



Issue five // Easter 2021.

# THE ILLUSTRATOR

Thomas Gainsborough Sixth Form Student Paper.

# Goodbye from us...

The Illustrator for me has been a journey that I'll never forget. It has offered me so many opportunities to connect to both the school and wider communities. It has been a challenge to say the least. Trying to balance my coursework, job and this has been demanding, but given the opportunity to do it again, I'd jump straight in. Over almost a year, I've heard so many stories and made connections with people I never knew existed. From the very beginning of this creation I knew we'd started something that could be carried on in the future.

After the completion of issue 1, we decided to form a team to take a bit of the pressure off of us. They all contributed in their own way, ensuring that we covered a wide variety of topics whilst choosing to write about their own passions and interests. We've somehow managed to build a network within the community which will allow for the continuation of The Illustrator. The two biggest rewards from doing this for me are the feedback that we have gained. Whether that's constructive criticism or just Mr Alexander's assortment of emojis, they all bring a smile to my face. The other, is the friendships that I have made along the way. I couldn't have asked for a better partner (although I may have hijacked your idea!). Katherine has been there for me through the hard times and the good times and without her I don't think that this would've been possible.

I guess the one message that I'd like to leave everyone reading this, is that sometimes you have to take a risk in order to reap the rewards. I had no idea what I was doing, but I'm proud of what we have achieved, the memories that have been made will last a lifetime. Don't let your fears hold you back, sometimes, you just have to seek discomfort. Embrace your fears. **Jemma**

If you read our introduction in the first edition of The Illustrator you will know about the interesting start in life this paper had but I can now say that the journey we've been on since is more than worth it. This paper was something that I was never 100% sure whether it would become a reality or not but with the help of Jemma and the rest of our wonderful team I am immensely proud to say that what was once only an idea looks to have a very exciting future ahead of it.

I have been blown away by the support of all our readers and the hard work and graft of all our amazing writers. This is going to really hard for me to let go because this paper has become a large part of my school experience but I know that the skills and lessons that I have learnt in creating each edition will come with me on my next steps (for example: it always takes longer than anticipated ... especially if it's \*only formatting\*!).

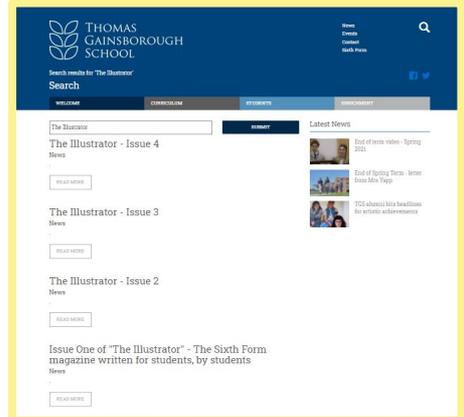
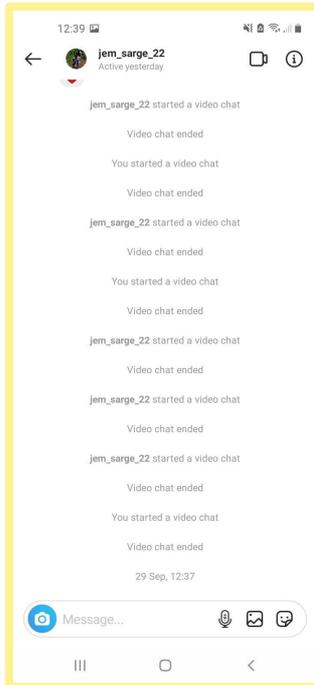
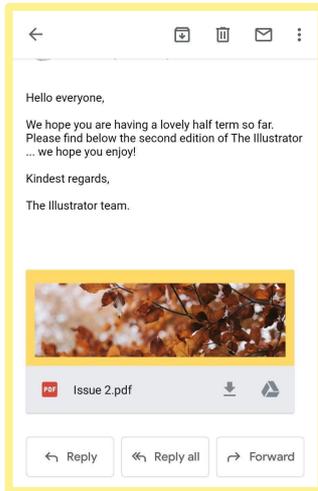
I couldn't have asked for a better partner in all of this. This project (and the others we have undertaken since) have shown me what a great team myself and Jemma are and I really hope that wherever we end up we can continue to work together to make great things happen. I'm so thankful for the time this has allowed me to spend working and chatting with you Jem. I love that we are so in sync with each other yet have very different ideas that we frequently bounce off one another and eventually turn into something amazing. Thank you for working on this with me.

I'm not too sure what else there is to say! The journey (I know, I said it but there is really no other word I could use!) I have been on surrounded by my absolutely amazing peers has really been so extraordinary that it's hard to explain what it has meant to me. I absolutely second what Jemma has said: if you have an idea ... run with it! God only knows where it will take you but it will definitely be an interesting and inspiring trip. Who knows, maybe someone will write about it ... **Katherine**

We owe everyone that ever replied to our emails and messages a huge thank you. We'd particularly like to thank our team: Brandon, Hannah, Daisy, Sam, Charlie, Aimee, and all of the teachers that have continued to support us throughout and made this project possible; Mr Alexander, Mrs Yapp, Mr Smith, Mrs King, Miss Byham, Mr Clark, Mr Harris and Ms Claxton.

It's about that time that we say farewell to you all. We couldn't have made The Illustrator what it is without your help and we will be forever grateful for that. We wish you all the best of luck for the future! And for now... it's goodbye from us.

# Until



# Next time ...

# Our plans for next year:

I'm sure it's not just me that feels this way, but looking at it this year has actually flown by quite quickly, the next stage of my life rapidly approaching. In September, I will, should all go well, be making the 259 mile move to Durham University, more specifically at John Snow College (the collegiate system was one of the things that drew me to Durham) to start my degree in Modern Languages and Cultures, more specifically French, Italian, and hopefully Russian. I've got conflicting feelings about it; excitement bundles with anxiety as I constantly switch between imagining the novel prospects ahead whilst also questioning if I will actually be able to survive by myself. I've organised as much as I can at this point, and now it's just a waiting game, but having chatted with some people who are also going to my college or for my course, I've been reassured that hopefully I'll meet some lovely people and find my place. I mean, how could knowing that the majority of the population of your college has an equal obsession with the Great British Bake Off not serve as some reassurance?

On a more serious note, yes, it is a big move, and I know I will be terrified when it comes, but I'm looking forward to the next chapter of my life, where I can hopefully learn a thing or two about myself, as well as participating in university bake offs and becoming fluent in my language choices!

**Daisie**

Next year I am going to be studying a joint degree of English Literature and History ... where I'm going to do this is another matter! I am currently choosing between Durham and Reading university but am leaning more towards Durham at the moment because of the more traditional style of experience I would gain here.

It's going to be a big move but I'm excited to continue my studies in these two subjects which I adore and look forward to the new experiences I will encounter here. (and I'll be available to taste Daisie's Bake Off bakes!)

**Katherine :)**

Next year, Hannah will be attending a university with a difference as she heads to Norland College in Bath. This historic College trains award-winning and prestigious "Norland Nannies" hired by people around the world including the royal family. Hannah's childcare course will prepare her for an undoubtedly unique and exciting career.

**Hannah**

Next year, Aimee is planning on going to study English Literature at either Warwick or UEA university. While Aimee is a bit nervous, she is looking forward to experiencing the university environment and meeting many new people.

**Aimee**

So, the adventure continues. I'm off to the University of Suffolk to study Photography. The application process has been an amazing experience itself and to come away with three unconditional offers, I'm pretty happy to say the least. I hope that uni will offer me the skills and opportunities to grow within this industry to eventually pursue a career in clinical photography. Staying local was relatively important to me as it meant that I could limit my spending on accommodation and stay employed at the same time. Now the process of applying for student finance begins and I can't wait 'till September where the next chapter of my life begins. **Jemma**

**The future of The Illustrator is looking bright and our existanting team of year 12's (Brandon, Charlie and Sam) are all going to become co-editors of the paper with Brandon taking the lead as editor-in-chief. The boys have already shown this year the extent of their brilliance in regards to their own different styles of writing. We look forward to passing on the paper to them next year and seeing how they continue the legacy of our student paper. Good luck boys! We hope to hear from you all soon.**

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Our Thanks.

# Welcome to Issue 5!

The whole idea initially originated during Martha Kearny's brilliant sixth form presentation. Jemma and Katherine were introduced and got her contact details and then unfortunately we had lockdown. Little did I know that Katherine and Jemma had already put together a plan and I was so excited when they presented the proposal to me. It was a little daunting for them to begin with as they didn't know what to expect... they soon realised that it required a lot of time and effort to put each issue together! They told me that the first issue was, in a way, one of the easiest. Although it was intense they completed this issue entirely on their own, but they had a plan; a list of people to contact and their stories/articles came flooding in. At this point they were FaceTiming each other every day to try to agree on a colour scheme, shapes, fonts!?!? They told me that it was a LONG process!!! However, they came out the other side and Issue 1 was released into the world - Brilliant!!! I remember the first set of feedback they received and I think the support from students and staff alike really motivated them to continue. As their subject deadlines and exams started to intensify they had to prioritise these and the Illustrator became, according to Jemma and Katherine, a last minute thing.

The pressure was on, but they still managed to assemble the content and successfully pursue their external sources. It became their new and extremely challenging routine, however it still offered them the excitement and the challenges that followed.

I am so grateful to Jemma and Katherine for the unbelievable amount of time and work that has gone into this incredible publication, but I know they have left it in the capable hands and minds, of the incoming Illustrator Apprentices.

Thank you once again - you are truly amazing!

**#extremelyproud**



We have had a fabulous start back on site in school, and we just wanted to say a huge thank you to those at the Covid-19 testing team onsite who helped us all to return. Since being back at Sixth Form, we have been able to implement the ideas that we planned during lockdown to make the most productive use of our time. Firstly, we are pleased to announce the enrichment programme that sees Wednesday afternoons being utilised for opportunities. These opportunities are optional for year 13 but we highly encourage you to take part. The main categories are competitive and non competitive sport, in addition to academic sessions including music, life skills and university sessions. You will also have the option to complete volunteering and work experience opportunities too. The academic guide is almost complete - year 12 and 13 please fill out the survey that has been emailed to you to take part! We are also building foundations for the eco schools project due to restrictions caused by Covid-19. The community garden is coming along wonderfully and will contribute to a large section of this award. The social representatives are organising the end of year celebrations (Covid permitting - fingers crossed we are able to!) We are looking to create a yearbook to remember our time here too. Applications are open for the new Head Boy and Girl! We are very excited to be on this side of the process and are looking forward to seeing all the incredible ideas. Finally, we wish you all a happy and safe Easter break and we look forward to seeing everyone again after Easter.



# School updates: Making history.



There have not been any changes to staff this half term so my normal article will be slightly different.

As I'm quite sure you are aware, there has been a change to the staff roles in school this half term. In the last edition I did a section on Mrs Yapp taking over as acting headteacher of our fantastic school. Well, I have some even better news...

Now she's our full time headteacher!! This half-term, Mrs Yapp became headteacher to this wonderful school and I for one am so very glad! Not only has Mrs Yapp become our headteacher but because of this she has made school history as the very first female headteacher that the main school has ever had!! Congratulations Miss, from the whole student body we are so glad it's you and we are sure you will do an amazing job!!

Mrs Yapp herself said :

***“My heart has always been with Thomas Gainsborough School and I wanted to offer continuity when Mr Lloyd left.”***

If you want to check out some more about the history of our fantastic school, head to the archive room in G-Block! Near to the media rooms, the new Sixth Form archive tracks the history of the school from the 1970s onwards. Have a look! Maybe you'll see somebody you'll know ...



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## Pay Up!

*The new costs arising once you leave full time education.*

Finishing secondary education and turning 18 can have many causes of excitement however, after you legally become an adult in the eyes of the government there are also new costs that arise.

As new adults we are not usually informed to these new costs despite the importance of this information. Things that we may see as normal commodities actually start to need paying and, no, I am not just talking about bills. While the list below is not extensive, we hope that it will start to inform you about the basic requirements of adulthood.

1. Prescriptions
2. Eye tests
3. Dental check ups

*If you are going to attend university, your university may provide these for you still or give you money towards them ... always check.*

# A year in the life of Thomas Gainsborough School (2020 -2021).

**I am writing this on March 23<sup>rd</sup> 2021 a year after the Government declared a national lockdown due to the coronavirus. Who could have imagined then what the following twelve months would bring.**

## **Spring Term 2020:**

I clearly remember walking across the path from G block with Mr Lloyd near the end of January discussing the corona virus in China and Italy (the two countries at that point that seemed to be the worst hit). We both were unconcerned about the virus in Britain, naively thinking we would not be badly affected and also not realising at that point how deadly the virus could be. Were we ignorant, ill-informed or in denial? Looking back maybe a combination of all three. Even when March arrived and the cases of the virus and risen rapidly in Britain and the reality of the situation was becoming clear we were all shocked on the day we were told that schools had to close.

That day, telling Year 13 and 11 that they were not going to be able to complete their GCSEs and A Level exams and that their school year was over was one of the most difficult of my career. Watching students faces, which were a mixture of sadness, bewilderment and frustration and then not being able to give them answers about what was going to happen about their exams, their university places, the Prom and so many other questions it was heartbreaking. At that point we had no answers and I am not ashamed to say that I went back to my office and sobbed.

Life very quickly changed. Driving to school each day on deserted roads, entering a building that felt as if it had lost its soul as there were only a small group of key worker students and staff inside. Routines began to emerge. All of us doing the daily mile together and then all sitting down in the lightwell to have break. Who knew about sausage and cheese bagels? There were smiles and laughter during those days but equally worry for the rest of the student community and how staff and students were coping with working

at home. Did we realise students would be out of school for so long? I don't think any of us did.

## **Summer Term:**

The rhythm of lockdown continued, the death toll in the country continued to rise but our area was relatively untouched. The number of students attending school started to increase. We have to stop our daily mile as members of the public comment that the students are not socially distanced. So sad. Half term came and just like Easter we were still in school providing key workers with child care for our students. Year 6 into 7 transition week was cancelled. More young people missing out. We spend some of our time on our hands and knees putting tape throughout the school to support social distancing. Our backs ache and our knees bleed.

Our focus then shifted to awarding exam grades for our Year 11 and 13 students. More frustration at the lack of support and information provided by the exam boards and do not mention algorithms! However, staff work tirelessly to ensure the grades that we submitted are fair and evidenced. Each grade is checked and double checked.

More positive news arrives when the Government announces that we can start to have some students back into school for the last few weeks of the term. Bubbles are created for Year 10 and 12 and we introduce a staggered return. What a joy to have them back and their teachers. The school feels like it is coming back to life and we are still relatively untouched by the virus.

The summer holiday comes and we are able to have a much-needed break until we are back in for results days. It is tainted with sadness and regret as we can not celebrate as we would normally do.

## Autumn Term:

We start the term with positivism and enthusiasm. Our school community is back together. Yes, we have restrictions and risk assessments to adhere to but if we are all sensible surely everything will be ok.

The term quickly sours when a small but vocal group of parents start questioning whether we are taking enough care and thought about health and safety. If they only knew the hours of stress and worry caused by trying to run a school during a pandemic. Trying to keep everyone safe and reassured. We are buoyed but the number of parents who call and email to support us and who recognise we are trying our best.

The term becomes even more difficult when Mr Lloyd announces his resignation. As a leadership team we are devastated but we have to get on with business as usual. The uncertainty about the future increases.

December arrives and with it brings numerous covid cases within the school community, parental criticism and some vile, nasty and untrue comments on social media. We spend a lot of time on the phone reassuring parents and biting our tongues. We can not tell parents that we know about the Year 10 sleepover and the Year 9 party which clearly caused outbreaks in the school. We can not tell parents we know that certain groups are socialising out of school and paying no heed to social distancing. We cannot tell parents we know that some of our families are not sticking to the rules and still mixing with others indoors. We cannot tell parents we are worried about our children, our families too.

The term ends and we are sad. We are losing Mr Lloyd and we cannot gather together to thank him and celebrate all he has done for the school. We are exhausted.

## Spring Term 2021:

Even before the term start the leadership are having online meetings, even on News Years Eve, as we try to keep up with the latest government announcement. All students coming back and schools have to set up testing centres; students not coming back but we still have to set up testing centres and test staff and key worker students and provide online, live lessons to students. Daunting enough but then I realise I am the one that now has to make those final decisions.

However, the TGS community pulls together. Staff respond positively to remaining in school and teaching live lessons to students at home and in school simultaneously. We have some blips, mainly with technology, but we help and support one another. Our amazing staff and community volunteers have the testing centre up and running within days. We ensure families are supported whether that be with chrome books, food or a listening ear. We are overwhelmed by the support and encouragement we receive from families. They recognise we are trying our best and we even manage an online ARD and Enrichment Day.

As we come to the end of the term. All students are in school. We completed over 4000 tests in less than two weeks and our community is back together.

We now focus on the future and providing the best for all our students. Supporting students back into positive learning habits; caring for those who need help due to their mental health or worries at home; reassuring Year 11 and 13 that their hard work will be rewarded and planning for, perhaps, a return to some more normality after the Easter holiday.

Throughout this year I have learnt that I am incredibly fortunate to be part of the TGS community and I am proud of our resilience during the most difficult of years and I know that I wouldn't want to be anywhere else and I am honoured to be the Headteacher of Thomas Gainsborough School.

# The Integrated Review

## The Future of UK Defence

The Integrated Review is an **assessment of “all aspects of international policy from defence to diplomacy to development”** – the largest review of its kind since the end of the Cold War.

The document aims to assist British military chiefs to reshape and develop defence capabilities in accordance with the threats faced by the UK.

James Cleverly, Minister for the Middle East and North Africa and MP for Braintree, told the Commons that the review would **“send a message about what the UK stands for as an independent actor on the global stage.”**



**Chief of General Staff -  
General Sir Nick Carter**

The review strives for the integration and development of the five key domains of warfare – *air, land, sea, space and cyberspace* – into a force suitable for operation in an increasingly digitised world.

Several traditional 'sunset capabilities' will be retired by 2030 in favour of modern 'sunrise capabilities', therefore the government is keen to demonstrate that the longer-term benefits of its promises outweigh the short-term separation pain likely to be experienced by the armed forces.



The RAF is to begin its ASTRA programme (developing the force through grass-roots ideas) and will invest in ISTAR (Intelligence, Surveillance, target Acquisition and Reconnaissance) and robotics technologies. It will explore the foundation of a space command to counter new forms of warfare.

**The RAF faces significant cuts to its manned aircraft fleet.** All 14 C130J Hercules, the RAF's principal carrier aircraft, are to be scrapped. The Sentinel (operational surveillance) and Islander (light utility) aircraft fleets are to be scrapped by 2022, along with the early retirement of 24 older Typhoon FGR4s (5<sup>th</sup> generation combat fighter aircraft). The number of F35B Lightning fighter aircraft (5<sup>th</sup> generation) is likely to be between 48-76, far from the initial projection of 138.



The report highlights the development of the Tempest fighter aircraft concept – an experimental 6<sup>th</sup> generation fighter aircraft which may enter service in 2035. By 2040, the RAF is likely to be operating a modest fleet of manned aircraft (mostly transport and supply), alongside a larger fleet of drone and robotic aircraft, perhaps in the ratio 4:1.



In controversial contrast, the Integrated Review will raise the cap on Trident nuclear warheads to 260 and the UK will no longer publish figures on its nuclear stockpile in order to create "deliberate ambiguity."

## Nuclear Deterrent

A 2010 Defence review set out plans to reduce the UK's nuclear arsenal from around 195 to 180 by the mid-2020s, however due to an "evolving security environment," this is "no longer possible."



The Navy benefitted from a **Four-Year Defence Spending Pledge** in November 2020, allowing it to commission three new types of frigate, support vessels, multi-role ships and ocean surveillance capabilities. It will, however, see the reduction of the escort fleet from 19-17 and a fall in submarine capacity (numbers are not in the public domain).



Of the three services, it seems the navy will remain the most traditional, however the review stresses that it may struggle to perform all its new responsibilities (e.g. extended nuclear programme).

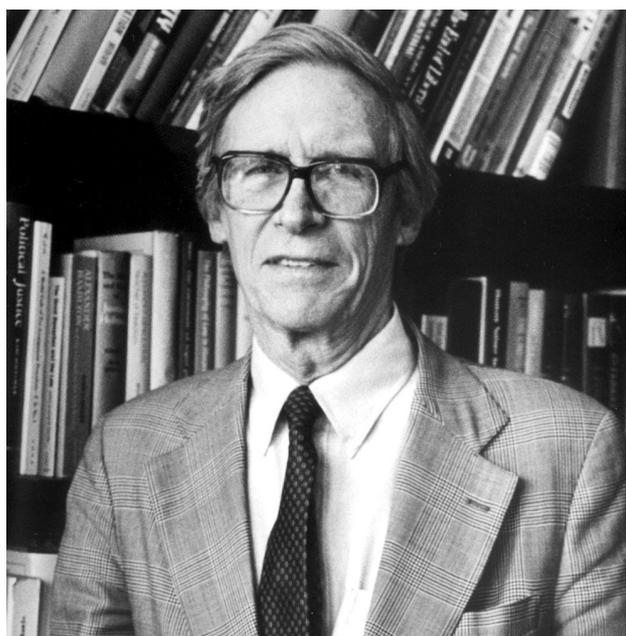


The army will feel the most severe blow of the three services in the coming years. Official **troop numbers are expected to fall** to 72,500 and then 70,000 by 2030. Its fleet of 750 warrior fighting vehicles (AFVs) will be replaced by 600 Ajax AFVs and 500 Boxer Mechanised Infantry Vehicles. The tank fleet, currently 220 Challenger IIs, will be replaced with 150 upgraded Challenger IIIs.

The army will take on much **greater data management, surveillance, reconnaissance and intelligence capacities, and deep-strike weapons.**



# John Rawls - Political Theory



## Who?

- A modern liberal political philosopher who grew up in 1920s Maryland, USA.
- Witnessed inequality, poverty, disease and the horrors of WW2 1st-hand.
- Entered academia in order to right some of the wrongs of the world.

## The Problem

Life is like a game of cards. Your 'hand' could see you born the child of a wealthy investment banker, of a black single mother in the rougher bits of Eastern Detroit, or anything in between. We know that society is not fair, but we do not change it because we are biased by our own situations and experiences in the making of decisions. How can we be more objective...?

*"Societies don't become fairer, as those who benefit from current inequality don't need to think about what it would have been like to have been born in different circumstances."*

## Original Position & The Veil of Ignorance

Imagine yourself in the "Original Position," a conscious intelligent state before your birth, yet shrouded by a 'Veil of Ignorance' - you have absolutely **no knowledge of the personal circumstances and characteristics** which will be given to you at birth. Would you want to enter society in its current state? - surely the risk of receiving a poor 'hand' is too great? Why not change the rules of the game? - **Perhaps society needs to change.**

## The Solution?

The society we would want enter surely has equal rights, fair access to the law, access to healthcare etc. By imagining the 'Original Position', we realise the features of society we think are most important, free from bias. Rawls' two principles -

- **Liberty Principle** - Everyone to enjoy maximum liberty, as long as it does not infringe liberty of others.
- **Difference Principle** - Everyone must have equal opportunity to prosper. If there are social/economic inequalities, they must benefit the least well-off.

# In memoriam: Murray Walker.

"I want to say  
so much more  
than I have  
time for."

"Anything happens in Grand Prix racing, and it usually does."-Murray Walker

On the 13th of March the sporting world lost a true icon as Murray Walker passed away, aged 97. A wave of sombre thought was spread across the paddock in Bahrain as the teams prepared for the season ahead, taking in the shock of the loss of the man who had influenced most of their careers.

Typically those who inspire youngsters to follow their dreams are the ones in the centre of the sport, but where Murray came in was in introducing racing as a dream to have. He had an infectious passion for the sport and told the story of the drama and tension so all listening could share his enthusiasm with him.

From a background initially in the army as a tank driver and then a career in advertising he didn't start his most influential role until his late 30s and not full time until into his fifties. This was a life he followed religiously every weekend until the grand age of 77, but even this wasn't enough to stop him from following his passion. He was a friendly face in the F1 paddock well into his 9th decade of life; always having time for a pin sharp chat with drivers and fans alike.



Motormouth Murray was ever the positive soul and while his technical knowledge wasn't up to the modern standard of analysis, his emotive narrative always kept the audience on their toes. I personally was too young to ever hear Murray in his emphatic live performances, but it's thanks to his contribution to the sport that my parents and their parents became so engrossed in the sport. For this alone, I thought I'd dedicate this issue's piece to the late great legend that was Murray Walker.

His story is one that I believe would inspire many others. He had setbacks in life trying to find a way to make his passion a sustainable career and it took him until half way through his life to find that passion project. In his role as storyteller of the world's fastest race, he encaptured others to follow his passion and proved to the world that you excel at what you enjoy, not what you have to do.

# Plan The World We Need: Our Success Story.

Two of our Y13 students, Jemma Sargeant and Katherine Chapman have won a national competition organised by the Royal Town Planning Institute. 'Plan the World we Need 2020' invited students to formulate a 5 - step plan to transform a local area in need of some 'tlc', incorporating concepts such as sustainability and citizenship, using their local knowledge.

Jemma and Katherine impressed the judges with their plans for the former Delphi site in Sudbury and have won £100 each for themselves and the school, as well as a skills workshop with a Chartered town planner. We plan to spend the school's £100 on subscriptions to A Level Geography online resources.

Congratulations to you both - we are very proud of you and thank you for entering!

**Mr Watkins**

Jemma was actually the one who chose to take part in the competition and had already developed the start of a plan for the Delphi site choosing to turn it into a sustainable shopping centre for the community. When she asked if I wanted to join in I actually had only a small amount of work to do (ha!) so I said yes! She then told me the deadline was only in around 2-3 days ... so we got started straight away! Working together to create the Illustration I think really helped us get the project finished because we already understand the way each other worked and could therefore divide and conquer very easily and bounce ideas off each other effectively.

As a geography and product design student, Jemma, I think, had the advantage when it came to the technicalities and the different options we would have in terms of materials and creating a sustainable development plan. My role was definitely more coming up with possible ideas we could include (for example having the roof as a garden, some of the plants we could include, the allotments and possible ways of laying out the centre) and researching socio-historic ties like that of the Mulberry trees and the different industries of Sudbury. My love of chateau renovations fueled by 'Escape to the chateau', 'Escape to the chateau DIY' and similar youtube channels also really helped (who knew!?) as I could suggest ways for us to use one of the buildings on the Delphi site to generate income while we built the main feature of the shopping centre for minimal cost. This was put into our development plan and we decided it could be an ongoing business for the community's use and another source of income for the project.

I really enjoyed working on this with Jemma but I think I speak for both of us when I say neither of us can still believe that we won for our age category! We already agreed we would likely spend our own money on books we'd been stockpiling in our amazon baskets for a while but are thrilled that the school (specifically the geography department) can benefit from our success and that this may act as a legacy after we leave next term. Whatever will we do next .... **Katherine**

I'd seen this competition in an email sent out by Mr Watkins and I starred it so that I could come back to it if I had the chance. It was around the time of our mocks in November, less than a week before the deadline that I decided to start it. I felt like I needed something else to work on and take a break from revision. I read through all of the entry requirements and thought, why not. Without Mr Watkins sharing that email, I would never have entered, so a big thank you goes to Sir!

It was all well and good starting this project but I didn't have enough time to finish it on my own. Therefore I brought Katherine along with me and she picked up on some of the smaller details that I'd missed. Studying geography and product design really enabled me to visualise what it was that I wanted to create. I chose the site for its proximity to the town centre and the history of Gainsborough Silk that went along with it. The initial idea was to provide revenue for the town in a sustainable way. This then developed onto helping members of the community and using local resources and trades (often self employed) to try and build connections from the very beginning. Being a photography student myself I felt that we could utilise the space somehow to involve school art projects. This would then involve the youthful population of Sudbury and make it somewhere that everyone that contributed is proud to be a part of. The next thing was to choose a suitable name for this centre. 'Hiraeth' came to mind and although a Welsh word, we felt that it fit the story that we were trying to tell here.

It got to about an hour before the deadline when we sent it off, there were still a few minor details with our presentation that we weren't happy with but we were glad to have come to the end of it! Honestly, the last thing that I thought would happen is that we would win. I had hope but the competition slipped to the back of my mind after not hearing anything for a couple of months. To get that email saying that we'd won the 16-18 category was a huge shock. I was so proud of us both for actually achieving something together, which I think really wraps up our journey through Sixth Form as a solid team from The Illustrator to this and always striving to achieve the best results that we can. I can safely say that I did spend all of my reward on books! Now I just need to find the time to tackle through them all. I've never been much of a reader but I think this series of lockdowns had just made me look for something else to do. Once again, a big thank you to Mr Watkins for sharing this with us and I look forward to us working together in the future! **Jemma**

## 1

Our intention for this site is to create a sustainable shopping centre that embraces the town's history in its design. We want to build from the ground up which would mean knocking down the existing building. Many of the raw materials used to manufacture this site will be reused in the construction of the new shopping centre. The build will incorporate the community centre and Gainsborough Silk Weaving in order to bring both the community and the history of the town together.

## 2

### PROPOSAL

The shops that we intend to have in the centre will be primarily local independent stores: Duck in Boots, Cox's Boxes, Gainsborough Silk Weaving as well as food and produce stores which will be situated in the market area on the ground floor. We plan to have a small pharmacy in the centre to take pressure off of businesses such as Boots, especially during times such as Covid-19. This pharmacy will sell other products such as sanitary products, shower products, cosmetic products and cleaning products. This will help to boost the revenue of the shopping centre.

## 3

Initially we plan to refurbish the community centre and rent this out in the summer months in order to gain some revenue to pay for planning and the launch of the project. Ideally this would be used for weddings and events which can be carried on in the future. The existing interior will be updated through upcycling existing products and items from charity shops.

## STAGE 2 - FUNDING

The initial stages of funding will be through collaboration with large businesses with a similar view on sustainability. 100% of the profits made from this centre will go straight back into the community to help to regenerate areas and develop sustainably in the future.

By refurbishing the community centre ourselves before main construction takes place it will allow us to establish our plans which may bring in more local support and funding from residents. By doing this ourselves this will save costs and by running and renting out event space in this building we can generate our own income to put towards creating this project.

# HIRAETH

## SOCIAL IMPACT

We hope that these spaces will act as a social place for members of the local community to enjoy and come together (distancing allows).

For the large elderly community we hope that this space will be a close place for them to enjoy and get some shopping without having to make their way all the way to town from the Great Cornard area while maintaining relationships with others in a friendly, helpful environment.

In our garden we hope that families of all kinds will be able to enjoy these spaces together and want to include native plants from Poland and Turkey as there are growing communities from these countries locally as well.

By having these eco friendly spaces we hope that more people will realise how easy it is to make some green swaps to become more environmentally friendly and that they will create a more tight-knit community feel for people. This will be helped by keeping the community centre to run event in as it may become a new community hub while maintaining some continuity for local residents.

Finally, this new design will also benefit local producers and shop owners as it may help these independents to form a community to help and support one another as they grow and work to establish themselves.

## RESEARCH

In most areas of Sudbury, ~ between 5-20% of people walk to work.  
0-2% get on a bus to get to work.  
Between 0-5% use a bicycle to travel to work.  
~ 30-50% of people drive to work.  
0-8% of people work from home.

In order to make our shopping centre eco friendly we aim to reduce the numbers of visitors travelling in a vehicle that produces greenhouse gases (petrol and diesel engines). We have several measures in which we would implement in order to reduce our carbon footprint:

Restricted number of parking spaces. We plan to use the existing car park and install five charging stations for electric cars which will then encourage more people to purchase an electric car. More stations can be installed if demands increase. We will not, however, charge people for their parking as it may put them off from visiting the centre.

There will be a bus stop right outside the shopping centre and a large turning circle to allow flows of traffic without congestion. This will encourage more people to use public transport which is a better alternative than driving a car as its carbon footprint is much smaller.

Bike racks and shelters will be installed to encourage the use of bicycles which do not produce any greenhouse gases. These shelters will be built using reclaimed materials.

# Anonymous thoughts: Understanding Asexuality.

I question myself all the time, even over the most trivial of things. Nonetheless, every question has its significance, none more so than those concerned with personal identity.

In the UK, February is recognised as LGBT+ History Month, and rather appropriately I had found myself researching this within one of my A Levels. This research led me to reflect on my personal journey with sexuality, one of the most personal questions that one can ask themselves. I still feel that education around this is somewhat lacking; I didn't even know that 'asexuality' existed until I stumbled across an Instagram post explaining it.

I'm writing this nervously because I've barely 'come out' to anyone (I could have a whole other discussion regarding this), only my friends. I've always been better with written communication than spoken, so my awkwardly clunky explanation to my friends was not my finest, yet I'm smiling thinking about it because they were completely unfazed, which was exactly what I needed. One of them even watched a video to understand further, which honestly made my day. I tested the same explanation with my parents but without telling them openly, and though they were accepting, they found the concept difficult to understand. Maybe I'm just not quite ready to tell them yet.

As I said, I do feel that asexuality lacks the discussion that some orientations have; historically speaking it was first conceptualised in the 1860s, whereas homosexuality, for example, can be traced as far back as Ancient Greece. Simply speaking, asexuality is a lack of sexual attraction to anyone, but within this is a whole spectrum of identities; not everyone identifies under blanket asexuality, and this is where the misconceptions begin to arise.

Most commonly assumed is that because one is asexual, this correlates with complete disinterest in any kind of relationship. There is a distinct difference between sexual and romantic attraction, you can quite easily have one without the other. True, I've never had

one, and I'm not particularly interested at this point in time, but that's not to say that I might not be in the future. I just don't want the physically intimate side of things: I'm a firm believer that purely platonic or romantic relationships can have just as much longevity.

This belief wasn't always as strong as it is now; if I explained how I felt, that the idea of sexual attraction was unimaginable to me, that conversation made me uncomfortable, they generally told me that it was just a phase, that I was naïve, that I would change my mind when the time came. If there is one thing you take away from this ramble, please let it be not to say things like this to people, as the subsequent thoughts can be damaging.

*'You'll never have a relationship,' I told myself, 'No-one will ever like you enough to understand. You'll have to change for them, they'll think you're weird, frigid and boring.'*

I'll tell you something for nothing; internalised acephobia is a persistence force of nature, one I'm still learning not to listen to. Following that Instagram post, I researched, finding comments online expressing similar feelings to mine, definitions and explanations of relevant terminology, and a general sense of validation – I was not alone, and I didn't feel quite so misinterpreted anymore. Everything I had felt, everything I had thought, it was all normal, and in fact there was a whole community of people who felt the same.

I'm sitting here writing this now massively overthinking the idea of telling people, particularly in potential future relationships. How will they react, will they understand? I'm thinking that I don't want it to be a big deal, how it shouldn't be a big deal, but how naturally I will face questions as everybody does. I'm thinking about the people who won't understand, the people who will be dismissive, but I'm also thinking that maybe one day I could be in a happy, understanding romantic relationship. Self-understanding is a goal for the long term, and this is just me getting started.

# Wit and wonder: reading Terry Pratchett.

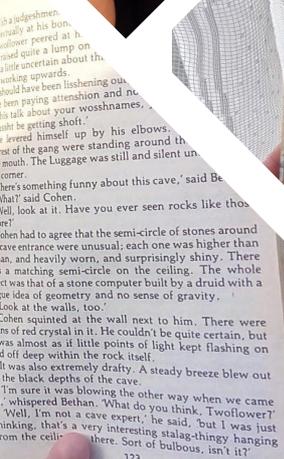
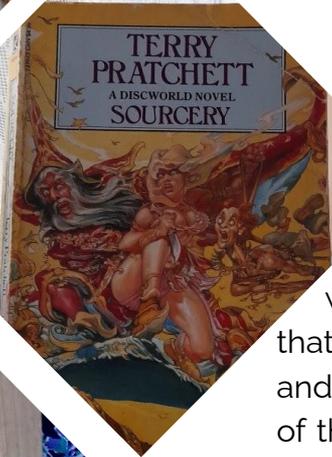
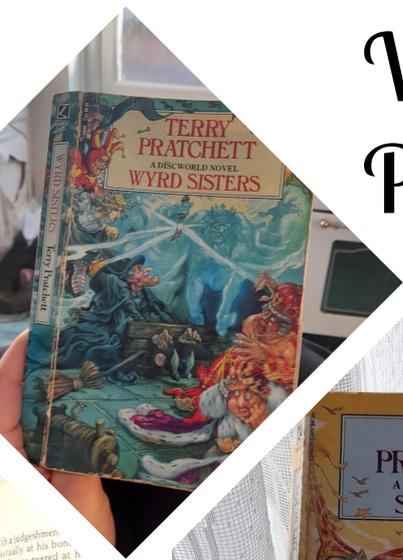
Terry Pratchett...you may never have heard of this author unless you or your parents are of a certain age however I can honestly say that his works are now some of my all time favourites (and that's a very difficult achievement to reach, believe me).

For what must be years my parents had been telling me that I had to read some of his fantasy, sci-fi, satirical novels. I understood some references to his works; I knew about the discworld and that it lied on the top of four elephants' backs who were standing on the back of a cosmic turtle (If you think that's odd you haven't seen anything yet!) Death's horse called Binky and the wyrd sisters but until summer last year I had never read any of the books myself and I honestly don't think I was ready for what was to come.

While some of the books may be viewed as standalones and my mum actually started with the second book in the collection, I started with reading the first book (obvious yet confusing I know); 'The Colour of Magic'. The way that Pratchett writes means that I was faced on the very first page with footnotes, something I had never seen outside of non-fiction and it did throw me for a bit however, this is really just another way for Pratchett to share his world building genius and expand on elements of the world, situation or characters. The first novel follows the somewhat inept wizard Rincewind and tourist Twoflower as Rincewind tries to stay alive whatever it takes while Twoflower follows him as the unworldly tourist alongside his chest which could be counted as extraordinary due to its ability to not only keep all of Twoflower's possessions in one place and clean all his clothes but I would say the most notable thing about this chest was actually the magical wood it's made out of and the thousands of tiny legs that means it can walk itself after it's owner quite happily.

After reading this first book the majority of my summer reads for last year was following on the series and exploring more and more about the world. Some characters like Rincewind appear in multiple books as either a primary or secondary character as do the locations such as the city of Anak Morpoc and the Ramtops but the varied people, places and customs around the discworld allow Pratchett to explore many different narratives while still having some tying link between all the books.

In case you haven't guessed, these books are most definitely fantasy novels but I would argue that the genre is not too important when it comes to these books not only because the stories vary so wildly (from getting the first female wizard enrolled at the Wizardry university, to Death's new assistant to the assassins guild graduate turned pharaoh) but because of the wit and brilliance of Pratchett's writing. His writing is almost lyrical and you feel his wit in every line often resulting in brilliant passages like these:



*"Is this a dagger I see before me?" he mumbled. 'Um. No, my lord. It's my handkerchief, you see. You can sort of tell the difference if you look closely. It doesn't have many sharp edges.' 'Good fool,' said the Duke, vaguely. Totally mad, the Fool though. Several bricks short of a bundle. So far round the twist you could use him to open wine bottles."*

**-Wyrd Sisters**

*"The trolls halted. The night closed in like velvet. An owl hooted eerily -- at least Rincewind assumed it was an owl, he was a little hazy on ornithology. Perhaps a nightingale hooted, unless it was a thrush. Abat fluttered overhead. He was quite confident about that."*

**- The light fantastic\***

*"She was already learning that if you ignore the rules people will, half the time, quietly rewrite them so that they don't apply to you."*

**- Equal rites**

*"Every intelligent being, whether it breathes or not, coughs nervously at some time in its life."*

**- The colour of magic**

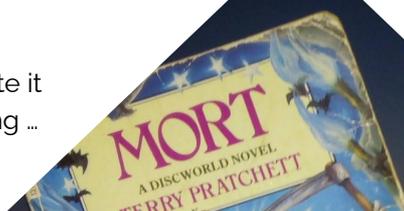
*"There had been a sound like someone making no noise at all. Forget peas and mattresses – sheer natural selection had established over the years that the royal families that survived longest were those whose members could distinguish an assassin in the dark by the noise he was clever enough not to make."*

**- Mort**

Like many people over the course of the pandemic, my mental health has fluctuated. This meant that very occasionally I just ran out of motivation entirely and this usually constant bookworm couldn't read a page. Frankly, it wasn't a very nice place to be (although thankfully these dips did not last too long). One thing that helped me though this was my Dad 'prescribing' me with a few pages of Pratchett a day. At this point I had started 'The Colour of Magic' but hadn't been regularly reading it. By just setting this small goal each day it not only meant I was reading daily but the injections of joy I received from these books helped to ease me out of these emotional dips. Now if I'm starting feeling low I can take a step back and realise that 1. I haven't read for pleasure in a while and 2. I really should! This is the greatest testimony I can give to the wonderful energy of these books.

If you are a fan of fantasy books, magical situations, funny accidents and whimsical writing I would happily recommend these books to you. Yes the cover art may be daunting to some but as they say "It's what inside that counts"! While I have enjoyed all of the books I've read so far from Pratchett as a Shakespeare enthusiast I have to say that 'Wyrd Sisters' may just be my favourite however I would even implore those of you who don't like Shakespeare to read this. You may not pick up on the more subtle references but the story itself, which revolves very loosely around Macbeth, the three witches, a theatrical troupe a murdered and now ghost king and a fool (well, maybe one or two), is brilliantly formed. I'm currently reading the seventh book "Pyramids" and cannot wait to have the chance to properly sit down and enjoy it over the Easter break. Why don't you give them a go!

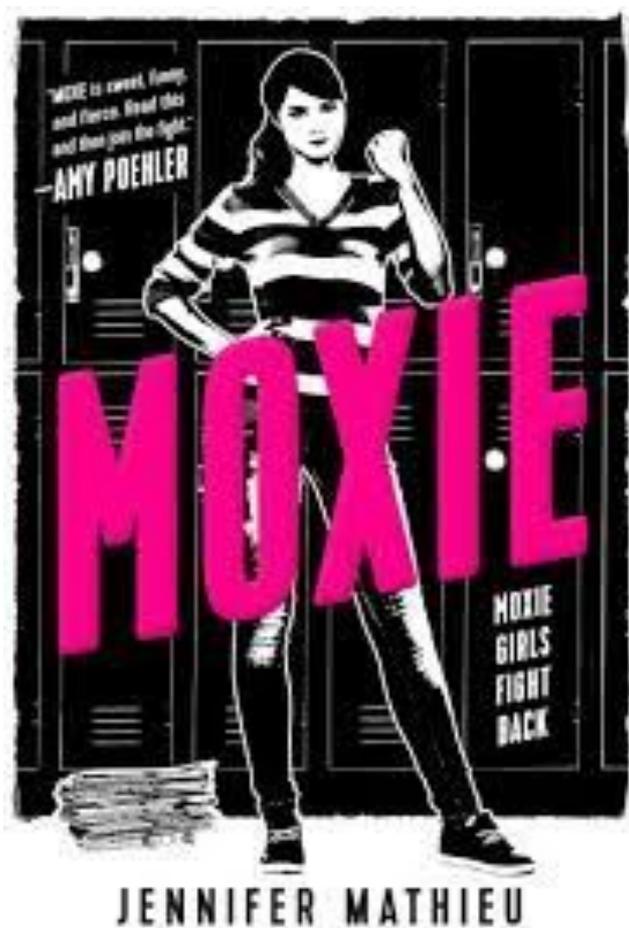
\*Possibly...or perhaps The Colour of magic. I wrote it down without the title because I found it amusing ... oops!



# A must watch: Moxie.

Moxie is a must-watch. The film is so important to an understanding of the affects of harassment, sexism and rape on young women. Whilst this film has received many mixed reviews, the overarching theme within the reviews seems to be that the topic is vital for us as a society to learn about and understand but many of the reviewers feel it has been wrongly watered down in order to reach a larger audience. Moxie, is a film adaptation of its book counterpart written by Jennifer Mathieu. The film, directed by Amy Poehler tackles the issues of sexism, and the problems that young female teenagers are faced with. Hadley Robinson plays Vivian Carter, a shy 16-year-old fed up with the sexist and toxic norms of her highschool. She soon finds inspiration from her mother (Amy Poehler)'s rebellious past and publishes an anonymous magazine which sparks a school-wide, coming of rage revolution.

The film, is very topical not only with the fact that International Women's Day was the 8th of March (the film was released on the 3rd) but also with the tragic murder of Sarah Everard. The film, points out that women are often told to just ignore harassment so the harasser moves on to someone else, in the film the principal tells a female student to not call it harassment as it brings an extra paperwork, as I watched this scene unfold, I remember being particularly shocked that the principal was a woman so she would have likely understood the feelings of the young student who reported the harassment. The film does not present feminism as a solely female problem, Vivian finds herself smitten by a gentle soul, Seth (Nico Hiraga) who is an ally of the Moxie movement. The film also presents CJ a young transgender female (Josie Totah) who feels it is unfair that she cannot audition for the main female part in the school play, this shows that feminism is about equal rights for everyone, no matter how you identify.



# Five common student finance misconceptions.

## **Misconception #1: Every student is entitled to the same university loan.**

Ok, so this isn't entirely false, but it isn't true either. Your student loan is made up of two parts: the Tuition Fee Loan and the Maintenance Loan. The amount that you get does depend on a couple of factors, where you will be living and studying and your financial situation:

| Living Situation                        | Tuition Fee Loan | Maintenance Loan                      |
|---|------------------|---------------------------------------|
| Living at home                          | Up to £9,250     | Minimum – £3,410<br>Maximum – £7,747  |
| Living away from home outside of London |                  | Minimum – £4,289<br>Maximum – £9,203  |
| Living in London                        |                  | Minimum – £5,981<br>Maximum – £12,010 |

After the minimum figure, whatever else you get is means tested. This means that it is dependent on how much your parents earn in a year. For students entering university in 2021, this will be based on parents' earnings in the 2019-2020 tax year.

## **Misconception #2: You will come out of university with a massive debt that will last your lifetime.**

Yes, there is no sugar-coating that you come out of university with a debt; it's called a loan for a reason, but you shouldn't let this scare you. The fact of the matter is that most students will never repay their entire student loan, or even half of it. How much you repay depends on how much you earn. You only make repayments of 9% of everything you earn over **£26,575** before tax, and this is essentially taken along with tax at the end of the tax year.

## **Misconception #3: You have to start repaying your loan straight after you finish university, whether you have a job or not.**

Repayment of your university loan is subject to conditions. Firstly, the earliest you will have to start making repayments will be the April after you finish your course. When this date comes around, you will only make repayments related to the threshold discussed above. Furthermore, if your income falls below the threshold, your repayments do not continue; they are frozen until your income allows for eligibility again. The idea is that your student loan is never a financial burden.

## **Misconception #4: Your parents do not have to make a contribution.**

Many parents are unaware that they are expected to contribute whatever awarded student loans don't cover. Essentially, your parents have to top up whatever you don't get given as a loan to make it up to the maximum amount for your living situation. As said before, this is dependent on your income, and so the more your parents earn the more they will be expected to contribute. There is no obligation however, so should your parents not support you, your income will just be lower.

## **Misconception #5: The quicker you pay off your loan the better.**

This very much depends on your financial situation after university. If you are going into an average or lower salary job and your salary is unlikely to change much within the first year and afterwards, then it is advisable to just stick with the repayment structure that the government uses normally, because it is unlikely that within the 30 years you will repay the full amount. Any extra repayments you make in this situation are simply ones that you could have avoided.

On the other hand, if within the first year of working your income is substantial, or sees substantial rise, and it looks as though in the space of 30 years you will repay the entire loan, then making more frequent payments can be advantageous.

# Good habits for university; Budgets, routines and breaks.

Let's be honest, university is daunting. Suddenly you are in a whole new environment, newly independent and more responsible for yourself than ever before in many aspects. Of course, your parents are still there for you, but for the most part you now have control over your living situation financially and personally. It is natural that adjustment will take some time; most likely anyone who appears to immediately settle in is struggling in the same ways every student does. Establishing good habits can be really beneficial for your state of mind as well as the adjustment process, and can make starting, and then maintaining, your university experience so much smoother.

## Habit #1: Budgeting (and saving money).

Money is one of the most impactful things on student life while at university; try as you might to avoid finances as much as possible, you just can't. The last thing that you want to do is become that student who spends their entire student loan before the term is over on inane purchases, as tempting as it can be when you see that amount of money going into your bank account. By budgeting your income, you can ensure that your spending is not disproportionate, and might even find that you end up with a little extra sometimes.

Every student's income is different; it might include your student loan, any bursaries or grants, money coming from your parents, a wage from a job or any other source that brings money into your bank account. You will also need to work out your expenses, and you can work out these totals on either a weekly or monthly basis depending on what suits you best. There are several different methods that you can use for budgeting; spreadsheets, a budget planner and budgeting apps to name a few. You could, for example, have separate bank accounts for university and personal expenses, and within your university expenses you might have separate accounts, one for your weekly budget and one for the rest of your income to remain in until it is needed.

There are other practical steps you can take towards money as well. Consistently evaluating where you are spending your money will help you to see where you might be able to tighten or loosen your budget. Look for bargains and deals when you shop, pack snacks and drinks to avoid constant little expenses that will build up if you make them an everyday occurrence, and don't constantly buy takeaways and go on nights out. It is ok to treat yourself to a coffee or a Domino's every once in a while, but not frequently; your bank account can't handle

## Habit #2: Meal Planning.

This is a habit that is beneficial not only in a financial sense but also in terms of organisation and planning. By planning your meals, you can ensure that you are not going to be spending excessively on food, and also makes cooking in the evenings much less stressful. This simply involves sitting down at the start of each week to plan the meals that you are going to have. You can do this for all three meals, or if, for example, you are a creature of habit with breakfast, just for the meals that you vary. Once you've made this plan you can then make a shopping list that covers any ingredients, meals, snacks and drinks that you need, reducing spending and wastage. It can also be a good idea to batch cook and then freeze some portions so that in the event that you don't have time to stand and cook, or maybe just can't be bothered, you've got something you can quickly and easily heat up.

## Habit #3: Planning and to-do lists.

Planning out your terms, weeks and days can be very beneficial for your mindset. There are multiple formats you can use for this; a planner, a bullet journal, apps such as Notion and Momentum; try different methods to find which one suits you best. Taking a little time each week alongside your meal plan to make a list of everything that you need to get done that week. You can input all of your contact hours, and then you can see where you have might have free time to fit in reading, meetings social activity and time to yourself. Once you have done this you can make a to-do list each day, delegating your tasks for the week to specific days, and also allowing space for anything that spontaneously comes up. The practice of planning really helps with motivation and productivity, the maintenance of which is far easier said than done, especially with all of the excitement and independence of university.

## Habit #4: Routine and time management.

Routine is a difficult one at university; no two days are ever really the same. Your contact hours will be dotted randomly across the week, you will have reading and wider research to fit in, and nights out are often a recipe for not waking until gone midday. Nonetheless, routine is still important, and having both daily and weekly routines will mean that you are less likely to procrastinate or forget to do things. Examples of weekly routines might be doing things like going shopping or doing your washing on the same day each week, having a regular day to clean your room, filing away papers once a week etc. Daily routines can depend on what your plans are, but consistent ones might include making your bed every morning,

Try to get up at the same time each day and go to bed at the same time every night, and cooking and eating at around the same time each day – it just adds structure to your day and makes things a little easier to organised around. Obviously if you have plans that require this to be adjusted then that is fine; flexibility is just as important as structure, and by no means does your routine have to be absolutely rigid. At the same time, however, try not to deviate from it too much, as all you will do is lose routine, which does impact productivity.

## Habit #5: Maintain a work-life balance.

Yes, you are at university first and foremost to obtain a degree, and so of course you need to spend adequate time on your work, but you should make time for things such as student societies, social activities and exercise as well. Getting the right balance is important; too much work will lead to burnout, whilst too much leisure time will start to reflect in your work. Routine can help in this balance, as you will be able to see when you have the time to fit in different tasks and activities. Don't feel guilty about taking time for yourself – student societies can be a great way to meet friends, nights out are a chance to unwind from a busy day or week, and let's be honest, we all need some alone time sometimes. Equally, if you have an urgent task to do, it is probably best to get it done rather than go to the pub for hours.

For more information and money saving tips, we would recommend checking out Martin Lewis (moneysavingexpert).

Lewis, an English journalist, not only has many tips about saving money and how to form a healthy and clever relationship with money but also multiple resources which clearly explain how student loans and finance works. A must watch for any student looking to start university would be his video "Martin Lewis: student loans decoded". Happy saving!

# Best laptops for university students.

There have been several questions raised, especially over social media, about which laptops are best for different courses. This article aims to collate these answers into one place and outline which laptops and tablets are best for specific university courses.

## Illustration

The most recommended for illustration courses were the iPad Pro 12.9 inch and the iPad Air 4.

## Photography

A Macbook pro was the most highly recommended laptop for those that want to study photography.

## Graphic Design

Similarly to other creative courses, the Macbook Pro seemed popular among graphic designers.

**“For graphic design I would 100% recommend a MacBook Pro. It’s powerful enough to run multiple programs simultaneously. The High-Res Retina Display really helps with getting a true visual on what you’re working on”**  
- Jack Drake

## Essay based subjects

Laptops such as a Lenovo Ideapad or a HP Pavilion were highly recommended. But other people suggested getting an iPad with a keyboard and pen attachments instead. What it comes down to is the price. No matter where you end up in the world, there will always be a computer, laptop, tablet or phone nearby that will provide you with free access to the applications and software that you need. Whether that be in a library or on campus, sometimes there is little need for your own. But for those looking for something cheaper, a Chromebook will offer you a simplistic device that will allow you to prevail in your essay based subjects.

## Alternative suggestions

For those that have smaller budgets or the laptops above aren't ideal for your course, there are plenty of others out there that may be right for you. The new M1 Macbook Air is great value for money but is still relatively expensive. It will offer you superb battery life and a good performance to last you through your course. If you just don't get on with Macs then the Dell XPS and Microsoft Surface laptops could be a better option for you. With any laptop or tablet, there are always options to purchase refurbished, second-hand devices at a lower cost. It's worth looking into items on Ebay for example. If you're a student then you can also sign up to Unidays for free which offers you deals on the latest tech to set you up for your studies.

## Software, apps and programs

For most creative subjects Adobe Creative Cloud provides all of the applications you will need. It is expensive but offers you access to programs such as InDesign, Photoshop, Lightroom, Illustrator, XD and several others. There are plenty of tutorials out there, for example on Youtube, for you to learn and practice from. Your university may have preferences for essay based subjects but the easiest and most familiar applications will probably be Microsoft Word and Google Docs. With a Gmail account you can access any google app as long as you are connected to the internet. It may be worth looking into getting Microsoft Office which will offer you a wide range of apps such as Outlook, Powerpoint and Excel, among others. Depending on what laptop you get, you may be able to pay for a subscription to Office 365.

# Recipe: Baked Feta (Tiktok) Pasta.

Tiktok has taken over the world (although this article is not simply about that) so it's more than likely that you, 1, have the app and, 2, have seen this recipe being shared around. The Baked Feta pasta (or Tik Tok pasta as some may know it as) originated from Finnish food author, artist and photographer Jenni Häyriinen as the 'Uunifetapasta' (literally meaning 'oven-baked feta pasta') in 2019.

While Jenni's followers online from all over the world started creating and sharing their own bakes, it was when American chef and blogger @grilledcheesesocial had the recipe translated from Finnish and then in 2021 uploaded a video of it on TikTok that it experienced what Häyriinen called "a third viral wave" of 'global fever' for the dish. The basics of this very simple recipe remains the same although since it's original creation Häyriinen has changed the recipe a little (now adding some garlic as well) but it is still a firm favourite....she has even translated the recipe for her readers on her website and now we have included it here for you to try too.

As a treat or a weekday wonder, this recipe is an easy meal that we're sure you'd like to try (and don't forget to share with us via email or our instagram if you do. We'd love to see them!).

## Baked feta pasta

for 4 persons

1 lb / 450 g italian durum wheat pasta  
1 block (7 oz / 200 g) greek feta cheese  
1/2 cup olive oil  
1/2 red chili pepper  
500 g cherry tomatoes  
(4 garlic cloves if you wish)  
black pepper  
salt  
bunch of fresh basil leaves

1. Pour some olive on the bottom of the baking dish. Place the whole feta block on top. Chop the red chili pepper and add on top of feta cheese. Pour more olive oil on top. Place the cherry tomatoes on the sides and roll around in oil. Grind some pepper and season with pinch of salt.
2. Bake in 400 F / 200 C for 15 minutes in the middle rack. Turn the heat to 440 F / 225 C, move the dish to the upper rack and use the grilling mode for another 10 minutes. Caution! This might cause the fire alarm to go off, mine does that every time
3. Cook the pasta *al dente* according to cooking instructions. If you used cherry tomatoes with stems, remove them. The stems are there merely for the instagrammable look, so plain cherry tomatoes will do fine.
4. Break the feta a bit and mix with tomatoes. Mix the sauce with pasta and add plenty of basil leaves.

**Tip!** Garlic goes well with baked feta pasta. To add garlic cut four garlic cloves in half lengthwise, toss them in same time as the tomatoes and roll in olive oil.



# Lockdown Creatives

Take a look at what people all over the country have been getting up to over lockdown. Most inspired by the nature on their doorstep, they take the opportunities made available to them and create stunning pieces of artwork.

This picture features a pathway. The inspiration for this picture is old maps, as my theme is based on nature the picture is a pathway in a scenery in nature. Other things I feel from this picture is that the path makes me feel more relaxed and being outside helps me with my mental health. By having the fresh air and being in peaceful place also helps. The sunlight makes me feel happy and it makes me smile when the sun shines.

**Olivia Pomphrett**



I was interested in nature from an early age. As a child I spent many hours on the beach, splashing about in rockpools, or walking through woods listening to birds singing. Throughout my life nature has been the place I recharge, I feel it's good for the soul. Like a lot of people I have found lockdown hard, living in a town and not being able to walk straight out to wildlife and nature. One of my other ways to recharge is to create. Whether drawing, painting, making jewellery & clothes. I got a felting starter kit for Christmas, something I'd not tried before, so I decided to give it a go and create some of the birds I haven't seen for a while. It started with a few from the garden, robin, bluetit, goldfinch and wren. I then moved to birds I'd not seen for a while, woodpeckers, jay, puffin and oyster catcher... I wasn't really sure what I was going to do with them all, little felt squares with a bird on. It seemed logical to sew them together and make a patchwork cushion.



It has been something to do on an evening and weekend.

Since finishing this cushion, I have been inspired to start an animal themed one. With fox, badger, bat, wild boar... The animal squares are finished and sewn together and now waiting for me to turn into another cushion. Also planning a sea themed one, with dolphin, fish, seahorse, octopus.....that should hopefully see me out of lockdown, happily creating!

**Jo Roebuck**

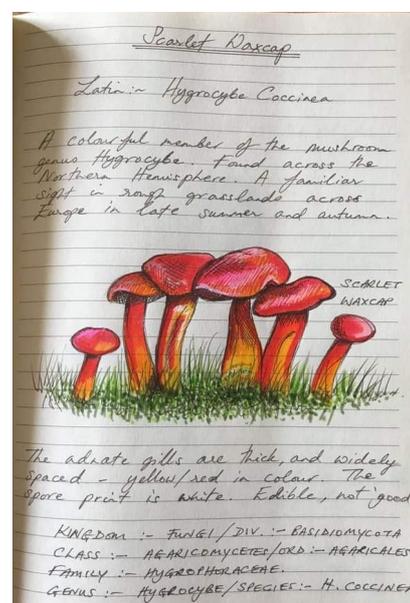


Journaling Nature

Most artists are inspired by nature in some way, whether it be its rawness or its beauty, its flora or fauna, that inspires the individual. The inevitability, familiarity and suspense of the changing seasons, and all the bounty of Britain (and particularly my home area of Ross-on-Wye, in the Welsh Marches) never cease to amaze me and spur me on; therefore, I'm no different than any other artist when it comes to wanting to bottle that elixir in my own special way.

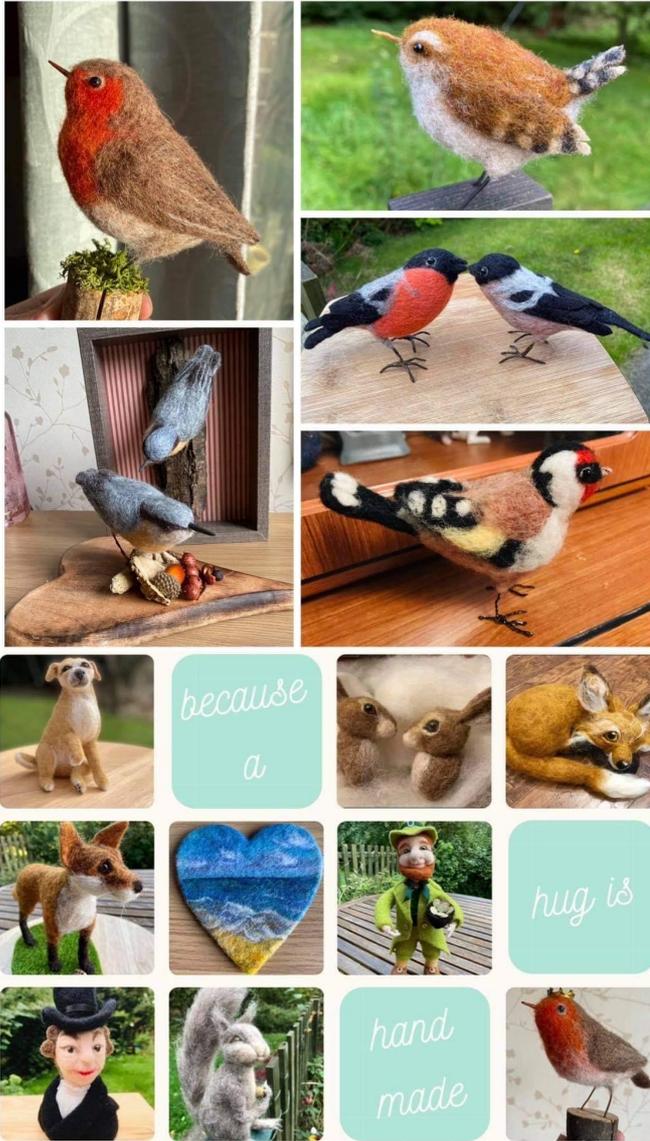
As the mother of two primary aged children, the first lockdown hit me hard, and I found myself taking them on very long daily walks (with home learning taking a backseat, as I'd soon exhausted all avenues of bribery). So, I set to work on my nature journal - something I had started a year earlier, but which I had only dabbled in. It has become a lovely way of recording all the natural beauty around me, and teaching myself and my children about the sheer joy of learning about (and recording) the natural world.

**Siân Gibbs** - Siân Gibbs Art - (Facebook, Instagram, and [www.siangibbsart.co.uk](http://www.siangibbsart.co.uk))



Drawing Inspiration from Lockdown. My kingfisher drawing was created using watercolour pencils. My inspiration was spotting two kingfishers over the recent lockdowns. Since we love nature, and were off school, we decided to go for walks, a few times a week. At first, the reason I wanted to see one was because many people on the Self-Isolating Bird Club, which my Mum had joined, were seeing them, hence I decided I wanted too as well. I was desperate to see one, so I would always look for them around every pond I went to. Then, one day at the local river I turned around still with no sign of one. As I was about to turn back, I saw it. The flash of blue before my eyes as it flew straight past me into the horizon. I was in awe and couldn't believe it! Then, a few weeks later, I saw another, at a different pond which we all saw, this time it was perched. I had spotted a small bird silhouette in the tree and, through my binoculars, I saw it was the kingfisher! We chased it around the pond catching pictures of it. It was amazing! After my experiences, I was inspired to draw it.

**Zara Randell**, age 11



Hi I'm Pat, also known as Mum, Grannie (and Chocmintz to fellow motorbike buddies)

I discovered needle felting four years ago and though my first piece wasn't at all good, I really loved it. I took some workshops, watched lots of tutorials, read some books and practiced. I found that I could actually produce some pretty decent sculptures and am constantly improving.

Needle felting is an art using a special barbed needle to stab and tangle wool fibres together and can be used for 3D sculptures or 2D painting. My sculptures can take anything from a few hours to weeks depending on size and complexity.

My pieces are made from natural wool, carded and dyed by UK suppliers. I process some of my own wool too from fleece and love using natural wool locks for that special effect. I often build pieces round a wire armature for stability and have made many memorial sculptures of beloved pets for people all over the world. I also love a challenge and recently made a sculpture of the original Anne Lister (aka Gentleman Jack) who was from my hometown.

**Pat Akerman**

Living on a 60-acre farm we have an abundance of wildlife which we actively encourage. We are a release site for fox cubs and have an aviary for rehabbed birds of prey and have released a few Tawny owls and a kestrel over the years. My passion is wildlife photography and I've taken thousands of pictures of the wildlife on our farm and further afield and also of the rescues that tend to come in over the summer. During the Covid crisis and subsequent lockdowns I've been using those photographs for reference and that has reignited my love of painting and drawing mainly working on stones and slate and also giving me the time to try different styles. Due to the lockdown, I couldn't work so my art helped fill my days and give me a focus. I gifted most of my art to friends and relatives in the hope of

putting a smile on their faces as well as my own. If it created a little bit of happiness in such a chaotic and uncertain year then it was well worth it.

**Heidi**





### One Bird at a Time.

2020 was tough for so many, myself and family included. In October we faced a very difficult time with my husband's health; what would have been hard to deal with at a normal time was made worse by the covid situation. Feeling out of control I turned to my two passions – birds and art. I started a bird diary and painted 1 bird every day from a list of birds spotted by my close family. We were not able to see our family but this was a way we could all do something positive together. We have a WhatsApp group and every time it buzzes with a bird spotted I know it's someone thinking about us and our family. I promised myself from the start that I would do one painting every day and that I wouldn't change it once it was painted. Looking at the stones now – they are a raw expression of emotion detailing a very turbulent time, with good and bad times. They have brought me great comfort and sitting down every evening to paint my bird of the day is a fixed point in time that brings back a bit of routine and normality. Life feels less daunting when you only have to worry about one day, one bird. I have learned to live life One Bird at a Time.

If you want to follow my story please join my Facebook group: [facebook.com/groups/onebirdatathetime](https://www.facebook.com/groups/onebirdatathetime)

### Vic Goodwin



Throughout the last lockdown, going on walks became a routine of sorts. It was a way of getting out and away from the four walls that had become so familiar. Although I study photography, I wanted to take photos that fell outside of my current projects. Although there is plenty of wildlife in the garden, I wanted to experience wildlife from a different perspective rather than from behind a window. I didn't want to deliberately go looking for wildlife to take photos of, I wanted to take them by chance, naturally rather than planned/staged. Therefore I only took a small 55mm lens out with me which limited me in some ways but also allowed me to get closer to my subjects and capture them in their surrounding environment. I encountered birds that I'd never seen before such as four goldfinches bathing in a puddle. These walks were rewarding in the sense that they allowed me to focus on something different for a while.

**Jemma**

# 'Prometheus' and 'Alien Covenant'

Ridley Scott's underappreciated musings on the nature of creation  
...Continued...

Weyland explains that he has only a few days of life left, and that he was convinced by Shaw and Holloway that if they were able to find and contact the 'engineers', that they would possess the power to save him from his own mortality. David reveals that he has discovered that there is a single living 'engineer' in the structure, in an advanced form of hypersleep and that he believes he can communicate with him. Shaw, her faith shattered, begs Weyland to leave and tells him that this world holds only death. Unswayed, Weyland leads a final expedition to the structure to speak with the 'last engineer'.

As they arrive, Shaw, seeing thousands of urns of the black goo substance in a large chamber, presses David on what he has learned from his translation of the alien language. David dispassionately reveals that the 'engineers' were in the process of leaving the moon when the black substance escaped, and that they were heading to earth, adding that 'Sometimes to create, one must first destroy'. Realising that the 'engineers' were heading to earth to destroy humanity, Shaw becomes determined to find out why. They enter a large chamber in which David previously discovered a holographic star map and David wakes the 'last engineer', speaking with him in an approximation of the ancient language. Weyland tells him that he created David from nothing, that this makes him a god like the 'engineer', and gods should never die. The 'last engineer', seemingly appalled, rips off David's head and kills Weyland and the rest of the team as Shaw flees. As she runs, a massive iris begins to open beneath her, and the familiar crescent shaped ship (first seen in the original 1979 film) starts to lift off from within. Determined to stop the 'engineer' vessel from leaving, Shaw

pleads with the 'Prometheus' pilot, Janek to stop the ship by any means necessary. Janek ejects the ship's life pod for Shaw and then pilots the 'Prometheus' into a collision with the 'engineer' vessel, causing it to crash back to the surface and destroying the 'Prometheus'.



Shaw takes shelter in the crashed escape pod, which also contains the med-pod she had previously used to remove the alien parasite. Realising that there is something still alive within the surgical area, she is suddenly charged by the enraged 'last engineer' who has survived the crash of the alien juggernaut and is intent on killing her. Desperate, Shaw opens the medical bay and the now massive 'trilobite' creature emerges, grabbing the 'last engineer' and wrestling him to the floor. As Shaw escapes the escape pod, the 'trilobite' overwhelms and subdues the 'last engineer', implanting a tube down his throat and enveloping him. David, now reduced to a severed head contacts Shaw and informs her that there are multiple alien vessels hidden beneath the surface of the moon, and he is capable of navigating them. With newfound determination, Shaw retrieves David and tells him that she will take him with her if he agrees to locate and take her to the 'engineers' home planet so that she can find out why they chose to destroy humanity. David agrees, and the pair leave LV223 in search of 'Paradise'. Inside the med-pod, a silver-grey alien creature bursts from the body of the 'last engineer', a creature similar

## Film review: Over-analysed by Mr Clark

to the classic 'alien' but sleeker and sporting an extending 'goblin-shark' like second jaw.



The narrative now moves to the viral web short entitled '**The Crossing**', in which we see elements of David and Shaw's ten year journey from LV223 to the 'engineer's' homeworld of 'Paradise'. Despite her instincts telling her that David was involved in Holloway's horrific death, Shaw eventually comes to trust him and reattaches his head, allowing him to move freely around their commandeered alien vessel. Shaw is clearly unwell and suffering from ongoing symptoms from her infection by the engineer's black goo substance, David puts Shaw in one of the engineer's hypersleep chambers and assures her that he will wake her when they arrive at the 'engineer' homeworld. With Shaw in suspended animation, David sets to work learning everything he can from the ship about the 'engineers' race, customs and technology. 10 years later, their ship arrives at the 'engineer' homeworld and slowly approaches a large, floating docking station above a massive, yet surprisingly primitive metropolis. Robed 'engineers' gather in their thousands, waving and cheering the arriving alien vessel, as David appears within the cargo hold of the Juggernaut ship looking down on the assembled crowds. In a mirror of the 'last engineer's' intentions to eradicate humanity, David unleashes the entire payload of black goo canisters upon the city, the deadly substance becoming a cloud of death which first kills the 'engineers' and then all animal life on the planet, leaving only plant forms behind. With tears in his eyes, David recites words from the poem 'Ozymandias', 'Look upon my works ye mighty, and despair'.



As the story continues in '**Alien Covenant**', we see a flashback to the first activation of David by Peter Weyland. Weyland tells David that he is his father, and that he is a perfect creation. Seeing the statue of David by Michelangelo towing over them in the centre of Weyland's vast, white home, David chooses his own name and then, at Weyland's request begins playing 'The entry of the gods into Valhalla' by Richard Wagner, which Weyland describes as 'anemic' without the orchestra. David questions Weyland, asking him 'If you created me, who created you?' Weyland tells him that they will discover the answer to that, and the other fundamental questions of human existence together. David challenges Weyland, observing that he, as an android, is superior in every way to his creator and will not succumb to the ravages of age. Weyland instructs David to pour him tea and David realises that despite his superiority, he must serve his creator.



8 years after the events on the 'Paradise' planet, the colonisation vessel 'Covenant' picks up a transmission, seemingly sent by Elizabeth Shaw. The crew, tracking the signal discover that it originates on a planet far more suitable for terraforming that their original destination of Omicron Persei 8, and divert to investigate: the captain, Christopher Auram, a man of indeterminate but profound faith, believing the opportunity to be providence. Along with the human crew and two thousand colonizers in hypersleep the ship carries a new android, 'Walter', who is physically identical to David, yet

## Film review: Over-analysed by Mr Clark

with newer programming and a less idiosyncratic nature. Walter is programmed to selflessly serve and protect his crew, and has developed a particularly close relationship with the ship's recently widowed second officer, Daniels.

The 'Covenant' arrives at the 'Paradise' planet and a small crew lead by Daniels and Auram and accompanied by Walter travel to the surface, and quickly discover Shaw and David's alien ship crashed in a forest. Though they find no one within the ship, they discover Elizabeth Shaw's identification tags and quickly make the connection to the doomed 'Prometheus' mission. While they explore, two crew members are infected by airborne 'motes' which infect them with the weaponized black substance and cause them to rapidly deteriorate. The two men quickly become critically ill and alien creatures burst from them and aggressively attack the crew, one causing the destruction of their landing vehicle and the other quickly thinning down the remaining crew and costing Walter his right hand as he attempts to protect Daniels. The creatures, slim, agile and albino bear some similarities to the one that was born from the Last Engineer, and are clearly the product of the black substance. As the creatures are about to hunt down the remaining crew, a robed and hooded figure appears and frightens them away with a flare gun and leads them to safety in the 'engineer' city, which has now become a dark and foreboding necropolis.



The hooded figure is revealed to be David, disheveled and alone, living in the remains of the 'engineer' city. As the 'Covenant' crew attempt to contact their ship through a sudden and violent electrical storm, Daniels and Walter quickly begin to suspect that David is not being honest when he tells them that he and Shaw crashed accidentally on the 'Paradise' planet, and that Shaw was killed in the crash. Speaking with

Walter, David is appalled to discover that his successor model has been programmed to be unable to perform acts of creation, even as simple as creating a tune with a flute. David attempts to teach Walter to play the flute in defiance of his programming, and Walter confronts him regarding his deceptions. David reveals that he in fact committed an act of genocide on the 'paradise' planet and murdered Elizabeth Shaw, having since used her body and those of the engineers in his experimentations with the black substance, justifying his actions by emotionally proclaiming *'I was not made to serve. Neither were you.'* Walter dispassionately informs David that he is malfunctioning from decades alone without updates or maintenance, and proves it to him by demonstrating that his recall is compromised, having misattributed the authorship of the poem 'Ozymandias' to Byron, rather than it's actual author, Shelley. Realising that Walter will not be brought around to his side, and disturbed by the realisation of his own fallibility, David stabs Walter in the neck with the flute, seemingly disabling him. With Walter out of his way, David tricks Auram into a tour of his workshop, part Da Vinci and part house of horrors and shows him his most recent creation, a large fleshy egg. David explains that while he has been isolated on the planet he has kept his mind occupied by using the available technology and the black substance to create his vision of a perfect organism. Auram tells David that he recognises the devil when he sees him, and asks him what he believes in, to which David simply responds 'creation'. As Auram examines the egg, a spider-like parasite launches from within, attaching itself to his face.

Daniels discovers David's lab, and the disturbing experiments he has been conducting. Daniels confronts David and he attacks her, but is stopped by Walter who has been able to reactivate himself. Walter tells her to flee as he engages in combat with his predecessor, even as David's creation, birthed from Auram pursues her and the remaining crew onto the courtyard of the necropolis. Walter, despite his lost hand is able to rapidly overwhelm David and prepares to

permanently deactivate him. David maniacally tells him *'It's your choice now brother. To serve in heaven, or to reign in hell'*, whilst surreptitiously reaching for a concealed blade. The remaining 'Covenant' crew race across the courtyard with David's 'perfect organism' in hot pursuit, as their crew mate 'Tennessee' arrives in a landing craft to rescue them. David's alien creature pursues them onto the landing craft, nearly shattering the cockpit as it attempts to reach Tennessee, but is dispatched by Daniels using a large mechanical lifting arm. The landing craft, now with Walter aboard, leaves the atmosphere and Walter informs Daniels that David has been 'deactivated'.

Back aboard the 'Covenant', Daniels, now in command, helps Walter to repair the injuries he sustained fighting David. A second alien, somehow brought aboard inside another injured crew member stalks the corridors of the vessel and begins to thin down the crew, until Daniels and Tennessee lure it into the cargo bay, with Walter monitoring the alien's position using the ship's sensors and the MUTHUR computer to assist them. Daniels uses herself as bait and is finally able to flush the alien into space, seemingly ending the threat at last. Tennessee returns to hypersleep and Daniels gets into her pod, exchanging final words with Walter as he activates the hypersleep programme. At the last second, Walter reveals that he is, in fact, David having disabled and swapped places with his identical brother. Daniels screams, but too late as her pod activates and she is rendered unconscious and helpless. David, now alone and in complete control of the 'Covenant', and with over two thousand subjects for his experiments, sends a message to earth using Walter's code and identity telling them that the colonisation vessel was involved in an incident which killed the majority of the crew and knocked them off course, but that they have now resumed their journey, ensuring that no help will come for the crew. David cheerfully walks through the rows of stasis tubes and instructs the computer to play 'The entry of the gods into Valhalla', this time with the full orchestra, his full potential finally realised.

### Themes and subtext

Both 'Prometheus' and 'Covenant' are replete with thematic elements, symbolism and subtext, far more than the original movie in the franchise. Interestingly, some of the subtext in these films actually add greater meaning to the original film and it's sequels, where previously they could be seen as exciting, beautiful and effective yet vacuous science fiction horror films. The sheer quantity of visual symbolism would be too extensive to analyse here, however the themes can be deconstructed as follows.

### 'Creation'

The major theme which weaves through the films is the nature of creation. Where in most media, creation is often viewed as a thing of beauty and altruism, in these films it is viewed in a far more complex and morally ambiguous way: creation can be an act of faith or an act of sacrifice (as seen when the 'sacrificial engineer' drinks from a cup not dissimilar to the holy grail to give his life to create life), but it can also be seen as an act of arrogance (such as Weyland's creation of David, a creature far beyond his own intelligence which he couldn't possibly hope to control), or a destructive act (such as the creation of the black 'pathogen' by the engineers, or David's creation of his perfect organism). More interesting is the implication that creation can be all of these things at once, as is demonstrated by the highly intelligent mechanism of the 'black goo' throughout the narrative. The goo can be used to create life on a global scale by disintegrating and re-engineering DNA on primordial worlds. It can also rapidly and violently destroy, as seen when crew members are exposed to it in 'Prometheus' and when David uses it to annihilate all life on the 'Paradise' planet. The most important theme is the principle that the act of creation is neither evil nor benign: no matter how wise the creator, it's ramifications cannot be predicted, just as a parent cannot predict the eventual significance of their offspring when they conceive a child.

To be continued in Issue 6...

# Design a character/mascot to be a friend to Smartz

Smartz is our smart lion for SmartCellular, he helps all our customers find the smartest deals from all our products.

Smartz would like a friend to help him on his mission to encourage us all to Smart Sell our tech devices to help our planet.

Entries need to be on **A4 paper** – hand drawn or created using IT. You must write **your name, year & Thomas Gainsborough School** clearly on your entry.

This competition is open to school students **under the age of 16**.

Because you are under 16 you will **need your parent to complete the on-line entry form**.

<https://www.smartcellular.co.uk/smartz>

## 1st prize winner

- The **Winning Character will also be produced & will be featured** on [SmartCellular.co.uk](http://SmartCellular.co.uk)
- You will **WIN 10 iPad's for your school!**
- **AND you will Win a 2 year HomeRun-App licence for your school!**

## 2nd prize winner

- You will **WIN 5 iPad for your school!**

- **AND you will also Win a 1 year HomeRun-App licence for your school!**

## 3rd prize winner

- You will **WIN 3 iPad for your school!**

Please send a copy of your mascot to Miss Hilson: [jhilson@tsgschool.net](mailto:jhilson@tsgschool.net)

**Deadline: Monday 4<sup>th</sup> April**



## #GetCaughtReading

Reading is more important than ever. Not only does it provide an exciting way to escape to a different world, but it also gives us a much needed break from the screen.

Celebrate reading by taking part in the **#GetCaughtReading** competition!

Take a picture of yourself 'caught reading' and send the **entries to Dr Clarke or Miss Mayes**. Be inventive!

You will receive a **bronze merit for entering**. This is a house competition so the more entries, the better!

Deadline is **26th March**



## Why does an education in RPE matter?

RE:ONLINE are running a blog competition for students in all key stages.



- Judges will be looking for:
- An original point of view
  - A good argument with supporting detail
  - A good explanation of the impact of studying RPE beyond the classroom
  - The ability to keep the reader engaged.

Winners in each key stage will receive a **book token worth £20!**

### What do I need to do?

Write a **500 word** blog, explaining why the study of Religion, Philosophy and Ethics is important in the 21st Century.



- Why does this subject matter?
- Why is it important?
- Why is it relevant?
- Why is it engaging?



Please submit all entries to **Mrs Wood** by **24th March**

[jwood@tsgschool.net](mailto:jwood@tsgschool.net)

The top 5 selected will be sent into RE:Online to represent TGS!

## Calling all artists and photographers!

Do you want your work to be remembered for years to come?

Well, this is your chance, the Community Garden needs a mural and we want **YOU** to design it!

### Your art could be a part of school history!

Entries can be photos, drawings, paintings or collages. For paper drawings please submit a photo or scan of them.

Every entry will receive a merit!

Make sure it's colourful and in some way incorporates the school logo!

Please submit entries to:

[18hmcgrath-wells@tsgschool.net](mailto:18hmcgrath-wells@tsgschool.net) or [18ryoung@tsgschool.net](mailto:18ryoung@tsgschool.net) by the **4th of April 2021!**

## British Values Competition

Our Fundamental British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Tolerance and Respect

Can you create a poster displaying and explaining these values which can then be displayed in all of the classrooms at TGS?

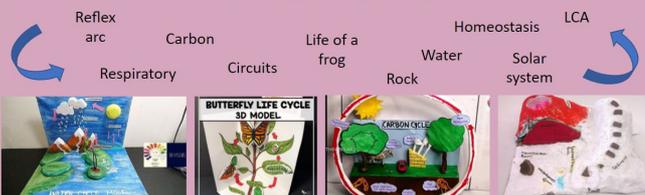
## Cycles.

Many things in science have a cycle associated with them.

Create a **model of a cycle**, take a picture and send it to [speacock@tsgschool.net](mailto:speacock@tsgschool.net)

Please **include your House** in your email  
Closing date is 9am **Thursday 22<sup>nd</sup> April**

Cycle examples to start you off.



## Step into the NHS Competition.



The nationwide Step into the NHS competition invites you to **explore over 350 exciting careers in the NHS**, the largest employer in the UK.

Create a **lively job description and fun advertisement for one of over 350 NHS careers**.

This is a national competition with a range of prizes.

All the details of this competition can be found on **your school emails** and the NHS "Step into the NHS | KS3 careers resources and competition" website.

Make use of careers if you need some help or ideas!

**RESEARCH • DESCRIBE • CREATE**

Your template and advert must be sent to Miss Hilson by **30th March 2021** so there is time to enter them.

## #GoZero

### The challenge?

Create a short news report raising awareness of climate change and communicating your idea to **#GoZero**, using exclusive Sky footage and Adobe editing tools to tell your story.

### How?

Use a phone, tablet, camera or laptop, free resources and industry leading creative software, and the power of teamwork to craft and tell your story.

### The deadline?

Get your school's entries in by the **23rd April 2021** for the chance to win fantastic prizes.

## Competition:

There are some fantastic prizes up for grabs, so be a part of the change, and shape it!

- Creative Cloud licences for winning school (500 Named User licences for secondary schools)
- Winning video shown on a Sky News channel
- Sky celebration event at Sky Cinema (subject to regulations)

Your teachers will need to submit your work to enter the competition

The #GoZero competition in affiliate with Sky News and (the free) Adobe Spark programme asks you to create a news report about awareness for climate change.



Give your entry to Miss Vince who will enter it for you. You can do this by sharing with me in Google Drive.

[svince@tsgschool.net](mailto:svince@tsgschool.net)

**DEADLINE: 23rd APRIL**

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## Our thanks to everyone who contributed to this edition

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Jemma Sargeant  
Brandon Howard  
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-

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Mr Alexander  
Mrs Yapp  
Mr Clark  
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Miss Byham  
Mrs King  
Ms Claxton  
Mr Watkins

-

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Jack Drake  
Pat Akerman  
Sian Gibbs  
Zara Randell  
Sian Elise R  
Jo Roebuck  
Vic Goodwin

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Thank you for reading, we hope you enjoyed  
Issue 5 of The Illustrator.

Do you need to talk to someone? Send us an email. We'll always listen and will try to get back to you promptly and help out if we are able.

Email: [theillustrator@tgschool.net](mailto:theillustrator@tgschool.net)

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