



PEACOCK

by the pupils, for the pupils  
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# LEICESTER GRAMMAR SCHOOL

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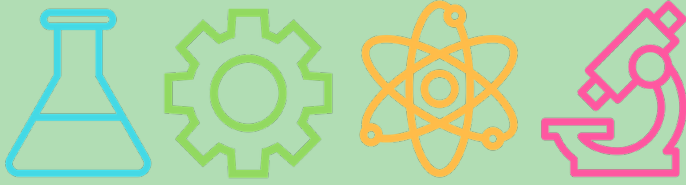
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**With thanks to Mr Kidd and Mrs Kendall, and all of our guest writers.**

# March For Science



Following a series of executive orders by America's newly-elected President, Donald Trump, many Americans began to protest against the new agenda. Within the onslaught of new policies and reforms were several policies directly attacking scientific research and advancement. The most concerning of these was President Trump's decision to repeal several Obama-era climate change policies, which were several years' worth of work by the EPA (Environmental Protection Agency) which Trump has also started to abolish. Another controversial accusation against the Trump administration is that several of its members are "climate change deniers". The instant that they were appointed, the science community was outraged and fearful. Immediately after coming into power, President Trump managed to instantly undo several years of hard work to push environmental policies through congress, including pulling out of the Paris Climate Deal: a collection of 195 countries who collectively agreed to several provisions and efforts to reduce greenhouse gas emissions and climate change. Furthermore, he has promised to re-open several coal mines and make the shift back to coal power, starting by scrapping almost all environmental regulations for Coal and Oil Companies.

This series of nightmares for the scientific community meant that they have decided to create a campaign of several protests, which started in Washington DC, but quickly spanned the entire scientific community across the globe. On April 22nd 2017, people marched in the streets of over 600 cities around the world in the name of science: to stop the spreading of misinformation and protect the scientific research and beliefs that have been decades in the making.

From the series of marches, several images of protestors have gone viral, alongside some of the signs they held as they marched, which managed to raise serious issues while using humour and whilst ridiculing the Trump Administration. One of my personal favourites was a sign that read: "So severe, even the nerds are here!" The marches took a fairly light-hearted approach to the entire situation, opting to ridicule anti-science beliefs as opposed to ridicule those who believed in them. The march's main aim was to bring together those who were strong believers in science, and project their voices to their local government, and collectively attempt to change the mind of those in the White House.

Generally, it can be regarded as a somewhat successful protest in raising awareness for the potential impacts of the Trump administration's approach to science-funding and climate change. Despite this, it has been largely unsuccessful in affecting policy changes. Partner organisations have teamed up with March For Science organisers to hopefully bring about future coverage and campaigns; the goal for protestors now is to act on those views and continue to strive for change through leaflet campaigns or writing to local authorities. In many eyes, the fight is far from over...

Prab Grewal



# Snap Election

## Mugwumps, leaked manifestos and the pursuit of a 'Strong and Stable' leadership

Well Britain, it's been one hell of a year. Theresa May stood on the steps of 10 Downing Street last month and 'reluctantly' announced her intention to initiate a snap election (an election called earlier than the expected five years). To say the country was shocked would be an understatement. After months of vehemently denying the possibility of having an earlier election, it is astounding that she has done a 180-degree flip. May attacked her Opposition in her speech for challenging her Brexit programme and defended her decision to hold an election by suggesting it would end the 'political game-playing' and allow her to pursue negotiation talks with the EU with Britain still in a key position. She wants a larger majority than her slim seventeen in the House of Commons and, given that the main opposition party, Labour, has collapsed in popularity in the recent polls, she is in a much stronger position to achieve this increase. Seeing as she did not have to win an election in order to ascend to her role last year, winning her own general election will also give her validation by the British public.

It's difficult to decipher exactly what is currently going on in the General Election. A draft version of Labour's manifesto was leaked earlier on this month, which included policies on nationalising railways, renewing Trident weapons, and increasing welfare budgets. Corbyn announced that the draft was legitimate, had been 'unanimously agreed upon' by the members of the Party and was due for official release in a few days. Judging by what we have seen so far, it appears that Corbyn isn't quite the 'mugwump' Boris Johnson had him for. The leaked manifesto is said to be the Party's most Left-wing piece of work in recent history and it comprised of thoroughly detailed plans on how to go about managing public spending. However, although some individual policies are popular, it doesn't

seem as though it having a hugely positive effect on the polls. A poll published by The Telegraph (correct 10th May 2017) shows the Tories an unprecedented sixteen points ahead of the Labour Party, and some experts estimate the Tories will take fifty-six seats from the 'center-left' Party, leaving them with a two-hundred-seat lead.

The Tories are choosing to currently focus on housing (after a controversial plan to allow an open vote to remove the ban on fox hunting), promising a 'new generation' of social housing, built within existing budgets. There is currently £1.4bn already set aside for infrastructure spending and Defence Secretary Michael Fallon has said that this money would be put towards making it easier for councils to purchase unused land for new housing projects. They hope that 'thousands' of homes will be built each year to ease the housing crisis and reduce the number of people sleeping rough. In an interview with the Westminster Hour, May said: 'I don't think any of us wants to see anyone sleeping rough on our streets. We are putting £500m over these five years into homelessness, into preventing homelessness.' [sic]

Without the official release of the parties' manifestos, it's hard to compare where the parties stand on certain issues. Labour, traditionally at the forefront of workers' rights, created the most detailed twenty-point plan in the manifesto draft seen by a Labour leader. However, May is also promising to instigate the largest expansion of workers' rights by any Conservative government in a thinly-veiled attempt to attract Labour supporters. She says that the manifesto promises all workers' rights guaranteed under EU Law, increase worker representation and protect their pensions in a bid to 'spread [economic growth] to everyone in our country.'

Currently, the parties' policies are coming to light in dribs and drabs and we will only truly be able to assess which party has the most effective plan for the future of Britain once the real, completed manifestos are published.

Kaneeeka Kapur



# Is Trump the new Nixon?

On Tuesday 9th May the White House announced the news that the FBI director James Comey was fired by President Trump. Comey, the seventh director of the FBI, was supposed to serve a tenure of ten years starting from September 2013, but his administration was suddenly cut short. Rash decisions like this are not unusual for President Trump to make, as we have seen right from the start. With this fact in mind I believe that if it were not Trump but another president firing the FBI director there would be a far greater backlash. Is this incident not gaining as much negative criticism as it deserves because we have become so desensitized and so used to Trump's impetuous decision-making?

This abrupt sacking is supposedly a result of the ongoing investigation into the alleged Russian meddling in Trump's presidential campaign, despite the White House's claims of it being caused by Comey's handling of the Hillary Clinton email investigation. The White House also declared that Trump had "acted based on the clear recommendations of both Deputy Attorney General Rod Rosenstein and Attorney General Jeff Sessions." However, the chain of command in this case (and who instigated it) is hazy. This is because in Trump's termination letter to Comey he states that he had "accepted their recommendation", referring to Rosenstein and Sessions, and that Comey would be "hereby terminated and removed from office, effective immediately." However, in a recent interview with NBC News' Lester Holt, President Trump seems to undermine the White House's previous comments by saying that Comey was a 'showboater', a 'grandstander' and that he was "going to fire him regardless of the recommendation". With this air of uncertainty and indecisiveness surrounding the whole situation I find it hard to trust either explanation and hope that Trump will eventually decide which story he wants to elaborate on in the future.

What people seem to be most shocked about is how unusual the whole situation is. It is not conventional that the President should sack the FBI director right out of the blue. The last time someone was investigating into an incident that may damage a President's reputation and consequently was fired was when Nixon dismissed Archibald Cox, the special investigator. That sacking was essential in the 'Saturday night massacre' and let's just say that the events following that didn't end well for Nixon and his reputation. This is not the only direct parallel the 'Watergate scandal' bears to Comey's sacking; the whole situation regarding 'recording' and 'tapes' sounds all too familiar. In another infamous tweet of Trump's, he states that Comey "Better hope that there are no 'tapes' of our conversations before he starts leaking to the press!". This tweet suggests that White House conversations between the pair of them may have been recorded and this (hopefully) could be used in a case against Trump.

Looking to the future, Trump told reporters it was 'possible' that he could decide who Comey's replacement will be by Friday 19th May. But with his history of unfulfilled promises and unmet deadlines, who knows how long it will take? The method, if any, to Trump's madness is unclear. I can only hope that it doesn't take the Senate long to figure out that this is a clear sign of the President trying to orchestrate a cover up and that they take the necessary steps to impeach him. Or even better Trump could resign earlier, much like the disgraced Nixon, as they do seem to share many similarities.

Olivia Solomons



# An Interview with Orla

Did you ever think you were likely to be chosen as Head Girl? Why?

My mum quickly cut me down to size when the process for selecting HG/HB began by telling me 'don't get your hopes up' (Thanks mum.) I think my lack of sporting ability, being labelled as 'feisty, stubborn, and incredibly strong-willed' by some of the staff, enjoying a love/hate relationship with some of my peers, and having a predominantly Irish heritage, were all reasons that I never considered myself a likely choice. As the selection process progressed (candidates first fill out a form, then a list of names is presented for staff to vote on, followed by your peers – it's all very X Factor), my friends were incredibly supportive, but the mystery of what happens in the Staff Room made it very hard to ever get my hopes up! Anyone who has been in the sixth form at LGS will know how talk of senior prefects dominates the Common Room in the days prior to the announcement (there are even bets made), and though friends have since informed me that my name was whispered in quiet(er) corners of the refectory occasionally, I wouldn't have said I was ever the 'favourite' (especially amongst what was such a strong field of girls).

What can students who want to be Head Girl in the future, do to be selected?

I don't think there is a set formula for how to be selected, but I would recommend trying to be as involved as you can be in everything that the school offers. That isn't to say you have to be good at everything (I certainly wasn't!), but try and take part in any activities that interest you. Don't be too afraid about what other people might think of you and try and put yourself out there - never again will so many opportunities and activities be within touching distance as they are at Leicester Grammar, so don't let them pass you by. I would particularly recommend participating fully in any sports teams you are selected for lower down the school as they are a great way of making friends and learning leadership and teamwork skills that you can't learn in the

classroom. I would also really recommend the LGS Debating Society, run by Mr Allen; I credit it with transforming a more anxious Year 7 me into someone who now relishes the opportunity to express myself and speak publicly (a skill

that I hope to draw on in my speech at the end of the year!). Participating in Open days, tours, and external events hosted by the School (like the 'Big Bang Science Fair') when asked is also a really good way for Senior Prefect candidates to show that they are willing to give up their time to help the school. It seems obvious, but try and keep as on top of your school work as you can; I think it's important to show you can balance your work, school activities, and other extracurricular activities if you want to be considered for any position in the Senior Prefect team.

What advice would you give to the new Head girl and boy?

I don't think Lucy and Rahul need much advice from me - they already seem very on top of it! Both seem lovely and are incredibly strong post holders, all I would advise is that they enjoy the next year as much as possible because the time to give away your beloved robe comes all too quickly!

Having held the position of Head Girl do you feel it will benefit you later in life?

My dream job when I am older is to be a barrister or a journalist, so all the experience I have gained in writing, public speaking, and working with others will stand me in good stead in the future!

Do you feel you are treated differently by students/teachers as Head Girl?

Not particularly - I do have the occasional quip from teachers (along with some feigned reverence), and my friends do have an annoying habit of bowing to me en masse in public - all of this treatment has been amusing and helped to keep me very much grounded! Aran and I have noticed being looked at more in the corridors, especially by younger members of the school (or our positions have made us increasingly paranoid) which is a weird feeling. I also won't miss being called 'the Head Girl' instead of my

real name... (it's Orla by the way)

Do you think the position of a prefect is similar (easier/harder/just as rewarding etc.) to being Head Girl?

There are a lot of similarities between being a prefect, a senior prefect, and HG/HB. All members of upper sixth are expected to do duties, so in that sense no one misses out... Also, all members of the upper-sixth are technically 'prefects', and I am reliably informed that this fact makes it on to most people's UCAS Personal Statement! The main extra 'rewards' that members of the senior prefect team get is the more frequent wearing of robes, processing in assembly, helping out during services and functions (like concerts, open days etcetera.), and few extra duties! The HG/HB have a few extra organisational tasks (like designing the duties rota,) they are expected to attend most school functions, sit at the front during assemblies and services (not daunting at all...,) and occasionally do readings and speeches. All positions are thoroughly rewarding and I think most members of the Upper Sixth, particularly the Senior Prefect team, will look back fondly on Monday morning assemblies and doing or (trying to get out of doing..) their duties!

What do you think you have brought to the school as Head Girl?

I would say I have brought my ability to argue and 'speak up' to my role as HG. I have tried to channel this somewhat productively into representing the best interests of people in my year group (and the school as a whole.) There is no point having a loud voice and opinions if you don't use them for the good of others I guess!

What qualities are required to be Head Girl?

I wouldn't want to speculate too much on what the school is 'looking' for in a HB/HG, but things like being or (being perceived to be at least!) reliable, hardworking and confident seem to be important. That said, a lot of the things an outsider might think are absolute 'musts' in a HG (like having perfect hair - usually blonde - and equally perfect teeth, being a complete all-rounder, and being under 6ft...) I can happily say, don't apply at Leicester Grammar School.

Georgina Holmes



As this is being written, my phone is vibrating on the table nonstop with notifications from the BBC News app saying the NHS has been hacked and their computer systems were being held to ransom. Many other companies have been hit by the malware worldwide.

A little more dated news is that the Donald has sacked his FBI chief. In doing so he managed to completely contradict himself; one day he was claiming he did it on the complete advice of his advisers, the next it was his idea all along. See our in-depth article for more information.

Also in the news is the General Election and the leak of the Labour Manifesto. The Lib Dem manifesto has already been published and pledges to extend fathers' paid paternity leave and to legalise cannabis. Theresa May has also refused to take part in a debate on the Telly box.

William Wale



Donald Trump by Thomas Mann

# An Interview with Aran

Did you think you were likely to be chosen as Head Boy? Why?

From year seven onwards I never really imagined I would be chosen to be Head Boy of LGS. This was mainly because I assumed the role was chosen primarily based on academics and I believed that I was far too loud and cheeky. So, when I applied to be a senior prefect I believed that there was a possibility that I would be chosen to be in the prefect team but I did not expect to be selected as the next Head Boy which was a pleasant surprise to say the least.

What can students who want to be Head Boy do to be selected?

I would say the best thing to give yourself the best chance is to contribute to the school by participating in extracurricular activities, House events and volunteering to help at school events such as Open Days. There is so much the school offers for its students to take part in so everyone can find their niche. Also, it may be helpful for students to try new things, step out of their comfort zones and perhaps apply to be a House Captain for example or members of teams such as the Student Support Group. This would exhibit qualities that any student should strive to acquire such as leadership, organisational and team work skills. This, to my mind, would give any student a greater chance at being selected for the roles of Senior Prefect or Head Boy/Girl.

What advice would you give to the new Head Boy and Head Girl?

Rahul and Lucy have already made a brilliant start without needing our advice. However, my best advice would be that they should aim to create their lunch, break and desk duty rotas as early as possible. It will make everything less stressful in the future if they can organise this early on. Also, make sure you communicate with each other frequently and support one another. It is a team effort so don't act individually or be afraid to ask each other for help when needed.

Have you had a lot of commitments and requirements?

There have been a fair number of commitments and requirements throughout the year. The obvious ones being assembly and service processions. We, and the Senior Prefect team have also attended LGS at Open Days and Music concerts, helping the events run smoothly. The biggest commitment for us was to ensure that our peer group "did their duties" in monitoring the refectory and school at lunch and break which helped keep the school in a state of order.

Have you enjoyed it/ was it rewarding?

At first I was quite nervous at the prospect of carrying out the tasks that come along with being Head Boy, such as reading biblical verses in front of the whole school, but I quickly grew into my new position and enjoyed the responsibility that came with the role. It has been a thoroughly rewarding experience as we have helped the school run efficiently and have made key contributions. Having been at the school since Reception it has been a great privilege to represent my school at this level and this has been the most rewarding part of being Head Boy.

Having held the position of HB do you feel it will benefit you in later life?

The role has held great responsibility and has helped me to develop my time-keeping, leadership, teamwork and communication skills. I feel that these skills have been heightened which will stand me in good stead for later life when I hold a job in the (hopefully distant) future.

Do you feel you are treated differently by students/teachers?

Having the title of "Head Boy" has not meant I have been treated differently as such, although it has been a great source of light-hearted banter for both students and teachers. However, I would say that some teachers have been slightly stricter towards me instead of being more lenient which I had originally hoped for...



Do you think the position of Prefect is similar to being Head Boy?

All Upper Sixth students are prefects and there are a selected group of Senior Prefects that are a condensed team who help Orla and I carry out our responsibilities. Senior Prefects do hold a greater amount of responsibility than prefects in that they are expected to attend and help at events such as Open Days, music concerts, assemblies, House Meetings and religious services. I feel that the positions from prefect to Head Boy/Girl are similar since, ultimately, we carry out the same duties and are all part of the same team serving the school to the best of our ability.

What do you think you have brought to the school as Head Boy?

I would like to think that I have brought my lively and cheerful attitude to the school as HB which has, hopefully, affected students and teachers in a positive way. I feel that my outgoing nature has helped me to voice students' issues with teachers so that a solution could be found; hopefully, keeping both parties happy has been a great success.

What qualities are required to be HB?

I feel that there is no set in stone list of qualities needed to be HB/HG and none of us are perfect individuals. However, I do feel that there are some qualities that are important perhaps for a position such as HB/HG which include time-management skills, intuition, generosity, respect for others and leadership. The post has shown me that these are essential in all walks of life and not just in a Head Boy/Girl – they are ones we should all strive to acquire.

Georgina Holmes

# Goodbye, Mr Handford

After 30 years of service to Leicester Grammar School, we are sad to wave goodbye to Mr Handford at the end of this year.

What have been your highlights at LGS?

When the Queen visited the school to open the new site. It was definitely a memorable experience!

What has been your favourite year group to teach?

All the year groups are great to teach. Sixth Form is a good intellectual challenge but the lower years of the school are very interested and are filled with wonder at Chemistry.

What will you miss most about teaching?

I will miss the staff as they are a great collection of people and being the classroom. It's quite fun being with a class who behaves as that is opens up more time to talk to them.

What are you looking forward to the most about retirement?

Definitely, not having to get up early and the marking!

And any special plans?

I am a classical violinist and viola player, so I am looking forward to more time for that and to learn more foreign languages.

Is there anything you would like to keep for yourself when you leave?

I would have loved to have kept a blackboard from the old school but over the years the sense of loss is diminishing!

The entire school community wishes Mr Handford the best in his retirement and thank him for his years of great service to the school!

Sophie Puffett

# Why Everyone Should Visit Auschwitz

I will never know what it was like to be in Auschwitz. I realise this sounds strange given the fact that I recently visited as part of the Holocaust Educational Trust's Lessons from Auschwitz Scheme, but that's the point – I only visited. The experience is vastly different when you walk under the infamous "arbeit macht frei" sign knowing that you get to walk out again at the end of the day, that you get a hot meal on the plane home, and that your parents are waiting to pick you up from the airport.

However, there is no doubt that this experience made me think.

Whilst what we study about the Holocaust in class is of the utmost importance in order to learn what the effects of prejudice, discrimination and hatred can be, statistics on a page can only go so far, especially given that ones as large as those associated with the Holocaust are so incomprehensible that they can go right over our heads, often failing to have any impact at all.

Our generation is the first that may not have the opportunity to talk to anyone who lived through the Second World War, which makes it increasingly easy for the Holocaust to be thought of as something that doesn't affect us. As long as this is the case there is a danger that "never again" will become a blasé comment that we say because we feel like we are obliged to, rather than there being any real meaning behind it.

While it is important that we learn about how the Holocaust came about, so that we can attempt to learn from our past actions, it is also vital to build on this education by visiting the sites of the atrocities.

Up until my visit I didn't feel any particular connection to the Holocaust. However, what I would encourage you all to realise is that the Holocaust

should matter to us, because there have been many genocides since then. Guatemala in the sixties, Bangladesh, Burundi and Cambodia in the seventies, Iraq in the eighties, Bosnia-Herzegovina and Rwanda in the nineties, and right now, the genocide of Yazidis by ISIL in northern Iraq and Syria – it keeps happening, so the question is whether we are doomed to continue to make the same wrong decisions. Clearly something needs to

change and I would argue that that starts with us.

The only way for us to stop the endless persecution is for us to learn from the past and nothing makes the past more real than Auschwitz.

This wasn't the first time I'd encountered the Holocaust outside of the classroom; I'd been to many museums on the subject before. But the first time I'd ever felt emotional about the Holocaust was standing in the museum in Auschwitz I, looking at a room of human hair – human hair that the Nazis had shaved off their victims to

“The only way  
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use to make fabric. That room isn't small, it's the length of about three classrooms, and it's completely filled with a mass of hair, hair that's deteriorating because of the use of Zyklon-B and is now all the same colour of grey. For me, that room was the symbol of the twisted Nazi ideology; the fact that a person could look at someone else and see them only as a resource to be exhausted and then discarded was incomprehensible.

The museum at Auschwitz has rooms full of shoes, glasses, suitcases, pots and pans, and hairbrushes, all brought by people who thought that they were being taken somewhere better, only to be murdered at the hands of the Nazis. The sheer size of these piles is shocking enough, but the fact that each one of these represents a person is a tragedy. This truly emphasises the shocking extent of the amount of human life ripped away during those years, far more than any statistic could.

Auschwitz is unlike any museum you will ever visit. Whilst you come away knowing more about the facts, this makes you appreciate how the people must have felt – an experience that is invaluable in changing our generation's mind-set on the issue and attempting to ensure that the atrocities do not occur again. Do not make the mistake of thinking that Auschwitz is only for people who are interested in history, Auschwitz is for everyone and there is no doubt in my mind that everyone should visit it at least once in their lifetime.

Jasmine Parker

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# Let's Talk About Sex: A Response

Following on from Jasmine's article surrounding Consent in the December issue of the Peacock, I thought this would be a perfect opportunity to write an article regarding the PSD programme at Leicester Grammar School.

Last summer we undertook a systematic review of the PSD curriculum, with pupils and staff being asked their opinion of the content and delivery of material across the school. As a result, specific modules of work within the curriculum were moved, re-written or omitted from the 2016-17 academic year. This was to reflect the needs of you, the pupils, and issues and topics that you thought were important.

As Jasmine rightly addressed in her article, the issue of Consent is contentious and one we have worked hard to address in the current curriculum. The topics of Consent, rape, as well as gender perceptions and sexuality, are now addressed in Year 10. This includes the discussion of 'myths' surrounding rape, what prevents individuals being able to give their consent, as well as how you can be certain that someone has provided his or her consent. Alongside this, students from the Leicester University branch of 'Sexpressions', a charity which provides Sex Education have been in to speak about Sexting, Pornography, STIs and Contraception.

Going forward this term, all students and staff delivering PSD will be provided with the opportunity to again review the current curriculum. The dynamic nature of society means that relevant issues and topics are ever-changing and your feedback is important for us to help you and equip you to deal with life in the outside world. So next time one of these review forms lands in front of you, I would encourage you to be honest, open and frank about the topics covered and about what you would like to know more about. Your opinion is important, and is listened to, and can make a difference to you and your fellow students. Alternatively, come and find me, or stop me in the corridor to let me know your thoughts. I am always open to new ideas and suggestions, however obscure you may think they are!

N L Laybourne

# Serene Says: Exam Stress

Yet again, as the eventuality of time pursues, it is exam season. Bring on the news articles about the poor mental health of students which are simultaneously complimented by the reports of too many students achieving high grades; thus the ever-growing need to make exams more difficult.

Unlike every exam stress article published by the Peacock, I am not going to bless you with my words of wisdom commissioned by various members of staff. Instead, I thought I would share some of my perspective on the issue.

Whilst at secondary school, moving through the year groups felt like a video game. You complete the current level and then advance to the next level which features even more stress; it's like an awful version of Mario Kart where instead of the power-up items being red and blue shells, it's essays and tests. You level up from GCSE to A-level, A-level to university, or Year 7 to Year 8 when you only had 3 days of exams followed by a trip to Beaumanor Hall at the end of the week.

When spending your school career playing the game and focusing on getting through each level, it can be hard to look at the bigger picture. I personally think it would be great if by the time you got to the final level, UVI, you were able to take the time to see how far you had come. Take a trip down memory lane; wear the once oversized uniform you drowned in during Year 7, the one that your mum promised you would grow into. But alas, this can only be a nice idea as the uniform might be small on female pupils and the secret that Victoria kept oh so quiet, the fact that girls have bodies, may be exposed!

However, I am not suggesting that by focusing on exams you are missing out something else such as the extra-curricular that balances out student life in the exam factory. The sole idea of getting good grades is that you enable yourself to be in the best position to achieve what you want to do later in your life. Pupils need to take the time to

recognize their own achievements because they are easily lost in the factory. The amount of work you put into the school, whether it is academic or extra-curricular, can be greatly overlooked and under-appreciated.

You can feel crushed when someone else gets recognition and you do not, and that person may just be a pretty face for the school or there may be bias towards them (bias in the Grammar School? God forbid).

Do things for yourself, recognise your own achievements; you are the only person in your life you will constantly have.

Good luck to all those taking exams.

Soyez Sage

*(We are really grateful to be receiving this traditional exam message from Serene, one of the founding writers for 'The Peacock.' Although Serene left us at the end of Year 11, it's wonderful that she's still serenely sending us her calm contributions and words of wisdom - Ed.)*





# The FA Cup A New Comet

When Chelsea played Tottenham Hotspur on 22nd April, I knew it would be a very important fixture as it would decide who would go to the final. Chelsea made a good start after scoring with a Willian free-kick from a foul by Toby Alderweireld. Spurs soon came back in the 18th minute after Kane scored an excellent header that made the score 1-1. Chelsea won a penalty 25 minutes later, after Victor Moses was fouled in the box. Willian converted it to earn his second goal of the match. The half-time score was 2-1 to Chelsea.

Dele Alli scored from an amazing pass from Christian Eriksen making the score 2-2. Substitute Eden Hazard then scored to put Chelsea back into the lead for a third time. In the 80th minute, Eden Hazard passed to Nemanja Matic who fired a 30-yard shot in to the top right corner. The game finished 4-2 to Chelsea. Chelsea will play in the final on 27th May.

The other semi-final was Arsenal vs Manchester City. It would be a good clash as it would decide who would play Chelsea in the final. Manchester City started the game well with some good attempts. Eventually the ball was crossed into the box and Sergio Aguero shot, however, it was saved by goalkeeper Petr Cech. The ball landed in front of Raheem Sterling who then tapped it in. Unfortunately for City, the goal was disallowed because the linesman thought that the ball went out of play. After looking a second time, with analysis, the ball did not go out. The score was 0-0 at half-time.

The second half started slowly, but in the 62nd minute, Aaron Ramsey lost the ball to Yaya Toure who sent a through ball to Sergio Aguero. Aguero was 1 on 1 with the keeper and chipped the ball over Petr Cech to make the score 1-0. Later in the game Alex Oxlade-Chamberlain delivered a perfect cross to Nacho Monreal who smashed the ball into the back of the net. This made the full-time score 1-1 and the game went into extra time. Manchester City hit the crossbar twice, but Arsenal found an opening after Alexis Sanchez scored a scrambled shot. The score finished 2-1 to Arsenal. This meant that Arsenal will play Chelsea in the FA Cup Final on 27th May.

Tom Ellis

Over a period of five days each of the Year 7 classes went to the National Space Centre in Leicester to take part in a space mission, to rendezvous with the Comet Encke. The mission took place in the Challenger Learning Centre, one of only two outside of the US. The Challenger Learning Centres were founded by the families of those who died in the Challenger disaster in 1986, where a rocket booster failed, resulting in the death of the crew.

On arrival it was straight to the briefing, where we learnt exactly what we would be doing in the two and a half hour mission. Half of the group 'journeyed up to space', whilst the others remained firmly on the ground in Mission Control.

In Mission Control there were several computers and each of them had a job specification.

Each job involved completing tasks, including analysing samples, instructing on how to build a probe motherboard, communication, and navigation. In Mission Control we also had to manage the data that came from the Space Station.

On-board the Space Station, members of the crew were tasked with gathering all the information for analysis on the ground and actually building the probe that we would fire towards Comet Encke.

Halfway through the mission we discovered a new comet. We then decided to launch our probe to collect data from this new comet rather than Comet Encke.

Our completed probe was launched and accurately landed on the comet and we came back to Earth. However, was it really a successful mission? We did not complete our primary goal but we did discover a new comet...

Sarah Inchley

# World Schools' Orienteering Championships

I've been asked to write a report on my visit to Sicily for the World Schools' Orienteering Championships. I could write a book about this amazing experience but I don't want to bore you so I'll just write the best bits!

Everyone was in a relaxed and chatty mood on Friday night at the Premier Inn at Heathrow airport. It felt more like a holiday with friends than an international competition. It wasn't so much fun waking up at half-past four in the morning to catch our flight to Rome, but now it felt very serious, all 50 of us dressed in team kit, with officials all around us. It still left time for a competition to see who could find the most expensive bottle of wine in the airport shop. I managed £260 but the winner found one for a grand and I still can't think of anyone who would buy that! How would they get it on the plane? Wine aside, we made a quick changeover from Rome to Palermo and, with a police escort, soon arrived at our seaside hotel. With a beautiful view, a heated pool, slides, and a beach, the hotel had everything... But it was early to bed with the Model Event in the morning.

It was another early start for a two-hour bus journey to the event centre, which meant time for a good sleep and a chance to look at the beautiful mountains of Sicily. Sunday was the Model Event which was a chance to experience the area and get a run in, so my team and our coach set out to try out Sicilian orienteering. It was one of the hardest areas I've ever been in! The vegetation was thick and full of spikes (a bit like Bagworth!) so running was slow and you couldn't see much either. If you got lost, you properly got lost! The views were spectacular, however, and I really enjoyed the challenge. After a few hours of running we returned for lunch, got back on the bus, and headed back to Palermo for the opening ceremony.

The opening ceremony was incredible. There were amazing acts, with dancers and acrobatics and big crowds. All the athletes walked around the old town in our teams, following our national flags. It made me feel very proud to be representing my country. Even Chris Bosley was in the crowd, cheering us along. We got back to the hotel late after the opening ceremony, hungry and tired but feeling good, and prepared for the long-distance race tomorrow.

In the long-distance race, I messed up two controls but still finished 17th in the world which I was pretty proud of. My dad texted me to tell me he'd watched it on the big screen at work. Apparently there was a live feed on Facebook! I knew what I needed to do to improve for the middle-distance race.

Tuesday was the friendship relay where a team of three from different countries had to collect all the controls around the old town of Palermo in as fast a time as possible. The town was beautiful! Full of renaissance statues and churches. I've done some pretty cool urban races in the UK but this was the best.

The next day we had a full free morning which meant time for swimming and having fun with our new friends from the other nations. First we went to The Toboggan, a massive waterslide that led into the sea and I must have gone on it about twenty times. We relaxed in the heated pool for a bit before returning to our rooms, spotting a lemon tree on the way back. The next thing we knew, we and the Latvian team were having a lemon fight across the rooftops which evolved into a water fight, until we made a peace treaty that was instantly broken and we had another fight. It left us sticky and soggy but we had a great laugh!

Wednesday night was the cultural evening which was time for each country to showcase their country with food and dance. We all liked the Belgian table a lot and the Scots had Irn Bru! Thursday, our final day in Sicily, we made the same stunning bus journey to the event centre for the middle-distance race. I had a decent run and finished 14th, cementing my team a second place in the world and an amazing silver medal. After a party on the last night, we flew back home buzzing from our amazing time in Sicily and I



really hope I can go to Estonia for the World Schools' Orienteering Championships in 2019. I also want to say thank you to Leicester Grammar School, Leicester Grammar School Friends, Leicestershire Orienteering Club and the East Midlands Orienteering Association for funding me so I could go on this wonderful trip. It was an experience I will never forget.

Charlie Rennie



## Stop Press:

Monday night saw the largest terror attack in the United Kingdom since the July Bombings in 2005. A large crowd of Ariana Grande fans were subjected to the horror of a suicide bomber detonating in the foyer of the Manchester Arena. Twenty-two young people, including a dozen children under the age of sixteen, died as a result of the heinous act and over sixty were sent to hospitals all over Manchester to be treated for severe casualties they had incurred.

Pray  
for  
Manchester

