

The Leicestrian 2022



CELEBRATING
40 YEARS OF
INSPIRATIONAL
CO-EDUCATION



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A Word from the Headmaster Mr Watson



I have occasionally struggled in recent times to remember the year we are in; this is not just my seniority but is perhaps also symptomatic of the 'fog' we have all experienced over the last two and a half years. As a community, we have come a very long way through the challenges of the pandemic and, as a school and trust, we have been on a remarkable journey over the last 40 years.

I am enormously grateful to staff for all they have done this year to sustain the life of our community, in the classroom, remotely and in all the activities which enable our pupils to grow and flourish as human beings and to find a balance in their lives. I asked some Year 12 students a few months ago whether there was more we could be doing to support their well-being, and one quickly responded: "Trips!" We all know that some of the best memories of our time at school relate to shared experiences which depart from the normal routine. Although we have not ventured abroad this year, much is planned, and we have been able to resume a very full programme of activities and trips at school and in this country.

We have enjoyed celebrating our 40 years within school and with our Old Leicestrians, with the 1980s pioneering spirit still very much apparent in a super reunion in May. As I looked to the future of LGS at our Foundation Day service in October, I ended by saying:

"What I can predict with confidence is that the strong sense of

community and proud belonging which developed very quickly in the old school and which we share today – the clear ethos and values, the emphasis on well-being (simply called 'happiness' back in the day) and outreach or service – that strong sense of community will persist and will continue to grow. Although I predict it confidently, let's never take it for granted, as it's not a given. Together, we build community every day: in the sharing of our values; in the ways in which we encourage, support and care for one another; in our selfless service to others beyond our school; in our nurturing of

generous young people, determined to make a positive difference to the lives of those around them and to contribute powerfully to the future of our world. LGS tomorrow: a community of opportunity, a beacon of hope and a wellspring of generosity."

You will find within these pages countless examples of opportunity, hope and generosity, much of it beyond the classroom – and I am, as ever, very grateful to Mrs Higginson and her team of editors for their splendid work. However, at the heart of all we do is the everyday teaching and learning, based on very positive classroom relationships, which inspires creativity, passion and a spirit of enquiry as we reliably prepare our pupils for life. I leave the final words to a Sixth Form student to whom I was speaking about her experience of English: "Studying English makes me a better person.....I have learnt to articulate my thoughts and opinions in an academic context, while also listening to and respecting the views of others."

A Word from the Editor Mrs Higginson

The Foundation Day Essay Competition for 2021-22 was My Modest Proposal. My modest proposal is that social/historical context is no longer a sufficient answer to the offense caused by certain classic works of literature. Recently I have put "Othello" on the bench, choosing to teach another Shakespeare play to Year 9 in its stead. Despite its poignant and lyrical exploration of jealousy – "I had rather be a toad And live upon the vapour of a dungeon Than keep a corner in the thing I love For others' uses" – and despite

the cast of wonderful characters, "Othello" has always disquieted me because of its barrage of abuse. Even Emilia, forthright and courageous, overflows with racist invective when Desdemona is killed, for instance, calling Desdemona's marriage to Othello "her most filthy bargain". On page 68 I explain My Modest Proposal further, and on the following page, my colleague Miss Hughes explains why she continues to teach "Othello" very happily. What do you think? I would be very interested to hear your views, by email or when you see me.

A Word from Heads of School, 2021 - 22

Rameen Masood & Matthew Reeves

Rameen: At some point, we have all been known as 'the new person'. For me at LGS, it was in Year 9 and without knowing a single person. Nevertheless, I was welcomed warmly by my tutor group on my very first day, and I remember thinking that I had entered a Harry Potter film. Though I still have not had the chance to ride a broomstick, we did once attempt to play Quidditch in a PE lesson using hockey sticks. Being one of the Heads of School has been exciting, with a variety of responsibilities, ranging from attending reunion days to communicating with parents and being the co-founder of Student Focus. LGS has left a remarkable impression on me, with both triumphs and trials. The countless opportunities accessible have left indelible marks of confidence, resilience and determination. House Events have always been a highlight: Spelling Bee, House Singing, House Netball. I have loved the house spirit where we'd be looking for face paints and colour-coordinated accessories at the last minute. Memorable moments have included the Year 9 MFL trip to Germany; Young Enterprise; being a Student

Mentor; listening to assemblies where voices of mythological Gods would suddenly resonate through St Nic's or references to tiddlywinks and garden gnomes would send giggles rippling through the pupils; Charities Committee; competing in the Great Debate National Finals; witnessing Mr Inchley's love for Stats and his 'trusty tables'; and carrying out Chemistry experiments. But nothing has developed my character more than my debut performance as an Oompa Loompa in House Drama.

It's unreal to think that my school days are nearly over.

Whilst exams are essential, education is not a closed-off fortress confined just to passing exams; rather, it's a life-long ticket to growth, erudition and humility, a passage to lasting friendships, courageous decisions and unlocking hidden potential. I would like to thank all my friends, the prefect team and my teachers, especially Dr Kendall and Dr Fulton for their unabated support and guidance with my Medicine application. My stay at LGS has made the pages of my life replete with creativity, curiosity and the spirit for facing challenges. LGS has taught me to lead. To question the narratives of our world and debate issues that affect us all – thanks, Mr Allen. Whilst the thought of venturing out in the 'real world' has been climbing my rib cage for a while now, waiting for the pulmonary artery to whisper it to the lungs, I know the skills and experiences gained at LGS will stand me in good stead for the journey ahead.



Matthew: This year I've happily left behind memories of the porta cabin, virtual lessons and mask wearing (despite the porta cabin rivalling the cricket ground at Lords). 2022 has transformed my LGS experience and I have enjoyed a competitive rugby season, as well as assemblies on topics from Peppa Pig and Boris Johnson, to hearing a verse from the Headmaster in House Singing. Lessons have also given me great amusement. In History I debated against the mighty Mr Allen over the relevance of Rasputin in the February Revolution. Not to mention political chats with Dr Fulton in Biology on a dreary Friday triple. Form time was notably a good beginning to each school day, and I am very grateful to Dr Kendall for providing games to entertain us and having the patience to put up with me.

Coming to LGS at A-level, I had limited insight into the role and responsibilities of Head of School, having experienced only virtual assemblies. As a result, the start to my role

was certainly shaky: embarrassingly I sat next to the Headmaster prematurely during the 'handing over' ceremony. Not to mention missing the first week of my duties in isolation for Covid (and festival flu). Despite this I have grown accustomed to the weekends in school and the organisation of assemblies (all of it made more bearable by the other prefects). The fortnightly meetings with Mr Watson and Mr Anderson have always been amusing and progressive, addressing issues and discussing change. Student Focus was one of the best products from these meetings and I hope it is continued next year. As I approach the end of the year, despite eagerly anticipating a gap year and my university course ahead, it still feels like there is so much more I want to do here. I will miss the school, not only for its exceptional blueberry muffins, but also for the community and opportunities it has provided me. I encourage others to make the most of the opportunities and resources available for them here at LGS.



PREP 2021-2022



2021-2022

The Prefect Team





Tom's Space

by Esha Patel and Diya Patel

Tom's Space is a newly opened area within Leicester Grammar School consisting of benches, communal seating and a fountain, dedicated to former pupil, Tom Ellis. In fact, the idea came from the head groundsman, Mr Hood, who thought about using the space behind the refectory to create a courtyard for pupils to sit and spend time. The primary aim of Tom's Space is to remember Tom in a positive way, a way for a part of Tom to always be within the heart of Leicester Grammar. Tom's Space will be open to pupils, staff and perhaps parents after school.

The name Tom's Space was suggested by Tom's mum, who was keen to have a more informal name, which might make the space more appealing to young people. Picnic tables were added in the spring and there is a waterfall fountain in the centre; the water itself is significant, having a calming effect and being a symbol of life. Tom's Space is located in the middle of the school, linking the senior and junior schools. Ergo, it is a place for all pupils and staff, as Tom attended both the Junior and Senior Schools. There is a plaque, on which a Charlie Mackesy quotation appears: "Sometimes just getting up and carrying on is brave and magnificent"--a remarkable quote reflecting Tom's determination even when very ill to take small steps

and to keep looking positively forward. Also, within Tom's Space are plant pots filled with lavender, as he found lavender soothing. Lavender flowers represent purity, silence, devotion, serenity, grace, and calmness. Another personal reference is the use of Leicester Tigers colours for the plants, as Tom was a great fan. In fact, much of the design of Tom's Space came from those who knew him the best: his friends and family. Tom Ellis was a huge part of the LGS community and is missed dearly. We hope that Tom's Space gives pupils a sense of comfort and reminds them about Tom's brave journey.



LGS Hosts the Leicester History Festival, 2022

by Shruti Chakraborty and Svaraji Odedra

On June 25th, 2022, the Leicester History Festival was held at LGS, organised by our Head of History, Mr Picknell, with the theme of the day being Empires. History students volunteered to help the event run smoothly, and we welcomed various guest lecturers and presenters who set up historical workshops to entertain and educate our visitors on the world's imperial history. This major event had a widespread demographic that stretched beyond Leicester, with something for everyone to enjoy and engage with.



The first talk of the day was delivered by bestselling author, Abir Mukerjee, who spoke about how writing crime fiction helped him to make sense of his own identity. There was a very topical conversation between Michael Sheridan and Mr Picknell, regarding the lessons we can learn from Hong Kong in dealing with dictators. Jeffrey Boakye spoke on the musical history of modern black Britain, Richard Gibbons on Berlin and the Cold War, and Jim Butler on the 50 years of Ugandan Asians living in Leicester. Dr Javad Hashemi informed us of factors leading Afghanistan to becoming the beautiful but war-ravaged country it is today, Catherine Ross and Lynda-Louise Burrell of the Caribbean contribution to British culture, and lastly, Professor Archie Brown (Oxford University) spoke on the end of the Cold War, the collapse of the Soviet Union, and the start of a new Cold War.

There were interactive workshops dotted around the school, such as Dr Aimee Schofield's "Fight like a Greek", Samurai Joe Robey's Japanese weapons workshop, and Mrs McHugh's "Toys through Time". The weather also allowed for archery and medieval falconry to be enjoyed on the back fields. Visitors from all backgrounds and age groups were spoilt for choice with what to visit.

Some of the lecturers signed books which were also on sale, such as Michael Sheridan's "The Gate to China", Abir Mukherjee's "Shadow of Men", and Prof. Archie Brown's "The Human Factor". Visitors were able to purchase festival programmes, and all proceeds from the programmes and book sales are going to UNICEF UK aid efforts in Ukraine and Afghanistan. The latter total came to an incredible £340. Mr Picknell, Mr Allen and the whole



History Department's efforts, aided by staff and student volunteers from across our LGS community, led to the festival being a great success, thoroughly enjoyed by all who attended. (Photo right shows author and broadcaster, Jeffrey Boakya, signing a copy of his book, "Musical Truth: a History of Black Britain in 28 Songs".)

Year 11 Prom 2022

by Gargi Nisal



The Year 11 cohort were delighted to hear that this year's Prom was going ahead, after last year's being cancelled due to the pandemic. Talk and dress-shopping began early in January, following the end of the January Trials, with everyone engaging in heated conversation about dress colours, suit styles, accessories, shoes and everything in between, in preparation for the big night. The anticipation was well worth it; the red carpet laid out at the mouth of St.Nick's, accompanied by the photographer and magic mirror, gave an air of sophistication to the foyer as we walked in from the chill outdoors.

A dazzle of greens, reds, blues and gold filled the dimly lit atmosphere in the hall; the girls looked stunning in their elegant floor-length dresses, carefully applied make-up and ornately crafted hair. The boys impressed equally, donning bowties and tuxedos, a drastic shift from their everyday attire. Dancing through the night, Year 11 enjoyed themselves thoroughly -- a chance to celebrate and relax with our friends and the people we have

spent the past five years with, before the stress of examinations in the summer. The refreshments topped up our seemingly endless supply of enthusiasm; the chocolate fountain, candyfloss cart and array of various sweets were downed with ease throughout the night.

However, the party wasn't over at 11pm after Prom ended. After a frantic rush of outfit changes in the staff toilets, Year 11 headed over to After Prom next door, where we were met with an astounding magician, a dance floor, and a game of poker. The laughter echoed into the late hours of the night, with the event finally ending at 3:00 am. It was an unforgettable evening, something to really look forward to amidst the hard work of the Lent and Trinity terms. Thank you to all the staff who made this possible, the Friends of LGS, and Mrs Amin, who hosted the After Prom.





2021-22 Chapel Report

by Mr Millward

LGS is proud of its Christian Foundation. There can however be differing interpretations of the word Christian. One refers to an accepted morality, to which most would sign up to, and the other to an active and living faith in Jesus. As a multi-cultural school, fewer would subscribe to this. In my role I hope to be as inclusive as possible by strongly encouraging the moral interpretation, but I also want all to consider Christ - a unique figure in the history of our world - and all his remarkable claims.

It's very important that everyone feels that they have something to contribute to the Chapel Life. As such, 'The Kindness project' was an opportunity for all to add to a display acts of kindness they have either given or received, and 'Prayers for Ukraine' were messages that many members of our community wrote to contribute to a collage of the Ukrainian Flag.



Formal services

It has been good to return to Whole School formal services this year. Highlights included welcoming Bishop Martyn to our 40th Anniversary Foundation Day Service. Perhaps the most poignant moment of the year was at Remembrance (photo on the left), where D of E coordinator, Mr Carter, spoke about his experiences as a soldier in the Falklands Conflict. I am especially grateful to School Organist, Dr Ainge; Mr Barker and the music team; and Mr Stagg and his technical crew, for their help in enabling these large services. There have also been voluntary communion services during the year, and I am grateful to the clergy at St Cuthbert's in Great Glen for their support.

Weekly Meetings

Every Monday evening 'Chapel Chocolate' (photo on right) is run, a chance for those who stay late at school to have some time out and ask questions about faith and other issues. Some of these students, it is hoped, will go on to join the Guild or Chapel Team, who meet on Wednesday mornings to plan the services ahead. My particular thanks to Harry Khalid, Lucy Cooke and Dan Sundaram for their leadership this year. A vibrant community of Muslim students at LGS gather together for corporate prayer (salat) on Friday lunchtimes. The Christian Union has also had a good year, and the main series on 'Big Questions' tackling some of the main apologetic issues, has created encouraging interest. My thanks to Mrs McCleery, Mrs Mason and Mr Radford for their presence and input into that meeting.





Senior Head of House Report

by Miss Allcoat

This year it has been great to get back to a bit of “normality” with the usual schedule of House events complemented by some exciting new ones. Advent Term started quiet and focused as pupils worked on their pieces for House Music. On the night, Masters wowed the crowd with a great use of instruments and voice, tied together by a confident compere. House Captains Mabel Wood (Prep, VCs) and Raquel Berry (Year 11, Dukes) said they enjoyed it as everyone collaborated to create an amazing performance across all year groups, allowing everyone to contribute and work together. Fundraising for our chosen charity, Leicestershire Action for Mental Health Project, got competitive at the Lower School Disco and continued throughout the year with House Bingo, Dukes’ Valentine’s Day hearts and refreshments at the Drama Production Oliver! All told, we raised over £1190 for the local charity. Dukes won Just a Minute and shared victory in Girls Hockey with VCs. Two colourful creative competitions took place, both won by Masters’ entries. Judges won Boys Rugby and Football whilst Kahoot Quizzes got pupils excited for General Knowledge, as well as earning extra points for Dukes. Mrs King and I ran the intense and exciting General Knowledge competition before the end of term and VCs took the win, securing them the lead at the end of the first term.

Lent Term saw Dukes pull ahead as they won Spelling Bee, Netball, Spring into Well-being and Badminton. Dukes shared the win at the Swim Gala with VCs. VCs won our new mixed Basketball tournament, which saw boys and girls competing together for the first time, as well as some incredible play. Masters won Chess and the new Table Tennis competition that took place on the outdoor tables in the Courtyard. They also won the creative competition of designing an Easter Egg, whilst VCs impressed everyone with their storytelling and poetry by winning the

“Connection” writing competition. The girls had the chance to play football for the first time this year and enjoyed lunchtime tournaments with the overall win going to Dukes.

Trinity Term gave Masters victory in Boys and Girls Cricket, the Tom Ellis Cross Country, with almost everyone in the school running either a 3km or 5km course, as well as the photography competition, “What the Environment means to me” and the overall Creative Competitions points. Mental Maths came into its own, organised by Mr Radford, and put some incredibly quick minds under great pressure and gave Dukes another win. In House Singing Bolu Adesanya and Roen Lynch (Prep and Year 7, Judges) rickrolled the whole school, Edmund Ashworth Jones (Prep, VCs) wowed us with “Somewhere over the Rainbow” and Yash Bhatia (OL ’20, Dukes) made a triumphant return to sing with his sister Juhi (Year 7) and teach us some life lessons. However, it was the likes of Lucy Weston (Year 12) and Jai Acquilla (Year 9) who got Masters the win overall. And most importantly perhaps, Dukes won Sports Day and House Athletics, giving them the final push they needed to confidently secure the Midland Bank Cup. Dukes secured the cup for the third year in a row, their hatrick following Judges’ hatrick (2016-19). Masters came in second and Vice Chancellors in third place.

Now at the end of the year, I’m sad to say farewell to Miss Feeney who has lead and built up Vice Chancellors over the last three years; I’m certain we’ll see them fighting hard for the cup next year. We welcome Miss Hill in leading VCs next year as well as officially welcoming Mrs King for Dukes. Thank you to pupils, House Captains and Heads of House for their participation, energy and competitive spirit. I’m proud to say that the House System has succeeded in another year of being inclusive, competitive and fun for all.

Tree Planting

for The Queen's Green Canopy



LGS's Eco Group and the Prep class have planted some fruit trees in our orchard by D-wing and another 200 trees in Badgers Field this spring.

This project is part of an initiative for the Queen's Platinum Jubilee this year, the goal being to plant native trees to help the environment and make local areas greener to benefit people, wildlife and the climate. The project is known as The Queen's Green Canopy (QGC)

and everyone across the UK has been invited to plant trees from October 2021, when the tree planting season began, through to the end of the Jubilee year in 2022. This will create a network of single trees, avenues, copses and entire woodlands in honour of the Queen and her legacy.

In a further initiative led by Jialu Li and Harriet Firth, Eco Group has written a poem to mark the occasion. Here is an extract from that poem:



**This tree will embody
and enhance our school.
Its beauty and joy will be
loved by all.**

**... This year is special for
the Queen.
We hope to honour what
has been.**

**.... This sign of new life
will hold pride of place
And bring a smile to our
face.**

**We thank all who wish
for a cleaner Earth
And for the start of its
rebirth.**



Introducing Miss Young

Deputy Head (Pastoral)

Interview by Gargi Nisal, Year 11,
Photo by OL Oliver Siddons

What piece of advice would you give to your younger self about school?

Try not to worry so much. I was always someone who was concerned about what other people did; oh, if I say this, what will my classmates think? I really wish I could go back and tell myself, it is totally okay to be you. That is something I feel I have learnt as a woman as well; women are expected to fit certain societal norms. If I could go back, I'd tell my younger self just do what you want to and what feels right.

How did you find your passion for teaching?

I have always loved working with young people. I thought about it when I left university, but actually went to work for Lloyds for a couple of years in the city. Then I took a break, and went to Sharm El-Sheikh to do scuba-diving. There, I tended to be given all the children's courses, and I absolutely loved it, so that gave me the confidence to teach the subjects that I love, History and Politics.

What do you get up to in your free time outside of school?

Well, I'm a bit of a nerd so I love reading books, history and other

ones, and I love scuba-diving, although I'm not particularly keen on getting freezing wet every weekend. I like to run; poorly, but I do enjoy it, alongside my weekly episode of "Strictly".

What is your most memorable moment so far as a teacher?

Supporting Year 11 and 13 through the lockdown, when even we teachers didn't know what we were doing, and seeing them getting their results and getting into university, was something of which I felt very proud. I believe that it was the good relationships we had with those students that made the difference.

Which historical figure would you most like to invite to your dinner party?

Somebody I would really like to have a conversation with is Gertrude Bell, the so-called female "Lawrence of Arabia". She was born in the late 1800s, and she studied Arabic, Persian Literature and History at Oxford -- quite progressive for a woman of her time. She was the first woman to wear trousers under her skirt as well, being a mountaineer. She took herself out to the Middle East and explored areas of the desert in Saudi Arabia, the so-called Empty Quarter, and she

was quite instrumental in Iraq being established as a country after the First World War, and yet nobody really knows who she is. One of my passions is Middle Eastern history and politics which I studied at university, and quite often you will see her in the background of the photos involving Lawrence of Arabia helping Arab countries to gain their freedom, which I found fascinating. I would recommend a really interesting book called "Queen of the Desert" which is about Gertrude Bell. Interestingly however, she was not in favour of women having the vote, so I would certainly like to ask her about that.

If you could change any one moment in history, which one would you change?

In more recent history, I think I would've liked to change the response to 9/11, because so much of what is happening at the moment in the Middle East has a direct line of causation through the response to 9/11. It is very easy for me to sit here 20 years later and say we should have done this or that, but I would love to change those decisions which didn't really have a clear plan like the invasion of Afghanistan and Iraq.

Activity Week

June 2022







My Experience at the COP26 Conference

by Will Wale, L6th form

The COP26 UN Climate Conference in Glasgow at the beginning of November 2021 dominated the news cycle for weeks. The world's eyes were focussed on the Blue Zone, where diplomats from every country on the planet were trying desperately to negotiate a deal to slow catastrophic climate change; ultimately, they were trying to save the world. Heads of states were present, from President Joe Biden and PM Boris Johnson to leaders of smaller nations, like Fiji, Chile and Peru. It was a perfect opportunity for member states to renew their commitment to the 2015 Paris Agreement, and build a better consensus on how to keep the long term target of a 1.5°C limit to global warming alive. Nations also were expected to renew their commitment to the 'Ratchet Mechanism' that was started in Paris, which requires signatories to improve their commitments and targets at each COP conference. Initially, there were high hopes from around the world, and many believed that the conference could be a major turning point in the battle against climate change.

The UK Schools Sustainability Network is a group of students from all over the UK, who work together to campaign, discuss and act on climate change issues. Formed by the charity Action Plan, we worked in the run-up to COP to encourage young people to engage

with the conference and communicate with politicians, and worked especially on the topics of Climate Anxiety and more accessible Climate Education. These were the topics we were to focus on at the COP conference, as we ran a stand in the Green Zone, met with ministers and activists, and worked to try and engage with as many people as possible on the issue which threatens humanity's ongoing existence.

Having spent a long day travelling, involving three trains and an hour wait in Preston, I met the other young climate activists I was to be working with at the Glasgow youth hostel. We numbered twenty in all, and came from every corner of the UK. Amazingly, none of us had managed to catch COVID before the trip. We spent Friday morning in the Green Zone, the area where delegates, exhibitors and members of the public could mix, meeting with a wide variety of delegates from all over the world, talking to them about their projects and ideas. In the afternoon, we went to a local primary school in Central Glasgow, where we met with Nisreen Elsaïm, the Chairwoman of the UN Youth Advisory Panel on Climate Change and a Sudanese activist. She spoke to us about youth empowerment, and we discussed Climate Education and teaching approaches with her, with input from the primary

school students. That evening, we met with Kevin Courtney, co-leader of the National Education Union, to further discuss climate change education. We wanted to see an education system that equipped young people to challenge perpetrators and that empowered students to take personal action. We wanted to ensure teachers of every subject understood climate change, its causes and its effects, so that it can be woven into the curriculum across subjects, and every teacher can take a lead on climate change information. Our discussion was very productive, and it was refreshing to see how willing to listen and act Mr Courtney was.

On Saturday, we were exhibiting in the Green Zone. Across two stands, we promoted Hydrogen Fuel Cell technology, as well as approaching climate anxiety and climate education. I focussed on helping young people overcome their climate anxiety, by being open about their fear for the future and turning their anger and panic into meaningful action. We encouraged delegates to write to their elected representative to try and encourage better resources to deal with climate anxiety, and we also discussed how education can help young people overcome their fear and start to understand how to start fighting against climate change. Our stand promoted more accessible climate education, as part of the UKSSN's campaign to make climate change a core component of every child's learning, compulsory across the sciences, humanities and arts.

On Sunday Morning, a small group of us met with Lord Zac Goldsmith, Minister for the International Environment, and Fabiola Muñoz, Peruvian delegate

and Minister for the Jungle and Agriculture, to discuss sustainable finance and the Just Transition. We talked about how Lord Goldsmith, along with former Bank of England Governor, Mark Carney, had helped to secure hundreds of billions in private funding to help fund an end to deforestation, and we discussed with Mrs Muñoz about how Peru was working to rapidly reforest and become a carbon neutral nation; it was inspiring to hear how progressive her government were being in acting against global warming.

Since COP, I have continued to work with UKSSN to engage with as many young people as possible, participating in zoom calls with people from all over the country. In the weeks since COP, I have hosted a zoom call with climate activist and journalist George Monbiot, taken part in panel discussions with Our Shared World and The Natural History Consortium, and also appeared on the BBC to discuss the COP deal. While the headline outcomes from COP may have been a disappointment, and ultimately the final joint statement was weak and frustrating, an awful lot of good came out of this COP. The Draft Education Strategy, which the Department for Education is working on with us, is a welcome step towards better universal climate change education, and many other less well-known statements and agreements came out of the COP. COP26 keeps the dream of staying below a 1.5°C temperature rise just about alive, and while there is still a long way to go in ensuring our planet does not suffer devastating impacts, it was fantastic to be at a conference where so many people came to fight climate change together. (Will would like to make it clear that his meetings with politicians do not serve as endorsements.)



Will with Lord Zac



Currying Favour at a Cooking Competition

by Siyana Kotecha, Year 9



On January 28th, 2022, I attended the Inspiring Culinary Generations cooking competition in Bournemouth. I was in the 11-13 age division, competing against four other amazing cooks. I had entered my dish, a Thai red curry, with a mango salad previously, and I and four others had been chosen from thousands of entries. It was a huge shock to receive the phone call that I had got in, and I then had two months to prepare. I chose this recipe because I love the fragrance and freshness of the curry. The umami of soy sauce, the spicy chilli and the sour lime come together to create an explosion of flavours on your palate. The curry works in unison with the aromatic jasmine rice

and the refreshing mango salad. The competition was held at Bournemouth and Poole College, which was a short walk from the beach. We were cooking in professional kitchens, which were obviously very different to kitchens in our homes, so it was quite a challenge to adapt to this. The head judge was Lesley Walters, who owns a culinary school, and often appears on TV shows like "Ready Steady Cook". At 9:30, we all began cooking our dishes, and we had 90 minutes. The atmosphere was tense and exciting, as the clock counted down the minutes. The kitchen was very hot, and my cooking station was packed full of vibrant ingredients like mango and chillies. The equipment available

included sharp knives and huge industrial ovens. I had to multi-task at one point with three pans on the gas! The judges and students at the college helped us all feel at ease in the unfamiliar environment. It felt like being a part of MasterChef, but it was so much more fun than just watching it. I rushed around the kitchen, trying to get the many components of my dish perfectly seasoned, and I finished, with only two minutes left. As quickly as it had started the 90 minutes were over, and we served our dishes to the judges. I knew that I had cooked the dish as best as I could. I placed my dish on a long white tablecloth, ready for photographing and tasting. The other competitors' dishes were impressive, ranging from lobster to blackened pork.

We anxiously waited for the judges to make their final decision, and then at last they were done. I was completely shocked and overjoyed when they said that I had won the competition. I received a trophy, some incredible cookware and £200. The whole competition was enthralling, I had the once-in-a-lifetime opportunity to serve my food to many established chefs, and I also had the opportunity to learn from all my competitors.



Using Developments and Changes in Fashion to Modernise a Film Garment:

Kajal Mistry's EPQ Project

My EPQ topic was how fashion in Japan has changed between the early 1600s and present day. I displayed this by modernising a garment from the film 'Kwaidan' (a ghost story). To design my garment, I analysed both the film garment and the description in the story the film is based on, but most of my modifications to the garment came from analysing changes in clothing manufacture, looking at modern designers, changes in fashion trends and foreign influences.

A traditional Edo era kimono would have been made of silk produced by silkworms; in fact, Japan was the main exporter of silk in the 19th century, as the silkworms they cultivated were immune to several western diseases, hence making them very valuable. However, after the Industrial Revolution, man-made fabrics like nylon became more popular. The silk trade dwindled after World War II and halted in 2004. It can be difficult to find a traditional silk kimono nowadays: most new ones are made from polyester satin or nylon. I came across gallery exhibitions on Japanese fashion and specifically the kimono. One of these, at the Victoria and Albert Museum, "Kimono: Kyoto to Catwalk", contains around 300 garments, from historical kimono, to vintage-style kimono (kimonos of heavily patterned fabrics popular in the West), to kimono in modern Japanese streetwear, and how the kimono has been brought into everyday global fashion styles and even kimono-inspired garments in

films (for example the costume of Obi Wan Kenobi in 'Star Wars'). I could see just how many ways the kimono had changed over time and how it can be either casual, ceremonial, vibrant or subdued.

Having decided to make my garment monochromatic, the best way to change the design would be through shape and texture. For the shape of the top half, I opted for a very similar design to the original. But for the bottom half I wanted a more dramatic skirt. I decided to choose an organza overskirt, as this fabric is naturally quite stiff and will hold its shape, allowing it to form a rounded, more modern shape. Also, the white organza provided a shimmery feel to the sheer overskirt, enhancing its elegance and giving a more ghostlike feel. I wanted to include something similar in the top half, without it being overwhelming, so I opted for a white satin collar and belt. I kept this as a thick band in order to reflect the Edo era obi, also made of white satin, whilst the main panels of the bodice were made of white polycotton to balance out the shimmer. I chose to include an Edo era obi and collar as these are the most recognisable aspects of the kimono, thus allowing me to have more freedom with other aspects, for example the skirt. I then researched how designers used different fabrics and shapes, including Japanese designers such as Jotaro Saito. I also thought that Alexander McQueen's fall 2011 collection represented my aesthetic of elegance and wintery imagery; it featured long gowns with lace



overlays, netting and beading, and in some pieces feathers and furs. Although I could not hope to achieve such intricacy and detail, I noted the silhouettes of the gowns, the shapes of the collars and the way the material was draped over the body. This helped me to think more about the final product and whether it would work on the human body, not just a piece of paper. Initially, I planned to create a garment that conveyed a sense of power, so I looked closely at the use of thin wires and stiff fabrics to create angular shapes; however, I saw this would not be practical. I did, however, attempt to add a 3-dimensional aspect to the skirt: I created a simple circle skirt where the length of fabric around the waist was much larger than the actual circumference of the waist, so that when I added the elastic (fit correctly to the waist size), the fabric bunched up. This excess fabric, along with the stiffness of the organza material, gave a subtle weightlessness to the skirt, which I found elegant.



The Duke of Edinburgh Gold Award

by Sophie Levy

Whilst taking part in the Duke of Edinburgh Gold Award is a great opportunity for students to boost their university applications and CVs, it is so much more than just that, providing an unmatched opportunity to work as a team and learn many important skills through a gruelling 5-day expedition, including planning, improving confidence and increasing fitness. For us Year 12s who have not yet undertaken our qualifying expedition (this coming August), and who also never got to do our Bronze expedition in the Peak District due to the slight inconvenience of a global pandemic, the four-day practice expedition at the beginning of the Easter holidays 2022 gave us the chance to get a real taste of exactly what a Duke of Edinburgh expedition entails. In fact, our practice expedition did not just give us a taste, it gave us a full on three-course meal, filled with the highs, the lows, the blisters, the rain, the wind (and somehow snow in April), and of course a plethora of unforgettable memories.

As we all arrived at school the morning after breaking up for the Easter Holidays, lugging our 15-20 kg backpacks filled with all of the food, shelter and clothes (of which I definitely didn't have enough), spirits were high despite the cloudy weather as we looked forward to beginning our journey to the Peak District, accompanied by Mr Cox, Miss Chell, Miss Driver, Mr Agnew, and of course the one and only Mr

Carter. On the first day of the expedition, we were joined by Mr Agnew, who helped us to dust off our navigation skills, recapping how to take bearings and find our exact location if we were to get lost. After a first day accompanied by a little bit of rain and quite a lot of wind, a wind so strong that it managed to blow over me and my rucksack multiple times, we were all glad to make it to our first campsite after around four hours of walking, where we were treated to a wonderful first meal of chilli and rice, very kindly cooked by Declan's mum. 8:00 pm was around the time when the rain really began to fall heavily, and it did not stop all night, bringing about an early retreat into the comfort of our tents and an attempt to get a good night's sleep (unfortunately unsuccessful due to the persistence of the rain and awfully strong winds). Waking up on the first full day of walking, a bit cold and sleep-deprived, we faced the realisation that this expedition would not have the warmth and sunshine of last year's Bronze expedition. The rain had not stopped all night and stayed with us during the day as well, and although I put on my waterproof jacket and trousers, it was just very, very wet. By the end of the first hour my boots had turned into puddles, my gloves were soaked, and my hands were as cold as ice. The weather was not the only inconvenience, as someone in our team twisted his ankle, meaning we had to stop for a while to fix him up. This did give us the excuse to get out the miracle which was Mr Cox's

emergency shelter though, which provided us with a sauna-like experience and a brief respite from the otherwise bitterly uncomfortable day. Despite the many obstacles faced on the second day, we made it to our second campsite, most of us extremely wet, and were blessed with a little bit of sunshine and the opportunity to cook our second dinner of tomato pasta and a chocolate pudding which Alex had provided. To say the meal went down well would be an understatement: the mountain of carbs was exactly what we all needed.

Although I was very grateful for the arrival of the sunshine which gave me the opportunity to dry my boots and get some much needed dry clothes on, the lack of clouds meant that the second night was very, very cold. This was when I realised my mistake of not bringing enough clothes, because whilst it did make my rucksack a bit less heavy, it wasn't worth a night full of shivering and too little sleep. Waking up the next morning to glorious sunshine was a lovely moment, however, as we all packed away our tents, optimistic of a day free of rain. The third day was surprisingly the easiest, despite the two days of walking we already had in our legs. The clear blue skies and gentle winds allowed us to really take in the breathtaking beauty of the British countryside, stopping for plenty of breaks for snacks and taking photos. Being able to eat a nice lunch, uninterrupted by the rain was lovely as well. As a cherry on top, I bumped into an old friend of mine, who was coincidentally also on her Gold practice expedition and we could compare our similarly challenging but incredibly fun experiences. Arriving at our final campsite was one of the best moments of the week: unlike the fields we had been camping in for the previous two nights, with very little shelter from the elements, this campsite had the luxury of inside loos and a small shelter to cook our dinner in. Our final night was filled with Wayfarer meals, hot chocolate

and a lot of laughs, whilst reminiscing on what had been an unforgettable few days. I went to sleep that night smiling, dry, warm and with a belly full of good food, getting my best night's sleep of the trip.

And then, after three days which had flown by, it was our last day! We woke up very early, ready and raring to set off and make it back to the minibuses early. This day, like the previous one, was filled with beautiful weather and even better views, as we walked over the iconic Mam Tor and Hollins Cross, passing many equally optimistic runners and walkers whose good moods due to the sunshine inspired us to keep walking despite the many blisters. Towards the last hour, I was really on my last legs, with my knees aching after many an upwards climb followed by a long downhill descent. As we could see our final destination, Hope, in the distance we were all ecstatic with the thoughts of the service station stop for food and we made it back to the mini buses singing the Sheffield Wednesday 'Barry Bannan' chant, which we had been reluctant to join Jamie in singing at the beginning of our expedition, but had sung so many times by the end that the chant will most likely never leave my head. The feeling of accomplishment I had at the end of the last day was exactly the reason why I decided to take part in Duke of Edinburgh Gold -- the cold, the wet and the sore feet are all worth the elation of achievement. After the much anticipated McDonald's stop on the way back, and a journey filled with the silence of 15 or so exhausted teenagers, we made it back to the home comforts which we had been missing for the last four days. As I was saying goodbye to everyone, smiling despite fatigue, I realised just how special the experience had been. The expedition didn't just do wonders for my fitness, but also for my mentality, massively improving my tenacity, confidence, positivity and ability to adapt in difficult situations.





Left to right: Shruti Chakraborty, Shashank Bhandari, Tom Osborn, William Wale and Lucas Hoffmann

Young Enterprise Company, Telios, Innovates with PicShirt

by Tom Osborn, Telios Managing Director

In 2021-22, the school's Young Enterprise company, Telios, created an innovative and unique product, PicShirt, which magnetically displays shirts (such as football shirts, band T-shirts or a cherished item of clothing) in a simple, flexible and seamless way.

The company was incorporated at the start of term in September 2021, after applications were submitted over the summer holidays applying for the various roles within the firm. This year there was significant interest in Young Enterprise and the company comprised 32 members, split into three groups: the Senior Management group, the Competition and Product group, and the

Fundraising group. We initially started with £320, after raising share capital within the group, and equally distributed the 320 shares across the company. It was at this time that the Competition and Product team, led by Lucas Hoffmann, were brainstorming ideas for a potential product. Each group member brought exciting ideas to the table, including an environmental educational toy kit and an anti-drink spiking solution. These were modelled electronically using CAD software to evaluate the viability of their manufacturing, and market research took place to identify the size of the market. After this preliminary work had taken place, we had a company-wide meeting and conducted a

survey to help determine which product we would make; it was then decided that we should make the flexible shirt display. Simultaneously, the Fundraising group were busy organising a range of events and initiatives designed to increase our initial share capital to a target of £1,500; this included running a stall at the school Open Day and a highly fruitful Christmas Raffle. The latter involved a significant level of outreach into the local community, where we engaged with business owners about promoting their business or product in exchange for being able to offer it in our raffle. This resulted in a diverse and impressive selection of prizes which helped make the raffle extremely profitable. Moreover,



to increase revenue streams for the company, the finance team, led by Shashank Bhandari, negotiated with the school for the use of a card machine to sell raffle tickets at lunchtimes. In the last week of term, Mr Watson drew the winning tickets, and the winners were contacted shortly after so the prizes could be enjoyed over the Christmas break.

Once we had an improved cashflow position, we were able to begin ordering samples of the product which the Competition team had designed in-house using Fusion 360. After using the school 3D printer, we outsourced a small production run using 3D printing. Whilst the product worked well, we felt we could still improve the overall quality and user experience; therefore we requested several quotes from metal fabrication companies to get the unit manufactured from CNC cut sheet aluminium. We subsequently had to use stronger neodymium magnets, but felt that the extra cost per unit was worth it. It was at times challenging for the Competition and Product team to orchestrate the procurement of the different

components to make the product and packaging, but through a lot of hard work they were able to get it over the line.

Other aspects and roles within the company included legal (ensuring the team's operations were compliant with internal Young Enterprise framework and wider UK legislation), HR (managing the roles within the company and recommending changes) and marketing (creating adverts for our social media pages and maintaining the image and reputation of the company).

The year culminated with the Young Enterprise County Finals held at De Montfort University in May 2022, where five of us (pictured in earlier photo) set up a trade stand showcasing the product, answered questions from a panel of judges and then presented to a large audience about our company journey; at the finals we came away with the prize for innovation. The company is currently in negotiation with local retailers, football social media influencers and League One and Two clubs to sell the product.

As Managing Director, I have found Young Enterprise an extremely valuable experience, particularly as it has assisted me in being able to apply business theory that I have learnt in lessons. Finally, special thanks to Mr Moore-Friis and our business advisors, Bal Kelai and Michael Davies, for their support and commitment to helping the company. We would also like to thank the parents, staff and pupils of the school for their support of the company and our raffle.



The Preps' Christmas Shoeboxes

by Svaraji Odedra



For Christmas 2021 at LGS, the Prep made shoeboxes for the homeless people the Y was supporting that winter. The Prep gathered shoeboxes, wrapped them in bright Christmas wrapping paper and filled them with donations from their class and from the rest of the school. Items in the shoeboxes included a selection of food, toiletries, stationery (pens and notepads and colouring pencils) and accessories for warmth (gloves, scarves, socks). They had labelled each shoebox to show whether the contents were suitable for a male or a female.

The YMCA is the leading Youth organisation for Leicester and Leicestershire. The local Leicester branch of the Y provides community services including a drop-in centre for homeless adults, programs for those with disabilities, a vibrant theatre, and a sports centre.

The school assembled more than 80 shoeboxes. One of the reasons the Prep do this is because they know that not everybody will experience the joy of

Christmas due to multiple challenges and loneliness. By making shoeboxes for the homeless, it shows that whatever their difficulties, there are still people who care and each shoebox, once opened, will certainly bring smiles and delight. The Prep really enjoyed being able to share some of their good fortune by making these gifts and they hope that the homeless at the Y really liked them.



The LOROS Life Project

by Svaraji Odedra

The LOROS Life Project by Svaraji Odedra
LOROS held a competition in Spring 2022 for academically able and motivated L6th pupils from Leicestershire and Rutland. Participants competed, working in teams of six students from different schools, with different A-levels and career aspirations, to design a business plan for a specific palliative care problem. The project aimed to open students' eyes to charity, palliative care, technology, and entrepreneurship. Mentors from various industries were available to give advice and teams presented their results at Uppingham School. I interviewed LGS participant, Ahab Iqbal.

How did you find working with pupils from other schools on this project?

Since my team's challenge was 'What steps can we take to make donating easier in an increasingly cashless society?' it was great to have teammates who had a wide range of interests. The variety of A-Level subject choices allowed us to 'specialise' in certain areas of the project which we could combine to produce our solution. The collaborative nature of this project sets it apart from other competitions.

What were the main things you learnt from this experience?

There were so many things that I took away from the experience! I was surprised at just how little I



knew about different industries. Before this project, I knew that marketing existed, but I never understood how hard it can be to produce and market something successfully. I learned that even the most seemingly insignificant things around me are the result of someone devoting numerous hours. Being aware of this helps me to be more grateful for everything we have. I learned to think laterally: LOROS already has a team dedicated to fundraising, but the 'normal' fundraising methods aren't as successful as they used to be, and therefore, we had to think outside the box. In school, we are often told about the soft skills that we need to work effectively with others. It's only when you do projects like this that you truly realise how important these skills are. For this reason, I would strongly encourage anyone who can envisage themselves in

a career that requires teamwork and problem-solving to reap the benefits of this project. Additionally, this is one of the rare opportunities available where 6th form students can make a meaningful difference to the care of terminally ill patients.

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I learned that even the most seemingly insignificant things around me are the result of someone devoting numerous hours.

World Book Day 2020

by Svaraji Odedra

On March 3rd, 2022, both the Charity Committee and the Library hosted World Book Day, which we had not celebrated for two years, due to Covid. Throughout the day many events were hosted both by the librarians, Mrs Midgley and Mrs Champion, and the Charity Committee run by Miss Hadfield and Mr Ellis. Throughout World Book Day week, the Charity Committee hosted book sales at break and lunchtime to help raise money for Book Aid International who want to give people around the world who lack access to books the opportunity to read for pleasure, study, and lifelong learning. They raised a total of £188 for Book Aid International.



Social and shared experiences are a key part of World Book Day celebrations. The important thing is that the day is fun and that children have the chance to talk about what they are reading. Dressing up is the most popular way to encourage this and so, the Charity Committee gave Prep, Year 7 and the school staff the opportunity to dress up as their favourite book characters. Book characters portrayed by teachers ranged from Wally from "Where's Wally" by Martin Handford, to Captain Hook from "Peter Pan" by James Barrie and Alice from



"Alice's Adventures in Wonderland" by Lewis Carroll.

As the theme for World Book Day at Leicester Grammar School was 'Book Series', Mrs Midgely and Mrs Champion hosted events in the library such as 'Harry Potter Bingo' where pupils would play bingo but instead of numbers for bingo, it was Harry Potter characters. There was also the 'Pin the Tail on Aslan' game, which was based on "The Chronicles of Narnia" by C S Lewis. For the whole school, there was the book cover treasure hunt where students would try and find 25 book covers around the school and each department at school was given the opportunity to decorate a door in a book cover relating to the subject the department focuses on. This year, books on doors included "The Communist Manifesto" by Karl Max created by the History department, "Dracula" created by the English department, "Oh, the Places You'll Go" by Doctor Suess created by Careers, and "Hello World! Moon Landing" by Jill McDonald created by the Physics Department.





Queen's Jubilee Celebrations @ LGS

by Svaraji Odedra

On Friday 27th May, 2022, the Charity Committee hosted a party for everyone at Leicester Grammar School to celebrate the Queen's Platinum Jubilee. Pupils and teachers were given the afternoon off so they could

enjoy lots of picnic food and fun activities. Activities included 'Squirt the teacher' where pupils had the chance to hit the teacher with a sponge of water, Tug of War, Jenga, Golf, Latin dancing with MFL, Ancient Oracles and

Omens and many others. Each form was given the opportunity to bring some snacks so they could all enjoy it during the celebration. Overall, it was a great afternoon for everyone before the end of year exams.

Amnesty International Society

by Svaraji Odedra



Amnesty International is a global movement of more than ten million people who take injustice personally. The Charity lobbies governments to keep their promises and respect international law, investigates abuses of peoples' human rights and they mobilize millions of supporters around the world to campaign for change and to stand in defence of activists on the frontline. At LGS, a group of Year 12 Pupils decided to lead the Amnesty International Society this year where pupils can come together at lunchtime and discuss human rights and campaign

for political prisoners who have been treated unfairly. Each Tuesday lunchtime, we discussed why we have these human rights, how they were created and we also looked at cases of political prisoners and how we can help them. Each year, Amnesty International hosts a 'Write for rights' letter campaign where people are encouraged to write messages of support to people around the world who have suffered injustice. Next term, Amnesty International Society at LGS will be hosting the 'Write for rights' campaign to show our support.



Rapunzel

by Anni Moosajee, Prep class

“Rapunzel, Rapunzel throw down your hair”. That’s what they used to say to me! I’ve been growing my hair all my life (10 years) and it was long. It went down to my knees and would get trapped when I sat down. Everyone would say, “Oh Anni, your hair is sooooo long!” It had become part of my identity. It was a difficult decision to make, getting it cut to support Princess Trust. Knowing that it would help someone else (making wigs for people with cancer) made my heart smile.

I really like doing hair styles and I thought, Whoppeee! I would now be able to have different hairstyles. Before I could only choose between plaits and plaits. I am really proud of the certificate I received from the Princess Trust but the best thing is knowing that I’ve helped to raise awareness within school and within my family so that perhaps others can also donate their hair.





A Selection of Prize-Winning Foundation Day Essays 2021-2: My Modest Proposal

A Three-Day Weekend Every Two or Three Weeks

by Leeyata Ruparelia, First Prize for Prep

If I could propose something to change I would say that every two or three weeks we should get a three-day weekend. It could be Friday, Saturday and Sunday or Saturday, Sunday and Monday. Just think about all the things you could do on a three-day weekend. It would also mean that every two or three weeks we would get four days at school instead of five.

We do not really get time to do all our homework, but with a longer weekend we would have more time to do it all and would also get more rest. We would probably need the

extra rest, because the next week (or two weeks) would be longer and more exhausting – five days. Another advantage would be that you could spend more time with your family. You could go out for dinner or to the park. You could spend more time with friends and maybe have a sleepover.

If you had a three-day weekend, you could go abroad. You might have a birthday at that time and it would not be worth going away for just one day or night. Think about coming home from school and getting onto the Eurostar. Imagine

seeing the Eiffel Tower and having macaroons – all the French luxuries! If your family lived far away, such as London, you could also have a proper visit with them, not just a day trip.

I think it would be very helpful and enjoyable having a three-day weekend. It would help in getting homework done, you would get a rest, you would get to see more places and you would get to see your family more often and spend time with them. Children would be happier and more awake at school, as they will have had a longer rest.



An End to Racial Discrimination

by Atreyu Prasad-Somani, First Prize for Year 7

Some may say that my proposal is far from modest; however, I believe it should be a basic expectation that abusive incidents and degrading comments about race or appearance are not acceptable. For the past few years, I have read report after report of parallel events occurring with no learning or reflection from past events.

On the morning of the 26th of May, 2020, driving with my parents, I was listening to the eight o'clock morning news on Radio 4, as we often do. What I heard will likely remain etched in my brain for a long time. I was listening to reports following the murder of George Floyd. This was a brutal injustice which may not have happened if the man was of a different colour. I started to think seriously about the "real" world. My mind erupted with fear, anger and frustration at this horrendous crime committed by law enforcement. I mean, these are the people who are meant to protect you from harm, not inflict it. Being of Indian descent, I became concerned for myself in a way too, thinking, "Will I be subjected to prejudice because of my appearance?" I feel lucky that I have never experienced being judged or mistreated based on my appearance, but shouldn't my good luck in that respect be the norm?

I began to think about solutions to racial discrimination. My slightly younger, less experienced self had wished that everyone just looked the same. I laughed with my mum, "If everyone were purple, we wouldn't have these problems." The more I thought about this, the more things I realised you would have to change – height, eye colour, face shape, -- as obviously any differences have the potential to cause prejudice. You

would then end up with a cloned population, in order to eliminate all prejudices. Moments later, these same thoughts led me to the opposite conclusion: diversity is what brings beauty and character to our environment. To think that no one else in a world of almost eight billion is built like you is surely something to be celebrated.

I then thought about the cruelty unleashed on George Floyd and another recent incident in which three amazingly brave and talented members of our national football team courageously stepped up to take the deciding penalties in the finals of the European championships and missed, after which they were all abused because of their colour. The abuse came in a different form (online comments) but it still had a hugely negative impact on these people and their families, and who knows if they will ever truly let go of the pain. Coming back to my point about human differences, human reactions are also different. Some may be able to get through their unpleasant experiences, some may hold the hurt hidden inside, and others may even begin to be hateful to others. This creates a never-ending cycle of suffering.

This issue, racial discrimination, sure breaks the teachings of all religions and, even if you are not religious, most of us live by a moral code. Therefore, based on my experiences of recent events and my reflections on them, I want to put forward a very modest proposal. I propose that we do not discriminate and that we treat everyone in a respectful way regardless of any outward feature. I propose that we all become more tolerant and appreciative of our own and others' differences.



Students of any Gender should be Able to Play any School Sport

by Theo Woods, First Prize for Year 8

Things are changing for men and women in the world of sport. Women's football and rugby are becoming mainstream, high-profile sports. In the Tokyo Olympics there were 18 events with mixed male and female teams, including tennis, judo and swimming. In Australia, netball, which is widely considered a women's sport, is rapidly growing in popularity among men. There is no such thing as men's sports and women's sports any more. My modest proposal is that in schools, just as in international sports, any gender should have the right to play any sport. Why is rugby only for boys and netball only for girls? Imagine how much talent is wasted because people are not getting a chance to do things they might be good at. All around the world people are fighting against stereotypes of what men and women are supposed to be like. If people argue against women having to stay at home to look after children and men having to act tough and unemotional, why should

boys all be rugby players and girls all be netball players?

You might say that the reason that women do not play rugby is because supposedly they are not as tough as men and are not built to play contact sport. But this does not stop multiple women's ice hockey leagues existing, as well as boxing and mixed martial arts. Look at all of the tough women in the Marvel Universe and ask yourself, who says that girls cannot be tough? And what about boys? Boys are constantly told to man up or not be a girl. This seems sexist on both sides. Rugby is a great sport, but does every boy really need to play it? Some boys just are not built for it. Could they not still become men by playing a less physical sport? Girls and boys should be able to train together. As well as having single-sex fixtures, there could also be mixed fixtures, especially in non-contact sports like hockey and cricket. Or could boys and girls not play touch rugby together?

There are so many intelligent people saying that it is wrong to stereotype people based on their gender, but still at many schools boys and girls are not allowed to choose what sports they do – even though professional sport and Olympic sport are becoming more mixed. This is why I think that any gender should be able to play any sport at school. And this is a small part of a big problem, where boys are told to be rough and hands-on and ready to tumble, while girls are told that they need to be ladylike. Maybe girls do not want to do traditional boys' sports and maybe boys don't want to do so-called women's sports, but they should at least have the choice of which sport they want to do.

I am making this proposal because I feel it is an important point and schools seem to be going in a different direction from the rest of the world. As Dr Seuss wrote in "The Lorax", "Unless someone like you cares a whole awful lot, nothing is going to get better, it's not."

Advance the UK's Efforts to Tackle Climate Change

by Harriet Firth, First Prize for Year 9

Dear Prime Minister,

I am writing to you with a modest, but extremely important proposal. I believe that we, the country of UK, should be doing far more to deal with the climate change emergency that is causing havoc to our beautiful and precious world. The UK government

has the power, money and resources to bring about transformational change, but currently the changes that are happening fall considerably short of what actually needs to be done. Climate change has many different, complex aspects to it, but each one needs to be tackled successfully and quickly, so that we can change the environment for the better.

One priority is to review our current energy sources and make the relevant changes so that we will become a more environmentally aware country. At the moment 43% of the UK's energy comes from non-renewable sources, mostly coal, gas and oil, which are collectively referred to as fossil fuels. If the UK were to switch to renewable energy sources, then we would all benefit, not just in an improved environment, but also economically and socially. We would no longer be producing greenhouse gas emissions from the burning of fossil fuels, reducing the air pollution in our country. Nearly 60% of the UK population, 38 million people, are living in an area that has illegal air pollution levels. Another benefit of relying on renewable energy sources would be that our dependence on imported fuels would go down, reducing transport, which usually also consumes fossil fuels. New jobs in manufacturing and installation would be created if we were to shift to renewable energy, which would lower employment levels and help the economy.

If the task of only using renewable energy for 100% of our needs seems a bit daunting, then take a look at other countries which have successfully managed to switch. Iceland obtains 100% of its electricity from renewable sources, including geothermal energy from volcanic activity, which accounts for 25% of their electricity. The remaining 75% comes from hydro-power. Paraguay also obtains 100% of its electricity from renewable energy sources, in particular hydro-power, whilst also supplying Brazil and Argentina with the excess power generated. Many other countries are on their way to using 100% renewable energy sources and I believe that we should also be there now, but we are nowhere near that target. Examples of renewable energy sources include wind turbines, which generate electricity when their blades go around; solar energy, which uses the sun's rays to produce electricity; and tidal energy, which works by



placing tidal energy generators in the sea. Climate change is a huge issue, with many different aspects, but I believe that by changing our fuel reliance habits from non-renewable to renewable we could make a difference to our country, and more importantly the world, by being seen as an example and a leader in this field.

The issue of climate change is all around us, each and every day. Our buildings are mostly powered by non-renewable sources. Over 75% of the UK's homes are run on fossil fuels, causing a devastating impact on the environment. When fossil fuels are burned, they release carbon dioxide, a greenhouse gas, into the atmosphere. Greenhouse gases trap heat into the atmosphere, therefore making a significant contribution to global warming. Warming in our world could have tragic consequences: rising sea levels causing more floods and a large impact on coastal locations; extreme weather such as storms and hurricanes; wild fires; a loss of biodiversity; and the threat of extinction to many of our animal species. Health effects can also be seen, most commonly respiratory problems, caused by vehicle fumes and the polluted atmosphere in general. All of these problems are caused in part by how we are fuelling our homes, fossil fuels. If we were to switch to eco-friendly alternatives then these problems and their impacts would be reduced. Only 4% of the UK's homes have solar panels, an environmentally friendly alternative to coal, oil and gas. Other examples of renewable ways to power homes and buildings include wind power, tidal energy and biomass systems. Poor insulation in houses is also a problem, because this leads to a colder building, creating the need for more heating, generally from fossil fuels. By providing assistance to homeowners to power their homes with renewable alternatives and increase insulation, your government would be helping to reduce the UK's impact on the world's climate.

Landfill and waste are another major issue. Currently only 45% of our waste is recycled. Each year in the UK we generate 26 million tonnes of waste and 14 million tonnes of this just ends up in landfill sites. Some landfill sites pile up rubbish, whilst others bury it in the ground, but both are bad for the environment. Landfill is a major source of pollution and the rubbish buried in landfill sites breaks down at an extremely slow rate. Whilst all this rubbish is just sitting there, it releases toxins and greenhouse gases, which will then stay in our atmosphere. Electrical waste is also an issue because it may contain harmful substances which can then leach into our earth, causing even more environmental problems.

Alternatives to landfill and burning waste include minimising the buying of non-recyclable products and increasing levels of reuse, recycling and composting. As a government you have the power to change rules and regulations regarding packaging and recyclability and this is an issue that needs to be dealt with swiftly and effectively because our world is turning into a waste dumping ground. Not using landfill and waste burning sites comes with many benefits; our world looks cleaner, pollution levels are lowered and our water systems and ground are not contaminated by hazardous substances that have been leached into the ground from these sites. Landfill gas, caused by the burning of waste, contains methane and carbon dioxide, both harmful greenhouse gases. Stopping the use of landfill sites would reduce the amount of carbon dioxide released into the atmosphere. It is possible to limit the amount of waste sent to landfill sites and in countries such as South Korea, Germany and Austria they have increased their recycling levels to around 65%. By changing our waste habits and finding sustainable alternatives, we would be able to make a much-needed improvement to our environment.

The problem of waste affects our day-to-day lives and where we shop and what we buy is a contributor to climate change. Plastic packaging accounts for more than 70% of our plastic waste in the UK, and most of this is from food packaging. Plastic is harmful to our environment because it takes nearly 500 years to decompose and can get caught in our seas and oceans, endangering wildlife. At the moment, few of us buy from eco-friendly shops, with supermarkets being more convenient, not to mention the drastic price difference. There are over 6,000 supermarkets in the UK, but there are only around 100 zero-waste shops. An example of the price difference is that oats at well-known supermarkets cost £0.10 per 100g, but at a zero-waste shop they cost £0.23 per 100g.

This difference may seem insignificant, but if it is replicated throughout all the items bought and you buy your groceries multiple times, then financial side effects may be felt.

A zero-waste shop is one that does not use any unsustainable materials and eliminates unnecessary packaging. Instead, it uses eco-friendly alternatives, such as beeswax wrappers or wood. They also strongly encourage customers to bring their own containers, which can be refilled again and again. The issue for many people, though, is that they can be expensive and are not local. I am asking you, the government, to change the way we shop by bringing down the price of products in zero-waste shops, by providing financial assistance. I also request that tighter laws regarding packaging and plastic are brought into effect in the very near future. The benefits of changing our shopping habits will be felt by everyone, both human and animal. Our seas and oceans will be cleaner and clearer of plastic and its components. Plastic is also made in factories which often use non-renewable energy sources, so by limiting our plastic usage we will be decreasing our dependence on fossil fuels, known to be a crucial part of climate change. By setting up and using more zero-waste shops, we will be able to make a difference to climate change and our plastic consumption, but this can only be done if new laws are instated regarding plastic and unsustainable materials.

One of the largest contributors to climate change is the transport sector, because of its reliance on and high consumption of fossil fuels. A survey carried out in 2017 (pre Covid-19) showed that only 12% of people always use public transport, including trains and buses, and another 20% use it very frequently. Statistics also show that only 1% of us cycle to work or



to school regularly and nearly 75% of people rely on cars. Each of these cars is emitting carbon monoxide fumes and smog into the atmosphere, polluting the environment and affecting our health. As a country we need to do more to encourage people to use public transport and bicycles, because of their environmental benefits. Bicycles do not contribute to air pollution and public transport limits the amount of pollution, because there are multiple people travelling on one vehicle. People are, however, reluctant to use public transport because of the cost, unreliability and limited service. Many people also prefer the privacy, flexibility and convenience of being able to use their own vehicle. Since 2010 funding for public buses has decreased by over £1 billion and over 3,000 bus routes have been cut or reduced their service. These figures show why people are losing faith in public bus services, as they just cannot rely on a bus actually turning up. Many villages are losing their bus stops and this is further limiting public usage.

To combat this rejection of public transport, your government needs to provide financial assistance so that fares for buses and trains can be reduced to affordable prices and more bus routes can be put into place. Funding needs to be drastically improved so that people can once again rely on the public transport sector, knowing that a bus or train will arrive on time. More safe cycle lanes need to be installed because many would-be cyclists feel put off by the dangers of cycling on main roads. If cycle lanes are introduced then people will feel more



confident, knowing that they will only come into contact with other cyclists. Bicycle prices also need to be reduced, so that those living on lower incomes are able to purchase a bike, by the government providing retailers with support. Doing all this will make an invaluable change to people's transport habits in the UK.

I have only covered a few of the many aspects to climate change and I have not even mentioned the need to provide money to poorer countries to assist with their climate change prevention efforts, expand rewilding, prevent deforestation and improve education to change people's behaviour. Our environment needs saving before it is too late and your government is currently not doing enough. This must change.



People Should Accept my Definition of Modesty

by Hannah Bukhari, Year 10, First Prize for GCSE

Modesty to me means two things: one is covering my body and hair, and the other is sustaining humility and controlling my pride. In the view of many people, one of these two definitions is controversial.

As someone who wears a headscarf for the sake of my religion, discrimination and racism are not strange themes for me. Before I committed to it, I never knew what wearing a headscarf would mean for me. After experiencing a year and a half with it, I recognised that wearing the headscarf meant I would be sucked into religious debates and discourse from other communities online, a constant

war of words. Wearing a headscarf would mean I had to hear the harsh comments of people around me, whether that was being cat-called, or whether it was when people had the sheer nerve to come up to me and express their bigotry. On the one hand, I had people who did not even know me at all trying to "free me from the shackles of my religion" and on the other hand, I had relatives trying to convince

me that I was unfledged and not ready to bear the responsibility of the headscarf. And then of course, I had myself to deal with. My constant self-pity for the fact that I was alone in my journey. There was no one at school to whom I could relate. I hated the fact that I saw my friends doing their hair every day, while I could not show mine. I felt so isolated, as if I were in a quarantine of my own sorrow, the constant thought that I was not good enough eating away at me like a bloodthirsty parasite.

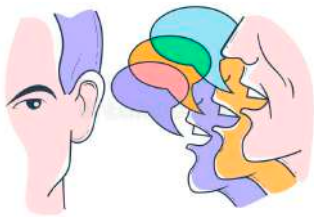
Then after time went slowly past, winter became lighter and warmer and I had a realisation: I had been yielding myself to the Eurocentric beauty standards that I was supposed to fight! I had been doing to myself what I was encouraging other people not to do. And so, I decided, for myself, that I would not conform to anyone else's idea of beauty. Because my beauty is my own. And still, after pouring my heart out in prose, I will yet face hate. And that is okay, because in the age of ignorance and arrogance, it seems hard to find peace with yourself when other people cannot find it either.

Two years ago, I knew a girl who was broken. She loathed herself, yet she did not even know who she was. But I can tell you who she was; she was a bad person with a good heart – deep down she knew that. She wanted to change her ways so desperately, but she just couldn't. She spent time in the prison of her mind figuring out who she was and what she could change about herself. She talked to the mirror on and on again, hopelessly trying to look for change. She sat alone on her floor every night, suffering from the disease she called herself. Months and months went by until she was shown a hopeful light. She wore the light on her head, and it taught her what change was. She was no longer lost, she was brand new. She was polite and honest, humble and moral. Most importantly, she was finally content with herself. She faced hatred regularly, and was in fear that she was not beautiful, but alas, she was content. She was I.

I like to take time to be grateful for things in my life, such as my family, friends, education, opportunities and religion, but also the Hannah from two years ago. Without her, I would not be able to show

the liberation that the headscarf brought me. And I would not be able to show people that the only oppression I face is the ignorance of individuals, who have somehow grown to believe that I belong to a murderous and misogynistic cult.

My modest proposal is that people accept my version of modesty and also other people's version of modesty. And just so it is clear, I did not write this because I deserve to win the essay competition; I wrote this because people deserve to hear this message. Lastly I would like to make a statement: there is a woman in France, incredibly famous, who has no eyebrows, no eyelashes, thin lips, a somewhat large nose, tangled hair, broad shoulders and a rather plump face; her name is Mona Lisa and she lives in the Louvre Museum. According to today's standards, she is not beautiful. And she does not need to be. She was not meant to be beautiful, she was meant to be art and art is not meant to be beautiful but to make you feel something. We are all art, crafted celestially. Art can be modest, art can be immodest, art can be heavy, art can be light, art can be dark, and art can be light. Regardless, it is art.



Listening

By William Wale, L6th, First Prize for Sixth Form

Humble is a very interesting word. It implies modesty and respectfulness, but also weakness and self-doubt. To be humble can often mean to not be overstated, while being pleasant to work with and open to self-criticism, but it can also be seen as a lack of conviction in one's beliefs.

If I were given the opportunity to propose anything, and I was not expected to be humble, I

would probably propose some strong-minded, ambitious and far-reaching policy that would create a meaningful and effective change to the world as we know it. I might have proposed an extreme wealth tax of 99%, or a ban on the trading of fossil fuel shares, or a requirement that all corporations be Climate Neutral by 2040. But to propose such bold ideas is not to be humble, it is to be overreaching and overbearing. To propose such things is not to be

respectful or modest in one's views, it is to be overconfident, perhaps it is even to be ignorant.

My humble proposition is therefore not some earth-moving ideology, not some policy designed to create Utopia. It is a proposition that is meaningful, but not necessarily unreachable. My humble proposition is simply that we listen to people, we give them a chance to talk, before we form our opinion on them or challenge them. My humble

proposition is that people should be less eager to dismiss those that they disagree with and more open to hear what they have to say.

Throughout my childhood, I have had a very sheltered life. I have been lucky enough to have been carefully nurtured and protected from the harsh realities of life. I have never had to worry overly about money, never had to question my family's access to food, never had to question that I would receive a good education and have a good life. While this sheltering has ensured I have had a happy, comfortable, innocent childhood, it has left me without the ability to understand what it is to suffer and what it is to feel abandoned by the world. If anything, my childhood innocence has made me ignorant. It made me not afraid to be confident in my beliefs and gave me the deepest convictions.

Because I don't know what it is to fear hunger or abuse or poverty, my mind is by default closed to radical suggestions that might negatively impact me but cause great change for those who are suffering in squalor. Because I am so tired and angry and broken by Coronavirus, I am immensely eager for the entirety of the population to be vaccinated, to the point of immediately dismissing those who are simply hesitant to receive it. Because I care so deeply about Climate Change and have campaigned so heavily to prevent it, I am by default closed-minded to those who question statistics, or who question the effect restrictions will have on developing countries.

While I might not enjoy listening to the views of others, while I might be by default ignorant to suggestions that change my lifestyle or question my beliefs, I have learned that listening to the views of others is the most important tool for human progress. I have learned that progress is built on consensus,

humanity built on common ground. I have learned that those who I disagree with the most have the most to share while challenging my beliefs, and while they should not always be empowered or even acknowledged if they are extremists, if we refuse to listen then we stand no chance of understanding their mentality.

When considering those hesitant to receive the vaccine, the worst thing it is possible to do is to ignore them. It is only by listening to them that we can understand their concerns, only by listening that we stand any chance of addressing them. If we refuse to listen, we force people who were simply hesitant to become extreme. If we refuse to acknowledge concerns and address them calmly, simply and helpfully, we isolate people from society and damage their trust in government and healthcare systems. When dealing with those who question or deny Climate Change, it is not by ignoring them that we stand any chance of changing their minds. Unless people feel listened to, unless we understand their arguments, we stand no chance of rebutting their claims. If we refuse to acknowledge their questions and refuse to respond to them, we push them further into extreme views and conspiracy theories. We should not always dismiss from the outset,

because until we've listened, until we've understood, we stand no chance of building consensus.

If we can build a world where people feel free to express their concerns with each other without embarrassment, where people are free to ask questions and expect explanation and not rebuttal as the response, where people use their ears before opening their mouths; if we can build a world where people are comfortable enough to listen and not close their mind because they disagree with the person who's talking, where we can break free from the constant echo chamber of social media and society where our views go unchallenged, then we can make life better for everyone.

When we listen, people trust us. When we don't, they turn against us. My humble proposition might not be easy, might not be human nature, but I am confident it is somehow possible. It might not be some revolutionary ideal or magic solution, but it could make such a difference. Ignorance is the weakest of human behaviours and the deepest of human flaws. We overcome it not with grandiose suggestions or idealism, we overcome it by opening our ears, opening our minds and closing our mouths. We overcome it by listening.





My Modest Proposal is a Three-Day Weekend

By Miss K Driver

My working life started at 15, as I was desperate to earn myself some money to buy new paints, brushes and canvases for my painting, instead of waiting around for birthdays and Christmases to top up my art toolbox. It was not unusual to have a job at such a youthful age where I grew up, and many of my friends had jobs sweeping up in a salon or washing pots at the weekend. We would all groan about losing our Saturdays when we would rather be playing out with our friends, but secretly we loved the thrill of receiving our pay cheque and flashing our cash, feeling like kings and queens until our purses were empty again. And so the daily working grind began. By sixteen I had my first proper job, working for a fashion retailer as a Christmas temporary worker. I worked my way up to senior sales advisor over the years, taking all the weekend shifts and late evenings on offer. University was the time when I really realised the value of money, as studying and living in London meant that money did not stretch far. I had three jobs by this point: working in a pub, at the fashion retail store, and for an events catering company, alongside my university studies. My evenings and weekends were simply non-existent, but I found motivation in the dream that one day I would have a career job that would be a nine to five situation, and I would be able to enjoy evenings and weekends like other adults do, because that is how it works, right?

I am lucky to wake up on a Monday morning with my mind buzzing with all the things I have planned, excited to try out this new lesson, feeling proud of the progress of that

student. I love my job. But I also love the countdown to the end of the week, or even better, to the holidays. I am finding increasingly, as do my colleagues, that school evenings do not finish at 5:00 pm and weekends are not always free for fun when there is marking to be done. "Living for the weekend" is a term I dislike because it feels so hopeless and yet so many people live by that motto. Although I have been known to say, "I can't wait for Friday", I do really enjoy the weekdays most of the time: the busyness, the sense of achievement as I tick off my to-do list and the constant challenge of how much I can fit into each day. I may complain about this, but I secretly live for it. Having said all this, the weekend is the time for 'me time', the two days when I can set aside the Miss Driver of the week and instead be me again. It is also the time when I can see friends and have a catch-up, do a food shop, clean the house, catch up on laundry, and if I am lucky, see some family who live far away. But the weekend just goes too quickly. You blink and it is Sunday night. You blink again and it has been a month since you saw that friend you meant to meet for a coffee. ... Blink once more and it is the countdown to Christmas and you realise how much you have yet to do, so many people to see before another year passes by.

This thought has resonated with me throughout lockdown, and I think that many people could recognise themselves: I do not have enough time for me. The tease of furlough and 'stay at home' guidelines have reminded us just how great it is to be at home, and to have our own time. It has also been very tough

and reminded us of the importance of family and friends and support systems. When we were unable to see them, we longed for the day we would reunite with friends and family. And now we are getting back to normal, we return to the same pattern of endlessly trying to find a weekend when all are available to finally meet, whilst never quite managing to do so. My modest proposal is one for the masses, one that I think would boost the economy and support mental health. My modest proposal is for a four-day week and a three-day weekend to end the monotony of work, eat, sleep, repeat. Life is not about sitting behind a desk and clock-watching whilst the weekend passes you by in an instant. Without wanting to become too philosophical, what really is the meaning of life? For me, life is about loved ones, friends and family. It is about days out and the experiences with the people who feed your soul and make you smile. For some it is about personal achievements, hobbies, interests. It can also be about travel and making memories. Time passes so quickly and presently our time lacks balance during the week, thanks to our working schedules. The scales are unequal and we are robbed of an incredibly important part of life. A three-day weekend and a four-day week would mean that we could live our lives on our terms, doing what we want and need to do for our own well-being, whilst still having a sense of structure and purpose during those four working days. Time is precious and once we spend what time we have, it cannot be refunded. How do you want to spend your time, working or living? Or working and living?

Art Trip

To London

by Keira Beatty, L6th

On March 11th 2022, GCSE and A-level Art students, accompanied by the Year 12 Art Historians, travelled down to London to visit the Victoria and Albert Museum and the Tate Modern. Due to Covid, this was the first time since 2019 that we were able to go on a trip and experience works of art in person, something vitally important for developing artists as it allows one to see the texture and colour of the paint and the way in which it is used. It is impossible to fully appreciate an artwork from a screen and being in a gallery surrounded by amazing artworks is so inspiring.

Our first stop was the V&A, which holds many of the UK's national collections and contains a wide range of different art forms such as architecture, sculpture, textiles, photography and painting. I spent a lot of my time in the cast courts as well as looking at marble and bronze sculptures as they link to many of the Renaissance sculptures we are studying in Art History. When we walked into the cast courts, I was blown away by the immense size of the plaster cast of Michelangelo's David. The original David is a sculpture we study in detail, yet none of us had appreciated how large he actually is. Not only did this emphasise his strong, proud, dominant stature, but it also conveyed the extraordinary craftsmanship of Michelangelo. This sculpture was initially meant for the roof of the Duomo in Florence, but it was considered too magnificent to be placed so far away from the human eye. For something that was meant to be placed far away, the detail of his features is amazing, e.g. the veins on his arms and hands.



Other impressive casts of Michelangelo's works are also present, e.g. "Moses and the Dying Slave". We also study Canova and the V&A contains some of his marble sculptures, such as "The Three Graces", in which the varnished marble takes on a realistic, skin-like quality -- I spent some time admiring it. We also looked at bronze sculptures, ranging from a cast of Donatello's David to portrait busts by Rodin. It was interesting to see the ways in which the two different materials reflected light, as well as the different textures you can achieve with bronze -- it can get a bumpier, more abstract finish. Whilst in the museum we were tasked with sketching down aspects or sections of paintings that related to our current projects and recording ideas and techniques to explore in the future. We were also allowed to visit the café and the gift shop -- always a highlight!

After several hours in the V&A we made our way to the Tate Modern, a large gallery containing contemporary art from 1900 until today. Here the artworks are so dramatically different to the older art and I found it really beneficial to visit two such different galleries. Despite not having as much time as we had had in the V&A, we were still able to appreciate some great pieces -- one of my favourites was Picasso's "Nude Woman in a Red Armchair". This painting intrigued me because of the abstract and simplistic use of colour in order to create form. The Tate has a large number of installations, one of the most famous being "Babel" by Cildo Meireles, which is made entirely out of working radios and lights. It relates to the biblical story of a tower tall enough to reach the heavens, which offended God who made the builders speak in different tongues. Their inability to communicate with one another caused them to become divided, scatter across the earth and become the source of many conflicts. Many of the abstract works in the Tate require one to really think about the artist's message. Having the opportunity to stroll around galleries again admiring all the amazing artworks was appreciated and enjoyed by all the students on the trip. I felt inspired to try out some different techniques in my own work.



Featured GCSE Art Student: Abia Thangal

Interview by Leen Almasri, Year 10

Why did you decide to take Art? What was your motivation?

I've always just picked up a pencil or a paintbrush whenever I was bored. I also really like analysing other people's work, just as much as making my own, because I think it is amazing the amount of thought and time behind every piece of art. Art is something I've always enjoyed, and I wanted to take the opportunity to improve my ability by taking it for GCSE, especially with all the great resources provided to Art students by the school. The wide range of media available here has helped me figure out what I prefer using, and the teachers have all been very supportive.

What work have you done this year, and what are you planning on doing for your final piece?

The first project we did in Year 10 was on shape, pattern, texture, and form, which is a broad prompt that I think allowed us to explore unique routes, and do what interested us. I chose the theme of sweets for my piece, because I had a lot with me at the time and thought, why not? It was a challenge to capture the reflective wrappers using acrylic paint, but I enjoyed it and it taught me so much about painting.

What kind of things do you do in GCSE Art lessons?

We explore the use of screen printing, line prints, acrylic paint, watercolour, mixed media, digital art (such as Procreate), and a variety of other interesting mediums that I don't think I would have had the chance to use outside of school. I am very grateful that I have the opportunity to explore these new techniques in such a supportive environment.

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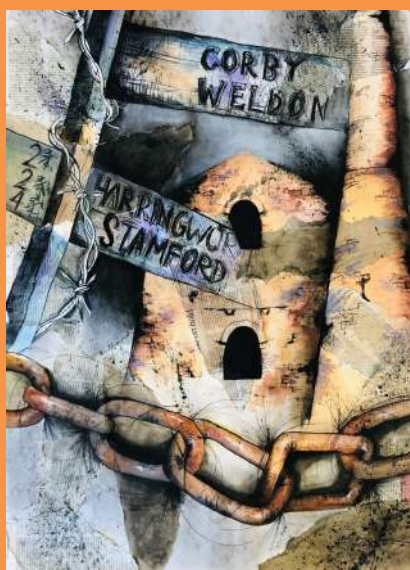
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Featured GCSE Artist: Evie Williams

Interview by Ali Khan, Year 11



When did you first become interested in artwork?

Art is literally stamped on my DNA as I come from a family filled with artists. Even when I first joined my primary school, I immediately picked up the paintbrushes, never batting an eye at the building blocks, costumes or abacuses. To me, art has always been a way that I can both study and appreciate the things that I love and a skill which GCSE Art has allowed me to further.

Which artists have inspired you?

Claude Monet and his beautiful impressionist landscapes, playing with light and dark to depict

serenity. Sir Alfred Munnings is another brilliant artist, who produced the most magnificent oil paintings of racehorses, warhorses and sidesaddle hunters. A more recent artist inspired me is Charlie Mackesy, author and illustrator of "The Boy, The Mole, The Fox and The Horse." The drawings in this book, are so beautifully loose and expressive that they mirror the emotion of the words next to them wonderfully.

Describe your GCSE Art piece.

My final piece for the supporting project consists of three large expressionistic paintings in ink and watercolour, each focusing on a different angle of the horse and rider and painted with a different primary colour over loose line work. The main project was titled "Connections" and I explored the connection humans have with symbolic elements representing emotions, in particular the way light connotes feelings of safety, warmth and guidance. However, my project, as many do, has evolved to focus around industrial structures such as tin mines. Thus, my final piece is a large mixed media painting depicting the Cornish mine "Wheal Coates", surrounded by chains, road signs and barbed wire encompassed



in smoky clouds of charcoal, to give the piece a dark and almost ominous feel.

What are your plans for the future?

I am considering studying Theology or Philosophy at university and despite those courses not being focused on Art, I still want to keep it running through my life. Art and creativity are such incredible skills that I will always want to keep developing. Art has also been a therapy for me over the years: a way of visually depicting emotions or memories that I love and the things that mean the most to me.



Featured GCSE Artist: Zach Lorenti

Interview by Harriet Inchley, Year 11

What is your GCSE project based on?

For the title of Connections, I focused on letters, which connect people across the world in different places; then I began to move onto more texture-based pieces, involving plants and farmyards, for the project of structures. Then I made abstract forms with pallets and similar. The abstract, which I have just completed was my favourite- because it was challenging to build and the outcome of my work was more interesting.

What got you into Ceramics?

I always found it a fun subject that I was good at. And I wanted something more creative to break up the rest of my GCSE studies. It's important to have a creative outlet, and to diversify your subject choices. Drawing is involved in Ceramics too, so it is good for people with different artistic focuses, and gives you a valuable chance to acquire a skill that would otherwise be difficult to access for many. You learn to refine your work, and to spend time making it as good as you possibly can. Also to have resilience and perseverance.

Who's your favourite artist?

Cathy Dalwood, I like the forms and textures that she uses -- it is attractive for the viewer, and there are many areas of focus in her work.





Featured A-level Artist: Rubee Eid

Interview by Florence Warren, Year 11

When did you become interested in art?

I have always liked artwork, specifically working with textiles, as my grandad owns a haberdashery in Leicester, so I was brought up with fabrics. However, I first became properly interested in Year 7 when I had my first Textiles and Art lessons and learnt about all the different styles. I decided to take it up as a hobby and have been really enjoying it ever since; I own a sewing machine so I am able to practice at home and develop my skills further.

Who are your favourite artists?

My favourite artist is Maryam Ashkanian, an Iranian

contemporary artist who inspired my A-level piece. I like how unique her work is, for example her use of textiles in her 'Sleep Series' which is where I got my inspiration from, as she shows the vulnerability and mystery of sleeping. I also like Patricia Belli's work; she is a feminist artist whose work revolves around the oppression of women in Nicaragua.

What is your A-level piece on?

Using textiles as fine art, I explore the vulnerability of sleep. I photographed one of my friends pretending to be asleep, but wrote words over her like 'escape' and 'hurt' to show how women are still criticised even when

asleep, despite being at their most harmless. My inspiration came from Maryam Ashkanian's 'Sleep Series' and I incorporated stitching into my piece, as a statement about the subversion of women in the textiles industry. Historically stitching and sewing is seen as something a woman should naturally be able to do, which discredits those who are gifted at it.

Do you want to pursue a career in Art?

Yes, I would definitely like to pursue a career in Art, specifically working with textiles in the fashion industry, something about which I am very passionate.

Featured U6th form Ceramic Artist Charlotte Russ

When did you first become interested in artwork?

In Year 8 when we first did ceramics, I was interested in the endless possibilities that clay offers and how artwork can be three-dimensional.

Which artists have inspired you?

I have been inspired by Katie Spragg's work, in particular "Greenhouse" and "Wildness". I was inspired by her representation of the relationship between man and nature, and by her use of man-made materials to contrast with delicate porcelain plants.



Tell me about your main project for GCSE Art.

My main GCSE piece looked at the interaction of man and nature. I used the contrast of round and geometrical forms to illustrate this.

Tell me about your main project for A-level Art.

It explores the tension between nature and man. I was interested in the contrast between strong, rigid elements of man-made structure and the seemingly delicate appearance of nature. I explored how nature can reclaim material and land that was taken by man. I used colour to highlight the contrast between nature and man, bright colours to show the strength of nature and monotonous to show the rigidity of nature. I also used form to demonstrate the structure and static quality of man-made objects.





Featured A-level Artist: Keira Beatty

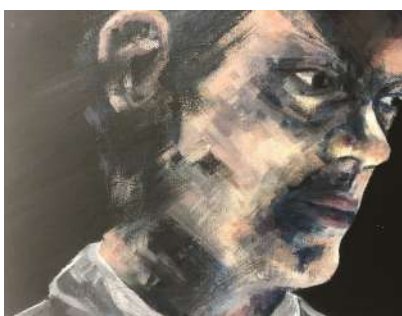
Interview by Shruti Chakraborty

What is the inspiration behind your A-Level pieces?

My A-Level artwork is based around my family, most of whom live in South Africa. As a result of the pandemic, I was unable to see them for three years so I wanted to base my art around that quite emotional topic: “being emotionally close yet physically far apart”. I found devising a concept quite challenging at the beginning due to the large amount of freedom we are given compared to GCSE.

What is your favourite medium?

At the beginning of the year, I



would have definitely said that acrylics were my favourite medium as I am very comfortable handling them. But this year I have been encouraged to push myself out of my comfort zone and experiment with oils and charcoal. At the moment, I am still a bit wary of oils and definitely need more practice; however, I loved working with charcoal because it allows me to create marks (both gestural and precise) and a large range of tone, which in turn has enabled me to create a dramatic and emotive final piece.

Is there a particular period in art history that interests/inspires you?

I am particularly interested in the Renaissance due to the developments in art that occurred over this period, such as the development of linear perspective and the move away from religious works. My favourite Renaissance artist is Botticelli due to the way

he moved away from realism and began to create mythological paintings of figures with Gothic attributes, such as “The Birth of Venus” and “Primavera”.

Will you continue to create art when you go to university and later on in life?

I want to do a History of Art degree at university, and even if I don't necessarily create works of art regularly, I will always be surrounded by it. Art is also something I enjoy doing in my own time – I often sketch in order to relax, so I think throughout my life I will create artwork to relieve stress.





The Arkwright Engineering Scholarship

by Lucas Hoffmann, 6th form



Here in the UK, we rely on an engineering-based economy. Engineering-based industries and sectors account for 21.4% of our annual GDP. As a result, there is a huge push to get young people into the Science and Engineering sectors – evidence of which you have probably seen in our local education system. STEM clubs are well funded, plentiful, and promoted vigorously throughout middle and high schools. One such scheme is the Arkwright engineering scholarship – a scheme supported by the late Duke of Edinburgh. The Scholarship is designed to support A-level students who want to study for engineering and to bring forward the next generation of leaders in engineering.

I myself (and Annie Goold) can attest to some of the incredible benefits which the programme brings:

- £1000 in scholarship money, split between you and your school. You can choose how you spend this money, provided it is relevant to your engineering education.
- A sponsor company
- A mentor (usually from that sponsor company) -- I really can't overstate how incredible it has been to have regular meetings with a professional in industry.
- Access to Arkwright-exclusive competitions and events
- Funding to go on extra courses/travel to see lectures and other engineering-related activities and schemes
- Arkwright Connect days which are events hosted by companies and organisations, normally including networking, lectures and a practical element.

My sponsor company is Leonardo UK, an international defence company with a yearly revenue of €13.4 billion and 49,882 employees. Perhaps most well-known for a 36% share in the Eurofighter Typhoon programme, Leonardo provides an incredibly vast array of border control, electronic warfare, targeting, air-defence and cyber-security systems to countries around the world. They only sponsor one scholar each year and I am incredibly fortunate to be working under such an impressive, yet welcoming company.



Introducing Computing Teacher, Mr Kelham

by Aditya Mathur, Photo by OL Oliver Siddons

I have heard that you were an electrician for the RAF. What was that experience like?

I joined the RAF when I was 16, working as an Avionics Technician who fixed the electronics on aircraft. I did that for several years at a variety of UK bases, and then decided to become an engineering officer, where I oversaw others and made technical decisions. I also ran a software team for a while, and then lastly, I was a leadership instructor at RAF College Cranwell, in Lincolnshire. This is where people go for training to become an officer. In total, I was in the RAF for 21 years.

When did you first realise that you had an interest in Computer Science?

When I grew up, the BBC Micro had just come out and I was quite fortunate because my parents bought it. I did a little coding on it, and there was a tape player and everything to record your program. It also gave me an

appetite for things other than electronics, because you did a little bit of programming, assembly language, and so on. It is part of the reason I joined the RAF, which was on the forefront of technology, computing, and electronics. When I was in the transition between being a technician and becoming an engineer, I was quite fortunate to do an in-service degree, so I did not do my degree at the traditional age of 18, I did my degree when I was 27. I chose to specialise in electrical systems, a halfway-house between electronics and computer systems.

What has been the most significant development in Computing in the past few years?

There have been so many developments in Computing, but the mobile phone is crucial in that it has evolved very rapidly over the last few years. This has happened for some good reasons, but for some

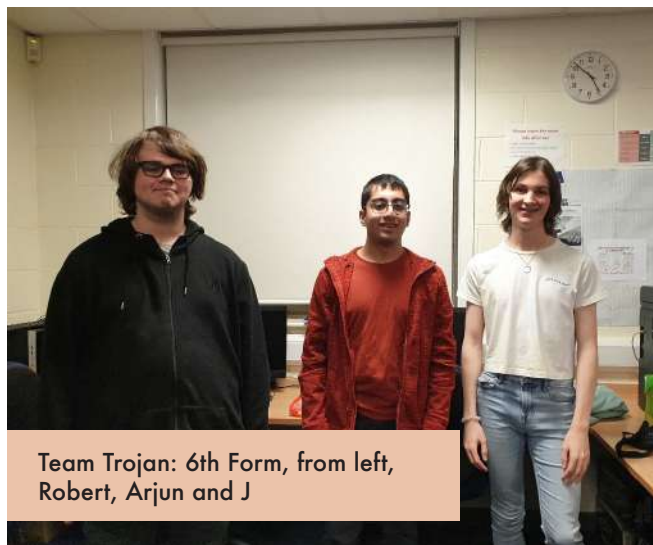
awfully bad reasons as well. It allows people to connect and have access to information, and the ease of use is pretty brilliant. But, to see people on their phones all the time is just odd and worrying too. I cycle into school every day for over 10 miles, so I see many people on their phones all the time.

Other than Computer Science, what other subjects do you enjoy?

I love electronics and all things technical. As well as teaching Electronics, I am an examiner for this subject. I also teach Design Technology and the application of Maths, because you can't get away from numbers in Computing. In addition, in my last posting in the RAF as a leadership instructor for potential new officers, I was teaching and facilitating leadership, team-building, and group dynamics. I hope to get involved in the Duke of Edinburgh Award next year.

The Cyber Centurion Challenge

by Jonah Moger, Year 7



Team Trojan: 6th Form, from left, Robert, Arjun and J

On the 13th of November 2021 and the 22nd of January 2022, five teams took on the Cyber Centurion Challenge. This is a competition in which participants have the chance to learn basic and advanced Cyber Security skills, helping them to get a head start if they choose to take on any Cyber-based role in the future. These teams were Trojan (LVI, Arjun, J and Robert), syb3rSw34t5 (Y11, Ali, Aryan, Diya, Esha, Gargi and Raquel), Defenders (Y10, Diya, Prithika, Abia, Lily, Jason and Anay), Guardians (Y10 Leen, Claudia, Ben and Samuel) and B0t5 (our team, Y7), which consisted of Alasdair, Eashan and Jonah.

For the first round on the 13th of November 2021, we headed into school, full of excitement for the day ahead. Promptly at 11:00, the round began, and we were confronted with two virtual Linux environments, and several tasks to take on within them. These tasks required us to use a variety of skills, which we had been practicing over the past few weeks as a team. We had to answer cyber forensics questions and were challenged to find and remove hackers and hacking tools on the system we were working on. The junior team (B0t5) had two virtual machines and the four senior teams had three virtual machines. A virtual machine is a closed version of an

operating system that runs inside of another, allowing for the user to switch effortlessly between different operating systems, without having to reboot their system in order to switch. Our virtual machines ran Debian and Ubuntu. These operating systems are both 'open-source' (widely available for free), which means that they have less 24/7 support or hacker-proofing tools than 'closed-source' (not available for free) software, like macOS or Windows. This is because they are not used as commonly for work purposes, lessening the chance of sensitive data being at risk on these machines. After we finished the forensics questions on the machines,



Year 7 Team, from the left: Alasdair, Eashan and Jonah



Y11 Team from the left: Ali, Aryan, Diya, Esha, Gargi, Racque

we spent the rest of our time frantically scurrying around the desktop trying to secure the PC entirely, with time pressure looming down on us (we only had six hours to complete the entire challenge). Every time we did something right, we got some points for our team, but there was a bit of delay in the points being registered,



Team 10b: from the left, Diya, Prithika, Abia, Isaac, Lily, Jason and Anay

and so we didn't know whether we had received points for a particular task until a little later.

When time quickly caught up with us at 5:00, we returned home, tired and already excited for the next round. Sadly, though the next round was intended to be Windows-based, due to some teething

problems, the second round was also Linux-based. This time both machines were running Ubuntu, and the questions and tasks were harder than before. Nonetheless, we powered through, and the results were as follows (the points were administered whenever we completed a task correctly). Trojan (L6th) were our top team, standing 8th on the scoreboard with 117 points. Our second best team was Guardians (Y10), standing 23rd on the scoreboard with 106 points. Our Year 11 team stood 50th with 83 points; our other Year 10 team, Defenders, were 59th with 72 points; and our Year 7 team stood 61st with 70 points.



Team 10a: from the left, Leen, Claudia, Ben and Samuel

DT Rotary Challenge

by William Hetherington, Year 8

On January 24th, 2022, our school participated in the Leicester Rotary Challenge. This event happens yearly, but was discontinued for the past few years due to the outbreak of Covid-19.

This year's challenge was to build a vehicle that had a green power advertisement strapped to the front, and when it moved, a flag is raised, but the catch was, you weren't allowed to touch your vehicle at all and it would have to progress up a ramp at varying angles depending on your educational stage. The resources provided to us were two cylindrical pieces of wood, several



wooden poles, a spool of string, a weight, sheets of card, paper, pulley wheels, and normal wheels. You

may think, well this is easy, just build a simple cuboid with wheels, and then pull it along with string, but I'm afraid it would have been too easy if that were the case. We had to construct a portfolio by 12 o'clock which contained our design ideas, problems we had come across and how we would solve them. The most efficient way to solve the problem was to create a pulley system using the string provided: when the weight was dropped it would pull the string, which effectively made the wheels rotate, completing the task. Unfortunately, LGS did not win at the foundation or intermediate stages, but we emerged victorious in the advanced (A-level) category, pictured to the left. Overall, it was an extremely fun task that we all enjoyed tremendously.





The Lower School Greenpower team has come further this year than it ever has before, making major modifications to the LGS Greenpower car (named Flux) to winning our first award, at our most recent Greenpower competition. All this was organised by our team leaders, Mr Burns, Mr Grimadell and Miss Campbell, who helped us through the entire process. This year, the team has consisted of the following members from Year 9: Pol Macip, Zoya Vhora, Jasraj Dhami, Jasleen Poonie, Jack Strong, Harriet Firth, Rowan Wheatley, Ivie Iyasere, Mohit Mistry, Grace Dhesi, Oliver Hendy, Joseph Khalid and Daniel Gratton. Every Tuesday lunch this year we have met to help the car become faster and better conditioned for its races.

As a team, we got along extremely well and made great progress on each of our tasks. We had Pol, Grace, Harriet and Jasleen creating our team portfolio to enter for the best portfolio competition at the Lotus event. Meanwhile, (with the help of Mr Burns and Mr Grimadell) Jack, Jasraj, Ivie, Rowan and Mohit worked on Flux, with tasks like adding the new free

Greenpower

by Ivie Iyasere, Year 9



wheel, changing the gears and modifying the bearings. We also made products to help the car. For example, we made a wooden trolley (plywood) for the car to sit on (designed by Jack and Ivie, and manufactured by Mr Burns, Mr Grimadell and the team). This made moving the car around the building much easier. Additionally, we had Jasraj and Jack emailing and searching for companies to help sponsor our team.

Every so often, we would practise driving the car in the Junior School playground during lunch times. At first, we had a few mishaps and bumps. However we were soon able to get the hang of the car. We all became competent drivers and drove very well in all our races, placing 14th out of 22 teams. Also, Flux reached one of its highest speeds ever, 30 mph. The team has been to three Greenpower competitions, two of which have been at the Lotus test track in Norfolk and the other at Castle Combe Circuit in Chippenham. The



first two competitions were not as successful as we had originally hoped, as we still needed to make some modifications to the car. However, on the third trip we had made some changes and introduced two new members to the team, Harriet Firth and Grace Dhesi. New free wheel gearing was added to the car, which helped substantially with its endurance and battery power. Although, we did not win; we managed to claim the best presented team award, for our organisation and planning skills at the Lotus competition.

Overall, this year, our Lower School Greenpower team did very well in terms of improvements on the car and other important tasks like writing the portfolio. We always had a great time whether it was camping, racing or working in the DT workshops. However, we are now ready to pass the car on to next year's Greenpower team.



Introducing Classics Teacher, Mr Donnelly

Interview by Keira Gratton and Photo by OL Oliver Siddons

What sparked your interest in Classics?

I fell in love with the fictional characters in Robert Harris' "Cicero Trilogy", and found the narrative captivating. That inspired me to go on and study the classical world more and eventually write my PhD on a subject related to that.

What topic did you choose for your PhD?

Propertius' elegies 2.1 – 12. He was an elegiac love poet writing in the time of Augustus about 2000 years ago. As an undergraduate, I fell in love with the story and realised that it wasn't truly a love story - it was poetry about poetry. Then I realised that the Latin text that we have contains lots of mistakes. Latin texts come to us through somebody writing, and then if they wanted to circulate it amongst their friends somebody would copy it. Every time you copy something you make a mistake. And so, what we have are copies of copies of copies of copies, producing thousands of mistakes. And Propertius is extremely problematic in this regard because we believe that his original third and second books of elegies have been merged during transmission. My PhD looks at twelve poems which I believe could have circulated independently of the other twenty-two poems which are also in what we have as the second book.

Why did you choose to become a teacher?

Young people have so much potential: they can do anything and they are fun. One day with them is never the same as another. Probably Year 7 Latin has been my favourite part of working at LGS so far - I've just had a lot of fun, and I think the students have as well, whilst also establishing a relationship with the language and the foundations of the grammar.

What are some of your hobbies?

I used to do triathlon and general running until I

damaged my knees. I still like running and swimming, oh, and reading. My favourite way to spend a Saturday is in a coffee shop with a good book, ideally with a dog misbehaving.

What is your favourite Greek or Roman myth?

I think my favourite myth is Prometheus Bound. A Titan, Prometheus, steals fire from Zeus because he sees human beings suffering. Zeus finds out, sees that human beings are now developing skills, art, civilisation and society - and there's a very famous choral ode (a lyrical poem with complex stanza forms), Aeschylus' 'Prometheus Bound', which is all about how Prometheus introduced civilisation. Because of this, Zeus punishes him and he is bound to a cliff-face in the Caucasus and a vulture comes every two days and eats out his liver. It grows back as he is immortal, and so two days later the vulture will come back and eat out his liver again. There are lots of different versions of this myth. In some he is bound for eternity; in others, he is freed or the vulture is killed but he still stays bound for eternity. I like this myth because I just like the idea of somebody seeing people suffering and doing something about it, and then dealing with the consequences. I find the ambiguity regarding whether or not he was freed fascinating, and Propertius plays with that in lines 69-70 of poem 2.1.

What do you believe is the most influential Roman contribution to modern society?

Language. A lot of people would argue that the way we engage with the world is dependent on our language. The roots of romance languages and English are in Latin. Therefore, the way that we think, in some ways, has been influenced by a language that was spoken widely 2000 years ago. Architecture and politics (the American political system) are very much based on the Roman Republic.



Classics Trip to the British Museum and the Bloomsbury Theatre

by Keira Gratton, L6th form

On February 11, 2022 Classics students in Years 10 to U6th form experienced a full itinerary of immersion in ancient Graeco-Roman daily life. In the British Museum, we analysed artefacts such as Roman imperial coinage and mosaics from Carthage. A fascinating room contained various fragments from Athena's Parthenon, depicting scenes from mythology and of local people in religious procession. The temple's immense size and intricacy flaunts the power of Athens to all visitors, leaving a lasting sense of reverence for the great city. Included later in our worksheet was the stunning Nereid Monument, a name that derives from sea nymphs of Greek mythology that stand before the structure. Although the monument was not historically Greek, it was heavily inspired by Ionic temples in Athens and combined this with Lycian and Persian style iconography. It would have been the most impressive of the Lycian tombs in Southern Turkey.

After a break, we made our way towards University College London's Bloomsbury Theatre to see a performance of Euripides' *Electra* starring UCL's own Greek and Latin students. The play began by recounting the myth surrounding the death of Agamemnon. Upon return from the Battle of Troy, the hero was slain by his wife and her lover -- Clytemnestra and Aegisthus. After her father's murder, Electra was married off to a lowly farmer, preventing her from having any noble children who could challenge her mother's new rule over Argos. Her brother, Orestes, had been living in hiding since the death of his father, and now had returned to Argos in hope of avenging his death. The siblings began to conspire against their mother and her new

partner. Electra lured her mother out of the palace with promises of a pregnancy, claiming that she was now too poor to hire midwives and begging for help. Meanwhile, Orestes assassinated Aegisthus whilst he was at prayer and returned towards the house with his dead body. His resolve wavered at the thought of killing his once beloved mother, but Electra persuaded him that she deserved to suffer. When Clytemnestra arrived, Electra taunted her, speaking over her mother's pleas for life. Orestes pushed a sword down Clytemnestra's throat, and at the conclusion of the play, Clytemnestra's deified brothers, Castor and Polydeuces, materialise to reassure the siblings that her punishment was just, and her actions the fault of meddling Apollo. However, their violent revenge had still managed to aggravate the gods. The brothers urged Orestes to flee, as the furies of the underworld began to pursue him across Greece. The play concluded with the realisation that vengeance had not brought the siblings closure and they ended in suffering and tragedy. This play can spark a thought-provoking discourse about the nature of free will in the Greek world. The House of Atreus is famous for being cursed by Zeus to suffer, after Tantalus attempted to serve his own son at a banquet for the gods. Tantalus was notoriously punished by being confined in the underworld, always within reach of food and drink, but never quite able to grasp them. A contemporary audience may question whether it is just of the gods to punish Orestes for his violence, when the curse upon his line predetermined his fate. Whether or not the decision seems fair, we can conclude from this plotline that the Greeks viewed themselves as inferior to universal forces such as fate and destiny.

Solving Verbal Enigmas: The Linguistics Olympiad

by Gabriel Smith, Year 10

The UK Linguistics Olympiad, or UKLO for short, is a national competition that involves using logic and reasoning to solve linguistic data problems. It uses exciting and obscure languages from all around the world and forces competitors to search for patterns, sequences and themes, using their own knowledge of language and a hefty dose of common sense. There are four levels to the Olympiad: Breakthrough, Foundation, Intermediate and Advanced. Participants in the first three levels have two hours, and students taking the advanced paper (6th form students) are given half an hour longer. In total, there are ten questions; students take a different number of questions depending on what level they are doing. Students taking the Breakthrough level will complete the first three (1-3), which are the easiest. Students taking the Foundation level complete four different questions (2-5). Students taking the Intermediate level take four questions (4-7) and finally, students taking the Advanced level take 5 questions (6-10). Each level gets progressively more difficult and requires more thinking.

To give an example, the first of the 10 questions is about Swedish. It gives eleven sentences in Swedish

involving various adjectives. Swedish adjectives change depending on the grammatical gender of the word it is describing: the word for “big” is “stora” when it’s directly in front a noun, e.g. the big house (det stora huset). However, if you wanted to say: “the house is big” you would say “huset är stort”. If we change the noun to one of the other gender (let’s use a car, or “bilen”), “the car is big” would be “bilen är stor”. “Stora” changes its form to match that of the noun it describes, and also to match from where in the sentence it is describing the noun. It’s quite confusing, but here’s another example. It’s a similar situation with the word for “green”, gröna. We have the green house (det gröna huset), the house is green (huset är grönt) or the car is green (bilen är grön). We can see that with a noun ending in a “T” (Swedish’s neuter gender), we take the “a” off the end of the adjective (stora -> stor), and then add a “t” (stor -> stort). If the noun ends in an “N” (Swedish’s masculine/feminine gender), we take the “a” off the end of the adjective and leave it like that (stora -> stor). If the adjective is directly in front of a noun, it always ends in “a”. With this information, we can now make some guesses as to how to say: “the car is brown”. If “the brown house” is “det bruna huset”, “the car is brown” must be... (remember the gender of car!) “bilen är brun”. If that’s a bit confusing, don’t worry; there are many more examples in the actual question. However, this problem solving allows us to modify Swedish adjectives to create grammatically correct sentences.



This was the first question, and they got harder as they went. Having completed the Intermediate challenge, the hardest one I ended up doing was question 7, in which I was presented with two languages (Korowai, spoken in Indonesia, and Haruai, spoken in Papua New Guinea) with very similar counting systems. In Korowai, instead of saying “1 head” they would say “head” followed by a body part representing a numerical value with the suffix “-anop” to mark it as a number. The second was very similar, but with different words for body parts (being a different language) and no discernible suffix. This system is so different to what we use in English that it took me a long time to grasp, but eventually I began to get what was going on. As an example, the word for “index finger” in Korowai is “wayafül”. Wayafül also represents the numerical value of 4. Therefore, in order to say: “four index fingers” (which I agree is a peculiar thing to say) you would say “wayafül wayafülanop” (remember the “-anop” suffix marks it as a numerical counter in Korowai). With the other language, Haruai, it got even more confusing as body parts could have two different numerical values (mömd, which means thumb, can either represent 5 or 23). In order to work the question out,



you had to work out what number each body part represented, and then translate that across two languages. If you knew that four was represented by an index finger in Korowai, and you knew what an index finger was in Haruai, then you could also work out what four was in Haruai. All of the questions in the Olympiad involved this kind of problem solving, where you were given an example and used

it to translate something entirely different.

LGS students performed very well overall. Bronze certificates are awarded to the top 20% in the country, silver to the top 10% and gold to the top 5%. At the Breakthrough level, we were awarded two bronzes; at the Foundation level two bronzes; at the Intermediate level, nine bronzes,

two silvers, and one gold; and at the Advanced level, five bronzes and one silver. Needless to say, the competition is really challenging and definitely forces you to think, but at the same time I thought it was an incredibly interesting and enjoyable experience. Learning about other languages pushes you to think outside the box in order to work out some complex and fascinating problems.

How I Won

Two Classics Competitions

by Milly Kotecha, L6th



University departments run a number of competitions aimed at students in Year 12 to provide an opportunity to research topics in greater depth, going beyond the school syllabus. Two such competitions interested me in particular because they involved using a number of different skills.

The first one was the University of Oxford David Raeburn Ancient Drama Prize. Here I performed a monologue from Euripides' "Electra" in the Solo Performance category. I chose this as we had studied the play as part of the Greek GCSE

her situation. The main difficulty in the performance for me was that, although Electra is essentially a tragic heroine, the way she describes her own situation is melodramatic. I tried in my characterization to remember that she was a very young woman and, despite some comical moments, I wanted to convey her sense of injustice and leave the audience feeling her isolation.

The other competition was Cambridge University Classics Department's Audio-Visual competition, where the theme for this year was kleos, (glory or fame in Ancient Greek). Here, I focussed on Achilles, the tragic hero of Homer's "Iliad" and his period of doubt as to whether he should continue to fight in the Trojan War or return home to his family. This thought must arise in all who involve themselves in conflict. I compared Achilles' predicament to that of Arjuna, a hero of the Hindu Epic "The Mahabharata", who also was plagued by doubt before a battle. I finished the piece by analysing how each of them managed to

overcome these feelings as they went on to achieve eternal glory on the battlefield. I framed my entry as a docu-drama with dramatic music, lighting, and special effects to enhance the appeal of the video.

My Latin teacher and other teachers from the LGS Classics department asked to see my submissions and gave me very positive feedback. This left me excited but quite nervous to see how the two pieces would be received by the universities. I was very happy to learn that the Electra monologue was short-listed for the David Raeburn prize, which meant that it was ranked in the top 10 from all the year groups of students all over the country and abroad. For this I received a certificate and some Oxford Classics merchandise. This was followed by the news that in the Cambridge Classics competition I finished runner-up, receiving a monetary prize of £125. I am very grateful for all the support and encouragement that I have received from Dr VA and other teachers in the LGS Classics department, not only in these competitions but throughout the year.



course and I had been fascinated by the way that Electra arouses different emotions in different people. In preparing for the role and researching the character, my perception of Electra changed and I gained a deeper sympathy for

Drama Overview, 2022

by A L Hulme, Head of Academic Drama

After the previous academic year, where almost nothing went to plan, it is great to report on a year in which we were able to do everything we wanted to and more – and mostly as we planned it.

It was a record-breaking year for the department. In her new role as Head of Performance Drama, Miss Adams headed up “Oliver!” the biggest production ever staged at LGS. Over four performances, our largest audience ever (over 1,300) delighted in a wonderful evening’s entertainment. From Miss Adams’ careful direction and imaginative choreography to Mr Barker’s fabulous musical direction (and brief cameo!) to Mr Stagg’s intricate lighting design, alongside the tireless energy, enthusiasm and skill of more than 160 cast, crew, musicians, front of house and staff helpers, it was truly a team effort. Never one to rest, Miss Adams hit the ground running in 2022, beginning on rehearsals for the Lower School Production, even as the applause from “Oliver!” still echoed. Assisted by Mrs Garner, “Around The World In Eighty Days” was tackled with their characteristic ambition (creating not just a moving elephant, but an elephant that lit up and changed colour). Supported by Alex Laurenti, Rebecca Faust and Claudia Carnduff, and featuring over 50 pupils from Years 7-9, they produced a fabulous production in just eleven weeks. The final dramatic event of the school year is the Prep’s ever-popular Play-In-A-Day. This year’s piece took resilience as its theme and, with just a few hours of rehearsal (and many more behind the scenes from Miss Adams, Mr Stagg, Miss Mould, Dr Kendall and Mrs Adams), “Flight or Fight” was brought to the stage. The audience greatly enjoyed the show, with their inspirational performances of “Electricity” and “Surface Pressure” particularly well-received.

We were delighted to welcome practitioners back into to school to work live with students, after a break of a couple of years. Abeille Theatre made a welcome return, taking Year 7 through a day of lively devising workshops, and the playwright, Mark Wheeler, who wrote the GCSE Drama set text, delivered a very focused and informative talk just

before study leave. In addition, we were thrilled to host a production of “Kindness: A Legacy of the Holocaust” by visiting theatre company, Voices of the Holocaust. The verbatim piece, based on the testimony of Holocaust survivor, Susan Pollack MBE, was imaginatively told to a captivated audience of Year 9, 10 and 11 students. With theatres also properly open this year, we returned to Curve for some fantastic live productions: Matthew Bourne’s beautifully staged ballet, “The Midnight Bell”; a verbatim production of “Who Cares”, movingly telling the stories of young carers; the incredibly inventive “The Jungle Book Reimagined”, which used a recorded narrative and animation, layered over dancers; and “The Homecoming”, Harold Pinter’s brutally dark comedy. There was also plenty of live theatre from our examined Drama candidates: Year 11 performed to a packed audience, the ten groups showing real diversity in their choices, from a brilliant monologue taken from the contemporary ‘verbatim from the very near future’ “BU21” to a group of seven year olds, depicted in wartime West Country, in Dennis Potter’s “Blue Remembered Hills”. Year 13 performed their devised verbatim piece “Picture This”, which looked at education as the ultimate privilege, alongside two monologues from the contemporary pieces “A Hundred Words For Snow” and “The Unreturning” and a duologue from the blackest of black comedies, “Contractions”. Finally, nine Year 10 groups performed their inventive and entertaining devised physical theatre pieces, including the ghost story, “The Mother”, the comedy, “Growing Up”, and the evocative “The Final Solution”, set in Nazi Germany. It has been another successful year for LAMDA, with over 40 pupils taking lessons with Miss Adams and Mrs Garner, and excellent results, with the majority securing distinctions and Isabelle Boiangiu achieving an outstanding 100%. As we look ahead to next year, the main school production, “The Great Gatsby”, is cast and lines will be learnt over the summer, with rehearsals commencing as the new school year begins in September. You will be able to see the fruits of their labours from 8-10 December 2022, so keep an eye out for announcements and snap up those tickets quickly!



Our Experience Acting in “Oliver!”

by Gabriel Smith, Year 10, Photos by OL Katie Siddons

As the lights dim and the music begins, there is an excited hush backstage. Actors rush to get top hats, hurry to grab their props, and cluster around the microphone, as the workhouse children march onto the stage and the production begins. The orchestra, the lights, the scenery; everything comes together, and as we break into song (“Food, Glorious Food!”), I think about what led up to this moment. Due to COVID-19, we weren’t able to perform in front of a live audience in 2020, and, while working on the Verbatim Theatre project, we had to social distance and work in separate year groups. The performance of “Oliver!” this December was the first time we had performed a proper, live production since “To Sir, with Love” and “Alice” (around two years ago!). Auditions were held in June 2021, and after an exhausting three months of rehearsals from September to early December, it was time to perform.

“Oliver!” is based on the Victorian novel “Oliver Twist” by Charles Dickens. It follows the story of a mistreated young boy who runs off to London to make his fortune. There he meets a group of colourful thieves, led by Fagin, who teach him to pickpocket and steal. When Oliver is mistakenly arrested, however, it turns out the thieves might not have his best interests at heart, especially not the menacing Bill Sykes. It includes a number of well-known songs (such as “Consider yourself”, and “Who Will Buy?”). There was always time to have a laugh and some fun. From the peculiar dancing we all found ourselves doing backstage to Mr Ashwin’s fantastic vocal warm-ups, the production was

always enjoyable and amazing to be a part of. “I loved every aspect of the production, from getting out there on opening night to even the grit-and-grind tasks like coming in on a Saturday to help Mr Stagg set up the sound,” says Alex Laurenti, who played Fagin. “The production, I believe, got better night after night,” says Billie Wright-Evans, who played the Artful Dodger. “I think that everyone involved gave it everything they had, and I only wish we could have done it again! I got to step out of my comfort zone and try something new, my first school production. How welcoming the cast and crew were!” Riana Pathmanathan, who alternated as Nancy with Keira Beatty, says: “All those months of hard work - from the audition process to the shows were so worth it for that amazing feeling we got every night on stage. We made so many incredible friends and memories along the way, and I am so grateful for the opportunity!”





LGS Production 2021: Oliver!

by Sophie Levy, Photos by OL Katie Siddons

In early December 2021, we were brought back to pre-pandemic life (almost) with the school's production of "Oliver!": an incredible feat during these unprecedented times, providing all who attended some much-needed entertainment and escapism. Last year, the school demonstrated its ability to overcome obstacles through the film "2020 -- The Year That Refused To End", which was a wonderful satirical take on the unusual circumstances we found ourselves in. However, the atmosphere of anticipation for the school production, be it the overheard conversations of "I can't wait to see the play on Friday!", or the myriad of extra rehearsals which took place to perfect the play, reminded me of what we had been missing out on these past two years. The school's last musical, "West Side Story" was extremely well received, which added to the apprehension and pressure of this year's production. The sheer amount of tickets purchased -- including a sold-out Friday night which I was lucky enough to attend -- was a manifestation of the excitement everyone felt, and I can assure you that the expectations everyone had for the musical were thoroughly

exceeded in what was a joyous display of the array of talent there is at Leicester Grammar School.

Upon entering St. Nicholas hall, the grand, intricate set which one might expect to see in a West-End production, dazzled audience members who had not seen it at school already, and I felt giddy with excitement, and even a bit of nervousness about watching my friends perform after many months of hard work. (I can't imagine how nervous the cast themselves must have felt.) And then it was time, as the lights dimmed and the orchestra began, to lose myself in the adventure, as Charles Dickens' beloved novel was brought to life on the stage. The first number, which was the iconic song "Food Glorious Food" was the moment I realised how special this production would turn out to be, with some of the school's younger students showcasing their gifts as they danced and sang, joy radiating from their smiling faces.

At the beginning of the play's first act, we were introduced to our protagonist: Oliver Twist, played by Luuk Wiersma in Year 8, whose performance



invoked sympathy from the audience though the innocence and naiveté he brought to the character, his delicate singing voice leaving the audience in awe, particularly during his rendition of “Where Is Love?”

Another highlight of the first act was Jai Acquilla’s portrayal of Mr Bumble, a performance of great pompousness, with a hilarious rapport with Lucy Weston’s Mrs Corney, providing many laughs through its animation and absurdity. After Oliver’s escape from the workhouse, we meet The Artful Dodger, Billy Wright-Evans

portraying the cheekiness and cockney gift of the gab of the character brilliantly. Alex Laurenti’s talent for acting shone so brightly, as he was unrecognisable in his character of the weird and wonderful Fagin, encapsulating his vileness and sarcasm excellently.

When the first act came to a close, the audience was blown away by how professional the production was, despite obstacles in the lead-up to the performance, such as illness and Covid scares. During the interval, everyone was expressing admiration of the cast and crew, who had put together such a spectacular occasion, and as the second half began, our compliments were thoroughly justified in the song “Oom-Pah-Pah”, which for me, was the highlight of the night, with its slick choreography and music from the



orchestra (led by Mr Barker). In this number, Kiera Beatty’s performance of Nancy came into its own, with charm and warmth. Her performance further impressed as she showed her duality in the stunning performance of “As Long As He Needs Me”, where she was able to carry the song alone with her beautiful voice. Whilst I didn’t see Rihanna Pathmanathan’s portrayal of Nancy, those who did have told me that she was equally spectacular, being able to show Nancy’s complex emotions and fragility whilst singing (something very difficult to do, yet done with ease). Now, we cannot discuss Nancy without taking about our villain: Bill Sikes, played by Wesley Snow with a terrifying brutality. As the play (sadly) ended and the cast performed the finale, the entire audience was on their feet in awe, and on the way home I began to reflect on just how impressive this attainment was. While

we only witnessed two and a half hours of musical theatre at its best, hundreds of hours of hard work went into it, not only by the cast but also by the directors, orchestra, and anyone else who was involved. So, to finish, I would like to say thank you to all those involved in making this production a success, particularly the creative team led by Miss Adams

and Mr Stagg. Thank you for the perseverance and devotion you have shown to this production, because you have brought so much joy and hope to so many people when they needed it the most.





Year 7 Workshop with Abeille Theatre

by Tess Corry, 7A

On February 3rd 2022, Year 7 participated in a drama workshop run by Abeille Theatre. Everyone enjoyed it and it was great fun.

We started off with a listening game, where the teacher would call out either 'jump', 'clap', 'start' or 'stop'. As a class, we had to do whatever they said and try to do it in sync. Once we'd got the hang of it, they decided that we had to do the opposite. So, 'jump' became 'clap', 'stop' became 'start' and vice versa. We then moved on to a team-building game. The teachers would call out a number and we had to get into a group with that many people in. Then they would call out a random object and, in our groups, we would have to make that object without saying a word. Because there wasn't going to be the exact number every time, we had to make exceptions with one or two groups having an

extra person. It was hard trying to be silent! They then called out 21, the total number of children in the class, and we all had to make a cruise ship. Lots of us didn't know what to do and just dived onto the floor hoping that others would figure it out.

Next, we did some scene work where two people would be making a scene and anyone could say 'freeze'. Whoever said 'freeze' tapped the person on the shoulder whose position they found interesting and took that person's place. After they had swapped positions, the person who swapped had to change the scene completely. This was very funny, because some people just froze the scene all the time and there was a bit of rivalry between two of the boys. Our penultimate challenge was to devise a performance using certain

objects and sentences as a stimulus. Each group had seven people in it and there were three groups. The objects that were chosen were a handbag, a fake plant and a scarf. All the scenes were unique in their own way, and everyone performed excellently. The final thing we did was play a game of buzzy bees. In this game, everyone had to run around like a bee and, when one of the teachers said a letter, you had to become an object starting with that letter. After a while, we went into eliminations and, if two or more people had chosen the same object, those people were out. We found that this would really help our drama skills for our next lesson.

The things we took away from this workshop were these: listening, because we had to listen very carefully to instructions such as how many people were in a group and what object we had to make; team skills, from having to work together without communicating; improvisational skills because we had to think quickly to make an object, often without saying anything to each other; and finally, confidence, because there were nineteen people watching you perform with someone else. Thank you to the founders of Abeille Theatre for such a great experience and to Miss Adams for giving us this chance.





“Kindness”

by Boris Dring, Year 10

Recently, I watched a play, which I can only say moved me greatly; it was near the end of Lent term, and the school’s GCSE Drama students (and some Year 10 History and English students) were faced with a chilling depiction of one of the most infamous and horrific moments in history: the Holocaust. The play, which was called *Kindness: A Legacy of the Holocaust*, was a verbatim depiction of the testimony of a Hungarian Holocaust survivor, Susan Pollack MBE, beginning from before the Nazi invasion in 1944 and ending with her trying to survive in the modern world. It was staged by the theatre company *Voices of the Holocaust* – the only Holocaust-specialising theatre company in Europe – and the writer of the play and founder of the company, Cate Hollis, was present to answer some questions at the end, which was quite fascinating.

The play started slowly at first, with Susan telling the audience about how her life was before the Nazis arrived. However, things soon took a sudden and alarming tone, disturbingly showing the audience how her country became more and more taken over by the fascist ideologies of the Nazis. And then, after depicting the brutal assault and transportation of her father in a gruesomely realistic fashion, her family was taken to the concentration camps. In horrific detail, the company described every single unspeakable terror which constituted the death-camps – the

famine, the brutality -- how life and death always hung in the balance, in the decisions of only a few seconds. From a dramatic stand-point, this was very effectively done, with non-naturalistic techniques giving the whole scene a very unearthly feel -- surely the right mood for the unthinkable events which happened there.

Although before watching I did know something about the atrocities of the Holocaust, the way they were presented here, and the detail in which they were described, moved me profoundly. The fact that such unimaginable cruelty could be devised by human minds is a difficult concept to absorb. I would recommend that every person on Earth sees this, at the very least as a chilling reminder of the vast and awful effects that hatred can have if gone unchecked.

And with that, the play presents perhaps its most important message, the one mentioned in its title: kindness, a message which is surely more important now than ever. It shows us how we should all be kind to each other, and not only because of what the alternative is; the play makes it clear throughout that without the consideration of Susan’s fellow inmates, she would not have survived. Overall, it was a chilling yet gripping depiction of those events, and although I couldn’t say I enjoyed it, I would wholly recommend watching it.



Lower School Production, 2022: “Around the World in 80 Days”

by Eve Thomas, Year 9

The Lower School production, “Around the World in 80 Days” which was performed on March 25 and 26, 2022, really showed our school’s love for drama productions, with all its dance routines and special lighting effects. This love was evident on every person’s face throughout, but during the bows at the end of the play it became obvious to all. The staging was incredibly well thought out, managing to transport the audience all over the world in only two hours, without ever leaving the Drama Studio. We had the privilege of riding a steam train with Mr Phileas Fogg, played by Jai Acquilla, escaping on a huge elephant

with Mrs Aouda (Grace Dhesi), and visiting an opium den with Passepartout, Mr Fogg’s butler (Amruta Pabbaraju), and Mr Fix, a detective (Billy Wright Evans).

The beginning of the play showed Mr Fogg’s monotonous life in London: waking up at the same time every day, greeting the same people each morning, and playing cards with the same men at the Reform Club. The actions of the cast were obviously thoroughly practised and sleek, giving the

impression of endless routine. When we see Fogg embark on his first steam train, two props were used to show the movement of the train’s rudders. Alongside the actors, it gave the illusion of a real train going somewhere, even without moving. However, one of the





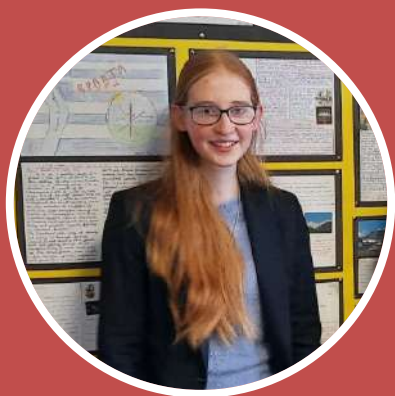
best props used in the play was a big elephant. It was sold off to Mr Fogg and used to save him, Mrs Aouda and Passepartout from a couple of Indian guards. It is clear that no matter how hard the school tried, there was no way they would have been able to fit an elephant in the Drama Studio, let alone the accompanying paperwork! The elephant that appeared onstage was an ingenious solution to this problem. It had a large head with a manoeuvrable trunk, a wicker basket for the rider to stand on and two grey legs. The sheer amount of work that must have gone into organising the children involved to move like an animal must have been huge, but not as big as the impact it had on the audience. It felt as though an elephant had really appeared in the Drama Studio. Every time Mr Phileas Fogg passed into a new country, the flag of that country was hung at the back of the stage. This went one step further, however, as they were not just the flags that we see today, they were the flags that Fogg would have seen. There was a clever use of background action to help remind the viewer of where they

were in the journey: the cast would sometimes be squabbling over what silk they wanted from the market or tying their ship up in a dockyard. At one point in the play Mr Fix takes Passepartout to an opium den where there was a great use of backlighting. Two screens had the silhouettes of two people smoking in a very dignified fashion and we saw Mr Fix and Passepartout go behind one of the screens, causing them both to become silhouettes.

Our headteacher, Mr Watson was watching on the opening

night, March 25, and towards the end of the interval he was called onto the stage by two circus jesters. They made him take part in a very funny mimed comedy routine, including holding invisible reins and driving off in an invisible coach, swaying from side to side in the invisible traffic. Mr Watson took part with great enthusiasm. It was a lovely moment of the students connecting with their audience, including their headmaster. At the beginning of the second half, we were treated to an incredible circus display featuring gymnasts. The circus act ended with a human pyramid that was incredible to watch being constructed through various levels of kneeling and climbing. I would like to thank all the students and teachers who worked so hard to bring this show to life under Miss Adams and Mrs Garner's direction, and to the parents who did drop-offs and pick-ups earlier and later than was ideal. The hard work of the pupils and teachers to bring this play from script to stage more than paid off and it was a highly memorable evening.





1st Prize Essay in a Linguistics Competition from Trinity College, Cambridge — by Eleanor Jones, U6th

Languages are constantly changing in a variety of ways, such as in vocabulary, structure, grammar, sound and for a variety of reasons, such as to accommodate the changing needs of its speakers, as a result of contact with another language or dialect, or change motivated by an external event, such as the Covid-19 pandemic. Often change is due to a combination of these factors. For example, change in language due to Covid-19 can be categorised as both an external event and accommodating developing needs of speakers. Whilst few people would suggest that saying 'coronavirus' or 'social distancing' is incorrect English, some people argue that using 'like' in place of a verb of speaking is incorrect. In fact, neither is wrong: they are both examples of language change, which can create different, but not wrong, versions of a language.

A common misconception is that the older version of a language is 'more elegant, logical or correct' than the modern version, however this view is incorrect. Languages will naturally change over time: people generally accept that only correct way of speaking English is not the version found in Beowulf, which was most likely written in the eleventh century, as people tend to agree that the language will have changed since then. Therefore, the same approach should be taken toward more recent innovations such as saying 'me and my friends' instead of 'my friends and I'. Whilst these newer innovations may not yet be accepted as appropriate for formal written English, in a few years they might be: language change generally occurs first in an informal spoken version of a language, then later is adopted into more formal written version.

Further examples of change over time include change in the meaning of words (semantic change). One example of this is the word 'villain', which originally meant 'low born', 'uncivilised' or 'rustic',

referring to the lowest class in the feudal system, from the Latin word (via Old French) 'villanus', a farm worker. In 1660, feudalism was abolished, and so since villains as members of the feudal system no longer existed, the word shifted to the more general meaning 'knave', 'scoundrel', and so seemed to have been adapted as a general insult, and then developed into the modern meaning: 'a character in a film, novel, or play whose evil actions or motives are important to the plot' or 'the person or thing responsible for specified problems, harm, or damage'. As well as semantic change, over time changes to the grammar or structure of languages can occur, for example loss of inflections. In English, we use inflections (changing the stem of a word, such as sing to sang, or adding particular endings, such as work to worked) in some scenarios, such as when forming the plural. Here, we add endings to the singular form, usually an 's', for example horse to horses. However, in other languages, such as Chinese, the plural is demonstrated by an additional word, for example, one horse or 'many horse'. Some languages use more inflections than others: languages such as Latin and Ancient Greek are highly inflectional languages, with endings to show case (nominative, vocative, accusative, genitive, and dative -- also ablative and locative in Latin); gender (masculine, feminine, neuter); number (singular and plural, with a dual form in older Greek) for nouns; and tense, mood and person for verbs.

English uses much fewer inflections than Latin and its descendants, the Romance languages: compare regular present tense verbs in English, where a pronoun (such as I, you, he, she, we, they) is required to indicate who is doing the verb (a more analytical method), with Italian, where the ending shows who is doing the verb and the pronouns are optional (a more inflectional method). English also uses fewer inflections than languages it is more closely related to, such as some Germanic languages. For example, German uses endings on nouns to distinguish between different cases, a feature which remains in English only for a few words, such as who/whom/whose. Since English lost its inflections more quickly than other Germanic languages, some scholars argue that the loss of inflections must

have been due to language contact, possibly with Norse after invasions in the ninth century, which resulted in an area of Viking settlement known as the 'Danelaw'. Here, evidence for substantial settlements of Norse speakers is shown through distribution of place names with Scandinavian origin, archaeological evidence and genetic evidence. Texts written in different parts of the country suggest that simplification of English verb endings started in the Danelaw, and spread to the rest of the country later, as the endings found in "Ormulum" (a text written c1180 by a monk in southern Lincolnshire) are more regular than those found in "Ancrene Wisse" (a guide to living as an anchoress - a woman who chose to be locked in a cell to live a life of prayer - written c1225 in the South-West Midlands). When more early Modern English texts (written c1150-1325) are considered, the pattern remains that the complex endings are more common in areas outside the Danelaw, and much rarer in those written in dialects from within the Danelaw, and so supports the idea that the loss of English inflections was due to contact with Old Norse.

The type of language change which takes place depends on the type of language contact: generally, in high contact situations, short term contact with mainly adult language learners leads to simplification, whereas long term contact involving children language learners involves complexification. This is because children are generally better at learning languages than adults, so when adults learn languages, especially when no formal teaching is involved, they do not grasp more complex features of a language, and hence simplification occurs. On the other hand, children are very good at learning languages, so if the second language is learnt during childhood, children acquire it like a native language, and borrowing occurs between the two languages. This leads to complexification as languages gain additional features from each other. Logically, if language contact leads to borrowing or simplification, then low contact must mean languages retain existing complexity. Evidence for this can be seen in languages such as Icelandic and Faroese, which are more complex than Norwegian, Swedish and Danish: the

insular languages have experienced less contact and so have preserved more of the complexity of Old Norse.

However, for languages to be able to retain existing complexity, there must be a situation in which they develop complexity spontaneously. Thus, Peter Trudgill hypothesises that in 'societies of intimates' (small in size – no more than 150 people, restricted territory – no more than twenty-mile radius, cultural uniformity, members share all generic information) language spontaneously becomes more complex. This type of society describes the societies lived in by Neolithic and pre-Neolithic people, before the domestication of animals and plants led to the decrease in hunter-gatherer, nomadic societies, and so for 97 percent of their history, languages have been spoken in societies of intimates. However, since then the size of our settlements has grown rapidly as has the total population of humans. Because there has been a decline in the number of societies of intimates, and a corresponding increase in high contact situations between adults, languages have on average become less complex, and as societies of intimates continue to decline, it seems as though this trend will continue.

Another factor which may prove to be contributing to the decrease in language complexity and variation is the emergence of English as a global language. While English may only have the third most native speakers worldwide (after Mandarin Chinese and Spanish) it has the highest number of total speakers worldwide: 1.348 billion. The number of people who speak English as a foreign or second language outnumber native English speakers by almost three to one. No language has ever been spoken by so many people over such a large area, and so we cannot know for certain what effect it will have, although in some respects it resembles the role of Latin: in a similar way to how the Romance languages developed from Vulgar Latin, variations of English such as Singlish, Japlish, Chinglish and Spanglish have developed.

However, whilst the emergence of English as a global language is impacting and will continue to impact language worldwide, it is not the only factor contributing to the decline of language complexity and disappearance of minority languages. English contributed to the loss of minority languages in Australia and North America; however in places such as South America and Asia the growth of other languages, such as Spanish, Russian, Arabic and Chinese has been more influential in the

disappearance of minority languages. Technology has had a twofold role in the threat to minority languages. The spread of the internet has made it easier for minority language speakers to communicate both with other speakers of the same language and with the rest of the world. It has allowed speakers of minority languages to communicate regardless of geographical location, and so provided increased opportunities for minority languages to be spoken. As well as increasing communication between speakers of minority languages, it has increased communication between speakers of minority languages and the rest of the world, educating people about minority languages and the threats they face. However, the role of technology regarding minority languages is only a tiny piece of the massive impact technology has had, and will continue to have, on language. As David Crystal explains, what he calls 'Netspeak' is a 'revolution linguistically': it has introduced new vocabulary and allowed language change to be spread quickly across the world, but most importantly it has created a new way to communicate which is 'neither speech nor writing'. John McWhorter described texting as 'fingered speech' or 'writing the way we talk'. Because it is different from both writing, in that information can be conveyed much more quickly and colloquially, and from speaking, in that when texting we cannot use body language and facial expressions to inform our interpretation of a message, texting has led to the development of new methods of communicating these things, such as emojis and abbreviations. One such example is 'LOL', which originally meant 'laugh out loud', and in earlier texts was used to express amusement. However, if we look at more recent texts, 'LOL' is being used less to express amusement and more to show empathy or acknowledgement: it has become a pragmatic particle, playing a similar role to the Japanese 'ne'. This shows that whilst many people think of texting as indicative of the decline in writing ability and eloquence, it is actually a kind of dialect with rules and structures that reflect how language has been changed and adapted to suit this new method of communication.

In terms of the total history of language, the development of language due to technology has been rapid: languages have been spoken, or at least the capacity to speak language has existed since between 200,000 and 150,000 years ago, whereas the worldwide web was invented 20 years ago. However, an example of even more rapid language change has been the impact of the Covid-19 pandemic on language. The sudden increase in the use of the word

'Covid-19' prompted the Oxford English Dictionary to add it as a new entry outside their 'usual quarterly publication cycle'. The OED's top 20 list of keywords also demonstrates how the vocabulary of the pandemic came to dominate people's lives. In January, 'bushfire' was top, followed by 'coronavirus'. The list also included eight other words related to Covid-19, mainly descriptive terms such as 'flu-like' and 'respiratory' alongside other words relating to current affairs such as 'Iranian', 'airstrike' and 'fire-affected'. In February, the number of words related to Covid-19 in the top 20 list was 14, and by March all 20 of the keywords were related to Covid-19, mainly words describing the social impacts of the pandemic, words such as 'self-isolate', 'lockdown' and 'sanitiser'. This shows how language reflects the events its speakers experience and just how quickly language can change to fit our surroundings: in the space of three months, our most used vocabulary changed entirely to comprise of completely new words (coronavirus, Covid-19), existing phrases that were given new meanings (self-isolate, lockdown) and rarer or specialist words which rapidly became used in everyday conversations (PPE, ventilators).

This shows that language change is not just something that has happened in the ten centuries since Beowulf is believed to be written, but something that we can witness happening every day. While some changes take a long time from emerging in colloquial spoken language to being accepted into more formal written language, others occur more rapidly and are accepted into common usage almost immediately, such as vocabulary about the Covid-19 pandemic. Language change reflects the experiences of its speakers and can be caused by a number of factors, such as to accommodate the changing needs of its speakers, as a result of contact with another language or dialect, or change motivated by an external event, but more often it is due to a combination of these factors. A combination of a change in our lifestyle, from living in smaller 'societies of intimates' to much larger communities, and globalisation, combined with a rapid increase in the worldwide use of technology and emergence of English as global language has put many minority languages at risk and led to a decrease in complexification of languages. Some estimates suggest that half of the world's languages will disappear in the next century and so studying and understanding the change and variation found in languages both modern and historical is more important than it has ever been.

Why I No Longer Teach “Othello”

by Mrs Higginson



Over the course of a long teaching career, I have taught thirteen different Shakespeare plays: five comedies, six tragedies, a romance (“The Tempest”) and a problem play or tragicomedy, (“Measure for Measure”). Until two years ago, I

had taught “Othello” to Year 9 for something like fifteen years. I often used to begin by identifying it as one of Shakespeare’s great tragedies, along with “Macbeth”, “Hamlet” and “King Lear”, and I would talk to the class about the powerful passions expressed by the heroes of each of these works. There is much to like in “Othello”. Who has not been tormented by “the green-eyed monster” at one time or another? Othello himself is often poetic and eloquent. Iago is possibly Shakespeare’s best villain, and is constantly explaining himself to the audience, having more lines than any other character in the play. The three female characters, Desdemona, Emilia and Bianca, are fully drawn individuals, each one as fiery in her own way as Katherine Minola or Beatrice.

About two years ago, in response to the Black Lives Matter movement, I made the decision to start teaching “Much Ado about Nothing” to Year 9 instead of “Othello”. I would like to make it clear that this was not a matter of ‘cancelling’ “Othello” – Shakespeare is at the heart of us as English-speaking people and we could no sooner cancel any of his works than we could stop breathing. But given that there are so many different plays by the Bard, I thought I would give a different play a whirl. And Don John is nowhere near as fun as Iago, given that he says a lot less, but Beatrice and Benedick are more complex than I had remembered and very funny. There is a bit of a stink-bomb moment when Benedick says he would “be a Jew” if he did not return Beatrice’s love, but there are many, many more, ugly jack-in-the-box moments in “Othello” insulting Muslims or people of colour.

Teaching is a very personal career. You stand at the front of a room, facing some two dozen pupils, and you look into people’s eyes, you read their expressions. The context for the anti-Muslim prejudice

– Venice’s war with the Ottoman Empire and all of Europe’s fear of this empire in the Middle Ages – was no longer a sufficient counter, I felt, for the wincing I sometimes saw reflected back at me when we studied such passages as Othello’s final speech:

***“Then must you speak / Of one that loved
not wisely, but too well
Of one not easily jealous, but, being
wrought, / Perplexed in the extreme, of one
whose hand
Like the base Judean [modified in the quarto
to “Indian”] threw a pearl away
Richer than all his tribe ... / And say besides
that in Aleppo once,
Where a malignant and a turbaned Turk /
Beat a Venetian and traduced the state,
I took by the throat the circumcised dog /
And smote him – thus.***

There is a bitter poignancy in hearing Othello abuse himself as an “infidel” (non-Christian) even as he kills himself, causing the racist hatred of characters such as Iago and Brabantio to win.

I have always taught the play as a commentary on racism, pointing out that the vast majority of the ugly references to Othello’s appearance as a man of colour – “What a full fortune does the thick lips owe if he can carry it thus!” – “an old black ram is tupping your white ewe” – “the devil will make a grandsire of you” – “the sooty bosom / Of such a thing as thou” – come from characters that Shakespeare wants us to have contempt for. But there is no denying that racist tropes about colour are expressed even by the doge, as he tries to endorse Othello and Desdemona’s marriage: “If virtue no delighted beauty lack / Your son-in-law is far more fair than black.” And some of the worst, most galling lines are Othello’s own internalized racism, when he speaks of Desdemona’s “whiter skin than snow ... smooth as monumental alabaster”, admiring her physical ‘perfection’. Why does Othello believe in the ‘magic’ of the handkerchief? Why is he so essentially naïve, which is unfitting for a tragic hero? Also, why is it so easy for Iago to ‘push his buttons’ and turn him into a savage killer? The portrayal of Othello, the conception of him as a character is fundamentally racist, I would argue. Just as the portrayal of Shylock is fundamentally racist. And, understandably, “Othello” has sometimes caused offense.

Feelings matter, especially in this most personal of subjects, English Literature. And that is reason enough to give “Othello” a rest. The context in which it was written is irrelevant to that.

Why I Teach Shakespeare's "Othello"

by Miss Hughes

"Othello" is one of my favourite Shakespeare texts to teach: its characters are compelling and it's all about love, jealousy, prejudice, betrayal and revenge. But, most importantly, it is a play that students seem to really enjoy. Before we start, there is the usual grumble of "I hate Shakespeare – I don't understand it – it's like a foreign language"; however, once we meet Iago, one of the best arch-villains in the business, they are hooked.

Watching Iago at work is like watching an evil conductor manipulate an orchestra full of earnest, well-meaning, oblivious players who just can't seem to get their instrument the right way up. Being a cruel puppeteer delights Iago, who secretly plots the demise of others; meanwhile, his victims are blissfully unaware of what awaits them; they have no idea how well they are being played by a man they trust and consider a loyal friend. In Literature, villains often have some kind of justifiable motive, however tenuous. But this is what is so gripping about Iago – he is evil because he can be. He is arrogant, destructive, selfish, cruel. Basically a complete sociopath. And yet this dark side of human nature is what attracts us to him. He taps on the shoulder of that darkness within us all. Just like a pantomime villain, he speaks directly to the audience and we are somehow complicit in his plot to destroy the others, whether we want to be or not. And, we are utterly powerless to stop him.

Iago is also a racist. Othello is a black man, of Moorish descent. Against all the odds, he has escaped a life of slavery and is a much-respected General in the Venetian Army. Even the Duke is a fan. It will come as no surprise that Iago is not. The language he uses to describe Othello is abhorrent. And this is where, for me, the text is so important. "Othello" was written in the late 16th Century, a white, male-dominated society and this should not be forgotten. Students understand that they need to read texts in their social, historical and cultural contexts; they also find it helpful to compare the past to the present to see how far we have come as a society. Well, racism is still present, so every opportunity to generate discussion about prejudice and inequality is a valuable one. Some of the language and



attitudes really are horrifying and ugly – so is racism. For this reason, it is not a topic we should shy away from.

Let's not forget the raging misogyny in the play – spoiler alert – the women are killed because they disobey their men – or worse, because they are simply believed to have disobeyed them, such is the power of the 16th Century patriarchy. However, this does not make Shakespeare a chauvinist. In fact, so many of Shakespeare's female characters defy traditional gender stereotypes and two of them are right here in "Othello". Desdemona starts out as an empowered, ground-breaking woman (choosing to marry for love and choosing to marry a man of colour); Emilia, Iago's wife, has the courage to expose her own husband once she discovers the evil things he has done. Then there's Othello – watching a small insecurity spiral and grow uncontrollably is powerful and stimulates good discussion about mental health. Seeing how love transforms him and breaks him is moving.

In the English classroom, conversations tend to digress. Something we are reading about sparks a discussion, which sparks another and another – "Othello" is one of these texts which encourages us to digress, to share and explore. It takes what it means to be human and forces us to reflect on our own humanity. The conversations it triggers are the times when we all learn about each other and what shapes us; we learn about who we are and how we got there. What could be more important?



An Author Visit from Megan Rix

by Lara Swales and Anni Moosajee, Prep class

We were very lucky to have Megan Rix come to speak to our class (Prep) and the Year 6 class on March 1st, 2022. She is an author who writes animal adventure books and her talk was both insightful and inspirational.



Megan Rix tends to write her books about animals. These animals are mostly dogs, and she usually writes about them because she has a few dogs of her own. Some of her main books about animals are based in World War II. Her books show how important animals are, and that they can do a lot in a short period of time. She brought in two of her own dogs. They were golden retrievers which were really cute and very well behaved. The main reason she wanted to write her books was to shine a spotlight on the dogs which had been so instrumental in saving lives, but up until this point had not had a voice or any recognition.

Not all of her books are about animals. Her book series "Lizzie and Lucky" is based on a deaf girl, just like Megan Rix herself. Rix is mostly deaf, but that doesn't stop her doing what she loves. She shared her writing process with us and explained that it would take between three and four months for her to write a book.

The Doggy Search Squad

- a Tale of Trickery, Powerlessness, and an Eager Boyfriend

by Charles Looker

There are moments throughout everyone's lives that we regret. Moments when you were incredibly intelligent, and yet, somehow, also just not quite all there. In case you don't quite know what I mean, allow me to tell you a story. I promise I'll keep it brief. It all started around the birth of the Earth, when particles came into place that would inevitably create a creature as smart as a human, and then mess it up and make me. But seriously, it started a little over two years ago. I, being only 13, was beginning to comprehend the social constructs that are second nature to adults, and yet I was the most clueless I'd ever been. This was ultimately my downfall and still plagues me to this day, but its peak-plaguing occurred when my brother and I were left in charge of a houseful of dogs for a weekend. There were six dogs in the house and they had been left in my care (well, really my brother's care but I'll believe what I want to believe, thank you very much). Oh god, I've missed some key information.

Right, a little bit of backstory, my brother, at the time, was 19 and went to an all-boys school so girls weren't really a thing for most of his life. However, he had just finished secondary school and, the more he was able to let go of exams and revision, the more he could address

socialisation, which had passed him by for most of his life. We'll call my brother Sam (not for privacy reasons or anything interesting, that's just his name). Right, so, backstory out of the way, let's go.

My mum (let's call her Sally, because that is, again, her real name) had been called away to deal with my eldest brother, Ben, who was in hospital (nothing bad, don't worry, he's just stupid), leaving me alone to hold down the fort. Obviously, this wasn't acceptable, so my brother Sam was called in from Nottingham just to be in the house. Unfortunately for Sam, this was the night he had chosen to spend some time with his girlfriend. Oh excuse me... spend some time... with his girlfriend. Of course, Sam and his girlfriend, Faith (doesn't that just tell you everything?) moved into Sam's old bedroom. I want to make this clear: I had never met Faith. Therefore, from my perspective, there was a completely random person in the house and I was raised well so I wanted to make tea for everyone and offer some snacks, as a GOOD HOST. Sam had, multiple times, been reluctant to let me into his room with a cup of tea and it is safe to say that they did NOT eat the cookies I baked for them.

The thing about our house is that footsteps and closing

doors seem to shake the walls and so he could hear when I was coming to his room. At around 9 pm, I went to check if they were alright (again, as a GOOD HOST). It went a little something like this. I opened my bedroom door, walked through the dining room, opened the dining room door, and then opened the kitchen door (which is next to Sam's room (we have a weirdly-laid-out house, don't question it). All the while, my loud footsteps were alerting Sam to my presence, and so, by the time I reached his door, Sam was already there. Waiting. At this point, he was sick of me. What do you do when you want to get your little brother out of the house? You lie to him, of course. What do you think he said? Maybe "Hey Charlie, I'm just dying for a Cherry Coke. Since you're the host, would you mind going to the shops to get me and Faith something to drink?" Maybe, "Charlie, Dominic down the road said he wanted you to go to his house to play Minecraft?" No. He told me, verbatim, "Oh my god, Charlie, I just stepped outside to collect a package when that black poodle, Mango, burst through the door and started sprinting away."

As you can imagine, I was freaking out. Then I collected myself and took charge of the situation. I put my trainers on,

I tied my laces, and I stepped out of the door. I couldn't track this dog down by myself, so I sprinted (I was very unfit, so it was more of a hasty waddle) to the house to the left of mine. I banged on the door and waited for a response, pacing left and right with urgency. Finally, a light turned on and a small, elderly woman came to the door. I said, "I've lost a dog. It's a small black poodle and it's running away as we speak." The old lady turned away from me and took a few steps into her house before yelling something surprisingly loud in Hindi. Next thing I knew four nervous young boys, a miserable teenage-looking girl, and a sleepy 20-something man all rushed down the stairs. They argued with the old lady for a bit, she became heated, they shut up, and my one-child search party now was seven people strong. I repeated this process for the next few houses and then got everyone's phone numbers so that we could communicate while searching. We had about 40 people standing on the street. I gave an inspirational speech and then told everyone to "split off into groups of three and go down every road, every alley, every pothole, and. FIND. THAT. DOG". We all splintered off and I called my mum for the 400th time. No response. After a few hours of searching in the pitch-black, slightly raining night, it got to 4:00 in the morning, at which point, I received a call from Sam. I picked up and he asked where I was (obviously bored of his girlfriend.) I filled him in and said that the search was feeling pointless. He sighed, then he chuckled, and then he cursed. He told me the truth, that he had lied to get me out of the house.

Few things have compared to the sheer shame, rage, and embarrassment I felt when I put that phone back in my pocket. I took a moment to process. It slowly occurred to me the gravity of the situation. I had just called 40-odd people out of their homes in the middle of the night to search for a missing dog that wasn't missing. My first instinct was to call each person individually and apologise for having disrupted their night and their sleep schedule and admit to being a moron. Then it occurred to me. Lying got me into this situation, and it was sure-as-hell gonna get me out of it. What would you do if you had just misled a group the size of 0.006 of a Roman legion and caused neighbourhood-wide panic? Well, you would create a group chat, of course. I added all 42 people to a chat called "Doggy Search Squad" and started typing. I sent out a message which read, "Hi everyone, thank you all so much for your help. I have found Mango: she was hiding behind a bin on Verdale. Seriously, thank you all so much for interrupting your lives to save this dog. The search is over."

When I got home, I went immediately to my room and collapsed. When I woke up, the next morning, my mother was sitting in the kitchen. Ben had been let out of hospital and, on the way back home, my mother had seen the 20-something lad from next door who told her that I had conducted a massive search for a poodle named Mango. When she arrived, my mother was naturally confused. You see, we didn't have a dog named Mango. Nor did we have a black poodle. Therefore, you

can imagine that my mother was somewhat befuddled and, upon returning home, accosted Sam for his sins. I got out of bed a few hours later and, by that point, my mother had been told everything. Surprisingly, I wasn't punished. All I got was a look from my mother that said "Come on, really?" The answer was yes. Yes, really, I was that stupid.

So there, do you know what type of moment I have now? The type of moment that results in me still having the "Doggy Search Squad" on my phone that some people still occasionally use to enlist help to locate a missing glove, or shoe, or something. Lesson learned, don't tell lies to gullible 13-year-olds.

War

by Isabel Gratton, Year 8

As a supplier of fear
The creator of destruction
As a separator of families
And the founder of violence
The desecrator of foliage
A money consumer
As a murderer of lives
And a bomber of lands
The capital of luck
A terrorist of happiness
And a maker of homelessness
As a slaughterer of innocents
And the father of hatred



Starry Night

by Alice Hawkins, Year 7

So big, so small
So many, so few
Small stars, big stars
In a silent sea

The wallpaper for a world
A sleeping, sleeping world
Sleeping houses lie down
Under the wallpaper of the world

A rustling dark mass
Rises above all
Rises above a sleeping world
Rises strong and tall

So many voices are whispering
Whispering to the stars
The tree is whispering
The stars are whispering

What do they say? What?
They whisper secrets
They whisper, whisper
The secrets of the universe

So big,
So small,
So many,
So few,
Small stars,
Big stars,
In a silent sea.



The Sea of Knowledge

Interview by Dimitrios Valsamakis, Year 8

**Dumping my school bag on the kitchen table,
I take out my sea-blue book.
The cool soothing endless
expanse of blue embraces me,
As I dip my shoulders
into the deep,
Of the sea of knowledge.
Overwhelmed
with information,
Swimming around my head
like countless little fish,**

Sparkling silver in the sunlight:

**A hologram, a spectrum, a
prism of wonder.
Dates bob up in my head,
Like the boats on the horizon,
Battle after battle, war after
war.
My assessment is a tsunami,**

**The battle of Agincourt.
Ouch, I discover a note from
my teacher,
Spreading along the page in
red ink,
Like Medusa's snakelike hair.
I look at my wounded arm,
A Jellyfish swims nearby.**



Connection

by Ali Khan, First Prize for House Writing Competition, Senior Level

Something happened. A dull whirr, melancholy and monotonous. My stomach lurching, this was a sensation I recognized -- a downwards elevator, surely? Yet everything else around me was indistinguishable. Darkness, thickly blanketed, seemed to tighten its grip with every passing second; slithering and constricting before releasing its hold – only a momentary respite, before starting all over again. I couldn't think anything either; a low mist had settled in my mind, shrouding all reality as I inefficaciously groped for any feeble recollection, fragmented shards of noise and colour leaving me stinging in my search.

All at once, a dazzling light erupted, engulfing me in its brilliance – my phone? That's something else I recognized. Ensnared, it reeled me in, emanating an ethereal aura against the blank canvas of darkness, with a lustrous orb illuminated on the screen. My hand quivered as it brushed against the cold glass, pressing 'play'

on what I remembered as a recorded voice message. A wave of noise washed over me, unlocking the chains which had linked themselves around my memories. The waves that day had been non-existent. Limpid waters, cyanic in hue, gently rocking against the coast under sun-kissed daffodils which twinkled, bouncing the light off their golden petals. Laughter filled the air as we drove across the bridge, abandoning the pains of the past behind us towards a new future. Phone in hand, dreaming of a time where listening to our audio-logs would whisk us back to the fleeting, transient periods of bliss. There was something else present that day. Whispers in the breeze, or the whistling of the wind? Darkness lined the air.

I suddenly became conscious of the slackening of the frayed ropes holding up the bridge, our forward path, brittle and delicate. Time froze, then. All elements lying still, afraid to make a move. Then it all crumbled, rigid,

London Link

by Athena Ashworth Jones, Prep, first prize for House Writing Competition on Theme of Connection, Junior Level

**I miss walking the River Thames
With the birds swooping low,
The lonely trees reaching out,
Greeting friends, shoeing Joe.**

**I miss walking the River Thames
With the pebbles flung at the shore,
Tall weeds growing rampantly,
Always taking more.**

**I miss waling the River Thames
With the geese high in the sky,
Families of fluffy ducklings
Wishing they could fly.**

**This is what inspires me
To take the time to think;
I hope to reconnect this
Favourite London link.**

unyielding beams collapsing beneath us; the familiar feeling of falling, dread and terror consuming me; the sky caving in, merciless and suffocating as the foundation of our future imploded before it even began, hurtling towards the water below. Shadowy figures seemed to materialize, beckoning for me to come to my fate willingly. A piercing scream penetrated that thought, cutting it to black.

Yet here I was, in that black, and the voice message cut off at that scream. Glancing to the corner of the screen, there was now only one bar illuminated out of four, and even that dwindling as I rapidly descended lower and lower towards an inescapable chasm. Almost out of service.



Prep's Trip to the Newarke Houses Museum

by Bolu Adesanya

On the 17th of March 2022, the Prep visited the Newarke Houses Museum in Leicester to consolidate our learning about World War Two. It was an amazing trip, and we learned a lot along the way. We travelled there by public bus, so we learnt to be patient as sometimes we had to wait for a long time before the bus arrived. Upon getting to our destination, we were assigned to small groups and instructed to pen down new facts on our sheet and answer some specific questions. Downstairs there was a room dedicated to toys in WW2 which gave a view of how children played during the war. We enjoyed playing with some of the toys.

Upstairs we saw all types of guns and weapons that were used in WW2, and we imagined what life was like then. There were a lot of audio clips on the telephones that taught us more about the events.



I found it fascinating to be taken down history lane in such an exciting way. Although some of the children had been to the Newarke Houses museum before, it was different from being there with your friends from school learning together. This trip made us appreciate what happened during the war and imagine what life was like in WW2.



Caroline Lucas – An Interview on Climate, the Ukraine Crisis and Everything in between

by Will Wale and Oliver Castens, L6th

In March 2022, Ashley village hosted the topical panel show “Any Questions” from BBC Radio 4, with guests including Caroline Lucas and Lord Adonis. The evening was extremely interesting, with debate centred on the developing Ukraine Crisis, and the diversification away from Russian energy. The radio show was broadcast live and can be listened to on the BBC 4 website. We took the opportunity to interview Caroline Lucas.

Our first question for Dr Lucas was about the energy crisis caused by the diversification away from Russian resources. We asked whether she and the Green Party saw this as a step back, as the Government has started to consider using more natural gas, and even reopening coal mines, to meet energy needs, or whether they saw it as an opportunity to accelerate the switch to renewables. She argued that the UK was at crossroads and it would be quicker and cheaper to replace petrol with green energy than it would be even to begin to think about fracking, for example. She mentioned Boris Johnson’s idea that a ‘climate path’ could be found, and remained hopeful that the PM could be persuaded to find a solution that works for both Britain’s energy needs and climate science. She also said that the horrific humanitarian crisis in Ukraine and the energy crisis were urgent, but that there is also a climate emergency which cannot wait.

Our next question was about nuclear weapons, as it is her party’s policy to scrap the Trident nuclear deterrent and remove all US nuclear weapons from the UK. We wanted to know if that policy stood despite Russia’s expansionist attitudes and the growing threat to peace in Europe. Dr Lucas argued

that the greatest threats we face consist of the climate crisis, cybersecurity, terrorism and pandemics. She didn’t see spending billions on maintaining, and indeed enhancing our nuclear weapons, as the Government plans to do, as the way forward, and argued that we would give a green light for other countries to accumulate nuclear weapons for security; Britain would have no moral authority, for example with Iran, persuading them to forgo nuclear weapons if we were doing the same.

The next question was about the COP 26 conference. Is the plan of keeping the global temperature rise below 1.5C still ‘alive’? Dr Lucas quoted the COP president, Alok Sharma, “It’s alive but it’s on life support”. She explained that many of the most important decisions had been delayed and ignored by those in government, despite the Inter-Governmental Panel on Climate Change having been stark in its warning that there was a “rapidly closing window for a liveable future”. More ambitious targets needed to be agreed and met than what was decided at COP 26, she said.

Our final question was about the UK School Sustainability Network (UKSSN) and their work toward the government’s new draft Education Strategy for Sustainability. Dr Lucas spoke of her own campaign to make Natural History a GCSE subject, since young people have become less able to identify basic plants. The example she used was the Oxford dictionary removing words like ‘conker’ or ‘blackberry’ and replacing them with ‘online’ or ‘chatroom’. She felt that it shouldn’t be possible to leave school without a sound understanding of climate science and natural history.

Rewilding: An Extract from Anna Kellie's EPQ Essay



Gelders Poort

Even in its short time in the public eye, rewilding has become a contentious topic. The differences in the needs of the farming community are often misrepresented and the norms of the scientific community misunderstood, leading to the polarisation of each of their views. A perfect example of this is the Summit to Sea project in Wales. The project aimed to rewild 25,000 acres of what is primarily farmland, stretching from Plynlimon Massif to Cardigan Bay. The project managed to raise £3.4 million from environmental NGOs such as Rewilding Britain, philanthropists and the Endangered Landscapes Programme. However due to a lack of communication with the local farming community, rewilding was seen as something that could destroy their way of life and was therefore heavily opposed. Even before the project was initially proposed, Welsh farmers had very little respect for rewilders, due mainly to the writings of perhaps the most famous, if not most controversial, rewilding advocate George Monbiot. In an article for the Spectator in 2013, he used lots of inflammatory language when referring to hill farming, such as when he refers to sheep on the Welsh hills as “woolly maggots” and suggested stopping farm subsidies and the practice of sheep farming altogether in upland areas. These remarks understandably upset many Welsh farmers and Dafydd Morris-Jones, who led the opposition against the project, later said “We need to understand that our landscape is a co-evolved landscape, I don’t think rewilding, in the way it’s currently understood, has a place.”

Many farmers were afraid they would have to rely on revenue from eco-tourism to support their businesses if the area was rewilded and worried this would lead to rural depopulation. From a cultural and social perspective, hill farming communities are very important to help keep the Welsh language alive, and as the Welsh government has plans to increase the number of Welsh speakers from 875,000 to 1 million by 2050, it is therefore a priority to maintain such communities. From an ecological point of view, curlews rely on pastureland and hay meadows for nesting, and due to its declining numbers, the curlew has been recognised as a UK BAP species, meaning it is a priority for conservation and therefore changing its habitat would further reduce numbers, which led to even more opposition from the general public. Overall, the project showed the importance of thorough research and planning, along with lots of community engagement throughout the entirety of the process, and it provided a reminder to

rewilders about the influence the farming community has on how land is managed. However, perhaps most importantly it showed that rewilding is not always an appropriate solution to conservation in all parts of the UK, especially when it comes to farmland.

Rewilding appears to work best when it is considered on a case-by-case basis. By understanding the uniqueness of each area, the best solution for the environment and local community can be reached. A great example of this is in the Netherlands with the ‘Gelderse Poort Scheme’. The project was situated on the river Waal and planned to remove dykes, restore natural river braiding and introduce free-roaming livestock. River restoration is an effective natural solution to extreme flooding and so stimulated great interest and support amongst policy makers and offered a great opportunity for aggregate companies. With repeated flooding, clay and sands amass on the floodplain of slow-moving rivers; however, traditional mining methods to extract them, cause lots of environmental damage and so are greatly opposed. A deal was brokered between the WWF and local brick companies, in which they would excavate and restore the old, braided river channels over 20 years, giving the companies a renewable source of sediment, which was far less environmentally damaging to extract, and so greatly enhanced their reputation. The project saw the reintroduction of otters, beavers, and sturgeon to the area, whilst new river flows created sand dunes, banks, and a network of backwaters, which due to lower levels of dissolved nutrients supported aquatic communities usually only seen in upland lakes. A wilderness café was also opened, which benefitted the local economy, and an educational programme was set up for local schools. The wetlands worked as a natural flood defence, lowering the costs for hard engineering flood defences along the rest of the River Waal, and the town of Nijmegen was awarded the prestigious European Green Capital status. The project showed the relevance of nature-based solutions in conservation, by appreciating how the local community, politicians and aggregate companies could benefit from rewilding in this way. The group were able to provide a small wilderness that worked for everyone. If the same case-by-case approach could be achieved with farmland in the UK, there would be fantastic results, however, as seen in the Summit to Sea project, comprehension of the uniqueness of an area is not always appreciated by rewilders.

The Historical Association's Great Debate

by Shruti Chakraborty (with an introduction by Svaraji Odedra)

On March 26th 2022, Shruti Chakraborty, L6th, participated in the final of the Historical Association's "The Great Debate" at Windsor Castle. This was after having won the Nuneaton Regional round in November 2021. This year's title was "The 70-year reign of Queen Elizabeth II has seen global and widespread changes in all of these: societal infrastructure, industry, rural life, the environment and ideas. Which changes of the last 70 years have affected your local area the most?" Candidates were expected to prepare a five-minute long speech, and then answer two unprepared follow-up questions from a panel of three judges. Shruti spoke about Ugandan Asian immigration into Leicester in 1972, with a personal story about her uncle who was a part of this mass influx into the city. She was awarded with a certificate for 3rd runner up for her speech, placing her 4th overall out of 23 national finalists. Here is her speech:

Queen Elizabeth II's reign has seen the rise of an age of global populism. Given the current augmentation of right-wing nationalist parties, and the outcome of the historic Brexit decision, the argument that immigrants have a negative effect on the industrial lives of native-born labourers has

become a commonality. Today, however, I am going to prove how this claim was refuted by the vast positive impacts that the 1972 mass immigration of Ugandan Asians into Leicester had.

I am going to argue that these effects were threefold, acting on the industry, racial stratification, and ethnic diversity of population in the city. These changes were set into motion in August 1972 when the Ugandan Dictator Idi Amin ordered the expulsion of approximately 80,000 supposedly parasitic Ugandan Asians. My uncle and his family were among the first to immigrate to Leicester, travelling with gold bangles up to their shoulders and all their other possessions in a single duffel bag, as they fled their generational home in Kampala. Of the entire mass influx of 27,200 people to Britain, this city received nearly 10,000 of the displaced.

The Ugandan Asians' benefit to Leicester's economy is the bedrock upon which their argued profitability to the city rests. In an article, published in the Leicester Mercury in 1975, it notes that just 24% of the unemployed in the city in 1973 were immigrants from Africa—a figure well below the national average. The secretary of the TGWU in Leicester, George Bromley, owed the significantly low unemployment figures to a

"large mixture of industries in Leicester...which don't require a high degree of skill." Ugandan Asians were not competing with original Leicester-born inhabitants, but instead provided compensation for the shortages of white labour in unskilled jobs, as demonstrated by my uncle's job as a taxi driver when the business was desperate for workers in the 70s. In recognising this, it nullifies the widespread notion that the immigrants were coming to steal the jobs of the white native.

This links closely to the popularised otherisation of immigrants at the time. One sociological perspective taken in Freeman's thesis is that "[Ugandan] Asian businessmen have frequently limited themselves to markets where they cannot be perceived as a threat by white people. Significant penetration into the white market has only been achieved in spheres considered undesirable by white traders." This inherent social Darwinism at the time meant that the immigrants were intrinsically seen to be second-class citizens, dealt the unwanted scraps of the white labourer while still expected to provide



service with a smile. Therefore, when a 1976 Daily Mail article made reference to a “rising generation” of Ugandan Asians who were winning a substantial amount of university places and figuring prominently in national school examination results, this marked a historic change for the way in which the social fabric of the city was constructed.

The social impacts on Leicester have been tremendous, as the city was once one of clear-cut anti-Indian sentiment, holding National Front marches and printing adverts in the Ugandan Press which read in bold capitals, “YOU SHOULD... NOT COME TO LEICESTER”. However, it is now world-famously nicknamed “Little India”, with the Asian Indian minority accounting for 28.3% of the city’s population today. Socially, the aforementioned factors (such as the imbrication of working Ugandan Asians and Leicester’s manufacturing economy) helped to ease the transition towards today’s

post-industrial, multicultural city. Leicester did experience race tension, as seen expressed in the sporadic disturbances of 1981 in a small number of multi-ethnic neighbourhoods. Yet unlike other cities, Leicester did not witness major race riots or violence, like those birthed in the shockwaves of the Brixton riots that year. Today’s diverse population and accepting environment simply would not have been possible without the long-term continuity of the participation of ethnic minorities in the paid economy. Furthermore, Leicester’s annual Diwali celebrations are referred to as the largest outside of India, and this unabashed presence deconstructs the carefully construed “us” and “them” culture that was so prevalent before 1972.

The fear of the foreign is something that is politically perpetuated as being inherent in humanity, hence explaining why many wield immigrants as scapegoats to explain the

problems in the west. Enoch Powell, in his 1968 Rivers of Blood speech, said that the supposedly glaring issue of Commonwealth immigration to the UK, “filled [him] with foreboding like a Roman: seeing the River Tiber foaming with much blood”. He assumed this speech to be prophetic of mass destruction, however in the case of Leicester he was quite clearly inaccurate in his prediction. Leicester moved from a mentality aligned with Powellism, to one that openly welcomed Ugandan Asian immigrants once they saw their vast benefits. Ironically, it was this xenophobia itself which made the Tiber foam with blood, and was instead the Ugandan Asian immigrants who replenished it with water to transform the city into one of economic prosperity, washing away the traces of Powell’s racist influence to leave behind the diverse melting pot of cultures for which Leicester is known today.





The Feminist Society

by Bo Madsen, L6th (photo of some FSoc members by Bo Madsen)

The Feminist Society, organised by Mrs Brookes, was held from September to December 2021. This was the first time a gathering on this topic took place, and we hope to reconvene next year. Students were able to think critically whilst learning how feminism has progressed. Modern as it may seem, the term “feminism” was only introduced in 1969. It may be a new word, but the concept is an antediluvian one. The intentions were very clear from the start: these discussions were not intended to be “moaning sessions” as we needed to focus on actual change. We are determined to not just focus on sexism in feminism but on other aspects of the term as it is represented in the UK, and more importantly, in the world.

The main focus is on the future and everyone must be on board. Feminism does not exclude men. Male feminists are role models for men who need to get on track. Therefore, boys were encouraged to attend the discussions, and many came. The students acknowledged the male feminist, Jackson Katz, an American educator who focuses on issues such as gender violence prevention. The language we use is also important, but becomes ambiguous as we often misinterpret labels. For example, we think that “sexual

orientation” means gay in the same way we link feminism to a “woman’s issue”. Straight people also have a sexual orientation, as feminism also includes men. The power and privilege that men possess allows them to use language to exclude themselves from the matter. Katz uses the example of these sentence structures: “John beat Mary” and “Mary was beaten by John”. The meaning has been changed; the focus has been shifted. We need to recognise this error and focus on the real problem. This is not about individuality, it is a social issue. How do we change? We need to focus on what men are thinking. We must challenge men’s power. Men have the privilege of being heard and need to use their voice and stand with women. Caring is not enough. Katz concludes by stating that we need to work together so that future generations won’t have to deal with the same tragedies. This message is inspiring.

The Feminist Society also focused on different types of feminists, such as Andrea Dworkin and Simone de Beauvoir. We looked at the treatment of women around the world. A key topic was black women. We spoke about the constant sexualisation of women and society’s beauty standards being “White”. One feminist we encountered is Reni Eddo-Lodge, who

wrote “Why I am No Longer Speaking to White Women about Race”. Eddo-Lodge herself faced both racism and sexism, as a survivor of sexual violence and someone who faced constant street harassment. ‘Recognising your privilege’ is about being honest about your power: white privilege, for example. For instance, when was the last time we saw someone brown on a magazine cover? Times are changing, but the issue is still crucial. Is it really true that the lighter your skin is, the more attractive you are? This attitude leads to young women growing up hating their complexions. In Asia, in newspapers where people are advertising for marriage partners, they describe the ideal woman as being “homely, educated, but not too educated, with a wheaten complexion.” The term “wheaten complexion” means light skin. This prejudice is engrained in many cultures. Eddo-Lodge’s main claim is that feminism is centred on issues that affect the most privileged women rather than the marginalised, and she inspires us to fight for a universal liberation.

One of the first questions Mrs. Brookes asked students was: “What change do you want to see and what can we do at LGS to see this change happen?” This led students to look sexism in our community. To inform the whole school of their findings, an assembly was meant to take place but did not happen due to COVID 19. Hopefully, they will get the chance to inspire us next year. We can however mention the impact they’ve had on the school website, the wording regarding the uniform regulations was changed as it was no longer appropriate. Little modifications like this matter in the long run, we need to do all we can, as a community, to change the current situation. This may be viewed in a positive light; students are willing to make changes and to pursue them. We need to remember why we are doing this. Women throughout history built these movements which should affect everyone positively. We need to honour these women and their courageous work by fighting for equal rights, no matter who or how old we are.

The Senior Debate Final

On April 5, 2022 Mr Allen held the LGS Senior Debate Final. The motion was that Western democracies should respond robustly to any challenges to democracy and freedom whenever and wherever they occur. For the motion were Ali Kamel and Harry Khalid. Against the motion were Lucas Hoffman and Keira Beatty. (Sides were decided by a coin toss.)

Harry spoke first, arguing that “robustly” does not necessarily mean military intervention; we could instead provide funding and military advice, leaving military intervention as a last resort. He also defined “challenges” as blatant threats to democracy, such as censorship and bribing citizens. “Imagine yourself

a civilian mother stuck in Ukraine” Harry said, insisting that we British could not allow ourselves “to be bystanders to [horrific] crimes”. A parallel scenario, he said, was an old lady with heavy shopping: of course, we would go to help her. He disparaged “pathetic idleness in the face of evil”.

Lucas asked if we ought to sanction Turkey for imprisoning journalists. And what about our own treatment of Assange, he said, which is analogous to Turkey’s actions? While we would be “totally right” to help an old woman with her shopping, he argued, we cannot be “world police”. Then he listed America’s many inventions around the world in recent years. He praised the “grit and determination” of Ukrainian

people. In countries such as Afghanistan, he said that we should encourage cutting down on military expenses and should intervene less, or “the blood of their citizens will be on our hands”.

Ali asserted that it is “heartless” to consider the “worthiness of intervention”; our ample resources “mandate” that we use them to defend democracy. There are sound economic reasons for this: authoritarianism causes slow economic growth, leading to slow growth in all countries. And yet he also said that every minor disagreement should not lead to a full-scale war, and that military intervention should only happen in “the most egregious of cases”. Ali gave Kuwait and Sierra

Leone as recent instances where Western intervention worked. China and Saudi Arabia should be sanctioned, he argued, and we should also stop selling them bombs. In a brief personal anecdote, he mentioned Egypt's "kleptocracy", a dictatorship since 2013, yet ironically with a "blossoming relationship" with the West. He said he and Harry were advocating Britain taking a moral attitude to our foreign policy.

Keira said that the OED defines robustly as "forcefully, vigorously" and that that equates to military intervention. She argued that the motion would interfere with a peaceful world order. We do not have infinite resources, she asserted, and recent attempts to end atrocities by military intervention, for instance in Iraq, had led to heavy loss of life. Instead of British troops, she proposed that we defend democracy with commercial

and financial penalties, and help citizens (for instance, in Ukraine) to combat poverty and to access healthcare. "We don't want another world war" she stated. She also gave Cuba as an example where Western sanctions had not led Cubans to democracy.

Dr Griffin asked the "hawks", would they condone a pre-emptive nuclear strike? And he asked whether intervention against Russia was not an attack on the Russian people. He asked Lucas and Keira whether non-intervention was not the same as appeasement, and whether WW2 was not justified. Mr James asked Lucas and Keira whether we weren't picking and choosing who to defend in a racist way. He asked Ali and Harry whether we should intervene in Hungary, where a democratic election has produced a disturbing result. Comments from students in the audience included, "Who are we to judge what is

democratic?" And "What right do we have to lay down the rules for other countries?"

In summing up, Ali said that the debate was not a dictionary-reading competition, and denied that "robust" necessarily means "with military force". He said that Britain had not only the right, but the obligation to intervene, and criticised those who would "watch people suffering and shrug your shoulders". Lucas said that we can give humanitarian aid but haven't the resources to do more; we need to retain funds to respond to genocide and famine. He spoke about Taiwan (where his family comes from) and said that the Taiwanese rely on the West to "not be stomped on" and "placed under dictatorship for the rest of their lives"; thus, some interventions are necessary.

It was a very close result: Lucas and Keira won, 137 points to 130.



Debate Finalists: from the left, Harry, Ali, Lucas and Keira.



An LGS Visiting Lecture on Psychosis and Schizophrenia

by Keira Gratton

Dr Chakroborty and Wellbeing Practitioner, Toni Dring were invited to speak at LGS, primarily to 6th form students, on the topic of early intervention in psychosis. A few years prior, both women had been front line workers for the Early Intervention unit of the NHS, calming and escorting sufferers of psychosis into specialised care.

Dr Chakroborty defined psychosis as a group of illnesses in which people express psychotic symptoms. Behaviours such as delusions, hallucinations and confusion characterise these disorders, of which there are multiple types. Acute psychosis spans a period of a few weeks, whilst drug-induced psychosis is notoriously unpredictable and can last weeks or years. Schizophrenic psychosis is believed to be onset due to an interaction of genetic and environmentally stressful factors, typically manifesting in young adulthood. Without treatment, these psychotic symptoms could hypothetically persist for a lifetime. Schizophrenia is a mental disorder which is expressed via positive and negative symptoms. Positive symptoms are any additional behaviours to the norm, for example, hallucination or speech confusion. Negative symptoms are withdrawals from usual behaviour and the world around a sufferer, such as loss of interest in hobbies, lack of concentration or lack of interest in speaking and interacting. These less observable symptoms often lead to the disorder remaining undetected for years, as friends and family often dismiss the experience as laziness.

The most common media representation of schizophrenia is one of severe hallucinations. Dr Chakroborty explained that hallucinations are caused by chemical imbalances that can make the brain's lobes react as if they have received stimulus information from the sense organs. This causes an individual to experience hallucinations exactly as a neurotypical person would hear an external voice or see a figure. The content of hallucinations is thought to stem from the unconscious mind, and the trauma repressed and forgotten there. Subsequently, hallucinations and delusions revolve around subjects personal to each sufferer, making them distinctly unnerving. Medication for schizophrenia must address multiple symptoms, due to the multifactorial nature of the disorder. The first established generation of antipsychotics worked primarily to increase dopamine, alleviating positive symptoms. To also address negative symptoms, second generation antipsychotics targeted serotonin and dopamine pathways, as negative symptoms are more commonly associated with heightened serotonin levels. However, antipsychotics are notorious for their alarming side effects. As dopaminergic pathways extend to the frontal lobe and basal ganglia, the medication cannot be targeted primarily to the forefront of the brain and thus causes side effects from interactions in the basal ganglia. These can include hypersalivation, tremors, dizziness and more. As the aim of treatment is to achieve a good quality of life over all else, medication may not always be the preferred route.



European Day of Languages 2021

by Shruti Chakraborty, Photos by Miss Julian

The European Day of Languages has been celebrated on the 26th of September every year since 2001. To mark the 20th anniversary this year, the MFL department organized a European-themed bake sale to take place the following Monday. It involved asking students (and willing teachers) from all across the school to bring in cakes, cupcakes, cookies, or any other traditional baked good from a particular region of Europe to sell and raise money for charity. The other A-Level Spanish students and I helped run the cake stall, and even our attempts could not prevent the chaos that

broke out at half past eleven. As students left lessons, they began to swarm around the stall in the foyer to see the astonishing creations and read the written explanations accompanying the goods explaining their significance to European culture. Not only did the sale raise a laudable £130 to be sent to the Cape Verde School, but it also made great strides in educating the school community on different cultural aspects of European countries and regions. The food ranged from Italian focaccia, Austrian sachertorte, European flag-themed cupcakes and brownies, a cake with a standing Eiffel Tower biscuit on the top, and even

a Medusa cake as a nod to Greek mythology. Mrs López-Correia's crepes were a hit and sold out within minutes, as did Miss Julian's Spanish flag-themed brownies, which proved her amazing baking skills. Prizes were awarded to the best products, with first place given to Amara Ohri in Year 8 for her incredible tricolore cake, which displayed the three colours of the French flag and a sprinkle surprise inside. Second place went to Lucy Free for her intricate and unbelievably accurate European flag cupcakes, and Arissa Raja secured third place with her sculpted Medusa cake. (All winning goods pictured below).



Introducing Miss Chell

French and German Teacher

Interview by Ali Khan, Year 11 and
Photo by OL Oliver Siddons

What inspired you to pursue a career in teaching?

Really it was my year abroad in Germany, where I worked as an English Language Assistant in a secondary school near Düsseldorf, which helped me decide that teaching was the career for me. I got involved in leading the school's Model United Nations Conference with other English teachers and a group of students taking their Abitur (A-Levels). We played host to other schools in the area, as well as two Dutch schools, and the whole conference was conducted in English. It was amazing to see students develop so much and put forward such passionate ideas for changing their world for the better, and I remember thinking at the time that I had to be involved in helping this generation find their voice.

What has been your most memorable moment in a classroom?

It was actually whilst I was at school: I was on a volunteering trip to a primary school in Mutethia, Kenya, and my friend and I were introducing a young class to French. We taught them greetings and then sang some songs, and they

seemed to really enjoy what they were learning. Then they taught us some Swahili, too. Later on, loads of other students came up to us and started asking Ca va? – it transpired the students we had taught had been teaching their friends French in the playground. Their enthusiasm for languages was utterly infectious, and I found that really quite emotional.

Who would you invite to your dream dinner party?

I think I would really enjoy conversing with Clare Balding – we have very similar interests and she has an encyclopaedic knowledge of my favourite sports. I also love Aisling Bea's comedy, so we would have a good giggle. But I am not sure if either of them can cook well, so I would have to invite Rick Stein to whip up some seafood for us.

What made you interested in languages?

I don't think there was a moment or an event that made me interested in languages, but rather an accumulation of exposures to different cultures, and a

mild addiction to learning new words. I also have a deep love of history and literature, so when I started to uncover more about Germany's relationship with its past, and how that is represented in literature and film, I was hooked.

What is your dream achievement?

One of the most memorable books I have read is "The Salt Path" by Raynor Winn -- actually, can we add her to the dinner party guest list as well? -- and in the book she walks the length of the South West Coast Path with her husband, Moth, after they become homeless. Since I studied in Exeter, and the South West has such a special place in my heart, I would love to complete that walk with my border collie, Checo.

What advice would you give to students currently in school?

Get outside when it is sunny, eat healthily and when it is time to do your work put your phone away, so you can enjoy time with your friends when they are actually with you.

Introducing Miss Julian

Spanish and French Teacher

Interview by Shruti
Chakraborty, Photo
by OL Oliver Siddons



As an Old Leicestrian, what made you want to come back and work at Leicester Grammar?

I have really fond memories of being a student at LGS. Also, when I saw the job advertised I knew the ethos of the school, particularly that it is really strong on languages, which unfortunately is not always the case. Having the opportunity to come back and work with some people whom I already knew is also really nice. Working with my old teachers who are now colleagues has taken a bit of time to get used to, but I have really enjoyed being back.

What was your year abroad like?

My year abroad was split into two. I had half a year in Spain working in a hotel in Toledo (near Madrid) as a receptionist, which provided an opportunity to meet people from all over the world and practice my Spanish. In the second half of the year, I went to Université Lumière Lyon Deux in France to study Spanish, Business and French -- a bit of everything!

Do you have a favourite Spanish idiom?

I have two phrases I really like. One I learnt on my year abroad, which is "Meter la pata." It literally means "to put your foot in it," so you would say it if something goes wrong. I learnt it when I was working in the hotel because I was learning a lot very quickly and making mistakes, so I found that idiom useful. Another phrase that I like is an affectionate term you can call someone - "mi pequeño saltamontes," which literally means "my little grasshopper", a term of endearment for your friend or family member.

What hobbies do you like to do outside of teaching?

I am a really keen baker, so I am helping to run a baking club for Year 7 at LGS. Apart from that, I really like swimming, and used to be a swimming instructor. I've also got two dogs and I really enjoy walking and exploring new places with them.

"Comment ça s'écrit ...?"

by Miss Julian

All of our Year 7 students take part in the 'Routes into Languages French Spelling Bee', a competition for students to practise their vocabulary, spelling and memory skills. The competition starts early in the academic year, and pupils initially compete in forms, and the top three students from each are invited to the Spelling Bee lunchtime club. As the year progresses, pupils are given longer and increasingly more challenging words and phrases to learn and translate, ahead of the regional final in March. If successful, they progress to the national stage of the competition, held at Cambridge University.

In the 2021/22 competition, a budding linguist in Year 7, Sannah Hussain, did incredibly well and earned herself a place at the national final on June 27th. At Cambridge, the day started with registration and refreshments (and a chance to eye up the competition). The pupils then split off into groups based on the language they were competing in, French, German or Spanish. Each contestant had 60 seconds to translate and spell as many words as they could in French. (They had to use the French alphabet.) Sannah did incredibly well, despite some tricky words and fierce competition. Unfortunately, she was pipped to the post by students who translated and spelt an incredible 23 words in one minute! After a lunch break, we all reconvened for the grand finale, the event which would crown the overall winners of the competition for each language. It certainly was a tense few minutes as students from all across the country spelt their hearts out. Out of the over 19,000 applicants to the Spelling Bee, just 107 made it to this stage of the competition. We are incredibly proud of Sannah for her commitment and enthusiasm.



Independent Language Learning and the Rise of Duolingo

by Shruti Chakraborty

“I would seriously recommend learning another language, given that it opens so many doors – be it in future job opportunities, or deeper understanding of world cultures.”

(Rishi Pancholi, L6th)

Many New Year’s Resolutions begin with downloading the Duolingo app on the 1st of January, and end in 20-odd unread notifications from the menacing owl that eventually drive you to delete the app before your learning streak has made it to February. However, independent language learning is not the process of locking yourself up in a room and reading the English to French dictionary cover to cover, but is instead the realisation that you are responsible for your own linguistic fate and have autonomy over how you customise the individual journey to fluency. Therefore, apps such as Duolingo have become a large part of that journey for many, due to the way in which they gamify language learning and make verb conjugation more addictive than it has ever been at school. Beyond these

apps, methods of independent learning include reading simple books or watching movies and TV shows in the target language (and turning off the subtitles, if you’re brave enough).

Sophie Levy, L6th form, speaking about learning French independently, explained that there are drawbacks in this style of education compared to traditional lessons, but she does not believe that it is impossible to become fluent in this way: “Whilst Duolingo is a good way to learn the basics of a language – for instance, if you are going on holiday and want to know a few words here and there to help you get around – in my opinion, it is impossible to achieve fluency solely through Duolingo, because you’re not learning to speak naturally. For me, in order to achieve fluency you must try and immerse yourself as much as possible in a language. This is what I have done for French: putting my phone settings into French, reading the French news, watching films, TV and YouTube videos, listening to podcasts, and reading books in the language. By learning in this way, you are immersing yourself in the language and the culture, which plays a massive role in how people behave and what slang they use. Slang is another thing not taught on Duolingo, for example the Verlan (inversion of

syllables in a word, e.g. céfran instead of français) in French which is very commonly used every day. This immersion replicates the action of going to a country to learn a language but allows you to do it at home. For me, it is possible to achieve fluency on your own, however, it is important to interact with people in your target language. One of the advantages of lessons is being able to communicate with students and teachers in the language you are learning in order to improve your speaking skills – this is something which may be missed if you are learning a language by yourself at home. Finally, it is important to be confident. If you don't try to speak the language and don't make errors, you aren't going to improve. So don't be afraid to try and mess up, because in the end it will help you massively in the process of learning a language."

"Whether or not independent learning eventually leads to fluency in your target language, it is a commendable thing to attempt to understand an entirely new way of ordering your thoughts without any structured guidance."
(Shruti Chakraborty)

Will Wale, L6th form, has been learning German online, and he also spoke of the social aspect of language learning that is missing when going through the process alone. After all, the aim of learning to speak any language is always to allow for communication with others, and the gratification felt when you are understood by another speaker cannot be mimicked by artificial intelligence: "No matter how much the Duolingo owl harasses you, you will never be as motivated to learn a language by yourself as if you were in a class amongst your peers with a teacher. I spend about twenty minutes a day on Duolingo, on my way to school, and also use the online tools provided by DW in my quest to become comfortable speaking German. I have been studying since last summer, and I currently have a 100-day streak, but at times I do feel like I make little progress. I might be able to order food in a restaurant or tell a doctor I have a headache, but having studied for close to a year I still feel like I would struggle to get by with even the most basic tasks if I were to move to Germany. I have only completed two of the six units of German Duolingo, and so it would take me at least two further years to finish the course, but even then, I cannot see myself being anywhere close to fluent. I am not in any way engaging with real German speakers, not facing real exams or having to learn vocabulary in detail, and am still uncomfortable talking outside the present tense."

"It seems that fluency comes from actually engaging with a language, not just within the compounds of an

app. Alongside my Duolingo and DW studies, I have watched the fantastic TV series 'Deutschland 83, 86 and 89' with English subtitles, but even this has provided me with little more vocabulary than 'Natürlich' ('yes, of course'). I think that without the ability to truly talk with German speakers, as I consume media rather than engaging with it, my German will never really progress. Duolingo has been a useful tool for me in gaining a very basic knowledge of a language, but it has done nothing more than that. It has not taught me the grammar I need to sound competent, not taught me the pronunciation I need to sound anything close to comfortable, it has simply given me a very basic comprehension. Compared to a classroom environment, where students are constantly being challenged to work and motivated to engage with a language, Duolingo seems like a weak tool. I am sure Duolingo is a welcome ally alongside classroom teaching, but by itself, it makes language learning just a little less frustrating."

Rishi Pancholi is currently learning Spanish at A-Level, and recounted how he fell into the path of independently learning Italian in his spare time, and what his opinions are on this fashion of learning: "I started learning Italian on Duolingo in the Easter holidays for fun, and I thought it would be a good way to broaden my horizons beyond the MFL course of Spanish that I currently take. Duolingo is the main method of my Italian learning given that it is so easy to use, whether it's a quick lesson, or an Italian story to read. I think it would be difficult for me to truly become fluent in Italian without a teacher, simply because I would be lacking in oral practise required to learn a language. Additionally, apps like Duolingo simply don't offer the cultural aspects to learning a language such as set phrases that would get lost in direct translation. Although there are setbacks too, I would seriously recommend learning another language given that it opens so many other doors – be it in future job opportunities, or deeper understanding of world cultures."

Whether or not independent learning eventually leads to fluency in your target language, it is a commendable thing to attempt to understand an entirely new way of ordering your thoughts without any structured guidance, left completely to your own devices. Given that Britain is famously bad at speaking much beyond English, you might have thought that we steer clear of Duolingo, but the UK is in fact the country with the 3rd largest number of users. In our post-Brexit, Covid-stricken world (which is simultaneously globalised but also increasingly segregated), we have realised that communication is more important than ever. Language shapes how we think and is core to our identity, and technology is quietly powering a learning revolution that is leading to vast cultural and political shockwaves.



Farewell to Señora Manktelow

Interview by Shruti Chakraborty

Tell us a bit about your life before becoming a Spanish teacher at LGS – what led you to teach here?

I obtained a degree in Chemical Engineering in Mexico, where I worked in the oil industry for seven years. I married an Englishman in Mexico, and as a result came to live here to start a family. I stopped working for more than 12 years to look after my four children and then I decided to go back to work. Although my main motivation to become a teacher was to have a job where my holidays and those of my kids were the same, I have discovered really liked being a Spanish teacher because it keeps me in touch with my culture (which I am very proud of) and also allows me to share it with others. I worked at St. Paul's Catholic School and the University of Leicester. Around 13 years ago, LGS sent an email to the University of Leicester asking if a Spanish language tutor would be interested in teaching a Year 9 class at LGS, and I replied and got the job. Initially it was going to be just for a year, but a year became two, and then three – now I am still working here 13 years later.

How has the school changed over the years that you have been teaching here?

I started teaching on this site, so the buildings have not changed

much, but the approach to teaching has. When I started teaching, the first interactive whiteboards had just been installed and only a few classrooms had them. Nowadays we use a lot more technology. The school is more inclusive and I have seen the growth of Spanish within the school. Now, students can start studying Spanish and German at Year 8. I hope that Italian and Chinese can be added to that soon.

Why do you believe language learning is so important?

Not only is it easier to learn a foreign language at an early age, but it will give you a skill for life that will expand your horizons. The world of work is growing more and more competitive and knowing a foreign language will give you the opportunity to work in other countries and to get a better job.

If you could teach another subject, what would it be?

The problem with me is that I love many subjects, but my favourite is Science, and specifically I love Physics and Chemistry. I remember when I was at secondary school in Mexico, I started to understand the world surrounding me when I started studying Physics. I was hooked by the subject.

What is your favourite memory from your time at LGS?

I have a collection of good memories that I have gained during all the trips to Spain when I took part, either with the A level students or with the Year 9s. I came to know my fellow teachers and really enjoyed their company. Thank you to all of them for being so kind to me. I will always remember you.

What is one place in Mexico that everyone should visit if they go there?

It is very difficult to say because my country has more than 2,000 archaeological sites, but one that my family likes a lot is the Pyramids of Teotihuacán. Every time that I go to Mexico, I always go back to visit that site, near Mexico City.

What are your plans for retirement?

To live a less stressful life! Although I will carry on with my work at the University of Leicester, I will have time to do all those things that I had to relegate to second place – such as learning Italian, going to the cinema, cooking all those recipes in my collection of cookery books, learning a new skill such as sewing, practising yoga... “Hay más tiempo que vida”, so I plan to live life to the full.

House Music

By Micha Raja

Following the 3-year interlude of the pandemic, the House Music Competition made an astounding comeback this year, the first live performance since 2018. This year, Judges came 4th, Dukes came 3rd, VC's came 2nd and once again (as in 2018) Masters were House Music Champions.

It was great to see so many students involved and working together again in a house competition, with Prep all the way to the U6th taking part. The students themselves organised the music and created the scores. Thank you to Miss Allcoat, Mrs King, Mr Radford, Miss Feeney, and Mr Stagg for helping to put the evening performance together. A special thank-you to Sarah Barton-Wales, head of Partnerships at The Leicestershire Music Service, for generously giving her time to judge the competition. The standard of music this year, as in previous years, was exceptionally high. The song choices were also very well selected, with several classics in the mix.

Dukes got the evening off to an upbeat start with "The Cup Song", which got everyone clapping along. They set a high standard for the other houses to live up to. A special mention for Dukes house, goes to Rishi Pancholi who organised every rehearsal and arranged many of the scores himself. Following Dukes, Masters took the stage and blew the crowd away with their ambitious performance of "Superstition" by Stevie Wonder. It was great to see such talented musicians of all ages get involved in this challenging piece and perform to such a high standard. A special mention goes to Josh Boulton who put the score together, completely independently, and organised every rehearsal. Judges were up next and did a superb job in getting the audience to join in with classics such as "You Can't Stop the Beat" and songs from "Mamma Mia". The audience were very entertained, not only by the music but also by the natural quick wit of Tom Onions who compèred for the evening. Yes, Onions had them in tears with his humour. Last and by no means least, were VCs and for a moment I thought I was at Wembley Stadium with the crowd going wild (whilst retaining social distancing rules) to their rendition of "Sweet Caroline" at the end. They created a beautiful atmosphere to complete the evening. Special mentions go to Boris Dring and Kee Kiam Soh who led their house and arranged the majority of their music.





Roots of Jazz Concert

by Luuk Wiersema, Year 8

On the evening of October 8, 2021, the jazz collective Roots of Jazz gave a concert at the school to a packed audience of adults and children, as part of Black History Month. The profits of the concert were for A21, an anti-slavery charity. The group consisted of a singer, a pianist, a saxophonist, a trumpeter, a drummer and a base guitarist. They performed old Christian spirituals, mixed with modern jazz, soul and gospel and in between each song there was an explanation about the song, a teaching about the Christian message of equality or a Bible reading. They compared the plight of the slaves in America, with that of the Jewish people held captive in Egypt, and their liberation. They stressed that the Christian story and the story of the roots of jazz are intertwined, and the stories and information about the slave trade were extremely powerful.

The first half consisted of beautiful gospel spirituals and moving slave work songs, including "Let my People Go" and "Nobody Knows the Trouble I've Seen". They inspired the audience to join in with their beautiful version of "When the Saints Go Marching in", and each song received rousing applause. Then there was an interval

with drinks and LGS Big Band playing to draw us back into St. Nicholas Hall. After the interval, Roots of Jazz performed some more modern jazz tunes with incredible solos and the audience clapped enthusiastically after every solo. Then to wrap up the night came the final song, "I Wish I Knew How it would Feel to be Free", a song packed to the brim with solos: an amazing, loud, spectacular finale. Everybody learned some important lessons about slavery, equality, religion and the history of jazz music in a very fun way. Thank you to Roots of Jazz for coming to our school, performing for us and teaching us these valuable lessons.



Roots of Jazz Workshop

by Alice Chi, Year 8

The Roots of Jazz workshop (attended by all LGS Year 8 students) was a wonderful experience for students who love music and singing. It was full of joy and enthusiasm. It was all about listening and learning songs that originated from Africa -- music that is still sung to this day. It started off with us being taught playground and folk songs that have been passed down and sung by generations. An example was "Che Che Kule", a call and response song. A leader sings the song and the words are repeated by others. There are usually actions and

it is very interactive. Another song that we learnt was called "Motherless Child". It expresses how the songwriter felt. It talks about how Black people felt alone in this world and had no one to look after them. This angelic song dates back all the way to the era when slavery in the United States was common and children were sold and sent away from their parents. This tune talks about the pain and suffering that the poor slaves endured. Throughout the lyrics, it talks about how they were so far away from their home, family and friends.

Bardi Symphony Orchestra Concert

by Kee Kiam Soh, Year 10

On the evening of November 6th 2021, an audience gathered in St. Nicholas Hall for a concert which included GCSE music set works and more, a collaboration between the Bardi Symphony Orchestra and LGS's First Orchestra. After the 20th century Fox Fanfare, Mrs McPherson acted as a guide, leading the audience firstly through "Star Wars", then back 240 years to Bach. Vidhi Thakor gave a stunning performance of "Minuet and Badinerie" from Bach's "Suite in B Minor" on the flute. Mrs McPherson explained the development in music from Bach's time, the Baroque period, to the time of Haydn and Mozart, and finally the Classical period. The concerto form was broken down and explained in detail, followed by three soloists. We heard Arjun Kotecha perform the 1st movement of Haydn's "Cello Concerto No. 1" with much virtuosity, and Lucy Mitchell delivered a well-informed

performance of Mozart's "Flute Concerto in G", 2nd movement. The orchestra then welcomed guest Andy Piper for a highly professional interpretation of Mozart's "Clarinet Concerto in A", 3rd movement. Following a brief interval, Mrs McPherson highlighted the addition of various instruments to the orchestra at that time, and explained the structure of a symphony, both of which were demonstrated by the first two movements of Haydn's "Military Symphony". Moving forward in time to the Romantic period, Vivek Patel stepped forward to perform "Lento" from Wieniawski's "Violin Concerto No. 2" brilliantly. Later, Kee Kiam Soh gave a performance of Rachmaninoff's "Piano Concerto No. 2", 2nd movement. The concert ended with a firm favourite of the First Orchestra: Highlights from "Wicked."

It was an exciting night for both audience and performers. The

soloists were all brilliant, and the audience gave loud applause to every piece. Congratulations to all the First Orchestra members who dutifully tackled various pieces, and also to all the soloists who made the hall come alive with their music. A special thanks goes to guest performer, Andy Piper, for bringing us the spectacular clarinet concerto, and to Mr Barker and Mrs McPherson, for their untiring efforts in organising the wonderful weekend.





Senior School Concert

by Rishi Pancholi, Year 12

The evening of November 17th 2021 saw St Nicholas Hall filled with an eager audience, ready for a spectacular musical showcase featuring an array of talented musicians from Year 10 to the Upper Sixth. The Symphonic Wind Band began the show with a striking rendition of “Balmages: Moscow 1984”, which was followed by the Year 10 Piano Trio, who played “Einaudi’s Experience” arranged by our very own visiting Piano teacher, Mrs Else. The Folk Group made another outing, with a special mention to Mr Jones, and Alex Laurenti (Year 13) on the guitar who provided the ‘toe-tapping’ feel to the music. Jack Strong played a wiaistful rendition of “Moon River” on the trumpet, and Rishi Pancholi performed a jazzy number on the piano called “Pink

Minor”. Towards the end of the evening, the Cello Ensemble treated us to a calming arrangement of “Canon in D by Pachelbel” -- a piece renowned for its increasing musical texture as it progresses – which the Cello Ensemble captured fabulously. Nandini Waghela masterfully played, “The Mad Hatter from Wonderland”, one from a catalogue of 10,000 songs adapted from the musical “West End”. Finally the LGS Big Band made another outing with their engaging delivery of “Tuxedo Junction” which featured the trombone and the saxophone section of the band standing up and sitting down repeatedly as the melody switched. Congratulations to every pupil involved in performing yet another night of musical aptitude here at LGS.





Folk Group Concert

by Rishan Raja, Year 10

On January 28th, 2022, the Folk Group (comprising Dr Whittle and Josh on the piano; Dr Whittle on the accordion, Mr. Jones and Alex on the guitar; Rishan on the drums; Agnieszka on the oboe; Arjun on the cello; Mrs McPhearson and Vidi on the flute; Keshav on the viola; and Miss Graffbaker, Samuel, Vivek, Prakash, Sarah, Eve and Newsha on the violin) put on an astounding musical performance with the usual humour and relaxed atmosphere that we've come to enjoy so much over the years. The evening of entertainment was warmly welcomed by the audience. We had been promised "an evocative evening of traditional folk music, guaranteed to warm the heart in the midst of winter" and that is exactly what we got.

The evening kicked off with a lively rendition of "Lunasa Set" from the Irish traditional music group, Lunasa -- it was actually taught to the Folk Group many years ago by the band themselves during a school concert. "Absent Friends / Ivory Lady" was next. ("Absent Friends" was written by Kevin Crawford, the frontman of Lunasa and "The Ivory Lady" was written by Diarmaid and was led by Arjun on the cello.)

"Margaret's Waltz" / "Farewell to Devon" was one of the many songs introduced to the Folk Group by their very own lead guitarist, Mr. Jones. "Sarah's Song" was next and we learned how Phil Cunningham wrote the tune on a napkin during an auction where he had forgotten to bring a prize. The lady who won it was called Sarah, hence the name. We were also treated to other favourites including "Catalina / Calum's Road", "Jig of Slurs / J.B. Milne", and "Hard Times" (beautifully sung by Alex at the start and ending in acapella). After that came "Paddy Four Paws" led by Vivek, "Brafferton Village" led by Arjun and Agnieszka, "Waiting for the Federals" led by Prakash, "Loch Katrine's Lady" led by Sarah, and "Mrs Jamieson's Favourite" led by Sam, mashed up with "St Anne's Reel". "Frank McConnell's 3-Step" -- led by Sam Lee -- was written by Phil Cunningham and this was followed by "Night in that Land" -- led by Mr Jones, Alex, Vidhi, Arjun and Sarah and written by the brother of Phil Cunningham, Jonny Cunningham. Then to end the evening was "La Complainte / Boffyflow" led by Josh on the piano before an encore of "Jig of Slurs" requested by Mr Barker.



Pianists' Concert

by Rishan Raja

On February 1st, 2022, Mrs Else arranged an immensely entertaining piano concert for all to enjoy, starting the month on a high. Those who came were treated with the performances of exceptional pianists ranging through all year groups from Year 6 Prep, all the way to 6th form! Getting everyone attuned for the night, William Al-Chalabi began the concert with "In the Mood" by Garland, followed by Anni Moosajee's rendition of "Theme" by Atwood, and Sarah Hussain's "Follow the Leader" by Aaron. Next was Rishan Raja's medley (arranged himself) of "Talking to the Moon" by

Bruno Mars, "River Flows in You" by Yiruma, "A Thousand Years" by Christina Perri, "Bohemian Rhapsody" by Queen, and "Perfect" by Ed Sheeran. Following this was William Morris' "Angelfish" by Gaudet, and Anna Rattay's "FreuDich" ("Be Happy") by Proksch. Once again Kee Kiam stole the limelight with a flawless rendition of "Romance in D-flat" by Sibelius, leaving the audience both relaxed and astounded. Shortly after was Mylo Cockle's "Innocence" by Burgmuller (with a twist), Mabel Wood's "Inter-City Stomp" by Norton, Eashan Solanki's "A Very Sad Story" by Waterman,

and Harewood and Lucie Preston's "The Swing" by Tan. "Page d'Album" by Debussy was beautifully performed by Joshua Boulton, shortly followed by Theo Woods' "Minuet in G Major" by Bach, Alexander Kenningham's "Allegro C" by Hassler and Rishi Pancholi's "Take Five" by Desmond. To end the evening on a high, Boris Dring's phenomenal performance of "Summertime" by George Gershwin was, with no doubt, my favourite act of the night. Not only did he play the piano with such enthusiasm, but his incomparable style left everyone with a smile.



Spring Piano Recital

by Rishi Pancholi

On a warm summer evening, the 17th of May 2022, the Recital Room was filled yet again by a wonderful evening of music in the form of a piano recital. It was a short and sweet concert involving students from the youngest years in the Junior School up to students in the Sixth Form. The evening began with a short introduction from Mrs Else, one of the school's visiting piano teachers and an accompanist, who welcomed all performers onto the floor and commended them on their perseverance at playing the piano.

The first piece was called "Drinking Song" – a merry jig performed by Alasdair Wheatley in Year 7. This was followed by other pieces, such as "Russian Song" by Avni Obeja and "Angelfish" by Isabel Priestman, each contrasting in style but delivered in a greatly melodious way. Twins, Freya and Benny Chakraborti, in Year 2 delivered their first piano performances with "Rufus" and "Rabbit

Ain't Got No Tail" which were received with hearty applause for their courage. A marked change in tone for the recital occurred when Pol Macip played Satie's famous "Gymnopédie No.1" – the soothing melody being a personal favourite of mine. Performances by Julia Rattray, Amelie Armitage, and Keshav Sethi all followed and the concert was ended with a jazz number called "I Wish I Knew how it would Feel to be Free" (taught to us when they visited earlier this year by Roots of Jazz) performed by Rishi Pancholi. It was wonderful that the recital included students from both ends of the school, and the younger students could see that they could achieve the standards achieved by the Year 12s if they continued with dedicated practice at the piano. A marvellous night of music once again, with a special thank you to Mrs McPherson for organising the event, and to Mrs Else who teaches and encouraged many of the performers to get involved.



LGS's Big Band Performs at the Little Theatre

by Sonia Naidu, Year 10

LGS musicians have been deprived of that sense of a belonging to a community dedicated to music for quite a long time, so being part of the Big Band has been a refreshing experience for my school peers and for me. The Big Band community offers us all a sense of membership and unity, and being able to play music with your friends is a revitalizing experience in what has been a difficult year for many.

As a 'first-timer' in the Big Band this year, I felt somewhat nervous being put on Part One Alto Saxophone (a difficult part), but I was made to feel welcome and soon gathered confidence. Although there have been many ups and many

downs, I would not change my experience with the Big Band for the world. The highlight of being in the Big Band has assuredly been our Little Theatre performance. For the last two years we haven't been able to perform there, so it was so exciting being able to entertain the audience and treat them to some jazz music.

We played famous numbers such as 'New York, New York', 'Skyliner', 'Uptown Funk' and an all-time favorite (beloved by the former Head of Music, Dr Whittle): 'How Do You Like Your Eggs In The Morning?' Featured soloists included Rishi Pancholi, Sonia Naidu, Alex Laurenti, Tabitha Walker, Elena Bensi, and Riana

Pathmanathan. We received such high praise, and everyone who watched was extremely impressed -- especially with the younger generation of our band, who have stepped up to the challenge and played alongside people with many more years of experience.

“

How do you like your
eggs in the morning?
I like mine with a kiss

World Famous GUS Band comes to LGS

by Lucy Mitchell, L6th



On April 29th, 2022, Chris Jeans' GUS brass band travelled up all the way from London for an evening of spectacular music at LGS. We had the privilege of playing with the 28-member band, which has been making music for 88 years so far (although obviously not with the same members). The group is led by Chris Jeans, who became Artistic Director in 2018, moving up from the position of principal trombone. They have won six national titles, the British Open Championships and have been proclaimed World Champions.

The GUS Band opened their set with a piece composed by the famous John Williams, which served as a bright introduction. The Assistant Principal Cornet, James Screaton featured heavily in the pieces, alongside other soloists such as George Bruce on the Euphonium and Della Pearce on the Flügelhorn -- these two musicians performed one of my favorite pieces from the night, inspired by "Romeo and Juliet" and including some innovative choreography. Della played on a raised platform using a music stand covered in ivy to represent the balcony that Juliet stood on, whilst George played at the front of the band looking up at her. They also performed a conversational poem-style piece, with a call and response pattern: a few bars would be played by the trumpets, with a reply coming from the euphoniums. The Band also played numbers such as "Star Wars" and "Sing, Sing, Sing". They created a magical ambience, and the audience was blown away by their talent.

As well as the GUS Band, the concert included a range of music, including some numbers from LGS's Big Band, who opened with "Skyliner", followed by "String of Pearls", "Soul Bossa", "You Make Me Feel So Young" and "The Lady is a Tramp" (sung by Lucy Mitchell.) The Big Band are a LGS favourite and always receive compliments. In addition, the Symphonic Wind Band performed "James Bond Returns" with a solo from Rishi Pancholi on the alto saxophone; "Arabian Dances" with a solo from Lucy Mitchell on the flute; "Viva Italia", and "Libertango". The percussion section were rightfully given their own bow after their seemingly countless bar-long interlude in "Arabian Dances", in which counting the beats was crucial. The Sinfonietta, made up of many budding musicians from the lower school, made their debut in the concert, conducted by Mrs McPherson. The GUS Band, along with the Symphonic Wind Band and the Sinfonietta, together comprised over 100 pupils and musical professionals, who together performed the world premiere of a piece, "A Winter Fantasia", composed by percussion expert, Mr Darron Cleary-McHarg for the concert's finale. This included a solo from Jack Strong in Year 9 on the trumpet. The three groups together made an amazing sound, defying the acoustics of St Nics. It was a wonderful end to the night. A big thank you to the GUS Band and to Mr Jeans for showing us their musical expertise, and to Mr Barker for being the compère for the evening.

An Eggciting Eggsperiment

by Ahab Iqbal

This year, we enthusiastically waved goodbye to year-group bubbling. Students enjoyed their newfound freedom and engaged strongly with the wide variety of extracurricular activities open to them. In STEM club, 6th form students especially enjoyed teaching the Prep (Year 6) about the sciences. Activities on offer included making balloon kebabs, elephant toothpaste, and even flying rockets.



One of the most exciting activities done this year involved letting the Prep class use their own paper parachutes to drop some (hard-boiled) eggs from the D-Wing balcony. Despite the exciting aspect of the experiment, the focus remained scientific. The 6th form students leading the session began with a short introduction to how the surface area of a parachute can help keep the egg safe. The Prep class engaged well and were looking forward to the actual experiment itself. The goal of the activity was simple: don't break your egg! The budding scientists used their knowledge of Physics to help them in this eggciting eggsperiment. The goal was simple, but the process surely was not. The incredibly creative Prep students had a huge variety of ideas but the core principle of cushioning

and increased surface area was in every design. Will Wale, one of the STEM ambassadors that led the session said, "While the prospect of planning a science session for the Prep and then delivering it to a group of 20 students seemed something of a daunting task, being a STEM ambassador turned out to be a really enjoyable and rewarding experience."

The egg drop session was only one of the sessions that the Prep benefitted from throughout the year. Another favourite was the ice-cream making session in which a group of STEM ambassadors liaised with Dr Ainge to source liquid nitrogen from the University of Leicester. In this session, the Prep learned about the process of making ice-cream and tasted this tasty treat. After learning how to make ice-cream, the newly qualified ice-cream connoisseurs tried their hand in making their own ice-cream with toppings. With the guidance of Dr Fulton, STEM club truly is an amazing opportunity for the Prep to develop their scientific curiosity and passion for discovery. Whereas for the STEM ambassadors, these sessions provide a valuable insight into the world of teaching.



Medical Minds Book Club

by Ahab Iqbal

Imagine waking up one day, fully expecting to go to work, only to realise that you never want to return to work again. Imagine realising that you have spent over a decade training for a job that you've now accepted isn't for you. How would you feel? Shocked, scared, or maybe elated? These are all things that Adam Kay, an author who quit his job as a junior doctor, felt.

2021 saw the birth of the Medical Minds Book Club. This student-led club was established to develop

a realistic understanding of the opportunities that a career in medicine can provide and to encourage aspiring medics to learn more about the career. By Christmas, the club had learned about the life of a junior doctor by reading "This is Going to Hurt" by Adam Kay. Discovering the hilarious recollections of a junior doctor demonstrated that despite the negativity in the media about the pressures on junior doctors, there is still hope that aspiring medics may have an incredibly gratifying career ahead. The club frequently discusses topical issues such as euthanasia,

confidentiality and antibiotic overuse. These discussions help members to learn from each other and develop a strong team-working ethos. The content of the books often provides the focus of the meetings. For example, after finishing "This is Going to Hurt", the members of the club voiced their opinions on the Junior Doctor contract and the negotiations that ensued before the contract was formed. Aspiring medics in Years 11 and 12 are welcome to join the club. We meet weekly to discuss the book we are reading and the insights we gain into the vast world of healthcare.



Introducing Mrs Mason

Science and Psychology Teacher

Interview by Svaraji Odedra and Samuel Jordan,
Photo by OL Oliver Siddons



When did you first become interested in a career in Psychology?

As a young student I always enjoyed studying the sciences, and I heard that Psychology was the 'scientific study of human behaviour.' I have always been a person-orientated individual, and I was keen to learn why people act in certain ways. Most of all I hoped that I could learn to read people's minds.

Have you ever thought about working as a clinical psychologist?

No, I haven't, but supporting my students socially and emotionally has played a central role in my teaching career over the past 17 years.

Do you have a favourite movie that is linked to your field?

Recently I watched the film 'The Father' starring Anthony Hopkins. The father is an 80-year-old who is suffering with dementia. It is a heart-

breaking narrative which enables the viewer to understand the effects of dementia from the father's perspective. Although the disease results from physical changes in the brain, the effects are primarily psychological in nature, as they involve progressive changes in mental functions such as memory, language, attention, concentration, visual perception, planning and problem-solving.

What aspects of psychological research are you most interested in and why?

I am particularly interested in the neuroscience of mental health. Although I do not claim to be an expert in this field, neuroscience may help us to understand the underlying molecular factors behind mental disorders, as well as where and how to focus research and treatment. I hope to explore the neuroscience of mental health further once I have settled into Leicester Grammar School.

Are We On The Cusp of a Fusion Breakthrough?

by Ahab Iqbal

With the growing pressures on the energy industry, we are in dire need of alternative energy sources. As shown by the humanitarian crisis in Europe, we can no longer rely on crude oil derivatives. As with many advancements, we have to turn to nature to find other energy sources. The good news is that the Sun holds the answer to our problem, but can we harness it?

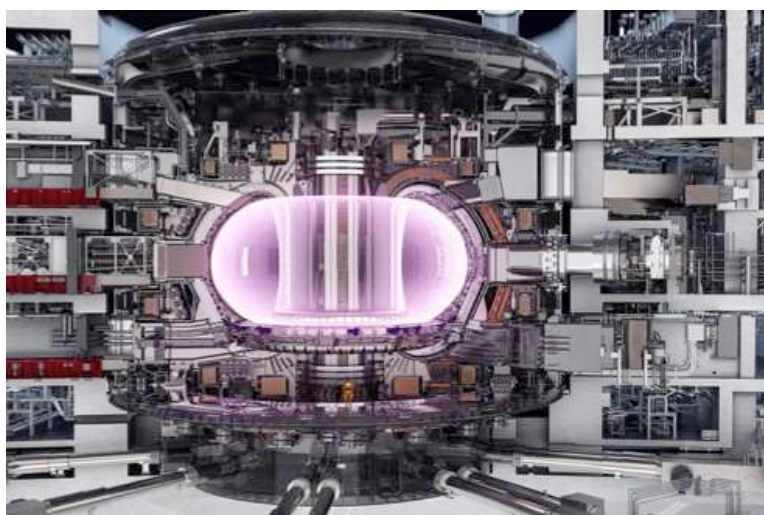
The Sun holds the solution – Fusion. The reactions occurring within the sun produce 3.8×10^{26} Watts. To put that into context, that's about the same amount of energy produced in one second that's needed to power the world for 4,400,000 years! This is accomplished within the sun through the smashing together of hydrogen atoms to form helium atoms. The energy released by this reaction is absolutely enormous! Fusion provides so much energy from such a small reaction that just 1 kilogram of fusion fuel releases the same amount of energy as 10 million kilograms of coal!

A great deal of energy is needed to replicate the extreme conditions of incredibly high temperature and pressure at the centre of the Sun. In order to keep the reactants and products in the reactor safely, a plasma controlled by a magnetic field is used. This draws immense amounts of energy, and so a net energy gain is yet to be achieved.

The biggest barrier between us and a clean, reliable energy source is the balance between energy input and

output. In order for fusion to be worthwhile, the energy released from fusion must be greater than the energy used to replicate the sun's conditions. The largest energy release during fusion has historically been 21.7 Megajoules. This was spectacular in 1997, but still not enough for scientific breakthrough. In December of 2021, the JET facility released 59 Megajoules of energy in a ground-breaking reaction. This is the most powerful reaction to date, and shows immense promise for the future of nuclear fusion in the ITER reactor in France. Without this spectacular breakthrough, the path to fusion would have become more and more obscured.

Although we are still a long way away from breakthrough with fusion, the future looks promising. However, in order to meet growing energy demands and increased pressure on current energy sources, we must look for alternatives whilst work on fusion continues to take place.



Sport at Leicester Grammar School

by J R McCann, Director of Sport



The greatest academics and philosophers believe that a healthy body will mean a healthy mind and our aim here at LGS is for everyone to leave with a healthier outlook on life. Our vision is a simple but important one: to enhance the sporting and physical ambitions of our pupils with the opportunity to develop a lifelong interest in sport. I am extremely proud to say that the Sport programme at LGS has re-ignited its fantastic offerings to the extent where in 2021-12 we fielded 109 teams across 12 sports with a total of 660 fixtures. This is a phenomenal amount of opportunities and experiences for our pupils, as we start to re-establish our sporting provision post COVID. We have had some incredible team and individual achievements. For me, in my first year as Director of Sport, the fact that two-thirds of the student body (542 pupils to be precise) have been able to represent the school has been superb to witness.

Pupil and parental input is always vital in achieving our vision for our pupils. Creating individual responsibility and commitment towards all school activities can only be realised with the support of parents, which we greatly value. From the support on the boundary to a thank you email to staff, all these gestures are why we do what we do: to have a positive impact on pupils and give them the best experience possible. Our pupils' achievements to date, have been impressive, from competing regularly, to volunteering in the community and representing their county and country on various levels. It has been great to see pupils take responsibility for their development and progress and not let any sporting opportunity pass.

The major games here continue to flourish, but also develop too. Boys' hockey in the Lent term this year saw 12 teams play regular fixtures. Girls' cricket continues to develop, highlighted by the selection of Lucy Weston for Loughborough Lightning Academy and playing a vital role in the Vitality County T20 Finals Day. Our U15 Girls' and Boys' are County Indoor Champions this season and our U15 Boys won their respective outdoor County titles in 2022. The 1st XI and U14 Boys ended up as runners up, with a host of fantastic individual achievements and county selections for both boys' and girls'. Our Junior Girls' Cross Country Team, qualified for the regional finals

at Mount St Marys' and represented themselves fantastically well, despite all being a year young. LGS Netball fielded 18 teams over the Lent term, a fantastic achievement. However, a highlight for me was watching the U14s. Although they narrowly missed out by 2 goals to reach the national finals, the team (and I) were gutted. I was impressed by their effort, resilience and determination in continuing to play with dignity and pride.

Amongst our outstanding individual sportsmen and women, Finn Carnduff the 1st XV Rugby Captain, was selected and captained the England U18 Squad over the course of the season. Finn has also secured a professional contract at Leicester Tigers in conjunction with Loughborough University for the next couple of years. We wish him the very best of luck in his future career. Tom Dixon, another talented sportsman, continued to build on his recent successes in and out of the water and has qualified for World Duathlon Age Group Championships in Ibiza, 2023. Oliver Parker and Robert Wardlaw have been selected to represent Leicestershire and Rutland at the English Schools' AA in Manchester over the weekend of 8th & 9th July and will both compete in their respective events.

I am greatly indebted to all of my colleagues who contribute to the Games and Co-Curricular programme; your hard work, time and selflessness is greatly appreciated and for that I thank you all. Looking ahead to sport and PE for next year, I look forward to seeing the same level of participation where every pupil can and should feel part of what we have to offer. Leveraging our fantastic staffing body, the knowledge they have and facilities we have, means we cater for our students in lots of different ways and at different levels. From hosting house football to Rugby 7's tournaments, inter school netball festivals and the Tom Ellis House Cross Country event, we offer opportunities in abundance to enhance the sporting and physical ambitions of all our pupils, and we are proud of that and excited for it to continue.

2021-2022 Sporting Colours

Sport	Half Colours	Full Colours
Athletics	Oliver Parker Robert Wardlaw	Tom Dixon
Cricket	Alex Laurenti Rushil Joshi Harriet Prior Eleanor Ashcroft Sonia Naidu Alfie Wesley Hussain Fatiwali	Paddy Horne Rory Pateman
Hockey	Harriet Prior Claudia Fletcher Sophie Pounds Anna Kellie Tiao Kong Matthew Worlding Nirmit Jobanputra Tannah Robey Leon Wagawatta Nikolaus Wagner-Tsukamoto Yaameen Yusuf	Anna Kendall
Netball	Harriet Prior Anna Kendall	Sophie Pounds
Rugby Football	Callum Leat Oscar McCarthy James Ellis Sam Chapman	Tia Smith Finn Smith
Table Tennis	Ahab Iqbal	Milly Kotecha
Tennis	Sam Chapman	Matthew McKinnon Keira Beatty

2021-22

Representative Honours and Sporting Achievements

Association Football

Leicester City Women's U18 FC – Tia Smith Derby County Academy FC – Felix Fombon

Athletics

ESAA Team Honours: Junior Girls Regional 'B' Final - Bronze Medallists

LRSAA County Individual and Team Honours 2022:

Intermediate Boys' 4 x 100m O. Bunce, L. Jeffries, O. Parker & R. Wardlaw (1st)

Intermediate Boys' 100m – Robert Wardlaw (3rd)

Intermediate Boys' 100m Hurdles & 400m Hurdles – Oliver Parker (1st)

Intermediate Girls' 80m – Kathryn Bensi (3rd)

Junior Boys' High Jump – Sonny Alba (2nd)

U13 Girls' High Jump – Tallulah Dring (2nd)

U17 1500m – Tom Dixon: Ranked #1 in the East Midlands

Cricket

Loughborough Lightning & Northern Superchargers – Lucy Higham (OL)

Leicestershire CCC Academy – Kavir Mackan

Loughborough Lightning Academy & Leicestershire – Lucy Weston

U17 Leicestershire CCC – Aidan Major

U15 Leicestershire CCC – Anish Das, Eleanor Ashcroft, Vashin Kaushik,

Keshav Sthanakiya, Maariyah Karim, Sonia Naidu

U14 Leicestershire CCC – Arnav Rai, Ronak Rajashekar, Anant Kapoor, Arvind Kulkarni

U13 Leicestershire CCC – Niamh Beesley, Tilly Goold, Eleanor Nelson, Vishaghan Sankar, Arav Sharma, Chloe Simpson

U12 Leicestershire CCC – Taiga Dixon, Adam Kolka, Trishant Pathmanathan, Rory Stimpson

Team Honours: U18 Boys – LSCA County Runners Up

U15 Boys – LSCA County Indoor Runners Up and Outdoor Winners 2022

U15 Girls – LSCA County Indoor Finalists 2022

U15 Girls – LSCA County Outdoor Champions 2022

U14 Boys – LSCA County Outdoor Runners Up 2022

U13 Boys – LSCA County Indoor Winners 2022

U12 Boys – LSCA County Semi Finalists

U13 Girls – LSCA County Indoor Finalists 2022

Cross Country

ESAA Junior Girls' Regional Finalists

Boys' Hockey

U17 JPC West Midlands – Zach Laurenti

U15 JPC East Midlands – Oscar Collinge, Jason Lv, Taran Jaswal, Henry Powell

Team Honours: U15 – T3 U16 Midlands Finalists

Girls' Hockey

England O35 – Nikki Laybourne

U17 JPC East Midlands – Evangeline Clothier

U14 Leicestershire & Rutland JAC – Daisy Wesley

Team Honours: U15 - T3 U16 Midlands Finalists | U14 - T2 U14 Midlands Finalists

Golf

Leicestershire County U16 & U18

Netball

U14 England Netball Regional Finalists

Loughborough Lightning U15 Academy Pathway – Kathryn Bensi, Jemima Kay

Leicestershire County U15 Performance Netball – Grace Eid, Jemima Kay

Leicestershire County U13 Performance Netball – Tilly Goold, Eleanor Nelson

Wasps U17 Academy – Elena Bensi

Rugby Football

Scotland RFU – Ben White (OL)

England U18 RFU, Leicester Tigers Academy – Finn Carnduff

Leicester Tigers – Callum Leat, Oscar McCarthy

Leicestershire RFU U17 – Oscar McCarthy

Leicester Tigers Junior Academy DPP – Oliver Bunce, Ned Corry

Leicester Tigers U15 DPP – Charlie Barkworth

Sailing

British Schools Dinghy Racing Association Team-Racing Finalist – Thomas Onions

Swimming

Ananya Bishnoi – Leicestershire County Championships Top 10 Finish

Tom Dixon - Qualified for Winter Nationals, Regional, English and British Championships

Table Tennis

Leicestershire League Young Volunteer of the Year – Ahab Iqbal

U19 Girls' LSTTA Singles Winner and National Finalist – Milly Kotecha

U15 Girls' LSTTA Singles Runner – Catherine Lv

U11 Girls' England Schools Individual TT Championships National Finals Winner – Catherine Lv

Team Honours: Leicestershire U13 Boys County Team Runners Up

Leicestershire U13 Girls County Team Winners, Zone Winners and Regional Finalists

Tennis

Tabitha Holmes ITF J4 Doubles Winners x 2 & World Ranking 655 up from 1001

Charlotte Pollard U18 Wolverhampton Open Winner

Team honours: U18 Girls' LTA Regional Winners | U18 Boys' LTA Regional Finalists

U18 Boys' National Championships Regional finalists

U15 Boys' Division 1 Group B Winners and LYA Youth Schools Winners

U13B Boys' Division 2 LTA Youth Schools Group Winners

U13B Girls' Division 1 LTA Youth Schools Winners

Triathlon

Tom Dixon: Silver - National Triathlon Junior relays Represented East Midlands

East Midlands Academy - Performance Pathway

11th in the British Super Series

Qualified to British Super Series 2022

Qualified for World Duathlon Age Group Championships in Ibiza 2023

Athletics & Cross Country

2021-22

Athletics by Ms L Cox



The short summer season meant a busy but competitive term for our athletes. It was great to see almost 150 students arriving at trials at the start of the season, and even prior to training some exceptional results were achieved. We made early use of our new competition-standard long jump pit and high jump bed and, with triallists achieving distances of over 5 metres and heights of 1.50 metres, we knew this would be a promising season.

I would like to commend our athletes for their performances at the first round of the English Schools Athletics Association (ESAA) Track and Field Cup; despite it being so early in the season, three of our four teams outperformed previous years' totals and gained an additional 156 points. Of particular note were the Inter Boys' team, who placed third in the

county with their top individual point scorer, Inter Athletics Captain Robert Wardlaw, winning both the 200 metres and the long jump, securing 45 points for the team. The Junior Girls' team also performed with distinction and qualified for the Regional finals, where they placed third, improving on their previous score by 40 points. The top individuals on the day were Isabel Priestman and Tallulah Dring, each contributing 31 points to the team total. Whilst the team score was not quite enough to progress to the next round, this shows much promise for the future of Athletics at LGS.

Almost 100 LGS students competed at the South Leicestershire Track and Field Championships, with 24 students achieving selection to represent the district. A particular highlight was a victory for Tallulah Dring in the high jump. Our blisteringly boys' 4 x 100 metre relay team, won their event on the day and at the County Championships with a time of 46.9 seconds. This team was made up of Oliver Bunce, Luke Jefferies, Robert Wardlaw and Oliver Parker, (photographed on the winners' podium left). Robert and Oliver were both selected to represent Leicestershire at the English Schools'



National Finals this summer in the 100 metre sprint and 100 metre hurdles, respectively. Oliver has also qualified for

the National Multi-Event finals at the end of the summer in the Octathlon. What a season for you, Oliver! Overall, we could not be more proud of how our athletes have performed this season. As a sport, Athletics was hit more than most due to the pandemic and our students have bounced back superbly. Well done, and thank you to all who have challenged themselves and participated in Athletics this season.



Cross Country

by Mr J McCann

Our Cross Country programme has had some fantastic achievements in the past, with students reaching National Finals and teams reaching regional finals and beyond. This year was no different. We took a cautious approach, with



Mr Picknell competed in the London Marathon and raised £1,240 for Parkinson's UK.

COVID still present, and took our Junior Boys' (JB) and Junior Girls' (JG) to Mount St Marys' for the first round. Competing a year younger, our JB were valiant; a cold but dry day meant it was a fast race. The JB missed out on regional finals, but still have another year to compete. Our JG, again competing a year young, raced tactically and cleverly to squeeze into the top 3, with one point to spare. This meant they would run at the Regional finals for a spot in the National Finals in Newquay. The regional finals, saw the team come up against 11 other schools and 44 outstanding athletes too. While the girls were familiar with the course, this was a stretch too



far and they were out of contention for the National finals, but certainly gave it their all. All our runners showed great character and resilience.

A big thank you to Mr Lawrence, who gives up his Tuesday afternoons throughout the year to take a number of students for a run around our site. A keen biologist, his commitment to supporting students to be active and run is greatly appreciated. We cannot wait for next year and what it holds for LGS pupils.

Badminton 2021-22

by Mr J McCann

This has been a fantastic year for Badminton at LGS, re-established after a two-year hiatus. Badminton Club has had over 30 pupils regularly attending, and is so popular we had to split it into different age groups. Both Boys' and Girls' teams were entered into the Team Leicestershire competitions at U14 and U16 level and competed against local schools, with pupils representing themselves and the school with spirit. My thanks to all those who represented the school this year and also those who attended Badminton Club, along with staff who supported them. We look forward to further success next year.

U14 Girls by Captain, S. Chan:

The U14s have had a great time this season playing out on the court. Despite not having the best outcomes, we have thoroughly enjoyed the opportunity to play. As a team, we have bonded greatly and have loved every minute of badminton. Thank you to all the members of staff who made this possible, Mr Ellis and Mrs Calland in particular. Well done to the following who represented the school and team fantastically: V. Patel, V. Than, S. Chan, S. Patel, S. Pradeep, S. Sarna, and Z.Vhora. We played 5, won 0, lost 5

U14 Boys by Captain, A. Srinivas: The whole team has been dedicated and consistent. It has been a great year for opportunities: we have played singles and doubles against many of the local schools. Playing competitively has been a highlight for me as captain. While not all the results went our way, having the opportunity to play again was

fantastic. I look forward to the next season. Well done to the following who represented the school and team so well: S. Boora, R. Chundavadra, A. Jaiswal, A. Sharma, A. Srinivas (Captain). We played 5, won 1, lost 4.

U16 Girls by Captain, A. Shah: The training sessions have been my highlight. These took place during games, and were very enjoyable. It was lovely to see the whole team come

together after COVID. The fixtures have been amazing. We have played alongside and against some great badminton players, although not all the results went our way. I would like to say thanks to Mr McCann and Mr Ellis especially for organizing all the fixtures. I look forward to the next season. Well done to the following in particular: A. Cunden, L. Dimitrova, G. Nisal, A. Shah (Captain). We played 5, won 2, lost 3.

U16 Boys, by Captain, H. Selvarajah: It has been a great year for opportunities: we have played singles and doubles against many other schools in the league. I would like to say a special thanks to Mr Ellis and Mrs Calland, who have been great at organising games. I also thank all the team members; working together to strengthen our game has resulted in some good outcomes. Although we have not always been winners, our resilience has kept us going. I am looking forward to more improvements next season. Well done to the following especially: A. Srinivas, H. Khwaja, O. Bunce, K. Kotecha, A. Lewis, A. Patel, H. Selvarajah (Captain), R. Subramanian. We played 5, won 2, lost 3.



Cricket 2022

by Mr L. Potter, Master in Charge of Cricket

What a pleasure it has been to have uninterrupted cricket again this summer following the Covid pandemic. We were also grateful to have had only one rained off fixture in the whole term, so the sun was very much shining on LGS cricket. We continue to work hard at all levels to progress, develop and stay in tune with modern trends and to this end we have made a variety of changes to our program. We have added three qualified cricket coaches to work alongside our staff to give the boys the best opportunity to progress. We had 14 pupils take the ECB Association of Cricket Officials (ACO) junior cricket scorer's course, so they are all now qualified to score for our various teams. Extra activities have been initiated, such as the Lower School hit, bowl and catch sessions on Wednesday lunchtimes during the winter, with equipment set up in the sports hall where boys enjoy the practice under my guidance. We have played two "100" fixtures against Stamford and welcomed back Lucy Higham, former 1st XI cricketer and captain of cricket to inspire and coach both boys and girls when she is not a full-time

cricketer. The U13 tour to the Isle of Wight (photo right) gave 24 young cricketers the opportunity to eat and breathe cricket over a 3-day period and play against new opponents. We also played our first Saturday block fixture against Solihull School, a real development after 30 plus years of LGS cricket. Winning is far from the main aim of cricket at LGS; it is also about fun, enjoyment, teamwork, social development and finding an activity that may stay with you for life. To this end we have had more B team fixtures than ever, and the numbers playing and their results continue to progress every year. All teams from 1st XI through to the U12Bs have had periods of success and some losses, so all are learning to win and lose maturely.

The 1st XI played against a number of high-quality cricketing schools, such as Repton, Oakham, Trent College and Solihull, alongside the MCC. They competed well in all their matches, but the performance of the year was a 1 wicket win against the MCC, the first win against the Club in the school's history. Captain Paddy Horne batted and bowled



well with a top score of 59 and others such as Rory Pateman and Rushil Joshi had their moments. Lucy Weston made her 1st XI debut taking 3 wickets and she certainly looked ready to become an important member of the team. Our year 10s and 11s put in some fantastic performances: Vashin Kausic, with a match winning 65 not out against Kings Grantham; Keshev Sthanakyia batting and bowling with real quality; Anish Das showing good pace with his bowling and power with his batting; Otto Josza hitting the ball very cleanly and fielding with real intensity; Oliver Bunce hitting the ball as hard as any schoolboy batsman this season; Kavir Mackan and Oliver Mason batting well and bowling their off spin consistently; and Aidan Major developing his batting technique at a steady rate and showing the quality he has as a wicket keeper.

The U15 team were probably the team of the season with a County Cup final win against Oakham School for the 2nd year running. There were the 3 players mentioned above in the 1st XI side but just as important has been the hard work and development shown by players such as Arlo Gilligan, Charlie Barkworth, Matty Girardier, Rushil Patel and Hasan Khwaja. We really look forward to them pushing for a 1st XI place next year. A number of the U14 squad have represented the year above when required and the team did well to be runners up to Uppingham School in the County Cup. Ronak Rajashekar, Arnav Rai, Anant Kapoor and Arvind Kulkarni are all County Cricketers, and we look forward to their development in the future. At the time of writing Arnav is through to the final trials for the Midlands Bunbury team, a real achievement for a player a year young. He has scored exciting runs for the school, County and club, including a super

150 for the Leicestershire U14 team. Ronak was also named as the Leicestershire batsman of the year at U13 level last summer. There are others in the team that with continued work will become very fine cricketers.

At U12 and U13 level we have a great deal of enthusiasm for the game, and this was shown on the cricket tour to the Isle of Wight where they won 5 out of 6 games against some strong opposition. Vishy Sankar is an all-rounder of some quality, as is Captain Arav Sharma who averaged over 50 on the tour. Vishy took a superb 5 wickets for 2 runs against Bilton Grange, including a hat trick. Others, such as Prakesh Eswar, Mo Salleh, Sam Wildman, Arav Jaiswal, Wicket- keeper Alex Gundle, Rayaana Tariq and Barnaby Charles, have the ability to become very nice young cricketers. At U12 we have real potential, but there is work required on basic techniques. County players, Trishant Pathmanathan, Rory Stimpson, Adam

Kolka and Taiga Dixon are excellent members of the team, and the squad have real depth with others, such as Daniel Mephram, Edward Livermore, Joel Peckett, Matty Wilcock and Eesa Sattar, that will progress very quickly. All make the cricketing future of the school look very positive.

I would like to thank a number of people who have helped the season be successful and who we couldn't play without. Mike Hood and his ground staff continue to produce top-quality facilities; the squares are now better than they have ever been. Louise Gough and her team produced the best lunch on the circuit. A massive thank you to Mr McCann, Mr Hunt, Mr Stubbs, Mr Ellis, Mr Thacker, Mr Donnelly and Mr Griffin for their commitment as team managers and coaches. Also the coaches, Mr Brignull, Mr Green and Mr Smallman, thank you for your help and enthusiasm. We move to next season with a sense of anticipation.

The First XI by Captain Fergus Gilligan

The summer of 2022 has been a successful one for the First XI. The side has played 9 times, winning 5 and falling short in 4. The campaign has been littered with strong team performances right from our first series of games against strong Oakham, Repton and Trent College sides, to our most recent game against King's School Grantham. The County Cup group stage was navigated comfortably, with

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successive 10 wicket victories against WQE and Robert Smyth and we progressed onto the Semi Final, where a strong Loughborough Grammar outfit were waiting. We came up short with the bat in this fixture, unfortunately. Aside from T20 tournaments and County Cup fixtures, we played a 'Hundred' game against Stamford and the annual declaration fixture against the MCC, which the school won for the first time in its history -- a commendable

achievement. Notable individual performances throughout the season included a match-winning knock of 39* batting at 10 from Ollie Mason against the MCC, Patrick Horne's 64 of 31 balls against Stamford, Vashin Kaushik tallying 65* in a match-winning effort against King's Grantham, and Keshav Sthanakiya scoring consistently. Many thanks go to Mr Potter and Mr Thacker who coached and umpired throughout the year.

The 2nd XI by Captain Hasan Fatiwala

The 2nd XI team cricket fixtures were very short this year with only three games possible, yet despite this the team evolved and grew. Our first game was against Great Glen CC and, despite showing some good bowling and giving a good attempt at the run chase, we unfortunately lost this fixture. Notable mention to Harry Herbert, who played a strong knock alongside Kyle Pancholi's spin bowling, which proved very difficult for the batsmen. Our second fixture was against Stamford School and improvement could be seen in our batting, as we created a good score of 136 in the short 100 balls innings. When defending our total, we started off strong, taking some early wickets; however towards the

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end of the second innings we were unable to break a lower-order partnership, causing us to lose by 4 wickets. Thank you to Mr Potter and Mr Thacker, who have coached and umpired throughout the season making all these fixtures possible.

U15 by Captain Vashin Kaushik

We had a successful season and really jelled into a very efficient unit who enjoyed each other's company and worked hard together as a team. During the outdoor season we played 10 fixtures won 7 of them and only lost 3 matches. The highlight was beating Oakham to win the County Championship though we lost in the first



U15 Cricketers After Their County Cup Final Win

round of the national cup to a very strong Stamford School team. The improvement and consistent hard work of players

such as Arlo Gilligan, Charlie Barkworth, Rushil Patel and others was a pleasure to see and they were such important parts of our success. We look

forward to next season and all of us pushing for a place in the LGS 1st XI

U14A by Captain RonakRajashekar

For the U14As, 2022 has been a very promising season, going through highs and lows and witnessing fantastic moments and moments we can learn from. Lots of talent has been discovered and different players have stepped up when they've been most needed. We would like to thank our coach, Mr McCann, for organising and supervising these fixtures.



U13A by Captain Arav Sharma

The U13 boys came into this season with a promising side full of talent and potential. We started positively, remaining unbeaten in the season in the 20 over format. So far, we have played 4 games in this format, winning against Stamford in the first game, The King's School Grantham in the second, Northampton School for boys in the third, and finally Bilton Grange in the fourth. Some of our greatest performances include Arav Sharma's 50 not out against Stamford, Prakash Easwar's 5 wickets against The King's School Grantham, Vishaghan Sankar's 5 wickets against Bilton Grange, Vishaghan's hat-trick against Bilton Grange, Prakash and Mohammed's 60 run partnership against Northampton School for boys, and Vishaghan and Arav's 70 run partnership against Stamford. On the 16th June we



played in a 6-a-side tournament. Although not making it into the semi-finals, we showed great character, only missing out on net run rate. Thank you to Mr Potter, Mr Ellis, and Mr McCann for coaching us; they have helped us develop our game immensely.

U12A by Trishant Pathmanathan

The U12A Cricket team have had many ups and downs, but we have helped each other as a team to improve and have fun. We started our year well with two wins, before a slight rough patch, until we came back to our best soon after. Our batting performances have been a little inconsistent, but our bowling and fielding have been brilliant. We have worked as a team to score runs and take wickets. We have improved our skills so much in a short amount of time. Thank you to Mr Stubbs for coaching and managing our team.



Girls' Cricket

by Miss C L Feeney

The girls have, once again, enjoyed a great year of cricket, with success in both the indoor and outdoor seasons. As a School, we have seen achievements at local and County level and the individual successes of pupils also continue to grow with more and more girls joining cricket clubs outside of school and playing representative cricket, including at County and Academy level. The season got off to a great start with excellent attendance at the Winter Indoor Cricket Club. It was fantastic to see so many girls keen to play through the winter season and they made great progress, as well being fortunate enough to have the opportunity to work with professional cricketer and OL, Lucy Higham. In the Indoor competitions, both the U13 and U15 teams won their local rounds and progressed through to the County Finals, where they played very close and competitive matches, finishing 3rd in both cases. (U15 County Champions 2022 pictured above)



In the outdoor season, the 1st XI competed in the National 100 Ball Cup for the first time, which gave the girls the opportunity to play a different format of the game. Their highlight of the season was the first match in this competition at Gresham's School in Norfolk, where we won against a strong side, reaching the required 120 runs, with 12 balls to spare. In particular, the vice-captain, Lucy Weston, put in an outstanding batting performance, supported by the captain, Harriet Prior. The U15 squad enjoyed a busy season of fixtures and they all made progress in their skills and game awareness, resulting in being crowned County Champions after a close and competitive final. A number of Year 10 girls also made their debut for the 1st XI in the National 100 Ball Cup where they made a valuable contribution to the team's success and gained invaluable experience.

Cricket has continued to thrive in the younger age groups. Both the U13 and U14 squads enjoyed a mixture of softball and hardball training and fixtures and can look forward to developing further next year when they will have the opportunity to play in National competitions. Another highlight was the U13A-F fixture against Princethorpe, which provided an opportunity for every girl in Year 8 to represent the School. Finally, it has been great to see the promise shown by our U12 squads this year in their training and fixtures and we look forward to seeing them develop further over the next few years. The season ended for all our age groups with House Cricket, where over 200 girls represented their House. Thanks to all the staff and pupils involved for their effort and hard work and I wish you every success for next year's season.

1st XI Team by Captain, Harriet Prior

Although we haven't had many fixtures this year, the first X1 had a positive season. We started the season against an always challenging Oakham side, where we won by 53 runs, a fantastic start to the season to come. A particular highlight of the season was entering the 100 Ball Cup. We drew Gresham's School in the first round and took a trip to Norfolk. Despite the team's disappointment of not visiting the beach, we played a fantastic and tactical game, where Lucy Weston score 96 runs off 57 balls (not out) and Harriet Prior scored 17 off 29 balls (not out). We fielded with enthusiasm, taking 3 run outs as a team and consistent bowling from Sophie Levy and Gracie Barkworth meant we secured the win. Due to exams, many of younger members of the school had to step up and play, including Jia Johal, who played a fantastic game wicket keeping. The next round was

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unfortunately lost to Rugby School but we got some practice in and Lucy Weston took another 2 wickets. We took our final trip out together to Trent College, where the practice and bonding of the team really showed. Sophie Levy scored 25 runs off 35 balls, and Lucy Weston retired after scoring 50 runs off 35 balls. The game ended in a draw, where Rubee Eid fielded well and Micha Raja showed off her 'good arm'. Overall, the season has been so enjoyable, with a mix of year groups playing together. A massive thank you to Miss Feeney and Miss Jeffries for coaching.

U15 Team by Captain, Claudia Carnduff

This has been a wonderful year for cricket, not only because of the effort that was put in by the U15 team, but also due to great weather. We started the year with a great win against Crown Hills Community College, scoring 76 and Crown Hills being unable to reach our score in the overs given. We were unable to win our second game with Stamford, reaching our score of 95 before the overs ran out. Our hopes were still high after the game though as we managed to get 6 wickets -- a great

achievement against such a good team. After this game we had a short break in the season, but came back better than ever and were able to score an amazing 122 in 20 overs, and then managed to get all of Oakham out for 76. This game gave us that final push, going into the last few weeks of the season. We played in the County Cup, beating Crown Hills again to make it to the final. The final was difficult for everyone due to the heat, but we beat Oakham to become the 2022 season County Champions. It was a fantastic way to finish the season, leaving all the girls with smiles on our faces. A huge thank you to all the team and a massive thank you to our two coaches, Miss Feeney and Miss Jeffries.

U14 Team by Captain, Emily Boddy

This year we have had a very short but thoroughly enjoyable cricket season. It has been our first year playing hardball cricket and we have all loved this new experience, but sadly have only been able to play one hardball match against Lutterworth, where we ended up winning convincingly. Our next

fixture was away at Princethorpe. It was close, but we lost. We only had two more matches after this, winning against our B team and losing our hardball match against Trent College. Everyone in the squad showed great team spirit alongside polite sportsmanship and perseverance throughout all our matches, and we look forward to playing together again next summer. We would like to thank Miss Cox, who has been an amazing coach and has cheered us on at every match.

U13 Team by Captain, Chloe Simpson

I and the A team all agree that we have improved so much from last year and we've taken quite a few more wins than in previous seasons. The entire team has put in a lot of effort for these successes and although we didn't take the win for some of these matches, the outcome was still worth it because we all learned and improved our game. So many of the players tried out new things, like wicket keeping and found that they were really good and so many took their weaknesses and worked on them. A lot of hard work and effort was shown by



every one of the girls who played and this was a very positive and commendable season. We are all excited for our next one. Thank you to Mrs Calland for coaching us.

U12 by Captain, Tess Corry

We had three matches this season. The first against Trent College which we lost, the second against LGS Stoneygate which we drew and the last against Loughborough High School which we won. We have come a long way this season, as we didn't play very well in our first match against Trent but played our best on the last against Loughborough. We batted and bowled really well against Loughborough and Stoneygate. Our fielding was on point when we played Loughborough. Throughout this whole season we have had a great attitude and I think we have showed



commitment to improving. I would like to give a special thanks to Mr Thacker, who has helped us improve our game throughout this season.

2021-2022 Hockey

by Miss Jeffries



This year saw the welcomed return of hockey fixtures as well as the official re-start of the Boys' Hockey programme. In total there were 118 fixtures played! Many individuals have represented at county level and played in the National League. Well done to Evangeline Clothier and Zachary Laurenti on their continued selection into Performance Centre, as well as Oscar Collinge, Henry Powell, Taran Jaswal and Jason Lv being selected this year. In addition, congratulations to Tara Bahra, who gained selection for Leicester City Hockey Club 1st XI, playing in the National League alongside Anna Kendall and Sophie Levy. Tara also played in the Premier League Indoor championships for Leicester City.

For our 1st XI Girls' team the season started with a preseason triangular, playing Bloxham and Wellingborough. This provided

the girls with some early match experience to help bond the team together. The girls had a strong season, seeing a notable 1-0 win over Oakham, alongside a solid cup run. The team also completed in the U18 Indoor competition, reaching the Midlands qualifiers. Our Girls 2nd XI have shown great determination to improve, with many senior players showing great leadership and enjoyment for all. The 3rd XI started off strong, with a convincing win over Ratcliffe and showed great realiance in tougher games against Oakham and Uppingham. The U15s had a mixed season; however showed improvement to win the County competition to qualifiy for the Mildands T3



1st XI Girls' team

tournament at Rugby School. For the U14s it was a steep learning curve into 11 aside hockey; however the girls showed great commitment to improve as they qualified and performed well in the Midlands T2 tournament. In the lower school it was pleasing to see so many representing LGS in the U13A-D and U12A-D teams, as well as participating in House Hockey competitions. The future looks very bright with a exciting crop of talent coming through.

Boys' hockey was re-established at LGS this year (having been coached by Mr Murray in previous years). The 1st XI boys bonded well as a team from the start, showing great determination to improve and excitement to represent the school. With county tournaments falling early in the year, the boys were quickly into fixtures. After a loss in the county tournament against a experienced Robert Smyth team, it was pleasing to see them beat the same team later in the season. The U15s have shown great promise this season: playing as a team for the first time, they competed well against established hockey schools, such as Stamford. They finished the season qualifying into the Midlands T3 tournament. Many of the U15 players also represented the 1st XI this season. The U14s also made great strides, performing well to take a win against Bishop Stopford. Lastly the U13A-D and U12A-D teams saw many boys represent LGS over the season.

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Most notable were the U13A and U12A performances against strong Loughborough sides, both ending in draws. They have certainly come a long way since the start of the term and there are exciting prospects ahead.



Lastly, I would like to take this opportunity to thank all the members of staff and students involved in hockey this year, for their unrelenting enthusiasm and energy. Those leaving the school, I hope you have enjoyed your time playing hockey

at LGS and continue to play hockey wherever your future takes you.





by Mrs Calland, Head of Netball

The return of Netball this academic year has been very welcome and our teams have achieved plenty of success. We also saw the return of the Leicester Grammar tournaments: six tournaments, sixteen trophies, 85 teams and over 800 girls playing across the duration of the competitions. Highlights for our teams in this competition were first place awarded to U18, U15A, U14A and U14B.

January saw the U14A team, a mixture of Year 8 and Year 9 pupils, travel to Oundle School to represent Leicestershire in the Regional School Finals. The level of Netball on display was outstanding and our team of players were certainly up to the challenge, with convincing wins against Allestree Woodlands School, Toothill School and Oundle in the group stages and narrowly missing out in the semi-final to Trent 10-12, placing fourth overall in the East Midlands.

Block fixtures gave large numbers of pupils the opportunity to represent

the school and it is always a pleasure to see all the courts filled with pupils enjoying their sport. This does not happen without the support and dedication of a small group of staff. I would like to thank Miss Hault, Mr Stubbs, Mr McCann, Miss Scothbrook and OLs Miss Galletly, Miss Hunt and Miss Higham for all their hard work and enthusiasm. Special mention must also go to Miss McCleery as she departs LGS this year and also to Miss Feeney for her continued support, outstanding coaching and dedication throughout her time at LGS. Year 13 students graduating this year, (photo on the right), I wish you the best of luck and hope that you continue to play Netball as you embark on the next chapter of your education.



1st VII Netball by Captain Sophie Pounds

The 1st VII netball season started off with a county tournament, which saw some excellent team work and determination from all the girls. Unfortunately we didn't get past the groups stage, but this was a good warm-up. We went onto play Loughborough HSI and, due to some excellent defending from Lucy and Ayotunde, we managed to get the ball down the court to our attacking third for the shooters to score, which led to a 31-23 win to LGS. Wellingborough was our next match, and with a strong team we were feeling confident, with Harriet, Elena and Anna turning over centre passes to take the ball to goal. The opposition came back strong in the second half, however, resulting in an unfortunate loss of 20-37. Next was the highlight of our season, the South Leicestershire Tournament. We came out fighting in the first couple of matches, beating Robert Smyth 15-6 and Wigston

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Academy 10-1, due to brilliant team work by everyone, playing to our strengths for Evie, Micha and me to score the goals. We went on to also beat Wygggeston QE 8-6, as a result of some last minute turnovers by Gracie. We won our final match against Hinckley Academy 14-3, making us winners of the whole tournament. Well done to all the girls for an excellent season with some outstanding performances. On behalf of all the team, thank you to Mrs Calland for coaching us and for always making netball fun.

2nd VII Netball by Captain Claudia Fletcher

The second team had a great season with progression throughout. Some highlights include winning the South Leicestershire Tournament with some excellent play from Sophie Levy. The team improved with every match, showing great teamwork development with help from our coach, Miss Galletly. Overall the

team had a great season and showed dedication and passion to netball, always keeping a positive attitude despite some losses throughout. Emily Peet was outstanding when she received player of the match against Oundle.

16A Netball by Captain Grace Mold

To start off our season, in the County Tournament in October LGS performed well in both attack and defence, but we also learned where we could improve. In January we played the tough opponents of Oundle and Loughborough, performing well following some training sessions. Poppy Mayer, Olivia Glover and Kahbila Fombon made some fantastic interceptions and worked together well in defence. In our final match, having taken the training and advice given by our coach Miss Feeny, the team managed to win 25-9 against Wellingborough, with Skyla Boersma

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and I working together in goal. Overall, this season, although it had a rocky start, was a memorable reintroduction to netball after two years.

15A Netball by Captain Katie Bensi

Well done to the U15 Netball team, who had a great season. Out of six matches we won five, with only one narrow 21-23 defeat against Princethorpe College. Throughout the season we had a number of impressive score lines, with a 35-6 win against David Ross Education Trust being a highlight. As we progressed throughout the year, we developed

and grew closer as a squad, learning to read each other's play and work together as a unit. We finished the season on a high note, becoming the South Leicestershire Tournament champions in March, winning all of our seven matches. Thank you to Mrs Calland for coaching and umpiring. We are looking forward to building on our success next year.

14A Netball by Captain Amber Gill

At the beginning of the season, our communication skills and confidence were, to some extent, lacking; however, after a few training sessions, we progressed and continued to improve as a team till the very last match

of the season, and by the end of it, we had managed to win 12 out of 14 matches played and 2 out of 3 tournaments. I am immensely proud of our effort and dedication this season and I also want to thank the staff who worked with us.

13A Netball by Captain Tilly Goold

It was good to finally get back out on the courts, but sadly, it meant we were not at our most confident at the beginning of the season and we lost our opening match to Lutterworth College. Nevertheless, we didn't let it dampen our spirits and our determination to do better was rewarded with some well-earned wins. One of our best matches was against David Ross Trust, where we won 30-5 and against Welland Park, where we won 16-5. Some great

centre court speed from Eleanor Nelson and Flori Switzer created lots of opportunities for the attacking players, Lulu Tunstall, Lailaa Cayless and me, to score. We had tough competition against Loughborough and Princethorpe, but it showed us what we could improve on. There will be lots to work on for next season. We would like to thank Mrs Calland and Miss Galletly for coaching us this season.

12A Netball by Captain Ava Burman

During the Netball season, we played a variety of friendly matches, competitive matches and tournaments. Despite our best efforts, we started off with a loss against Lutterworth HS in an independent league, the final score being 6-20. After some more training with Mrs McCleery, we went on to win against Welland Park Academy 18-13. We played in two South Leicestershire tournaments which provided us with tough competition, but our team won the majority of our matches, performing well together, and being awarded runners-up positions. Our final match was against Loughborough HS, a closely fought battle that we just lost by one goal, with a final score of 6-7. The whole



team improved throughout the season, and we kept our heads high. The LGS Trust tournament provided us with a fantastic end to an enjoyable season. Thank you to Mrs McCleery for improving our technique throughout the season and well done to all team members.

Rugby 2021-2022

by P T Reeves, Director of Rugby and H A Ellis, Head Coach

Finally, we have been able to return to some sort of normality and we are very proud of the achievements of all our players this season. 1st XV Captain Finn Carnduff has captained England U18 in the 6 Nations this year, playing in every minute of the competition. He also made his senior Leicester Tigers debut whilst still at school and led our 1st XV superbly. He is a fine role model for all our players and has worked incredibly hard to achieve these milestones. Our 1st XV have developed as result, and some good performances against Princethorpe and Ratcliffe were only beaten by a dogged display against Stamford in what can only be described as a monsoon. Our Y11s worked hard all season and made good progress; many of these players will be challenging for 1st XV shirts next year. The U15s produced some excellent performances particularly at the tail end of the season, and it is pleasing

to see Charlie Barkworth, Alex Tugwell-Scott and Robert Wardlaw progress in the Leicester Tigers Junior Academy. The U14s were so close to an unbeaten season, drawing against Lancashire Cup winners Kirkham Grammar School at Sandbach RUFC, but falling at the last against Ratcliffe. This has been a team effort, but Jack Glover has impressed with his natural leadership. Congratulations also to Dr Griffin on his return to the fold and having such a fine season. Harvir Johal has pushed the U13 side on and, despite their relative inexperience, many players show great potential for the future. Our U12s also have played some sparkling, expansive rugby. We look forward to them developing as a squad next season. The 7s season saw us return to Rosslyn Park, and our U14s nearly progressed through their group and a chance of the second day of the competition. Our 1st VII ended

with a bang via Special Teams substitutions and a last minute try. It was great to get back to the most prestigious 7s competition for schools in the country.

Thank you to all our U6th leavers who have contributed so much despite their limited experiences during the pandemic. We are privileged to have such a dedicated and talented set of coaches here at LGS, and we cannot thank them enough. Mr Potter, Mr Campbell, Mr Whitton, Dr Griffin, Mr Stubbs, Mr Hunt, Mr Thacker, our new Director of Sport Mr McCann and the departing Mr Davies (to be Head Coach of Leicester Tigers Academy) have gone above and beyond the call of duty on so many occasions. We are proud to compete with so many prestigious schools on our circuit and this has seen our boys rise to the occasion every time. Seeing our players continue to enjoy this wonderful sport in the next stage of their journey. Our students should be rightly proud of what they have put into the shirt that we hold so dear.

1st XV by Captain Finn Carnduff

Overall a great year of rugby for the 1st XV, with lots of boys playing regularly for the first time in 2 years. After a good start with competitive games against Wellingborough and a very important National Vase win against Princethorpe the boys continued to work hard. The season was heavily impacted by injuries, making boys from the 2nd XV step up and play very well for the team; however these incredible efforts could not materialise

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1st XV Rugby 2021/22



any wins. After a tough period in the middle of the season, the group became much closer and had impressive performances against Stamford and an important win against Ratcliffe. Thanks

to Mr Ellis and Mr Reeves for the guidance and support throughout the year and well done to all the boys on their performances and effort this season.

2nd XV by Captain Ned Corry

We started off the season with three tough matches. The first, against Wellingborough, resulted in an unfortunate 50-0 loss. Despite the score, the team put in a good first shift. In our next match against Princethorpe, we played really well as a team resulting in our first try of the season, and the game ended with a 41-7 loss. In the match against Coventry Schools, we scored our second try of the season and the game finished with a 48-5 loss. Our next game against Kirkham GS ended with a 58-10 loss but two great team tries. Finally, in our fifth game, we got our first win, 26-12, against Ratcliffe College. In our last game of the season against Stamford we lost



47-0, however in tough weather conditions, a good way to end the season. We would like to thank our coaches: Mr Thacker, Mr Davies, Mr Ellis and Mr Reeves.

U15 by Captain Charlie Barkworth

We had a competitive season, playing twelve fixtures. Despite a challenging start to the campaign, a playing style evolved, and performances improved. Three wins with excellent performances were very welcome, against Lawrence Sherriff, Robert Smyth and a last-minute penalty win against Ratcliffe College. Each of nine losses were well competed and at points in each of the games the result could have gone to either side. LGS stuck to their task well in each fixture, tackling and rucking hard. The game plan to generate quick ball for the speedy backline became increasingly successful through the year. Territory was well managed in each game with accurate kicking and a strong set piece from both the line out and scrum. The highlight was fantastic and gutsy performance in the Semi Final of the



County Cup against Loughborough Grammar, where we went down 24-39 in the end. Plenty of potential and much to work on for the 2022/23 Season. I would particularly like to thank Mr Hunt and Mr Stubbs for their constant dedication and positive coaching to support the team, irrespective of the weather, which was often terrible.

U14 by Captain Jasper Mayer

The U14 Rugby Team had much success. We played 8 games, winning 6, losing 1, and drawing 1. These results were unexpected as we had not played another school since the start of Covid. We have improved as a team and become stronger and more confident. Thank you to Dr Griffin and Mr Thacker for coaching us this season. It has been fun and the whole team share the same excitement for the start of the new season next school year.



U13 by Captain Harvir Johal

Overall I believe our season went well. Although it was a mixed bag of wins and losses, we improved game by game. Many players showed commitment by coming to every available training session. Players' confidence and ability improved with many players no longer being afraid to tackle and ready to run with the ball. We faced upsets but had very good wins, meaning we can only get better next year.



U12 by Captain Daniel Mephram

The start of the rugby season was extremely nerve-racking for the new group of Y7 boys. After a number of intense training sessions, a very physical and hard-working team was picked and hopes were high ahead of our first competitive match. We started the season well with a win over Wellingborough, 15-10, a draw to Princethorpe and a win over Oakham, 45-20. Sadly, we then lost two matches against Coventry and Warwick. The boys played extremely hard, but didn't quite get the rewards we were hoping for. The team would change a lot over the season due to players being injured, but this also provided an opportunity for emerging talent to join the team. In spite of setbacks, we then won against Lutterworth HS, Robert Smyth and Welland Park. With one of our players out, we played Kirkham GS



but unfortunately were beaten, 15-45. We ended the season on a high by drawing against Ratcliffe. Our first season of senior school rugby was hugely enjoyable and we learnt a lot about both rugby and teamwork, with the really encouraging coaching of Mr Potter.

2021 -2022 Table Tennis

This has been an outstanding year for Table Tennis at LGS, particularly for the Girls' teams across the School. Table Tennis Club has run on Tuesdays and Thursdays with over 40 pupils regularly attending (in trainers and uniform!) On the competitive front, both Boys' and Girls' teams were entered into Team Leicestershire competitions at U13 level, as schools and organisations started to cautiously re-establish the missed opportunities over the last year or two. Our U13 Boys' team made the County Final, losing to a competitive Beauchamp College. Sadly, that was the end of their cup run, but plenty of boys still attended the club run by our fantastic coach, Mrs Shirley Pickering. Our U13 Girls' team, on the other hand, qualified for the County Finals and won the tournament, beating Soar Valley, Brook Mead and Beauchamp College. This result meant the team bypassed the Zonal final and qualified for the Regional Finals. The team faced

Bradford Grammar School, where a history and heritage of Table Tennis is strong. They lost a tight match, 3 games to 5. Heading into the last match, the team needed to beat Newcastle-under-Lyme to stand a chance of qualifying for the National Finals. This match also went down the wire and the team lost this 3 games to 5 as well. I cannot fault the endeavour and enthusiasm all pupils displayed and it was great to see so many students involved. The boys' team consisted of: A. Cheng, N. Crawford, A. Jaiswal, V. Sankar. The girls' team consisted of: A. Durrani, T. Goold, E. Nelson, F. Switzer, V. Than.

Individually, we have had some major successes, with Milly Kotecha, competing in the U19 Girls section at the county championships, and then competing in the national finals in Wolverhampton. She has also been a great role model with our Table Tennis club. Ahab Iqbal equally enjoyed success in Table Tennis,

but his biggest and our proudest achievement came in the form of his award as Leicestershire League Young Volunteer of the Year. This was something he truly earned and deserved for helping younger students here at LGS and spreading the enjoyment of the game outside of school. Aiden (pictured left, with our superb coach), also won Silver at the Team Leicestershire competition. A huge thank you to our Table Tennis Coach, Mrs Shirley Pickering, who has supported and coached all our young charges this academic year. We welcome her back next year.



2021 -2022 Tennis

by Luke Godsmark, Head of Tennis

It has been fantastic to see the Tennis teams on court competing again this year, after Covid. It has been great to see the level of commitment from students, as they came to training before and after school throughout all three terms. Some highlights have been the U18 Girls' team becoming regional champions in the LTA Senior Students' tournament with the U18 Boys' team finishing third in the region in the same competition. Our U18 Boys' team also reached the regional

final of the Glanville Cup. We have had three teams successfully win within their County groups, meaning that they will go on to compete in the regional stages next term. The players all played their matches with great sportsmanship, teamwork and enthusiasm and were a credit to the school. Thanks to all the students who represented the school and attended training sessions and to staff who assisted with the running of the tennis programme.

Captains' Report U18 Boys' Teams A&B

Well done to the following who represented the school and team fantastically well: M Mckinnon, E Jariwala, S Chapman, L Mckinnon, O Bunce, F Rayan, O Parker. We Played 9, Won 6, Lost 3.

Captains' Report U18 Girls' Team

Well done to the following who represented the school and team fantastically well: T Holmes, K Beatty, J Osborn, S Henson, S Pounds, A Kendall, H Prior, C Turner, S Jariwala. We Played 4, Won 3, Lost 1.

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U18A Girls Tennis 2021/22



U18 Girls' Team

Leicester Grammar School



U18A Boys Tennis 2021/22



U18 Boys' Teams A&B

Captains' Report U15 Boys' Teams A&B

Well done to the following who represented the school and team fantastically well: R Stimpson, F Cupac, N Bhat, A Kapoor, I Mohan, D Cumper, S Crawford, J Sobek, B Ellis, H Heaton. We Played 6, Won 5, Lost 1.

Captains' Report U15 Girls' Team

Well done to the following who represented the school and team fantastically well: J Osborn, A Bolarum, E Boddy, S Henson. We Played 3, Won 1, Lost 2.

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U15A Girls Tennis 2021/22



U15A Girls' Team

Leicester Grammar School



U15A Boys Tennis 2021/22



U15A Boys' Team

Captains' Report U13 Boys' Teams A&B

Well done to the following who represented the school and team fantastically well: O Gascoigne, W Al-Chalabi, R Stimpson, T Dixon, T Pathmanathan, K Johri, P Easwar, N Crawford, D Mahtani, S Boora. We Played 6, Won 4, Lost 2.

Captains' Report U13 Girls' Teams A&B

Well done to the following who represented the school and team fantastically well: C Pollard, A Pallipatt, E Bunce, D Wesley, H Mohan, X Ma, K Patil, S Pissay. We Played 6, Won 5, Lost 1.

Leicester Grammar School



U13A Boys Tennis 2021/22



U13A Boys' Team

Leicester Grammar School



U13A&B Girls Tennis 2021/22



U13A and B Girls' Teams

LGS Sportswoman of the Year

Lucy Weston

Interview by Tara Bahra, 6th form

How has Covid-19 affected you playing cricket?

I think Covid-19 has had a massive impact on cricket. Not just in terms of the way cricket has actually been structured, but in terms of communicating between people and teams as well. Even competitions have been run differently. I am thankful that, due to testing, they have still gone ahead, but for example, spectators were not allowed and so that support you usually get has not been there.

Has Covid affected your progress in any way?

I would not say it has hindered my progress, but we have had to learn how to adapt and produce self-motivation that you usually get from other people around you. We have had to really gel as a team and support each other, as people from the outside were unable to support us in the same way.

How has cricket influenced you to be the person you are today?

I have played cricket since the age of four. When you start something so young it becomes a part of you. I think it has given me lots of skills: the ability to work in a team, to communicate better with different sorts of people and to cope in a high-pressured environment, which is essential for the future -- also time-management, because it is such a big part of my life.

How do you handle the stress and pressure associated with playing at a high level?

To be honest, in the past I haven't. It has been one of the hardest things I have had to learn and sometimes you have days when you let

that pressure and stress take over. What I have found since towards the end of the last season is that I do everything better when I am relaxed. So, I have created ways to try and stay relaxed, even if it is just singing a song or whistling.

What are your major highlights in cricket so far, and your goals for the future?

Major highlights would be getting into County Cricket a long time ago now, gosh, and then two or three years ago getting into the EPP there. Also starting at the Lightning Academy last year and getting in again this year, which has been awesome. Then, of course going to New Zealand for the Junior Indoor World Series in 2018. Last year I was also given the opportunity of being in the School Games, where 30 or so of the best regional Academy players are selected to play against each other at Loughborough University. In the future I'm looking to be more involved with the Lightning senior squad and I hope to be selected for the Women's Indoor World Cup which will be taking place this October in Australia.

What is the best piece of advice you have learnt from cricket?

You are given so many different pieces of information from so many different coaches and players. If I had to choose, I would probably say "Believe in yourself!", because it is as simple as that.



LGS Sportsman of the Year Finn Carnduff

Interview by Harry Khalid, L6th

What, in your opinion, makes rugby a great sport?

This is a question you could ask several people and they would all have different responses. For me personally it is the ability you have to form friendships and build camaraderie between people who share a similar interest.

What level are you currently competing at in the sport, and how much further do you see yourself going?

I have had the honour of representing England at the u18 level as well as earning my Leicester Tigers debut in the Premiership Cup earlier this year. I don't really look too far into the future but if I was able to make my premiership debut for the 1st XV it would be a dream come true, as Tigers is my boyhood club.

How much does playing rugby at this level impact your daily life? Do you see it as completely enjoyable, or are there some parts that you wish you did not have to do? If you get to any high level within sport there will always be impacts on your daily life and it is the same for me. You have to say no to things so you can better prepare for training or a match the next day. For me personally there are no parts of the process I don't enjoy as it all comes as a package, doing one thing enables you to succeed in other areas.

Do you think rugby might have to change in any way due to the safety concerns some people have about it?

There will always be safety concerns in any sport and there is on-going investigation and continuous changes to the laws, but I think



that changes cannot impact the game so much that the foundations of the game are lost. For example, the physicality of rugby has to remain as that is what the sport is based around, as well as the creativity within the game.

Is there someone who inspires you? If so, what is it that makes them special?

There is not one person who inspired me, but there were people within the sport that I saw when I went to watch games and I wanted to imitate them. Two main examples would be Tom Croft and Geordan Murphy.

What measures are there in rugby to prevent the use of banned pharmaceuticals or banned performance enhancers? Do you think professional sport can ever be truly "clean"?

There are government and global institutions monitoring and educating on the topic of doping. Starting at academy level, they try to ensure young individuals know about the consequences and how to avoid doping. So yes, in the future I do believe that sport can be clean if the monitoring and education continues.

Celebrating Ambition, Opportunity and Community

