

Contents

THE LEICESTRIAN 2016



INTRODUCTION 2



SCHOOL-WIDE EVENTS 4



ART 18



SCIENCE 29



CLASSICS 36



DEBATING 40



ENGLISH & DRAMA 45



FOUNDATION DAY ESSAYS 53



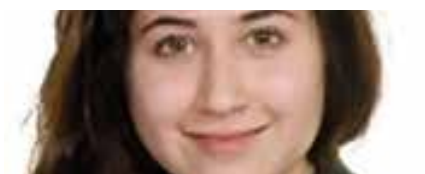
HISTORY, GEOGRAPHY & RS 63



MODERN LANGUAGES 77



MUSIC 80



CREATIVE WRITING 88



ICT AND DT 90



SPORT 91

6th Form Writers & Interviewers

Aran Abeysundera
Hannah Blake
Olivia Dann
Anna Davies
Samantha Haynes
Orla Horan
Georgia Hubbard
Michael Kennedy
Simran Kotecha
Priya Luharia
Roisin McCole
Holly Mould
William Osborne
Amelia Palmer
Gabrielle Potts
Gabriel Rawlinson
Kathryn Tincello
Sarah Turner
Edward Whittaker

A Word from the Headmaster

C.P.M. KING

As with so many words in the dictionary we can, I believe, trace the root of the word *hero* to the Greek and in this case the word *heros* meaning “hero, warrior”. It follows that the classical hero is most likely to be considered a warrior who lives and dies in the pursuit of honour and often is judged by their ability to kill others, be that people or animals. Here I might select Hector, the Trojan prince and the greatest soldier for Troy during the Trojan War. It seems to me that it is fairly easy to extrapolate from the idea of a hero in classical literature to identify real life heroes who perhaps have received medals for bravery when serving in the armed services, or as firefighters, policemen and policewomen, doctors, nurses and so on. This time I alight on Captain Noel Godfrey Chavasse, VC & Bar, MC, who was a British medical doctor, Olympic athlete, and British Army officer and one of only three people to be awarded a Victoria Cross twice.

The word hero or heroine, in modern times, is sometimes used to describe the protagonist or the love interest of a story, a usage which seems to me to conflict with the superhuman expectations of heroism. A classic example is Anna Karenina, the lead character in the novel of the

same title by Leo Tolstoy. We now, of course, have a further extension of the idea of a hero depicted as a larger-than-life character in modern works of fantasy or in comic books. Is Superman so very different to Hector? Discuss. For me a hero, male or female, is a person who did extraordinary things in their time which caused a positive change in the life of others. Florence Nightingale must have a very strong case as does Martin Luther King and, from another perspective, perhaps the crew of Apollo 11.

I'm not sure I can alight on any hero to be singled out at Leicester Grammar School. I do know that this edition captures some heroic efforts to be the best we can be. I thank the editorial team behind this edition for all their hard work to pull it all together to create, not a work of pure fantasy but a read which reflects the energy, purpose and very notable achievements of the pupils and staff in this excellent school.



A Word from the Managing Editor

MRS. HIGGINSON

My Idea of a Hero was the Foundation Day essay topic for this year. Nelson Mandela, Malala, Martin Luther King and Gandhi were the most popular choices, all expressing values cherished here at LGS.

The late Pierre Elliott Trudeau, possibly the greatest Canadian of the latter half of the twentieth century, was not only my hero, but is someone who continues to inspire Canadians. Don't we all revere a leader who is charismatic and articulate? He used to treat press conferences like university lectures and tease the journalists with quotations from literature, praising those quickest to recognise them. Wearing a red rose in his suit lapel always, he was also the first ever to wear sandals to Parliament in the summertime – shock, horror! People are often so scathing about their leaders, but Canadians adored this man, under whose governance we first became openly patriotic, whose initials, PET, were used to signify how much the Canadian media loved him. He was responsible for broadening Canada's immigration policy, famously saying that all Canadians are immigrants

and “A society which emphasises uniformity is one which creates intolerance and hate.” He also gave Canadians our first constitution and, pirouetting sarcastically behind Queen Elizabeth's back as she signed the document permitting this, he signalled colonial defiance more eloquently than anyone else ever. I believe that his hand at the helm stopped Quebec from separating, because he unified the two cultures of Canada, as suggested by his double name “Elliott Trudeau”. At his funeral in 2000, news clippings of which my father carefully cut out and posted to me in England, Canadians lined the streets waving flags and photographs of our leader and even canoe paddles, as PET was an enthusiastic practitioner of Canadian wilderness sports, with posters saying, “Always paddle your own canoe!” in the great Rugged Individualist tradition. Although our present Prime Minister, Justin Trudeau, was born on Christmas day – quite a coincidence, isn't it? – he has some distance to go to live up to his father's reputation.

Head Girl, Holly Mould, & Head Boy, William Osborne



A Word from William Osborne:

As the A2 exams and the end of life as I know it rush towards me, I can say without a doubt that my time as Head Boy has been one of my most surreal experiences. My selection for the role in the first place was a surprise that still shocks me today, but it has been enjoyable from start to finish – despite the large amount of ‘quality banter’ that has been thrown my way from friends as a result of my appointment! The simple change

A Word from Holly Mould:

As my eight years at LGS draws to a close, it's incredible to think how many amazing opportunities this school has given me. From the Singapore and Malaysia sports tour to holding the door for the Queen when she officially opened the school, LGS has provided some unforgettable memories. The school plays over the years have always been exceptional, and to say that I was a part of a few of them is an honour. Yes, at times the school productions can be stressful, but in the end you've produced a great performance and got the chance to know so many people from different backgrounds that you never would have spoken to before. Sport has played a huge role in my school life, and the girls I've played netball and hockey with over the years have developed into such good friends. We've had highs and lows, but we've made some great memories along the way, including that Denstone match and Gabby's incredible penalty flick to Miss Williamson's routine to S Club 7's *Reach*.

I've had loads of fun, as well as making friends for life, but it's not always been easy. I think I can safely say that everyone in Sixth Form has found the last two years intense, tough and, at times, frustrating. However, with support from peers and teachers we have somehow dragged ourselves through it. I have to say a massive thank you to Will, who has supported and helped me throughout the year. I'd also like to thank a few of the teachers: firstly, Mrs Sains, without whom the prefects and Will and I would not have got through a single service; Mr Rich and Mr King for giving me and Will this opportunity in the first place and Dr Fulton for guidance and support throughout the Sixth Form.

from sitting in St. Nicholas' Hall every Monday morning watching the prefects process in to being the one of the leaders of that weekly charge really took some getting used to – and the fear that we might mess it up has hardly diminished since that first time in Year 12! Mrs Sains has provided support from start to finish; if it wasn't for her help the end of term services would have been a panicked melee of Year 7s trying to find their seats among the reluctant Sixth Formers! I also want to thank Mr Longson for his help with knowing where to stand and what to read in services. I broke my personal record for lack of organisation this year by losing a reading within ten minutes of being given it; without his guidance I'd probably have read the wrong passage or forgot to come in at least once! My time as Head Boy has been focused about a series of major events, starting with the induction activities for the new Prep and Year 7. This was a very odd experience for me, since looking back it doesn't seem like that long since I was in the same position as the new students! Open Day was memorable, and not just because the weather was so appalling that it destroyed any umbrellas the prefects could throw at it! Experiencing Remembrance Day from a different angle was more sobering than usual; I found that being one of those who stepped up to the memorial in Great Glen felt quite different to just being in the service at school, especially as we represented the entire student body. I'd like to thank Holly for everything she's done as Head Girl – I would never have survived the year without her superior organisational skills and cheery outlook. I wish all the best to the next Head Boy and Girl, Aran Abeysondera and Orla Horan, in their new roles!

Farewell to Mrs Hinshelwood

How did you get into Learning Support teaching?

I was an English teacher for many years; however, my sister-in-law's three children are all dyslexic and I saw how they struggled – it used to be the case that dyslexia was not really recognised or understood. After training in Learning Support, I worked at Dyslexia Action, where I met Charlotte Kaye, who used to work in that area at LGS. When Charlotte Kaye left LGS, I replaced her. In the beginning I taught in Mrs Painter's windowless office in St Martins (in the building where Richard III was hidden under the parking lot). Then when we moved to the new site, the Head insisted that the Learning Support office be on the main corridor, where pupils could pop in freely and teachers too. That really helped to raise the profile of my work (and Miss Clapham's). Learning Support is a bigger project these days and includes supporting a pupil's health, mental well-being and learning; there is more listening and talking now, rather than just teaching. We now see ourselves as facilitating the students to find their own strategies for moving forward.

What are some of your favourite memories of LGS?

The Queen's visit. Being a strawberry tea lady on Sports Day. Over eleven years, I have watched various students mature and find confidence. I am very proud that all the students we worked with passed their GCSE Language course, with the help of the dedicated English department. Learning Support has been a very rewarding field: no two days are alike.

What do you plan to do in your retirement?

As my husband, who is not retiring, is a museum designer who works all over the world, there will be many travel opportunities that I am keen to capitalise on while I am still energetic. Mostly for the next few years he will be working in the United States and Oman. I will also enjoy going to London more often to see my children, Alec, who is a graduate Philosophy student, and Caitlin, a textile designer and lecturer. I also love watching dance, especially ballet and contemporary dance and go to see performances as often as possible. This year I've been lucky enough to see both Sylvie Guillem and Carlos Acosta in their farewell performances. And I would like to take an EAL course (teaching English as an additional language).

You are a keen reader. Which books would you recommend to LGS staff and students?

I do love reading and I have particularly enjoyed Elena Ferrante's Neopolitan series of novels this year. I think my very favourite novel though is Hardy's *Tess of the D'Urbervilles*.



Farewell to Mrs Reeve

BY SARAH TURNER

Inspired by BBC Radio Four's "Desert Island Discs", Peacock journalist, Sarah Turner asked Mrs Reeve, PA to the Headmaster and the Business Director, on her final day at Leicester Grammar School which records she would take with her to a desert island and why.

She chose "Fool's Gold" by The Stone Roses, which will always bring back memories of driving home from the beach in Spain amongst the sunflower fields; "Mad World" by Tears for Fears

(and the latest slow version by Gary Jules); "Uptown Funk" by Mark Ronson and Bruno Mars, which keeps her feeling young and has a super video; "Stand by Me" by Ben King; Allegri's "Miserere" and Beethoven's "Fifth Symphony", which she says she does a pretty good job of on her keyboard.

Mrs Reeve will be greatly missed by all at Leicester Grammar School and we would like to wish her a long and happy retirement.



When BBC Question Time Came to LGS

BY MICHAEL KENNEDY



On October 8, 2015, the faces of local personalities attending Mr Allen's Question Time were replaced by much better-known faces when an episode of BBC Question Time was filmed at the grammar school. A buzz of excitement was tangible on the day itself, as St Nicolas Hall was turned into a glitzy stage of lights, cameras and monitors. During the long afternoon, students and staff alike were sometimes craning their necks around the doors of the hall to catch a peek.

Along with five other Sixth Form students, I was lucky enough to be involved in the run-through of the programme. Our role was to pretend to be the guests whilst the sound and lighting crew, along with Mr Dimbleby, sorted out their timings. It was somewhat surreal as the familiar opening music to the programme played whilst numerous cameramen scrambled around the set to capture sweeping views of the audience and guests. This opportunity also allowed us to chat to Mr Dimbleby, who is just as charming and charismatic as he seems to be on screen. We were asked a few questions to check the sound, one of which was: what would you do if you were a dictator for a day? There was a range of responses from both the panel and the audience, from ploughing more money into the NHS to a rather thoughtless suggestion of abolishing the monarchy.

As we students who took part in the run-through were not permitted to stay for the real thing, I quickly dashed home to catch the show on television. The guests for this episode

were Priti Patel, the Conservative Minister for Employment; Lisa Nandy, the Shadow Secretary of State for Energy and Climate Change; Nick Farron, leader of the Liberal Democrats; Stewart Hosie, Deputy Leader of the SNP; and the Times columnist, Melanie Philips. The first question to be debated was a response to Teresa May's very recent statement that the level of immigration the UK was currently experiencing was too high to allow for social cohesion. In Leicester this topic is particularly relevant. There was a general consensus from the panel that, although there was a need for controls on immigration, we need to be able to accept workers to fill shortages, such as health professionals. Although various members of the audience spoke about immigration quite passionately as a good thing, Melanie Philips stated that if the numbers of immigrants were too high and there was too much diversity we would be in danger of having a society with too little that could be shared, as there would be too many groups. Another important question brought up in the debate was whether Britain would have to side with Syrian President Assad and Russian President Putin in order to bring down ISIS. It was stated emphatically that Mr Putin was not concerned with taking down ISIS, but rather that he was in Syria for his own purposes, as 90% of his bombing had not been targeted on ISIS strongholds.

As ever Question Time dealt with the important issues affecting everyone in this country, but the fact that LGS was chosen to host this debate felt very special indeed.

The Apprentice

BY ANNA DAVIES



Ominously, the signs appeared across the school in July, Mr Rich's face plastered across them under the title of "LGS Apprentice".

Come the autumn term the entry forms were available but with next to no details of what we were signing up for. For this reason, applications were tentatively submitted by the daring and, in my case, by the hopelessly naïve. The twelve successful candidates were called to what would now be "the boardroom" where the next set of details regarding what we'd put ourselves up for were revealed. Here we learnt, to our distress, that the competition would span the entire term, include tasking boardroom sessions, and would (most alarmingly) be filmed and released online at each stage. On several occasions we candidates would question our own sanity in not running at these red flags and instead arriving the following week at the mini-bus to the first task.

This task was modeled on the classic buying task seen in each series of the TV show, the one in which the candidates embarrass themselves by running through the streets in overly formal attire. Ours was nothing like that -- or at least, we were wearing kilts and were given a smaller budget. Nevertheless,

this trip to Market Harborough and the intensity of our search for the illusive orrechiette and physalis showed us all to be bizarrely invested in the competition (or in not being eliminated first at any rate). Unfortunately somebody had to go and after the first elimination, we descended into an entertaining and, of course, good-humoured rivalry of boys versus girls for the design task. We were commissioned to design play equipment for primary school children and after the presentation of two thorough and original designs, the girls' "Pipin' Piano" (™), under the leadership of Shreya Chakraborty, won out against the boys' "Doughnut".

The third task, a sales task involving confectionary at break-time, revealed where the business instinct among the candidates lay and whilst both teams made profits of 100% and sold out of their inventory, it was Dulcie Barre's home-made goods that saw the winning profits. There was utter chaos in this bake sale and an unprecedented demand for the brownies our team "Synergy" had supplied. I can verify that the trauma of a boardroom interrogation about my mopping up the remains of the advertised "seriously gooey" brownies from the foyer and staircase in my study periods following the ordeal was

preferable to facing a questioning on the losing side. Next came the marketing challenge of making, in a week might I add, a video advertisement for the school. The less said about this task from my perspective the better but there were impressive performances by Issy Broderick and James Bentley particularly. The fundraising task, which followed, was without doubt the one in which all of us took the most significant pride. Thanks to our school's long-term relationship with LOROS, we were given the leftover (and otherwise junk) stock from the previous year's fundraising and asked to sell it, in and out of school, giving all the proceeds back to the charity. We donned our Christmas jumpers and did our absolute best, at the school Open Day and beyond, to convince our customers that the first week in November was a perfectly reasonable time to be purchasing our only slightly dusty and almost entirely functioning "stocking-stuffer" toys. Despite the dubious product quality, the charity's appeal shone through and the task saw more than £900 raised for LOROS hospice.

The remaining candidates were asked to investigate the Chinese markets and produce an essay that presented a concise strategy for marketing a classic British product to be exported. The resulting papers featured Jaguar, Real Ale, and Wellington Boots. After we submitted our ideas, those who had made it through the scrutiny of our expert judges were invited for interview. As you can imagine, this invitation provoked substantial excitement and not a bit of trepidation about facing cross-examination by Mr Reeves. We faced the appointments with delight and confidence. We didn't give trembling handshakes, didn't um and ah at Miss Pancholi's lemon question, or tear up as Mr Reeves questioned any and all talents we espoused.

We didn't leave hoping that nobody would have the energy to face the two-hour plus long cut of the nightmare, so that we could brush over its upset, pretending it all had gone swimmingly. The three finalists then, for the first time in the term, had a week to recuperate before they were called to the boardroom to be reunited with those candidates we'd worked with (and hopefully not exasperated) earlier. The final task was then uncovered as the design of a new soft drink campaign, including another video advertisement, a billboard, packaging, eight actual litres of our drink creation, and a fifteen-minute

pitch to be delivered at the final Gala night in front of industry professionals. The Gala night came and saw three impressive and entertaining pitches, questioning from an expert panel, one hundred and fifty guests, and thousands of tiny taster cups. After the judges' deliberations, the ante was upped hugely when, moments before the winner was revealed, added to the prize was the chance to pitch your drink to a board of professionals at Britvic. Though it was "Pressd" that eventually won this reward, all three finalists won the opportunity to visit Britvic and learn more about the real-world applications of the skills we'd developed.

The competition taught us many skills, including co-operation with students across the Senior School, and gave us increased understanding of business conduct (including the value of having the Prep class on your side). The extent of the event can be better understood by the episodes (all available online) painstakingly created by Mr Cox and his team but these videos cannot communicate the immense efforts of the teachers involved. Dr Fulton and Mrs Hunt, playing the roles of Katherine Brady and Nick Hewer (in wisdom rather than temperament or looks) were immeasurably helpful and sympathetic, especially in our preparation for the final, and countless other teachers and outside individuals contributed their time and skills. Of course, The Apprentice competition was the scheme of Mr Rich, the one doing the firing, whose inexhaustible enthusiasm regarding the unique process and the delight he took in being our very own Lord Sugar carried the initiative to fruition and offered such a learning opportunity to all the candidates. I look forward to being only an observer as the competition returns next year. (Anna is too modest to say so, but she was the final winner.)



Fashion Show

BY OLIVIA DANN

This year I was lucky enough to participate in Leicester Grammar School's fashion show for Beat (the U.K's leading charity supporting anyone affected by eating disorders). Every year the school's fashion show proves to be a great success and this year was no exception. The school was lucky in that all of the clothes worn by the models were donated by various businesses for the evening and some clothes were auctioned off at the end of the show with the profits going to the charity. The first walk featured dresses from the British high-street brand 'Lipsy' for the girls and t-shirts, jumpers and shirts from the independent stockist of Contemporary Streetwear and designer labels 'Wellgosh'. The next walk displayed vintage pieces for the female models from 'Audrey Star's Boutique' whose pieces are designed in Stamford. The boys wore pieces from a clothing collection inspired by original finds from the Imperial War Museum archives called 'Realm & Empire'. Then ensued an interval whereby the spectators could browse the many stands supporting the event such as 'Lush Fresh Handmade Cosmetics' and have the chance to purchase an array of clothing items

by the businesses that had donated the clothes for the show. After this came the third walk, featuring clothing from the concept design store 'Watch This Space' (based in St. Martin's Square, Leicester). Many of the pieces were designed and made by the very talented owner, Stephanie MacDonald-Walker. For the final walk there was a distinct feeling of elegance and sophistication. This was due to it showcasing beautiful prom dresses and evening gowns from 'Divine Boutique' in Leicester. Meanwhile the male models were supplied with equally as tasteful attire; they wore tuxedo suits from 'Farley's Suit Hire' in Oadby. The final element to the night was an auction for the Lipsy dresses and, after a slight hesitation, enthusiastic bidding ensued, with a lot of money being raised for 'Beat'. Overall it was a thoroughly enjoyable evening for everyone involved, whether a model or a member of the audience. I would like to thank Miss Fletcher for choreographing the walks and organising the evening, as well as Mrs Wiles and Mrs Marriott-Clarke from the Friends' Committee for helping to organise such a wonderful event for a great cause.



Senior Head of House Report

BY MR WILLIS

Hard to believe that another year has gone by and it is that time of year when I look back on yet another busy and successful schedule of House events. It has become increasingly challenging to field complete teams for events as pupils are pulled in all manner of directions, with House competitions often playing second fiddle to County contests and such. In addition, I've always been a firm believer in encouraging participation rather than demanding it, but nowadays in some year groups there seems to be a fairly unpleasant determination not to do anything to help in House competitions and that is quite sad. It is therefore my hope (and I would urge parents out there to play their bit too) to get everyone thinking about getting involved in things next year. It would be really great for House Captains not to be met with stony silence when we're looking for people to take part in various events next year! Given all these constraints, it is brilliant that so many events continue to produce quality entertainment and healthy competition.

One such contest that never ever fails to entertain is the House Drama competition held in November, which is reviewed on a separate page. Mr King, Mr Rich and Mrs Ewington had very kindly consented to adjudicate and they unanimously agreed that Masters were very worthy winners. This year, to ease a bit of the congestion away from the Spring Term, we moved the House Chess contest into the Autumn Term. It made no difference at all to the players and Masters House retained the title comfortably with both Alastair & Peter Mottram-Epson proving impossible to beat. Both of the Autumn Term sporting events were up next and Masters took the Rugby, with VCs taking the Hockey. As we approached Christmas it was already becoming obvious that Masters would be the house to beat and they confirmed this with first place in the General Knowledge competition, shared with Judges.

The first event of the Spring Term was House Darts, which took the same "round the clock" format as last year's inaugural contest, but was hosted in the recital room, courtesy of Dr Whittle and Mr Barker. It proved to be another exciting contest with Judges winning all their matches and retaining the title, the other three teams all gaining one victory each. For such a short term there are a lot of other House events taking place in the lead-up to Easter. House Football is always oversubscribed, with more boys wishing to play than can actually play and Masters and VCs shared the spoils this year. Netball was shared by the other two houses and the annual Swimming Gala was shared between Masters and Judges. It

was disappointing to have few entries into the House Karaoke this year – in fact we had no entries at all from Masters and no group entries from any house, meaning that I awarded half points for this year. I sincerely hope that things will be better in 2017 but it has become increasingly difficult to field complete teams in some House competitions. Badminton was won by Masters and that led us into the final leg of the year (Summer) where so many points are available now that we have both boys and girls competitions in Cricket and Tennis, in addition to Sports Day. We managed to find a slot in the busy end-of-year itinerary to complete the House Spelling Bee and my usual thanks must go to Miss Patterson for her efficient organisation of those Friday mornings. For the record, Judges proved to have the best spelling capabilities over the three age groups.



Sports Day was as enjoyable as ever and we once again provided gold, silver and bronze medals for all the individual events. Notable mentions must go to four Year 9 athletes: Kirsty Finlay, who set 2 sports day records in both the Girls' Discus and the Shot Putt; Emily MacTaggart who set 2 sports day records in the Girls' 200m and 300m; Emma Richards, who set 2 sports day records in the Girls' 800m and 1500m; and Nicholas Njopa-Kaba who repeated his feat from 2015 of winning 3 gold medals and 3 sports day records in the Boys' 100m, 200m and Long Jump. He is rapidly becoming the "Usain Bolt" of LGS! (Year 9 boys' relay pictured above.) Dukes were winners on the day but Masters were overall Athletics Champions when all three age groups were taken into account. The final scores for the houses this year are VCs with 275, Dukes with 304, Judges with 313, and Masters with 433. Finally my usual thanks must also go to Mr Lemon, Mr Radford and especially Miss Patterson for their support throughout the year.

Junior Quiz Challenge

BY D.R. WILLIS



Akshay Patel, Nathan Wong, Ed Brightling, Alex Laurenti

On March 15, 2016, we hosted the Regional round of the Junior Quiz Challenge. As there were only four teams entered this year, we held a round robin contest in which our team of Nathan Wong & Akshay Patel (Yr 8) and Ed Brightling & Alex Laurenti (Yr 7) were very convincing winners. They won 830-310 against Stamford School, they won 680-220 against The Leys School (Cambridge B) and they won 660-390 against The Leys School (Cambridge A). This meant that we were East Midlands (South) Champions and progressed to

the Inter-Regional round on June 14th, 2016. Unfortunately this paired us with The Perse School (Cambridge) and despite our training sessions and a superb performance from the boys (who led after 10 minutes) we lost 620-1140. We can certainly take some consolation from the fact that we lost to the eventual National Champions because just five days later The Perse were victorious at the National Finals held in Hereford. Congratulations to the boys and I shall look forward to seeing how we get on next year!

Fantasy Football

BY D.R. WILLIS

This season only 29 of us signed up for some Fantasy fun with the Premier League results, so it was a bit more of a low-key affair. It was clear from the off that Mr Pilbeam meant business and so it proved, as he more or less led from first kick to last, becoming the Champion and Staff Winner with 1286 points. The Bulsara family had a strong showing with Mum, Parent Winner with 1212 points and Dad, Parent Runner Up with 1200 points, showing Vivek how it's done!

The Staff Runner Up was Mr Willis with 1130 points. The Year 6 Winner was

Krishnan Dey with 885 points. The Year 7 Winner was Usman Hassan with 1180 points. And the Year 8 Winner was Nathan Wong with 1178 points.



Young Enterprise: Success for the Horizon Team

BY ARAN ABEYSUNDERA



along the way. Unfortunately there was a critical printing error on the cards for Asia, which resulted in the answers not corresponding to the questions on the card. For instance, the question of "What is the capital of China?" had the answer of "44"! Clearly we could not sell this, but we managed to work as a team and rectify the issue by sticking the correct answers onto the card. We sold some games through the school as well as at High Cross shopping mall in Leicester.

Our team was selected for the area finals, in which we won Best Product and Best Innovation awards. From there we went to the county finals, where we won the Environmental Award. The competition required us to go through interviews, as well as giving a presentation. Furthermore, we were lucky enough to get a guided tour at both Leicester and Loughborough Universities. We are looking into the idea of launching an on-line version of our game.

Throughout the year we, as a team, learnt a lot about business. The skills that we have developed and enhanced will be helpful to us all in the near future when we go to university and get jobs ourselves. It has been a wonderful experience and one which none of us will forget



The 2016 academic year saw our Young Enterprise team, Horizon, a group of thirteen students led by me, create an educational board game called Continental Drift. The game, aimed at Key Stage 2 level, involves answering questions whilst travelling from continent to continent. The person who answers ten questions correctly first wins. It took us approximately four weeks to complete the board game, having to create the board as well as write and print out our question cards. To make thirty units of Continental Drift, we first had to raise some funds. We did this by holding a Fifa 16 tournament, along with organising a Jedi Training Camp at the Junior School Christmas Fayre. This raised a sufficient amount of revenue to allow us to create our board games. However, there were some issues

The Chapel of St Nicolas, 2016

BY RICHARD LONGSON,
ADMINISTRATOR, CHAPEL OF ST. NICHOLAS



The Chapel has continued to develop as a real community. A mark of this was the weekend away, organised by Miss Crampton. Evening Prayer and Common Worship Holy Communion continue to form the heart of the Chapel Community's worship. Fusion, (Christian Union), continues to meet one lunchtime a week. Encounter, the informal voluntary service once a term, led by our Associate Chaplain, Helena Whittaker, has continued to draw in a wider group of students. Reverend Whittaker also co-ordinates an informal prayer meeting once a week for staff and the confirmation group. The candidates were confirmed by the Assistant Bishop of Leicester in our own Chapel in April 2016. This year also saw Helena Whittaker being formally licensed to serve as Associate Chaplain in a service led by the Archdeacon of Leicester. The OLs were welcomed to their Carol Service in December. The Head Student Chapel Warden, James Summerton, has worked very hard in his role. Felix Tordoff was elected at the Chapel Annual General Meeting to serve as his successor. Matthew Cooke and Hannah Morris have worked very effectively as Head Server and Sacristan respectively. Our Chaplain, Father Stephen, has continued to provide both staff and students with pastoral support. He and the Associate Chaplain have also been available Friday lunchtime, so that students can talk to them about any issue. Dr. Boyce co-ordinated the visit by Bishop Stanley from Tanzania to the school and he has also helped in preparing for the services. Our thanks go to colleagues who support the Chapel helping in so many different ways, but in particular to the Chaplains: Mrs Barrow, the Staff Chapel Warden; Dr Ainge, the Chapel Organist; Dr Boyce, and those who act as Sidesmen.

Sacristan's Report

BY HANNAH MORRIS

We have had a good year in the Chaplaincy at Leicester Grammar. We have four new sacristans who have joined, and have begun to learn their new roles. Katie O'Connor joined at the beginning of the academic year and has proved a valuable asset, we also had three younger girls join, Felicity Wheeler, Charlotte Stollery and Ellie Moore; they have taken on their new responsibility well and are looking forward to taking over the lead roles in the years to come.

We have had many successful services this year; most notably we had three school pupils confirmed. Later in the year the Thursday Eucharist was led by the Bishop of Kilimanjaro and we all enjoyed tea and cake in the Peace Garden afterwards.

Fusion, LGS's Christian Union

BY ED WHITTAKER, 6TH FORM

It has been a good year for Fusion, with quite a few new members coming in from lower down the school. The leadership team have enjoyed giving talks to the group alongside our usual games and activities. We've also valued the opportunity to be involved in organising some of the Encounter services this year, which have been a great way for people to experience church in a more casual setting. The chapel Weekend Away was greatly appreciated by all those who took part and was a really good chance to get to know other Christian groups at school better, in a fun and relaxed way. The new development of an informal band involving some of the Fusion members, Mr Burns and other members of the school has also been encouraging, and I hope it will continue to grow in September. Good luck to Maria Hancock and Anna Whittaker, who will be taking over from Sophie Carr and me as leaders next year!

The Baptism of Harry and Emily James

BY WILLIAM WALE, PREP CLASS

The baptism of brother and sister, Harry and Emily James was a LGS first, as never before has the school baptised one of their own pupils without a confirmation ceremony. The ceremony took place on February 24, 2016 and the service was led by Reverend Helena Whittaker. St Nicholas hall was made smaller so that everyone could see. The service started with the congregation entering while a hymn was sung. The service went on with some readings and then Reverend Whittaker asked Harry and Emily whether they wanted to be baptised. They both said, "I do" and Reverend Whittaker then asked the parents and godparents whether they would help Harry and Emily to be good Christians and all four said that they agreed. The reverend then proceeded to pour a small amount of water over Harry's and Emily's heads. Afterwards we all had tea and cake, with the chocolate brownies being particularly enjoyed.

Chapel & Fusion Weekend 2015

BY SARAH TURNER AND ALISTAIR FINLAY

In November 2015, the Chapel team and some members of the Christian Union joined together on a residential to The Frontier Centre in Northampton, for a weekend of faith exploration and learning. We arrived at the centre on Saturday afternoon and,

having settled into our rooms, we met in the common room and took part in various team-building exercises, including helping blindfolded people complete a jigsaw. Following this, under the guidance of Miss Crampton, we thought about the parables in the Bible and how they are transferable to the modern day. Then came one of the highlights of the weekend: performances from small groups of what the parables would look like in the modern world (with some hilarious results). On Saturday evening, guest speaker, Josh Smith spoke about his experience of faith and his relationship with God; it was really interesting to hear about a slightly different side to Christianity, which many of us had not encountered before, and some of the stories he told were rather eye-opening. The evening was then concluded by a service led by Dr Boyce.

After an early start on Sunday morning, which was made worthwhile by a cooked breakfast, Dr Ewers led a time of reflection followed by a team-building activity called Mission Impossible. Four teams were established, and there were a number of small challenges each team had to complete. For example one consisted of a giant spider's web that we all had to get through, without touching the ropes or using each gap more than once. Later that day, we all joined together to create our own small, informal service for Sunday afternoon, which our parents were invited to attend. There was minimal help from teachers which led to some quite chaotic planning, especially with the age range of students being from Year 7 to Upper Sixth, but in the end everything was sorted and we split ourselves into small groups, with each group being responsible for the different aspects of the service, such as the readings, the sermon and the prayers. We played team games out on the fields while waiting for parents to arrive, which produced some surprising sporting performances and fashion choices. Once

the parents had arrived, the service went very well, with some truly fantastic music from Mr Burns and musical members of the Christian Union, and a notable solo performance from Matthew Ainge on the piano. The weekend, as a whole, was an interesting and enjoyable experience. Thanks go to all the parents who came to watch the service, the staff in Northampton, the teachers involved, and especially Miss Crampton, for organising the trip.



Confirmation Ceremony

The Charity Committee

BY SIMRAN KOTECHA

In 2015-6, through a wide variety of events, such as the junior disco, the fashion show, staff karaoke, book sales, cake sales and art exhibitions, the committee has raised a good sum of money to donate to a selection of excellent charities.

The annual junior disco in particular allowed Years 6, 7 and 8 to enjoy themselves, whilst also raising a generous £900 for Children in Need. The committee has been able to reform and adapt long-standing fundraising events, such as non-uniform days, introducing the Wear-a-Hat Day, inviting LGS students to parade their most sane or insane hats around school for one day, raising awareness and generating a donation of £400 towards the research and treatment of brain cancer. The school continually raises money for Pasua High School in Tanzania, which has been visited by the Headmaster and numerous teachers and 6th Form students. We have helped to fund the construction of the school's new dining hall and cooking facility. The fashion show, enabled by the Friends of LGS, showcased a lively and colourful array of clothing modelled by members of the Sixth Form. The show was accompanied by various



shopping opportunities, as well as the Charity Committee's raffle in aid of Beat, the UK's leading charity supporting those affected by eating disorders. Around £1,000 worth of raffle tickets were sold and many thanks must go to the Friends, teachers, organisers and audience of the event for contributing towards such a success. Dr Vassiliou-Abson has headed the Committee throughout and its members have supported all the events, from the Junior School Christmas Fair to the weekly cake sales in conjunction with Lower School form-groups. We hope that the committee will have equal success next academic year.

Career Development 2015-16

BY MR LONGSON

Our Careers Evenings this year, have covered Business, Law and the City, Oxbridge, studying and working abroad, and Medicine and we are grateful to all our guest speakers from companies and universities for their support. Mrs. Marriott-Clark and The Friends' Committee have supplemented this with their Life Stories evenings. They also provided the Lower Sixth with a Learning to Network event. The interview forum continues to provide a basis for 6th Form students to prepare for interview. Internal mock interviews are conducted by me with the support of my colleagues. We are grateful for the support of Dr Palin and her colleagues for the work in developing mock MMIs; also to Dr Scott and Julia Hallam-Seagrave in helping prepare our Medical Dentistry applicants. They were joined by Ruth Atkinson (OL) to talk about being a vet, and how to apply for this area. Dr Ewers has continued to help in this area also through running VMIs. I would like

to thank Mr. Duffield and Mr Hunt for their help in preparing the school applications in Medicine. Mr. Reeves has taken on the role of assisting those thinking of a career in the Armed Services. I continue to value very much the commitment and support of our library staff in maintaining and developing what we offer the students. Our Careers Convention, co-ordinated by Katie England last autumn, was our largest ever, with some 100 exhibitors. It brought together a wealth of information for students and for the first time we had universities from both Europe and Canada attending. OLs continue to share their experiences both at the convention and through other events during the course of the year. I have been very fortunate to have the support of a large number of the academic staff in helping staff many of these events. In particular, Mr Allen and Mr Hunt have helped me develop the programme, whilst also administering the UCAS process.

House Drama

On November 16, 2015 LGS held its biannual House Drama competition. Each of the four houses had to produce a play to be performed in no longer than thirty minutes (including setting up the stage and clearing it at the end.) This year the judges were the Senior Management Team: Mr King, Mr Rich and Mrs Ewington.



As House Drama was a little later than usual this year, two of the plays were farcical nativity productions, with the Master's House "Hollingsborough Children's School Nativity Play" by Archie Wilson winning first prize at the end of the evening. Nahbi Odeh as Mary and

Nick Njopa-Kaba as Joseph were a decidedly odd couple, but had brilliant comic timing. The animals in the manger were a cow, a donkey and an aberrant giraffe. As Mr King remarked in the judge's speech at the end, the couple definitely had "serious parenting issues". It was a particularly funny moment when the baby Jesus' head was reattached (Jesus being a baby doll) and the on-stage crowd pronounced in Monty Python fashion, "A miracle!" "An Almost Correct Christmas Story" by James O'Sullivan was the Duke's House nativity play, in which two of the Eastern visitors realised with some irritation that, as myrrh and frankincense were both types of incense, they had essentially each bought the same gift and neither was willing to exchange it, the bazaar being three hundred miles back. Rhea Parmar was excellent in the role of a very cross, ready-to-give-birth-at-any-moment, Mary: "I can't believe we've come all this way and we don't even have a place to stay... If you'd asked for directions we would have got here sooner."



Vice Chancellors, who came second, produced "Alien Research" by Kate Goddard, a very original play based on the idea that aliens on the planet Varney had rescued some books from the destroyed planet Earth and were trying to understand the ways of humanity through bringing aspects of these books to life. Maya Thompson and Joe Boyle (as pictured in the photo on the left) were particularly good as a dog trainer and her boisterous pet.

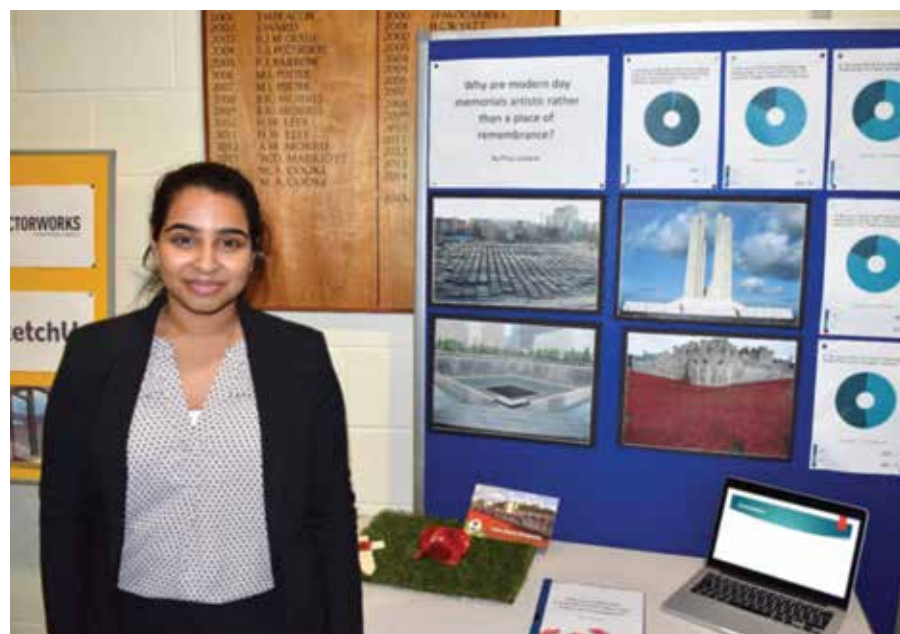
Judges chose "Once Upon a Time in Fairyland" to perform, another work by James O'Sullivan, in which a twisted version of "Snow White and the Seven Dwarves" is chaotically intermingled with the story of "Goldilocks and the Three Bears". Zoe Jozsa (in red below) was excellent as the very assertive Wicked Queen who finds that things are only done properly when she sees to them herself, with Mary Osborne as her long-suffering milquetoast husband, Darryl.

The evening was another triumph despite the lack of full rehearsal times and the problems of getting cast and crews all together in one place. Everyone enjoyed the performances and the real winner was the audience who were witness to a superbly entertaining evening.



Why are Modern Memorials Artistic Rather than Places of Remembrance?

AN EXTRACT FROM PRIYA LUHARIA'S EPQ ESSAY



Priya's project focussed on four contemporary memorials, all of which she had visited: the Tower of London Poppy Memorial, The Holocaust Memorial in Berlin, The Vimy Ridge Memorial in Pas-de-Calais, France, and the National 9/11 Memorial in New York City. She also surveyed 43 people about their attitudes and opinions towards memorials and interpreted her results. However, this extract only presents her comments on the Tower of London Poppy Memorial.

The Tower of London Poppy Memorial (also known as "Blood-swept Lands and Seas of Red") was built in 2014 and covered the Tower of London from July 17, 2014 until November 11, 2014. During that period of time it was impossible to watch the news or read a newspaper without seeing a story about it. Now the memorial travels so that everyone has the chance to view it. The memorial was built to mark the centenary of the First World War, each of the 888,246 ceramic poppies representing a British military casualty. Designed by artists, Paul Cummins and Tom Piper, the work's large scale was deliberate, so as to symbolise the importance of the centenary in a visually powerful way. In November 2014 I paid the memorial a visit. It was vast and eye-catching, unlike anything I had seen before. Undoubtedly it showed the creativity of our nation. However, it was after seeing this memorial that I started to question whether people really went to see it to learn about World War One and its brutality and to honour the people who had lost their lives. This question came to mind because of the amount of people taking pictures and selfies in front of

the memorial. Perhaps if the memorial were not so elaborate, people would not take photographs and would instead just observe the site and think about it. I found that people were pushing their way to the front of the crowd and that consequently the site had transformed from a place of peace to a rather loud tourist attraction. Out of the four memorials that I studied, this was most definitely the most touristy.

In particular, with this memorial it can be argued that it is wrong that the only way to remember the centenary is by creating something that is practically modern art and is only temporary. Jonathan Jones, a journalist with The Guardian, wrote: "It's

disturbing that, one hundred years on, we can only mark this terrible war as a nationalistic tragedy ... a deeply aestheticized, prettified and toothless war memorial". Jones also said, "What does it say about Britain in 2014 that we still narrowly remember our own dead and do not mourn the German or French or Russian victims? ... It's this inward-looking mood that lets UKIP thrive." I do find it hard to understand why we do not remember people from other nationalities. After all, we are all human. The memorial, I agree, is "prettified". I found it very beautiful. However, why should a memorial be beautiful? War is not something we would associate with beauty. In fact, World War One was full of brutal battles, such as the Somme, which claimed the largest loss of soldiers in a single day of fighting ever recorded by the British army. The plan of the British army was to have a preliminary week-long artillery bombardment which was to wipe out the enemy front line. Unfortunately, this failed because the artillery bombardment acted as a warning to the enemies, meaning that they had a long while to prepare for the following attack. Therefore, when the British troops went "over the top" on July 1st at 7:30, waves of troops walked across no man's land and were all taken down.

Soon after the memorial was erected, it was announced that it would be touring so that everyone could see the poppies. This concept is very similar to what a work of art might do in an art gallery. Although some works will stay in the gallery, exhibitions are usually not permanent. This memorial is unlike the others I have visited because it is temporary, resulting in

some people thinking that they have to go and see it because it is a once-in-a-lifetime opportunity. Some people went to see the memorial just because it was a popular thing to do. Due to advances in technology and the increased use of social media, we as a generation feel the need to show and update everyone we know about what happens in our lives. This leads to individuals taking pictures of themselves in front of places we have visited to post online for all to see. This element particularly transforms the memorial into a tourist attraction that people will travel across the world to see and admire.

On a different note, Culture Secretary John Whittingdale said that the poppies were "art at its most powerful and it is only right that everyone should have the chance to see them." The title "Blood-swept Lands and Seas of Red" comes from something that a soldier wrote in Belgium. The installation is particularly elaborate in how it was arranged: poppies were spilling out of one of the windows of the Tower of London, suggesting subtly that the bloodshed was due to the authorities, who are

represented by the Tower. The authorities led troops into a war that was too advanced when compared to the methods and weaponry used. The poppies also suggest the innocence of the troops. Furthermore, volunteers from all walks of life made the poppies and they were all hand-made. This hand-crafting signifies how each of the soldiers was unique, with different personalities and preferences. The memorial conveys the massive loss of lives during the war and seeing all of the poppies can have a huge impact on someone who hasn't studied history in a more conventional way.

It is human nature to create something visually appealing to make us appear to future generations as innovative and passionate. However, it is not necessary to make memorials beautiful because it can lead to death being glorified and a simple memorial can have just as much of an impact. Ultimately memorials are there to make us remember rather than to make us marvel at their beauty.



A-Level Visit the Auerbach Exhibition

BY SAMANTHA HAYNES



Nazi concentration camps. From childhood he developed his art as a method of self-expression and subsequently secured a place at the prestigious St Martin's School of Art from 1948 to 1952, coinciding with the now equally well-known artist, Leon Kossoff, who became a firm friend to Auerbach.

Auerbach has always confessed to his determined mission to avoid producing a lifeless, static image. Alternatively, he seeks to capture the rush of spontaneous moments with an unparalleled degree of

A selection of works by Frank Auerbach from the 1950s to the present day were assembled this winter in a major retrospective at the Tate Britain. The paintings and drawings belong to the Lucien Freud collection, Freud also being a member of the prestigious "School of London", along with other eminent artists who revolutionised modern art.

Auerbach has devoted 365 days of his year (including Christmas morning) to painting for the last six decades of his life, displaying an incredible commitment to his craft and gaining him the title of England's greatest living artist from The

Sunday Times newspaper. His austere approach has led the art world to view him as a hermit



of sorts, an image which Auerbach encourages as he once described himself as 'a beast in a burrow that does not wish to be invaded'. The burrow to which he is referring is small studio in Camden Town, where he has worked tirelessly since moving to London in 1954, following his escape from Berlin in 1939 as a refugee child. Of Jewish descent, Auerbach's creative outlook was shaped largely by the loss of his parents. His father was a lawyer and his mother was a former Art student: they remained in Germany and were separated and died in different

dynamic and sporadic brushwork. His application of oil paints is unapologetically thick, shaping the surface of the canvas with liberally layered paint to such an extent that his creations are not solely an exploration of the subject matter but also the process of painting itself. The three-dimensional surfaces of his work, such as the portrait 'Head of E.O.W', illustrate Auerbach's incredible ability as he impulsively creates a vibrant waterfall effect with sweeping and architectural brushstrokes. He has notably painted a very limited amount of models throughout his career and principally focuses on three women: his



wife Julia, Juliet Yardley Mills (or abbreviated as 'J.Y.M') and his close friend Estella West, whose paintings he titles 'E.O.W'. These fill the exhibition at the Tate and demonstrate Auerbach's assiduous drive to obtain the most accurate representation of their poses, hinting at the changes in posture and individual gaze of the sitter at different stages of their lives as well as his artist career.

His impasto technique and uncompromising style is immediately clear to first-time viewers of Auerbach's

work upon entering the exhibition. The earlier paintings display his perspective of ruined buildings and war-damaged London and are now iconic representations of the post-war art scene developing in England. The trip to the Tate was thoroughly eye-opening, enhancing the A-level students' knowledge of modern art and encouraged me personally to undertake an exploration of Auerbach's technique into my own compositions.

Visiting Degas, Yves Klein & Rodin in Paris

BY VIGNESH SANKAR



the collection of modern art inside was staggering. Perhaps oddly, my favourite piece out of all of the visually appealing art was a screen of blue painted by Yves Klein called "IKB 191", the letters standing for international Klein blue: its simplicity and colour were very aesthetically pleasing and soothing. Next we went to the Louvre, home of the world-renowned

Beginning on February 13, 2016, LGS Art students, led by Mr Maddock, Mrs Sian, Ms Gonzalez and Mr Clayton, spent four days visiting many of the prestigious museums of Paris. We went first to the palatial Musee d'Orsay, which stores an eclectic collection of mainly French art from 1848 to 1914. We got to see all the famous, talked-about paintings and sculptures, with Degas' "Little Dancer" impressing me the most. On the same day we visited the Musee de Cluny, the National Museum of the Middle Ages, which had a gathering of Medieval tapestries, stained glass windows and decorative objects. We finished off with an evening river cruise, experiencing both the freezing cold and the magical shimmering monuments, including the Eiffel Tower of course, standing out against the dark night sky.

Subsequently, we explored the Pompidou Centre, with its colourful industrial pipe-clad exterior and a large Alexander Calder mobile structure displayed in front of it. The museum itself was a visual masterpiece and

"Mona Lisa". We ended the day with a trip up to the top of the Montparnasse Tower, the tallest building in Paris, where again we took in the glittering cityscape. Following this, we climbed up the exhausting steep steps to the grand Sacre-Coeur, the great landmark of this part of Paris.

The morning of our final day was spent at the Rodin Museum, dedicated to the very talented sculptor who created the amazing "Gates of Hell", as well as his more famous "Thinking Man". We spent our spare time wandering around the city and along the Seine, shopping and going to cafes, where we stuffed ourselves with crepes, macaroons, and ham and cheese sandwiches. In my opinion, art museums don't just give us something visually interesting to sketch, but give us an environment in which to really think about the pieces themselves, their meaning and the artists' intentions. This is so very different from looking at a thumbnail-size print-out on a piece of paper.

LGS Featured L6th Artist, Simran Kotecha

INTERVIEW BY ROISIN McCOLE



Where do you get inspiration for your artwork?

I am drawn to the sense of imagination in the work of Gustav Klimt; the use of colour and composition of figures creates dream-like extravagant images, encouraged by the excessive use of gold. I am inspired by people, the complexity of the face and its individuality and how everyone is different both in background and appearance. Although it is a difficult subject and can often go wrong, I enjoy confronting the challenge of recording the values of the face and the features accurately as well as creating a mood and showing originality and flare in the application of media. My first project this year featured still-life glass and metallic objects -- completely different to portraiture. I was inspired by the interesting qualities and surfaces of the objects, the sense of distortion as well, and how I could translate this into a lively piece of painting.

Many people say art is something that comes naturally and cannot necessarily be taught. Do you agree with this?

It is necessary to move along taught guidelines to refine your skill and learn new skills. I think everyone possesses

an element of creativity in some way, but it is continuing to practice art and taking an interest in it which can allow you to call that talent natural.

What do you like about Art at Leicester Grammar School?

I have always loved being able to see everyone's artwork, from the Prep to A-level. There is a freedom to use different media and techniques. I now enjoy the sense of independence in Art lessons and the ability to experiment with techniques, subject matter and materials to create work so different from what I did at GCSE.

If you were a work of art what would you be and why?

I would imagine myself to be like Picasso's painting *Le Rêve* (The Dream) because I like the meditative, relaxing pose and the sense of inspiration.

Are you considering studying Art in the future?

Yes, I hope to go on to do a degree in Art, most likely Fine Art.

LGS Featured Artist, Rahul Patel

INTERVIEW BY AMELIA PALMER

Who is your favourite artist?

I love Banksy and would like to know who he is. I used to get art lessons from my neighbour and one day he gave me a book about Banksy that I used to go through for hours, fascinated by the style as well as the political and emotional messages. I would never try it myself, but the thrill of vandalism enticed me.

What are you doing at in art, presently?

On the school Art trip to Paris in February, I took my camera with me and I was particularly taken aback by a sculpture in the Louvre, which I am now painting in my final GCSE piece. I'm also using a projector to display a video of a friend of mine looking at the sculpture, to simulate the atmosphere of an art gallery. (Pictured are this work, in which the boy shuffles subtly, and some of the preliminary drawings Rahul did for it.)



What's your favourite medium?

I like acrylic and I've been using it for ages. It's so versatile, you can water it down or apply it thickly in a more impasto style.

What does art mean to you?

You can have a talent, but I think it's more about aspiration than anything. If you see something and think, "Wow, that would be a lovely painting" or "I could see myself drawing that on a lovely summer's evening", and you are persistent and work on it, then you have just as much opportunity as someone with natural talent. Art is about enjoyment and emotion, not aesthetics.



A Private View of Kevin Fazackerly, Mark Shattock and Paul Wright

INTERVIEW BY AMELIA PALMER

On the evening of October 30, 2015, Leicester Grammar School hosted a private view of recent paintings and monographs by three Leicester artists.

What inspired you to start painting?

Mark Shattock: (His work *Winter Swell* appears below.) I've always been interested in art, but it got



side-lined when I left school: I did an apprenticeship and became an engineer, before deciding it wasn't for me. I went off to college later and completed an HND in illustration, something that is much tighter than the work I'm doing now. I got into that, doing work for *The Sunday Times* and book covers. Illustration isn't really a going concern nowadays, because a lot of people illustrate with computers. My interest in art gradually progressed from there.

Paul Wright: I've always done it. It's natural for me, drawing, painting... ever since I was a kid. I suppose I just carried on, since I had the opportunities to do so.

Kevin Fazackerly: How long have you got? Paul is the inspiration most of the time. I like to see how it can be done, how you can do something very powerful within a reasonable amount of time. It's a physical process.

Whilst I have a day job, it's nice to take a couple of days out and just attack something. I found that a complete revelation. Oil paints are difficult, but it's such a tactile, physical way of releasing what you've got in your head, which I rather like.

Which is your favourite of your works on display?

Mark Shattock: *Winter Swell*. I wanted to loosen up in my style and for some reason, I thought landscapes would be simpler. I just like the immediacy and how it allows me to paint quickly. It's got some quite strong colours, something a little more abstract. I wanted to catch that. You can't take in all the colours when you're there, there's just so much going on, so I was just trying to catch the essence of it. I don't usually work outside: my work is predominantly from memories and photography and how I feel at the time.

Paul Wright: *Circus Girl* (below). It's the only big head, which is my favourite subject. It's a little bit edgier than some of the others,

it's quite direct. I suppose the chairs are portraits in themselves, but they don't challenge me in the same way. A face gives you far more to work against and build from than a chair in a room.



Kevin Fazackerly: *The Time we Decided to Walk down to the Beach* (below). That was created from a montage of pictures, where you can play around and distort the perspective and the colours. Although it's an outdoor scene, when you've got a whole wall of information, you're still searching for clues in it. It's almost like standing in the actual space and painting from life. It may be distorted and all over the place but I tried to bring the feel of staring down into a space. It was the first one I have tried with that process. It's fun.

Have you got any advice for art students at LGS?

Mark Shattock: Be willing to try things: if you've got a good work ethic and are tenacious, you can't go wrong. You need the painting to form itself; sometimes it doesn't, but you just need to keep on doing it. Sometimes it doesn't work, sometimes it does and that's part of life.

Paul Wright: Art is difficult because of the taking the next step. However, I've always thought you should paint what fires you up. You've got to find your subject and go with it. Explore it. I've always known that I liked the figure and that's what I love to paint, which makes it easier. However, it's not just painting, it's also expressing yourself through it. Before, I was an illustrator and it was a massive psychological leap from doing something

quite contained for a brief to setting your own brief. It took until I was around thirty to be able to paint with freedom and then to destroy it.

Kevin Fazackerly: Art is not a dry subject. You've got to see how it's done and actually watch someone do it. It's not just teaching the technique, it's the watching and learning that's really exciting. The start can be quite intimidating and the drive to get a product in the end is scary and you're already under pressure. Getting someone to take the paintbrush from you, attack what you've done, then run away again, it's liberating. We're so concerned with a product that we forget we're learning.

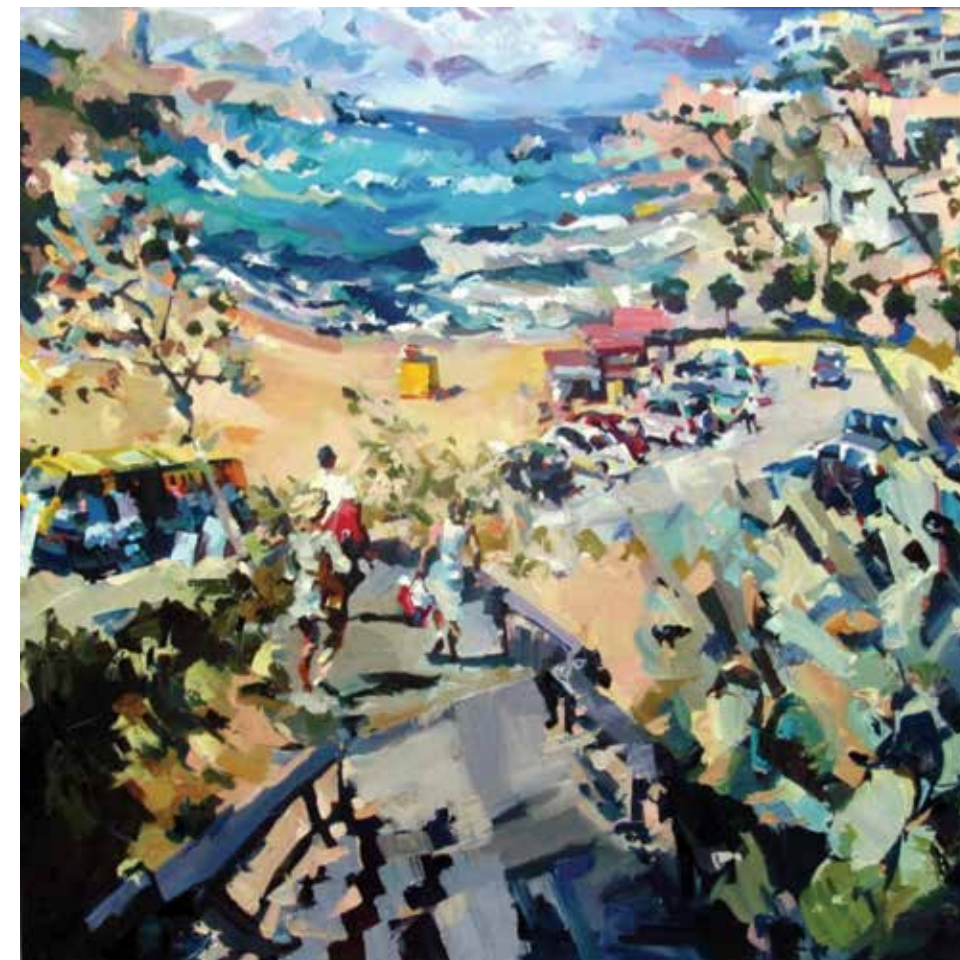
What's next?

Mark Shattock: For the next year or so, I'm going to keep doing what I'm doing, working bigger and just... progress.

Paul Wright: Keep going. I've got a big show in London next year, which has a retrospective focus. I'm going to dig out a load of my first portraits. It'll be nice to see the progression.

Kevin Fazackerly: I will do more like the big one (*The Time we Decided to Walk down to the Beach*). In fact, I've already got two canvases on the go. The reason

I did the dogs was because I like the chaos. I like to be able to stare at a picture and find what comes out of it. I did the dogs to do something other than people, something less identifiable. The glare of the sun contributes to the disorder. Any one mark can be interpreted in lots of different ways. You can't distinguish whether it's one person or four or five, so you look at it more intently because you're trying to work out what's going on. Chaos is good.





Ruth Whiteside GCSE examination piece



Elise Walsh A-level examination piece



Joshua Baddiley A-level examination piece



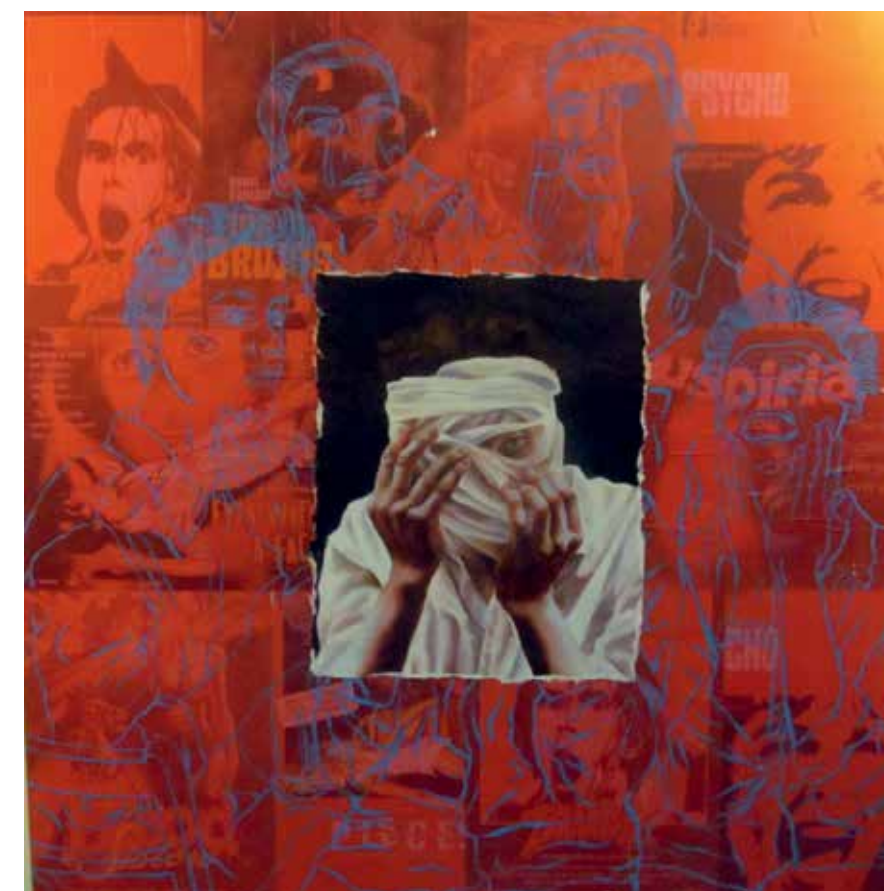
Hope Sharp GCSE examination piece



Elizabeth Whitby examination piece



Nora Alali GCSE study



Sarah Saraj A-level examination piece



Madelyne McCarthy A-level examination piece



Prabhot Grewal GCSE examination piece



Hannah Morris GCSE examination piece



Harry Burrows GCSE examination piece



Lucy Ring GCSE examination piece



Esme Bliss GCSE coursework painting and collage



Chloe Weare A-level examination piece

LGS Featured Artist, Sally Delahooke, L6th form

BY ANNA DAVIES

Who is your favourite artist?

Jessica Rimondi is my favourite artist at the moment. I only discovered her work last year during my final GCSE portrait project (pictured below), featuring my grandmother. Her work has amazing expression within it, loose in areas, coming out of the boundaries of faces, dripping and merging with other colours. She does not work up the whole of her composition, leaving areas blank to contrast with the wilder, free parts of her work. I was also drawn to the colours she uses: pale earthy pinks, blues and purple.

Tell me about your work at the moment.

I am nearing the end of my final AS level project, entitled "Transformations". I look at how glass objects can distort and transform the colour and object seen through them and how layering objects in front of one another creates distortions and patterns as you look through them. I'm working in watercolour, which is perfect for suggesting the layering of glass in a subtle, almost transparent manner. I love the quality of the colour it provides and how nicely those colours blend with one another. In the past I've worked a lot with acrylic but often thinning the paints considerably. The pooling of the colours I can achieve with watercolour creates shapes and patterns independently in a way that is difficult to achieve with acrylic. Watercolours are also less predictable, as when the paints dry they can create tones differently to how you expect.

What skills do you think Art teaches you?

Of course Art teaches you creativity and within that the ability to take risks and experiment, but also commitment to work and perseverance. Some pieces can take you ages to complete but you learn to stick with it even if it is not your best. In the same way, I think you learn patience, as it can be a slow and tedious process. Things don't always go to plan and you can feel like a piece is going nowhere, but you always learn from your mistakes and even take inspiration from them.

What do you want to do in the future?

I am thinking about doing an Art and Design Foundation year to experience all the different aspects of Art and Design. After that I am thinking about doing a Graphic Design and Illustration Degree.



Introducing Miss Knight, our New Art Teacher

INTERVIEW BY ROISIN MCCOLE



What Art education and teaching experience do you have?

Art was not a subject that I chose at GCSE. One summer, however, I did a two-week Art residential course in Wales. I really enjoyed it and realised that I could actually draw. When I returned to school, I asked to do GCSE Art but was not allowed on the course, so I took it at a different school in my own time. Later I moved schools and did A-level Art, going on to get an Art degree at De Montfort in Surface Decoration. I then moved to Leeds where I did my teaching qualifications. I had always wanted to go into teaching to give others the opportunity to explore Art at an early stage, an opportunity I did not have. I have been an Art teacher for the past twenty years and most recently I was the head of the Art department at a school in Leeds.

What are your hobbies?

I have been renovating houses now for the past three or four years and am in the process of redoing my current house. I also do a lot of cake decorating. I used to paint and do textile work, but I have not had the time for it more recently.

Who are your favourite artists?

Coming from West Yorkshire, I have regularly visited Salts Mill and been inspired by David Hockney's use of colour in his landscapes. The Yorkshire Sculpture Park and the Hepworth Gallery, Barbara Hepworth in particular, has been another inspiration in its sculptural forms.

L6th Biology Field Course, 27th June – 1st July

BY DR FEARON

In the early hours of June 27th, 51 L6th Biology students accompanied by Mr Duffield, Dr Fearon, Dr Ewers, Mrs Harvey, Miss Crampton, Mr Clayton and Mr Burns set off for Granville on the Cherbourg peninsula in France. Our centre was just a few metres from the beach, with all our rooms overlooking the sea. During an extremely successful trip, in spite of the occasional squall, we studied sand dune, rocky shore and woodland ecology. Our work included learning ecological techniques and collecting the data required by three A-level core practicals. There was still time on the last day to spend a couple of hours looking round the delightful old town of Granville. Thanks to all concerned for working so hard and helping to make this a most productive week.



Big Bang Science Fair

BY ORLA HORAN



Following the massively successful Big Bang event last year, it was with great enthusiasm that Leicester Grammar School opened its doors on April 23, 2016 to host the event once again. With a wide variety of interesting exhibits run by respected institutions like the University of Leicester and the Royal Society of Chemistry - as well as appearances from the Medical Mavericks, Go Motorsport and even some police officers - the event proved to be hugely popular, particularly with families. As well as the exhibits run by external scientists and volunteers - including an ultrasound machine and CPR coaching - the event was assisted by Sixth Form students here at LGS who ran workshops and experiments in their roles as STEM ambassadors (after undergoing some pretty intensive training from Ms Patterson). LGS students ran various stalls including those which allowed visitors to build molymod models of allotropes of carbon under the clock - including the particularly tricky Buckminster Fullerene. Teachers ran experiments on the hour; a crowd favourite involved setting the hands of participants on fire using methane bubbles.

As expected, thanks to the effort of

LGS staff and students, and dedicated and passionate external volunteers, the event ran smoothly and was a huge success. In terms of peaking an interest in STEM activities for all ages, nothing demonstrated the success of the event like the sight of children eagerly making their way around the LGS corridors to participate in as many experiments as possible in order to gain a coveted full sheet of stickers (of course, with their parents never far behind!).

"Our experiment, 'Elephant's Toothpaste', consisted of adding a catalyst to a mixture of hydrogen peroxide and washing up liquid,

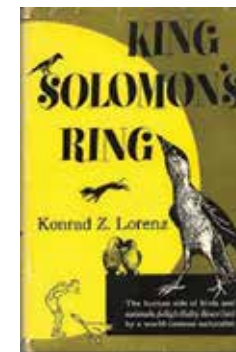
producing steaming foams of various colours. It was great to see how much the kids enjoyed their own smaller scale version and watching our demonstration. Overall it was an excellent day, and the variety of stalls and activities at the fair was brilliant." Sarah Turner

"We ran a workshop where we showed people how to program a Lego Mindstorms robot to navigate its way around a masking tape maze on the floor. In order to do this, we designed our own set of commands which can be programmed into the robot so that everyone was able to have a go, no matter how advanced their programming skills were." - Arun Goyal



Biology Booklist

Which books should a young biologist be reading?

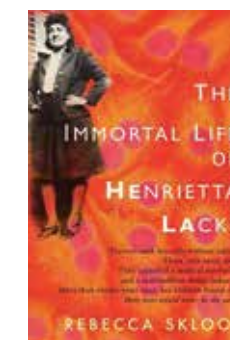


King Solomon's Ring
by Konrad Lorenz,
recommended by Mr
Duffield

Solomon, the legend goes, had a magic ring which enabled him to speak to the animals in their own language. Lorenz was that rare individual, a brilliant scientist who could write (and indeed draw) beautifully. His book stands as a landmark in the popularisation of science. Published in English in 1952, *King Solomon's Ring* has done more than most to popularise the study of animals and their behaviour. The book which brought him worldwide recognition is a delightful treasury of observations and insights into the lives of all sorts of creatures, from jackdaws and water-shrews to dogs, cats and even wolves. Illustrated by Lorenz himself, this book is a wonderfully written introduction to the world of our animal companions. In 1973 he was awarded a Nobel Prize for his work. I first read this book when I was nine and have probably re-read it every year or so since. It made me want to study the living world and understand why plants and animals behave as they do.

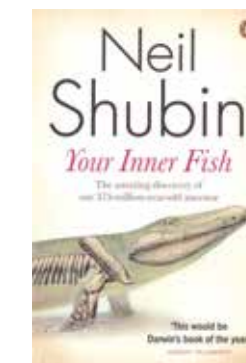
The Immortal Life of Henrietta Lacks by
Rebecca Skloot, recommended by Dr Fearon

Medical researchers use laboratory-grown human cells to learn the intricacies of how cells work and test new theories about the causes of diseases. The cell lines they need are "immortal" - they can grow indefinitely, be frozen for decades, divided into different batches and shared among scientists. In 1951, a scientist at Johns Hopkins Hospital in Baltimore, Maryland, created the first immortal human cell line with a tissue sample taken from a young, poor, African-American woman with cervical cancer, Henrietta Lacks. Her cancer cells - taken without her



knowledge - became a multimillion dollar industry and one of the most important tools in medicine, yet her family did not learn of her "immortality" until more than twenty years after her death. Rebecca Skloot's fascinating account documents the "HeLa" cell line's impact on both modern medicine and the Lacks family. Balancing the drama of scientific discovery with dark questions about who owns the stuff our bodies are made of, *The Immortal Life of Henrietta Lacks* is a journey in search of a real woman whose cells live on today in all four corners of the world.

Your Inner Fish by Neil Shubin, recommended
by Dr Ewers

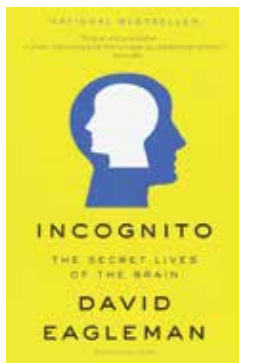


This book links current human anatomy with the structure of a fossilised fish and then uses these evolutionary links to explain some of the very peculiar ways our bodies are put together. It then also links this understanding to current findings on the ways that genes are switched on and off - the study of epigenetics.

Incognito: the Secret Lives of the Brain by
David Eagleman, recommended by Dr Fulton

If the conscious mind - the part you consider "you" - accounts for only a tiny fraction of the brain's function, what is all the rest doing? This is a question that David Eagleman, a renowned neuroscientist, answers in a book that is accessible, entertaining and deeply informed by up-to-the-minute research. Questions explored by Eagleman include:

Why did Thomas Edison electrocute an elephant? Why are people whose name begins with J more likely to marry others whose name begins with J? And why is it so difficult to keep a secret?



Introducing our new Chemistry teacher, Dr Kendall

BY SARAH TURNER

When did you decide to become a Chemistry teacher?

I thought about teaching during my degree; however, my final year was spent doing a research project I really enjoyed. I liked working in the lab and being part of the team and thought if I didn't do research then, I wouldn't have the chance again, so I ended up doing a D. Phil. My thesis was about trying to find new pathways for making antibiotics called cephalosporins. We were hoping to make cheaper and more effective medicines. Part of this was trying to genetically engineer some of the enzymes involved in the biosynthetic pathway to produce more efficient reactions. Towards the end of my research, I decided I did still want to be a teacher. The great thing about teaching is that you can get involved in sport, music and drama outside of the classroom, whatever subject you teach. Also, I am able to inspire others to love Chemistry as much as I do.

What has been your most embarrassing teaching moment?

There's an experiment called 'Cannon Fire', involving a great deal of banging and explosions. My colleagues weren't aware that I was going to do this practical and the three nearest members of staff rushed in thinking

that my lab was exploding, but actually it was all under control!

Who was your favourite chemist and why?

Dorothy Hodgkin was a female Oxford chemist, who worked at a time when there weren't a lot of female scientists. She did research into X-ray crystallography, looking at the 3D structure of molecules, and drugs like penicillin, which was obviously important in my thesis; she also looked at vitamin B-12 and insulin. She won the Nobel Prize in Chemistry in 1964, and is definitely someone I admire.

What are your hobbies outside of the classroom?

My whole family are keen on sport, so I enjoy outdoor activities, like cycling and mountain-walking, but my passion is hockey. I play for Market Harborough Ladies, who didn't have a ladies' team until about three years ago, but we had a really good first season, and won promotion in the league. So that's my main hobby: training once a week and playing a match at the weekend in the Leicestershire League.



My Summer at Leicester General Hospital with Nuffield Research

BY ED WHITTAKER

Earlier this year I was fortunate enough to be selected for a Nuffield Research Placement, a national scheme run by the Nuffield Foundation over the summer. With only 60 places available in the East Midlands it was a real privilege to be given this opportunity and I learnt a great deal from it. Many thanks to Ms Patterson for helping me with the application process.

I carried out my placement at Leicester General Hospital for five weeks in August 2015. During this time I was

able to conduct a systematic review and meta-analysis of the prevalence of anxiety disorders and phobias in Alzheimer's patients. As well as this, I observed memory clinics at the hospital and helped two fourth year medical students from Leicester University with their review (on brain scanning techniques for people with both Down's syndrome and Alzheimer's). I had a fantastic time and was fascinated by my work there, even throughout the extensive screening process of hundreds of scientific



papers to find eligible studies for my review. I also gained a clear sense of what a research-based workplace is like.

At the presentation evening at Loughborough University in September 2015, all the Nuffield projects were assessed by someone in a STEM career (Science, Technology, Engineering or Maths), and I was also asked questions by

other scientists and members of the public. This was a great opportunity to showcase my work and discuss it with others. As a result of this evening I received a Gold CREST Award for my project.

I would strongly recommend anyone interested in the Sciences or Maths to apply for a Nuffield research placement as it is an invaluable experience and really gives you an understanding of what a career in this area may entail – I have definitely been encouraged to pursue a career in medicine. However, don't be afraid to get in touch with university departments to see if you could do something similar with them even without a Nuffield award, as I know people for whom this has also produced worthwhile experiences.

Giant DNA Project

BY JAMES BENTLEY AND HOLLY MOULD

To celebrate National Science Week in March, 2016, we wanted to construct something that would really stand out and get students and teachers alike asking questions and talking about science. The initial idea to make a DNA model came from Dr Fulton and we, James Bentley and Holly Mould, soon came up with a stable design to be made of recycled materials that would also allow students to produce their own individual pieces, so that the model would reflect the 'unique DNA of the school'.

We asked students to decorate aluminium drinks cans and plastic bottles with their unique designs and bring them in. Right from the beginning we had a fantastic array of designs, from bottles decorated with pom-pom balls to aluminium cans designed as minions. We also enlisted the help of the Prep, who helped to decorate 400 polystyrene balls which were used to separate the cans on the model.

It took about a week to assemble all of the personalised sections of the model, and then a further day to individually thread them onto two strands of wire. With assistance from the caretakers, without whom we could never have got the model up, we finally suspended our giant DNA from the ceiling in the foyer, next to the staircase.

In terms of the actual science behind the model, it's fairly accurate! The polystyrene balls represent the phosphate



groups, and the cans represent the deoxyribose sugars. The bottles are the bases, in complementary pairs. As spotted by some eagle-eyed scientists of the school, the model even rotates in the same direction as it should – forming a right-handed double helix (completely by chance though, we have to admit!).

We would like to thank the Prep for their help decorating the polystyrene balls; the DT and Art departments for help with making and storing the model's parts; the caretakers for their much needed help in suspending the model and External Relations for help with coordinating the project.

The Creation of Iridescence in Birds

AN EXTRACT FROM THE EPQ ESSAY OF KATIE DELAHOOKE



The green of the peacock is noticeably different from, say, the green of a leaf, not only in changing to deep blue with more oblique light, but also in the appearance of the green itself. Iridescent colours are bright and metallic-looking, whilst the green of a leaf, even if glossy, is a lot 'flatter' and less dazzling. This is because iridescence is an example of structural colour, whilst the green of a leaf is caused by a pigment -- chlorophyll.

Iridescence is the phenomenon where the perceived colour of an object depends on the angle at which the light hits it or by which it is viewed. It can be seen in the rainbow-like colours found in oil slicks and bubbles, through to the feathers of the birds of paradise. The peacock is one of the most dazzling and widely known iridescent birds. Looking at the eye of its tail feather, when viewed from directly above (so that the incident light is perpendicular) a metallic green is seen; however as the light becomes increasing oblique, the colour shifts to turquoise, then to dark indigo.

White light is made up of a whole spectrum of colours from red to violet, as can be revealed if split by a prism. Each of these colours corresponds to a wavelength of light. Iridescence is created by a variety of mechanisms, which all involve light interacting with structures that

are on the scale of wavelengths of light (400nm-700nm). Biological nanostructures can be found in the elytra of beetles (the chitinous wing coverings), in the minute scales that make up a butterfly wing and in the feathers of birds. In birds these structures are composed of keratin (the protein that is found in hair and nails) and melanin (a dark pigment). These materials are typically arranged into miniature lattices or a succession of layers.

When white light strikes these structures, different portions act in different ways. One portion is

reflected from the surface whilst another portion is transmitted through to another layer or plane of a lattice. This second portion's journey causes it to bend (refract) before being reflected off the surface of another layer. Once the second portion has emerged from the top of the structure again, it has travelled a longer distance than the first portion.

Light as a wave is composed of peaks and troughs. If two waves of light are close enough to one another they may interfere; that is, if a peak aligns with a peak, and a trough with a trough, the amplitude of the wave will increase (constructive interference). However, if a peak aligns with a trough, they will cancel each other out (destructive interference). Therefore as the second portion has travelled a longer distance than the first when they meet again, some wavelengths of light will be out of sync with the first portion and hence will destructively interfere. Crucially however, some wavelengths will constructively interfere if they are still in sync. It is this latter situation that will be responsible for the colour produced.

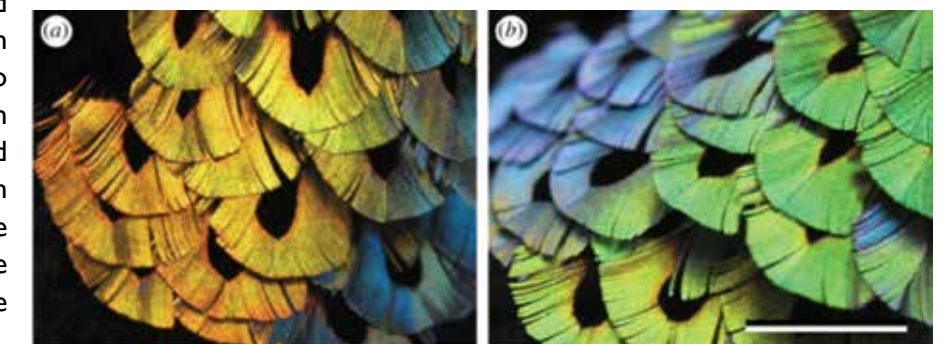
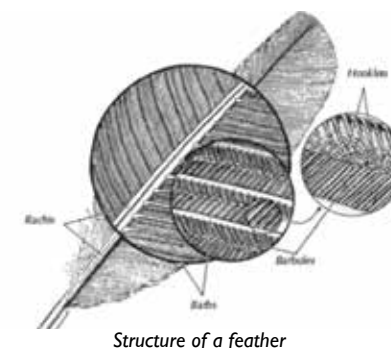
As mentioned previously iridescent colour has two characteristics. The first is the shift in colour when the feather, for example, moves. This is due to the angle altering the distance the second portion has to travel. The second characteristic is the dazzlingly intense and pure colours. This is caused by the repeated

interference from many layers, raising the amplitude of one wavelength, but getting rid of all the other colours. The colour can also be modified by changing the spacing of layers or between particles in a lattice (again altering the distance the second portion has to travel).

With such highly ordered structures needed to create iridescence (as scattered melanin in keratin, for example, would not facilitate interference), you would expect quite a complex active process for arranging the keratin and melanin when the feather develops. Surprisingly however, the process is thought to be a passive one called 'attraction-depletion' where different-sized particles (such as melanin and keratin) clump together of their own accord. Also the nanostructures that create iridescence can vary wildly from bird to bird, from neat layers of keratin and melanin found in the sunbirds to hollow air-filled tubes of melanin in a keratin cortex, which have evolved independently in at least seven different avian families, despite the need for intricacy and order which we would expect would be hard to come by in just one evolutionary lineage.

Importance of macrostructure and barbule modifications

A bird's feather has a fractal-like structure. It has the main stem running through it, called a rachis. Coming off the rachis are several smaller stems called barbs, and from the barbs tiny projections called barbules that are often hooked to allow the barbules to link together, creating a flattish surface. Iridescence is seen in a feather as a whole, but it is the microscopic structures of keratin, melanin and air that are contained within the barbules that cause it. On large feathers in particular, such as the tail feather of a peacock, several different iridescent sections can be seen. Taking the peacock's feather as an example, a single barb can see sections of green/blue, blue/brown, bronzy ochre, green, violet and then further mixes of pinks, greens and bronzes. Each barbule will contain different sizes of particles, thicknesses of layer and spacing that will be able to create these different colours.



Looking at the breast feathers of *P. lawesii* at different angles

The barbules, do not just contribute to the overall visual effect on a microscopic level through the structures they contain within them,

but on a macroscopic level too. The Lawes' six-wired bird is famed for its courtship dances in which it flashes its brilliant breast plate of feathers, giving glimpses of brilliantly iridescent blue and yellow-orange. Normally, in a transverse section, a barbule will have a circular profile. However in the bird of paradise, Lawes' six-wired bird (*Parotia lawesii*), and its very similar relative, the Arfak six-wired bird, also known as the Western Parotia (*Parotia sefilata*), the barbule has a boomerang shaped cross-profile.

The boomerang-like shape aids this display. The melanin multilayer lies at right-angles to the plane of symmetry, and its 'roof-line' has a tilt of 30 degrees. Therefore any incident light would strike the multilayer and the surface

at different angles. If the incident light strikes parallel to the plane of symmetry, then the reflected light from the multilayer structure will be in the same direction. However, the 'roof line' is at a 30 degree tilt, causing the same light to hit the surface at an angle. Looking at a barbule, or indeed a feather straight on with the light source behind you (co-axial beam) a yellow-orange will be seen. This is from the main multilayer. Blue would be produced from the keratin thin film structures parallel to the surface. The barbule, rather than acting as one plane mirror, acts as three. There are two symmetrical blue mirrors, and one, at the pinnacle of the boomerang, that acts as the yellow-orange mirror. If the barbule is tilted by 10 degrees, one side will reflect green light, the pinnacle red-orange and the far side indigo as the reflected light moves in opposite spectral directions. Therefore as soon as the feather begins to rotate, the blue-green surfaces will be exposed giving a dramatic spectral jump.

Darwin once famously wrote to Asa Gray, "The sight of a feather in a peacock's tail, whenever I gaze at it, makes me sick!" This was because, through the eyes of natural selection, the tail serves no purpose, but is rather a hindrance, both in its bulk and in the lack of camouflage the iridescent colour brings. Iridescent structures have been able to evolve due to sexual selection, as theorised first by Darwin to explain the point of such structures.

Does Ancient Literature Portray an Alien World?

BY GABRIEL RAWLINSON

Gabriel Rawlinson wrote this essay, which was highly commended, for a Cambridge University competition. The topic was “The continued popularity of ancient literature is not due to ‘timelessness’, but due to the window it gives us onto an excitingly alien world. Discuss.” Her essay has been abridged slightly due to space limitations.

It is clear to anyone who reads ancient literature that it offers both intriguing connections between our world and the world of our ancestors, as well as exotic visions of a life at times strikingly dissimilar to our own. Odysseus’ longing for home, Dido’s heartache, the contention between justice and vengeance in The Oresteia, all feel as natural to us as anything we read in modern literature. Equally, the brutal warrior society of The Iliad and the frenzied Bacchic rites we see in Euripides’ The Bacchae present us with a foreign vision of life, which, whether viewed in a positive or negative light, is exciting in contrast to our own. However I do not believe that either one of these aspects of ancient literature is more important in maintaining its popularity than the other, but that they are mutually dependent on each other in engaging audiences today. To investigate the reasons for the popularity of ancient literature, it is important to examine audiences’ reactions, both in the form of direct commentary and adaptations, rather than just the ancient texts themselves. In this essay I will focus mainly on reactions to Homer’s Iliad, one of the most popular works of ancient literature today.

Perhaps the most famous reaction to the reading of Homer is John Keats’ 1816 sonnet “On First Looking into Chapman’s Homer”. On receiving a copy of playwright, George Chapman’s translation, Keats and his friend stayed up all night reading it. The first half of the poem describes Keats’ previous experiences of reading classical literature as though he himself were transported to the lands about which he read: “Much have I travelled in the realms of gold”. He goes on to say that this way of experiencing texts paled in comparison to what Chapman’s translation offered, allowing Keats to feel “like some watcher of the skies / When a new planet swims into his ken”. The sensation which excited Keats was that of discovering an alien world. The

‘timelessness’ was already there for Keats, but it was only when he felt the excitement of viewing an unfamiliar world that he was inspired to compose this famous sonnet.

However this perspective is not shared by all. One of the most recent adaptations of The Iliad is Simon Armitage’s 2014 play, “The Last Days of Troy”, which tells the story of the sack of Troy, extending beyond the narrative limits of The Iliad, whilst maintaining the key themes of war and human nature from the ancient text. This is an Iliad designed specifically for a modern audience, and though it focuses with more intensity on aspects of the story which Homer does not (such as the character of Helen), the fact that Armitage can create an engaging play built on the core themes of Homer shows that the text is still very relevant. Armitage interweaves the present with the ancient setting, by both the language he uses and his narrative. For example, Zeus begins the play as a seller of souvenirs at Hisarlik in modern-day Turkey. It is a testament to the timeless nature of The Iliad that these additions can be made, “without being anachronistic”, as a review in The Guardian says. Armitage draws parallels between the events at Troy and recent events, especially between the Trojan War and the Iraq War of 2003. Armitage makes a connection between Helen and the alleged weapons of mass destruction which served as a catalyst for the western interference in Iraq. For the first production of the play at the Royal Exchange Theatre in 2014, supermodel Lily Cole was cast as Helen. Issues modern readers might have with the way women are represented in ancient literature are brought into comparison with current problems concerning women and beauty and so the continuity between the past and present is brought into further relief. Armitage’s play, a recycling of a story hundreds of years old, captured contemporary audiences, because it brings the issues of our world into the context of the history of western civilisation.

Auden’s poem “The Shield of Achilles”, written in the post-war world of 1952, has Thetis looking over the shoulder of Hephaestus as he forges the famous shield commissioned to protect her son, Achilles. Instead of

scenes of peacetime civilisation, Auden presents the reader with images of the bleak and unfeeling post-war world that he recognises as his own. Whereas the shield of Achilles was able to maintain the hope of better times in the midst of a ten-year-long war by depicting scenes of peace, Auden shows us a world in which social harmony and justice are becoming foreign concepts in the wake of two massively destructive World Wars. The classical setting is used by Auden to incite fear of the perilous situation he sees his world to be in, with the idealised virtues of the ancient world, which had for so long formed the basis of justice and respect in society, at risk of becoming forgotten. Auden is warning the reader of a world dominated by totalitarian governments, which is dangerous for the very reason that it views the values of The Iliad as alien. In his An Essay on Criticism, Alexander Pope argues that a critic should be familiar with classical literature in order to make judgements on modern texts, saying that they must “trace the muses upward to their spring”. Although Pope’s argument may seem outdated and unrealistic now, it is still true that ancient literature is a fundamental part of our literary heritage. Ancient literature provides a remarkable insight into the building

blocks of our cultural and social history as a whole. Audiences have been and continue to be captivated by the exploration of the origins of our societal traditions through the reading of ancient literature.

The ancient world is at once wonderfully alien and terrifyingly akin to our own. This paradox is similar to the premise in the field of aesthetics of the “uncanny valley”. When human subjects respond to seeing artificial humans with varying degrees of likeness to real humans, the graph dips (forming the “uncanny valley”) to demonstrate the extreme unease experienced when the artificial human is very close to real human appearance, but with slight yet discernible differences. I would argue that this is true of our responses to ancient literature as well. The more similarities we see, alongside the alien aspects of the ancient world, the more intriguing it is for us. We may read about the plundering of Troy, a largely fictitious event thousands of years ago, and be repulsed by the actions of the Greeks, but the real repulsion comes when we recognise the analogous atrocities that take place in our world today.



Greece Trip

BY ELLEN ROGERS AND IZABELLA JOZSA

On March 25, 2016, thirty LGS pupils from Years 9-11, guided by Mr McLean, Miss Gonzalez-Rodriguez and Mr Harrrop, on a non-stop tour of Greece’s ancient sites, arrived at one of the greatest cities in Greece, Athens. Somehow the ancient architecture still stood, surrounded by modern city streets and buildings. Here we visited the Pnyx, the base of all Greek democracy (however undemocratic that “democracy” happened to be) and discovered the ancient “Agora”, the marketplace and hub of all activity in Athens. In the 5th century BC, it was where shopping was done, politics was discussed and philosophers philosophised. It was the most important place for social happenings in the city. Next we went to the Acropolis and not only did we enjoy the steep and steady climb up there, but it was breath-taking to be near such a famous historic site.



The Acropolis and the Parthenon are symbolic of the 5th century Athenians’ desire to surpass every other Greek city, which I think we can all agree that they did. It is hard to grasp the size of the Parthenon as there is nothing else quite like it. Its sheer power makes a person

in the modern age feel minuscule, which shows that it has stood the test of time. We learnt about the Theatre of Dionysus and the annual festival of Dionysus. On our last night in Athens we travelled to Cape Sounion to see the Temple of Poseidon and the view of the sunset from the cliffs was unforgettable.

En route to Delphi, we visited Gla, a Mycenaean fortress, which provided great rock-climbing opportunities and views. Later we arrived in Delphi, which was a stark contrast to Athens: a tranquil village in the mountains with an air of mystery. Placed on a mountainside looking onto beautiful rural Greece, the sanctuary at Delphi was possibly the most picturesque place I have ever visited. It housed the oracle, who would give rather vague replies to a person's very specific questions. The responses were open to interpretation, allowing visitors to spend the long journey back home thinking about what the oracle could possibly have meant.

In Olympia we stood in the same spots as ancient champions of sport, who battled the intense heat and extreme competition as early as 776 BC for pride, fame and the honour of their city. We had our own races on the track, running piggyback and against a group of Canadians. We were shown the bronze statues of Zeus, which were erected next to the entrance of the stadium to act as a reminder that cheating was prohibited. The competitions continued throughout the day as we arrived

in Sparta and honoured a Spartan tradition: boys would run to the Temple of Artemis to grab cheese, whilst being whipped by older boys. This re-enactment of the tradition quickly descended into chaos, with some of the girls joining in. Next day we explored the hidden castle town of Mystras in the blazing heat. Determined to climb to the top of the castle in the time we had, we all wore ourselves out, but the view was well worth it. We could see the orchards spanning out across the mountainous terrain, and the city of Sparta in the distance. As soon as we reached the top, it seemed it was time to head down again. Later in the day, we visited the site of Hercules' battle with the Nemean Lion, Neamea. Enjoying the heat, we visited the ruins and the museum. That night we reached our final destination, the seaside town of Tolo. On our penultimate day, we visited Epidauros, the sanctuary of Aesclepius, the healer. After hearing the legend of the snake in an underground labyrinth (and a rendition of the prologue of Henry V in the theatre) we headed to Mycenae, a very impressive castle in the hills. Here, with the sewage systems deep underground, there was no shortage of things to explore. After we took a break in Nauplion, a coastal city with lines of little cafes and restaurants lining cobbled streets. Upon our return to the hotel, we all headed out to the beach for a paddle before dinner. On the final day, we visited Tiryns, a fort with cobblestone walls and Corinth, a Roman site



Farewell to Mr Harrop

INTERVIEW BY SARAH TURNER

Mr Harrop has been an important member of the school for a number of years, and his love of Classics has never failed to inspire pupils. He has been Head of Classics since 1989 and Examinations Officer since 2006. He will be missed by both students and teachers, who all wish him a long and happy retirement.

What will you miss most about being a teacher at LGS?

I imagine that I am most likely to miss daily interaction with young people. Three examples will have to suffice: watching Saurav Thakrar play at a lunchtime concert; helping Simran Thakkar sort out her head on the Greece trip; listening to Maria Telnikoff declaim in the theatre at Epidauros. One of the things I most enjoy is seeing

pupils discover things for themselves, then convey them with clarity and enthusiasm. Everyone should have an interest, whatever area it is in.

What do you plan to do in your retirement?

I have a butterfly atlas to finish, and we are planning to buy a house in Shetland. It will be nice to have more time to see family and friends.

Following Pausanias

BY MR HARROP

At Easter I enjoyed my final opportunity to join the regular LGS trip to Greece. Although I have been many times previously during the past 40 years, each group is different and each time we notice something new. Our itinerary led us round some of the most important classical sites in central and southern Greece, each of which posed questions.

We began in Athens: How do we reconcile democracy and imperialism? What happens if we overreach ourselves? Then to Delphi, mountain home of the oracle: How can we find out what is likely to happen? What happens if we try to manipulate the future? After crossing to Peloponnese, we arrived at low-lying Olympia: Can sport be a vehicle for peace? What happens if we cheat? Further south the site of ancient Sparta is less striking, yet also presents challenges: What are the pros and cons of maintaining stability? How much courage are we prepared to show against overwhelming odds? As we returned

northwards, we visited the sanctuary and theatre at Epidauros: What is our relationship with drama? What kind of questions are we prepared to ask ourselves? On our last morning we came to ancient Assini and Corinth: How can we use trade to our advantage? What is the best balance between business and sustainability?

The last question was not fully developed in the classical world, but the seeds were beginning to grow. If there is anywhere of comparable size which asks these or similar questions with such clarity and elegance, I have not been there. I hope that our students will continue to visit, to look, and to wonder.



Maria Telnikoff declaiming in the theatre, Epidauros

My View on the Brexit Decision

BY PETER BARLEV, YEAR 10



Leaving the EU will be more beneficial than staying in. I am sure you have heard that it is important to stay in the EU to negotiate favourable trade terms and that Britain is too small and weak to do this alone. Well, that could not be further from the truth. Britain is powerful and on our own, without the EU wasting time, we could strike up deals quickly. These deals will bring prosperity for us, as we will be able to control prices ourselves, without intervention from an incompetent team of EU bureaucrats who do not care about Britain and only care about themselves.

Some may say that if we leave we will have to conform to EU product rules anyway, but this is not the case. It is in the interest of the EU to continue to have full access to an open market with the UK and most probably they will be willing to allow us to set our own rules. On the topic of us needing the EU for its power, the EU's power and influence is decreasing – thus, for us to remain powerful, we must leave. In fact, some economists suggest that Brexit may make Britain into a successful offshore financial institution, such as Singapore or Switzerland, which in turn will result in a better economy, where businesses will flourish and attract more investment. Under EU control that will be impossible. You see, the EU refuses to help protect key UK businesses. Take for example the steel industry. Recently the plant at Port Talbot closed, having lost its financial support. Economists predict that in a few years the steel industry will be successful again and it is now a matter of waiting. The Port Talbot plant was in need of urgent financial

aid from the government to remain open and preserve thousands of jobs. However the EU bans all government aid for businesses and strategic industry. Thus, as a direct result of the EU, the UK lost a major part of its steel industry, which is necessary for defence. This could have been prevented if the UK was free to choose its own laws, only possible if the UK was to leave the EU. Another problem is the EU's open borders for residents, reducing money made by

the UK for tourism, and increasing the possibility of a terror attack in the UK. By leaving the EU, we can take back control of our borders and ensure that only the people we want to enter can enter. This will reduce the likelihood of a terror attack, as visitors will have to undergo better security checks. Control of our borders will also increase the money we make from tourism as all visitors will require a visa. By controlling borders we can keep the population at a desirable level. Leaving the EU will also allow us to offer jobs first to British people and then to foreigners, and allow only skilled and employable foreigners to live here.

To conclude, an exit from the EU will be profitable for us, as top economists predict a 0.6 – 1.6% GDP rise by 2030 if we leave. We will also save £15 billion a year, as that is the membership fee Britain paid last year. We can use this to develop our businesses and infrastructure. By leaving the EU we will be able to build a far stronger, more outwards-looking economy, with the freedom to trade with anyone. Put simply, the benefits outweigh the risks. Now, let me ask you: would you rather our laws were created by Britons in our Parliament for us and only us? Or would you prefer our laws to be dictated by some faceless bureaucrat, with an unpronounceable name, sitting in an office the size of the average person's house – paid for, may I add, by our taxes – located in a city we have never heard of, who does not care for us or our well-being? For a better, wealthier future, vote to leave the EU.

Mr Kidd Defends the Remain View

Often it's the little things that matter so much: The European Health Insurance Card, the acceptance of the UK Driving licence across the EU and the fact that visas are not required for cross border travel. More recently, we have all benefitted from the reduction in Data Roaming charges, as a direct result of pressure brought to bear on multinational communication companies by the concerted effort of the EU states. These and many other day-to-day issues persuade me it is best to stay in the Union. Yes, there is bureaucracy. Yes, the commissioners are unelected civil servants who draw up unpopular laws, but this is true of any democratic nation and not a unique aspect of European government. I have no doubt that a crew of home-grown bureaucrats are ordering in their own shade of tape in anticipation of replacing the edicts from Brussels; the rules and regulations will not be fewer, they will merely be newer.

And what of sovereignty? What of democracy? The folks who cry loudest and longest about these two issues are often the ones who most fiercely support the “first past the post” system of election, a system that almost ensures government of the majority of the country by an elected minority. (The present government got 36.7% of the vote in the last election.) I think it is telling that the momentum for the referendum did not come from any national movement but rather from a small group of MPs who wished to score points against the rest of their party. How democratic is that? As far as sovereignty is concerned, this country has happily

allowed itself to become an airbase for America, has merrily sold its infrastructure to the highest foreign bidder (the utilities, newspapers and major industries) and is happy to ride roughshod over the interests of the constituent parts of the United Kingdom when it suits the pocket of southern self-interest. How well does that sit with national identity and integrity?

I am not so naïve to believe that everything is rosy in the European union but I am old enough to remember the dark days of the 1970s when we last had absolute management of our own affairs: when Britain was known as the “sick man of Europe”, when strikes were the “British disease”, when there were daily power-cuts and three-day weeks. What is it about home-grown mismanagement (or worse) that makes the Brexiteers so nostalgic? Is it the chance to escape from a more disinterested oversight of the rule of law, or to retreat from the reforms wished upon us by Europe that assured cleaner air, cleaner beaches, and a better working environment? Instead of standing on the shoreline of Europe, afraid of getting our feet wet and pointing at how well the French and the Germans swim, we should take the plunge, wade further in and ensure that we are at the forefront of an international powerbase. If we don't, we risk sinking into the murky waters of global obscurity or resting high and dry on the relics of an imperial past, facing an arid and impotent future. Well, by the time you read this it will all have happened, for better or worse.

Keeping animals in zoos is cruel and unnecessary

BY TOM OSBORN AND WILLIAM WALE, PREP CLASS

Zoos cannot provide the amount of space which animals need and have in the wild. This is particularly true for animals who roam for greater distances in their natural habitat. Tigers and lions have around 18,000 times less space in zoos than they would have if they lived in the wild and polar bears have an incredible one million times

less space. Why do we need to go to zoos in the first place? We can practically live with the animals with modern documentaries and the latest advancements in technology.

Yes, zoos boost tourism, helping local economies, but

it isn't morally right to keep organisms which have evolved from the same stem as us in captivity just for economic benefits. Nobody gains any knowledge from going to see these animals. They simply provide amusement. 41% of animals on show in the UK had no signs identifying their species – the most basic of information. You can't say they're kept for scientific purposes. If zoos are teaching children anything, it's that imprisoning animals for our own entertainment is acceptable. We are Homo sapiens and we evolved from the same stem as all of these animals.

So why do we keep them in captivity? The life span of animals in captivity is considerably shorter than in the



wild. According to a recent US study the average life span of an Orca is 40 years, whereas in captivity it is reduced to a mere 18 year average life span. The high numbers of animals of the same species in zoos is entirely unnecessary. There are 21,743 animals owned by the zoological society of London, and yet they only have 843 species living in their zoos. That makes a whopping average of 26 animals in each species group, a purely pointless number for scientific purposes. Scientific surveys would be more accurate in the wild anyway, not in a zoo where the only point of being kept there is for the pure enjoyment of the public. There is no good way to keep wild animals in captivity.

Teachers and Students Debate Brexit



On June 17, 2016 eight debaters considered the motion that British young people will benefit from a decision to stay in the European Union. For the Remain side were Mr Kidd, Mr James, Mr Moore-Friis and Orla Horan. For the Leave side were Mr Rich, Mr Hunt, Mr Griffin and Lauren Hill.

Mr Moore-Friis, who spoke first, explained some of the economic background to the situation. He said that in the 1970s Britain's economy made it "the sick man of Europe" and that the Common Market,

which subsequently evolved into the Single European Market, had rescued the British economy. He stated that the EU was based on the free market and represented "the very essence of the Capitalist system." At present, he said, our economy is the fifth biggest in the world, youth unemployment is very low and we are one of the biggest recipients of foreign investment, all because of the European Union. Furthermore, he argued that foreign companies established in Britain create opportunities for young people, such as apprenticeships and trainee management schemes, and that more immigration means more economic growth.

Orla Horan stated, "This debate isn't about immigrants." Immigrant nurses and doctors, professors and builders add to our quality of life in Britain, rather than detracting from it, she stated; immigration is not at the root of the ills of the UK. Perhaps unfairly, she also asserted that xenophobia was at the root of the Brexit campaign and characterised the teachers on the Leave side of the debate as white, middle-class males with Conservative outlooks and little concern for the disadvantaged.

Lauren Hill addressed the economic side of the argument: the vastly expanded EU represents only a small portion of international trading. If

we were to leave the EU, increased trade with non-EU countries would make up for our lost trade with the European Union. Our products would also be cheaper, which would generate more demand. If we stayed in the EU, we would see an increase in our rate of youth unemployment, perhaps even reaching a similar rate to that now experienced by Greece.

Mr Rich addressed the arguments based on sovereignty: when we joined the EU "we surrendered the right to set our own laws" and it is well documented that politicians from both sides, such as Tony Benn and Enoch Powell, questioned this. In 1975, Mr Rich asserted, the British people were lied to about the amount of sovereignty that we had given up. He gave the example of the Treaty of Lisbon and stated that Britain cannot deport criminals with children who are EU citizens.

In a brief period of free discussion that followed, Mr Moore-Friis stated that the UK would get a credit downgrade if we left the EU. He also argued that we can only continue to trade with Europe if all 27 other member states agree to our continuing to trade with them, which would be tedious and problematic. Mr Rich said, "Your obsession with the economy is distorting the argument. Sovereignty is the fundamental issue: we're not overly worried about the economy. The fact is that Europe has more to lose by not trading with us than we do. We want our country to stand on its own two feet without Europe propping us up." Miss Haywood said from the audience that she was concerned that there would be a deterioration of workers' rights if Britain left the EU. "How can we ensure fairness if the EU laws are not protecting us?" she asked. In response, Mr Rich pointed out that new laws regarding paternity leave and the minimum wage had just been

passed by the British government.

Mr James then spoke about the security risks involved in Britain voting to leave. Furthermore, he stated that there would be vast unemployment when international firms moved their offices out of Britain and we would no longer be able to move to the Continent in pursuit of alternative jobs. Applying the analogy of a married couple who stay together despite some problems, because they have a great deal in common all the same, he then pointed out that Britain is lucky to have opted out of using the Euro as our currency, not to be part of the Schengen agreement about free movement across Europe and so on, Mr Cameron having recently negotiated the best possible deal for Britain within the EU that he could get.

With some passion, Mr Kidd cited a multitude of benefits of belonging to the European Union: the EHIC card giving us free healthcare when we travel in Europe; the ease with which we visit Europe, not needing visas; the cleanliness of our beaches and air. He asserted that, unlike many others in the room, he could remember the days of strikes, brown-outs and black-outs, before we joined the EU. We had cod wars with Iceland and Iceland won them. Outside of the EU, he argued, we would have no real sovereignty, but merely serve as a handy place to station American missiles. He used the analogy of passengers in an airplane, who do not elect the pilots of their airplanes and yet trust them to captain the airplane in safety. He concluded by stating that a "cat fight" within the Conservative party would lose Britain its steel and car industries.

Mr Griffin then spoke about immigration, stating that net immigration was definitely on the

rise and that the free movement of EU citizens does very possibly let terrorists enter Britain unnoticed by the authorities. The decision to leave is arguable, he asserted, because "Britain has the right to determine what decisions we make in regard to immigration." Of course, he said, immigrants contribute positively to Britain, but we cannot put restrictions on immigration if we stay in the EU. If we do, the European Court of Justice can overturn them.

Lastly, Mr Hunt spoke entirely in terms of an analogy: "Darling," he began. "It's over." If there is no more love, he stated, it is time to separate. A relationship may be an old one, but that is no reason to stay together. Yes, people are hurt, emotionally and financially, by divorce, but divorce may still be in the best interests of both of them. "We can still see each other and may even get along better," he urged, "when we each have our own space." David Cameron's "pathetic attempts at marriage counselling" did not work, he said. He concluded by saying that the EU no longer achieves the purposes we first joined it to ensure. "Don't be bullied out of following your conscience. Have courage."

In subsequent discussion, Miss Mould argued that the bad state Britain was in before it joined the Common Market was a result of the depressed economy following World War Two and was put right simply by the passage of time. Mr Rich then stated that Margaret Thatcher had put Britain's economy right. Mr Kidd vigorously protested this view. A majority of those who were present voted to back the motion that British young people would benefit from remaining in the European Union.

The English Speaking Union Debating Competition

BY MR ALLEN

Maria Telnikoff and Ruth Whiteside had attended an English Speaking Union Debating Camp in summer 2015 and, on the back of this, pushed for the school to enter them into the 2015/16 ESU national debating competition.

After local and regional success, the team won through to the national finals, one of twelve teams in the country to achieve this. Most of the teams at this level were 6th Formers and elite schools were there, including St Paul's Girls' School and Westminster School. So, after an early start on March 16, 2016, Mr Clayton, the team and I set off for a day of high-powered debating at Dartmouth House, a beautiful Georgian building in the heart of Mayfair, home of the English Speaking Union.

Maria and Ruth were in fine form. Their debate on whether universities should remove reminders of benefactors who, in the past, have been involved in the slave trade, was challenging, but they spoke with great confidence, used compelling arguments and won much praise, even more deserved since their opponents were Upper

6th students. Anyway, the outcome was bound to be close. The judges commented on the need to have lots of factual detail to support the arguments and so Maria and Ruth did not manage on this occasion to reach the actual final. St Paul's Girls did and they won the day. This was a great achievement for Maria and Ruth who, I am sure, will come to be the powerhouse of senior debating in years to come -- we will be back! Many thanks to all who have supported debating in school this year and to Mr Clayton and Mr Harrop for transporting us to the local and regional rounds.



Junior Debaters of the Year, Mustafa Arshad and Shyen Kotecha

INTERVIEW BY ANNA DAVIES

What has been your favourite motion to debate this year?

Shyen: My favourite this year was "Advertising to children should be restricted".

Mustafa: I have taken a keen interest in politics since the 2015 General Election and current affairs, such as the EU referendum and the migration crisis, are issues that I have enjoyed debating, but my favourite topic was that voting should be compulsory for all adults. There were viable views on both sides of the argument and it was a very tough debate for us to win.

What motion would you like to argue next year?

Shyen: I would love to argue about space exploration

and whether it is a waste of time. This is a constantly changing subject and I especially enjoy the science and technology topics.

Mustafa: I would particularly enjoy debating foreign affairs, such as Turkey's application to join the EU.

What tactics do you use in debating?

Shyen: I believe the clarity and structure of the speeches we wrote won over the audience. We also incorporated persuasive techniques such as triplets and emotive language.

Mustafa: Shyen and I would also "bait" a weak argument from the opposition so that we could knock it down in the second speech later.

2015 School Production: "A Small Family Business"

BY ORLA HORAN

The Advent term means two things at Leicester Grammar School: being involved in at least one Secret Santa and the unveiling of another impressive school play. The school production of "A Small Family Business" by Alan Ayckbourn (a Tony award winner) was a filling theatrical feast that enjoyed a sold-out audience on its opening night.

The plot of the play is driven by the comedic downfall of the honest and up-tight protagonist, Jack McCracken, who takes over the family business, a furniture shop, only to discover that it is corrupt from the shop floor up to the heart of the family. Though partially masked by Ayckbourn's comedic flair that sees in-laws become outlaws, the play is often hailed as a seriously political and emotionally intense piece; the story of an everyman, who begins by trying to help his rebellious teenage daughter but ends up out of his depth quickly, has obvious elements of tragedy.

The ensemble cast managed to showcase this blend of the comedic and tragic brilliantly, epitomised by Henry Rowley's outstanding performance in the lead role as Jack. Confident, committed and reminiscent of Basil Fawlty, Henry's acting illustrated the comedic value in the unravelling of a straight-laced, forty-something dad, comforted by moral absolutes, who is then forced to deal with their erosion. Jack's wife, Poppy, admirably played by Chloe Weare, also artfully flipped between the two emotional levels. Poppy was shown to be embarrassed at the play's opening as her husband unwittingly revealed some intimate details whilst in the hearing of visitors – a comedic highlight of the play. This was contrasted with Poppy's genuine distress at the play's denouement, even if she did then proceed to laugh hysterically at the death of the private investigator (Ajay Elliot), perhaps illustrative of the simple truth that, "If you don't laugh, you'll cry."

Whilst the performances of the Senior School cast, led by veteran

actors, Henry Rowley and Chloe Weare, including the depiction of Anita McCracken (Gabby Potts), Tina Ruston (Hannah Blake) and Yvonne (Head Girl, Holly Mould) are worthy of much praise, the production also illustrated the wealth of talent within the Middle School. The entire audience was struck by how well the relatively young could play the old. The characterisation of Grandfather Ken (Matthew Deane), Harriet Ayres (Elizabeth Whitby) and Desmond Ayres (Dilan Kotecha) was well sustained. The support provided by Daisy Foster-Village as "angsty" teenager, Samantha was admirable and, although they had few actual lines, the depiction of the Rivetti brothers by Sam McCallister and Harry and Sebastian Wheeler was fantastic – sometimes a squeal really does say it all. As always, the production was a labour of love both on stage and behind the scenes, spearheaded by the direction of Mrs Griffin and Miss Adams. The co-ordination of what was a lengthy script and the high quality of the performance is a testament to the strength of the contributing staff and pupils alike. This is especially relevant as all the action unfolded in a labyrinthine two-storey set consisting of six rooms – the most ambitious set LGS has seen – and the use of special effects was limited. The play was performed to a packed auditorium on all three nights, perfectly demonstrating Beckett's musing that, for an audience, "Nothing is funnier than unhappiness."



Acting in “A Small Family Business”

BY GABRIELLE POTTS



For those who have been lucky enough to act in the school play, the experience has become associated with a tizz of frantic line-learning, rigorous rehearsal schedules and fabulous fun. From the outset of the process, starting with auditions in the summer term where pupils from Years Nine to Twelve bundle into the Drama Studio, sweaty-palmed and full of anticipation, the production has an energy that gathers pace as December creeps closer. Despite the numerous hours invested in the play, with rehearsals taking place every Monday and Wednesday night and the occasional sprinkling of Sundays, the commitment never once felt like a chore and (apologies for the cliché), I loved every second of it.

This year's production, Alan Ayckbourn's marvellously funny comedy “A Small Family Business”, saw a cast of fifteen expose the corruption of a local furniture firm to audiences across three nights. The highly moral and exceedingly honest Jack McCracken, played by Henry Rowley, takes over the family business only to find that his own relatives are swindling the business in order to fund their comfortable lifestyles. The play opened with a spectacle of the ultimate awkward family gathering; Jack arrived home from work to a seemingly empty

house on his birthday. As the scene reaches its climax, Jack proceeds to rip off his tie whilst simultaneously delivering innuendos about Viking plunder to a very embarrassed wife, Poppy (Chloe Weare) whilst the rest of the family, including mortified daughters Sammy (Daisy Foster-Village) and Tina (Hannah Blake), are hidden out of view in the sitting room in a fit of laughter. The outrageous comedy of the piece continued as the play developed with the revealing of an Italian lover (Seb Wheeler) hidden in a wardrobe, the accidental murder of detective Benedict Hough (Ajay Elliott) in a bathroom, and the appearance of thigh-high leather boots sported by the savvy Anita (Gabby Potts). Judging from the reception of the audiences on each night, I would say the cast succeeded in conveying the brilliant simplicity of Ayckbourn's comedy, and we certainly had fun doing it.

However, the star of the show was undoubtedly the set; the first two-storey spectacle that we have seen at Leicester Grammar. The efforts of Miss Adams and her father in designing and making such an impressive set were much appreciated: it brought the performance to life. I thoroughly enjoyed the school play and I know that the rest of the cast did too. Not only did we provide an entertaining show, thanks to the help of all those who supported behind the scenes and the brilliant directing of Miss Adams and Mrs Griffin, but we also came away from the final performance as a close group of friends.



Out of Touch:

OUR THEATRE STUDIES DEVISED PIECE BY HANNAH BLAKE

This year for our A2 Theatre Studies practical we were given the choice to develop and perform either a creative adaptation or a devised piece. Henry Rowley, Gabby Potts, Chloe Weare and I decided to devise our own play so that we could explore different themes that were important to us. Everyone had such brilliant ideas to put forward, some comical and some more serious. We wanted our piece to stand out in comparison with previous A-level performances, which had always been inspirational, but usually followed a sombre and harrowing story. We decided to use the style of physical theatre, exploring the theme of communication and relationships. We all agreed that this would be an appropriate topic to convey with physicality. We had only four actors, but instantly developed suitable characters. As the only boy, Henry, without a doubt, was going to be in a relationship with one of us lucky girls, Gabby stepping up to the challenge. However, Henry was also having a hidden affair with the character that I played. Lastly, we decided to keep Chloe's character completely out of the loop, illustrating the idea of the breakdown of communication. This meant that she had most of the scenes on her own, portraying her isolation from society.

To start devising, we focused on physicality within the characters' interactions, so that the dialogue could come more naturally. We decided that Gabby's character was going to be fierce and commanding in order to highlight the cold relationship we wanted to show between her and Henry. To convey this physically, the movements

created were stiff, with the two often maintaining a great distance. In order to display a clear contrast between this lack of communication and the blossoming relationship in our affair, the movements that Henry and I designed were very intimate and in every motion we had close contact. Chloe's physicality was the most challenging, as it was often on her own; however, Chloe used this to her advantage and performed excellent scenes of sheer panic and anxiety, using quick, sharp movements and uncomfortable facial expressions. When various scenes had already been decided on, the worst thing that could happen to an actor performing physical theatre happened. Gabby tore three ligaments in her ankle and needed surgery. This came as a shock to all of us, but with determination and an approaching examination, we did rehearsals almost every night of the week to make up for the ones missed. Furthering the difficulty, Gabby had her foot completely encased in a boot for the duration, causing us to reconsider the majority of her physicality. Gabby did not moan once and took on this task with



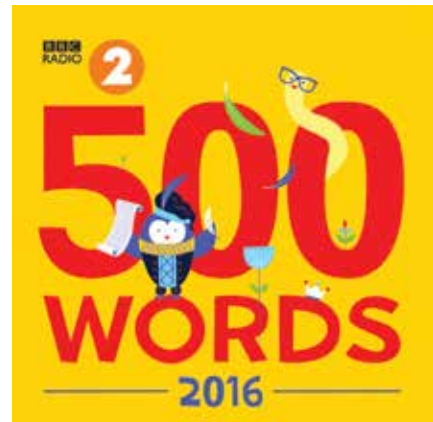
a brave face, continuing to perform to her full potential. At last we had created the entire piece and practised it to death. We were fully prepared to show everyone the hard work we had done. Our piece was examined and moderated that very night and we all earned top marks, as well as having learned new skills in direction, writing and, of course, adapting to sudden change.

The 500-Word Short Story Competition

BY LUCY MITCHELL, PREP CLASS

Chris Evans' Radio Two Breakfast Show ran their 500-word story competition again this year. The finals were held at Shakespeare's Globe Theatre in London. Having entered with the rest of Prep, I had an email inviting me to enter a draw for two tickets to the final, which I won, along with 400 other entrants. We set our alarm for 5.30 am and as we walked down the deserted London streets the only other people we saw were those going to the Globe. In the stalls we had a great view and also we were allowed to wander over to the stage and get autographs from the stars. The first live band was One Republic, who were brilliant and played four songs. We also heard All Saints and Foxes live. The other stars we saw were Nick Jonas, Julie

Walters, Tom Hiddleston, Raleigh Ritchie and the judges, including Camilla, the Duchess of Cornwall. I was surprised because on the radio Chris Evans sounds smiley and energetic but in real life he was calmer. He told us half-way through the recording that we sounded sleepy and we had to get more enthusiastic. Chris said that when



you are performing for many hours, you have to pace yourself. I really enjoyed listening to the celebrities reading the winning stories; my favourites were "The Smoking Pipe" and the "E-Courtroom.com" story.



"The Resistible Rise of Arturo Ui"

PERFORMING BRECHT BY GEORGIA HUBBARD



I have really enjoyed being part of the L6thTheatre Studies group this year. Our practical lessons have centered on understanding the work of a German practitioner called Bertolt Brecht. Brecht's theatrical approach was formed by his life experiences. He lived through two World Wars, confirming him as a life-long pacifist. Brecht wanted to propose epic theatre as a way of opposing Hitler's brainwashing and propaganda. He wanted his work to be relevant and to expose the reality of what was currently happening, therefore giving the audience the power to judge and make decisions about current issues for themselves.

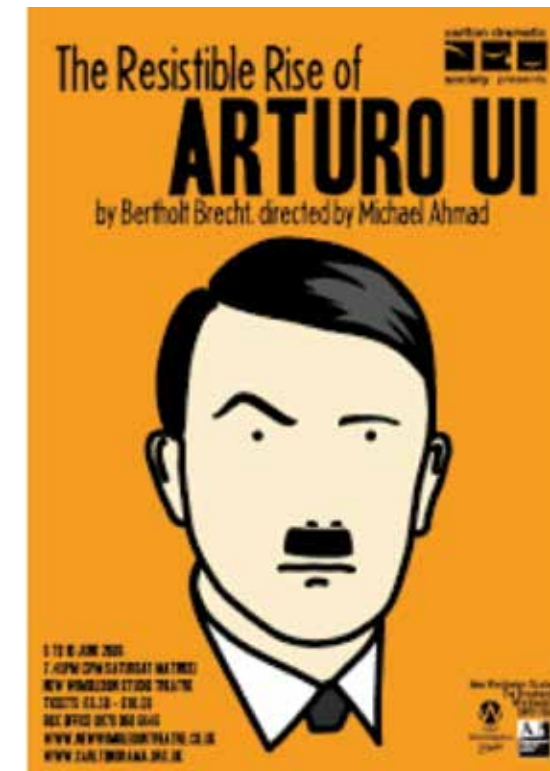
We decided to focus on a play called The Resistible Rise of Arturo Ui which centres around a violent gang which gains power through the vegetable trade, attaining near dictatorial status in a frighteningly short time. Arturo Ui is a parody of Adolf Hitler, whose rise was paralleled in Ui. Brecht deliberately portrays Ui as a Chicago mobster to emphasise that although his ambitions aren't backed by great intelligence, his determination and drive give him the power to take over the Cauliflower Trust. Brecht strongly believed all his plays must portray a clear socio-political message: ours was within the title, "Resistible Rise". We wanted to reinforce that during Ui's rise to power, there were many opportunities where he could, and should, have been stopped. We tried to reinforce these ideas through different Brechtian techniques. The main technique we incorporated was the Verfremdungseffekt: a method of the actor distancing himself from the audience so that they all feel unemotionally immersed in the fictional reality. We achieved the V-Effekt through leaving the house lights on, wearing masken (white face paint) and marking out the stage with a rope, so that all costume

changes were visible. We also created a collaborative relationship between the actor/audience through direct address and song. Breaking the fourth wall stopped the audience becoming observers and made them actively think about why things were happening. We engaged the audience through a song, sung to the tune of "If You're Happy and You Know it". Although the musical arrangement and melody of the original song is upbeat and joyous, our lyrics, in harsh contrast, were dark and sinister. Our chorus, "It's happened before; it'll happen again" emphasised that history will keep on repeating itself unless there are changes.

Brecht wrote Arturo Ui in such a way that it could have been easily set in any country. For this reason, we used projections which displayed modern-day equivalents of Ui/Hitler, such as Trump and Putin. This intensified the socio-political message and aimed to garner an intellectual and political response, not an emotional one. By acknowledging the universal issues in today's society we wanted achieve Brecht's desired response, which was to stimulate

the audience in questioning what was happening on stage and later reflecting on what they had watched. Hence Brecht's famous quote, when he says he does not want the audience to "hang up their brains with their hats in the cloakroom".

The performance – starring Ajay Elliott as Arturo Ui, with Molly Anderson, Harry Potter, Anna Sedgwick, Lydia Watts and Georgia Hubbard -- was a great success and all our preparation and hard work paid off. Everybody in the Theatre Studies group enjoyed working together and it was rewarding to see each performer develop during the year. Thank you to Mrs Griffin for all her support and also to the sound and lighting team.



Shadows in the Spotlight

BY MRS KENDELL



For the second year, the school's Shadows club have been avidly reading the long and short-listed books for the prestigious Carnegie Medal, awarded for the best in Young People's fiction. This has been an especially exciting year for us as not only did we agree with the choice of the professional judges but we were also runners up in a national competition to make a trailer for our favourite book from the short-list.

The challenge was to create a sixty-second piece of film, which could not be edited or enhanced after

filming, to give a flavour of the novel chosen. The group who rose to this challenge chose to trail One, by Sarah Crossan. An all-female group from Years 8, 9 and 10 set about creating a script drawn from lines in the book and selecting appropriate music, then creating a physical theatre piece and making directorial decisions about setting and presentation. After filming, the piece was uploaded to the school's Youtube page and then onto our own LGS Shadows' page.

Although, as runners up, we did not get the chance to go to London for the awards ceremony this year, we did win £200 of books for the school and we very much enjoyed having the library as our venue to watch a recording of the event whilst eating a delicious lunch. Very well done to the girls involved (Jade Dowling, Priya Ganatra, Zoe Jozsa, Sophia Odeh, Annabelle Onions, Jaina Raja, Urvita Roy, Hannah Shakespeare, Maya Thompson) and many thanks to Simran Thakkar for filming, the ICT team, and Mrs Hunt for all their help too.

Playing a Pickpocket in "Oliver"

BY JOE BOYLE, YEAR SEVEN

In December 2015 and January 2016, I took part in the Curve Theatre's Christmas show, "Oliver", based on Dickens' novel, Oliver Twist. I loved the feeling of excitement, adrenaline and nerves, just before stepping on stage. I also really enjoyed meeting all the crew behind the scenes and all the wonderful actors. It was an absolutely fantastic experience and I made lots of great new friends through the play.

In the show, I played a workhouse boy and one of Fagin's gang of pickpockets. When we were not on stage, the other children and I were practising our dancing and

singing, or having a game of football. The chaperones looking after us were great and brought in loads of fun games for us to play, like Guess Who? and Cluedo. Without those games, most of the costumes would have gone missing!

One of my highlights was at the very end of the show when all the kids came running onto a big bridge which hung in mid-air above the stage to take their bows. This was made even more fun when Fagin got all of the actors and the audience singing Auld Lang Syne as it



was the New Year. The worst thing that happened was once when the boy playing Oliver hit his head on a coffin during one performance and had to go to the hospital.

As we had to stay late at the theatre to perform, I had to take some time out of school, but all my teachers were

very supportive and some even came to watch the play. This was one of the best experiences I have ever had and I would recommend the Curve Theatre as a great place to start acting.

"Burning Monkey"

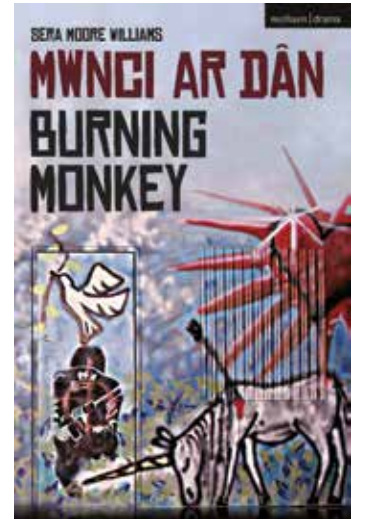
BY SHIRLEY SHAH

All of Year Nine and the senior Drama students were privileged to watch a production of "Burning Monkey", a contemporary Welsh play by Sera Moore Williams, put on for us in St Nicolas Hall by the Arad Goch theatre company on October 14, 2015.

The production captured us, with the theatre-in-the-round stage and limited props: it was loud, lively and unpredictable. The play created difficult situations for the characters and showed realistic problems faced by people daily, yet also showcased the power of love, which can give happiness or bring destruction. The painted backdrop with its cupids and weapons reinforced this sense of paradox. There were only three actors and one musician with a guitar. The music was soothing and lightened the powerful scenes of dispute between the characters, so that the musician became a fourth actor, simply watching the events unfold. The play was well directed by the playwright herself and the music was used to bridge the scenes, filling silences in the script and building tension or bringing peace.

"Burning Monkey" tells the story of a young couple who encounter a former soldier who is trying to rebuild his relationship with his daughter, (their difficult neighbour, who never actually appears in the play). Their interactions begin with hostility and comical clashes, but

it is soon clear that the characters share the pain of broken families and violence, as well as the need for love and understanding. In the background, the horrors of war are heard, sometimes suggested by soundscape, and the veteran soldier at one point tells us an anecdote from his past. Throughout the play he is dressed only in his former uniform, suggesting poverty and lack of choice. Monkey, a teenage boy, looks forward to escaping the depressing realities of his life by joining the army; however, he is to be a dad and therefore must make a decision between taking responsibility and fulfilling his dreams. In the midst of this, Shell, a teenage girl, who dresses in sickly pink and still has plush toys that she dotes on, attempts to compel Monkey to stay with her in an increasingly desperate way. Because of the staging, the audience surrounded the actors and so felt the pain alongside the characters. Props were kept to a minimum, with painted doors standing in for beds. Although the actors did have their back to some part of the audience, their constant movement into different positions kept the play vibrant and made sure that everybody was able to see well.



Janusz Korczak is my Hero

BY MRS KENDALL

Against the horrific backdrop of a World War, there are many tales of almost superhuman heroism but the story which has inspired me most is that of a man who had the courage to remain true to himself, his ideals and those he cared for in an unassuming and everyday way.

My idea of a hero? Janusz Korczak. Born into a wealthy, Jewish family in Poland at the end of the Nineteenth Century, Korczak (real name, Henry Goldzmit) initially trained as a doctor and provided healthcare for those who could not otherwise afford it. His attention turned,

however, via journalism, to Education; he threw himself into pedagogy, both theoretically and practically. In 1912, he became Director of an orphanage in Warsaw, where he put his ideas into practice: ideas which have shaped the lives and educational experiences of children in every subsequent generation. We have a School Council today because of Korczak's work at the turn of the last century. Korczak identified a range of "Rights of the Child", but there are two which resonate especially with me. Firstly, "Every child has the right to an education." No great surprises there. Secondly, "Every child has the right to resist education." Every teacher has had at least one student determined to fight for that right! Actually the whole statement reads: "Every child has the right to resist education which they know to be morally wrong." A brave truth to try to live by in the Ghetto of Warsaw in the 1930s.

When the Nazi soldiers came for Korczak, his colleagues and his orphans, it was not because they were inciting violence or running a resistance group, because they were not. It was because they were alive. It was because they were Jews. Korczak, as ever, led by example. His protest was a silent, dignified march, with his two hundred children ordered in lines and himself at the front, holding

two little hands, to the train which would take them all to Treblinka. But Korczak won. Many people may not know his name or his image but – whether they choose to respect them

or not – most people are aware of the United Nations Declaration on the Rights of the Child. These are based on Korczak's work and I can only imagine what that would mean to him. He is also the inspiration for Morris Gleitzman's wonderful book, *Once*. As an author himself, I'm sure he would find this pleasing! (Two of my heroes for the price of one.) So, that's my idea of a hero: someone who continues to inspire, to make things better. And my students can thank him too. Whenever I am about to snap at a Year Eight to "Grow up!" I take a deep breath and think, "What would Janusz do?"



Alice in Wonderland

Over the Christmas 2015 holidays, Mr Kidd challenged all interested staff, students and parents to read or re-read Lewis Carroll's (or actually, Charles Dodgson's) famous novel of 1865, as 2015 was the 150th anniversary of its publication.

Freddy Klimowicz, 8E: This would not have been my first choice of books, but I had a stab at it and it was actually quite interesting. I had previously seen the movie, featuring Johnny Depp, so I understood the basic plot, but the book differed from what I expected. Carroll was essentially writing about a fantasy land in his mind and it is incredible how he could think up such marvellous creations. After I read the book, I did some research and found out that Charles Dodgson suffered from a rare neurological disorder that causes strange hallucinations and affects the size that visual objects appear, which can make the sufferer feel bigger or smaller than they actually are. This is, of course, a sensation that Alice experiences. The disease, first discovered by English psychiatrist, John Todd in 1955, was later named Alice in Wonderland syndrome. It is also known as Todd's syndrome.

Madame Paton, French teacher: I am slightly embarrassed to admit that before this challenge my only encounter with Alice was through the Walt Disney animation film. This reading challenge appealed to me: the novel is a must-read book. I chose to read the original version alongside the French translation, *Alice aux Pays des Merveilles*, where Alice is still Alice of course, but the Mock Turtle is la Simili-Tortue, the Hatter is le Chapelier and the March Hare is le Lievre de Mars. The language is old-fashioned and the use of the past historic tense – in the French version -- certainly



adds to the mystery and strangeness of the story. Each character is unique and fabulous. My favourite part is

the croquet game: feisty flamingos for croquet sticks and hedgehogs for balls – mad, magical, brilliant!

Lucy Mitchell, Prep class: I thought it was interesting to see what was going on in Alice's head throughout the story. My favourite character is the White Rabbit, because he is always thinking he is late and he is the one who leads Alice into the story in the first place.

Mr Rich, Deputy Headmaster: As a child, I read my mother's copy of *Alice*, full of pencil drawings by Tenniel, and found it amusing, exciting and -- appropriately -- "curious". I also had the honour of playing the Mad Hatter in a version of the novel staged at my primary school. I was crushingly disappointed upon reading it again as an adult. It is much more nonsense, akin to Edward Lear, than I had remembered and too many of the characters that Alice meets on her journey contribute little to the overall narrative. I also found Alice an irritating and insipid character; I wanted her to show more resilience and "deal with" her situation! As I neared the end of the book, I was desperate for her to wake up and put us all out of our misery. I suspect that the cynicism I have developed as a grown-up has limited my ability to appreciate Carroll's masterpiece. Watching "The Wizard of Oz" for the umpteenth time, I did realise that the parallels between it and *Alice in*



Wonderland are astonishing. Most of all, I have realised that fond childhood memories are best left untainted by adult revisitation.

Lauren Volpe, 6a: *Alice in Wonderland* is an interesting, funny and magical book. My favourite character was the Mock Turtle because it was funny how he kept crying all the time.

William Wale, Prep class: I read *Alice in Wonderland* over Christmas and am now reading *Through the Looking-glass*. My favourite part occurs when the queen plays croquet and everyone ends up sentenced to execution.

Foundation Day Essay Competition: My Idea of a Hero

Malala

BY ABBIE LOKE, FIRST PRIZE FOR PREP

Who could I use for this essay? I didn't know. But when I saw a book in the library about Malala, I immediately chose her as my heroine. She is nearly all the things I want to be.

Her parents had really wanted to marry each other, but their own parents disapproved of the match. Her dad gave her mum poems that she could not read. She admired him for his wit and he loved her for her beauty. After much persuasion,



their parents finally agreed and the couple was wed, with the bride soon to bear a child.

A school was one of Malala's father's dreams and after much work, that dream came true. However, there

was inequality in Pakistan between men and women, boys and girls. If a chicken was slain in a normal house, the girls would have the wings and feet, but the males would get the juicy breast meat. Her dad told her that he knew there was inequality from a young age. However, he still went ahead and made a girls' school.

Malala was named after Malali, a young woman who urged on the Indian troops when they were losing, resulting in the worst defeat that the British army had. Her mother did not like the name because it had a gloomy meaning, but her father insisted, saying that she had great things ahead of her, like Malali.

Their leader, Fazullah, claimed to be Islamic but he did not always obey the rules of Islam and a new edict kept on being churned out nearly every day. Malala and her friends loved school and she never liked being below the top in the class. When her brother complained that he did not like school she was horrified because Fazullah had originally said that no girls could go to school and was congratulating the girls who had left school. When Fazullah reluctantly said that girls up to the age of eight could go to school, there was a lot more hope for the future. Malala and her friends hid their books and satchels under their shawls and pretended to be eight years old – an extraordinary feat!

Malala started going on television and radio, talking about being equal and her father supported her. Some people even started to consider her views seriously. One day she was walking to school with all her friends and someone appeared in front of them. “Who is Malala?” he commanded. When she revealed her identity, he shot her. Two bullets went astray and hit her friends. Luckily for them, they were not fatal shots, only skimming her friend’s shoulder. Later her friends told her he was stalking them, but then he disappeared.

When Malala arrived at an English hospital, she could not be more shocked. Her parents were not there with her and it seemed forever to her before they came. When they did arrive, the doctors told them that, although the bullet had not entered her brain, it was swelling up and they needed to remove part of her skull. Her dad said, “They’ve taken away her smile.” So many letters were sent to her, the girl who had stood up to Fazullah’s laws, and she was shocked at how many letters there were.

She was also shocked at the ready meals that English people take for granted. She wrote in her book that she could see a Costa Coffee shop outside her window in Birmingham, but I was not very surprised at that. Malala has gone through so much compared with me; she is a real heroine.

Unknown Heroes

BY LUCIA BROTHERDALE, FIRST PRIZE FOR YEAR SEVEN

I do not think that a hero needs to be famous or well-known. They do not have to change the world. When I think of a hero, I think of someone who has done something selfless, brave and life-changing – life-changing for someone.

A great example of a hero is Rick Rescorla. He worked in security for Morgan Stanley, at the World Trade Centre. When the 9/11 terrorist attack happened, he did not want to get out. Not without doing his duty. He grabbed a megaphone and evacuated so many people, saving their lives. He kept going and going, climbing the stairs again and again to guide more people outside. But he sacrificed himself and at the same time became my idea of a hero, a real hero.

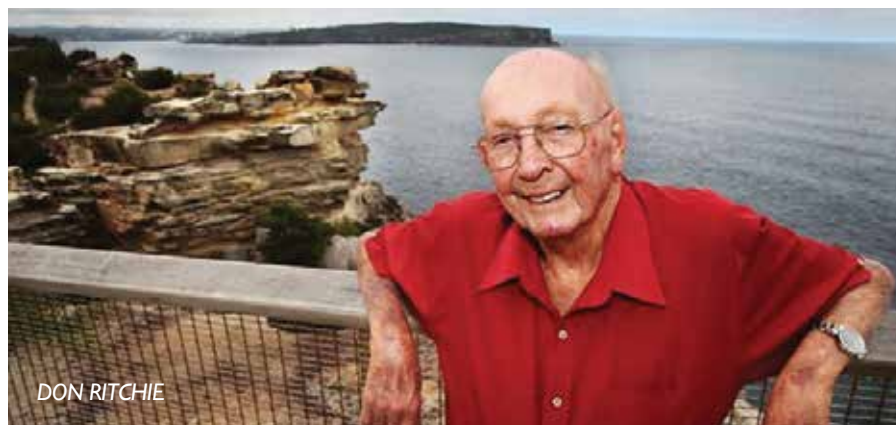
Some people say that their favourite singers are heroes, or football

players. Maybe so for them, but not for me. A hero can be anyone and they do not need to sacrifice themselves. They just need courage to do the right thing when everybody else backs down.

Don Ritchie is a hero. He is an 84 year old Australian man and he and his wife, Moira, live just across from a cliff called The Gap, which is a well-known suicide hotspot. Don goes over there every day and talks people out of jumping. Maybe he just invites them in for dinner, or tells them about his day. His bravery and determination has saved 160 people over the years. People like Don Ritchie and Rick Rescorla deserve to be spoken about more often.

The last hero I will write about is Muelmar Magallones. He was an eighteen-year-old construction worker, living in the Philippines. A few years ago, when a typhoon hit, he swam out to rescue people. It was his choice and he could have been alive today if he had not done it. When he saw a mother and her five-month-old baby, he went to help them. But after rescuing them, he was too exhausted to swim back and he lost his life that day.

You probably have not heard of these people, but they should be heard of, far and wide, for their efforts. Life is not fair like that: people go unnoticed for the bravest of things. Even so, heroes are all around us and anyone can earn that title.



Ernest Shackleton

BY ELLIOT GREEN, FIRST PRIZE FOR YEAR EIGHT



Ernest Shackleton was an Arctic explorer a while back. He did not complete his journey but what he did do is what is interesting.

Shackleton and his crew sailed into the Antarctic on a ship called Endeavour. It was going well and they were making good progress when one morning disaster struck. The ship had become trapped in between two ice floes. They disembarked quickly from their doomed vessel. Several days later the ship was crushed like a tin can and sank to the seabed. The crew’s only chance of rescue was now several boats that could not take more than six or so men.

As captain of the expedition, Ernest Shackleton had a responsibility to bring all of his men home. So he took fifteen men and three ships to Elephant Island, several hundred miles away across freezing oceans with no GPS or guidance of any sort. It took them several days to cross this sea and they had gone forty hours without sleep due to the harsh conditions. When they reached Elephant Island they had 800 miles left. Leaving a majority of his crew on the ice floe was a tough

ask for Shackleton, as he knew that if he failed they would die a very horrible death of starvation and freezing. Shackleton knew though that he could only take one boat as the others were nearly spent. So he left his crew on Elephant Island in a whaling hut. He took three other men with him on board one ship. He had 800 miles left of open ocean to cross before he reached South Georgia and safety at the whaling station.

The vast expanse of water between Elephant Island and South Georgia is possibly the most dangerous sea in the world. Not only that but they were in a small, open, rowing boat. In this stretch of ocean you get a rare occurrence where the current and the waves and wind collide with each other, creating waves that slam into each other. Water weighs a ton per cubic meter, so the water colliding together would literally smash the small rowing ships to splinters. And Shackleton and his men had to cross all of that with only a compass to aid them. It was hard going at first. Blizzard after blizzard blew around them, water that froze when it touched you. The oars and boat were constantly weighted down with ice that had to be scraped off. Any water that got in had to be bailed out, lest it weighed them down and sank the boat.

Seventeen days in and they had made good progress. They had sighted clear skies ahead. At first it looked like they were going to be blessed with good weather, but reality soon hit home. That long stretch of blue ahead was a wave, not the sky. Shackleton later wrote that in all of his history he had never seen a wave so large. The wave reared over them like a giant. Hastily they prepared, each grabbing whatever they could and chucking it overboard: spare oars, sleeping bags, ice tools, coils of rope. Somehow when the wave

hit they were light enough to ride it. Furiously, they bailed out the water and cleared the top of the wave.

A couple of days later, Shackleton ordered his men to check themselves for frostbite. It turned out that two of them had already lost toes to frostbite. Shackleton knew that he needed to find land soon, as otherwise they would die. One man was delirious with fever. A day later, land was sighted on the horizon. Shackleton and his men were delighted, but at the last minute they were caught in a furious riptide that they had to fight against with all their might in order to reach the land. (I myself have been caught in a riptide once and I know how scary it can be. It snatched me when I was underwater and dumped me on the beach, fortunately, 30 metres away. You are utterly powerless against it.)

However, Shackleton was at the wrong end of the island. He knew that if he put the boat in the water a combination of the riptide and the crew’s weakened state would mean that they would never make it. So he took one man and set off across the island. South Georgia is not very big, but it is freezing cold and averages around three thousand metres above sea level. Finding some hidden reserve of energy, Shackleton and his crew, with no proper mountaineering training or equipment, trekked across South Georgia to the whaling station.

From there, Shackleton and the two men he set out with chartered a vessel and sailed back to Elephant Island. The men on the ice floes believed Shackleton to be dead and thought rescue impossible, but they stayed put through discipline. When they awoke one morning to see Shackleton sailing a whaling ship to them, they must have felt amazed. They went to New Zealand and then home.

Shackleton is my hero because he was determined, clear-headed, bold and loyal. He did not give in when he saw the giant wave, or when he had to cross the most remote landscape on earth. And he never gave up on his men. He could have left them for dead when he got to the whaling station. Going back was by no means safe, so he risked his life for them

Lionel Messi

BY KEVIN JOHN, FIRST PRIZE FOR YEAR NINE

The hero I am going to write about is Messi. He was born into a poor family; his father was a steel-worker and his mother was a cleaner. Having two older brothers meant that he tagged along with them when they played football. Although he was very young and very small, he was not intimidated by the older and bigger opponents. Because he was small, he was also quite agile and when he got older he was given the nickname "Flea" because of his size and quick movements.

When Lionel Messi was a child, he played for a team that was coached by his father. Unfortunately Messi had a hormone deficiency, which made him very short and his parents could not pay for his treatment, which was about 900 dollars a month. Some football clubs did show an interest in Messi, but they did not want to pay for his medical

bills. But fortunately for him, FC Barcelona wanted to sign him and they agreed to pay for his medical bills. Because of how impressed with him the Barcelona coach was, he wrote Messi a contract on a napkin, having no paper at the time.

Messi was forced to make a major decision: to go to Spain and leave his family behind. He decided to go forwards and went to Spain. In Spain he had a very successful career, replacing Diego Maradona, who called Messi his successor. Playing for Barcelona, Messi had a strike partnership with Ronaldinho and together they were unbeatable. During his lifetime, Messi has received many trophies, including the Golden Boot, the Golden Ball and the Ballon d'Or. He also has a charity for children who need medical attention and is an ambassador of UNICEF.

Messi is a great hero to me because he started from the bottom and is now at the top. Although his parents were poor and he needed medical attention, Messi still strove forwards and became one of the best football players in the world. He is also the fourth highest paid sportsman in the world, after Floyd Mayweather, Manny Pacquiao and Cristiano Ronaldo. And because he wants other disadvantaged children to have a better start in life, he created a charity and donated thousands to it.

An Unconventional Hero

BY KRIS ELLIOTT, FIRST PRIZE FOR YEAR TEN

My idea of a hero is not a conventional hero. Instead of trying to fix the small aspects of life, like saving a cat stuck in a tree, this hero will fix life as a whole, starting with the eradication of the human race and then the restarting of our race but still in this century. The world's resources would also be renewed. You could say this hero is godlike, but no one would know him or what he has done. There especially will not be a book about him, lying to everyone on the planet about all the "miracles" he has performed.

As well as restarting the human race, he will give equality to the world. Each nation will get the same amount of money and it will be their decision what they will do with it. There will be no more kids starving and dying in poverty-stricken countries. Every child will be sent to school and educated, allowing them a good future. There will also be no more sick people who abuse children and make their lives hell. There will be no more sexism: men and women in the same occupations will earn the same salaries. There will be no more mistreatment or favouritism because of gender.

This hero would also create a new, sustainable and renewable source of energy, thereby not exhausting the world of its resources and ensuring a bright future for generations to come. Oil would be spread across the world equally and countries would only be allowed to extract the oil in their own territory. There will also be no sick-minded leaders and politicians to corrupt the nation and try and take over the world,

or to commit mass genocide of a certain race or community just because they do not like them.

The idea of religion would be eradicated also. No one will waste their life devoting it to someone or something that is not there. Do not get me wrong: the community spirit and tradition would still be there, but people just will not be brainwashed by a corrupt idea. There will be no extremists committing insane crimes like beheadings or flying planes into buildings full of people and they will not brainwash children into leaving their houses for a mindless illusion. As well as extremists, religion will be no excuse for wars like the Crusades as everyone knows that the leaders and pope were corrupt. People's lives would not be ruined by other people exploiting religion, for example, faith-healers. (A man was told by a faith-healer to take his daughter off the medication for cancer that she was taking, that God would make her better. Inevitably and unfortunately, she died.)

This hero would put an end to the mindless killing and arrogance of the human race. No more innocent people would have to suffer.

Barry Willday,

BY CHARLES FRASER, JOINT FIRST PRIZE FOR YEAR 11

Born in 1942 to a poor family in Derby, Barry Willday was the eldest of four brothers. They shared a bed, a room and their dad's old army coat which they used for extra warmth. When Barry was just one month old, his father left to go and fight in the Second World War, later returning to work in the Rolls Royce factory. His mother worked as a cleaner. Unfortunately, much of the money Barry's father earned was spent in the pub before he got home.

The brothers got into plenty of scrapes as kids, resulting in the second youngest, Gerald, being sent away to Borstal. For this kind and gentle young boy, this was the start of a life spent in and out of prison. However Barry, although getting into plenty of trouble, escaped any serious punishment. And so, Barry, Fred and John continued to hunt for and squish bedbugs before they went to sleep!

Having failed his 11+ examinations, Barry attended the local Secondary Modern; however, more attention was given to keeping the boys in line with the use of corporal punishment than to teaching them anything. Barry was happy just chasing girls, having a good time and modelling himself on a new and upcoming pop star known as Elvis.

At the age of fifteen, Barry was glad to go and work on the Derbyshire Railways to earn some extra money for his family. As the youngest employee there, he was given the worst jobs and was on the receiving end of the worst pranks, but he did not mind. March 16, 1959 was the day that Barry's life was changed forever. Walking back along the wall from the fire which the workers used for heating, a train was shunted into him and his body was crushed between the bumper of the carriage and the concrete behind him.

The next thing he knew he woke up in hospital, his home for the next year. He was told by the doctor that the accident had crushed his diaphragm and damaged his small intestine. This led to the loss of a kidney and two feet of bowel due to gangrene. After weeks of lying in bed, unable to move, Barry casually asked the doctor when he would be up and about again, but the doctor replied equally as casually that he never would be. At sixteen, Barry would never walk again. Normally

the cause of paralysis is the severing of the spine; however, in Barry's case, his aorta had been split, resulting in vast, rapid blood loss which had sent his body into shock and paralysed him from the waist down.

After a year confined to a hospital bed, a year of very few visits from his parents, he returned home. All the photographs of him had been destroyed, probably because his mother could not bear to see him as he had been. And his bicycle, no longer of any use to him, had been sold by his slightly wayward younger brothers. For Barry, life was not worth living and to him and everyone around him this seemed to be the end of a short, sad life.

However, Barry began to see the positives of his newfound situation. Starting with activities offered by the hospital, he took up archery and the javelin. Over time, his confidence improved and even though he was now unable to work in an engineering environment, he began to start projects at home again. Whether it was laying a patio in a week or renovating two cars over the course of twenty years, Barry would do any job himself.

Three years ago, forty people were gathered at my house to celebrate my granddad, Barry Willday's seventieth birthday. My mum, sister, aunts, uncles, cousins and grandparents were all there. My granddad, who at the age of twenty, was readmitted to hospital because his conditions had worsened, met my grandma there, visiting a friend of hers who was at the same hospital. This turned his life around, but my grandma is an inspirational story for another day.

The perseverance he showed inspires me to always look on the bright side of any obstacle that gets in my way.



People who Improve the World and People who live Benevolent Lives

BY PRABJOT GREWAL, JOINT FIRST PRIZE FOR YEAR 11



who do remarkable things for the improvement of society as a whole and people who live benevolently, silently doing deeds, but seeking no reward. The first type of hero is the more common interpretation of what a hero or heroine should be. Many think of superheroes when they think of heroes, but there is a reason they are called superheroes: they do amazing world-changing things with the help of special powers or a lot of resources. However, the heroes of today do not have this luxury, but are still able to make an impact on everyone.

Arguably some of the world's best known heroes are scientists and engineers. Of course this is mainly due to our modern lifestyle being dictated by technology and science; nonetheless their achievements are remarkable. Michael Faraday discovered the electric generator and the principles

of electromagnetism. The Wright brothers founded our knowledge of how to fly. Imagine a world without planes! Wars would be very different; transporting consumer goods would be expensive and time-consuming; long-distance holidays would be almost impossible. It is feats of science such as these which shape the world we live in for the better.

There are obviously also heroes who have done extraordinary things to inspire people and help them to live a happier life: Martin Luther King and Mahatma Gandhi fought for justice, while inspiring millions. Other people such as Sophie Scholl stood up to the Nazis against the odds, putting their lives in danger in the hope that it might help those in worse situations. Bill Gates and certain other wealthy people have donated billions of pounds to fund medical discoveries and help Third World countries develop. These are just a few of the thousands of famous heroes that the world has seen.

But there are also people not necessarily known to the world. They do not go looking for fame and rewards, but still continue being kind, caring and helpful in their own communities. They do not have massive wealth to donate to or found charities, or scientific genius to create world-altering discoveries, but they still make a positive impact on everyone in their community. The reason I am so grateful and respectful to these people is because of how selfless they are in their natural instinct to help anyone and everyone they meet. Sir Nicholas Winton left his job, family and house in London during World War Two to help Jewish refugees fleeing Nazi persecution. In 1939 he set up the Kinder transport, a system of rescuing Jewish children on the way to concentration camps

and putting them onto trains across Europe for safety in the UK. He did this almost single-handedly, even finding foster families for each of the children. In total he saved the lives of 669 children, all of whom would have faced certain death. However, he never told anyone about what he had done. It was only discovered when his wife found the records for each of the children in a box during the 1980s. He was suddenly given recognition and was even knighted. Despite this he remained humble and did not expect anything for his amazing courage and selflessness.

My final hero is my personal model, Nikola Tesla. He was almost forgotten by history and still is not very well known, despite his feats in modern Physics and technology. He was known for creating and inventing a plethora of devices, while discovering many different phenomena. He was born into a poor family in Serbia, but when he came to the US he was exploited and his ideas were stolen with no credit given to him.

My Aunt Paula

BY ANNA SEDGWICK, FIRST PRIZE FOR LOWER SIXTH FORM



Some people may think of Superman or Catwoman as a hero, but to me a hero does not need to wear skin-tight lycra or have big muscles, but

has instead to be brave, determined and emotionally strong. My heroine can be no other than my Aunt Paula.

Five years ago, my Aunt Paula was in a stunt-plane crash. Her boyfriend at the time, the pilot, decided that the dense cloud was not bad enough to stop them flying. That day he had won all his events at the competition and was ready to fly home to celebrate. It was all going so well, until they were up in the sky. Eric's sights were blinded by the immense cloud that engulfed the plane. They were rocking from side to side, struggling for control. Eric decided to make an emergency landing.

What few people know is that in a stunt plane the pilot sits in the middle of the aircraft and the passenger sits at the front. This meant that as they came hurtling towards the ground, Paula was straight on, watching the field below getting closer and closer to her. I can only imagine the force that she experienced on impact, but her injuries give me some idea: a broken spine in four places, a broken leg, deafness in one ear, a slash down her face going over her eye and onto her cheek, multiple broken ribs ... How someone could survive this and live a normal life I do not know, but somehow she did.

I went to visit her every weekend after the crash, taking her favourite chocolates, sweets and cuddly toys with me to cheer her up, but to my surprise she never needed cheering up. She had the most amazing resilience I have ever seen, determined not to let this accident destroy her. I remember laughing and playing, whizzing up and down the corridor in her wheelchair. The best and worst moments in my life revolve around the crash. The worst was when I found out what had happened. The best was when I saw Paula walk again for the

first time after the crash, only nine months after being told that she would never walk again. At the age of eleven, I never truly understood the extent of Paula's injuries and the effect they would have on her, but growing up with her and seeing her rebuilding her life, I have come to see her courage, strong will and joyous personality shine through. She may not own a cape or wear her pants on top of her clothes, but to me there is no greater heroine than Paula. She is my role model, my inspiration, the person I look up to. I am proud to be able to say that she is my Aunt Paula.

A Hero against all Odds

BY SARAH TURNER, SECOND PRIZE FOR L6TH FORM

When people use the word hero in this age, it is often associated with fictional, trivial and fantastical characters, such as superheroes that possess some form of power. But a hero needs to be someone you can aim to emulate, a genuine and realistic person. My personal hero is Kate Richardson-Walsh, who has played international hockey for Great Britain and England for the past sixteen years. Over her competitive career, she has acquired a plethora of medals and exhibited some exceptional performances. She has captained the

squad for twelve years, since 2003, and her leadership skills have been faultless. I have been lucky enough to be a member of the crowd for a number of the games she has played, my favourite to date being when they were victorious against Holland in the final of the European Hockey Nations Championship 2015, swiping the gold medal from under the opposition's noses in the penalty shoot-out. Each time I have watched her play, I have been in awe of how she is able to take control of the team and it is evident that she is a role model for her teammates. Her dedication and loyalty to the team is particularly inspiring and it is always an honour to witness her performance.

Walsh has an incredible story to tell, one that raises her above the ordinary hockey players. In the 2012 Olympics, she was faced with a challenge in the very first game of the tournament, against Japan, when she was hit by a stick and seriously injured. She had broken her jaw. As she lay on the turf in agony, everyone's hearts were in their mouths and it was as though time were standing still. How would Great Britain cope without its rock of a leader? For many, such an injury would have certainly meant their tournament was over and in some cases even their career. One thing is certain: no one expected her to return anytime soon. However, Walsh's laudable resilience shone through and she returned after



missing only two matches and undergoing surgery, playing in the penultimate match against China. Her dedication to the team in such circumstances was like something out of legend and I admire her for it so much. Even in the face of adversity she pushed onwards and fought all the challenges she was confronted with, showing an impeccably strong mind-set.

The qualities that Walsh possesses have inspired me, but not just on the hockey pitch. They are also relevant in everyday life and it is not necessary to be a hockey player to appreciate the values that she has. One of the most interesting statements that she has made is, "I love the crowds even when they are against us." Although this was obviously referring to the crowds that swarm the stadiums to watch their favourite hockey teams, I believe that it can be applied to other situations. People ought to take pride in what they do and follow their dreams, even when it seems as though the world is against them.

My idea of a hero is Kate Richardson-Walsh and in my opinion an important lesson can be learned from her. I believe that we would all benefit from taking her advice to "love the crowds even when they are against us."

Josephine

BY LOLA CARTER, FIRST PRIZE FOR UPPER SIXTH FORM

A hero, in my opinion, puts others above himself and is able to appreciate everything he or she has, whether this be a substantial amount of anything or, in fact, very little. For this reason, my hero is a sixteen year old girl I met in Africa. Her name is Josephine.

During my Gap Medics trip to Kilimanjaro, Tanzania, I met some amazing people with incredible stories. However, Josephine's story touched me most. I met her during a ward round with my supervising doctor, Dr Dawson, at the local hospital. I was doing a week of obstetrics and gynaecology and was surrounded by about forty women with newborn babies. When I saw her, I immediately thought that she looked a lot younger than the other women, younger than I in fact. The difference between me and her was really only a year or so and the fact that she had a very large, very pregnant belly. As the doctor left to see another patient, I was left perched on the end of Josephine's bed with a very small and relatively useless vocabulary of Swahili. I tried to initiate a friendly conversation, asking her age, how she was feeling and other obvious questions. She was really lonely and appreciated my very poor efforts at speaking Swahili. Only after ten minutes or so did she reveal that she spoke very good English. She had obviously really enjoyed watching me stumble through sentences in Swahili and thought that it would be funny to let me continue! We ended up having a really interesting talk (in English, thank goodness), comparing her background and mine.

I went to see her every day for the next four days. We became quite good friends. She told me the very powerful and heart-wrenching story behind her pregnancy. In Tanzania today you can still get a twenty-five year prison sentence for having an abortion. (It is longer than the murder sentence in some instances.) This makes it incredibly tough for mothers who simply cannot afford to have a child, whether the reason is financial, emotional or physical. Josephine's mother had died when she was born. Her father left,

as he was unable to take care of her properly. She was sent to an orphanage for street children. When she was fourteen, she fell in with the wrong crowd in her town and found herself constantly being threatened and abused by her so-called friends. One of the male friends took this too far and followed her to her secret spot in the local field, where he raped her. With no witnesses and no real friends or family to help her out, Josephine was regarded as a failure and hopeless teen pregnancy case. When she began to show and it was clear that there was a baby on the way, she was forced to use the little amount of money her father had left her to buy a flat in the outskirts of town with a girl she had befriended at the orphanage. Through this whole story, it was clear that she was not pitying herself or expecting sympathy. She was just telling me about herself. I could tell that she had grown to love the baby growing inside of her, regardless of the fact that the father was a cruel, violent rapist.

Empress Theodora

BY ISOBELLE JACKSON, SECOND PRIZE FOR UPPER SIXTH FORM



The history of women is one of oppression; however, it is not

true that this is the only history to tell. Many women, from Sappho in Ancient Greece to the Suffragettes or Angela Merkel today, have fought for empowerment and many have won. Their struggle is one that I find heroic and as a result I do not have one hero, but many. One essay could not possibly do justice to all of my personal heroines so I have chosen to write about just one.

Theodora was born in the Hippodrome, Constantinople, and was the daughter of a bear-keeper. Her father died when she was five and her mother remarried. Her mother trained her and her sisters and when they were old enough they got jobs as performers themselves. Theodora became an actress, dancer, mime, comedian and (as was the case with most actresses at the time) a child prostitute. At fourteen, she had a child and alongside her older sister, a famous singer and concubine, was probably forced to have many abortions. She went on to become the mistress of the Governor of what we would now call Libya, leaving him when she moved to Syria. In Syria the authority of Constantinople was in question and it is likely that Theodora became a state spy.

She met her future husband, Justinian, when she was twenty-one. He himself came from humble beginnings, as the son of a farmer and he had used political intrigue to elevate his uncle to Emperor, with himself as co-emperor. At the time, former actresses were forbidden to marry, let alone marry the Emperor. Theodora and Justinian had to change both the law and public perception and in 527 A.D. "Theodora-from-the-Brothel" (as she was called by Procopius in his account of her) became Empress Theodora, ruler of the Byzantine Empire.

She employed all of her skills from

her time as a performer to take on an entirely new, regal persona. She became what she knew she had to be as the wife of the Emperor and yet she never accepted that as her only virtue. She was almost unique for the period in being considered not just Justinian's wife, but his confidante and intellectual equal. In doing so, she created an entirely new vision of strong, imperial womanhood, which flew in the face of the views of the early Church that, as St Jerome put it, "Woman is the root of all evil." In a time when women were put firmly into the categories of as virtuous as Mary or as sinful as Eve, Theodora had completed her transformation from one to the other. Even today a mosaic survives depicting her in a halo, wearing a cloak adorned with the three Wise Men.

Her achievements in power were really ground-breaking. Following Justinian's release of the codex, Theodora worked on a paper entitled "On Pimps" and worked tirelessly to stop pimps from making money from prostitutes. She passed anti-rape laws, banned brothel-keepers from Constantinople, outlawed selling women into prostitution, changed divorce laws and made it illegal for men to kill their wives for adultery. In addition to changes in the law, she also established a safe house for women who were ex-prostitutes. When religious dissent threatened to rupture the Church, it was Theodora who calmed the factions. When the plague hit, it was Theodora who ran state affairs until Justinian recovered. And when the Nika riots threatened their rule, it was Theodora who convinced Justinian to stay with this speech: "I know it is the belief that women should not show daring in front of men, never be brave where men hesitate, but I know that flight is not the answer, even to save our lives."

In fact, Procopius credits her with suppressing the rebellion. When they consolidated their power, Empress Theodora and Emperor Justinian built the Hagia Sophia as an architectural legacy of their rule. In the little Hagia Sophia, Empress Theodora's inscription reads, "May he in all things defend the rule of the Sleepless Sovereign and increase the power of God-crowned Theodora whose mind is adorned with piety and whose continuous toil lies unceasing in its efforts to nourish the destitute."

Empress Theodora is one of my personal heroines not because she possesses every heroic quality that I admire (as that would be impossible), but because she embodies so many things that I aspire to be. She forged her own path to the top of the political system, using her cunning mind and exploiting institutions like marriage that would otherwise have been used to suppress her. She was brave and strong and yet incredibly kind. She redefined the Christian view of women to be compassionate and by the time of her death women in her empire enjoyed more freedom than anywhere else.

Her qualities are incredible but not entirely unparalleled. There are hundreds of heroines who deserve essays, including the Trung sisters, heroines of the Vietnamese independence movement; Empress Wu, ruler of dynastic China; Christine de Pizan, the first consciously feminist author; Olympe de Gouges, author of the Declaration of the Rights of Women and heroine of the French Revolution; and Rosa Parks, heroine of the American Civil Rights Movement. If we really wish to understand what a heroine is, our endeavour should be to ensure that their legacies are not lost in the enveloping folds of history.

Ella Grace Denton

BY MEGGIE WESSEL, THIRD PRIZE
FOR UPPER SIXTH FORM

I don't have any personal heroes or heroines, but there are people that I look up to and consider to be role models. One of these is a blogger called Ella Grace Denton, who writes about her travels, experiences and thoughts. After dropping out of university, she embarked on a journey of self-discovery, which took a lot of strength, as education is so highly valued. Like Ella, I would like to travel, not only seeing countries, but truly experiencing them. Ella really connects with the people she meets and speaks about them with honesty and kindness. She took on the one pound a day challenge recently, where you have to live on food costing one pound a day for two weeks, which is something that many in poverty really have to do. This was a sponsored event for charity and it was an eye-opening experience, spreading awareness of what happens in every town and city. I think that she is a selfless and giving person and I would like to be like her.

Ella encourages a healthy and balanced lifestyle for young teens, being a vegan and preaching self-love and self-acceptance. She is a strong animal rights activist and campaigns for the fair treatment of animals. I am a vegetarian, partly because of her influence and I aim to be vegan also one day, since I agree with her that the protection of animals is important. This is especially so in regard to the deforestation of the Amazon Rainforest, where thousands of creatures are becoming extinct. Ella campaigns for a more ecologically friendly and

environmentally friendly world, reducing her carbon footprint wherever she can and reducing the amount of waste she produces as much as possible. Since reading her posts I have begun to buy items that I need from charity or second-hand shops and to recycle whenever possible. Today everyone thinks they need the latest gadgets and brands and they seem to forget about those suffering, barely able to eat enough to sustain themselves. We all need to do our part to help. Ella Grace Denton's "raw" lifestyle is quite rare and for her to stand up and encourage other people to do the same is brave. She talks a lot about nature and how we should connect more with it. Going on a walk or discovering new places is so important, as we all need to get away from online distractions and being sedentary and just be active, with no worries.

She is interested in the teachings of Buddhism and discusses this in her posts. The Buddhist philosophy of kindness, non-judgement and purity of mind is something we can all take inspiration from. She talks a lot about meditation and yoga and, since reading her posts, I have taken up weekly yoga classes and try to meditate daily in order to stay in the present moment, develop positive feelings and have a calmer mind. This has helped me to deal with stresses in my life, at home and at school, and



allowed me to become a more balanced person, taking half an hour a day to separate myself from others and relax. It has slowed down my life and made things easier. Yoga too enforces a calm and balanced mental and physical state.

Ella acknowledges that everything is not always positive. Everyone has bad times and down moments and she shares this openly with the world, countering the image of perfect lives that we see on social media. Her openness and honesty makes her a more genuine role model, since there is no one who never makes mistakes. I admire her for just being herself, without worrying about what anyone else thinks, and also her emphasis on kindness and thoughtfulness. Ella Grace Denton is an inspiration for many young people and spreads happiness and joy with her posts and photographs.

Battlefields Trip, October 2015

BY KANEEKA KAPUR
(Reprinted from *The Peacock*)



Before going on this four-day trip to the World War One battlefields, monuments and museums of France and Belgium, I had been surrounded with tales from my friends about how amazing and life-changing the experience would be, to the extent where one of my friends, who went on the trip twelve years ago, was still gushing about it. So understandably, I was incredibly excited and this feeling was shared amongst all thirty-eight Year Eleven History students attending.

Upon arrival in France, we went to two locations: the Wellington Caves in Arras and the Ring of Remembrance, a new memorial commemorating over 500,000 soldiers of varying nationalities. This was a favourite of many as the soldiers were not segregated into "Us" and "The Enemy", but instead listed in alphabetical order, with Germans next to Americans and

Indians and no differentiation between them.

Over the course of the trip we visited numerous memorials and cemeteries, all of which were harrowing, yet eye-opening experiences. The visits were complemented with debates in the evening that got us genuinely engaged with our surroundings and utilised our knowledge. An added feature to this year's trip was the group videos: each group of roughly ten students was tasked with creating a film at a given location, answering a given question. Although some people may say that this caused us to take attention away from the history and focus on cameras, I would disagree. Having to create these short projects pushed us to find out a little bit more about the area and to think from different perspectives. Often the location was a place we had never studied before and it gave us a chance to widen our knowledge and learn a few more facts that may help us on the examinations.

No one site stood out for me more than another. No matter how many numbers you read in textbooks, or stories you listen to, nothing can prepare you for the rows upon rows of white gravestones and names, reaching further than the eye can see. Nothing can prepare you to find out that the one-acre plot of land you are standing on is now home to over 45,000 unknown German soldiers. If nothing else, going on this trip makes you start to comprehend the sheer scale of the wars, something you can never be taught in a classroom.



Beyond Belief Talks

Abortion, a Sensitive Topic

BY SANA SAJID

On January 26, 2016, the pupils of LGS were lucky enough to be paid a visit by Professor David Paton to discuss his pro-life views regarding abortion. He is not only Head of Economics and Finance at Nottingham University Business School but also an expert on issues regarding abortion. Many children of all ages attended the talk, even some who do not study RS. It was extremely beneficial for the GCSE

students and others to be made aware of just how hard it can be for people all around the world and the issues they can face on a daily basis. The talk was extremely controversial with many strong, factual and opinion statements. For example, Professor Paton asked us what we thought the beginning point of life was, setting off many widely divergent points of view: some said at conception and others

said at birth. The hour progressed into more of a debate around an astoundingly sensitive topic. This informative and thought-provoking talk helped us to develop a broader understanding of alternative viewpoints to our own. For how can we progress as a human race if we cannot accept and help others without judgement?



The Eva Organisation for Women

BY SANA SAJID

On February 23, 2016, all GCSE RS and A-level Philosophy and Ethics students were invited to a Beyond Belief talk by a representative of the charity Eva Organisation for Women, Dr Sediyo Siad. This charity aims to eliminate acts of Female Genital Mutilation (FGM) in the UK and, eventually, across the world. This process is generally

seen as cultural, but in some cases families insist it be carried out for religious reasons. As we learned, however, no religions support the act of FGM. The talk was very eye-opening and I can confidently say on behalf of all those students who attended that we feel extremely grateful that we live in a country where it is deemed socially and

morally unacceptable to carry out FGM just because, for example, a young woman is unmarried, as it is against the Human Rights Act. The talk raised some controversial questions, such as when Mary Osborne asked if FGM would be supported by Muslims had it been mentioned in the Quran.

The Pursuit of Knowledge Conference



On a cold, damp October morning LGS Sixth Form Philosophy and Ethics students travelled to Worksope College for a Philosophy Conference presented by Sheffield University and leading British Philosophers. The day began with Peter Vardy presenting a lecture on what it means to be human. He asked us to choose our favourite Harry Potter character and then cleverly related the character traits to the Aristotelian Virtue Theory. The lectures given during the day were

interspersed with workshops. We enjoyed debating philosophical issues with students from schools all over the country. One workshop that had a strong impact was being asked whether we would rather be a human for a day or a drunk oyster floating in a warm bath for ever! As you can imagine, this caused heated debate.

We were elated to have the opportunity to hear a true philosophical debate between the great Richard Swinburne (pictured here) and Raymond Tallis as they grappled with the concept of dualism. Swinburne purported that the essence of humanity lies in a soul that survives the erosion of the body, whilst Tallis maintained a materialistic stance, supporting the analytic philosophical view that a soul is a non-verifiable entity. It was a memorable day and we came away with our brains aching from so much deep thinking.

My Trip to the Shri Swaminarayan Mandir

BY JAINA RAJA

On February 9th 2016, Year 8 visited the Shri Swaminarayan Mandir. Not only was it a beautiful place from the outside, but the inside made me feel special, peaceful and in awe. The Mandir itself was dazzling; a beautiful sacred place with themed decoration, statues and representations of all of the different gods. It was lovely and some of the intricate designs were carved especially for this Mandir. The temple outside is white to represent purity and cleanliness and was made



and dedicated to Bhagwan Swaminarayan, who was a Lord born in Northern India in 1781. As you enter the temple, his footprints are there, in gold, in the centre of the hallway. These represent sixteen symbols that are in Hindu scriptures. He travelled all around the world, for seven years, and travelled to places like the Himalayas. He spread around the meaning of true religion and on his journey he taught many people about qualities such as forgiveness and perseverance. He didn't take many possessions with him and didn't show in any way that he was a Lord. I find it amazing how someone can do this at his age, as for me, it would be impossible. We were taken into a white room, which felt peaceful. Along the walls were pictures depicting Lord Swaminarayan during his childhood. In the centre of the room was a murti of Lord Swaminarayan. A Murti is not a statue, but a

living image of a god. Hindus believe that God listens to us through the murti, and God is believed to be inside the murti. After that we entered the main shrine room, which was very elaborate, and had many images and murtis. The lighting and walls were very beautiful and there were many paintings of Lord Swaminarayan around the room. There were many different murtis worshipped in this temple and some included were Shiva, Ganesh, Hanuman, Krishna and Sita. The Mandir also had an additional grand prayer hall that was very pretty, the ceiling filled with lots of different coloured lights, many designed as lotus flowers. I really enjoyed visiting the Mandir, and learning lots of new things about Hinduism, some of which I didn't even know myself and I thought the Mandir was one of the most beautiful places I've ever visited.

God and the Big Bang

BY ZOE JOZSA

There is one question scientists, theists and human beings have been longing to receive the answer to since the dawn of time. How has the entire universe come to be, through God, the Big Bang, or both? On June 30th, 2016, our Year 10 classes were greeted with this miraculously vast question. Our first speaker, Andy Fletcher, was most enthusiastic about our universe, and so filled us with knowledge of the concept of dimensions,

space-time and the Earth's scientific beginning. It seemed to be an overwhelming amount of data; however, for me it was a true eye-opener into my whole view of the universe. Before this fateful Thursday I had never really seen the universe as anything more than what the textbook pages show us, but now I have grasped this insight into the complex structure of the universe I have found myself almost at peace with all my unanswered

questions. During Dr Fletcher's talk, I found myself scribbling a lot more questions than answers, as if my brain had suddenly woken up from a deep slumber and it was amazing. This tidal wave of understanding continued throughout the day with very interesting talks from Stephanie Bryant, who explained the impact a wild animal's scat can have when researching the animal's diet and habitat, and Naomi Brehm, who presented us

with some flowers and images of fractals and went on to explain how the natural beauty of the world can have perfect repetition. I hope that this joint event from the Science and R.S. departments will continue for future years to allow more budding philosophers to be given the opportunity of opening their eyes and minds around them. And with that I will finish with a final question: Are we ready to find the truth of the universe?

The History of Conscientious Objectors

BY AMI GANATRA, IIA

On 29th September, 2015 an avid audience of students, historians and parents were treated to a very informative talk on the topic of Conscientious Objectors in WWI. A lecturer at the University of Leicester and formerly with the East Midlands Sound Archive, Cynthia Brown spoke about national and local levels of objection, exploring the incentives, means and consequences of applying for personal exemptions to enlistment.

The Ministry of Health destroyed the records of the objectors' legal tribunals in 1921 to "draw a line under the issue", as it had been a cause of contention, but newspaper reports and other surviving records provide fascinating insights. (Brown revealed that she stumbled upon the idea of studying Conscientious Objection when flicking through old newspapers. In these reports those who came before the tribunals were anonymous, but names could often be guessed by the details supplied in stories.) Early on, the Great War was fought on Britain's side entirely by volunteers and the 1916 Act of Conscription was greeted with mixed reception across the country. Conscription applied to men between 18 and 41, then expanded to 18 to 51, and at first applied only to unmarried men, but then was applied to married men too. To its credit, Britain realised that the right to object was a moral right. One per cent of British men involved in WWI, 16,000 people, refused to serve on conscientious grounds. Eighty per cent of those who went to tribunal were granted an exemption of some kind.



The lecture centred on the reaction in Leicester. Compared to the 5.2% in Derby and 18.5% in Nottingham, the recruitment rate for the army in Leicester was only 2.6%, which Brown attributed to the buoyancy of the local economy and general anti-war sentiment shared by all classes of people. For instance, Reverend Donaldson claimed in November 1914 that war "violates purity" and "wrecks habitations". Brown told the audience that most tribunal cases were based on the grounds of hardship as opposed to conscience, but applications were hard to qualify and assess. Tribunals were staffed by local men, with a military representative, who was meant to advise only, but who sometimes exerted pressure. The Leicester tribunals were chaired by a liberal, who was sensitive to the issue of conscientious objection, as he himself had been prosecuted in 1904 after refusing to pay an education rate. Applications were granted on either absolute, temporary or conditional basis and there were many grumbles about the system being unfair. Brown highlighted the contrasts between the objections of an individual (a stock-keeper in a rubber warehouse) and well-established groups such as Quakers. The stock-keeper objected to fighting as his three brothers had all already enlisted, but his application was refused. The Quakers, on the other hand, were not even questioned on their objection because they were renowned

pacifists; they were immediately granted exemption. (Ironically, however, one-third of Quakers did actually serve by choice in WWI.) The Bishop of Lincoln said that, "Conscience is a sacred thing" and that a man might be "useless for war" and yet be a very useful citizen.

The lecture moved on to the harsh and unforgiving treatment of refused conscientious objectors, where arrest by the police invariably led to being handed over to the military. Refusal to further cooperate would lead to prison, from which objectors sometimes emerged terminally ill or dead. This mistreatment continued even after the war, as some lost the right to vote for five years and others were banned temporarily from re-employment. Tolerance advanced in the years after WWI. The Military Trading Act of 1939 recognised

the right to object and an even greater proportion of applicants were granted exemption (greater than eighty per cent). Brown told the audience that her personal belief was that there ought to be a provision for conscientious objection, and many of the audience agreed. Some students, however, felt that the absolutists (who would not accept even a role as a non-combatant, such as a stretcher-bearer) had gone too far.

In all, the lecture was an excellent opportunity to get an academic's view on an integral part of the IGCSE History course, but it was equally accessible for the non-historians present. We came away thinking about the profound moral issue of conscientious objection and how much our modern society relies on and perhaps even celebrates dissent.

Introducing our new History and English teacher, Mr Preece

INTERVIEW BY MILLIE SIAN

What is your favourite period of history?

The British Enlightenment is my favourite period because it was essentially the birth of the modern world. Modern Science developed at this time and thinkers, generally they were men, could cross over into many different fields.

What is one piece of advice that you would give to every student in the school?

This is the only time in your life when you will have the opportunity to spend every single moment of the working day with your friends, so take advantage of that and make friends with everybody. If you see somebody sitting in the corner all alone, then go and talk to that person especially. It will benefit both of you.

If you could go back to your secondary school life and change one thing, what would it be?

I would have been more confident when I was younger and would not have been afraid to put forward an original idea.

Which historical figure is your hero and why?

Answering that question is extremely difficult. Fundamentally no-one is a paragon of virtue; elements of both Jekyll and Hyde are always inherent in humanity. Certainly Francis Bacon springs to mind as a man who could be considered a 'hero': Lord Chancellor of England and a true polymath, he was the father of modern science, some would even suggest. He was a man who transcended many intellectual fields and upon each one he trod, left an awe-inspiring mark.



Spanish Hot Chocolate, a Golden Altar and Bosch's Garden of Earthly Delights

BY PRIYA LUHARIA

In February 2016, the Upper-Sixth History students, Mr Allen and Mrs Pottinger, went on a short trip to Toledo and Madrid to gather some sources for our A2 History Coursework.

Although we had been looking forward to hot and sunny weather, we soon found out that Toledo was as cold as England. Nevertheless, this did not stop us from having a fantastic time; many of us have agreed that it was one of the best school trips we have experienced. After a short, early morning plane journey, we took the metro to Madrid to see El Escorial, the immense palace of Philip II. The surroundings of the palace were picturesque and peaceful. From this palace, Philip II ruled Spain from 1556-1598. Although we expected the palace to symbolise the wealth and superiority of late 16th century Spain, we realised the exterior of the palace was not lavish, but rather minimalistic; merely a place for Philip II to live and rule the country from and furthermore store his art collection. We were able to see some of the most important rooms such as the library, the hall of battles, the Pantheon of the Kings and even Philip II's modest office. After spending a considerable amount of time in the palace, we went to a café in Madrid and had some Spanish Hot Chocolate to warm us up, since the rain was pouring down and we were all soaked! We then travelled to our hotel in Toledo and had an early night.

The next day we had a long itinerary, including museums, cathedrals and other places which would prove to be vital sources for our coursework. To me, the highlight of the trip was Toledo Cathedral, first thing in the morning. The architecture was stunning and the main altar was entirely made of gold from the New World (America) which Christopher Columbus had discovered in 1492. A subsequent guided tour of Toledo allowed us to understand more about this historic town, the religious centre of 16th century Spain. A torture museum displayed the methods used by the Spanish Inquisition, while we also visited a synagogue and a church from a period of convivencia (meaning 'living together'). On the final day we went to The Naval Museum in Madrid where we were able to see real maps used in various expeditions and glimpse the 16th century interpretation of what the world looked like. The last place we visited was a personal favourite, The Prado Art Gallery, one of the biggest collections of art in the world. We were given a while to walk around the gallery and find any pieces of art that demonstrated something about 15th-16th century Spain for the purpose of our coursework. Artists featured there included Goya, Caravaggio, Rubens, Bosch, El Greco, Titian and Velazquez. Although it is impossible to see everything in the museum, we did see key pieces of art, such as the portrait of Emperor Charles V at the battle of Muhlberg and Philip II's favourite work by Bosch, *The Garden of Earthly Delights*.



Exemplary Courage, “Wipers” at the Curve Theatre

BY TEJAS EASWAR



On April 21st, 2016, Year Nine LGS students went to see a performance of “Wipers”, a war drama tackling class, race and colonialism, interwoven with emotion and anguish. “Wipers” is a drama of five First World War soldiers, although we only see four. They take refuge in a barn in the middle of the battle in Ypres. The rest of the British army are in tatters. The main character, the fifth soldier, Khudadad Khan, is conspicuous by his absence; yet the central theme of the story is woven around him. Ishy Din, the playwright, based his story on Khan's bravery. Although his hero never appears, the audience always feels his presence with the continuous rat-a-tat of his machine gun in the background.

A hundred and two years ago, a Punjabi gunner in the 129th Baluchi regiment stayed at his post in the machine-gun nest, injured and at bay, with his commanding officer dead. Khan was the first non-British soldier to be presented with the Victoria Cross, awarded during the Battle of Ypres, (pronounced Wipers by some), a Belgian municipality in the Flemish province of West Flanders. He single-handedly held his depleted regiment's trench position until he had drained his last bullet. Khan delayed the advance of the German troops, giving the Allied forces time to replenish reinforcements.

Thomas, the young white officer, is a newcomer to the army. He is in charge of the three Indians. As the audience predict, Thomas is the stereotypical English officer. He cannot speak Punjabi, or Hindi and has little understanding of their traditions. He also has an attitude of superiority about him. “Look at all these things we English have done for you.” Thomas' three Indians hail

from very different backgrounds. The experienced power-crazed Sadiq is a lance-naik (lance corporal) and the veteran AD cannot speak a word of English. Ayub's privileged backgrounds raises a hint of jealousy in the lance naik. As the play unravels, we see Thomas develop a greater understanding of the others. Sadiq is from a poor background; he has had to work incredibly hard for little reward. He wants to attain fame and fortune;

he does not want to risk going back into battle too soon, so he is suppressing his conscience. In the end, however, his bravery prevails and he goes and helps the rest of the army. Ayub has a very idealistic view that is tested to the hilt by the war. Honour, and doing what is right is paramount for AD. All he really wants to do is get home to his family, but wants to do that in the correct way. Between the four there is a clear sense of hierarchy. The soldiers' backgrounds, wealth and levels of education separate them as much as their difference in languages.

The play is set in a beautifully crafted, towering barn. Through the windows of the barn are distant fires, indicating Khudadad's stand through night and day. There are realistic props as well, my favourite being a tin, in which AD cooks dhal. The rich aroma of the dhal wafts gently through the audience, the smell transporting us seamlessly into the scene. During moments of tension, I also noticed a red tinge to the lights. The costumes are lifelike replicas of the soldiers' uniform, along with the realistic background thuds and bangs. The clever use of accents enhanced our enjoyment of the play. The Punjabi sections of the play are spoken in a Yorkshire-accented English. In the English sections Sadiq and Ayub speak with a strong Indian accent, while Thomas speaks English in a crisp manner.

Although this is a historical play, the issues and dilemmas raised overlap with a number of issues of our time. We are left in a thoughtful and pensive mood. A special thanks to Mr Picknell and the rest of the staff, on taking us to see this play and granting us these unique insights.

Year Seven Archaeology Workshop

BY CHARLIE RENNIE



coins. We talked about the differences between different types of notes and coins and modern credit cards. The Roman coin that I got the closest look at was from the period when

On February 24, 2016, Year Seven entered St Nicolas Hall for the hotly anticipated Archaeology workshop. We came armed with only a pencil, not knowing what to expect, but eager to get started.

We soon found out that 7e's Latin teacher, Miss Gonzalez-Rodriguez did not only teach Latin at LGS but was also a Doctor of Archaeology at Leicester University. We were split into groups and my group's first station involved working with human and animal bones. We all learnt some brilliant facts about bones. I found out that chickens originated in Vietnam and were sometimes kept as pets, while cows originated in India and pigs in Syria. We also learnt how to detect which animals were which by their skeletons. The next station was all about pottery and how to tell what material it was made from and where it was from. We found out that pottery was used for many different purposes, such as storage jars for wheat or maize, drinking vessels, flower vases and decorative pots. At the next table, we studied some fascinating Roman

Georgius the Third ruled. After the third station, we took a short break to look at some of Miss Gonzalez-Rodriguez's archaeology equipment and her beloved spade and digging companion, Obi-Wan.

My group's next station contained some modern-day objects, which we were told to inspect as though we were archaeologists one hundred

years in the future. We had to tell what each object's use was and guess who might have owned it. At the final station we did some drawing, trying to be as accurate in our representations as archaeologists need to be. We measured the width of the objects using a special grid, then traced around the outline of the shape and filled in details and patterns, as these cannot always be seen in photographs.

At the end of the afternoon, Year Seven sat down for a final talk. The archaeologists were bombarded with many questions and also told us some great tales of their adventures and priceless finds. It was a great afternoon for everybody, including the teachers. Thank you to the Archaeology department of Leicester University and the History department of LGS for organising this brilliant experience.



Lecture on the Maya Culture

BY ANDREW HIGGINSON



Ask somebody about the Maya and they will most likely tell you that they were a civilisation that built some step pyramids and were killed by Spanish settlers 400 years ago; however, the Maya are actually the largest surviving Native American ethnic group, with about six to seven million Maya living today in Central America, Southern Mexico and smaller communities around the world. On September 21, 2015, Dr Maria Varela-Silva, director of the Mayan Project, and Professor Barry Bogin, who works with her, came to LGS to tell us about the Maya culture of Central America and how the Maya people live today.

They began by showing us pictures of a mural (above), 16 by 9 metres in size, which tells the story of the Maya people up to the present day. It starts with a depiction of their creation story which tells how they were fashioned from corn by the gods. Then there is conflict depicted: a Spanish sword and a Mayan spear. They did not work iron, so Maya spear-points and arrowheads were made of volcanic obsidian, similar to sharp glass and very deadly! The mural then depicts how they were nearly destroyed: in the century after the Spanish first arrived, 90% of the Maya population was wiped out. However, the story ends on a brighter note, depicting their recovery and their life up until the present day. The lecture was essentially about how these people live now and the problems that they face.

Originating on the Yucatan Peninsula, making up the present-day countries of Belize, El Salvador, Guatemala and Honduras, the Maya had a written language called Mayaglyphs, which is similar to hieroglyphs, but there

were also many distinct spoken languages, at least 33 of which are still spoken today. Some common expressions are "Utz awach?" – How are you? – and "Utz matiox" – Fine, thank you. In the Mayan calendar, each month had twenty days.

We were shown how their numbers were formed through a system of dots, bars and conches (zeroes). Fifteen, for example, was formed with three horizontal bars. Dr Crawford was the quickest in the room to decide how 38 would have looked.

Throughout their history, the Maya have faced political, social and economic repression. Even before the arrival of the Europeans, they were conquered and subjugated by the Aztecs. When the Spanish arrived, the main killer was not their weapons but smallpox and measles, diseases the Maya had no natural immunity to, at first transmitted accidentally, but then purposefully, with gifts of blankets and other items contaminated with disease. The Spanish also burned almost all the thousands of Mayan books in existence, because they were considered irreligious. The few pre-Spanish books that remain are very valuable, among them the "Book of Wisdom", telling the Mayan story of creation and stating basic moral principles. Their religion was polytheistic, similar to ancient Greek and Roman faiths, with gods symbolising particular aspects of society and a chief god, similar to Zeus, called the Supreme Feathered Serpent. The temple at Chichen Itza was a marvel of precision architecture, built so that on the summer solstice, the shadow of a giant snake could be seen slithering down the steps.

Much of the Mayan culture revolved around farming, with corn or maize as the staple food, eaten with squash, beans, chilli peppers and fresh fruit. These plants, perhaps with some fish or meat, provide a healthy and balanced diet. The Maya boiled the corn kernels with limestone, which provided a source of calcium. Despite corn making up three-quarters of the Mayan diet, it is far from monotonous, as there are countless recipes

and a variety of ways to prepare it, the most common involving tortillas. (The Spanish myth of streets paved with gold was actually a description of corn drying in the sun.)

The Maya were enslaved until 1800 or so. Even after the Spanish colonies in Central America became independent, the native Maya were oppressed. Of course, those in power were descended from Europeans and believed that the Maya were primitive, dirty and inferior. Today, Maya mostly live in poverty with large families sharing small houses. Hammock beds and outdoor kitchens are common. Many suffer from obesity and vitamin deficiencies, due to the influence of big companies, as for example, Coca Cola is cheaper to buy than clean drinking water! Sometimes fizzy drinks are given to babies and small children, rather than milk, leading to the Mayan people consuming too many calories and not getting enough nutrients. They are also among the shortest people in the world, due to their

poor diets, but their height is not genetic as Maya living in other parts of the world are taller.

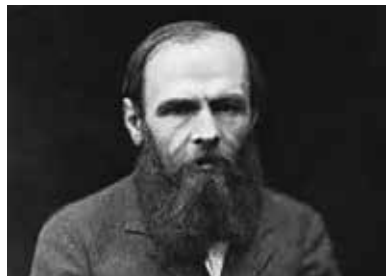
Sadly, the genocide in the 16th and 17th centuries was not the only one the Maya have had to face. During the Civil War in Guatemala from 1960 to 1996, many thousands of Maya were killed by the dictator. They could be killed for wanting to attend university, or simply because of their ethnicity. One survivor, Rigoberta Mench'u Tum, was the winner of the 1992 Nobel Peace Prize and said about the Maya: "We are not myths of the past, ruins in the jungle, or zoos. We are people and we want to be respected, not to be victims of intolerance or racism."

This lecture really shed light on how the Mayan people live today and how we should make every effort to support their quest for equality. They are not extinct, but a living culture to be preserved and respected. Further information can be found on the website of the project: mayaproject.org.uk, which we learned is funded by the Bill Gates Foundation.

History Society Balloon Debate

On October 28, 2015, Mr Picknell hosted a balloon debate featuring primarily Russian historical figures. Fyodor Dostoevsky, represented by Maria Telnikoff, won the debate, with Genghis Khan, represented by Matthew Bartlett, in second place. Defeated characters included Rasputin, Korolev and Field Marshal Barclay de Tolly.

Maria Telnikoff's Dostoevsky Speech



I have experienced and suffered more than you can imagine. I was sentenced to death for being part of a revolutionary philosophical group.

The black sack was already tied over my head and the gun was already in position when, on the brink of death itself, I was set free. Instead, I served four years in a Siberian labour camp and then was forced to join the army. My life itself is a tale of hardship and extreme suffering.

Now, I am the most famous Russian writer of all time, and there have been many great Russian writers: Pushkin, Tolstoy, Chekhov, Nabokov, and Turgenev. Russia has produced some of the greatest writers ever and I, Dostoevsky, am the father of it all. My works have had a profound impact on all those who read them. Why? Because not only am I a writer, but

I am also a philosopher. In my works, such as *Crime and Punishment*, *The Brothers Karamazov* and *The Idiot*, I explore problems that are fundamental to human existence. How can I tell good from bad? What constitutes a crime? Am I free?

Take *Crime and Punishment*, my most famous work: in its most basic form, it is a story about good and evil. A young egoistic student called Raskolnikov kills an old lady with no remorse. He says: 'Why not kill a wretched and useless old moneylender to alleviate human misery?' Raskolnikov sees himself as a young Napoleon, acting for some higher purpose which gives him the moral right to kill. Yet throughout the book he comes to realise that the crime he has committed is a sin against the divine presence within himself. In the end, Raskolnikov suffers less because of what he has done to the old lady but more because of what he has done to himself. Therefore, he must overcome his pride and take upon himself his punishment from society. In order to fully repent, he must suffer.

Now "What does this mean to me?" you're asking. "I've never killed an old lady and never intend to." Well, my character of Raskolnikov is able to speak to everyone. Inside every one of us there is a Napoleon, or Hitler, or Stalin, or Mussolini. Yet at the same time, we each contain suffering victims. The crime the tyrant within us commits can only be redeemed by suffering. Now there is not one of us who can say they have never committed a crime, no matter how small. Perhaps it was just a thought, but we have all succumbed to the tyrants within us.

My books, and thus my philosophy, have gone on to inspire some of the greatest minds of the 20th century, writers such as: Ernest Hemingway, James Joyce, Anton Chekhov and Franz Kafka. But my influence is

not restricted to the greats of literature: philosophers such as Friedrich Nietzsche and Jean-Paul Sartre, psychoanalysts such as Sigmund Freud, even Albert Einstein. All such names would have meant nothing to you had it not been for me. Ultimately, the truth is that my books have been translated into more than 170 languages. They have been read by millions of people all over the world. Now those many, many people won't all become the next Kafka, or Sartre or Freud, but their lives will be changed. No other man on this balloon can say that he has spoken to and changed the perceptions of so many people. War, technology and innovation are all continually changing, but what will always remain are life's fundamental questions. Whilst men exist, we will ask them.

A Summary of Matthew Bartlett's Genghis Khan Speech



much so that reportedly the CO2 levels of the world decreased; they destroyed the great and prosperous Muslim cities of Central Asia, which had been melting pots of scientific and cultural excellence. The Mongols were not all bad though: they might have brutally acquired their empire, but they took good care of it. There was a saying that a man could walk from one end of the Mongol empire to the other with a gold plate on his head and never fear being

Born in 1162 in the Mongolian Steppes, Genghis Khan had an unlikely start for a man who would conquer the largest land empire the world had ever seen. His name was Temujin and his youth was spent living in the forest with his mother after his father was killed and banished. He would later kill one of his half-brothers in an argument. At the age of 19 he rescued his kidnapped wife, Borte, proving his military prowess and leading him to become a leader of his tribe. Temujin was ambitious and so fought and won a civil war to rise as the leader of the Mongols. He then went on to conquer China, central Asia, the Rus in today's Russia and was nearing Vienna by the end of his war-mongering, which finally ended in 1227 when Genghis Khan died.

The Mongols were indisputably ruthless and terrible in their conquests: they killed people in the millions, so

robbed. They spread culture throughout the empire by the moving of various administrators and artisans. Also the Mongols are renowned for their religious tolerance, with many different religions peacefully co-existing. They also rejuvenated the Eurasian trade routes, spreading science, goods and culture between the two continents, although the infamous Silk Road has also been credited for bringing the Black Death to Europe. Furthermore, the Mongols have been cited as creating countries such as Russia and Korea, redrawing the borders, and this is why I have proposed Genghis Khan for the Russian balloon debate.

If anyone wants to learn more on this topic, I would highly recommend *A History of the World* by Andrew Marr and the YouTube series "Crash Course History" by John Green.

Duke of Edinburgh in Numbers

BY MILLIE PALMER



March 5, 2016

Imagine a hilltop in the Peak District, coated in snow, the sun gently shining, blessing the world. Perhaps a robin flutters by, landing in an icy holly bush. Then, suddenly, a group of seven teenagers, heavily clad in winter-wear, and their faithful teacher and navigation guidebook break the wintry silence with a symphony of piercing groans.

"I hate this so much!" says one discouraged student.

"Why did I sign up for this?" cries another.

They have been walking for days (or, more truthfully, a couple of hours) and are begging for a lunch-break. Their shoes are wet, their hair is messy. In comparison to the well-styled looks three of the walkers had in the fashion show the night before, they may not even be the same people. The walk had been fairly gentle so far, with only a short flurry of snow to break the comfortable journey, but now the incline is much steeper and the snow makes it almost impossible to balance. Mr Barker has fallen, lifting everyone's spirits momentarily. The uphill climb continues.

After cresting another hilltop, we stop. Lunchtime has never been more welcomed: we complain about our aching feet and fill our stomachs with lots of energy-rich food. Sheltered from the winds in a small sheep-fold and feeling the sun slowly warm my hands, I allow myself to smile. It truly was beautiful: miles upon miles of snowy fields, all visible from the peaks of the countryside. Duke

of Edinburgh walks are exhausting and rigorous, but worth it for the views. Our thirty-minute break was finished too quickly and we had more to climb; nevertheless, we left our lunch spot with spirits soaring.

Yet, like Icarus, they soared too high. All too quickly our faithful and infuriatingly chirpy guide had deserted us. (It turns out he had been chirpy because he knew he had a warm café to look forward to.) No sooner had he left when the weather changed. Hail began slapping our faces horizontally and

a dark ominous cloud loomed above. A quick team consultation led to the resolution to pace it back to town, regardless of the state our legs would be in the next day. Luckily, the hail ended fairly quickly and we were greeted by sun and slopes which we could practically glide down safely (although Max did suffer his most embarrassing fall here.) Our group arrived in town second, with an hour to spare before our planned return time.

I will not lie to you, loyal readers of The Leicestrian: I disliked the majority of the walk. Having said that, it was an infinitely useful day. I learnt how to navigate, how to pick a good sandwich, how to fall gracefully and how important training is. However gruelling the day was, I fell asleep that night knowing, deep down in my heart, that it was nothing in comparison to the coming qualifying expedition.

Group Number:	2
Metres Climbed:	400
Metres Walked:	11,000
Dogs Passed:	2
Chocolate Bars Eaten:	4
Selfies Taken:	18
Average Individual Falls:	4
Overall Falls:	Too many

Farewell to Mrs Pottinger

INTERVIEW BY SIMRAN KOTECHA

What led to you becoming a History teacher?

After studying History at Edinburgh University, I completed an NHS Management course and worked for around ten years for the NHS in roles such as operational management of hospitals and planning and commissioning new services and buildings. One abiding memory of this was an occasion when I was called to Accident and Emergency to give a press report about a patient who had suffered an accident at work and I was faced by a series of body parts. I could never have been a Doctor or a Nurse! I then had two daughters and moved to Hong Kong, where I did my teacher training at Hong Kong University, which I was able to combine with my job at an International School. I got my first teaching job purely by accident, covering a few months of Maternity Leave and I enjoyed it so much that I applied for the next job on offer. On my return to the UK, which coincided with the handover of Hong Kong back to China in 1997, I did some supply teaching in the State sector before getting my job at LGS in 2001.

What have been your most memorable moments at LGS?

I have enjoyed many things about teaching at LGS: the motivated students who have been keen to learn, some exceptional students who have been fiercely intelligent but also modest and understanding towards less academically gifted peers, History trips, such as the famous Battlefields Trip to France/Belgium and Toledo/Madrid, exam results days, when students have been happy with their well-deserved rewards, and hearing about the successes of students who have moved on from LGS to carve out all kinds of interesting careers. There have been many memorable and funny moments during my teaching career. One of the most memorable was a freak storm in Belgium on a Battlefields trip when a cat was seen literally flying past the window, followed by an elderly man. Amazingly both were unscathed by this experience and this engendered much hilarity afterwards in the History Department. Another completely different experience was when I was bemused by a less-motivated student who put her hand up to ask a question in a GCSE class. The question was "Is Communism a country?" I realised at that point that my efforts to educate this

student in Russian History had not been entirely successful! More recently, my Year 10 Form have taken on the responsibility of educating me in the ways of the modern world; I have learnt that there is more than one kind of VINE --I still maintain that

my kind of vine is worth a million of theirs. Last but not least, I have valued the camaraderie of the History Department at LGS over the years, particularly Mr Allen, Mr Picknell, Mr Longson, and more recently Mr Preece, and I wish them, and all my recent students my heart-felt best wishes as they embark on future chapters of their careers at LGS and beyond.

What are your plans for your retirement?

My husband (Mr Harrop) and I hope to move to Oakham and also to buy a house in the Shetlands, where I can pursue my interests in the outdoors and History. I will definitely continue to keep up with the historiographical literature on the Tudor Period which still fascinates me, and I will also be able to get to grips with the controversial world view of History presented by Peter Frankopan in "The Silk Roads". I would recommend this book to any students who may be thinking of applying to study History. I am also keen to go further with my investigation of Scottish History. I will continue with my recent efforts to learn to play the cello and I will do more general reading and travelling around the UK. Also all three of my daughters are getting married over the next three years and I hope to be able to spend a bit more time with them and other members of the family.



Farewell to Mr Gower

INTERVIEW BY SARAH TURNER

Mr Gower has been a key part of the Geography department, and the school as a whole, for two decades, with both knowledge of and enthusiasm for his subject. He will be greatly missed next year by students and teachers alike, who all wish him the best in his retirement.

Why did you originally become a Geography teacher?

After university, I worked in several different jobs which didn't involve Geography, but I never really stopped reading books and magazine articles about volcanoes, glaciers and the physical landscape generally. I also like travelling and visiting spectacular places, such as Scotland and Wales, so it was inevitable that one day I would turn back to Geography, but this time as a teacher.

How long have you worked at LGS? And what are the best and worst aspects of your job?

I've worked here for 19 years – half my life...nearly! One of the best aspects of my job is definitely working with great people, like Mrs May, Mrs Feasey and Mr Peake, all of them excellent colleagues. I also love being able to continuously immerse myself in my favourite subject and read about things in which I am interested. For example,

I find it fascinating to see how different countries prepare themselves for potential disasters such as tsunamis. It is also really rewarding when students get enthusiastic about your subject, or specific aspects of it, and it makes all the hard work worthwhile. The worst part about teaching is that there's always a long list of jobs to be done, even in the middle of the summer holidays, often because of changes prompted by the Department of Education. As a teacher, you can never truly relax.

What is your most memorable teaching moment?

My most memorable teaching moment? Definitely during a D. of E. expedition in 2006, when a Sixth Form student and tutee of mine, who had been very ill and had prolonged treatment, reached the top of a 4000m peak in the Atlas Mountains. He went on to become Mr Cox, a Biology teacher. I also thoroughly enjoyed the Geography field trip to Iceland last year (see photo below).

What do you plan to do after retiring?

I am hoping to do some work in Health and Safety, to do some marking of GCSE exam papers, to be outdoors a lot, and above all to travel to watch Leicester City play in Europe!

MR GOWER, CRUSHED BY ICELAND'S GRANDEUR



A Postcard from Paris, June 2016

BY ELLIE MOORE, NICK NJOPA-KABA, CLAIRE SUN AND FELICITY WHEELER

On the 27th June, 2016, the Year 9 students of LGS set off to Paris, an historic and iconic city, the City of Love and also Eurodisney, on an MFL trip. On Tuesday we spent the day travelling around Paris. We first went to the tallest skyscraper, the Tour Montparnasse. It was fantastique and the view was incredible. We then went to Le Louvre and had a picnic in the Jardin des Tuileries -- the weather was fabulous. Next we went to the Champs Elysees and did a spot of shopping: the street went on for miles. Finally we went on a boat-ride on the Seine and got a great view of all the famous monuments, particularly the Eiffel Tower, and listened to a detailed description of the view. On Wednesday we went to a small French market, where we were faced with the task of buying and preparing a traditional French picnic. Each of us was given 10 euros to buy food. In groups, we had to use our French to negotiate with the stall-owners. Then we had to present the food in French to the teachers. Next we went to the Sacre Coeur, a huge white church built in the 19th century. It was really beautiful and massive. Afterwards we walked to the Place du Tertre,

a bohemian square where some of us bought memorabilia. You could get a drawing of yourself done or buy paintings of famous landmarks by local artists. Finally we went to Notre-Dame in the centre of Paris, a great experience. On Thursday we went to Eurodisney, a shorter distance than expected. We were all really excited and pleased at the short queues. Although there were a few rides shut, it was fantastic. We went around in groups. There was a short rainstorm, but except for that the weather was great.



Prep Trip to Normandy

BY WESLEY SNOW

During the last week of April, 2016, the Prep class travelled by coach and ferry to France, where we were welcomed at Le Clos de l'Ancien Pressoir by our hosts, Bob and Stella, and went out to explore Port en Bessin's beach. Though I'm not sure you could really call it a beach, as there were so many shells, all of them beautiful scallop shells. This is the seventh most important fishing port in France.

The first morning we visited the market in Courselles to buy fruit for a fruit platter, the twist being, however, that we had to do so in French and with a five euro budget. Some of the fruits there looked delicious, especially the pineapples, but cost four euros a piece. A funny moment was when we bought a pear, but received more change than we had paid! In the end, my team's fruit platter won.

At Arromanches we saw tanks, anti-aircraft guns and armoured vehicles. There was also Mulberry Harbour, the harbour that the allies built during World War Two, but there were only a few blocks left, so we didn't really get to see what it must have been like. We visited the German gun site, with four huge guns, each one able to fire twenty miles out to sea. As if that was not enough, there was also a mortar, a mine field, a watch tower and an underground bunker where the Germans made their plans or positioned enemy boats. This was probably the most exciting part of the day as you could actually see everything that was used in World War Two.

The second morning we went to Bayeux. Standing tall and proud, the cathedral looked more like a palace. Inside were stained glass windows and a long, greatly decorated corridor. Its scale was unbelievable; it was magnificent and beautiful. At sixty-eight metres long, the Bayeux Tapestry is the longest handmade item that I have ever seen. It shows the story before, during and after the Battle of Hastings. It is very detailed and even



shows forks where people were eating. The museum there was very interesting as well; it gave background information and models of things included in the story. We then did a scavenger hunt on Commes beach, where we had to find all sorts of weird things that had washed up.

On the third day we saw the American War Cemetery. You cannot imagine the scale of it: thousands of graves all lined up. Whichever way you looked you would always see straight lines. There were also names of people whose bodies were not found. That nearly made me cry, thinking of the families who could not visit their lost ones. Omaha Beach had the worst and longest battle of the five landing beaches, with the most deaths. However, there are no bodies there anymore, so we all had fun playing football, eating lunch and attempting to build sandcastles. The hyper-market was huge and we also visited an ice-cream farm, which sold all sorts of flavours of ice-cream, including a sour chocolate flavour. A group of calves were housed just twenty metres away from where we ate our ice-cream. They looked extremely happy at having visitors, especially when we stroked them.

Chinese New Year



In the week before the Chinese New Year, I spent two lessons with Year Eight students to talk about Chinese calligraphy and paper-cutting. I believe that Chinese calligraphy has a close relationship with the natural landscape. This is not only because calligraphy is a kind of art, but also because some Chinese words were invented by copying from nature. The ancient Chinese poets and artists were keen on gaining inspiration from the moon, the mountains, the rivers and even tiny things like flowers. I produced a video first with many symbolic landscapes of China to show to the students before we started writing. Then, we copied the poem "A Tranquil Night" by Li Bai, who was one of the most famous poets of the Tang dynasty. Here is a translation of the poem:

Night thoughts:

*in front of my bed the
moonlight is very bright;*

I wonder if that can be frost on the floor.

*I lift up my head and look at the full moon, the
dazzling moon.*

I drop my head, and think of home, of old days.

by MingHe (Margaret) Ma



For the paper-cutting group, we did some cuttings based on symmetrical Chinese words. The beauty of symmetry is reflected in Chinese traditional patterns like the perfect circle or square, and even some Chinese words are symmetrical, such as

春 (spring) and 喜 (happiness). Meanwhile, I chose some lively contemporary Chinese music such as "Pipa

Images" and "Pleasures" written by Mr. Lin Hai as the background music.

During the Spring Festival, people start to decorate their houses in order to start a new chapter for the following year. Chinese paper-cutting is one of the most well-known decorations, and involves cutting red paper into different shapes. I spent a wonderful time with pupils in Prep, introducing them to the historical culture of the Spring Festival, and the way to make paper cuttings. I particularly enjoyed the chopstick competition. Instead of using them properly, these students decided to use only one chopstick to stab the food, just as they would use a fork! We then exchanged opinions about different countries' culture and history, which strengthened our relationship in a very positive way.

by Yutian Chen



Dumplings, which are called jiaozi in China, are one of the most well-known, traditional Chinese foods which many people around the world can recognise. They are commonly eaten on the Chinese New Year's Eve. All the family tend to gather together to make and eat dumplings to celebrate New Year and reunion. Dumplings have a similar shape to the ancient Chinese silver and gold ingots, which are boat-shaped. It is said that they can bring good fortune in the coming year. We talked to the Prep class about the culture of dumplings and taught them how to make dumplings. All of them made their own dumplings with really excellent shapes and ate them. I believe these dumplings can bring them good luck in 2016.

by Wenjia [Paige] Zhang

Sharon Shannon Folk Workshop

BY ETHAN LEECH

On November 13, 2015, the renowned accordionist, Sharon Shannon came and visited Leicester Grammar School. The evening started with an hour-long workshop with the Folk Group. To start the evening, we played to Sharon two of her tunes, "Boffy Low" and "Munster Hop". This she loved so much that we had to give her an encore, but this time she played with us. Next Dr Whittle asked her to teach us one of her tunes, which took her by surprise, but in the end she decided to teach us an interlude joining the two parts of her tune "Bonnie Mulligan" together, as we already knew "Bonnie Mulligan". She found teaching us difficult, for much to our surprise, she couldn't read or write music, but she managed to teach us this small section of the tune. After this she taught us a little on the basics of jig rhythm, making the fiddles play it to her time after time to make sure we were doing it correctly! Now we had mastered the technique she asked us to try it out on "Bonnie Mulligan". This was very difficult because the

rhythm in this piece was far more complex. We ended the evening workshop with her by everybody having hundreds of pictures taken with her on many phones. This proved difficult for Dr Whittle because he hadn't quite mastered the art of using a touch screen.

The evening concert was very popular with many pupils, staff and visitors coming to watch her and Alan Connor play. Sharon Shannon and Alan Connor played many tunes of many styles, with Alan on the guitar, the piano and the tambourine, in some cases all at once, and Sharon on the button accordion, the whistle and the fiddle. At the end of the concert Sharon asked the audience to dance, which two men took seriously, getting up and dancing for the whole song, closing the evening with a grand finale of song and dance. Thank you to Dr Whittle yet again for organising another amazing concert with amazing musicians.



Big Band Charity Concert, 2016

BY TEJAS EASWAR



Soaring melodies, upbeat rhythms and heart-wrenching harmonies were just some of the things you would have heard on March 23, 2016 at St Nicholas Hall. This year was our Big Band's sixth charity concert, and the band lived up to the high expectations of the huge eager crowd. An additional treat provided was the string section. It was the first time in LGS history that the strings had combined with the Big Band for a concert, and what a spectacle it was too! Not only were there the thirty band members, but also the thirty string players, making the stage look impressive. The Band was proud to support two causes which have deep-rooted connections with the school: the Anthony Nolan (blood cancer charity) Trust and the Laura Centre (bereavement counselling). We felt proud to be playing for a cause that may not directly involve us, but could help those less fortunate than us.

The Band truly lived up to their 'Big' name. The music was energetic and boisterous, with a contrasting sound from the strings. The whole atmosphere was lively and jovial. There was also a guest trombone soloist, Chris Dean, leader of the Syd Lawrence Orchestra for 22 years. We were honoured to play with a man of such high calibre. The singers were the languid, resonant Joshua Baddiley and the angelic Molly Anderson, whose voices combined sent tingles down my spine. The night kicked off with a Billie Holiday favourite, How Deep is the Ocean? sung exquisitely by Miss Anderson. Frank Sinatra's soulful favourite followed, Just in Time, which was sung tenderly by Mr Baddiley. The Drummin' Man was next, featuring

the immensely skilful Adam Cygan, whose hands moved so fast that it seemed to be a blur. If there was one person I'd like to have been on that day, it would have been him in that solo -- he was an inspiration. After the interval, the band played the popular L-O-V-E by Frank Sinatra and Dean Martin's favourite, How d'ya Like your Eggs in the Morning? Another highlight of the night was Dr Whittle and Mr Dean's hilarious duet, on trombone and piano, playing the intricate Flight of the Bumblebee. The intended stops for the sneeze or the wrong bar sent ripples of laughter across the crowd. As many readers may already know, Flight of the Bumblebee is one of the most revered and challenging pieces in music. To play it on the piano is an achievement. Chris Dean, however, showed amazing skill and talent to play it with ease at such a pace on a difficult instrument. My favourite piece of the night was, Miss you like Crazy by Natalie Cole. I especially loved the Band in the background harmonising with Molly's singing and enhancing the performance.

I'd like to thank all those involved for bringing this concert together, from the technical team to the music teachers. Albert Einstein once said, "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." So my last words are to thank Dr Whittle for all the patience, effort and time put into this concert.

Lower School Concert

BY HAYDEN COX

The musicians of Leicester Grammar School performed in an eagerly anticipated concert on November 19, 2015. The programme consisted of the Concert Band, Clarinet Choir, Wind Quartet, Saxophone Quartet, Junior Brass Ensemble, Lower School Singers, Middle School Choir, and Year Eight Strings with a grand finale from the Training Orchestra and Concert Band combined. The Concert Band started things off with the very well known, "Gangnam Style", which provided an amazing start to the concert. The Wind Quartet performed the first movement of a piece called "Swansea Town" by Gordon Jacob. This was performed beautifully with crisp

and detailed sound. Following the Lower School Singers, the Middle School Choir sang a delightful harmonised version of "I Dreamed a Dream" in four parts. To finish the evening, the Training Orchestra performed "Writing's on the Wall" from the new "Spectre" film featuring James Bond. This went amazingly well: each and every note was on time and there was a strong bass line and a clear tune. As the concert drew to a close, I was left astounded by the musicianship that this school has to offer in just the Lower School. Well done to everybody that performed in the concert and to the audience for supporting the children.



Choir for Bryan Shaw Memorial Concert.

Bryan Shaw Memorial Concert

BY ISABEL GLOVER



On March 12, 2016, there was a Memorial Concert held at Crick Church for Bryan Shaw, who taught Music at LGS for over twenty years from 1990 on. Mr Shaw had had connections with Crick Church through his parents and had held charity concerts at the church for many years. This concert, organised by Suzanne Doyle, with Christopher Glynn and Ben Giddens accompanying the musicians, was to recognise all that Mr Shaw had done for so many of his students. There was a range of music at the concert, not just the oboe and saxophone, which Mr Shaw taught, reflecting how he touched the lives of so many accomplished musicians. There was Matthew Gee on the trombone, Ben Giddens on the organ, Melissa Court on the violin, Katherine Bryan on the flute, Jacob Phillips on the trumpet, Edward Barker on the saxophone performing "Gabriel's Oboe", one of Mr Shaw's favourite pieces, and myself, Isabel Glover, Mr Shaw's last oboe student, on the oboe. As well, there was an opera singer, Stephanie Edwards, who performed the Jewel Song from Faust and another song from Puccini; Mary Harding Scott sang "The Girl in 14G" and the OL Choir, conducted by Mr Charles Paterson, finished off the evening. The concert was originally going to be

purely Old Leicestrians, but then they realised that they had no oboist – and you cannot have a concert for Mr Shaw with no oboist, so I received a phone call asking if I would like to take part and, of course, I said yes. I was the youngest person there by a good few years, with Mary Harding Scott, who graduated last year, as the second youngest.

The concert was a complete success. The venue was packed full. The individual players went up and performed and so many of them were enormously talented. During the interval everyone could meet up with others they had known in their school days and reminisce about the many stories of Mr Shaw. I was able to talk to people who had lessons with Mr Shaw before I did and went on orchestral tours with him. There were tales of Mr Shaw fixing pieces of equipment on the spot with great ingenuity. We soon realised that he was just as crazy all the way through his teaching career! At the end of the concert, all of the performers joined in with the OL Choir. We sang three songs, beginning with "Blue Skies" by Irving Berlin and finishing with "Tequila Samba", a favourite of Mr Shaw, although of course he would never get the words right

The Year Seven Showcase

BY HOLLY TEASDALE AND JOSEPH SHIPLEY

On December 16, 2015, the Year Sevens performed in their end of term showcase, organised by Mr Barker. This took place in St Nicholas Hall at 6:30 pm followed by refreshments in the refectory. The Showcase, for anyone that may not know, consists of all of the Year Seven students singing a variety of songs to friends and family (and even Mr King!) We do this for tradition and also for entertainment. We wanted to bring the Christmas spirit alive. Accompanied by the First Orchestra, we performed a Christmas medley of six songs, including "Rocking around the Christmas Tree", "All I Want for Christmas is You", "Santa Claus is Coming to Town" and "Last Christmas". We also sang "Superheroes" by the Script, which really went well with the whole year together. At different times, we split into boys and girls

and that was really effective. We had been practising for the Showcase for a very long time, singing and singing and singing. We also were measured so that we would get the best arrangement standing together as a group. When we watched ourselves on video, we saw how this arrangement made us look really neat and tidy. We also had to practise walking on and off the stage. The staff had everything covered.

Also performing were Sophie Carr, accompanied by Dr Whittle, playing "I Wonder as I Wander" and Moritz Wagner-Tsukamoto, who played "Etude No. 13 in E flat minor" by Leopold Godowski. He played this piece with his left hand only, but if you closed your eyes, you would think that he was using both his hands.



National Youth Jazz Orchestra Visit

BY JATIN NAIDU



On January, 29, 2016, LGS hosted the National Youth Jazz Orchestra. This was a unique opportunity for pupils to experience some of Britain's most talented jazz musicians. NYJO, founded in 1965, still continue to maintain their legacy, impressing audiences all around the world. They have produced many bright sparks, including Amy Winehouse.

In the afternoon, LGS Music pupils were privileged to watch an open rehearsal by the NYJO. Mr Armstrong, the director, kindly explained the parts of a Big Band to his audience, the rhythm, brass and woodwind sections and their importance. He emphasised the effect he was trying to create, polyphony. The NYJO members then dazzled us with their improvisation skills, pushing the improvisation to the limits and taking it in turns to impress the audience. Later Leicester Grammar's Big Band were very lucky to rehearse with NYJO. Despite a lack of space on stage, pupils grasped the opportunity and embraced it. We went through two numbers. Solos were given to James Hunt and Sophie Carr. We were taught many rehearsal techniques: singing the parts, clapping the rhythms and also a bit of improvisation. We

watched NYJO as they sang their band parts out with exactly the right pitch and rhythm. I had a chance to talk to some alto saxophonists and was quite surprised to find that one of them was very close to my own age. It is one of my aspirations now to play for NYJO some day.

The evening performance started with an introduction by Dr Whittle, welcoming NYJO to our school. He handed the stage over to Mark Armstrong and the orchestra began to play. Soon NYJO filled the hall with jazz vibes and many of the audience deeply enjoyed the concert. The LGS Big Band were called up during the concert to perform the pieces rehearsed earlier. The stage was squashed and many of us couldn't see the music properly, but we did a bit of improvisation and it obviously sounded good as the audience applauded loudly. Molly Anderson, in Lower Sixth, sang a duet about a romantic evening stroll, Cole Porter's "It's De-Lovely", along with the NYJO singer, Freddy Benedict. NYJO were incredibly professional and the quality of sound was out of this world. I do hope that they will visit our school again soon.

Follow the Heron Home: LGS Folk Group in Concert at Peckleton Church



On October 4, 2015, the Folk Group put on a magnificent concert at Peckleton Church, the local church of Miss Graff-Baker, as a trial run for their Scottish performance at the HMC conference.

A wide range of songs was presented, from traditional tunes such as the revenge ballad of “Billy Taylor” to modern works by Duncan Chisholm. Lunasa and Van Morrison; Irish, English and Scottish tunes mostly, but also the French Canadian “Lament of the Folklorist”, a jazzy Breton waltz and “Those were the Days”, sung to us very memorably by Maria Hancock in both Russian and English. (We were told that it was originally written in Russian during the Revolution.) As a highlight, the group performed the premiere versions of three tunes that Dr Whittle had written especially in honour of Mr King’s chairmanship of the HMC conference, titled “The HMC Set”. The three tunes were “The Sea Fret”, “Mr King’s Strathspey” and “The Sky Rocket”. The latter, Dr Whittle assured us, was a depiction of our Headmaster’s running speed in the “Chariots of Fire” race, organised by Mr King as a part of the conference to raise money for UNICEF. (The “Chariots of Fire” theme tune was subsequently played.)

The Folk Group wore an informal uniform consisting of jeans and red, white and blue plaid shirts, or shirts

with homespun waistcoats. Katherine Tincello sported a lovely hand-crocheted vest over a black trouser outfit and her voice was mellow and poignant as she sang the title song of the conference, a modern folk tune. (“Silly title really,” the warden of the church told us, introducing the performance. “Think about it: if you follow a heron home, you’ll end up stuck in a tree.”) Later on, Katie also sang “Follow On”, which begins mournfully, “Shutters on the windows, chains upon the door, / Sleepless nights waiting for an answer”,

“Hard Times Come Again No More” and “Who Will Sing me Lullabies?” by Kate Rusby. Samantha Haynes’ rich, sweet soprano voice was much admired when “Billy Taylor” was performed, with Samantha and Maddy McCarthy singing. The song climaxed with Samantha making a sudden shooting gesture with her hand to signify the scorned woman taking her revenge. Other singing involving all four girls was heard with “Turning of the Day” – “Friends and ghosts I’ve left behind” – and “The Parting Glass” – “Of all the money e’er I had, I spent it in good company” – which made a very suitable conclusion. Priyan Patel played the introduction to the very first song, the American tune “Waiting for the Federals”. Ethan Leech, Year 8, one of the youngest in the group, played the violin solo for the Scottish waltz, “Flatwater Fran”.

Peckleton is a particularly lovely, well-preserved, linear, English village – homemade jam available for purchase in the main street from a stall with an honesty box -- and the church puts on a regular programme of concerts, which contribute towards the upkeep of the very beautiful Medieval building (with Victorian additions). As we left the concert, a pair of brown hens were wandering in the churchyard.

The Headmasters’ Conference, October 2015

BY JOSHUA BADDILEY



The following weekend after the concert at Peckleton Church, the folk group endured an 8-hour bus journey up to St Andrews in Scotland in order to perform, waistcoats and all, to the many Headmasters and Headmistresses of the UK’s independent schools. Thanks to the practice at Peckleton, we knew which repeats to play when and where we had to change from a jig to a reel in the middle of a piece; if necessary, Dr Whittle was prepared to get his accordion out on the bus for a last minute run-through. The hardship 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 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 the chorus of “Billy Taylor”. Two of our best pieces were “Turning of the Day”, featuring the four vocalists and some great harmonies, and the Lunasa set, inspired by the group’s

performance at our own school.

The highlight of our trip was the opportunity to witness just over 100 of the Headmasters attempt the “Chariots of Fire” run along St Andrew’s Beach in the overcast Scottish weather next morning. Unfortunately Mr King did not win, but came 40th. All participants made it to the finish line without suffering any surprise heart attacks, inspired no doubt by our previous night’s sterling rendition of the “Chariots of Fire” theme tune.



Vienna

BY SARAH SARAJ

I exhaled hard and the dust from my ashtray dissolved in the cold steam of my breath and was propelled upwards. It lingered in the sky above us, uniting us for a moment under an umbra of smoke, until it was absorbed instantly into the matte-black sky. It was always strikingly cold there at night.

The first girl, the blonde one, was holding her coat closed, with her hands crossed over one another far past where the buttons should meet. It wrapped round her tiny body, revealing the miniscule circumference of her waist, which on first glance looked like an optical illusion. She looked like a small girl playing dress-up in her father's clothes. Every now and then when offered a drag, she'd remove one of her emaciated hands, leaving the other with the strenuous duty of holding the coat closed all alone; the fingers of her remaining hands stretched out like a fork taking on huge amounts of fabric. Her friend was contrastingly sat upright. She had a larger stature with wider eyes that focused and shifted from side to side. She put her cigarette between her teeth and took in deep, drawn-out breaths which she exhaled in tendrils of opaque smoke. They both looked like off-duty princesses, delicate but imperfect.

A broad-shouldered man two tables away caught onto my gaze and began to stare me down. I wondered if he was a bodyguard of some sort, sat at a strategic distance allowing them to enjoy their evening with the comfort of security, even though neither seemed to be enjoying herself and they didn't look relaxed but exceedingly tired. I decided to remain in my chair.

The second girl reached into her pocket to retrieve her phone. She spoke into it words which I couldn't make out. I could have been too far away to hear her, although I had been listening to the blonde one's fatigued nasal laugh for a while. It seemed almost like she was lip-synching, as though she wasn't speaking at all. The other's head careened upwards as though she'd suddenly woken from a nightmare to break her fall. She glanced at her friend and then looked around nervously, catching my eye at one point. My mouth tensed into an eager smile and her eyes took off faster than they'd landed. They settled on the bodyguard, who I could now be sure was such from his deadpan face. She tugged on her

friend's sleeve and in no time they leapt up and stormed away hand in hand, with dire purpose and a half-run in their step. I watched as they disappeared down a humid foreign alley.

The bodyguard casually stood up. His feet waned under him as his weight washed over him and he leant forward to catch his balance. After briefly checking his watch, he cast his eyes in the direction of the girls. I kept him in my peripheral while I watched them too. Thin strips of satin lace hung out under their coats as they ran away, fast. His hand glided across the table sweeping up his drink, a manly brown liquor that resembled golden syrup. He downed it fast and slammed the glass down hard. I shuddered: my feet and the table and the ashtray and the sky shuddered. He gave me a menacing look and I shuddered again. Then he disappeared into that same dark alley.

I looked around. I was completely alone now but those girls and even that frightful man were still in my circle of attention. There was a magnetic pull towards the vacuum of space they'd left open for me and I felt it between my eyes. They were long gone now but I still heard footsteps clapping all around me, light tapping and deep thudding getting quieter and quieter. I looked around and saw nothing but black, so slowly I rose and crept across the courtyard to the famous alley. After a few deep breaths I entered, holding my countenance with feigned confidence, as if I had somewhere to go and knew where that somewhere was. My predecessor's footsteps were faint and I saw his shadow shifting in the distance but no sign of the girls. Where were they? I concluded that they weren't affiliated after all and the deeper we sauntered down the rabbit-hole the hazier my vision became. The guard's body took on a silhouette, cloaking me in its shadow. In a trance I followed, wondering what it was in the distance pouring all that light into such a narrow street. In the pursuit of anonymity I synchronised my footsteps with my "friend". When he stepped, I stepped. And with no conscious thought or decision, when he began to run I began to run. I hadn't any idea whether I was chasing him or we were chasing those girls, but



it continued for a while. My eyes were fixed on his footsteps and then the back of his neck, up to his head. His head bopped vertically with every paced step, until my sight was cut and shattered by glass.

Shards of glass crashed and glinted in the light as if the man had penetrated an invisible vortex. I had no idea what I had just beheld. Lace danced into the distance and with baited breath I braced myself at the side of the street. I sheltered in a dark doorway and waited. After a few moments I peered around to see what had become of my "friend" and to my surprise he was still there, a shapeless dark lump spread like butter across the street. Slowly I advanced towards his body and stopped a few metres away. I focused on his closed fissure eyes, waiting

for them to snap open like valves with torn heartstrings. But they didn't open and for a moment he lay peacefully, like a possum playing dead. Blood swam onto the tarmac. The glass made his hair glimmer and shine more than any shampoo could ever hope to do. Beside his body, a broken bottle and the memory of satin hanging in the air left little to the imagination and the whole scene smelled pungently of cognac. A drought of silence flooded the night once again, with no more anxious footsteps or exhausted giggles. My glance persisted, probably a little longer than it should have, and then I left the same way I had come. And the girls and the man and the tiny shards of glass gradually dissipated into the matte-black sky behind me.

Year 7 Couplet Poetry

Piranhas

BY KAJOL MISTRY

*Sharp luminous teeth emerge,
From creatures that have lived submerged.
Their eyes dart for something fresh,
But what's better than animal flesh?
Food has been dropped in with a splash.
Don't blink – it will be gone in a flash.
Their teeth sink in at an incredible pace.
They are moving so fast, as if in a race.
The next thing you'll see is a licked-clean bone,
Perfectly polished for a dog to own.
I saw these in the Southern Bahamas
And of course they are angry piranhas.*

Boredom

BY EDWARD SHAKESPEARE

*Boredom is the feeling that ruins my day
And washes all other feelings away.
On a cold and rainy day
When there is nothing to do
And you can't go and play,
I find myself thinking of anything at all,
Well anything but this miserable day.
Boredom is almost like a brick wall;
Rainy days never break through it at all.
(Unless you are in an outdoor swimming pool
Then it can be really cool.)*

Northern Lights

BY AMBA GRANT

*Sleeping soundly in our beds,
Dreams of icicles filling our heads,
Suddenly shaken awake by Dad,
At first annoyed, but then glad,
Pulling our boots on and zipping our coats,
Hearing the distant sound of boats.
Running outside, kicking snow away,
Mum and Dad said it was too late to play.
Dad had his telescope, looking at the sky,
As though wishing that he could fly.
Then all at once the sky became bright,
Lit up with colours, rainbows and light.
It came over the mountains and over the streams,
Lighting up children's magical dreams.
We stood in amazement, our mouths hanging down.
It could be seen miles away in town.
My Dad said the Northern Lights had come.
We stood in excitement, even my Mum.
We stared in silence, gazing in awe.
I had never seen such a sight before.*

My Eighties-Style Arcade Machine

BY WILLIAM OSBORNE

My idea for the Extended Project was simple – to design and construct a fully working arcade machine in the style of those found in 1980s arcades. I thought I would acquire the components and materials necessary for the project, and then find a way to get the core software and electronics for the machine working. Next would either be acquisition of a cabinet, or the construction of one from scratch. Finally, I would equip the system with a wide variety of games to play across several consoles, and paint and decorate the cabinet.

In my preliminary research I very quickly identified that the best way to build a system like this was using a Raspberry Pi – a small, cheap computer running Linux and capable of running complex software. The games would work using emulation – a process whereby a modern computer emulates the features of an older games console in software. This is very flexible, and would allow my machine to run games from a huge variety of classic consoles, assuming I could get the emulators themselves working. Most emulators accept input from a standard keyboard (e.g. arrow keys for movement) – this was critical to the functioning of my project.

The next problem on the software side was capturing the user's input. The controls would be a simple circuit consisting of push-buttons and an 8-way joystick, and would be attached to the Pi in one of two ways: either attached directly to the Raspberry Pi's GPIO Pins, or indirectly using a circuit called a keyboard encoder. The GPIO pins on a Raspberry Pi are a set of 40 pins capable of reading and writing data for use in electronics projects – these are what give the Pi its versatility. The binary input registered by the GPIO would then need to be converted into Linux keyboard events – the internal pieces of code that fire when a user presses a button on the keyboard. My system would "trick" the computer into thinking the Z key had been pressed when the red pushbutton was pressed – this would allow me to control the emulator using external buttons. The other method involved a physical, external circuit called a keyboard encoder. The buttons would be attached to this, which would in turn be connected to the Raspberry Pi using



a USB cable. The Pi would recognise the encoder as a keyboard; this would be extremely simple and very reliable. However, from my research I identified that such encoders are very expensive – approximately 25 pounds each – and so I decided to save money by using the first method.

The program I first planned to use to capture the input was a small script called Retrogame. However, after some secondary research I found its successor: another program called GPioneer, which is much more powerful than Retrogame, and decided to use it instead. For the emulator itself, I chose a special version of Linux called RetroPie – this was relatively simple to set up, and also supported emulation across a wide range of platforms. However, an additional step was required before the program was to completely work – I would have to manually configure each emulator to recognise the keys that would be "pressed" by GPioneer. The Pi also required a quick fix in order for it to correctly output audio through the speakers. The physical buttons and controls were obtained from a variety of online merchants, primarily Arcade World UK and Amazon.co.uk. The case was constructed from chipboard with pine batons for the joins. Both were purchased from a local DIY store. I drew up a simple design initially to determine the measurements of board to saw out. The assembly of the case took about a week, including painting, sawing the pieces out and screwing together.

Sport at Leicester Grammar School

BY C W HOWE, DIRECTOR OF SPORT



to raise the profile of school sport. It provided our pupils with the opportunity to interact with world class international athletes who impressed everyone with the way in which they involved themselves fully with the school and local community.

There have been a number of outstanding achievements this year. Benjamin White was selected for England U18 at Rugby Football, Lucy Higham captained the England Ladies' Cricket Development XI and Caitlin Roper is in the GB Youth and England Talent squad as an elite Triathlete. Charlie Rennie was the U12 Great Britain Schools Orienteering Champion. Our Under 15

The highlight of the school's sporting year was the visit of Canada, who used our site as their Training Camp throughout Rugby World Cup 2015. This was a highly significant stage in the school's development and helped

Girls' Indoor Cricket team were County and Midlands Champions and reached the school's first National Indoor Cricket Final at Lords, one of only five schools from an initial entry of over 800. The 1st XV retained the County Cup and the U15 XV were also County Champions. Our 2nd XV became the first senior rugby team in the school's history to enjoy a perfect season, winning all 10 of their games, scoring 429 points and conceding only 46 in the process. We have students of outstanding sporting ability attending centres of excellence in all of our major games at both county, regional and national level and there were 82 pupils who were either County Champions or representatives in 2015-16, with 9 pupils going on to Midlands level and 3 achieving International Honours.

Linked to our ethos of providing pupils with the opportunity to develop a lifelong interest in sport, I am extremely proud to say that the Sport programme at LGS and LGJS has now expanded to the extent where in 2015-16 we fielded a total of 172 teams across 17 sports with a total of 715 fixtures. The individual responsibility and commitment towards all school activities that we strive to develop in our pupils can only be achieved with the support of parents, which we greatly value. Once again I am greatly indebted to all of my colleagues who contribute to the Games and Extra-Curricular programme ; your hard work, time and unselfish commitment is greatly appreciated.

Tennis

BY MR DAVIES

Tennis has seen unprecedented success this year. Following a positive winter training programme, led by Mr Luke Godsmark, we were for the first time able to enter A and B teams at both U15 and U13 for boys and girls into the National AEGON tennis leagues. Of the eight teams entered, the U13A boys, U13B boys, U15A girls and U15B boys all qualified for the regional rounds. Both the U13A boys' and U15A girls' teams achieved excellent results against local schools, winning all of their matches. Of particular note are outstanding

performances by Max Marriott Clark and Lilia Boukikova, both of whom showed real class in defeating strong opposition. The U15B girls' team played some outstanding tennis, defeating Oakham School 10-2; however a tough loss against Ratcliffe College resulted in a second place finish. The U15A boys found themselves in a similar situation, winning all of their early matches 12-0, but losing out to a very strong Lancaster Boys' School team in the County Final. The U13B and U15B boys' teams battled through to qualify for the Division 2 regional finals. With such a positive and hard-working group of players, I am confident that further success lies ahead.

Representative Honours and Sporting Achievements 2015-16

BY C W HOWE, DIRECTOR OF SPORT

ASSOCIATION FOOTBALL:

Derby County FC Academy – Maxwell Tompkins
Northampton Town FC Academy – Luke Chandler

ATHLETICS:

Team Honours:

Junior Boys qualified for the Regional Track and Field Cup Finals

LRSAA County Individual Champions 2016:

Junior Boys' 100m – Nicholas Njopa-Kaba;
Junior Girls Javelin – Libby Haward;
Junior Girls' Shot – Kirsty Finlay

Leicestershire and Warwickshire AA County Individual Champions 2016:

U20 and U17 Mens 400m – Alistair Finlay;
U15 Girls' Shot and Discus – Kirsty Finlay

LRAA County Individual Champions 2016:

U15 Boys' 100m – Nicholas Njopa-Kaba;
U17 Men's Triple Jump – Thomas Woods;
U20 Men's 400m Hurdles – Alistair Finlay

Midlands Counties AA Individual Champion 2015:

U15 Girls' Discus – Kirsty Finlay

LRAA County Individual Champion 2015:

U13 Girls' 100m and Long Jump – Sophie Williams

BADMINTON:

Leicestershire BA U14 – Jatin Naidu

CHESS:

U18 Leicestershire – Alistair Mottram-Epson, Peter Mottram-Epson

CRICKET:

England Development XI (Captain), Leicestershire Ladies -- Lucy Higham

U16 Leicestershire YC – Daniel Scudamore, James Scudamore
U15 Leicestershire YC – Kamran Jussab, Harry Pounds, Yusuf Sattar
U14 Leicestershire YC – Jaydon Amin, Bradley Crane, Rohan Kelkar, Jatin Naidu, Mathew Potts, Dhruvraj Rathore
U13 Leicestershire YC – Rohan Kelkar, Edward Patten U12 Leicestershire YC – Finn Carnduff, Patrick Horne, Alexander Laurenti
U17, U15 (Captain), EPP Leicestershire Ladies - Rachael Chipman
U15 Leicestershire Ladies – Elizabeth Glynn, Libby Haward, Shivali Pancholi, Simran Thakkar
U13 Leicestershire Ladies – Prianka Dhokia, Alexia Scudamore

Team Honours:

U15 Girls – LSCA and Midlands Indoor Champions, National Indoor Finalists 2015-16
U13 Girls – LSCA Indoor Champions, Midlands Finalists 2015-16
U13 Boys – LSCA Indoor Champions 2015-16
U15 Boys – LSCA Indoor Champions 2015-16

CROSS COUNTRY:

LRSAA U12 Boys – Charlie Rennie
LRSAA Junior Girls, LRSAA CAU U15 Inter Counties – Emma Richards

DANCE:

Team England at Dance World Cup – Isabella Monk
English Youth Ballet, Midland Theatre Ballet – Abigail Loke
English Youth Ballet, Elite Programme at School of Ballet Theatre UK – Sophie Imlach

EQUESTRIAN:

GB Junior Eventing Squad for European Junior Championships – Alexander Tordoff

U18 Midlands, National 1* Eventing Championships 2016 – Lucy Frankham, India Pover
Midlands Tetrathlon – Harry McEuen
Midlands Eventing – Evie Mackel

BOYS' HOCKEY:

U16 JRPC and JAC - Keshen Pathmanathan
U16 JAC -- Charlie Fraser, Henry King-O'Reilly
U15 HiPAC (Tier 2), JRPC and JAC -- Zain Girach
U15 JAC -- Gus Anderson, Daniel Wolloff
U13 JAC – Rajan Bahra, Vivek Bulsara, George Strevens

GIRLS' HOCKEY:

U17 JRPC Tier 1 (2015),
U18 JRPC and JAC -- Bethan Fossey, Lucy Ring
U15 JRPC and JAC -- Francesca Jones
U14 JAC -- Anna Chapman, Emily Kendall, Emily MacTaggart, Emma Richards
U14 ETG and U13 JAC -- Margot Buchanan, Roshni Francis
U13 JAC -- Chiara Bensi, Holly Cook
U12 JAC – Anna Kendall

Team Honours:

U18 XI – Midlands Indoor Finalists
U14 XI -- LHA County Tournament Winners, Midlands Finals Runners Up
U13 XI – LHA County Tournament Runners Up, Midlands Finalists

NETBALL:

U16 Leicestershire NA Academy - Rhea Parmar

ORIENTEERING:

U12 GB Schools and East Midlands Orienteering Champion, GB Schools Score Orienteering Champion 2016 – Charlie Rennie

RUGBY FOOTBALL:

U18 England, Leicester Tigers (Premiership XV), Leicester Tigers Academy – Benjamin White
Leicester Tigers Academy – Jake Charters
U18 Nottingham RFC Academy and U18 Leicestershire - Matthew Cooke
U18 Bedford Blues Academy and U18 Leicestershire – Thomas Jennings

U17 Leicestershire – Guy Jones, Finlay Quaid, Matthew Sankey
U16 Leicestershire – Nicholas Ebbesen
U15 DPP – Oscar Marriott-Clarke, Antony Kler, Will Ramsey, Harry Glynn
U14 DPP – Bradley Crane, Mathew Potts

Team Honours:

1ST XV – LSRFU County Champions
2nd XV – Unbeaten in Season 2015-16 (1st Senior side in school's history to achieve this)
U15 XV – LSRFU County Champions

SQUASH:

U15 Girls East Midlands – Ellen Rogers
U14 Leicestershire Boys County Champion – Bradley Crane

SWIMMING:

U15 Leicestershire – Peter Barlev
U14 Leicestershire, U14 1500m Open Water National Champion – Anne-Marie Hudman
U13, U14 Leicestershire, Regional Finalist at 50m, 100m and 200m Breaststroke – Christopher Snow

TABLE TENNIS:

LSTTA U13 and U13 Boys' Individual Championships Runner Up – Shiven Arora

TENNIS:

U18, U16 Leicestershire, LLTA Junior Boys Award 2016 – Rahul Dhokia
LTA U14 National Performance Centre, U18, U14 Leicestershire – Owen Wilson
U18, U16 Leicestershire – Lilia Boukikova
U14 Leicestershire – Victor Wiles
U12 and U13 Leicestershire (2015) – Prianka Dhokia
U13 Leicestershire – Max Marriott-Clarke, Anisha Sood

TRAMPOLINING:

U14 Leicestershire – Monte Burrows

TRIATHLON:

Great Britain Youth, England Talent Squad – Caitlin Roper

Introducing Mr Davies, our New Head of PE and Games

INTERVIEW BY SANA SAJID

Why did you want to teach Sport?

Sport is my biggest passion. I was five years old when I had my first rugby ball and I played my first rugby game when I was six. Teaching allows me to get an experience of all different types of sport and I particularly enjoy the theory part of the curriculum.

If you could teach any other subject what would it be?

It would probably be History, as I have a great interest in ancient history, the Greeks and Egyptians and their society.

What are your hobbies outside of school?

I like cycling, mountain-biking and road cycling. I also enjoy fishing, shooting – particularly pheasant shooting, playing darts and pool. I also really enjoy watching live sport. Aside from sports, I enjoy painting in oils and acrylics and attempt to create impressionist or abstract canvases. I also really enjoy metal work and regularly make traditional Welsh love-spoons and candle-holders from steel and copper. I play classical guitar (Grade 7) and electric guitar, and have done so since I was nine years old.



Introducing Mrs Calland, PE and Games Teacher

INTERVIEW BY RUMUN BANNING, 10B



Tell me a bit about your career in teaching so far.

I have been involved in coaching since the age of fourteen and I enjoy working with children and watching their development. For eight years now I have been a professional teacher and have been involved with LGS for three years, although this is my first year teaching here full-time. I knew that the school had a good reputation and a good range of sports – also my sister, Miss Fletcher, teaches here.

What is your favourite sport?

Rugby is my favourite spectator sport, especially the Australian league, with the Rabbitons being my favourite team. As well as playing netball outside of school, I also teach Aerobics classes.

Sporting Colours 2015 – 16

SPORT	HALF COLOURS	FULL COLOURS
Athletics	Kirsty Finlay Libby Haward Nicholas Njopa-Kaba Emma Richards Thomas Woods	
Badminton	Jatin Naidu	
Cricket	Elizabeth Glynn Libby Haward Jahangir Khan Olivia May Holly Mould Jatin Naidu Shivali Pancholi Mathew Potts Dhruvraj Rathore Simran Thakkar	Thomas Fowler Lucy Higham James Willmott
Equestrian	Lucy Frankham Harry McEuen	
Hockey	Gus Anderson Chloe Butland Anna Chapman Francesca Jones Emily Kendall Emily MacTaggart Ellen O'Brien Emma Richards	Holly Mould Gabrielle Potts Katherine Wake
Netball		Ellen O'Brien
Rugby Football	Nicholas Ebbesen Guy Jones Rishi Patel Matthew Sankey Ben Thompson Finlay Quaid	Matthew Cooke Thomas Jennings Jonathan Ramsbottom
Squash	Bradley Crane	
Swimming	Peter Barlev Anne-Marie Hudman	
Tennis	Lilia Boukikova Owen Wilson	
Trampolining	Trampolining	
Triathlon		Caitlin Roper

Cricket

BY LAURIE POTTER, MASTER IN CHARGE OF CRICKET

The year began with the excellent news that LGS had been selected by Cricketer magazine as one of the Top 100 cricket-playing schools in the UK. As a day school with no Saturday cricket, this was a real honour. Unfortunately, the actual playing season was badly affected by poor weather with a large number of fixtures at both home and away being cancelled. The weather also had a very negative effect on our ability to train purposefully, with many sessions having to be held indoors or on the water-based Astroturf hockey pitch, as the grass areas were water-logged. For over 20 School teams to perform so well in these difficult circumstances shows the quality of cricketers being developed at LGS.

The 1st XI were terribly unlucky in the final of the County Cup when they lost in the last over of the match by only 2 wickets. As the team had lost seven players at the end of last year, this really was a tremendous, if very frustrating conclusion. The u11 XI also lost in their County Cup final, but the very talented u12 team ran away with the County Cup and will now represent Leicestershire in the National Competition in 2017. To add to these successes, are the u13 and u15 County Indoor Championships in both girls' and boys' competitions and the superb effort by the u15 girls to reach the National Indoor Finals at Lords and finish in the top 5 Nationally out of 850 schools. This is only the 4th team, after three u11 appearances over the last 10

years, to reach a national final in the school's history.

I would like to thank a number of people who have played such an important part in allowing the cricket programme to be so very successful. Firstly, all the team managers who have given their time to allow our young cricketer's to play, develop and enjoy, Head Groundsman, Ed Ramsden and his team for increasingly impressive facilities and Sue Folwell and her team for the delicious teas we enjoyed throughout the season -- some too much. It has been a real pleasure to see not only the large number of County representatives from our players but just as importantly the large number of players that are representing our B teams and pushing for A team places. It is important to produce good cricketers, but developing a love for the game at all levels is just as imperative. Our first England representative, Lucy Higham, is leaving us this year and I couldn't finish without wishing her well for the future and thanking her for being not only a real talent but also a superb role model to all cricketers within the school. She has represented the 1st XI for 3 years and been Captain of Cricket this season. She has been a pleasure to work with, has real ability and with just an ounce of luck, could go all the way in the game. We now look forward to further development during winter sessions and all the hard work and ability bringing enjoyment and quality cricket next season

opened the batting and bowling throughout the season. The camaraderie and team spirit throughout meant for a very enjoyable experience. There were also emergent players who have come into the side based on form, such as Thomas Jenkins, who proved a massive asset in the last few games. Although we were not unbeaten, we did manage to get into the final of the County Cup and it has mainly been a year of preparing for the future, with very talented youngsters coming through the ranks from years 10 and 11. We say goodbye to long-term first XI



players, Thomas Fowler, so important with his left-arm swinging bowling, Lucy Higham, top Off-spinner, Fielder and Batsman, James Willmott – Batsman, Niam Dave, Opening Batsman and Harmeet Makan – seam and swing bowler. We wish them well for the future and hope they have enjoyed their 1st XI careers. Thanks to Mr Potter for all the support and advice throughout the season.



1st XI Cricket 2016

J.J. Scudamore, J.A. Khan, N.J. Dave, H. Maken, D.R. Scudamore, C.M. Fraser, J.D. Willmott (Vice Captain), J.B. Hunt (Captain), L.F. Higham (Captain of Cricket), A.P.A. Pathmanathan, T.J. Fowler

The 2nd XI Team

BY ZAKI ARSHAD

This year's second XI season was hampered by a combination of bad weather and having to fit in matches around summer exams. As a result, only two matches were played. The first match of the season came at home in the County Cup against Beauchamp. Despite having made a poor start, conceding 35 runs in the first two overs, good bowling from Siddhart Wadhwa, who took 3 wickets as well as Rohit Francis and Daniel Scudamore, who took two wickets each, brought us back into the game. Beauchamp ended their innings on 135-7. Daniel Scudamore made a good knock of 46 not out in the second innings; however we were always slightly behind the required run rate and so when snow stopped the game in the tenth over, we lost the game, as we were behind the total Beauchamp had reached by the tenth over in their innings. Although we lost the game, it was clear that we had a lot of potential as a team. The second and unfortunately, final game of the season was away to Oundle. We made a good start, reaching a score of 65-2 after 12 overs. Oundle bowled well in the next few overs and this combined with some sloppy mistakes meant that we were bowled out for just 92. Aran Abeysondera and Rajiv Sejpal were the standout batsmen, helping us reach a defendable total, with scores of 20 and 18 respectively. We knew that we would have to perform very well in the field and with the ball to stand a chance of winning. We

made a very promising start, taking two early wickets through Tom Jenkins and Shaylin Patel. Jahangir Khan then followed this up with a brilliant run out. However, despite taking a further two wickets through spinner Rajiv Sejpal and another from Tom Jenkins, Oundle were able to slowly chip away at the total, which they reached in the twentieth over. Despite losing both our games, it's clear that with very minor improvements, this team could easily go on to be very successful. There are many younger players in the team who, I'm sure will push for first-team spots next year and I wish them luck in doing



2nd XI Cricket 2016

N. Solanki, T.S.J. Jennings (Vice Captain), V. Shah, R.G. Jennings, A.P.A. Pathmanathan, R.R. Sejpal, S. Wadwa, Z. Arshad (Captain), A.P. Abeysondera, S.A. Thakkar, P. Chauhan

The U15 Team

BY JOSHUA MOORE

LGS under 15s have shown good potential in what has been a frustrating season. Unfortunately we have had 4 games called off this year, but we have managed to get 6 games, winning 3 of them. Our first game was against Beauchamp and we came up 6 runs short. We then came up against Loughborough GS and with a couple of injuries we had to change the team round a bit. But LGS put in an outstanding performance, with Kamran Jussab, Robbie Spencer and Harry Pounds all getting 50s. We beat Loughborough by 102 runs. We then faced Kings Grantham and our batsmen again put on a strong performance, with Harry Pounds getting 92 not out. We knew that we needed early wickets, but considering that Grantham were chasing 160 and one of their batsmen scored 125 not out, we were unlucky not to win the game as it went to the last over. Our next opponents were Robert Smythe and with another strong batting performance, including 40s from Josh Moore and Robbie Spencer, we managed to win the game comfortably. We then played a side touring from India and because of injuries we did not have our full batting line up. LGS still put up a good fight, with Yusuf Sattar playing a creditable innings and Kamran picking up

The 1st XI Team

BY JAMES HUNT

This season the 1st XI had received a severe renovation due to the vast number of older players leaving and a total of 9 debutants over the course of the year. Unfortunately, due to weather, a number of games were called off, however this didn't stop James Willmott from reaching the 150 run milestone and securing a place in the Wisden Cricket Almanac. Other notable performers this year were Lucy Higham, the leading wicket taker and also Daniel Scudamore, whose performance with the bat often got us out of trouble and James Scudamore, who

some wickets, but unfortunately the Indian team won with 1 over left. In our final game against the LGS staff (always a good laugh), we won by 50 runs, with Josh getting 55 not out and Harry Jones and Ishan Parmar bowling sharply with the ball. On behalf of the team, I would like to thank Mr Potter and Mr Hunt for coaching us. We look forward to next season, when we will be fighting for 1st XI places.



U15 'A' XI Cricket 2016

W.J. Ramsey, R.N. Spencer, Y.N. Sattar, M. Milner, H.J. Jones, Z.A. Girach, K. Pathmanathan, H.M. Pounds (Vice Captain), J.C. Moore (Captain), K.Jussab, M.C. Teo

The U14 Team

BY DHURV RATHORE

The performance of the U14A Cricket Team this year has been very successful, winning half of our total matches, with some cancelled because of the weather. We also had good results concerning the County Cup, almost going through but losing at the last minute to Loughborough Grammar. In the third match we played, against Solihull School, many wickets were taken, with a five wicket haul for Jatin Naidu. There were also five catches taken behind the stumps for Dhruv Rathore in this match. A match against Lutterworth seemed too easy: we took early wickets to slow their run rate right down and then chase down the score without losing any wickets. This was a County Cup Match which helped us advance to our next opponents. Unfortunately, they conceded which meant that we would get a win, but we missed out on a game of cricket to improve our skills. In our last match against Loughborough Grammar, our bowling and fielding let us down. There was also an international match against a team from Kolkata, India. What should have been an easy win was snatched away due to a crumble in the batting, with the highest score of 19 by Rathore. Overall, the season has been quite pleasing, with good bowling at times and also nice batting, including a good knock of 47 for Amin against Crown Hills Community College.



U14 'A' & 'B' Cricket 2016

N.B. Njopa-Kaba, B.C. Whitcombe, A.J. Bacon, P.S. Ragi, B.C. Levy, H.C. Glynn, W.J. House, J.S. Naidu, M.J. Potts, N. Sirajudeen, R. Chakrabarti, V.S. Thakor, S.C. Katecha, T.H. Easwar, A.O. Lakhanpaul, N. Bhat, A. Ebrahim, K.D. Desor, T.W. Bunce, J.K. Amin (Vice Capt), D.S. Rathore (Capt), B.O. Crane, Y. Bhatia, S.B. Tailor, S. Thakrar

The U13 Team

BY ROHAN KELKAR

This 2016 cricket season has been one of mixed results. We did well in the indoor cricket, winning all our matches and the County Cup competition. In the outdoor season we were not quite as consistent, winning 2 out of 6 full matches, with one draw as well. However, we can take a lot of positives out of the season, such as our opening bowlers, Vivek Bulsara especially, taking early wickets. We were hampered by the many practices and fixtures that were rained off. This has been a good season but next season if we want to win more matches we must make improvements. There has been tremendous effort and enjoyment throughout, but greater concentration, work on technique and attitude is required to become really good cricketers next year. Thank you to Mr Ellis, Mr Davies and Mr Potter for coaching, organising and umpiring our matches.



U13 'A' XI Cricket 2016

R.B. Abeysondera, R.D. Magdani, M.S. Jaswal, M.J. Marriot-Clarke, S.A. Thakrar, G.W. Impey, W.G. Jones, V.B. Ramji, E.J. Patten, R.A. Kelkar (Captain), V.M. Bulsara

The U12 Team

BY ALEX LAURENTI

This has been a great year for Year 7 sport at LGS and especially for the cricket team. We only lost one game all season, as we are a strong bowling side. In one of our games we bowled Northampton School for Boys out for 19 runs. The most impressive wins included beating the County U12 XI and defeating Loughborough GS U12 in the Semi-final of the County Cup by 9 wickets, with Rory Pateman playing innings of 37 not out and 27 not out. Our win in the County Cup Final will take us into the National competition next season and allow the ability in this group to be tested fully. I would like to thank Mr L Potter and Mr DM Crawford for coaching and managing the team.



U12 'A' & 'B' XI Cricket 2016

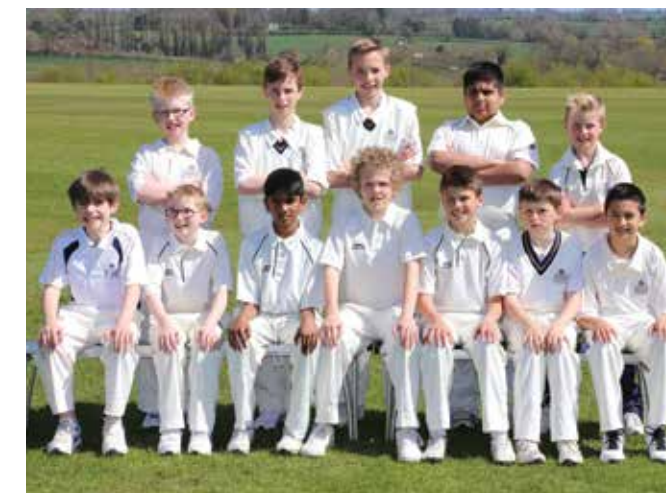
H.I. Fatiwala, B.J. Tate, K.B. Raja, A.D.R. Patel (B Captain), R.D. Magdani, P.J. Home (A Vice Captain), F.G.W. Stacy, M. Dayal, B.M. Makel, J.V.R. Upton, R.A. Pateman, R.J. Joshi, E.J.W.T. Brightling, S. Arora, O.H.J. Impey, D.M. Gray, A.J. Wesley, E.C.J. Teo, M.J.s. Worthing, Y.Y. Valli, A.Q. Laurenti (Captain), K. Pancholi

The U11 Team

BY FERGUS GILLIGAN

The 2016 cricket season has been successful for the U11 XI. We worked as a team and built up some form towards the end of the season. We played Linden School in the Hardball Area Cup Quarter-Final. We fielded first and limited them to 36-3 via an excellent performance. When we came into bat the first 3 pairs played well but the last pair had to secure the win. It came down to last ball when Shashank Bhandari hit a four to win the game by 1 run and bring our total to 37-0. We also played Brooke Priory in the Area Cup Semi-Final. Unfortunately, this game was played inside due to rain, but it turned out to be a great game. Samuel Robinson and Luke Chandler made their debut and played exceptionally. We won the game 121-5 to 79-7. Finally we played Fairfield Preparatory School in the Area Cup

final. We played well, with brilliant bowling from Lucy Weston taking 4 wickets. We lost the game, but were very happy with runners up and it was testament to our improvement that we had finished as the second best team in Leicestershire. I would like to thank Mr Potter and Mr Davies for their help and even though we had a number of games rained off it was a super season and really enjoyable.



U11 XI Cricket 2016

W.J. Wale, S.J. Robinson, T.J. Osborn, V.R. Nambiar, L.T. Chandle, J.F. Weston, T.P. Onions, D.S. Sundaram, F.B.J. Gilligan, D.R. Switzer, R.A. Smith

Athletics

BY MR LEMON



There have been some outstanding individual performances in national and local competitions and, with more than 20 pupils qualifying for the Leicestershire School Athletics County Championships, there are many pupils who should be very pleased with what they

have achieved. In the National Track and Field Cup our Junior Boys reached the Midlands final. In the south Leicestershire Athletics competition we performed well, all sides finishing in the top three. Nicholas Njopa-Kaba in the 100m, Libby Haward in the javelin, and Kirsty Finlay in the shot putt all won their events to become Leicestershire Schools champions. Nicholas and Kirsty have also been selected to represent the county in the National Schools Athletics Finals, where Nicholas will compete in the 200m and Kirsty in the shot putt. We wish them the best of luck.

National Indoor Cricket Finals, 2016

BY RACHAEL CHIPMAN



On May 10th, 2016 Leicester Grammar School's Girls U15 Indoor Cricket team traveled down to London to play in the Lady Taverers National Indoor Finals, the following day. Excitement was building well before departure due to some new playing shirts and team jumpers that the girls looked forward to wearing.

We knew that we were to stay in a typical London apartment, but were not expecting the luxury that came with staying in 29 Ivor House, London. Nor did we realise that Lord's Cricket Ground (where we were to play) was actually within walking distance of the apartment. So, after dropping our bags we, as a group, took a walk to the ground. Obviously we were obliged to take only a few photos to capture the moment! Back at the house, films were chosen and pizzas were made, mattresses were pulled off beds and blankets brought down: a typical girls' night in. As we knew that the following day was an extremely important one – and one we'd looked forward to for so long, a fairly early night was necessary.

The following morning was filled with excitement and anticipation. All the girls had worked so hard

leading up to this moment, so it was understandable that nerves were present. We, like all the other teams there, had lots of parental support, as many parents had taken time off work to watch us in what would be one of the proudest experiences of our lives. Each girl performed to an extremely high standard at some point throughout the day, which showed in their individual batting or bowling. However, the highlight, I feel, was our team's fielding performance against Felsted School in our second game. It was an extremely close, tense and exciting game and by far the best

fielding I'd seen from our side. The fact that we made it into the top five schools in the country is an absolutely amazing achievement. I, as captain, am so proud of all the girls and what they've accomplished for the school. It has been an honour to captain and play along side some extremely talented and hard-working girls, who have developed a great love for the game of cricket. We, as a team, would like to thank both Mr. Potter and Mrs. Laybourne, not just for all their hard work and support throughout the season, but for also making this experience a truly unforgettable one.



Girls' Cricket

BY MRS LAYBOURNE

2015-6 has been greatly successful for the girls' Cricket squads. There have been fixtures at all age groups and an ever increasing number of pupils involved. Alongside this, the quality of play is ever improving, with greater exposure to the game. We have had lots of success in the county, with Alexia Scudamore, Prianka Dhokia (U13), Elizabeth Glynn, Shivali Pancholi, Libby Haward, Simran Thakkar, Rachael Chipman (U15) and Lucy Higham (Seniors) all representing Leicestershire. There was further success for Lucy when she was invited to join the England Women's Development Programme and she has been a great role model for the girls, being the first female captain of cricket at LGS.

It has been a disappointing year for the U18s, with all four of their games cancelled due to the weather. They have trained hard and it has been a shame they have been unable to test themselves in a competitive situation. The U15s have had an excellent season, qualifying and competing at the National Indoor Finals at Lord's. Finishing 5th out of the 850 schools entered was not only a fantastic achievement, but also an incredible experience for all those involved. They were unable to replicate their success in the outdoor national cup, but did progress to the last 16 and have made a lot of progress. Both the U12 and U13 squads have improved considerably and their enthusiasm and interest in the game has been faultless. The U13s won the county round of the Lady Taverers Indoor Tournament and competed at the regional finals, a great achievement. In the outdoor season, I was particularly impressed with both squads' comfortable victories against Trent College.

I would like to thank all those who have been involved with Cricket this year for their efforts and enthusiasm. To those leaving, all the best for the future and thank you for all your contributions during your time at LGS. For those staying, I look forward to more success again next year!



U15 Team

BY RACHAEL CHIPMAN

Throughout the season, as a team, we've worked and trained hard. Individually, members of the squad have developed new skills (whether that be at batting, bowling or fielding) and improved their overall game. Our indoor success was the clear highlight to our season. Qualifying to the National Indoor Finals, without a loss, was a truly great achievement. The dedication each member of the team showed during the lead-up to that day was great to see. Since an indoor side only requires 8 players, when our outdoor season began we needed to recruit more players. As we now have both an A and B team for the U15 girls, many are now really enjoying their cricket. Within the Lady Taverers Outdoor Competition we did well to get as far as we did. Mainly because the girls were so used to playing indoor strategies, when the change had to be made to the outdoor game we didn't really have enough time to adapt our game to its full potential. It's been an honour to captain and play alongside such enthusiastic and talented girls. I'd like to thank both Mr. Potter and Mrs. Laybourne for their support this season. I wish the younger girls the best of luck for next season, and for those that are moving up, I hope they carry on playing and enjoying the game as much as they have this year.



U13 Team

BY ALEXIA SCUDAMORE

This season has been brilliant. We played a total of four games, won two and lost the other two. We won the first match at Crown Hills Community College, which was actually a tournament. This was the first stage of the Lady Taverners competition and the first time we had played properly as a team. We played many teams including Hinckley Academy, Sir Johnathan North Community College and Uppingham Community College. Sadly we lost at the regional finals (the next stage) in Hatfield, but we didn't let this stop us, as we then won the first outdoor match against Trent College. This was probably the best match of the season. It was a close game and we only won on the last ball. We needed five runs to win, so we needed to hit a six. Holly Cooke saved the match by hitting that all-important six. Some great bowling was also involved, with many wickets taken, including two wickets taken in a row by Alexia Scudamore and Chiara Bensi's first wicket. Everyone who bowled, bowled very well and overall ten wickets were taken. Unfortunately we did not do so well in the last match against Wisbech Grammar School. Overall everyone thoroughly enjoyed playing all the matches and played very well.



U13 Girls Cricket 2016

J. Pancholi, R.K. Jobanputra, P.S. Dhokia, M. Buchanan, H.J. Cook, A.M. Dobson, D.B. Taylor, J. Kalicharan, A.G. Scudamore (Captain), A.K. Sanghera, C.I. Bensi, R.A. Francis.

U12 Team

BY CLAUDIA FLETCHER

At the beginning of the Cricket term only a few of the girls in our squad had actually played before, but we were all keen to learn. We soon learnt to bowl with some great teaching from Mrs Laybourne, and advice from the Year Eights. We then went on to play our first ever match against Trent College. We got off to a good start with a total of 61 runs. We then went on to field with some great bowling from the whole

team. The other side ended up with a total of 46 runs. We were very happy to have won our first match and couldn't wait for the next one. We kept on training for our next match, but unfortunately it was cancelled due to rain. Thank you to Mrs Laybourne for coaching and organizing the matches.

LGS BOYS' HOCKEY 2015-16

BY MR MURRAY

Leicester Hockey Club (Men) provides the opportunity for over 100 LGS and LGJS players to learn and enjoy the sport (the only opportunity for boys). The Club is a non-profitmaking organisation run by volunteers which links the School and the local community through hockey. Players are organised into age group squads, either as Leicester Grammar School or as Leicester Hockey Club, and there is a focus on learning the sport through match play. The Club also donated equipment to the value of £1500 to the School this season to maintain coaching provision of the highest standard.

Year 6: Dominic Switzer is a member of the LHC U12 Boys' team which finished Runners-Up in the U12 Boys' Leicestershire Club Championship before qualifying to compete in the U12 Boys' Midlands Championship.

Year 7: A number of the LGS U12 Boys are capable of reaching a good standard if they continue with the sport. The commitment they have shown attending on Sunday mornings is impressive. Parents should consider supporting their child through the County representative system.



U12 boys Hockey 2016

R. Giga, E. Rezazadeh-Sephideh, S. Sivakumar, A. Kancheria, T. Robey, Z. Haq, L. Wagawatta, N. Wagner-Tsukamoto, N. Jobanputra, T. Kong, T. Pearl (not in photo)

Year 8: The LGS U13 Boys' squad played well in the U13 Schools In2Hockey Competition. A number of the LGS U13 Boys' squad have the potential to gain selection for the LHC U14 team next season which competes with distinction in the U14 Boys' England Hockey Championship. The commitment to attend training sessions at off-peak times is essential to manage the minimum two times a week participation required to develop in this sport. The LHC U14 Girls' team won the U14 Girls' England Hockey Development League again.

Year 10: Zain Girach and Keshen Pathmanathan played for the LHC U16 Boys' team which once again qualified for the Midlands level of the U16 Boys' England Hockey Championship before then finishing third in the National Finals. Zain also made a significant contribution to the LHC U16 Boys' Indoor squad again finishing with distinction in the Indoor National Finals.

Year 11: Charlie Fraser played for the LHC U16 Boys' team which enjoyed such a successful season in the U16 Boys' England Hockey Championship. Participating in National Finals in a mainstream school sport at this age group is a considerable achievement. Charlie also contributes by supporting the coaching of younger players as a volunteer.

Year 12: Isaac Garner has supported the Club coaching structure and assisted with the LGS U13 Boys' Squad. Such role models are essential for the younger players within LGS to recognise at first hand the commitment required to develop in this sport. Isaac completed part of his Duke of Edinburgh qualification based on his contribution as a hockey volunteer.

Year 13: The development of individuals within this year group is an example of what is possible when the Partnership between the School and the Club works. Imran Girach, James Willmott, Charlie Murray, Francis Gurman and Nadir Osman have made marked contributions as hockey players for the Club. Charlie Murray and Michael Loveday have made a considerable contribution as coaches. They have developed as young people through their experiences and in keeping with the spirit of the Club this has been recognised.

The voluntary nature of the Club is dependent upon such contributions by individual members who are role models for their younger peers and ambassadors for the School. The relationship between the School and the Club is entirely in keeping with the charitable remit of the School.



U13 XI boys Hockey 2015-2016

A.M. Patel, S.A. Thakar, J.A. Stewart, M. Matthews, J.E. Parker, R.S. Bahra, G.R. Montgomerie, J.G. Shaw, G.J. Strevens, W.E. Rea, V.M. Bulsara (Captain), C.J. Berman, E.W. Leech

Girls' Hockey 2015-16

BY MRS LAYBOURNE

I have been delighted with the standard of hockey on show this year at LGS. Twelve pupils from the school were selected to join the county squads, with Roshni Francis and Margot Buchanan training with the U14 Elite Training Group and Francesca Jones, Lucy Ring and Bethan Fossey being invited to train and compete at the Junior Regional Development Centres. We continue to maintain strong links with Leicester Ladies' Hockey Club, with pupils across all senior teams from 2nds to 5ths. Georgina Collins, Gemma Newton and Lucy Ring competed at the U16 National Outdoor Finals, Georgina and Lucy doing the double and also competing in the Indoor.

The 1st XI started the season with the annual trip to Great Yarmouth. A draw against Great Yarmouth HC and a comfortable victory against Wisbech Grammar put them in good stead going into the season. In the County Tournament they performed well, but unfortunately were unable to progress to the next round. During the Indoor season they reached the Midlands Finals and there were some excellent individual and team performances. The 2nd XI showed great determination and improved with every game. With so many of the 1st

XI leaving this year there will be a great opportunity for a number of these players to step up to the next level. The U15s have worked hard and I look forward to the talent in this squad stepping up into the senior squads next year. However, it was the U14s who were the most successful team. Following their positive Holland tour, they showed great promise from the outset, winning the County Tournament. Finishing 2nd at the Midlands Zone, they progressed to the Midlands Finals, competing against the top eight schools in the area. Once again the U13 squad qualified for the Midlands Finals, after being unbeaten in the County Tournament. The U12s developed in confidence and performance across the season and look very promising for next year. At both age groups the A team squads were winners of the Blaby and Harborough Team Leicestershire tournaments.

I would like to take this opportunity to thank all those who have represented the school this year: your commitment and enthusiasm has been first-rate. To all those leaving the school, and there are many this year, thank you for dedication and enthusiasm to Hockey at LGS and good luck for the future.

1st XI Team

BY KATHERINE WAKE

This year the 1st XI Hockey team have had a good season, kicked off by a 4-0 win and a draw on our preseason tour in Great Yarmouth in September against Wisbech Grammar School and Great Yarmouth Hockey club, which gave us confidence stepping out into our season. This year we hosted a touring side from St John's School in Argentina: a great experience, giving us the opportunity to play against and learn from a very skilled team, and to get to know the girls over the two days we billeted them. Our increased confidence was reflected in the strength of the team in the County Tournament' where we secured wins against Uppingham and Wellbeck with goals from Esme Bliss and Lucy Taylor, but narrow defeats against Loughborough High and Oakham meant we were unable to advance through

to the Regional stage of the competition. Highlights of the season include playing in the Indoor regionals where the team (Katherine Wake, Holly Mould, Gabby Potts, Lizzie Roberts, Lucy Ring, Esme Bliss, Georgia Hubbard, Bethan Fossey, Sarah Turner and Georgina Collins) showed great skill against teams such as Repton and Wellingborough. Also our 3-0 win over Oakham B side allowed us to prove just how well we work together, with great attacking around the D, along with good strength in defence, with goals coming from Holly Mould, Bethan Fossey and Rachael Chipman. Every member of the squad has put in great effort. I would like to thank the girls for being such a fun and memorable team to play with and also Mrs Laybourne for all her coaching efforts this year.



1st XI Hockey 2015-16

L.R. Pollard, G.V. Newton, S.R. Turner, E.G. Bliss, G.F. Potts, E.J. O'Brien, L.A. Ring, C.H. Davies, E.G. Roberts (Vice-Captain), G.M. Hubbard, B.D. Fossey, K.L. O'Connor, R.L. Taylor, K.E. Wake (Captain), C.J. Butland, H.E. Mould (Vice-Captain), L.H. Taylor

2nd XI Team

BY OLIVIA MAY

This season, LGS 2XI Hockey team faced tough opposition. In our first match we faced a strong Loughborough side, who dominated the game, winning 3-0. We then worked hard on our fitness levels and game technique, which was shown to be of real benefit when playing Stamford High for Girls and Wellingborough School. The narrow score in both matches was achieved also by excellent defensive work from Claire Taylor and Maya Desor, along with Lizzie Tutt's invaluable endurance in midfield. During the season, we also played a resilient Uppingham side, who slipped ahead after a goal early in the second half, unfortunately. Despite numerous efforts from Georgia Galletly to get

one back, Uppingham were able to hold us off. The team should be proud of the immense improvements in terms of strategy on pitch, team work and skill level. This has been helped greatly by our coach, Mrs Hutchinson, who also umpired every game. The team is grateful for her time and help in securing a great season.



2nd XI Hockey 2015-16

A.I. Nicholls, R.D. McCole, M.S. Desor, A.R. Weare, O.M. Hartley, O. Crossley, B.M. Worsley-Wildman, J. Jones, C.E. Taylor, O.A. May (Captain), A.E. Davies, H.G. Morris, D.E. Barre

U15A Team

BY ROSALIND RASHID

The U15 team have had a great season this year, our last year to play as a full squad before we join the First and Second teams next year. Our first match of the year was against Princethorpe College on the 21st September. We drew 2-2, with goals scored by Rachael Chipman and Niamh Quaid. a good result considering we were rather rusty after summer. In our next match against Uppingham on the 24th September, unluckily, we lost 1-2, with Rachael Chipman scoring another goal. Our next match against our closest rivals, Loughborough, we lost 4-2, which was disappointing for us. Our goals were scored by Juliette Chapman and Rhea Parmar. After the last loss, we were hoping for a win against Oakham, but we came away with a draw, 1-1, Juliette Chapman scoring. Our match against Stamford on the 12th November was our first win of the season. The final score was 2-0 with 2 goals from Rachael Chipman. Our next match against Wellingborough (24th November) we lost 3-4. Rachael Chipman scored a hat-trick. Our penultimate match was against Loughborough on the 1st February. Hungry for a win and revenge from the previous match against them, we put a lot of effort in, but came away with a draw of 2-2. Our goals were scored by Niamh Quaid and Natasha Prior. Our final match on the 17th of March was against Dixie. This was another close match and we managed to scrape a win of 1-0, Rhea Parmar scoring the final goal of the season. Our most improved player was Florence Holmes, who definitely grew in skill as the season progressed. Our player of the season was Rachael Chipman. Judging by the amount of goals she scored for our team alone, she definitely deserved this award. Thank you to Mrs Laybourne and Mrs Hutchinson for coaching and umpiring.



U15 XI Hockey 2015-16

A.L. May, N.S. Prior, J.M. Chapman, F.M. Weston, R.M. Chipman, M.J. Sellicks, F.G. Holmes, I.H. Glover, M.R. Sian, R.S.Y. Rashid (Captain), R.T. Parmar, G.V. Collins, E.J. Davis

U14A Team

BY EMMA RICHARDS

This season, in the U14 hockey team, everyone has improved immensely. As it was our first year playing 11 a-side, many of us had barely played with each other before, but now we are a much closer and stronger team. We have come so far, from losing our first match against Uppingham School to even winning the County Tournament, a huge achievement for us. Winning this meant that we were through to the Midlands, where we won two matches and lost one, qualifying for the Midlands Final -- we were very proud. In the Midlands Final we were up against some amazing sides and unfortunately we lost all three of our matches. However it was still an amazing experience and the whole team always kept putting in lots of effort. We ended the season on a high, winning our final match 4-0 to Dixie Grammar School. Well done to all the players and thank you to Miss Mould, Dr Kendall, and Mrs Laybourne, who have helped us to improve and achieve so much.



U14 XI Hockey 2015-16

E.E. Glynn, A.L. Chapman, K.M. Finlay, M.G. Horne, R.A. Evans, C.A. Geraghty, L.E.A. Ferguson, E.R. Kendall, E.A. Dixon, F.L. Jones, E.M. Moore, P.J. Anderson, H.X. Coulson, L.A. Haward, H.E. Ryan, E.M. Richards (Captain), G.M. Dudge, E.L. MacTaggart, G.E. Morris, F.R. Wheeler, S. Pancholi

U13A Team

BY MARGOT BUCHANAN

This year, our U13 team has had a very strong year with 9 wins, 3 draws and 5 losses. We started off the season strongly, drawing against Oakham, which was a tough first match. We then improved so much as the season went on, eventually drawing against our rivals, Loughborough, in the County Tournament. We performed very well in this, winning all our games except the one against Loughborough, in which we drew. Missing out on going through as the winners of the County Tournament on goal difference was disappointing; however, we still made it to Regionals, which we were really happy about. Thank you to all of the team; you have all played very well this season and all improved enormously. This year has been so fun, including Chiara Bensi's James Bond roll goals and our team chants being the loudest. Thank you to all who coached us this year, especially Mrs Laybourne, Miss Osgood and Mrs Hutchinson.



U13 A XI Hockey 2015-16

P.S. Dhokia, S.A. Brewin, H.J. Cook, M.J. Weston, C.I. Bensi, M. Buchanan (Captain), R.A. Francis, O.G. Hubbard

U13B Team

BY SOPHIE WILLIAMS

The 2015-16 season has been a tough one for the U13B team. We came up against many tough opponents. Despite the fact that we lost all but one of our fixtures, many results were very close. Our best match was against Spratton Hall, in which we won 3-1. In this match the team showed commitment to winning; Isobel Harvey had a hockey ball glance off her

head but continued playing. The team this year was Isobel Harvey, Alice Hunt, Sophie Williams, Charis Simpkin, Kate McCallister, Olivia Solomons, Charlotte Fox, Imaan Dadabhai and Alexia Scudamore, who was new to the team this year. The enthusiasm, effort and improvement of the whole team must be praised. Thank you to Mrs Hutchinson and Mrs Laybourne for coaching us.

U12A Team

BY TOPAZ DOWLING

This season we have had many good moments and memorable victories. Although we lost twice against Oakham in closely fought matches, we were able to be free-scoring against schools such as Dixie Grammar where we put twelve past them. Another of the highlights was the Leicestershire tournament, which we won, even when in two of our matches we were reduced to six players due to injuries. This season we have scored many goals and two of our players, Anna Kendall and Alexandra Peet, have been up on the scoreboard for the most goals: Anna Kendall came 2nd and Alexandra Peet came 3rd. In this team we have Suzi Balov, Poppy Bastock, Maddison Bishop, Maddie Buchanan, Topaz Dowling, Claudia Fletcher, Anna Kendall, and Alexandra Peet. A few of the B team also played for us, including Sophie Pounds, Emily Bennett and Riah Gohil.



U12 A Hockey 2015-16

T.E. Dowling (Captain), S. Janfada-Balov, P.M. Bastock, M.A. Bishop, M.S. Buchanan, A.E. Peet, C.A. Fletcher, A.E. Kendall

Netball 2015-16

BY MRS CALLAND

This season has seen the introduction of a coaching partnership between the school and Loughborough Lightning, with weekly training sessions delivered by international player, Jo Pripp from New Zealand and Natalie Panagarry, who has recently been called up to the England squad for the Quad Series. These sessions have been a fantastic opportunity for the teams, helping them to raise their game and aspire to higher-level participation outside of school.

The senior team took on a new look this year, welcoming Lucy Frankham, Bethan Fossey and Georgia Galletly. The Year 7 teams have seen great success this season, most recently during the tour to Glasgow, training at the Sir Chris Hoy Velodrome and winning three out of four games against strong competition. During the season they achieved a 77% win rate and are most definitely a team to watch over the next few years. A special mention should go to Rhea Parmar who has just recently been selected for the Regional Netball team: we wish her much success. Ellen O'Brien and Lucy Frankham represented TFC Netball Club to play against Ireland, demonstrating some fantastic vision and physicality in their match play. Finally, Ellen O'Brien (1st VII), Ava Sjoberg (2nd VII), Louise Pollard (U16), Tamsin Dann (U15), Francesca Jones (U14), Sian Brewin (U13), Claudia Fletcher and

Sophie Pounds (U12) were most frequently voted player of the match by the opposition. Thank you to Ms Orton, Mrs Hutchinson, Mrs Fielding, Mrs Button and Miss Fletcher for their continued support and outstanding coaching.

Senior VII Team

BY ELLEN O'BRIEN

Played: 7, Won: 2, Lost: 5. Goals For: 108, Goals Against: 198.

The season began with the introduction of a new coach and some new players. However, after some productive pre-season training with a specialist from Loughborough Lightning, this new team began to gel. This was reflected by our first win of the season against Nottingham High School. A few tough losses in the first half of the season gave us an opportunity to improve our skills, fitness and tactical awareness. A particular highlight of the season was the Leicestershire County Tournament. The team gave a strong performance in the group stages, qualifying for the quarter-finals comfortably. We played admirably in a tough match against QE in the quarters. The score-line remained

close throughout, but QE narrowly won the match when the final whistle was blown. Our strongest win came in the second half of the season against Leicester High School. Everyone enjoyed playing this match, and it epitomised why I have loved playing netball at Leicester Grammar School for the last seven years. Playing alongside friends has been invaluable. I would like to thank all of the netball staff that have coached the team since we were in Year Seven and Ms Orton and Mrs Calland for coaching us this season.



1st VII Netball 2015-16

B.D. Fossey, G.L. Galletly, A.L. Jones, G.F. Potts, L.A. Frankham, E.G. Roberts, K.E. Wake, E.J. O'Brien (Captain), B.R. Orpin

2nd VII Netball

BY AVA SJOBERG

Played: 4 Won: 0 Drawn: 1 Lost: 3.

Goals for: 53, Goals against 79.

The Second VII had a challenging season consisting of many hurdles, which were overcome through a combination of teamwork and commitment. The season started away at Loughborough HS, where we lost 8-4; however, the team were able to pick out some encouraging skills to focus on in training. Our next opponent was Uppingham School at the end of January. The weather conditions made the game extremely challenging for both sides. After keeping the game relatively equal in score through most of the game, Uppingham were able to pull away quickly in the final quarter to finish with 13-20 in their favour. Ava Sjoberg received player of the match for her consistent defensive performance. Next at Wisbech Grammar School we were able to pick up our first result of the season with a 13-13 draw. We displayed an excellent attacking performance and dominated play for the majority of the game. Player of the match was awarded to Katie O'Connor. The concluding fixture was versus Wellingborough. Leicester lost 10-24, a very disappointing end to the season. Lizzie Tutt received player of the match. Overall, the second VII can take many positives from their season including the general sense of cohesion amongst the squad. Thanks to Mrs Hutchinson for coaching.



2nd VII Netball 2015-16

V.L.A. Bennett, O.E. Horan, G.M. Hubbard, L.A. Hill, A. Lakhanpaul, S.C. Kotecha, E.F. Tutt, S.R. Turner, E.L. Hazeldine, A.E. Davies, A.R. Ellis

Under 16 VII Netball

BY OLIVIA CROSSLEY

This season has been very enjoyable for the U16 netball squad. Even though we were challenged with some of our toughest opponents, we were able to improve through the year and play some excellent netball. Overall the team only played four matches, due to cancellations, and narrowly lost all four. We were able to redeem ourselves in the County Cup Tournament, however. After playing some great netball in the group stage, we managed to pull through to the quarter finals. The team worked exceptionally hard and unfortunately we lost to our opponents by only one goal. I would like to thank the team for their efforts in both training and matches and also Mrs Calland and Mrs Fielding for all their coaching and support.

Under 15 VII Netball

BY RHEA PARMAR

At the start of the season we had a number of new players, so many of us hadn't played as a team before. We all knew that it would be very challenging, and that we had to start recognising where others play to enable us to perform to a high standard. However, towards the end of the season the team really improved our tactical skills and cohesion. We were not discouraged by some losses received; instead we came back stronger and fought harder. Throughout the matches there was some outstanding play, especially from Niamh Quaid in defence and Tamsin Dann in attack. Also, Florence Weston hadn't played the defending role before but really grew into her position and performed consistently well. It is fair to say that every single player worked well and contributed to the team. Thank you to Mrs. Calland who coached and umpired us throughout the season.



U15 A VII Netball 2015-16

T.E. Damn, J.M. Chapman, F.M. Weston, R.M. Chipman,
R.A. Smith, R.T. Parmar (Captain), M.J. Sellicks



U14 A VII Netball 2015-16

C.A. Stollery, A.L. Chapman, K.M. Finlay, E.R. Kendall, E.L. MacTaggart
E.M. Richards, F.R. Wheeler (Captain), E.M. Moore, H.X. Coulson

Under 13 VII Netball

BY SIAN BREWIN

Played: 9, Won: 5, Lost 3, Drawn: 1. Goals For: 96, Goals Against: 110.

This year the U13 A-team had a good season. For example, LGS won against Kibworth High School 9-4, Wigston Academy 16-2, and Hinckley Academy 17-8. We also took part in the South Leicestershire Tournament, winning 2 games, and losing 2.

Thanks to all of the sports staff for organising, coaching and umpiring. I really enjoyed being the captain this year.



U13 A VII Netball 2015-16

I.G. Harvey, M.N. Buchanan, S.L. Williams, I. Dadabhai, A.I.A. Rastogi, A.E. Hunt,
H.J. Cook, R.K. Jobanputra, S.A. Brewin (Captain), M.J. Weston

Under 14 VII Netball

BY OLIVIA CROSSLEY

Despite a few losses at the beginning of the season, we managed to win most of our games and everyone in the team has improved so much. Throughout the season, we have played 7 matches. We have lost two, drawn three and won two. The main highlight of the season was winning the U14 South Leicestershire Netball Tournament. This was our last tournament of the season and everyone was on form and played exceptionally well. We also played well against Hinckley Academy and John Cleveland Sixth Form. The score in that game was 13-3 to LGS. I would like to thank our coaches, Mrs Fielding and Mrs Button, who have helped us to improve our skills and match play and given encouragement when it was most needed. The whole team is very grateful for their support

Under 12 VII Netball

BY SOPHIE POUNDS

Played: 9, Won: 7, Lost: 2. Goals For: 97, Goals Against: 80.

We had a very encouraging season. Our first game together was at a tournament at Loughborough HS. We improved as the tournament progressed and showed great team spirit. Throughout the year we have played strong in attack and defence, which meant great work throughout the court. Unfortunately, 45 of our conceded goals were in the two games that we lost. We also played in the

South Leicestershire tournament and just lost out in a place in the final, coming third. We have made great progress this year and I would like to thank all the team for their effort and commitment. Thank you to Mrs Calland and Mrs Fielding for all of your support, coaching and umpiring this year.



U12 A VII Netball 2015-16

A.E. Peet, S. Janfada-Balov, E.V. Bennett, A.E. Lehman, A.E. Kendall
M.S. Buchanan, B.M. Barratt, S.J. Pounds (Captain), C.A. Fletcher, T.E. Dowling

Rugby 2015-16

BY MR LEMON

Having taken over the mantle of Head of Rugby at LGS from Troy Thacker, I must firstly thank him for all he has done for Rugby at this school. For over 20 years, he has played a major role in helping many pupils progress and achieve great things in the game, whilst also ensuring that all boys enjoy playing rugby. He has also given me support and guidance during the year and I am grateful for this. This year started with the excitement of the 2015 Rugby World Cup and the arrival of Canada to train at the school, a tremendous privilege for us and a great opportunity for pupils, staff and parents to gain an insight into how an international rugby side operates. The 2016-17 season

was an incredibly successful one. The number of boys who represented the eight school teams in competitive fixtures was over 170 and there was also a great deal of success across all age groups. All of the junior sides performed well, producing some very pleasing performances and also getting some very good results against strong opposition. However the U13 age group are one that excites me. The number involved has grown considerably and the 'A' team have a great balance of skill, pace, physicality and assertion. They are a side that I will watch closely and with great interest. The U15s had a superb season. Although still a little raw and not yet reaching

their full potential, they managed an excellent NatWest Cup run and became County Champions with a stunning display, beating Ashby Grammar School 48-12. There are some players in the side who will be competing for places in the 1st XV next season, and I look forward to seeing how they develop during their three years in senior rugby. The 2nd XV achieved what no other Leicester Grammar School side has managed before: they finished the season winning all of their games, with some very impressive rugby on display throughout. All the players should be exceptionally proud of what they have achieved. The 1st XV, although perhaps not quite reaching their full potential,

produced some excellent rugby, resulting in them retaining the County Cup with a 24-14 victory over Ratcliffe College. It will be a tough season next year with many of the 1st & 2nd XV players leaving LGS. I would like to thank the departing UVI and in particular Jono Ramsbottom (1st XV Captain), Matthew Cooke (1st

XV Vice-Captain, Ben Thomspen (Captain of Rugby) and Rishi Patel (2nd XV Captain) for all their efforts during their time here and I hope that they continue to play and enjoy the sport. I would like to use this opportunity to thank all the staff who give up so much of their time to ensure that LGS rugby continues to develop

and that the pupils continue to enjoy playing the game. Without their help the rugby programme would be impossible to run. Saturday morning fixtures remain a personal highlight each week. It is always great to see so many parents supporting the boys and I look forward to September and your continued support.

1st XV Team

BY JONATHAN RAMSBOTTOM:

PLAYED	WON	DRAWN	LOST	POINTS FOR	POINTS AGAINST	POINTS DIFFERENCE
17	12	1	4	413	189	224

Our pre-season training helped to create a positive atmosphere amongst the squad going into our first match against Princethorpe College. Although it took a while for us to gain momentum, we were the stronger team and this was reflected in a 32-3 victory. This provided a strong foundation for the team to build on for the following game against Bablake, a 49-5 win. A season highlight was hosting Castaway Wanderers RFC from Canada, a great group of rugby players who echoed our ethos that rugby is all about friendship and enjoying the sport. Our most impressive performance was in Round 3 of the NatWest Cup. After 4 consecutive wins, we were in a great position for the game. Our desire to win the game for each other resulted in a convincing 24-8 victory at Trent College. The season ended with the 1st XV defending the County Cup against Ratcliffe College. We produced an excellent and clinical performance running out 24-14 winner and retaining the trophy. It has been a real honour to captain the LGS 1st XV and I must thank my team mates, together with our coaches, Mr Ellis and Mr Thacker.



1st XV Rugby Football 2015-16

P.T. Schwarzenberger, T.J. Sellicks, M.S. Sandhu, T.C. Marsden, M.A. Cooke, G.E. Jones, B.E. Thompson, O.J. Marriott, R.J. Francis, J.D. Summerton, Z.A. Govani, R.M. Patel, H.D. Thomas, J.M. Ramsbottom (Captain), T.S. Jennings, M.S. Basra, J.S. Tordoff, F.M. Tordoff

Second XV Team

BY RISHI PATEL:

PLAYED	WON	DRAWN	LOST	POINTS FOR	POINTS AGAINST	POINTS DIFFERENCE
10	10	0	0	429	46	383

The 2nd XV enjoyed a fantastic 2015-16 season, becoming the first side in the school's history to complete a senior season with a 100% win record. Three strong year groups meant that competition for places was fierce and our strong work ethic did not take long to pay dividends. The season started with a 61 – 0 victory over King Henry VIII School. This was followed by three more victories. The game against Uppingham School epitomised our season. Played in early November, the poor weather prevented our usual breed of flowing, attacking rugby, but we quickly to adapted and were victorious against a strong side winning 6 – 5. A comfortable 68-0 win over Ratcliffe College showed what we were capable of. Early scores eased nerves and mistakes were quickly corrected, allowing us to demonstrate our potential. The chemistry between the players meant that we were able to put together phases of play which the opposition just couldn't cope with. Our sincere thanks must go Mr Reeves as coach for the team in continuing to allow the side to excel as the season progressed.



2nd XV Rugby Football 2015-16

H.B. Wheeler, A.F. Palin, O.T. Gelbaya, N.G. Ebbesen, F.T. Quaid, T.J. Jenkins, M.B. Godsiff, M.R. Bowers, W.A. Barratt, S.H. Coles, D.R. Hughes, M.A. Sansom, A.J. Finlay, N.N. Solanki, J.J. Scudamore, S.J. Holden, O.J. Williamson, W.D. Ellis, R.M. Patel (Captain) S.J. Prime, D.R. Scudamore, S. Walker, P.Wake, J. Merryweather

U15 Team

BY HARRY MCEUEN:

PLAYED	WON	DRAWN	LOST	POINTS FOR	POINTS AGAINST	POINTS DIFFERENCE
15	14	0	1	565	167	398

The U15 rugby team were unbeaten during our regular season, and having defeated Oakham School and Trent College in the previous rounds, we were knocked out of the Natwest Cup in the fifth round against a strong Uppingham School side. A particularly pleasing result was a win against Northampton School for Boys: through resilience, composure, work rate and a great team ethos we came out on top. The greatest achievement of all was winning the County Cup. We played against a strong Ashby Grammar School side, but pulled away for a 48-12 win. We underperformed in the 7s season but it was good to play this version of the game again and develop our

skills further. The improvement in the team has been incredible from the year before when we only won a few games and will be something to remember for a long time.



U15 XV Rugby Football 2015-16

A.L. Cowan, W.J. Ramsey, S.S. Sandhu, R.N. Spencer, O.J. Marriott-Clarke, P.J. England, E.N. Davis, H.C. Glynn, K. Pathmanathan, K.A. Elliott, T.L. Dobson, M.E. Bartlett, M.C. Teo, K. Jussab, A.A. Wicks, A.A. Kler, H.J. Jones, H.M. Pounds, G. Anderson

U14 Team

BY MATHEW POTTS:

PLAYED	WON	DRAWN	LOST	POINTS FOR	POINTS AGAINST	POINTS DIFFERENCE
14	10	0	4	448	303	145

Throughout the 2015/16 season we have faced some tough matches, but together as a team we have pulled through, winning the majority of our games. We started the season against a strong well-rounded team, but using our determination and fight we showed what we had to offer and earned a well-deserved win, 36-19. As the season progressed we

continued to build mentally and physically, and after two defeats we regained our focus, learning from our mistakes and turning them into our strengths. In the last 3 matches we came up against some challenging opposition, but used pace and skill to outplay them; as a result we enjoyed 5 victories on the bounce. In the latter part of the season we moved into 7s and were drawn in a strong group at Rosslyn Park. We knew we had to perform, and that is what we did. We were only one point away from qualifying after some very combative fixtures.



U14 XV Rugby Football 2015-16

D.J. Bennett, H.A. Naqvi, K. Sandrasekaran, B.C. Whitcombe, T.W. Merryweather, J.W. Budenberg, W.J. House, Z. Elahi, N.B. Njopa-Kaba, T. Bennett-Wilkinson, D.M. Bennett, O.J. Schwabe, O.H. Wilson, T.F.J. Barre, C. Ioannou, A.J. Bacon, H.J.R. Davison, K.T. Dugmore, Z.H. Majid, G. Regan, P.S. Ragi, J.A. Hobbs-Brake, F.S. Tew, M.A. Arshad, B. Levy, T. Haywood, M.J. Potts (Captain), B.O. Crane, R. Chakrabati, V.S. Thakor, T.W. Bunce, K.D. Desor

U13 Team

BY OLIVER WALLS:

PLAYED	WON	DRAWN	LOST	POINTS FOR	POINTS AGAINST	POINTS DIFFERENCE
15	13	0	2	437	106	331

During the 2015-2016 season, our team showed great courage, determination and team spirit. We played 15 matches and only lost 2, against Northampton Boys and Loughborough GS in the County Cup semi-final. We worked hard and showed how close we had become as a team both on and off the pitch. This togetherness was evident in our 29-19 victory over Ratcliffe College, a hard fought battle that really tested our attack and defence; we had to dig deep to hold on for the win. As well as playing 15s we were introduced to rugby 7s. We went to Rosslyn Park, where we were knocked out of the tournament at the pool stage on points difference. We adapted to the abbreviated game and enjoyed the big stage experience. It also gave us an opportunity to play against tougher opposition from around the England and Wales. Everyone in the team has improved this season and we can continue to build on that.



U12 XV Rugby Football 2015-16

J.W. McCarthy, M. Dayal, C.R. Cowan, W.A. Godsiff, C.J. Rennie, J.A. Ellis, P.J. Horne, A.S. Imlach, B.M. Mackel, E.S. Jariwala, T. Singh, S.J. Chapman, R.A. Pateman, M.F. Naqvi, J.D. Boyle, E.C. Teo, C.D. Branch, T.C. Haward, J. Crossley, F.S. Carnduff (Captain), F.G. Stacey (Vice-Captain), A.Q. Laurenti, K.S. Sahota, H.W. Strevens, B.J. Tate, H.I. Fatiwala, E.W. Shakespeare



U13 'A' XV Rugby Football 2015-16

D.J. Heaton, C.A. Stahl, M.R. Liddle, M.M. Tompkins, F.J. Dainton, J. Kumar, N. Odeh, M. Marriott-Clarke, J.F. Dyer, J. Gledhill, R.A. Kelkar, T.J. England, E.K. Green, O.G. Holms, D.J. Rogers, T.J. Kemp, O.J. Walls (Captain), T.D. Conneely, P.J. Davies, G.W. Impey, S.J. Cockeril

U12 Team

BY FINN CARNDUFF:

PLAYED	WON	DRAWN	LOST	POINTS FOR	POINTS AGAINST	POINTS DIFFERENCE
12	6	0	6	233	279	-46

We got off to a nervous start this season and with a few losses. These were against tough teams so we knew we had the capability to improve and start to play much better rugby. Throughout the season the team was committed to training and worked as hard as they could. The middle of the season was when we were at our best, working as a unit and enjoying the rugby. It was an added bonus that we managed to get a few good wins under our belt and we felt more confident going forwards. At the end of term we were disappointed that the season was ending and we really wanted to keep playing. Bring on next year!

Badminton

BY MR R K J PREECE

Badminton has proved hugely popular this year and the enthusiasm of all participants has been truly heart-warming. As in previous years, six teams were entered into the local leagues and all involved gained valuable experience of competition. Though victory did not always come easily, the performances bode very well for the future. Competition for the KS3 boys' team was intense and all in contention could, with increased commitment, have successful futures in the sport. The KS3 girls' team on occasions fielded students from Prep and their natural ability and resilience was impressive. The U18 girls and boys attended regularly and were always willing to play, even at short notice. Jatin Naidu and Kevin John found success at a county-wide level, with victory in the LBA Schools events at Babington College, with Jatin going on to another victory in the subsequent U16 single event. I would like to offer my thanks to all who have played this year and thank them for their



2015-16 Badminton

J.R. Thakrar, J. Lin, S. Oden, J. Dowling, S.C. Korecha (Captain), T.W. Bunce, A.N. Ebrahim, A.I. Nicholls (Vice Captain), K.A. John

Caitlin Roper, Star Triathlete

INTERVIEW BY SIMRAN KOTECHA

How and when did you first get into Triathlon?

When I was 10 years old I began running cross-country races (amongst other school sports). I then won a primary school league race and joined a running club, where I trained once a week. I was told that swimming would complement and aid my running, so I took it up as well. I finished second in the first serious triathlon race that I had done which was at regional level, after which triathlon continued to be my passion and the level of serious training increased.

What is your favourite discipline?

I would say that running is my favourite, because it was the one I started with and taking up running allowed me a pathway into triathlon. Also, it is the end part of the triathlon so I always feel more motivated to run because I know I'm almost finished!

What do you find attractive about triathlon in particular?

Whether it was watching it on TV, live, or doing it myself, I have always been drawn to the transition periods between the disciplines. The idea that it is not over after the swim or the cycle, but it is an ongoing, endurance process fascinates me. The sense of anticipation and not knowing what challenge you may encounter in the next part of the race builds a nervous energy, both scary and exciting. Enduring and finishing the race feels extremely rewarding.

At what level do you compete and what has been your proudest sporting accomplishment?

I represent England and compete in the European Elite Youth Triathlon Relay Championships around Europe. In 2015 I won the Elite Youth Triathlon Super Series, and I have finished in 2nd place in the European Elite Youth Triathlon Relay Championships. It has taken me all over Europe;

Spain remains a special place to me, as it was where I first represented my country in the European Youth Championships.

What would be your ultimate goal?

My goal is to represent my country in other major championships and look to achieve a medal at world level. The scale of the Olympics is obviously overwhelming for any athlete, and certainly I would feel very proud if I were to qualify and compete at such a prestigious level. I am driven by the sense of enjoyment and accomplishment I feel when competing and training, as opposed to concentrating on where it takes me. If I was ever to be injured -- thankfully I haven't yet been -- I would never deem it a failure, and if I didn't get into the Olympics that is not a failure either.

Who inspires you and why?

I respect Victoria Pendleton, as she was never in an easy or comfortable situation and was presented with obstacles and barriers throughout her life. I respect the fact that she never used that (or anything) as an excuse. She has an amazing work ethic and she embodies the qualities of strength and determination. I also look up to Emma Watson, and I respect her feminist stance, and the way in which she gets people to listen and appreciate what she stands for.

