, like much of the process, the way you structure your personal statement is largely dependent on your course and university.

Try to keep all your applications very similar because you only get to write one personal statement. When writing this, think of ways to integrate extra-curricular and academic interests which show off your love for the subject you've chosen. For me, I talked about my passion for debating which led me to discover more about law. For this step, it is imperative that you keep focused and that you have plenty to say; so, prepare in advance. Make sure that you've spent your time wisely. Start looking for work experience, find free online courses about your chosen field (websites like Coursera are great for this), read books, watch documentaries and get involved in projects.

All this will enrich you in your chosen field; this not only will help your Personal Statement shine it will also help you affirm your decision. At this point, you should also find out whether your universities require an entrance test (for e.g. Cambridge entrance tests, the LNAT for law, UKCAT/BMAT for medicine, etc) and start working on perfecting what you need for these.

At the same time of constructing the perfect Personal Statement to impress university admissions teams, you need to streamline your choices for University. Look at which Universities suit your needs: do I like the course? Does the faculty and accommodation (if this applies to you) look good? Is the city/town nice? Eventually, you must narrow your choices to your top five. With this, it is best to have a variety of entry requirements. Have one or two aspirational, one or two middle grounds that match up with your predicted grades and some lower choices that you're practically guaranteed to get (just to be on the safe side).

Once your choices have been made and your personal statement has been finished and approved, it's time to send you application off! And... breathe.

Now it's time for the waiting game...

Universities like to take their time getting back to you. You can track this on UCAS Track. Getting responses can take between days and months to arrive. Sometimes, you might be rejected or put into consideration on a different course, but most of the time you'll get an offer. Offers tend to fall into one of two categories: conditional or unconditional. An unconditional offer mean that your university will have you will whatever grades you receive at A Level; whereas unconditional offers expect you to meet a certain requirement specified by your university.

Got all of your responses back? Great!

Now it's finally time to firm your offer. However, what does that mean? I'm glad you asked! You now need to pick two universities from your offers. One will be your firm choice (the one that you want to go to) and the other will be your Insurance (the 'just in case' option). Here, I could say go purely with logic, but that would be very unhelpful- pick the two that you think are the best fit for you. This is a big decision, but don't let this phase you; ask people for their options, scout around the universities and dive into more research.

At roughly the same time or just afterwards (usually around March onwards) accommodation and student finance applications open. Choosing the right accommodation at university can be one of the one exciting parts of the entire process because this is when you really start to see yourself as a university student. Look at a variety of factors including distance from campus, types of rooms, proximity to shops, etc. Some universities do this on a first come first serve basis, so be aware of that.

Student finance is where you can apply for any financial support that you may need while at university (but sometimes, you can get less than you actually need; considering a summer job or a job at university might be a good idea).

And results day... the moment of truth. The school will help you put your grades into UCAS and, if you meet the grade requirements, it's time to go off and relax because you will have deserved it! If you unfortunately don't get the grade that you need, you can reapply at clearing and if you do much better than predicted you can also choose to reapply through adjustment (don't worry, the school will always help with this if it is needed).

Finally, you will be a university student. It's a long and hard journey, but you will come out of the tunnel. Ready to embark on your next step. Always remember to ask for help when you need it and remember to enjoy your time in sixth form; time will fly by faster than you can say 'bachelor's degree'.

Good luck and remember, you've got this!

By Thusharani Rubendra

POSITIVE MENTAL HEALTH EVENING

Lockdown presented its own challenges for all of us and as a community it was really important that we did our best to support one another.

On 28th January St. Francis' College held its very first online community event. We were joined by guest speakers and had the much-needed opportunity to listen to some live music and poetry.

Incredibly we were joined on the evening by some wonderful people happy to give up their time to support others during Lockdown.

Bhante Samitha – Mindfulness and meditation demonstration.

Bhante is the head monk of Letchworth Dhamma Nikethanaya Buddhist Meditation Centre for Education Meditation Psychotherapy & Counselling and has been a Mindfulness teacher for last 35 years (19 years in UK).

Bhante led us through a mediation session and instilled us all with a wonderful sense of calm and well-being.

Denise Sheelan – Understanding our Mental Health.

Denise is a fully qualified therapeutic counsellor and hypnotherapist with over 20 years' experience working with children. This session was aimed at giving us a better understanding of how psychological trauma can manifest into early warning signs and the importance of early intervention.

Denise highlighted the importance of having someone to talk to when things are getting tough and also gave us some important warning signs to look out for in our support of others.

Matt Summerfield – How to be positive when times are tough.

Matt Summerfield is the Senior Pastor of Zeo Church (www.ZeoChurch.org) which he leads alongside a wider speaking, training, coaching and writing work - www.stretch-your-life.com. Prior to this, he served for 18 years as CEO, and latterly President, of the national youth and children's charity, Urban Saints.

Matt is a much loved speaker at our assemblies here at St. Francis'. He always speaks with humility, humour and truth. We all felt inspired by the end of Matt's speech.

The event wouldn't have been possible without the help of Grace Hewitt, Komal Khan, Teyte Baker, Annabella Coyne and Evie Brown.

Komal Khan wrote a beautiful poem which she performed on the evening.

Blessing in Disguise by Komal Khan

2020 started out as any other year,
Smiles and laughter not a hint of fear,
Days went past at a steady pace,
No signs of the dangers we were about to face,

It started out quiet a little whisper in the wind,
When the whispers grew louder panic brimmed,
Torment soon came by and captured us,
Everything changed because of coronavirus,

First came the masks that protect our face,
Then we washed our hands in every place,
Stay home, protect the NHS, Save lives the government pleaded,
The country was coming apart desperate help was needed,

Things got worst so lockdown came,
Nothing was ever going to be the same,
Key workers were pushed to their limits,
Praise from their county raised their spirits,

As lockdown kept us inside it became all we knew,
this is not the end though we just needed to change our point of view,

Yes, times are hard, and it feels like we are consumed by the dark,

But the dark can be obliterated with a mighty spark,

So, get up and make the most of this time,
Watch that scary series filled with crime,
Pick up a book you have never read,
Or even try to bake a loaf of bread,

Take some long overdue time for yourself,
Make sure you focus on your mental health,
Do some yoga sessions to keep a calmful mind,
Allow those brighter days to become easier to find,

Soon everything will be right again,
So, let us keep a positive mindset till then,
This is a blessing in disguise,
After this it's back to our noisy everyday lives.

Annabella Coyne also wrote and performed this very moving song.

But I know I can get you out of there.

You're standing at the edge of the pier now,
looking back on all those memories,
half of you is screaming to end it,
but the other is begging to stay.

You got your head out of the water screaming help me,
you got your body just soaking in,
but really I think we know what the truth is,
you never really wanted to swim.

But I know I can get you out of there,
just grab my hand and let me take you back home,
and I know I can get you out of that place,
that you seem to let no one know,
when their around but you still feel alone,
when I'm around and now you feel at home.

You got you mirror hanging neatly next to your wardrobe,
but you really hate that it's there,
cause every time you look in it,
you think it'd look better if nothing was there.
when really you could ask anyone for the truth,
and they would always tell you the same,
you're the prettiest girl at the party,
and yet you still manage to feel lame.

But I know I can get you out of there,
just grab my hand and let me take you back home,
and I know I can get you out of that place,
that you seem to let no one know,
when their around but you still feel alone,
when I'm around and now you feel at home.

SELF
CARE
ISN'T
SELFISH

DRAMA



Profile on playwright August Wilson

A Level Drama and Theatre Studies students have been studying the play 'Fences' by August Wilson.

Twice a winner of the Pulitzer Prize, (one of which was for *Fences*), August Wilson was a poet-turned-playwright of great significance in 20th-century America. *Fences* forms part of his 'Pittsburgh Cycle': ten plays about the ten decades of the 20th century (*Fences* being the 1950s). His body of work deals with African American experiences of the 20th century and the tensions caused by race relations. Wilson's own father drifted in and out of his life, and the relationship between father and son is explored in *Fences*, through Troy's relationship with his own children, and that of his relationship to his violent father. Wilson grew up in Pittsburgh, where *Fences* is set, which at that time was a place where a generation of black sharecroppers had settled, having walked north.

Fences is set very deliberately at a time of change in America. It is pre-civil-rights movement. Troy carries with him the history of his father, an unsuccessful sharecropper. He has experienced his ambitions being quashed because of the colour of his skin, which has affected his belief in what his sons can achieve. His children represent the future and the hope of better opportunities for blacks in America. It is significant that Wilson chooses to set the play in 1957, the season in which Hank Aaron, a black American baseball player, went on to lead Milwaukee to victory in the world series. This plays in direct conflict to Troy's thoughts that sports are not for the black man. Troy ironically proclaims, 'Hank Aaron ain't nobody.' The play was first published in 1986 and premiered on 30 April 1985 at the Yale Repertory Theatre in New Haven, Connecticut, directed by Lloyd Richards, who also wrote the foreword to the published play.

Students have to focus on aspects of the production such as sound and set design.

I will be talking about Set as my theatrical element, and I will be explaining how the set could be developed to create impact on the audience.

I will be focusing on Act two, Scene 5. In this scene,

Troy's funeral takes place as he dies at the age of 61. As a set designer, there are many ways the set could be developed in this scene to create impact on the audience. This scene takes place in the Maxson back-yard in the Hill District in Pittsburgh, just like the rest of the play does. The yard shows the only entrance to the Maxon household, that is an ancient two-story brick house. There are three steps leading to a wooden porch that is badly in need of paint. The porch has two chairs and a rusty metal table. The kitchen window opens on to the porch, and you can see the kitchen curtains through the window. There is an icebox on the yard along with a rusty metal dustbin that is constantly over-filled. The Tree that represents Troy is on the yard, but is dead for the whole play, except the last scene. The extract is the only scene in which Troy's tree has leaves on it and looks as if it could grow and be a healthy tree again. This is ironic as when Troy was alive, the tree looked dead, and when Troy died, his tree became very healthy and started to grow again. This is symbolic, as when Troy was alive, he was trapped. He had many opportunities taken away from him because he was black, and he tried to keep him and his family within the fence. This resulted in Troy and his family being unhappy, so the tree is dead. However, in the extract, Troy has died, so the tree is green, growing and healthy. This suggests that it was Troy who made the family unhappy, but now the family have opportunities they can take and have hope for the future with Raynell.

By Amira Davies

How the use of sound could be developed to create atmosphere in this ex-tract.

Since the start of the extract is the beginning of the play, I would open the show with the song 'A Change is Gonna Come' by Sam Cooke. This would set the play in approximately the right era as the play is set in 1957 and this song came out in 1965. The lyrics would also echo themes from the play as the song is about the change that occurred, at this time, to do with segregation and racism.

The mention of death also slightly foreshadows the ending (Troy's death) and to have this right at the beginning of the play would make it seem inevitable from the start. This song is by a black artist, which not only refers to Lyons and his path in life, but illustrates what the play is about, black people living in this time. Having this song as a prelude to the play sets the scene for the whole story and adds an atmosphere for the audience, so they can be brought into this world before the play has begun, engaging them more.

Once the song has finished, the play will begin and there will be a shift to diegetic sounds. I would opt for realism for the sounds in the play and since this scene is set outside, I would have a lot of subtle background noises. It is night, so I would use the sounds of cars driving down a nearby road, people walking down the street, neighbours chattering or arguing in the house and dogs barking as a soundscape for the scene. I want to make their world seem full and rounded as the characters in the play, themselves, are full, rounded, characters with complex backstories. The setting of this piece means that there would have been a lot of noise about as everyone lived very closely together, and it wasn't necessarily the best conditions for living as black people at the time struggled to make that much money.

As they talk, these noises would continue, with maybe some others getting added along the way (like someone taking out the rubbish or the clanking of bottles in the neighbours back yard). Throughout the play, I would continue with this soundscape, showing that the people around them have lives too and that this story is just one in many for black people at the time. By giving detailed sound to the world around them, it shows the audience that as this is all happening to them, the world around them is still moving. It is not that they are insignificant, but it is that they are a part of a community who all have problems, some not dissimilar to that of the characters.



Meredith Wynne and Katie Pritchard share their favourite memories of St. Francis' College Drama productions...



What was the first show you were in?

In 2016, we were in Oliver and absolutely loved it. We were Fagin's boys and Danielle Males was a fantastic Fagin.

What memories do you have of this show?

Meredith: Gosh, this one is really awful but I remember Libby Noy who played Nancy banging her head and we were all really worried about her. I think Bill Sykes got a bit too carried away.

Katie: I also remember someone smashed a bottle in the 'Oom Pa Pa' scene and Mrs McDermott banned us from using real glass after that. I think they were being too enthusiastic during the chorus.

It was loads of fun - when Katie finally realised she was meant to come to rehearsals!

What was the next show you were in?

Beauty and the Beast 2017

Best memories?

Merry: Being strangled by my Cosgrove costume!

Katie: Loved my dress! I felt amazing!

Gosh, do you remember in the 'Storming the Castle' scene - people showed up who weren't in it so they could miss lessons. Mrs McDermott was not happy!

Were you in the next show?

Yes! That was Wizard of Oz in 2018

Meredith: Do you remember Katie sobbed when she found out she was Dorothy?

Katie: I did! I was so happy!

Meredith: Heather was the Tin Man and really struggled to get the silver face paint off.

Katie: I loved the dress Mrs Hetherington made me - in fact, all of the costumes were amazing.

Meredith: My Scarecrow costume was so comfortable!

Katie: I loved being spun round in the house during the tornado.

So 2019 was the last show?

Yes, it was Grease.

We had always wanted to be in Grease.

Meredith: My sister said "you'll never get the main part".

It was my turn to sob when I got Danny

It was so funny when I had to wear the glasses! I couldn't see!

What about the Greased Lightning car? - loved the car.

Katie: I loved my prom dress as Marty - it was amazing. I also really loved singing my solo although I kept getting stuck when I tried to get into my kimono.

Meredith: I felt like a star! People clapped and cheered when I came on!

DRAMA

A Review of 'One Man Two Guvners'

'One Man, Two Guvners' was first performed at the National Theatre in 2011. The production was directed by Nicholas Hytner and you will probably recognise James Corden in the role of Francis Henshall. The play was written by Richard Bean and is an adaptation of Carlo Goldoni's 1746 comedy The Servant of Two Masters.

On the 11th January 2021, we saw the National Theatre's production of 'One Man Two Guvners.' The story consists of a man called Francis who takes on the job of being a servant to two governors: Roscoe Crabbe and Stanley Stubbers. Roscoe is secretly his twin sister Rachel in disguise, as her lover Stanley killed him. Francis needs to try to keep his two 'guvners' apart, and there are several challenges along the way in achieving this. I think that the acting in this production was just as important as the designers and there are several key moments that demonstrate this.

One key moment where the acting was just as good as the design was in the final scene. Rooper (Roscoe/Rachel) wears a dress in this scene after being in a suit up until this point. She has had to adopt 'male' characteristics for previous moments in the play, such as the way she talks (lower pitch and slower), but when she comes out in a dress her voice is higher and slightly faster. If her acting hadn't been good enough to adopt the characteristics of both males and females, then her costumes wouldn't have worked. In this scene, the lighting is yellow. This is the moment that Alan and Pauline get back together, and Francis and Dolly get together. The lighting suggests that everyone is happy, so they are all meant to be together. Rachel moves to stage centre when she is talking about twins, to show the audience that she is the focus for that moment. This shows that despite the fact that she has revealed her true identity of being a woman, the power and authority still hasn't left her. This is significant as the play was set in the 1960s, when women were only just starting to have equal rights; so Rooper being stage centre and having the attention on her instead of the men is important.

James Corden (Francis) starts off the scene at stage centre to show the audience that he is the dominant character of the scene and the focus is primarily on him. This is corroborated by the harsh white lighting on him, and the table he is at for the majority of the scene being stage centre. Francis gets an audience member involved, by getting her to hold his soup and hiding from other characters. This was extremely comedic and showed the relationship that Corden has developed with the audience. Corden moves around frantically in a state of constant wild panic, and when he goes to chop up the fish, he does so very aggressively which again shows how stressed

he is, and this makes the audience member slightly uncomfortable, which is comedic.

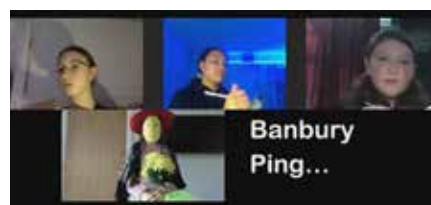
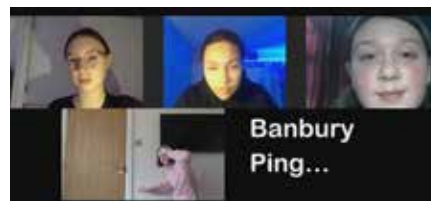
The actors all use a lot of direct address and break the fourth wall in this scene to show the audience what they're thinking, which is very effective. Francis is very loud and has big movements which is a contrast to the other men in the scene who are much more contained and restricted in their movements. Rigby (Alan) attempts to stand in front of Lams (Pauline).

This is the same for a few other characters such as Pauline. It is no wonder to me that this production was described as having 'unbounded hilarity' by the Guardian, as the design and acting worked together to produce a show that has been loved by thousands in several different countries. I really enjoyed this show and all the different aspects to it; I would recommend seeing it.

By Robyn Norwood

By far the most famous scene in the play was the one set inside the pub. Francis aims to serve dinner to both of his employers at the same time. In the middle of the stage was a table in which the food would be placed on, and on either side of the wings were two doors. The way the set was constructed, meant that it could quite easily support Corden's frenzied, physical comedy. With the doors on opposite sides of the stage, and each boss with their own door, the audience could easily keep track of who is where, when the actors weren't on stage. It also meant that Corden could sprint the width of the stage, going back and forth from each door, and make the audience laugh by doing so. Small details in the set, added a great deal in the running of the scene. For example, Stanley's door had to open outwards and to the left, so that it could hit Alfie (Tom Edden) and send him crashing into the wall behind. Then, Edden could use physical acting skills to create a moment of slapstick comedy for the audience. He rolled about along the wall, with his bent knees and hunched back. Stanley and Francis just watch on, not helping Alfie (who is supposedly 98) as he tries to recover from being slammed into the wall. The way this 'old man' springs back like a rubber ball throughout this scene, as he gets hit by a continuous stream of accidental assault (even falling down the stairs at one point), is an amazing sight and the fact that Edden draws out these moments, meant that the humour isn't just overlooked. The whole set, in this scene, greatly supports Edden and Corden in their physical comedy. It acts as an aid to better the performance on stage, but together the acting of the scene and set ultimately work in harmony to provide entertainment for the audience.

By Amira Davies



Banbury Ping – a game of...?

During Lockdown, four Year 8 girls: Jemima Hewitt, Amelie Mitchell, Evie Brown, and Poppy Harvey, rehearsed and performed via Zoom, an over-the-screen play called 'Banbury Ping – a game of...?' by Sandy Hill, for the Welwyn Garden City Drama Youth Festival.

'Banbury Ping – a game of...?' is a mysterious play which includes three Players and a Stranger. The Stranger isn't sure how she got where she is, when she meets three mysterious characters who invite her to play a game. The game is quite simple, it involves asking each other seemingly meaningless questions but, if you get one wrong, you must face the penalty. Once the Stranger faces a harsh penalty, she decides that she can't play the game anymore. The Players then invite her to have a drink that knocks her out. The ending is unexpected, as the Players then pull out a pen and paper and start to draw the Stranger who has by now been dressed with some weird clothes and props.

It was much harder to do a play over Zoom than on the stage. If the constant freezing and glitching wasn't enough, we also had to find backdrops and work out the lighting from home! It was also very hard to get the right flow between the players' lines as there were a lot of lags. But even though this lockdown play proved tricky to put on, Ms Bassnett ended up finding all the solutions to our problems, and we ended up with a great play and a lot of laughs!

By Poppy Harvey

SMALL ISLAND BY JASKEERAT BASRA

Small Island is a 2019 play by Helen Edmundson based on the 2004 novel of the same name by Andrea Levy. It tells the deeply connected stories of three people against the backdrop of the complex history of the United Kingdom and Jamaica. It premiered at the National Theatre in 2019 to critical acclaim.

1. What did you think about the ending of the play? How did it make you feel?

I found that at the end of the play I had quite mixed emotions. I felt sympathetic towards Queenie, as she had to give up her child to Hortense and Gilbert, in order to keep her and Bernard's safety and wellbeing. She also had to spend the rest of her life with a man that she does not love, despite her not deserving it as she has a very kind, caring nature. She took in Hortense and Gilbert when no one else was, because of the colour of their skin. However, for Hortense and Gilbert I felt quite pleased for them as, by the end of the play, they improved their relationship and even gained a baby. They were able to start a family and find a house to fix up together.

2. Choose 3 key scenes and write about the actors' physical skills, vocal skills and use of stage.

The departure of Michael, after he is caught in a relationship with Mrs Ryder:

Vocal skills –

During the departure of Michael, the actor who plays Mrs Philip uses clarity to show that she is devastated at Michael's departure. As she repeats 'No!', her voice is not clear to indicate that she is on the verge of tears. This shows the audience the relationship that Michael has with his mother compared to his father, because we are able to see her devastation at this departure, whereas Mr Philip shows no sadness.

Leah Harvey, who plays Hortense in 'Small Island' use many different vocal skills to convey her emotions. Firstly, Harvey uses emphasis as she asked Michael 'Is she going with you?', when talking about Mrs Ryder. Harvey emphasises the word 'she', to show her disappointment of the situation and of Michael's behaviour.

Additionally, CJ Beckford, who plays Michael, uses pace and volume to show his anger. As he explains to Hortense that she should 'get away from this house', he uses a fast pace and a louder volume to show his anger and imply that Hortense should also leave quickly.

Physical skills:

CJ Beckford, who plays Michael in 'Small Island', uses his physical skills through hand gestures. He uses his hands to firmly point at Hortense as he delivers the line, 'do yourself a favour Hortense,' in order to exaggerate his anger and frustration. This gives the audience the impression that Michael is not apologetic over his actions. He also slams

his briefcase onto the table, before claiming that Hortense does not understand the situation, which engages the audience, because they are able to see Michael's frustration.

Leah Harvey also uses posture to show tension. She stands upright, with her back straight to show that she is startled by Michael's departure. Although, she is angry at him, this also shows that she doesn't want him to leave. This intrigues the audience further, as you are able to see a more detailed portrayal of Michael and Hortense's relationship.

Use of stage:

Additionally, Trevor Laird as Mr Philip, Michael's father, used noticeable proxemics during this key moment. He appeared after finding out the news and stood a long distance from Michael to indicate his disappointment for going against God's teachings. He also uses silence, as he doesn't speak to Michael, but instead only exclaims to his wife how Michael has brought 'shame to the family.' This brings a dramatic atmosphere to the scene which continues to engage the audience further.

Hortense arrives in England:

Vocal skills:

When Hortense arrives in England, Leah Harvey uses volume to show her disgust at Gilbert's chamber pot. She loudly shouts 'disgusting!' and she also speeds up her pace to almost show that there aren't enough words to describe the amount of disgust she feels. She finds the room anti-climactic from what Gilbert explained to her through their letters. She also uses a lower pitch when asking 'what did you just do?' to show how she is shocked that Gilbert spills his chamber pot washes his dishes and food in the same place.

Physical skills:

Leah Harvey uses very clear facial expressions, when Hortense arrives in England and sees the room Gilbert has got. She scrunches her face up to convey her emotional state of anger and disgust. She also uses hand gestures as she walks around the room, throwing her hands in the air, because she is angry with what Gilbert has just done and the way he is forcing her to live. Harvey also doesn't make much eye-contact with Gilbert, to show they barely know each other and don't have much of a relationship.

Use of stage:

As Gilbert and Kenneth, a man from next door, are lifting the trunk into the room, Harvey uses the stage by walking away from Kenneth each time he gets closer, to show that she doesn't trust him and she is revolted by his manner. She also begins to walk all around the stage when trying to get away from Gilbert's chamber pot, because she is disgusted by it. Harvey also makes Hortense keep her distance from Gilbert to show that they don't know each other very

well and they don't have much of a relationship yet.

Bernard arrives home to Queenie:

Vocal skills:

As Bernard arrives home, Aisling Loftus, who plays Queenie, ensures that the clarity of her voice is not very good to show her shock at Bernard's arrival and her sadness when speaking of Arthur's death as she tells him 'he died'. She also uses lots of inflection when asking Bernard questions, for example she asks 'why didn't you write to me?'. This shows her confusion over his arrival and where he has been.

Andrew Rothney, who plays Bernard uses lots of pauses when he explains to Queenie where he has been. For instance, when telling Queenie about his friend Maxi's family, he pauses before saying that he had to check they were 'coping'. This shows that he knows he is wrong, because he also should've checked whether Queenie was coping or not, as she is his first responsibility.

Physical skills:

As soon as Queenie sees Bernard, Loftus ensures that she holds onto her baby and keels down as a use of body language, to show her shock and how it is affecting the baby. Also, because Bernard does not know that Queenie is pregnant yet.

Rothney also makes sure that Bernard does not make much eye contact with Queenie. For example, when he tells Queenie that he was in 'India, mostly', he turns his head. This shows the audience that he is partially lying to her and doesn't want to face her, because he knows what he has done wrong.

Use of stage:

Loftus uses proxemics to show how her relationship with Bernard has changed. She keeps a long distance from him and walks away as he moves closer, to show that she is quite scared, because she thought he had died. This gives the audience an impression of how their relationship will drastically change and of the way Queenie is feeling.

3. Choose one scene in which you felt that the set worked effectively and explain why.

I felt that the set for the scene when Hortense arrives in England was extremely effective. Using real footage for the projection added to the atmosphere and gave the audience a glimpse of the reality of it all. The crashing of the waves too made the scene more realistic. As Hortense arrives at the house, the bedroom set really captures the era of play; it was post war and so there weren't many nice rooms available. It was also very effective, because it shows how hard they had to work due to the colour of their skin, to gain a room of even that standard.

DRAMA

'The Witches' Review

Doing the witches play was an absolutely amazing experience. Everyone loved wearing the costumes and trying to get the wigs on was a laugh. My favourite part was wearing the bright red wig, although seeing Boy-mouse and Bruno's mouse onesies was great as well.

When we were learning our lines, some of us would practice in school before lessons or after school over Zoom. Backstage after the show we would recite certain parts of the scene 'Real Witches' and 'The Annual General Meeting' but we could never do it seriously and we would always end up laughing!

Also, it was very interesting to see how some of us performed our roles differently to the other Form. However, both performances were amazing and everyone performed their roles amazingly!

By Robin Thurgood



Year 9 Radio Drama Festival



Gold Medal Award



Silver Medal Award



Bronze Medal Award

Silent movies and melodrama - Year 8



The Arts During Covid times

Everyone loves going to the theatre to see their favourite show, perhaps yours is, 'Wicked', 'Fame' or 'Mean Girls'? Whichever the show, going to the theatre was a time when we could relax and sit back, or maybe even stand up and sing 'Ex-Wives' at the top of your lungs while watching 'Six the Musical.' The point is, going to the theatre makes people happy, it's pure escapism!

Back in March, a week before lockdown started, theatres were ordered to close after Boris Johnson spoke to the nation saying that "You should avoid pubs, clubs, theatres and other such social venues." So, theatres had to shut. I remember being very upset about this, as my family and I were planning to see 'Six the Musical', but then of course, we couldn't!

It was a tough, long few months having to stay at home, not being able to meet people or go out anywhere, but, on the 15th of August, theatres were allowed to reopen, with strict socially distanced audiences and safety precautions, like mask wearing.

Numerous popular shows were welcomed back into theatres, like, 'Hamilton',

'Six the Musical' and 'Les Misérables.' However, with a national lockdown again from November and then continuing regional tiered restrictions, many theatres have, once again, been forced to close their doors.

It's such a shame that the theatre industry has been hit this hard. For many professional actors and actresses, their livelihood is a stake, with their lack of ability to perform on stage in front of an audience. Even for amateur enthusiasts, there has been lots of disappointment this year. Acting clubs, school drama productions and local theatre shows have all been put on hold.

One solution that my local village youth club has come up with, is to perform a modern take on the traditional nativity play, fully acted out over Zoom. The play will then be able to view on the village website and Facebook pages. As a drama student myself, being involved in this production has certainly been interesting and has presented its own particular challenges!

Let's hope 2021, will be a more successful year in the drama industry.

By Grace Hewitt

MUSIC



Pupil Profile : Eleanor Mackey

What first got you into music? Do you have a musical family?

When I was about 2 years old, I heard my Granddad play the Czardas by Vittorio Monti and, according to my mum; I turned round to her and said, "I'm going to do that!" After that, I pestered my parents for months, asking when I could have my own violin and they finally relented and bought me my first instrument for my third birthday. Music runs in the family; going back a few generations on my mum's side, there were enough musicians in the family for there to be a family orchestra! As of now, most of my cousins play at least one instrument, and my grandparents on my mum's side are also accomplished musicians.

We know you enjoy singing and playing the piano but it's the violin and trombone that you have pursued the furthest. What inspired you to learn these particular instruments?

My goal in playing the violin has always been to reach a standard where I could perform the Czardas. A few years back, I finally reached that level and over the course of that journey, I fell in love with the violin. I have now set my sights higher on such pieces as the Tchaikovsky concerto, or the Paganini caprices. The trombone I picked up 3 years ago having played violin in a session orchestra course when we performed lots of jazz, swing and dance music. I decided then that the trombones had the better parts and that I wanted to be like them. Thus, I started learning the next school year on my P-Bone (plastic trombone). I have since fallen in love with brass band music and I have upgraded to a new trombone.

How often do you practice and for how long?

For the last few years, I have been trying to ramp up

the amount of practice I have been doing. I worked my way up from 10 mins a day at first, to 30 mins, to an hour, to two separate hours a day just before my grade 8. Now, with a new teacher in September who demands 4 hours a day, I am trying to get used to practising in multiple 1-hour sections.

What is your favourite piece of music or composer?

My favourite piece of music has to be the Bruch violin concerto, which I am lucky enough to be learning at the moment.

What music do you listen to for pleasure?

I listen to Classic FM a lot in the car and to help me sleep, but when I am around the house listening to music, I listen to a lot of musicals and artists like Imagine Dragons, Demi Lovato, One Republic and Pink.

What's your favourite musical memory?

My favourite musical memory would probably be when I was part of the HSSO (the Hertfordshire Schools' Symphony Orchestra) and I was involved in two of the Hertfordshire Schools' Galas in the Royal Albert Hall. There really is nothing like being on that stage, knowing that so many great musicians have played there, and making music with a fabulous orchestra and a chorus made up of around 120 school choirs.

You have said that you would like to be a musician as a career. What would you like to do and why?

In the future, I would love to improve my chamber music skills and to lead my string quartet into the world of professional gigs. I'd also love to be able to perform as a solo violinist some of the time, whether that is concertos or solo recitals. I also think it would be nice to teach violin later in my career.



Huge congratulations to all pupils who have received their ABRSM results this week. You have all done incredibly well and should be proud of your achievements.

How did the Music Department adapt to Covid restrictions?

The Music Department has had to employ some positive and creative thinking into its ensembles and activities this year. We set up Covid-safe ensembles for each Year group including Djembe Dragons, Ukulele Club, Senior Strings, Boomwhacker Band and Beginner Orchestra. It has been important to keep the music alive despite the restrictions.

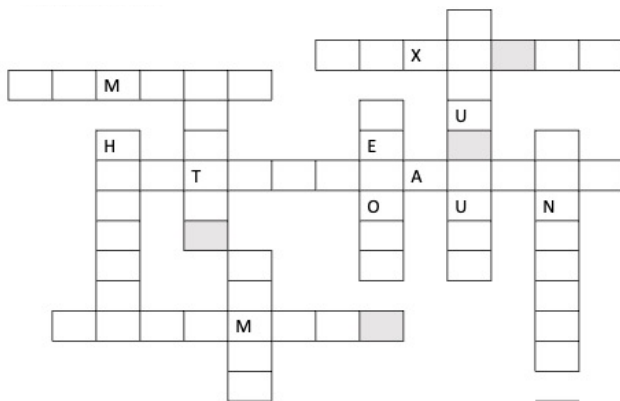
We continued to give pupils the opportunity to perform by introducing a termly series of lunchtime concerts. In the summer term, we enjoyed 'Intermezzo', 'Musical Miscellany' and 'Strings Serenade.' A wide variety of Prep and Senior pupils gave performances on their solo instrument. For some this was a perfect opportunity to practice before their ABRSM exams and for others it was the first time they have performed in a concert. One concert was additionally special as it featured pupils from Year 1 through to Year 13.

The Year 13 choir reformed to deliver a wonderful performance of 'For Good' at the Year 13 Leavers Service and Rosalind Mackey and Phoebe Bunce delivered powerful and expressive performances on trumpet and saxophone. The A Level Musicians tugged at our heartstrings with a stirring rendition of 'You'll Never Walk Alone'.

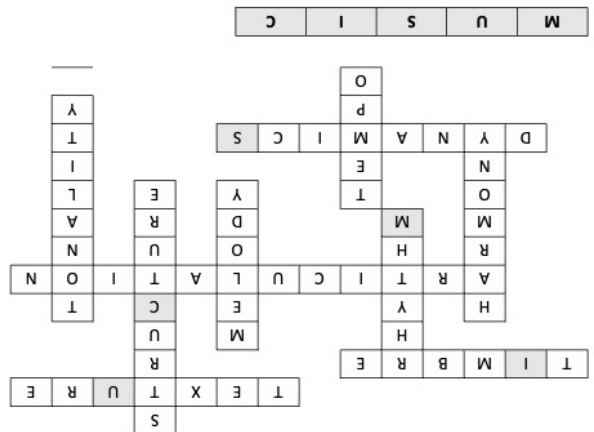
Eleanor Mackey and Phoebe Bunce both put together momentous solos with a chamber ensemble accompaniment as part of the FIVE STAR activities. These are both available on YouTube for you to enjoy. A performance from our Sax Group is also on YouTube. These pupils have been waiting to perform 'The Pink Panther' since the start of Lockdown and were thrilled to finally perform this at a lunchtime concert.

We enjoyed our final lunchtime concert of the term on Tuesday. 'Musical Miscellany' provided a lovely opportunity for pupils to perform in the Chapel in front of a warm and friendly audience. Both Prep and Senior pupils performed and we heard a huge range of music: Couperin's Cuckoo, a taste of Latin America with 'Quizas, Quizas, Quizas' ('Perhaps, perhaps, perhaps'), Uptown Funk with a groovy backing track and the classic Baroque piece 'Canon' by Pachelbel. Congratulations to all performers and we hope that ensemble music making can return in the autumn.

MUSIC QUIZZES



Key word :

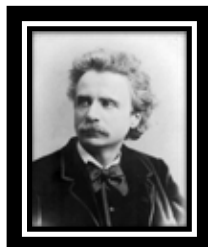


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Film set in space with R2-D2 and Luke Skywalker
Orchestral drums
Lead singer of Queen
Song by Afro Celt Sound System featuring Sinéad O'Connor
Brazilian Carnival music used by Esperanza Spalding
Instrument that Beethoven used to create sonatas
Musical about 2 witches written by Stephen Schwarz
Baroque composer, 'The Red Priest', wrote 'The Four Seasons'
Subject that includes performing, composing, listening

Match the A Level set composers to the photos

Vivaldi
Mozart
Grieg
Rachel Portman
Rodgers
Sondheim
Schoenberg
Charlie Parker
Clara Schumann
Kate Bush
Gwilym Simcock



PETER BRAITHWAITE



Jin Cheng explores the life and work of Peter Brathwaite

Naming his project 'Rediscovering Black Portraiture', Peter Brathwaite transformed his work in response to the Getty Challenge into research and reflection on Black History in portraits, with which he tries to establish a personal link, relating to the past while living in the contemporary. He reflects on rooted issues concerning people of Black origins and cultures in the past, questioning the systematic problems behind these issues across a time scale from the 8th century to the 21st century. As an opera singer, he adopts the approach of theatrical imitation in order to communicate historical portraits to the contemporary public. His work is a contemporary narrative of the past, a provocative statement decorated with humour, seeking to subvert the long-established 'tradition', which not only evokes thoughts on History itself, but also throws questions on how the discipline can be approached, as well as the methods and responsibilities of Art Historians. These pictures are of significance in personal, public and academic respects.

This series of work is to be interpreted, first and foremost, from a personal perspective. A global pandemic that stops his work in theatre and a challenge posted on the internet was where the project started. Though quite accidental, Peter Brathwaite was fairly sensitive in picking his subject, which is Black Portraiture. This is made more significant by two of his identities: his race and his career.

Being a black man of mixed heritage, he discovers the stories of black people and cultures, which are always accompanied by narratives of power dynamics. Black portraits not only portray black people, they are also historical recordings of the relationship between people of different races, gender, age and classes; they uncover the established roots of supremacy in these aspects and demonstrate how these roots were solidified in the course of

history. Therefore, this series of work is not only a narrative of Black History, it is also a re-evaluation of the power relationships in human development. Brathwaite's Black heritage endows him with a natural connection to the black people portrayed, which together with the great amount of research enabled him to have the empathy for his subject that shines in all his work. For example, in order to relive the physical and psychological states of an ex-seaman street singer in 'Joseph Johnson'¹, Brathwaite spent a considerable amount of time on reconstructing the ship, and in that process he sympathised with the memories, sufferings and pride that the heavy ship model conveys.

As an opera singer, this project provides him with a new, but similar medium to continue his career during lockdown. His role adds a new meaning to his project: he is not only rediscovering the lives of black people, he reinterprets their personalities and acts in their style. In this way he bridges the gaps and brings those dusted memories alive in front of contemporary audiences. Different from performing on stage, social media gives him a chance to reach a larger, and more diverse group of audiences, whom he tries to engage actively with, using thoughtful arrangements in a domestic setting, his exquisite performance and a brilliant sense of humour that emotionally affects people.

His work can be compared to the 'Tableau Vivant', 'the living picture'. Both are based on historical recordings and are trying to relive the scenes in front of a wider, usually less privileged public. While making the images more accessible, these two forms also embody new ideas in old images and seek to reflect and subvert contemporary society. In the cross-media transformation from the two-dimensional historical narratives to three-dimensional 'realities' and then converting 'back' to two-dimensional photographs, it is to be questioned how much of the reconstructions are based on the original, and why changes happened. In a departure from the conventions of the 'Tableau Vivant', the

work of Peter Brathwaite does not seek to construct the same scenes as the original one, instead, he invents. Reflecting on his very personal history, Brathwaite substitutes images of white people with portraits of his white planter ancestors. Surveying the past of his family, he displays the distinct identities of himself and his ancestors that are merged in the course of history. When seen parallel to each other, these works offer an insight into the relationship between black and white people. The other alternations such as using a vacuum for the sword in two portraits of 'Toussaint Louverture'^{2,3} conveys Brathwaite's longing for peace and settlement in memory of the black military leader who led the enslaved people to pursue freedom. This is significant not only in terms of personal rediscovery and expression, but it also informs and challenges how the public perceive events of the past. As a contemporary citizen, this project is his statement to inspire people to take a different stance when confronting conflicts such as those depicted in historical paintings.

While quite a number of his works are based on portraits of black men of status, he makes effort to draw attention to anonymous black women and men, as well as representational female figures such as the Black Madonna in 'The Virgin of Guadalupe'⁶, challenging the rituals by uncovering the less seen side of history. These portraits, despite their wide range of focuses, do not have a critical view themselves. In a sense, they record the stories of slavery, exploitation and discrimination, without realising they are problematic, although their validity as historical witnesses is to be questioned, as there can be exaggeration and particular intentions to alter the reality in portraits.

Brathwaite's acts to transform the images enable a critical interpretation for these works and thus enhances the academic and educational aspects of his work. The idea that one person can be in the shoes of so many people of seemingly different racial heritages,

PREP VI FASHION COLLAR



YEAR 12 TALK ABOUT THEIR FAVOURITE TOYS!

Lego

Robyn Norwood - 'The first big one I got was the police station, but I also had this house that you could de-construct and make into three different styles of house, and it had a working light! My favourite thing was building them, which is probably why I love making flat pack furniture now. I had a whole town, but it was in the corner of my parents' bedroom, so on a Sunday morning I'd have to sneak into their room to play with my Lego. It was also positioned right outside a wardrobe, so every morning I'd have to fix all the bits that had broken off because my dad stepped on them. My town was a mix of the police stuff, the normal house things, Dr Who Lego and those little random figurine packet people. However, because I had a police station, I kept making people do crimes like breaking and entering and theft (maybe a bit of murder or at least attempted). I particularly remember one Lego figure robbing a homeless couple I had, who consisted of a Cyber man and Weeping Angel.'

Polly Pocket

Amelie Peters - 'I'd make stories and a whole world with them. I used to call my character either Scarlet or Skye and the stories I created always involved kidnapping. I used to ask my mum to play Polly Pockets with me, she'd come to my room and sit down and then I would explain to her what the situation was and what the story we would be doing that day was. She would sit there for a couple of minutes, not really doing anything, and then she would just leave. I think the reason I liked Polly Pockets so much when I was younger was because I could control the world the characters were living in and because I didn't have many friends at my old school. Luckily, I have lots now!'

Hot Wheels

Emma Avent - 'I used to get really excited by the changing colours, underwater. It was so cool!! I used to buy the colour changing cars and put them in a bucket. I was an odd child.'

Monster High Dolls

Genevieve Wilson- 'I loved the fashion, the hair, their style. They were different at the time and were so cool. Basically, I loved the films and loved their fashion. I used to follow the stories from the films and pretended they were at school, having lessons. I had Dracula, Abby Bominable and Lagoona. They were colourful and stood out to me.'

Lego Friends

Amira Davies - 'Lego friends were my favourite toy when I was little. I loved all the different buildings you could make, and I loved the characters that came with them. When I had finished making my first one, my sister and me put them together and decided we wanted to make a city. We ended up making several buildings together; it was something we really enjoyed doing.'

Barbie Puppy Swim School

Eloise Mair - 'I always loved playing with water, so having a pool with toys was like my heaven. When we got a blow-up pool, I always tried to get Cara (my dog) to jump in like the toy dogs I played with, but she hated it. They all went in there, Barbies, dogs, Polly Pockets, Legos, everything. Communal pool party!'

Sylvanian Families

Genevieve Barrow - 'I loved them because they're just so cute. I used to get really excited because every time there was a school trip coming up in primary school, I would play out the school trip with my Sylvanian Families. I would make all the kids be dropped off and they would all go on the bus, and I'd take them to the hotel. If I had a crush on a boy in my class, he would be one of the Sylvanian families and I would be one of them, and they'd go on cute little dates like going to the ice cream parlour.'



American Girl Dolls

Katie McNulty - 'I had one that looked like me and I also had ones with stories, as if they were from history. So, I had one from the sixties and it told you all about her life in the sixties, she was called Julie. She had lovely blonde hair, which I cut, and when you put them down their eyes close. They had a soft body but hard plastic arms and were 18 inches tall. Julie was my first, got her when I was youngest. My most recent one is a look alike doll, which are numbered because there's so many of them. I have number 39, which is the one that looks like me. I miss playing with them. My final one is Saige. Every year there would be one doll that comes out that's like a modern doll but she's just specifically for that year. Saige was 2013 or 2014 but she's a horse back rider. She has her ears pierced and I have earrings that you can take out and put in. I also had the mini dolls, which were American Girl Dolls, for my American Girl Dolls. They're only available in America, so when you go you can get special t-shirts for them, the ones I have say 'New York.' I used to make little books for them, like 'The Hunger Games.' I remember I had a matching dress to one of the dolls dresses and matching PJs. I was such a GIRL!'

Bunny Teddies

Avneet Bhamra - 'I had this bunny, and her name was Shiny, she's still my favourite, and she had all her friends with her. I've had her since I was born. One of them had torn ears and was called Shiny. She was the first one I ever got, and she had to come everywhere with me. The rest are her friends. Shiny bunny and the bear used to have conversations together, they were besties!'

Play Mobil

Heather Christie - 'I liked the fact that you could mix and match the people quite easily so you could create your own character with its own clothes/hair/etc. and the facts you could position the toys how you wanted to make them good as well. Like the animals could move their heads/arms and sit. We used to keep the toys quite high up on a shelf and I had a horse figurine that fell from the shelf when I was trying to get it down and its leg snapped off. My parents super glued the leg back on, but it kept snapping off again whenever I went to play with it. Therefore, to fix it myself I took some blue tack off the fridge so that the horse stood up. It ended up as a prosthetic leg for the figure and me being me came up with this completely elaborate story about how Chocolate (the horse) broke his leg after tripping on a jump in a race and ended up with a blue substitute leg. What's worse is in my little fantasy world, poor Chocolate got bullied over it.'

Marble Runs

Georgie Harris - 'I liked marble runs because they were colourful. They made me feel really big and cool when I finally built it all the way to the top using my pieces and then you just put it in, that one time, and you watch it go all the way down, which was pretty fun. It's just fun. I remember the reason I wanted to get one was because at school I always wanted to play with the one that we had there, but Zack Hutchenson and Mark Richo used to hog it and wouldn't let anyone else have a go!!! So that's why I wanted to get one.'

Design a Friend Dolls

Darcy Perricone - 'I liked them because you could dress them up in loads of different outfits and you could brush their hair and pick which one you wanted as well. I remember, I collected three of them and then when I got my fourth one, I was one away from getting the complete set, and I bought a playhouse with it. They were like my sisters. There was a whole collection of them, one was called Chloe, one was called Stephanie. They were definitely my best thing. However, I really didn't like Chloe; I made her the horrible one. You kind of gave them personalities when you played with them.'



REMEMBRANCE SUNDAY

Remembrance Sunday was marked differently this year but no matter where we were in the College we stopped and gave up time to think about the men and women who gave up their lives for us.

Remembrance brings people of all ages and backgrounds together to reflect on service and sacrifice, and join with each other in hope for a brighter, peaceful future.





All about the poppy

Remembrance honours those who serve to defend our democratic freedoms and way of life.

We unite across faiths, cultures and backgrounds to remember the service and sacrifice of the Armed Forces community from Britain and the Commonwealth. We will remember them.

- We remember the sacrifice of the Armed Forces community from Britain and the Commonwealth.
- We pay tribute to the special contribution of families and of the emergency services.
- We acknowledge innocent civilians who have lost their lives in conflict and acts of terrorism.

Remembrance does not glorify war and its symbol, the red poppy, is a sign of both Remembrance and hope for a peaceful future.

Wearing a poppy is never compulsory but is greatly appreciated by those who it is intended to support.

When and how you choose to wear a poppy is a reflection of your individual experiences and personal memories.

Remembrance unites people of all faiths, cultures, and backgrounds but it is also deeply personal.

It could mean wearing a poppy in November, before Remembrance Sunday. It could mean joining with others in your community on a commemorative anniversary. Or it could mean taking a moment on your own to pause and reflect.

Everyone is free to remember in their own way, or to choose not to remember at all.

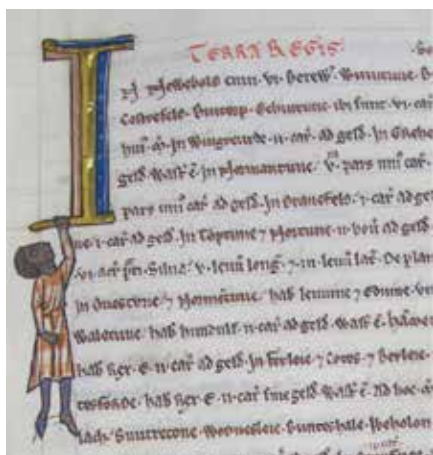
BLACK HISTORY MONTH FORM TIME DISCUSSION

Black History Month Form Time Discussion

In the register folder, students were given copies of pamphlets about a specific person and or event in British history involving the Black Communities of Britain.

Black History Month 2020 was about 'embracing our shared history.' As forms, the students were given the opportunity to read the information and discuss the questions. The topics that were selected related directly to the History curriculum for each year group.

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The capital letter for the entry for Derbyshire has a man of African descent holding onto a letter 'T'. Its colouring and size indicate that it is the opening letter to an entry summarising the King's property in the region.

Year 7

Africans: In 13th century England?

The Domesday Abbreviato

The Domesday Abbreviato, is one of three condensed, abbreviated versions of the Domesday Book produced in the thirteenth century. The Domesday Book was the survey of England ordered by King William the Conqueror in 1085, principally to find out who owned what land and resources so that the King could raise taxes.

The survey covered 37 counties and named 13,418 places in about two million words. Within it, the Domesday Book gave the names of landholders in each county, the manors that each landholder owned, their values and the names of their subtenants, and the names of many boroughs as well as details of their customs. It also included the number of freemen and others in each manor and the resources available including land taxable uses, plough teams, livestock, mills and supporting equipment and buildings.

The Domesday Abbreviato is sumptuously illustrated – a document fit for a king. The initial letters or capitals of each county are picked out and

illuminated in gold, red and blue, with illustrations of the King, archbishops, bishops, barons, earls and many mythical beasts.

The entry for each county opens with the 'TERRA REGIS', 'the King's land', with its capital letter beautifully painted. The size, colouring and detail of that letter is a direct measure of the importance of the landholder whose property is summarised. The capitals for the entries describing the King's holdings include gold and are always the largest, most colourful and ornate. The capital letters for other entries are much more modest and simple in two colours – red and blue. Red lines indicate the importance of each property in the entry. The King's entries, as is to be expected, have more red lines than any of the entries of other landholders.

The capital letter for the entry for Derbyshire has a man of African descent holding onto a letter 'T'. Its colouring and size indicate that it is the opening letter to an entry summarising the King's property in the region.

Why might the Abbreviato feature an image of an African man?

Like many other islands, Britain has a long record of migration, which dates back thousands of years.

An African presence can be specifically dated back to the migration to Britain of the Roman Emperor Septimius Severus, who was born in modern-day Libya.

An African presence in Britain dating to around the same time as the Exchequer Abbreviato was discovered when a skeleton was examined by the BBC History Cold Case team. The skeleton was found to have come from a medieval Christian cemetery in the grounds of a monastery in Ipswich. Carbon dating, bone analysis and DNA tests revealed the man was born sometime between 1190 and 1300 in North Africa and that he had lived in Britain or an equally cold, damp climate for at least the last ten years of his life. Nine other African skeletons have been found in the Ipswich cemetery and these people seem to have come from sub-Saharan Africa.

The Crusades

For almost two hundred years after 1095, Europeans waged war against Muslims in an attempt to take control of the lands around Jerusalem, in what we now call the Middle East. These wars have become known in the West as the Crusades. The battles created great hostility between the Islamic world and Christendom but also, and unintentionally, they resulted in a flow of culture and ideas from East to West, and some scholars argue that the Crusades could have played a part in bringing these Africans to Britain.

They may have come to Britain as prisoners captured during one of the many Crusades during the period. Alternatively, they may have come to England as visitors, as there were sub-Saharan

Christians from what is today Sudan and Ethiopia who took part in the Crusades on the side of Europe against the Muslims of the Middle East.

Fully documented evidence of people of African descent coming and settling in England first appeared in the sixteenth century when the baptisms, marriages and burials of people of African descent are to be found in church records and in other official records.

The scribe who drew the image in the Abbreviato might have seen an African man who had come to England as a prisoner or a visitor following one of the Crusades during the period.

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John Blanke, the black trumpeter in Henry VIII's court as seen in the Westminster rolls

Year 8

John Blanke: Henry VIII's Black Trumpeter

It appears that John Blanke, a Black trumpeter, was a regular musician at the courts of both Henry VII and Henry VIII. Musicians' payments were noted in the accounts of the Treasurer of the Chamber, who was responsible for paying the wages. There are several payments recorded to a 'John Blanke, the blacke trumpeter'. This trumpeter was paid 8d a day, first by Henry VII and then from 1509 by Henry VIII. On New Year's Day 1511 King Henry VIII was presented with a son by his wife, Catherine of Aragon. As was the tradition to celebrate major festivals such as coronations and royal births and marriages, Henry held a great tournament at Westminster.

Tournaments were a continuation of a tradition that gained popularity during the Roman era. They were originally a form of military training: games and exercises designed to instil discipline into young men and teach them the art of bearing arms. Tournaments later developed into an art form, combining elements of drama, music and poetry.

By the early 12th century across northern Europe, tournaments had become a kind of team game. Each team comprised a company of knights under the leadership of the lord whom they followed and served in times of war. Tournaments also had a chivalric and romantic side. Ladies in the tournament audience had a chance to see their heroes prove their prowess, strength and courage (or

not, as the case may be), and the knights in their turn hoped to win over the affections of the ladies by their displays.

The Westminster Tournament Roll

From the 15th century there was a growing desire to depict spectacles and ceremonials and record them for posterity. Henry VIII wanted such a pictorial record made of his tournament to mark the birth of his male child. He commissioned the Westminster Tournament Roll, a unique treasure held at the College of Arms. It is a pictorial illuminated manuscript, a continuous roll approximately 60 feet long. It is a narrative of the beginning, middle and end of the tournament, which took place over two days.

In the Westminster Tournament Roll, the king occupies a prominent position. Henry is shown surrounded by a host of footmen, officials and dignitaries, a mace bearer, a crowd of nobles, the officers of arms and six trumpeters. Among the latter is a Black man. He appears twice on the Roll: once on the way from the court and again on the way back. According to the historian Sydney Anglo, he is almost certainly John Blanke, the 'blackest trumpeter' mentioned in the Treasurer's accounts.

Henry VIII's tournament was a costly extravaganza, and here we find a Black man included in one of the most magnificent pageants of his time, dressed formally as a mounted musician, perhaps also belonging to the equestrian corps of the court.

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Walter Tull photographed in 1917 after recently receiving his commission as an officer.

Year 9

Walter Tull: Black British Army officer and professional football player

Tull was born in Folkestone, Kent, the son of Barbadian carpenter Daniel Tull and Kent-born Alice Elizabeth Palmer. His paternal grandfather was a slave in Barbados. His maternal English grandmother was from Kent.

In 1895, when Tull was seven, his mother died of cancer. A year later his father married Alice's cousin, Clara Palmer. She gave birth to a daughter

Miriam in 1897. Three months later, Daniel died from heart disease. The stepmother was unable to cope with five children so the two boys of school age, Walter and Edward, should be sent to an orphanage. From the age of 9, Tull was brought up in the Children's Home and Orphanage in Bethnal Green, London. His brother was adopted by the Warnock family of Glasgow, becoming Edward Tull-Warnock; he qualified as a dentist, the first mixed-heritage person to practise this profession in the United Kingdom.

Walter's professional football career began after he was spotted playing for top amateur club, Clapton F.C.. He had signed for Clapton in October 1908, reportedly never playing in a losing side. By the end of the season he had won winners' medals in the FA Amateur Cup, London County Amateur Cup and London Senior Cup. In March 1909 the Football Star called him "the catch of the season".

At the age of 21, Tull signed for Football League First Division team, Tottenham Hotspur, in the summer of 1909, after a close-season tour of Argentina and Uruguay, making him the first mixed-heritage professional footballer to play in Latin America. Tull made his debut for Tottenham in September 1909 at and his home Football League debut against FA Cup-holders, Manchester United, in front of over 30,000. His excellent form in this opening part of the season promised a great future. Tull made only 10 first-team appearances, scoring twice, before he was dropped to the reserves. This may have been due to the racial abuse he received from opposing fans, particularly at Bristol City, whose supporters used language "lower than Billingsgate", according to a report at the time in the Football Star newspaper. The match report of the game away to Bristol City in October 1909 by Football Star reporter, "DD", was headlined "Football and the Colour Prejudice", possibly the first time racial abuse was headlined in a football report. "DD" emphasised how Tull remained professional and composed despite the intense provocation; "He is Hotspur's most brainy forward ... so clean in mind and method as to be a model for all white men who play football ... Tull was the best forward on the field." However, soon after, Tull was dropped from the first team and found it difficult to get a sustained run back in the side.

Further appearances in the first team (20 in total with four goals) were recorded before Tull's contract was bought by Southern Football League club Northampton Town on 17 October 1911 for a "substantial fee" plus Charlie Brittain joining Tottenham Hotspur in return. Tull made his debut four days later against Watford, and made 111 first-team appearances (105 in the League), scoring nine goals for the club.

After the First World War broke out in August 1914, Tull became the first Northampton Town player to enlist in the British Army, in December of that year. Tull served in the two Football Battalions

of the Duke of Cambridge's Own (Middlesex) Regiment – the 17th and 23rd – and also in the 5th Battalion. He rose to the rank of lance sergeant and fought in the Battle of the Somme in 1916.

When Tull was commissioned as a second lieutenant on 30 May 1917, he became the first mixed-heritage infantry officer in a regular British Army regiment, when the 1914 Manual of Military Law excluded soldiers that were not "natural born or naturalised British subjects of pure European descent" from becoming commissioned officers in the Special Reserve.

With the 23rd Battalion, Tull fought on the Italian Front from 30 November 1917 to early March 1918. He was praised for his "gallantry and coolness" by Major-General Sydney Lawford, General Officer Commanding 41st Division, having led 26 men on a night-raiding party, crossing the fast-flowing rapids of the Piave River into enemy territory and returning them unharmed, and in a letter of condolence to his family. The commanding officer of the 23rd Battalion, Major Poole and his colleague 2Lt Pickard both said that Tull had been put forward for a Military Cross. Pickard wrote "he had been recommended for the Military Cross, and certainly earned it."

Tull and the 23rd Battalion returned to northern France on 8 March 1918. He was killed in action near the village of Favreuil in the Pas-de-Calais on 25 March during the First Battle of Bapaume, the early stages of the German Army's Spring Offensive. His body was never recovered, despite the efforts of, among others, Private Tom Billingham, a former goalkeeper for Leicester Fosse to return him to the British position while under fire.

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A Black British sailor, Charles Wotton, who was killed in the Race Riots in Liverpool on 5th June 1919.

BLACK HISTORY MONTH FORM TIME DISCUSSION

Year 10

The Race Riots 1919:

The death of a First World War sailor

'Several delicate balancing acts are required in discussing the specifics of the racial riots in Liverpool. The first is to avoid reducing the Black community to the role of helpless victims in the face of white aggression, and the second is to regard the 1919 riots as part of the long term history of the Black population in the city.' (Jacqueline Jenkinson, 1987)

In the wake of the First World War competition for jobs led to dissatisfaction among Britain's white workers, who quickly came to resent the presence of black labour. This was the key factor that led to the outbreak of race rioting in Britain's major seaports from January to August 1919. Another significant factor, highlighted by contemporary media and modern day historians, is the perceived threat to white masculinity posed by the increasing number of relationships between black men and white women.

Liverpool's black population had grown dramatically during the war, made welcome by industries such as chemicals, sugar refining and munitions in order to fill the labour shortage created when white British workers enlisted in the armed forces. The end of the war in November 1918 further swelled the city's black population when black servicemen were demobilised and black seafarers discharged to Liverpool. Estimates of the size of the population vary from 2,000 to 5,000, with a significant proportion rendered unemployed. As the war-time need for surplus labour fizzled out, white workers refused to work alongside black workers and the 'colour bar', supported by trade unions, was imposed across the city.

Approaches were made to the Lord Mayor of Liverpool on behalf of black citizens by black organisations and churches and by individual black men themselves. They detailed the destitution faced by those unable to return home and by those who had settled here, many with families and unable to find work. The Lord Mayor also received a deputation claiming to represent 5,000 unemployed white ex-servicemen and seafarers complaining of competition from black workers, a situation with which he sympathised. By May 1919, as attacks on black men increased, the Lord Mayor was reporting outbreaks of violence to the Colonial office and was seeking support in finding a solution to the problem of 'coloured labour'.

Much has been documented locally on the murder of Charles Wootton, a Bermudan Seafarer whose boarding house was raided by police on 5th June 1919, which resulted in him being both police and an angry mob into the Mersey where he was pelted with stones until he died. This tragedy signalled the beginning of Liverpool's race riots. The level of anti-black hostility and violence was unprecedented,

with organised gangs of up to 10,000 searching the city for black men and attacking them in their homes and on the street. Black boarding houses were ransacked and set alight.

Reports by local and national media placed the blame for the riots on black men, as did the police, who blamed West Indian men in particular; black arrests far outnumbered white arrests. While black men defended themselves with whatever weapons were at their disposal, the courts clearly laid the blame on the white mobs, who were 'making the name of Liverpool an abomination and disgrace to the rest of the country'.

Such was the scale of the violence that by June 10th over 700 men, women and children were housed in bridewells and fire stations. The containment of black men and their families in one place encouraged the Lord Mayor, a representative from the Ministry of Labour and Liverpool's Chief Constable, to hatch a plan for the entire black population to be housed in army compounds until a repatriation scheme could be put into place. This plan was never implemented, possibly because of the practicalities of repatriating a population the size of Liverpool's black community and the high occurrence of mixed race relationships.

'...the colonial secretary, Lord Milner, pointed out that many of the black men attacked in the riots had served in the army, navy and merchant service during the war and bitterly resented the ingratitude shown in the attacks. He feared the effect their return to the colonies would have on attitudes to white minorities there. His fears were soon justified.' (Peter Fryer, 1984)

In the aftermath of the riots much debate and government wrangling ensued regarding the possible forced deportation or repatriation of people from the colonies resident in Liverpool. While a repatriation scheme came into effect prior to the riots in Feb 1919, take up was poor as men were unwilling to go home penniless or to leave white wives and partners behind.

Following the riots the Chief Constable of Liverpool called upon the Home Office to forcibly intern Liverpool's black population on board ships or in military camps, in preparation for their expulsion from the UK. Local government and central government departments were initially unwilling to take any responsibility for the 'coloured labour' problem. The Home Office claimed the men were outside of their jurisdiction because those concerned were subjects of the empire and therefore citizens rather than 'aliens'. The War Office would accept no responsibility as the men were now civilians.

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Image of a Black British Woman drawn by Wenceslaus Hollar (1645)

Year 11

Black Lives during the English Civil Wars

The assumption persists that the only occurrence of black people in England before the 19th century was as indentured servants or slaves. However, there is ample evidence to show that black people were leading independent lives in England two hundred years before the end of slavery, and that they played an active role on both sides during the English Civil War.

When the Earl of Stamford took command of parliament's forces in the south-west in early 1643, the Royalists accused him of resorting to the worst kind of men to fill his ranks, dredging the local jails for recruits: "when the Earl of Stamford was last at Exeter he took many Turkes out of Launceton jail and enlisted them for King and Parliament". Labelled Turks, their release from prison was taken as proof that they were former pirates.

North African 'Barbary' pirates were a terror of the British south west in the 1640s and had been for generations. The Barbary (more properly 'Berber') peoples inhabited the southern Mediterranean seaboard, from Algeria to Egypt, as vassals of the Ottoman Empire. Though commonly referred to in the period as 'Blackamoors', Berbers are not black in appearance but Arabic. Any discussion concerning black people in England during the early modern period would do well to take this change of meaning of the word 'black' into account. The Barbary pirates preyed on English shipping almost at will during the early seventeenth century, the Turkish Sultan having granted his Barbary subjects license to attack all Christian shipping and to enslave any non-Muslims that they captured. In the seven years between 1609 and 1616 they took nearly 500 vessels and made repeated attacks against coastal villages in Devon and Cornwall, as well as regular incursions into the Bristol Channel and venturing as far as the Dover straits. Perhaps the most notorious of these raids

on the British Isles occurred in 1631, when pirates (referred to variously as Turks or 'blackamoors', the names were largely interchangeable) raided Baltimore on the south coast of Ireland, seizing almost all its men, women and children and selling them into slavery in North Africa.

The people of south west England lived in fear of North African pirates, and is doubtlessly why the Royalists gleefully reported that Parliament was recruiting such men as soldiers. However, despite an element of propaganda, there was a kernel of truth in the Royalist report. We know of at least one "Turke" serving in the garrison at Exeter because his name appears in the city's siege accounts and there were other minority ethnicities to be found in parliament's ranks. Theophilus Palaeologus, a lieutenant in the Earl of Essex's army of 1642, claimed descent from the Emperors of Byzantium, while the ranks of General Edward Massey's western brigade was said to include Ethiopians, Egyptians and Mesopotamians when it was disbanded at Devizes in 1646, the term 'Ethiopian' perhaps indicating black men. Royalists were not adverse to recruiting similar men into their cause, with twelve "black moore" pirates serving as crew aboard one of the King's ships at Bristol in 1643. Moreover, Charles I's commander in Cheshire, Lord Byron, argued that the Royalists should actively recruit from other nations: "I know no reason why the King should make any scruple of calling in the Irish, or the Turks if they should serve him". Byron clearly thought that ethnicity should be no bar to serving in the King's army.

Further evidence of black people in the south west during the Civil War can be found in the relation of the siege of Wardour Castle, Wiltshire. Captured from the royalists in May 1643, Wardour's new parliamentarian governor, Edmund Ludlow, reportedly "took a servant of the Lord Arundel's (a blackmoor)", who was resident at the castle. The presence of a black servant in Wiltshire should not be surprising; Wardour Castle is only thirty miles from Poole. The case of Arundel's servant is another instance of African people in 17th century England living close to the southern and western sea ports.

In all probability the black soldiers who were encountered on both sides in the English Civil War were neither pirates nor slaves, but free men. Although England's role in the transatlantic slave trade began as early as the 1560s, the presence of black slaves in England (collared and tagged with their master's name and address) appears to be unknown before the 1670s, after which the demand for coffee from English plantations led to an escalation in the enslaving and transportation of men, women and children from west Africa.



An African porter of unknown name who lived and worked in England in the late 16th century, during the time of Elizabeth I

Year 12

Queen Elizabeth I: Her relationships with the Black community

Elizabeth I and the 'Blackamoors': the Deportation that never was.

Today I am compelled to blog. There is a wrong I must right. The world simply cannot be allowed to continue to believe that Elizabeth I expelled Africans from her realm in 1596.

This is perhaps the most oft-quoted (sometimes the only quoted) "fact" relating to the history of Africans in Tudor England. Recently, I have seen it repeated in the Guardian Black History timeline, the Medieval POC tumblr, and the New York Times.

It has also been peddled by historians, including the wonderful Peter Fryer, who wrote in his magisterial *Staying Power* in 1984: "The queen was soon expressing strong disapproval of the presence of black people...in the realm and indeed, ordering that 'those kinde of people' should be deported forthwith." While Ania Loomba went so far as to assert in 1992 that "Elizabeth I's communique deporting blacks... [indicates that] the 'preservation' of the white race is seen to be at stake."

It's a prime example of how anything can become "fact" through repetition. and it is a particularly dangerous story to peddle in our immigration-obsessed times. It is all too easy to elide the centuries and imagine that Elizabeth I had an immigration policy that would have been approved of by Enoch Powell.

The "fact" has made its way into the classroom. In 2009 year 7 pupils at St John Plessington Catholic College in the Wirral were to be taught: "To understand the reasons for Elizabeth I's policy of expulsion", while the BlackHistory4Schools website has a lesson plan which explicitly compares the Tudor rhetoric with modern newspaper headlines.

What makes this all worse, on a personal level, is that I wrote an article disproving this so-called "fact" some seven years ago. Clearly, academic articles are not as widely read as academics might

like. And looking back, I can see it is a bit dense. Maybe "Caspar van Senden, Sir Thomas Sherley and the 'Blackamoor' Project" wasn't the most catchy title?

Anyway, now I'm taking to my blog to explain the truth behind the myth once and for all, in plain terms (but still with some original quotes!).

So, What really happened?

Well, on 18 July 1596, the Privy Council issued an open letter addressed "to the Lord Mayor of London and to all vice-admirals, Mayors and other public officers whatsoever to whom it may appertain." The letter authorised a merchant of Lubeck named Caspar Van Senden to "take up... Blackamoors here in this Realm and to transport them into Spain and Portugal."

Crucially this required the "consent of their masters." It was this requirement that made this a dead letter, as I learnt from reading the various petitions from a disappointed Van Senden amongst Robert Cecil's papers. In an undated petition to the Queen, Van Senden asks for a far more powerful authorisation to take Africans out of the country, without the "interruption of their masters or any other persons." He complains that the 1596 Council warrant was not effective as he:

"together with a Pursivant [basically an enforcer] did travel at his great Charges into dyvers partes of your highness Realme for the said Blackamoors, But the masters of them, perceiving by the said warrant that your orator could not take the Blackamoors without the Master's good will, would not suffer your Orator to have any one of them."

Van Senden did not get what he wanted. Another document of 1601 has been quoted as a second Privy Council letter or proclamation, but in fact it was never promulgated, and only exists as a draft amongst Cecil's papers. It might have been drafted by Van Senden himself, as it is more strongly worded than the 1596 letter.

Ultimately Van Senden's schemes were unsuccessful. This was not a deportation, but rather a small-scale bargain with a persistent merchant, on an individual basis. Van Senden was supported by the bankrupt, probably Catholic, Sir Thom

Elizabeth I did not expel Africans from England. In fact, Africans, who had been present in both England and Scotland from the earliest years of the sixteenth century, continued to live here for the rest of her reign, and beyond. I have found evidence of over 360 African individuals living in these isles between 1500 and 1640. We no longer need to rely on the 1596 document to make the point that there were Africans in Tudor England. An African porter of unknown name who lived and worked in England in the late 16th century, during the time of Elizabeth I

FOOD & NUTRITION



Prep V: Toast & Hot Drink



Year 10: Breadmaking



Year 10: Mille Feuille



CHINESE NEW YEAR



Jessie Li tells all about what Chinese New Year means to her.

What is Chinese New Year?

Chinese New Year is a traditional Chinese festival that celebrates the beginning of a new year on the Chinese calendar (also called the Spring Festival). It is the most important festival in China, and it is celebrated worldwide.

Its date and traditions.

The festival begins on New Year's Eve; usually it is the first day of spring, and ends on the Lantern Festival. Before this day, people usually do something for the coming year, for example, it might be to give a thorough cleaning of the house, which will ward off bad luck. The New Year is always a time for good luck and new hope. We cook a traditional Congee, it's called the Laba Congee, Laba is a kind of pickled sausage, and it tastes so good.

On New Year's Eve, families sit around the table and have a dinner together. We call this a reunion dinner. In the north, people make dumplings for the dinner. In the south, people make rice puddings for the dinner. The dinner is the biggest part of the New Year. Often the family members have not been able to see each other for a long time, it is a great opportunity to catch up on news and have a nice chat during the dinner.

There are other traditions like decorating with couplets, setting off fireworks, visiting friends and relatives, giving red envelopes and lion dances. These activities are done on different days, which means there is lots of fun to be had.

Food!

This is my favourite part of the whole festival! We have lots of different types of food to eat during the Festival. As I mentioned earlier, we have dumplings and rice puddings these are symbolic of good fortune.

We also love to eat rice balls, since it is ball shaped, it means family reunion. We also eat some steamed fish and noodles. They mean fortune and longevity. Everyone enjoys spring rolls, as they are symbolic of a fresh start. The food tastes delicious and you will get a large chunk of luck after eating it!

Spring Festival 2020 and the coming spring festival 2021.

Last year, when my family and I were celebrating the Chinese New Year in my hometown. The news of COVID-19 suddenly came out, the happy, lively New Year turned into a deathly silence.

We could not visit our friends and relatives anymore. New Year seemed extremely boring at first, we were all struggling to adapt to the changes. However, I decided to play card games with my grandma, which I never tried before, and my family began to think up some fun activities. Life wasn't boring anymore. This was an unforgettable New Year, because for the first time, there were no traditions but it has given us more time to discover new things.

This year is also special because this is my first year studying abroad. I made some new friends and had many interesting experiences. This year I can't celebrate the Chinese New Year with my family but I'm going to try some new stuff just like I did last year; I'm going to cook some dumplings myself! It is going to be interesting!



'Lit in Colour Pioneer'

We are very pleased to announce that our Head of English, Ms Vicky Bryan, has been selected to be a 'Lit in Colour Pioneer' with Pearson. She will be working with over 100 other secondary schools and colleges taking part in this programme, at the forefront of working to diversify the English curriculum, making it a more inclusive experience for everyone. There will be 300 free books by Black, Asian and minority ethnic writers designed for all age groups given to our College, donated by Penguin. Students in chosen year groups will also benefit from free texts. There will also be a number of CPD training webinars offered for teachers and our school librarian, as well as a student ambassador programme. This is very exciting news for our English department and our students!



Congratulations to Lucy Jefford, Year 8, was chosen as the South East winner in Pearson's 'My Twist on a Tale: Everyday Heroes' writing competition. Her story 'On the Frontline' is one of just 15 winning stories. Lucy's story was compiled into a book with the other winning entries. Pearson sent copies of this book, so that everyone in Lucy's year group could have one. A class was had in which Lucy's story was enjoyed by all of the Year 8s. Thank you, Lucy!

NATIONAL POETRY DAY 2020
See It Like a Poet

Thursday 1 October was National Poetry Day and the theme was vision.

We all enjoyed poetry recitals from Milie Jaisinghani (Year 8), Scarlett Sharma (Year 9), Cicely Bradley (Year 10), Katie Pritchard (Year 11), Amelie Peters (Year 12) and Thusharani Rubendra (Year 13).

As Joel. A. Barker once so aptly expressed, they showed us that 'Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.'

They did an amazing job and exhibited outstanding skills in their deliveries of these poems, showing us that their visions for the future are very bright and encompasses all of us.

English's National Poetry Day On-Line Quiz was a great success! We are pleased to announce the winners for each year group. The following students answered all of the questions correctly for their year group in the shortest amount of time:

- Year 7 Charlotte Howard
- Year 8 Lydia Roberts
- Year 9 Shifa Shahid
- Year 10 Ilinca Popescu
- Year 11 Eleanor Mackey
- Year 12 Hilary Bexfield
- Year 13 Thusharani Rubendra

As Simon Armitage once said about poetry, 'It's never going to be mainstream. One reason is that poetry requires concentration, both on the part of the writer and the reader. But it's kind of unkillable, poetry. It's our most ancient art-form and I think it's more relevant today than ever, because it's one person saying what they really believe.'

Our perceptive students here have worked this out incredibly well and we congratulate them on their knowledge of poetry.

The Catch

One day I went fishing,
Fishing in the big blue stream,
Hoping that one day,
One day I would get my catch.

The next day I came again,
Longing to see a fish in the stream,
But still silence, Silence and stillness
emerged behind me.

The third day I came across a new stream,
This time I was going for gold,
But still the waters poured and poured,
My heart full of grief.

The last and final
day I came across a small stream,
Beautiful and enchanted,
I could hear the waves of water lushing,
I knew this one was for me.

I threw my fishing rod into the water,
With hope of catching something new,
Then suddenly a tug pulled at my rope,
And my eyes lit up with joy,
I was the successor, the victor,
And I had just walked out triumphantly.

by Lara Ajibodu



English's Short Story Competition Winners!

We are pleased to announce the winners of the Short Story Writing Contest for this half term! The theme was friendship and the girls wrote about it in a myriad of ways.

For this half term, we have the following stories to celebrate:

- Year 7 - Bethany Sinden - 'Emily in Jeopardy!'
- Year 8 - Beth Hawthorne - 'Friendship'
- Year 9 - Ashwarya Magon - 'Friendship'
- Year 10 - Cicely Bradley - 'The Importance of Friendship'
- Year 11 - Madison Elliott - 'Bullied'
- Year 12 - Genevieve Barrow - 'Little Susan'
- Year 13 - Thusharani Rubendra - 'You Will Always Have A Friend On The Other Side Of The World'

Ursula Le Guin's retort, when asked if she always wanted to be a writer, comes to mind; she replied "I have to say no! I always was a writer!"

Similarly, we have an incredible number of talented writers here and their writing just keeps getting better and better!

Congratulations to all of them!

ENGLISH



Year 9 students tried their hand at Poetic Science this year: undertaking cross-curricular work in their Biology and English lessons by taking part in The Human Cell Atlas: a Poetry Challenge, created in partnership with Newcastle Centre for Literary Arts and the Human Cell Atlas.

The Human Cell Atlas is a pioneering multidisciplinary global research project, which aims to identify and understand the function of all thirty-seven trillion cells in the human body. The project will help scientists to understand the way the body works and to treat diseases better. The project involves over one thousand researchers from over fifty countries around the world.

Year 9 students created associative word poems inspired by the language of the Human Cell Atlas. This challenge was part of a joint project between the NCLA and the Human Cell Atlas, funded by the Wellcome Trust. One cell at a time: Bringing together communities, patients and researchers to build the Human Cell Atlas is an ambitious programme of public engagement activities that will be delivered across the UK throughout 2021. Its aim is to improve the value and trust people place in the pioneering scientific research of the Human Cell Atlas by creating opportunities for collaborations between art and science.

Although we didn't place this year, our students thoroughly enjoyed looking at the vast vocabulary associated with cells, which they used to inspire their poetry writing. We are hoping for a win next year!



"However many years she lived, Mary always felt that 'she should never forget that first morning when her garden began to grow'."

Frances Hodgson Burnett, *The Secret Garden*

Inspired by reading *The Secret Garden* in our English lessons this year, the students in Year Seven took on the challenge to transform the College's kitchen garden.

Working in small groups, the girls were allocated a flower-bed and set to work. The garden was looking a bit overgrown and neglected, so their first challenge was to clear away the waist-high weeds. This was really hard work, the girls learnt to dig and hoe, filling all the compost bins several times over.

Then the fun work began, designing ideas, planning planting schemes and ornamental features. The students kept journals and scrapbooks, adding sketches and photographs to keep a record of their progress. They brought in plants from home and used their breaks and lunch-times to go outside to weed, plant and tidy.

The students brought about an extraordinary transformation. From a wilderness to a beautiful garden, filled with colour and wildlife, and all in a few short weeks. The girls are enormously proud of their achievements and we all had a lot of fun along the way too.

"And the secret garden bloomed and bloomed and every morning revealed new miracles."



'Start painting. It's as simple as that.' Oliver Kilbourn

In their English lessons this term, students in Year Nine have been studying 'The Pitman Painters,' by Lee Hall. This play tells the true story of a group of miners in Ashington, Northumberland in the 1930s. Their Art Appreciation class inspired them to become painters themselves and they went on to become celebrated for their works of art depicting the everyday lives of their community.

To develop their understanding of the miners' experiences, students in year nine produced and presented their own works of art, inspired by their daily lives at St Francis'. Students rose admirably to the challenge, displaying a wonderful variety of styles and ideas in some interesting and engaging presentations.

Artwork by Georgina Mannall, Scarlett Sharma and Morgan Andrews

ENGLISH SPEECHES

What if I asked you to give up all technology for a whole week? Perhaps you're thinking, that doesn't seem too hard. But, what if I told you that the word 'technology' doesn't just refer to your mobile phone or laptop but to anything which is the result of scientific knowledge being used for a practical purpose, so in other words, a toaster, lawnmower and even a headache pill, are all types of technology.

Now a week without it wouldn't seem quite so easy, would it?

Most people have access to some form of technology. Over half of the world's population used the internet last year, that's over 4 billion people. But how many people just flicked on a light switch or turned on a tap?

Did you know that if you're the average British teen you spend over five hours a day on social media, and you watch an average of 27 hours of TV a week?

I'm Grace Hewitt, and I'm here to tell you why I think humans rely too much on technology.

Everywhere I go, I see people on their phones, absorbed, anaesthetized to what's around them, families glued to TVs, zoned-out, zombie-like and people taking exercise on games consoles, muting their senses.

What was wrong with the way we used to do things?

Engaging with the world around us and not engrossed in our own technology bubble! I fear we are missing out on real relationships and sensory experiences, which are the foundations of a contented life.

Let's imagine life with no technology...

There would be fewer accidents, as there would be no cars or planes and better health, with no pollution and more exercise.

Unemployment would decrease, as robots wouldn't be taking people's jobs. Last year alone, robots replaced 5 million workers around the world.

How about mental well-being? Without social media, there would be less pressure to be perfect, as we wouldn't be bombarded with 'flawless' airbrushed celebrities. In 2015, a US survey showed that 45% of teenagers felt desperately sad after using social media; as a result, teen suicide is on the increase.

But not all advancements in technology are negative.

With modern engineering, production is quicker so things are cheaper...

With modern transport, we waste less time travelling

around...

With modern medicine, people live longer and common ailments don't cause misery.

Modern communication gives us instant messaging and real-time video. Recently in lock-down, this was a godsend for communicating with family and friends, getting an education or doing your job. Without it, life would have been unimaginable!

So, do we rely on technology too much?

Well, I can equate technology to ivy, it has grown around us and entwined itself into our lives, so if it was now ripped away, the human race would be vulnerable and far worse off...

My final message to you is this; don't substitute technology for everything in life, use it in moderation. Have real face-to-face relationships, get out in the fresh air and turn on your senses, and just occasionally... turn off those electric lights and gaze up at the night sky to experience a feeling of wonderment... you can't get that through a computer screen!

And to finish in the words of Albert Einstein, 'The human spirit must prevail over technology.'

Thank you for listening.

Maisy Dingeman's urges us to think about 'The influence of social media on the way we look and the way we feel about how we look.'

Now I think that everybody in this room can agree with me that at least one time you have gone on social media and it has made you question the way you look, or the way you feel about how you look. I can see some of you nodding at the back. This could be a change for the good but, eight time out of ten, it is for the bad. I am Maisy Dingemans and today I am going to talk to you about the influence of social media on the way we look, and the way feel about how we look. I am very passionate about this topic because it has affected me personally and I don't want anyone to have to feel the way I felt about my body, just based on what other people's views and opinions. Others may feel like this topic is not as important as other topics such as all of the tragic events going on in Yemen, but this topic is just like Yemen it can lead to death, and that is why I want to make you more aware about my chosen topic. The average time spent on social media a day is 142 minutes.

If we look at Victoria's Secret models, you can see that they are all slim and have clear skin; You may not realise it, but these models have a huge impact on our lives. This is creating a stereo type, that eventually the whole world will follow; we will all look the same and be the same, creating no room for difference and being unique. This has already shown us that when you look at social media and see these models, they are already making small adjustments in your brain changing the way you feel about your body.

This 'thin ideal' is often internalised by women, who use social media frequently, which results in them seeking an unrealistic body shape and standard of beauty and causes

them to feel shame when they fail to achieve such a standard. A study was taken in 2019, which divided 118 females, aged between 18 and 27, into two groups. One group was asked to log into Facebook or Instagram and find a peer of the same age, whom they deemed to be more attractive than them and comment on one of their photos. The second group was also asked to log into Facebook or Instagram and left a comment on a post of a family member, whom they did not deem to be more attractive than themselves. Both of the groups completed a questionnaire before taking the study, which asked them to rate their level of dissatisfaction with their appearances, using a scale ranging from 'none' to 'very much'; they then were asked to retake the questionnaire after completing the study. The results showed that the second group experienced no change in body image. However, the first group experienced an increase in negative feelings against their own body image.

This study makes it very clear to us that social media does have an impact on the way we feel about how we look; This image in our heads is negative most of the time. Interestingly, it is not just in the female mindset that social media changes their views about their body. If men see a man, who is more attractive than themselves, they tend to start to work out more than necessary to change their body image or use steroids. What is going on? Social media is now influencing the use of drugs? When and how did this start? This is not right.

Even if you think that you are listening to real and genuine advice on social media, a study taken in 2019 showed that the majority of information provided through social media could not be considered credible sources of weight management information, as they often presented

opinions as facts and failed to meet UK nutritional criteria. Throughout the whole of social media, 52% of the posts made are promoting weight loss and a clean, eating plan it has been shown by many doctors that a clean eating plan is actually bad for you, as you are not getting the nutrition you need to function. A clean eating plan is eating as many natural based foods as you can.

We are very clearly being shown that social media does have a huge negative impact on our bodies and our mind, so what can we do about it? How are we going to change this? Do you think we can? To begin with, you need to learn to love yourself and know that whatever size body you have, you are so beautiful; if you learn to love yourself, then the comments about how your body 'should look' will not affect you to the extent of changing your body for someone else. You need to remember that if you are changing your body image for someone else, then it will never benefit you and you will never be happy with your body; make sure if you want to change your body, you are doing it for you and only you, because sooner or later, lots of people will come and go in your life, but you will always have yourself. "To all the girls that think you're ugly because you are not a size 4, you are the beautiful one. It's society who's ugly." This quote was said by the very famous Marilyn Monroe; I believe that this quote very closely relates to my speech because it is about believing in yourself and not always listening to what society says. Self – love is the most powerful thing in the world; Make sure you know your worth. Thank you so much for your time and for listening. Make sure that you know your worth.

ENGLISH SPEECHES

Maddie Hayes asks us to think about 'Gender Equality in Football'

Football is a sport played by millions all across the world, of all different genders and abilities.

A sport that unites.

Some of you here may support a team or have a passion for football.

I bet you could all name at least one male footballer or more but can you name one or more female footballer? ...

Football is often called a male sport but since the 1920s, large crowds of people have been attending women's football matches.

The second biggest attended women's football match in history happened in 1920 when Dick Kerr Ladies beat St Helens Ladies 4-0.

About 53,000 people attended this match! ...

Nearly 100 years later the record went even higher to 60,739 when Barcelona women beat Atletico Madrid women in the Wanda Metropolitano stadium in Madrid.

This stadium can hold up to 68,456 fans! If this were a male team, the stadium would be full.

Now I am going to tell you about the shocking discrimination that happens all around the world.

Here are a few main ones:

Capacity - When you go to watch a men's football match the stadium are up to 10 x larger in capacity.

The largest football stadium in the world is in North Korea, it is called Rungrado 1st of May stadium and it can hold 114,000 spectators.

Wages - Are another massive difference.

The highest paid male footballer, Lionel Messi earns \$111,000,000 through salary and sponsorship a year where the highest woman footballer Carli Lloyd earns \$518,000.

Messi earns nearly 273 times as much as Lloyd a year.

Paying women less is wrong, immoral and unjustified

Football is not the only sport that pays women less than males.

In tennis, the highest paid tennis player is Novak Djokovic who earns \$143,100,000 a year and Naomi Osaka the highest paid women tennis player earns \$37,400,000 a year.

Why are male footballers earning more than women footballers are, when they do the same thing?

Tickets - When you attend a male football match, you are expected to have already bought a ticket, which can vary between £50-£100.

In a male football team stadium, you may pay £60 for a seat that you cannot see the match from because it is so far back.

However, in women's matches since the stadiums are so small no matter where you sit you will be able to see the pitch and players.

A women's ticket can be anywhere between £1 and £10 which you can buy at the door.

In February 2020, I went to Centre Parcs in Woburn where they have sports bar where to show all different sports.

This weekend was one of the biggest women's super league matches of the season between Chelsea and Manchester City and I could not attend the match since we were there.

So, I went over to the manger of the sports bar and asked if tomorrow he could put the match on one of the three

screens. He said that they only stick to the schedule and I could look at that. I went to look at the schedule and there wasn't a single woman's sport on there for the whole week before and the week after.

The next day we went back in and my mum went over to the manger and asked why there was not a single woman's sport's match on this week he said that there hadn't been any demand for it. It was very frustrating because no one was watching the sport he had put on.

So eventually, he said he would put it on, which I was really happy about because I got to watch it. However, I think it is terrible that there was no woman's sport scheduled to be on in that period of time.

I believe as a young female footballer that this should not be happening!...

We as the next generation need to make the world a better place by supporting this.

We are all human beings and should be treated the same way about our passions and hobbies.

Football is massive part of my life and I do not want to grow older and not have the same chances as some of the boys.

I grew up playing in a boys' team from the age of 4 till I was 10, I was the only girl playing with 15 other boys in my team and I had the same game time and chances to be the best I can be on that team.

Football gives me a chance to be the best version of me I can be. As I progress with this sport, I want to be confident that I will have the same chances and opportunities as the men.

I believe that there should be equality in football.

Hopefully you believe the same.

PROTECTING THE PROTECTERS by Teyte Baker

Hello, today I am going to be talking to you about protecting the protectors and I will be talking about just how amazing the emergency services are.

The emergency services are what helps this country keep going; however, key workers face a lot of challenging and harmful behaviour every day. I am sure we all know that there is a pandemic on, and at the end of March 2020, we were sent home and told to stay there for our own safety! However, the NHS still went to work and were busier than ever saving the lives of innocent victims of covid-19. The police force went to work and were busier than ever. Now some of you may not know this, but the police force was set the very gruelling task of collecting the dead bodies of innocent victims of Covid-19 and making sure, they were put to rest and condoling the families. The Fire Fighters also went to work as usual and assisted the ambulance service by driving ambulances when they were short of staff.

Can you believe that people carry out assaults on these people who work to protect us?

Last year a man called John Murphy carried out a vicious attack on two paramedics in Hitchin. The pair were badly hurt after they went to a call of a person unwell in Sun Street. After attempting to help the male, he lashed out at both of them. An NHS Doctor said, 'It's unacceptable for

ambulance staff to be subjected to this level of violence when they are trying to do their best for patients.' Mr Murphy was only jailed for 10 months. The East of England Ambulance service were appalled by this sentence. In my opinion, this is not long enough for such a violent attack!

I am sure all of you have heard of Finn the police dog who appeared on Britain's Got Talent with his handler Dave Wardell. PC Dave Wardell and his German shepherd Finn were attacked in Stevenage in October while responding to an earlier report of a robbery.

The seven-year-old dog, from the Hertfordshire dog unit, was stabbed with a (12-inch) hunting knife in the head and chest and underwent four hours of emergency surgery to save his life. PC Wardell was also stabbed in the hand and had to be treated in hospital. A 16-year-old boy from London was found guilty of assaulting a police officer and criminal damage to Finn the dog. This is when PC Wardell set up a campaign to get working animals the same rights as their human colleagues.

In September this year, Metropolitan Police Sgt Matt Ratana was shot 5 times in the chest whilst going to carry out a Covid Temperature check on a prisoner. Matt, from New Zealand, died in hospital on Friday after being shot in Croydon as a handcuffed suspect was being taken into custody. Matt was due to retire shortly and had been looking into what he was going to do next with his life. He went

to work expecting to return home to his family and was murdered in the line of duty.

An A&E registrar, was held hostage by a patient brandishing a pair of steel surgical scissors in a cubicle, she had gone in to check on the young patient, who was having a mental health episode after taking drugs. Unfortunately, the patient had managed to hide a pair of scissors, which she pulled out before backing the doctor into a corner. The police were called and restrained the patient. Afterwards, as she was the most senior clinician in the department on that shift she had no choice but to continue working. Assaults on hospital staff are on the rise and unfortunately, this is no longer an uncommon occurrence.

What can we do? Well we can support our key workers and make them feel appreciated and not make it acceptable to be rude and offensive to these people. We can also support tougher sentencing on those who think it is okay to assault them whilst they are working. I also think it is important to show appreciation for the animals that work with emergency services.

Has an emergency service worker ever helped you? Are people in your family emergency service workers? These people have been invaluable over the last year and all through this pandemic. We need to be grateful for what they do and show them our appreciation.

EAL POETRY

"Inspiration" EAL Y10 poetry project

We studied a variety of poems this year.

The students were asked to write their own personal response, inspired by each poem. The results were amazing. Here is just a small selection of what they wrote:

Fifteen year-old Scar

How I miss my old self!
Dancing, laughing, playing in the sun.
Or at least, that's what I used to do.

The dazzling sun with the clear blue sky
Just like my smile and my bright blue eyes
Chasing in the playground with my fellow comrades
With my parents praising me from head to toe.
Just as my life is perfect and whole
A struck of lightning pierced my heart
Then rain came and washed away
the
colours
in my life.
It was Kansas all over again.

How I miss my old self.
Now I am stronger but I'm sombre and glum
Never have I felt the warmth in my body
But only the piercing pain
From the injury of my "reckless" accident.

My humble abode has been nothing but shards and
pieces
With a reek of gas that is fatal
To anyone who comes close
As a wise man said
“once a loser, always a loser”
It has been proven
That they, indeed, are speaking the truth.

I made many attempts to thaw my troubles
Moving away and escaping from my old life.
I am "delighted" to announce that my escape from
the old life
Has been regarded as successful
But the permanent scar in my heart
Couldn't change me back to who I was anymore.

By Lanna Lau

Have you lost it?

How I miss my childhood.
I wish it had not ended
So innocent
When I was
Born

Scrolling photo albums and videos
I think of it
The best time of life.
This is a must,
Mum must have said:
The way of nature
I leaned to see
Bits of the world
As a way
To learn
The life ahead
And even for now
Has been
Mysterious.

It taught me
That knowing the truth
Did not always mean
Terrible
Though many of the truths
Must have scared me
Before they came to be

Ho I miss my childhood!
It was pure like white paper
Being produced
In a machine
And slowly
Writing on it
The good memories

Now I look and am innocent just like it
My being young
Playing this and that
All over the floor
Acting none of my life
The same way twice; happy to feel
Whatever comes to mind

It has already grown
To stop me
From what I wanted
Running, playing, laughing,
From the bottom of my heart.

By Eunice Lau

Poem at Fifteen

How I miss my grandma.
I wish her life had not been
so awful
when I was
Born.

Cleaning dusty rooms and floor
I think of her.
She taught me how.
Do not stop working,
She must have said:
Never ever say tired.
No one likes
lazy guys.
I learned to do it
as a way
to survive
in this complex world
and give yourself
a better
life.

She taught me
That arguments
Did not always mean
a separation;
though I thanked her
for many of her arguments
before the end.

How I miss my grandma!
She smiled like a child
playing
under the sunlight
and shadows of the tree
narrowing
her small eyes.

now I toss and turn just like her:
don't say anything;
greeting him or her
and younger and older
bowing
because of education.

She would have recognised
above in heaven
the girl I've become:
greeting, loving, singing songs,
hoping she doesn't forget me.

By Crystal Zhou

Poem at Fourteen

How I miss my primary school life.
I wish it had not been
so busy
when I was
nine.

Running around buildings and corridors
I think of it.
It taught me how.
This is the way to escape,
It must have said:
This is what I'd done.
I learned to see
running as a way
to escape the life I knew
and even in year three
had a very full
binder.

It taught me
that not listening in maths
did not always mean
a relief;
though many of my maths grades
must have grieved everyone
before the end.

How I miss my primary school life!
It fled like a bird
flying
in a happy position
dancing with joyfulness
sharing
the happiness of life.

Now I jump and dance just like it:
my brain light;
doing this and that
in the playground;
seasoning nothing
the same way twice; happy to play
with whoever comes my way.

It would have grown
to enjoy
the kid I've become:
writing, reading, learning skills,
staring into the future.

By Jessie Li

EAL POETRY

Superhero

I am a superhero,
a superhero that is too small
for you to admire.
Even though you are my parents,
you can't see what I am.
I took a toy from
a baby's hand
and you told me never
to do it again.
But you don't see what I am.
I am a superhero who
wanted to save a baby
from choking on a toy.
I am wearing a big blue cape,
like an ocean which is too deep
for you to swim
like a sky which is too bright
for you to look up.

By Sally Ogura

Children's Song

We live in our own bubble,
A world that is too good
For you to storm in
Even on tippy toes,
We can hear you clearly -
And though you are educated,
Presumably smarter,
And all the knowledge you have
With commands you give,
You cannot fit in our world,
Where we giggle, where we smile,
Where life is not complicated
In the breeze birds cheep and tweet
Under the clear pastel blue
With doves gliding along the sky
Mocking the dark whole with debris
In your sweetest dream

By Eunice Lau

Spark in the Dark

How I miss my grandfather.
I wish he had not been
suffering
from this wicked
disease.

Seeing trucks on the road
I think of him.
He taught me how
to hold the steering wheel,
to read the signs.
I learned to see
driving or just sitting
on the passenger seat
as a way
to escape reality
to look at the view
and listen to songs;
and even at 16
he owned a truck.

He taught me
kindness is always
the key
to joy;
though he
treated people better than
he treated himself.

How I miss my grandfather!
He swam like a shark
surfing
in the Olympics
and won a gold medal
proudly
in front of the world.

Now I prim and swim just like him:
my body's light;
diving in and out
of the water;
jumping off the diving board
again and again; like a dolphin
flying free over the sea.

He would have grown
to admire the woman
I've become:
caring, loyal, adventurous,
and mostly like him, fun.

By Jyothi Tsui

My Room

How I miss my room.
I wish it could always
be there
when I am
so tired.

When in school and class
I think of it.
It makes me feel safe.
This is the reason
I miss it so much:
The way that it is
filled with childhood memories.
The way that it has
everything I need
to be happy,
unlike the way I feel
now.

It spent time
with me when
I felt like
I was so lonely.
Though sometimes
I took my anger out
in my precious room.

How I miss my room!
Its existence felt like
an actual person
always there
taking care of me.
Making me feel
so safe.

Now that it's half of the
Earth away from me
Almost feels like losing
a dear friend;
appearing nowhere in my life
anymore; just sitting there in my house
being cleaned every once in a while.

It might have changed
but to me
it is the place I miss the most:
warmth, safety, home.
Just like a dear old friend.

By Ranny Weng

POETRY BY HEART CELEBRATIONS

National Poetry by Heart celebrations at the Globe Theatre 18th/19th July 2021

Poetry By Heart is a national competition in which young people in key stages 2, 3, 4 and 5 choose poems they love, learn them by heart and perform them in a school or college competition. Teachers pick their school/college competition winner(s), make a simple video of their performances and upload them for judging. Every national competition entrant receives positive feedback from the judges and a certificate celebrating their achievement. The best are then invited to perform their poems in front of top UK poets. This year the venue chosen was Shakespeare's Globe Theatre, London.

St Francis' College Prep entered the competition in 2020 and 2021 and we were very proud to be told that three of our girls (Imogen Ratibb Year 3, and Lexa Keen and Anoop Sandher Year 6) had been chosen to perform at the Globe theatre. I had also entered the staff category of the competition and was delighted to find out that I had been chosen as the National Staff Champion!

The Globe celebrations included a performance of Shakespeare's 'As you like it' on the evening of July 18th. Unfortunately, one of the main actors had to self-isolate so the Director had to step in last minute to play the part of Orlando, script in hand!

He got very generous applause!

There cannot be many more magical moments than sitting in the Globe on a beautiful summer's evening watching a play knowing that the next day you are going to be on that stage performing!

On the hot, sunny morning of July 19th we rehearsed their poetry performances in patches of shade just outside the Globe, competing with the sound of overhead planes and a South Bank that was starting to come back to life as the final COVID lockdown restrictions were lifted.

Inside the theatre, the staff helped warm up our voices up so we could speak up and PROJECT! Waiting behind the doors on the Globe stage, peering through the small windows waiting for our turn to perform will be a memory that stays with me (and I'm sure the girls) for a long while, along with that moment when the doors open and you step out to see the Globe laid around you, like the layers of a cake! I know that we were all feeling nervous, but the girls coped brilliantly and performed with confidence and expression, they even remembered to PROJECT!

As well as enjoying all the 180 fantastic poems performed by the other students (ranging from seven year olds to nineteen year olds!), we also had a talk-tour about Shakespeare's Globe theatre

(did you know that Shakespeare's plays were only printed seven years after his death?), and an inspiring talk with poems by UK Poet Laureate Simon Armitage.

The event also hosted the announcement of the CLIPPA prize shortlist for the best children's poetry published in the UK last year, with readings by short-listed poets Manjeet Mann, Jane Newberry, Matt Goodfellow and Michael Rosen!

Our thanks go to all of the Poetry By Heart team who have worked so hard over the last two years, including throughout the COVID pandemic, to enable the competition and the celebration to go ahead.

Several teachers stepped on stage to highlight what taking part in Poetry By Heart meant to their school. I spoke on behalf of St. Francis'. Words which kept appearing in all the speeches were... 'it gave us something to hope for', 'empathy', 'public speaking skills' and 'a connection with other times, places and people'.

We feel so lucky and honoured to have been able to be part of these celebrations. They have given us memories that, as Shakespeare wrote, are 'such stuff as dreams are made of'

Deb Bassnett (Drama Teacher)



Athletics

It has been great to be back at Ridlins Athletic Track this year, with Year 7, 8 and 9 representing the College in a number of different athletic events. The atmosphere around the stadium was amazing. It was great to see and hear competitive spirit from all teams again!

It was the Year 7s first time at the Senior Athletics competition, producing impressive results and showing great sportsmanship throughout the day. In Javelin and Shot Put competitors Kali Evans and Emilia Francisco gained 1st place in their event- what amazing work! The Year 8 girls displayed great effort and focus throughout the day, with standout silver performances in track events from Lucy Jefford, Edie Milan and Hayley Chan.

Hard work and training paid off at the Year 9 Girls Athletics competition, excelling in both track and field events, achieving new personal bests. Alice Green secured 1st place in the 1500m, showing great resilience on a hot, sunny day. There were solid placings in all of the field events, including Shot Put, Discus and Long Jump.

Well done to all of the girls who competed and to all of the girls who come to Athletics Club! A special mention goes to Ilinca Popescu, Emilia Francisco and Sophie Smith who always come to Athletics Club week in and week out, showing great commitment and with the aim of improving their personal bests each week.



Sports Day

On Thursday 24th June, the St Francis' 2021 Sports Day took place. The field events occurred in the morning with Shot Put, Discus, Javelin, Long Jump, High Jump and the 1500m run. These events only had those competing and others remained in timetabled lessons. The Year 7 competitors came back excited and full of stories about the morning's competition. Special congratulations go to Georgia Maddock in Year 7, Emma Greatorex in Year 8, Holly Manning in Year 9, and Ilinca Popescu in Year 10, who all came first in more than one field event.

Support was strong for the afternoon's track events with many using face paint and wearing clothes of their house colour. There were lots of homemade banners to support the different houses. The first event of the afternoon was the Year 7 100m. It was an extremely close race and all results counted. There were lots of other races throughout the afternoon such as the 200m, 300m, 800m and the relays. Every competitor did their best and the winners rejoiced. Special mention here goes to Hannah Jefford and Bernadine Tetzner in Year 7, Alice Green and Grace Winspear in Year 9, and Grace Hewitt in Year 10, who came first in more than one track event.

The fun relay happened at the end of the day. In this race, people took to space hoppers and leapt across hurdles! It was funny to watch, especially since the teachers got involved. My favourite moment was when there was a demonstration and Mrs Murphy did it badly on purpose!

The highlight of the day was the terrible dad jokes told by Mr Grant over the loudspeaker. They made me giggle a lot.

Finally, ice-lollies were given out before the presentations. Everybody was proud of themselves and did extremely well. The Victrix Ludorum for Year 7 was Bernie Tetzner, for Year 8 it was Lucy Jefford, for Year 9 it was Chloe Moss and Nyah Temple and for year 10 it was Grace Hewitt.

The overall winners of Sports Day were Hera. Well done, Hera!

By Bethany Sinden



Tennis

This year, the college hosted its first Road to Wimbledon competition. Road to Wimbledon is the biggest junior tournament in British tennis and gives all U14 players the opportunity to progress through to compete on the world famous grass courts at Wimbledon. On Monday 24th June, ten pupils from St Francis' competed in a round robin, timed tennis singles competition at the college. All of the girls showed good spirit and sportsmanship and it was a great evening of tennis.

Results:

Winner Katerina Verzhbitskaya
 Runner up Chloe Moss
 Third place..... Keira Wan
 Fourth Place Chloe Kempster

Winning this round, meant that Katerina qualified for the County Finals at Queenswood on Saturday 26th June. Katerina faced some tough opponents, winning her first match and then losing her second. Unfortunately, this meant that she did not qualify for the National Finals at Wimbledon; hopefully she will get another opportunity to play at this iconic venue in the future.



Cross Country

As with most sports events at the start of the academic year, this was a Virtual Event with all students in each year group completing a cross-country standard set distance. Fortunately, the girls' had been completing 5k or 10k running challenges during their remote PE lessons over the Autumn term and so maintained some level of fitness! The top 4 times were then uploaded on the North Herts District results and St Francis girls achieved very well across the event. Year 7 achieved 3rd team place overall, with an individual 2nd place to Kristal Dongbakuro. The Year 8's managed to match this success with a team placement of 3rd overall. A 2nd place individual performance for Alice Green helped secure a 2nd place overall in the team event for year 9. Finally, the Year 10 secured a 3rd team place overall. Current and future St. Francis' students Charlotte Noy and Daniella Njawaya achieved a joint 2nd place for their previous school, Princess Helena College. Well done to all the girls for the fantastic efforts during the St. Francis' College Cross Country on the Greenway. We continue to track students' efforts in the Strava St. Francis' College PE Running Club and encouraged students to continue to record their runs on the app over the summer holidays.



Rounders

Rounders was one of the few sports we were able to once again enjoy competitive inter-school fixtures, playing in the Year 8, 9 & 10 North Herts District Tournaments.

The Year 8 team travelled to St. Christopher's School to play their first Rounders tournament representing the College after the cancellation of last year's Rounders' season. Due to bubble regulations, some schools needed to fill vacant positions with boys, as they were unable to use younger students to make up team numbers. The girls did not let this intimidate them, winning their first game convincingly against King James and going on to beat another mixed team from Fearnhill, with their final victory against Barnwell. They clocked up a massive 27 rounders and only conceded 11, crowned as this year's North Herts District Champions. Notable improvement over the season for all girls', and in particular most improved player, Dina Inglis.

Well done to all and in particular the girls for training so regularly at lunch time to create such a slick, well drilled and skilful team.

The Year 9 team faced a similar situation playing mixed teams, but again, did not let it concern them. They also beat King James, then Fearnhill, followed by a very convincing win over Barnwell before finally beating another mixed team from St. Christopher's School. The girls' gained an impressive total of 27 rounders and conceding 11.5 to be crowned North Herts District Champions. Well done to the team and again, all the girls who have been so committed to training in order to develop their fantastic team performance and in particular, Grace Winspear for the fantastic catches she took with such confidence in deep field.

Finally, the Year 10s had their turn and once again were playing against some mixed teams. Unfortunately, they lost their opening match against St. Christopher's by ½ a rounder and then drew against Nobel. After regrouping, they then went on to beat King James and Fearnhill finishing in 2nd position in the North Herts District Tournament. Well done to the Year 10 team!

Hockey

Despite being unable to play competitive inter-school hockey this season, the girls trained with commitment and dedication, making strong improvements to their skill level and team play. In Year 7, Kali Evans was the most dedicated player to training and the team have much to look forward to once they can play competitively next season.

The Year 8 girls never missed a training session and the improvement in the strength of passing and ball distribution was evident in their mini-game play, with most improved player going to Evie Brown. Next season will be an interesting test for them, as they recommence matches and move to 11 aside full pitch competitive games.

Year 9 girls were equally committed to lunchtime training and made improvements to the power of their passes as they adjusted to full pitch play. It was lovely to see the enjoyment they got from testing their skills competitively against one another in mini games with most improved players going to both Laila Davies and Grace Winspear who settled quickly in to the team and really excelled in developing their individual skill on the ball.

Year 10 hockey players were smaller in number but no less dedicated with a core group of 8 girls training at lunchtimes to ensure their skill level and game play did not diminish with the lack of competitive play, with a focus on improving those skills assessed in GCSE PE Hockey. Again, we look forward to competitive senior hockey next season.

YEAR 11 LEAVERS



YEAR 13 LEAVERS SUPPER



YR 13 LEAVERS ROUNDERS MATCH



Cor Unum Anima Una - One Heart One Soul



St. Francis'
College

St. Francis' College

Broadway
Letchworth Garden City
Hertfordshire
SG6 3PJ

01462 670511

www.st-francis.herts.sch.uk