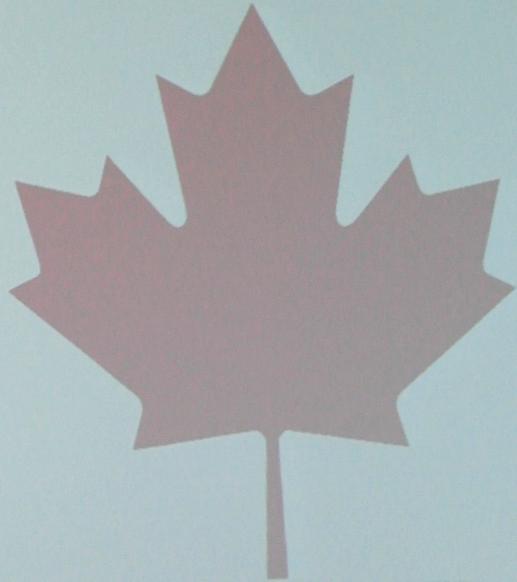




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# EACOCK

by the pupils, for the pupils



Interest • Interviews • Current Affairs • Debates • Reviews • Music

# THIS ISSUE

- 4 Riddle Me This...
- 5 In the News
- 6 Ask Prab
- 8 GCSE Art Trip to London
- 9 Year Eight Latin Trip
- 10 Is Inside Out sending the right messages to our children?
- 11 Folk Group Go to St Andrews
- 12 The Teenage Socialist: #JezWeCan
- 13 Canada Come to LGS
- 14 Thinking Ahead - The Careers' Convention
- 15 Serene's Column of Calm
- 16 Diverse Issues: The Gender Agenda

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With thanks to Mr Kidd, Mr Hunt and Mrs Kendall

# Editors' Notes



Welcome back to another year at LGS! The leaves are falling, the frost is thickening, and the Peacock is back again! “New year, new you”, as they say, and the Peacock has made some new additions. We have a new photorgapher, and a new column which will be covering diversity in our school and lives. I hope you enjoy this edition!

Mary Osborne, editor

“Autumn is a second  
spring where every  
leaf is a flower”

Albert Camus

Candian rugby players, photo by Priyan Patel

# Riddle Me This...

*Previous answer: Teeth*

FIRST THINK OF THE PERSON WHO  
LIVES IN DISGUISE,  
WHO DEALS IN SECRETS AND TELLS  
NAUGHT BUT LIES.  
NEXT, TELL ME WHAT'S ALWAYS THE  
LAST THING TO MEND,  
THE MIDDLE OF MIDDLE AND END OF  
THE END?  
AND FINALLY GIVE ME THE SOUND  
OFTEN HEARD,  
DURING THE SEARCH FOR A HARD-  
TO-FIND WORD.  
NOW STRING THEM TOGETHER AND  
ANSWER ME THIS,  
WHICH CREATURE WOULD YOU BE  
UNWILLING TO KISS?

# In the news...

A simple line drawing of a hand holding a newspaper. The newspaper has a small image and some text on it. The hand is drawn with simple lines, and the newspaper is held in a way that it appears to be being read.

You couldn't have gone about your summer holidays without hearing about the so called – "Immigration Crisis". Wars in Iraq and Syria, chaos in Libya, and unrest in other African countries have spurred an exodus of refugees. Most recently, in August, 71 migrants were found dead in an abandoned lorry in Austria. At the highest rate of immigration since the Second World War, this crisis has proven to be a hotly-debated topic in Parliament: David Cameron and the Conservative Party are torn, however the action that Cameron has taken is to increase the ways of keeping the refugees out – like by putting more fencing around Calais, and to introduce sniffer dog team patrols. Newly elected Labour leader, Jeremy Corbyn, has said that immigration is "nothing but a plus" and that it would do our economy good.

Volkswagen has also come across problems recently, albeit not on the same scale. After enquiries into emissions tests, it has been found that they have been cheating their pollution emission tests. This is said to have cast a large cloud over the automotive industry however, it could also be argued that the tests that are done by the

government should improve. VW had been cheating their tests by programming their vehicles to detect when there was a test cycle and so to lower emissions. This meant that during a test situation the emissions would be lower, but so would the effectiveness of the engine. Whatever should be done, it doesn't change the fact that their cars on the road had been producing up to 40% more emissions than America allows. The UK trade body for the car industry has said that "The industry acknowledges that the current test method is outdated and is seeking to embrace new testing technologies and is more representative of on-road conditions."

On a lighter tone, the Robot World Cup (Robot Soccer World Cup) took place in China for the 19th time where an Australian University group claimed first place. This is the world's largest robot-focussed competition where 300 teams from 47 countries participate in programming a standard 58cm robot to play (and win!) a game of "soccer".

Leanne Potter

# Ask Prab



## Technology in School: Will It Be Abused?

As we are all aware, the school has started to introduce more and more technology into lessons. As of this year, there is Wi-Fi installed across the school, in the hope that it can be used by students and teachers alike, to improve the quality of learning in all subjects.



But that is not all that has been done to introduce a new dimension into the classroom.

A couple of years ago, the school's IT department bought some iPads which have changed how we can view information in various subjects. For example, teachers are now able to set research tasks without having to leave the classroom. They have a wide range of apps: in Physics, they have different apps to show light diffraction or waves; for Music, students can compose pieces

with a variety of instruments; there are apps where you are able to make videos, presentations or even drawings to display your work. The portability and features of a tablet or smartphone may mean that students will rarely ever have to use computers and cameras to complete any work.

Despite this, there is still a disadvantage to having tablets or smartphones in the classroom: students can (and will) abuse this freedom. Notoriously, students are known to take photos and play games in their lessons. Surely by allowing them to use their phones in classes (with a teacher's permission) this problem will worsen?

In my opinion, there will always be people who abuse and neglect the opportunity they are given. However, the utility of technology cannot be neglected because of the actions of a few. Technology, such as the tablets in school, is a vital resource in furthering teaching methods and adapting to the ever-changing world outside of lessons.

Not only can the introduction of new schemes revolutionise how subjects are taught, but it will also enhance a student's learning. It can make harder topics seem easier, just through the use of an app which may explain things in a way that is more accessible for pupils.

Sadly, no matter where you go in the world, people will still argue that technology is being used to create a lazier generation; the stereotype that the newer generations are "spoon-fed" with regard to learning and day-to-day life remains prevalent. I strongly disagree with this prejudice as technology provides other media for students to learn and further their understanding. No matter what period of time you study, people's lives are constantly being made easier through scientific and technological discoveries: is this such a bad phenomenon?

It seems that the school has been gearing towards a BYOD scheme (Bring Your Own Device). This would allow students to bring in tablets (if they had them) and actively use them in class. Instead of issuing paper textbooks, students could have them downloaded onto their devices. Furthermore, teachers could use them to display animations and videos, where in the past they may have used still images, giving students a better insight into the topic.

A tablet's versatility is something which can be used by the IT department and teachers to display a variety of media, set different tasks, and ultimately change how pupils learn in the classroom. Companies, such as Apple and Samsung, have been attempting to integrate technology into the classroom for this very reason. There are software developers and applications, specifically dedicated to helping teachers use several devices at once - while making sure students don't abuse the technology

they have in front of them.

The software capabilities of smartphones and tablets will undoubtedly raise productivity in a lot of students: but it may also lower the work rate of students, who fail to stay focused. By no means is this a given; with the necessary precautions, teachers are able to avoid this all together. Overall, I believe there is very little we can do to completely prevent the misuse of technology at school. Despite this, the benefits it can provide vastly outweigh the disadvantages.

Prab Grewal



# GCSE London Art Trip

On the 18th of September, Year 11 went on a trip to London. We firstly went to the Royal Academy to see the Joseph Cornell Exhibition: he is an American sculptor and artist. The Exhibition was filled with carefully-placed objects in various wooden boxes. This was more helpful for the ceramic students than the art students. The Joseph Cornell Exhibition was much different to the other galleries we later went to on that day and have gone to on past occasions.

After the Royal Academy, we went to the Mall Gallery to see the Royal Institute of Painters in Water Colours Exhibition. This was particularly helpful as it showed how to use a different media we wouldn't normally choose;

don't use very often, as it is more difficult to handle than most other media, like acrylic. After a wet, fast-paced walk across Trafalgar Square, we went to look around the National Portrait Gallery. We initially went to see the BP Exhibition, but many of us got distracted by other gigantic paintings or by other fascinating exhibitions that were there. The National Portrait Gallery is always a great place to go on an art trip as it has something for everyone.

Overall the trip was a great success and I feel it has inspired me and many others for our upcoming GCSE.

Maya Patel



# Year Eight Latin Trip



**On Wednesday 23rd September, Year 8 went to Chedworth Villa to learn all about the Roman history there. After a long, three-hour coach journey to the Cotswolds, we were all very excited when we arrived.**

**Our first activity was a walk around the villa's ruins and a trip to the shop. While we were on this trip, they were holding an art exhibition, which was mixed in between the ruins. After twenty minutes of walking round and looking for endangered snails, our second activity began.**

**For this activity, we were in the classroom and learning how to sort ancient Roman artifacts into different kinds of items. We were given a tray full of Roman artifacts and asked to sort them out. In our group, we had had a large number of snail shells, pieces of the mosaic flooring, pot pieces and also some animal bones.**

**By this point we were all very hungry. On**

**our way to lunch, we had to walk along the abandoned railway line to reach our lunch point. Everyone felt like they had earned lunch after a long climb up some very steep steps along with various chants of "I'm hungry!" and "Are we there yet?"**

**When we returned to base, we only just had time for a tour of the mosaics, which are very well-preserved, and some interesting facts by our tour guide about the family who used to live there. Apparently, it was just a holiday home! Our tour guide was very helpful and answered all of our questions.**

**Thank you to the Classics Department for organizing and taking us to Chedworth. It was very enjoyable and we all learnt a lot.**

**Ella Davies**

# Is Inside Out sending the right messages to our children?

It is safe to say that "Inside Out" has been the film of the summer for children. Given that depression is a very risky subject to make an accurate children's film about, Pixar has done well, and largely deserved the praise they were given by critics and experts for the realistic nature of the film.

However, when looking at the characters I noticed something about the way the female characters were portrayed. Joy and Disgust are both pretty and skinny, however, Sadness is short, fat and wears glasses, and this just doesn't seem right to me. There is no link between her appearance and the emotion she portrays. After all, being short doesn't make you sad; being fat doesn't make you sad and wearing glasses doesn't make you sad. Yet, for some reason the appearance of Sadness is so contrasted to that of Joy and Disgust.

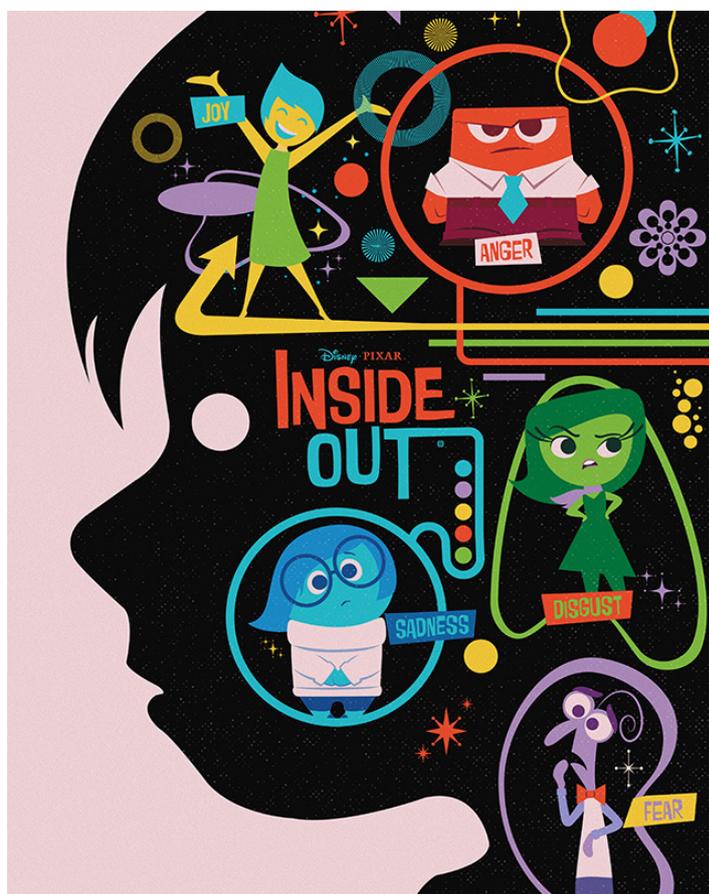
But, I can't really blame Pixar for this interpretation of the emotion's appearance. If asked to draw a picture of what Sadness would look like were she a person, I doubt I would imagine her to be a skinny, pretty, tall girl - but why?

Why is it that we have this connection in our minds between being fat and being sad? We judge people's character and personality based on their appearance, an appearance that they cannot control. If we could control whether we were short, or fat, or wore glasses I'm sure that we would all choose the alternative, so why judge based on something that we can't choose? Why don't we judge people on how they treat others, the decisions they make and the things they

can change, instead of judging people based on something as shallow as how pretty they are?

Unfortunately, that is just the way society is, but it doesn't mean that it can't be changed. The truth is, we talk about people's appearances far too much, and their personality far too little. Perhaps we should all try to compliment and constructively criticise people's personalities, rather than their appearances. Maybe that would make us all happier than putting ourselves down because of something we have no influence over.

Jasmine Parker



# The Folk Group Goes to St Andrews

As is tradition for the Headmaster's Conference, the chairman's school is asked to provide some evening entertainment during the conference in St Andrews. Mr King, having been honoured with the role this year, decided that it was time to bring something new and original to the event.

As a result, Leicester Grammar Folk Group endured an eight-hour bus journey up to Scotland in order to perform, waistcoats and all, to the many Headmasters and Headmistresses of the UK's independent schools. The blow of the gruelling journey was softened by the luxury of a one night stay in the famous Old Course Hotel and a fabulous three-course dinner (although it proved a little challenging to then play the flute or sing on a full stomach).

We were met with an enthusiastic reception and even succeeded in persuading our audience to join in with some of the songs. However, the highlight of our trip was the opportunity to witness eighty-three of

the Heads attempt the 'Chariots of Fire' run along St Andrews' beach early the next morning. Unfortunately, Mr King did not win (he came 40th ...). Nevertheless, all participants made it to the finish line without suffering any surprise heart attacks, a feat which, I think, was helped by the Folk Group's sterling rendition of the 'Chariot of Fire' theme tune the previous night. After helping ourselves to all the freebies in sight from our hotel, we bid an 'aye' fond farewell to the dismal and overcast Scottish weather and boarded the bus in preparation for another eight-hour journey.

It was certainly an enjoyable experience, not only because of the stunning hotel, but also for the chance to perform at such a prestigious event. It was the perfect venue for the Folk Group's debut on the wider world stage and we look forward to the next outing, perhaps in Germany?

Katie Tincello



# Teenage Socialist

## #Jezwecan



When Ed Miliband stood down, I was disappointed. Yes, he wasn't the most statesman-like politician ever, but he was a nice guy. Not only a nice guy, but also a real leftie. The immediate replacement options were all very much New Labour men, so rather too right wing for my taste, and arguably for the good of Labour. The options then were Chukka Umanna, or Andy Burnham. Umanna dropped out just a week after the election due to "excessive media scrutiny". Everyone got very excited and shocked – especially Andy Burnham – but my broken heart was not fixed. That is, until a certain Jezza [sic] Corbyn popped onto the scene.

The five-time winner of parliamentary "Beard of the Year" award, Jeremy Corbyn, entered the competition very late on 6th June. At that point the bookies had the odds of him winning at 100/1. He was just a vegetarian wildcard with fantastic facial hair; how things changed.

He quickly sparked debate, and proved the very antithesis of your everyday politician. He was passionate, moral, driven. The Corbyn train began to pick up speed, and I happily jumped on board.

On 12th September, Jeremy Corbyn won the Labour leadership by a 59.5% majority- more than Tony Blair got in 1994. Andy Burnham got a disappointing 19%, Yvette Cooper 17% and Liz Kendall less than 5%.

Everyone was astounded – for the first time in (arguably) decades, Labour had a socialist leader. However, the challenge was, and is, yet to come.

The Left is famously very splintered and the Labour Party seems to be in a critical position – Corbyn will have a huge struggle to get the other members of his party to respect his leadership. Many of his policies (such as his anti-nuclear weapons position) directly clash with those of his fellow party members. Quickly, many top Labour politicians such as

Tristram Hunt and Rachel Reeves announced that they won't be serving under Corbyn.

Jezza, as his fans have dubbed him, has sparked outrage from all corners in his short time as leader, and I think it is brilliant. Conservatives were disgusted when, on principle as an avid Republican, he refused to sing the National Anthem. The Daily Mail had a heyday when it emerged that Jeremy was for the scrapping of nuclear weapons. The Sun jumped on his back when, after being completely misquoted, he appeared to be sad about the death of Bin Laden.

You know what? I think it's brilliant. Corbyn has done nothing but stick to his values, and I think that in his solidity, he has run circles round the biased media. He is the new, mature face of politics; when it emerged a few weeks ago that David Cameron had been up to no good in university, Corbyn didn't join in with all the jokes and banter against the Prime Minister. He said that he had "no interest at all" in commenting on the matter – if it had been the other way round, no doubt Mr Cameron would've had a lot of things to say.

Corbyn's maturity is echoed within the Houses of Parliament. His take on Prime Minister's Questions was quite unlike anything we'd ever seen: he was respectful and clear, and his questions came from normal members of his party, rather than some clever thing thought up by a minister, aimed to trip Cameron up.

I would not put my money on ever seeing him in 10 Downing Street, but that doesn't lessen him. Corbyn is putting a new spin on British politics, and presenting a genuine left alternative. I'm proud to call myself a Corbynista.

Mary Osborne



# Canada Come To LGS

The Rugby World Cup is here. And if it wasn't enough to have twenty international teams in our country, Leicester Grammar has also been lucky enough to be Rugby Canada's official team base for part of the tournament.

The World Cup 'hype' was kicked off at LGS mid-summer when the Web Ellis Cup, accompanied by 2003 World Cup Winner Will Greenwood, paid us a visit as part of its 100 day Trophy Tour of the UK and Ireland. Many people came to see the Cup, including a number of OLs who have played rugby at a professional level. However, other than World Cup winners, no one was allowed to touch the trophy!

At the time of writing, we are around halfway through the 8th Rugby World Cup, which has already brought with it some outstanding performances, as well as some surprising results. Currently, after only 27 matches, 154 tries and 1379 points have already been scored. 5 of these tries and 43 of these points belong to Canada, who are unfortunately yet to win a game, although they came incredibly close against Italy, losing by a small margin of 5 points (less than one converted try). Canada are ranked 18th in the world and, to date, their best World Cup result was in 1991, when they reached the Quarter Finals.

Simply having the Canadian team training at LGS has been a pleasure, but being the great sportsmen they are, the squad agreed to join us in an assembly to welcome them to the school. They received a well-

deserved standing ovation as they entered the hall and took their positions at the front. Seven questions were put to the "best thirty-one players Canada has to offer" (as their manager, Gareth Rees, described them), including questions about their training schedule, their lineout themes, their heroes, and what sport they would play if they didn't play rugby. We learnt that, at the moment, mid-tournament, 90% of Canada's training time is on the field in order to prepare them for their matches, compared with the 80% they might spend in the gym when it's not rugby season. It was a surprise to hear that a number of the team were not originally rugby players, and it was particularly interesting that the captain, Tyler Ardron (who now plays professionally for Ospreys) used to play volleyball. Perhaps the most touching response to a question was when one of the youngest players, Jake Ilnicki, who is only 23 years old, admitted that his role model was his teammate Hubert Buydens. After the questions had all been answered, the players proudly sang their national anthem to us, which was a particularly memorable moment.

It has been a pleasure and a great honour to have the Canadian Rugby Team here at Leicester Grammar during the World Cup, and we wish them all the best in their future matches and tournaments.

Sarah Turner

On October 1st, the school once again held its biennial Careers Convention, open to all students and parents in Year 9 upwards. There was a wide variety of stalls, from universities to army recruitment and everything in between. The people behind the stands were willing to answer any question thrown their way and no matter how many times they heard the same question, they would always answer with a smile. It was fantastic to see so many students attend along with their families, and even better to see some students asking serious questions

regarding their futures.

If I could make one criticism it would be that I think the convention should be aimed primarily at Year 10 and above as most of what was there catered for 16+, particularly the universities' stalls. Thank you very much to Mr Longson, Miss England and their team for organising such a helpful and relevant event for us and for making the evening a great success.

Kaneeka Kapur



# Serene's Column of Calm

## There is No Such Thing As Selfishness

Hello! I hope everyone had a great summer, but that really isn't worth mentioning now that summer seems like it never even happened, and we have returned to being constantly stressed and constantly tired. In this issue, I'm going to talk about how I feel altruism doesn't exist; I believe that being selfish is in our nature and there is nothing we can do about it.

Now, you are probably thinking one of two things: "What does altruism mean?"; or you're trying to picture a situation where someone completes an act of selflessness. To answer the first point, here is Google's definition - 'Disinterested and selfless concern for the well-being of others' - and here is the example that comes with it: 'Some may choose to work with vulnerable elderly people out of altruism'.

My argument is that I feel humans do not have the capability to think about others, and that whenever we do something that seems like a 'selfless' act, we are subconsciously thinking about how this benefits ourselves. For example, if someone works with vulnerable, elderly people,

some may say that it is altruistic as they are helping other people and no self-benefit can be seen from that.

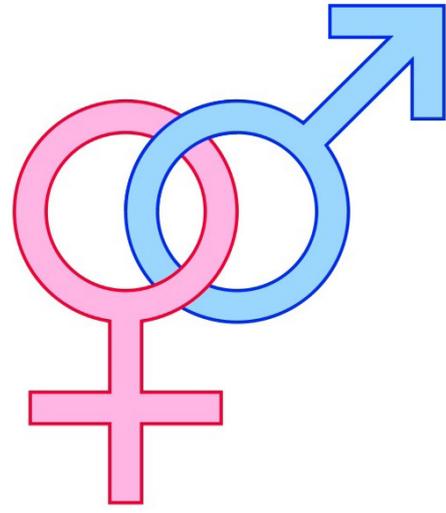
However, my argument is that it is not altruistic as, yes, they may be helping people, but they are achieving their own sense of self-satisfaction and self-benefit. This self-satisfaction is that they are helping vulnerable, elderly people, making a small difference in their day, and thus making the person who is 'altruistic' somewhat satisfied and happy.

Now, I'm not saying that we are incapable of helping others because we are selfish, I'm saying there should be awareness that we are selfish. We do not need to cry about it and feel it's a flaw but, rather, we should embrace it, as to me it seems like basic human nature to think about what benefit something has to me in any situation.

I am very interested to hear your thoughts and experiences that change the way you feel about altruism; email [peacock@leicestergrammar.org.uk](mailto:peacock@leicestergrammar.org.uk)

Soyez Sage

Serene Dholakia



# ***The Gender Agenda***

Welcome to Diverse Issues a column which presently takes the form of The Gender Agenda, a feature new to the Peacock that aims to combat the very relevant gender-related issues that start and are prevalent in school and that follow us into the wider world of work. This discussion column will talk about things such as sexism, stereotypes, what promotes equality and how gender issues feed into all aspects of school. In this issue - does the nature of school enforce gender-specific roles?

At school students are under a lot of pressure. Often the biggest of these is peer pressure. School comes at a time in life when children are learning a lot about social interactions, how to behave and what we consider 'normal'. This makes us impressionable and it means that the roles that we are exposed to at school are the ones that we internalise and try to fulfil. Peer pressure makes it feel very important to identify what other people of our sex are doing. For example it may be seen as important and 'normal' to show an interest in shopping or fashion if that appears to be what our friends are interested in. If no other boy in school has long hair then it's very unlikely to be a choice that one would make. This means that how people behave

becomes more and more similar, dependant on their gender, and we begin to conform to gender specific roles.

This is not good. It is very likely that some students suppress their individuality and limit their freedoms because following the general trend is far less stressful. This may not be true for most or even all students but it can surely be acknowledged as a very real pressure.

I'd encourage anyone else who has an opinion about this to write in and tell us what you think!

Ruth Whiteside