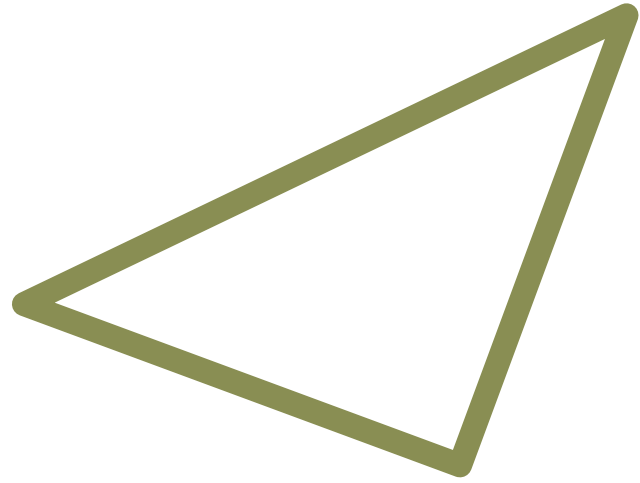




Issue two // October 2020.

THE ILLUSTRATOR

Thomas Gainsborough Sixth Form Student Paper.



Issue 2





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Charlie Wilson.

Charlie is in year 12 and is studying Government and Politics, German, History and Mathematics. He offers a wide range of opinions and experience in several areas; especially through his wider reading. He will be working with us to write current affairs articles such as his expose on the UK's waste management in this issue.

Meet the

Welcome to the second edition of The Illustrator. While the first edition was written by Charlie and Jemma this time we have a new team. Welcome to our new team! At the start of term we sent out a survey to all of our students in order to create the best team possible. All of these people are talented and creative students and we hope you enjoy this edition. let's get to know a bit more about them. We hope you enjoy this edition.

Hannah is in year 13 and is studying History, Spanish and Philosophy.

She will be writing and coordinating our 'Next steps' and 'School news' sections as well as proofreading our articles.

Hannah McGrath-Wells.



Brandon Howard.

Brandon is in year 12 and is studying Classics, English Language and Food Technology.

He will be working with us to create Linguistic articles and Instagram posts as well as proof reading our articles before publication.

Daisie is in year 13 and studying English Literature, French and Mathematics.
She will be writing articles for us as well as academic committee and university tips with us like her UCAS application tips in this issue,



Daisie Houlden.

new team!

*the last edition was created primarily by myself
we've had help.
but application forms and then held interviews in
team we could.
and we are so grateful to have you onboard....now
are about them!
tion of the paper.*

Katherine and Jemma.

Sam is in year 12 and studying English Literature, Mathematics and Psychology.
He will be writing articles for us like his take on student life in this issue.



Sam Wainwright.

Aimee Sharp.

Aimee is in year 13 and studying English Literature, History and Psychology.
She will be proofreading each issue before release but also writing the occasional article herself.

Rock Against Racism.



Economics and maths teacher and Assistant Director for pastoral issues Mr Smith tells us more about his experience with the organisations Rock against Racism and Love Music Hate Racism.



This week in tutor time we looked at a brief history of the year music found the power to unite. In the mid 1970s the National Front, a far-right political party, was gaining ground. After Eric Clapton's drunken declaration of support for Enoch Powell and race riots across the UK Rock Against Racism (RAR) was born. In 1978 100,000 attended an all day concert with Tom Robinson Band and the Clash headlining. RAR organised two years of gigs to make anti-racism cool. Mr Howe tells me that he attended a couple of the events.

The National Front were defeated in the 1979 general elections and RAR showed that music was able to bring young people together to unite against intolerance of facism. The theme is very true to me. I was born in 1978 and in my opinion this was the best year for music. In the distant past my brother worked for Love Music Hate Racism (LMHR) an incarnation of RAR. I volunteered for LMHR helping promote events and helped at music events. Growing up in Dagenham Essex, I have been aware of the rise to power of the British National Party and LMHR helped to enthuse young people to encourage them to vote against the BNP. I have had the opportunity to meet musicians such as Billy Bragg, Don Letts and many, many more.

On their website, Love Music Hate Racism shows how important it is for to spread their message. They have multiple resources for promoting the cause and educational resources. On their leaflet they detail their journey:

" Love Music Hate Racism (LMHR) is a nonpartisan campaign which aims to promote unity through the power of music. Our message is simple, there is more that unites us than divides us. Nothing demonstrates this more than the music we listen to. (...)

Since its founding in 2002, LMHR has put on many hundreds of events, from large outdoor festivals to local gigs and club nights. At its pinnacle LMHR ran festivals in Victoria Park, London and Stoke City's Britannia football stadium which tens of thousands of people attended at a time when the far-right were beginning to make electoral gains.

Alongside the shows, the campaign has run educational workshops, stalls at music events and panel discussions with the aim of tackling racism and discouraging support for far-right groups."

Updates from our heads and committees.



Welcome to the next edition of The Illustrator. It's been an interesting start to the term. We have celebrated the successes of our recent Year 13 students accessing university places at Cambridge, St Andrews, Loughborough and Kings and many other fine institutions, as well as welcoming the one hundred new Year 12 students into the Sixth Form. We will also be celebrating the students academic successes in our forthcoming KS5 Awards Ceremony. Our current Year 13 students are not only preparing for their Mock examinations in November, applying to universities through UCAS, but also continuing their research and development of their Extended Project Qualification (EPQ) too. Just as well they all have the opportunity to treat themselves in our fantastic extended coffee shop, served by our brilliant new barista, Sarah. I've been so impressed with the resilience of our Sixth Form students and their incredible work ethic this term and alongside their support for one and other they are getting on with business as normal. Thank you!
I am extremely proud of all of you.
Kind regards

Kenny Alexander



From the last issue, there have been significant changes. We have all returned to sixth form and are thriving being back at school with a new set of people. On our return, we have undergone our first student parliament meeting, helping us to understand the concerns of the lower school, and finding new ways to resolve these issues. Along with this, we met with our executive committee to run through all our aims as a group, and how these will be viable in the current circumstances. After this, we had separate committee meetings, where all members of the sixth form were able to come and join, and input any new ideas to what the committees were proposing. In the past week, a professional filming company came in to produce our virtual open day, for both sixth form and lower school. This was accomplished with a number of students, all who gave their opinions of their chosen subjects or on their sixth form experiences. We look forward to this being released soon.

Milly and George

Community Committee:

Meetings have been held on a regular basis in order for each sub-committee leader and their deputies to update everyone on their progress and any other advancements in potential ideas. The most significant progress to date has been the work of the Food committee towards their new healthy eating scheme. The Food committee are also working towards a new project (originally put forward by student Katherine Chapman) in collaboration with the Eco committee. This project aims to utilise the unused green areas scattered between sections of the Sixth Form building. These areas would be used to grow our own produce to be served in the schools catering facilities. This is a small scale scheme at the moment but has the potential to grow.

Academic Committee:

Hello from the Academic Committee! We have had a busy first half term of the year, but it has been a successful one! The first thing to say would be a massive thank you to everyone who helped out with the Sixth Form Academic Guide – we honestly could not have updated it without you all. It is now in brilliant condition, and we hope that the future of the sixth form find it very informative. The new credits system has also now come into use as well, and we wish you all luck in collecting credits for the new reward system.

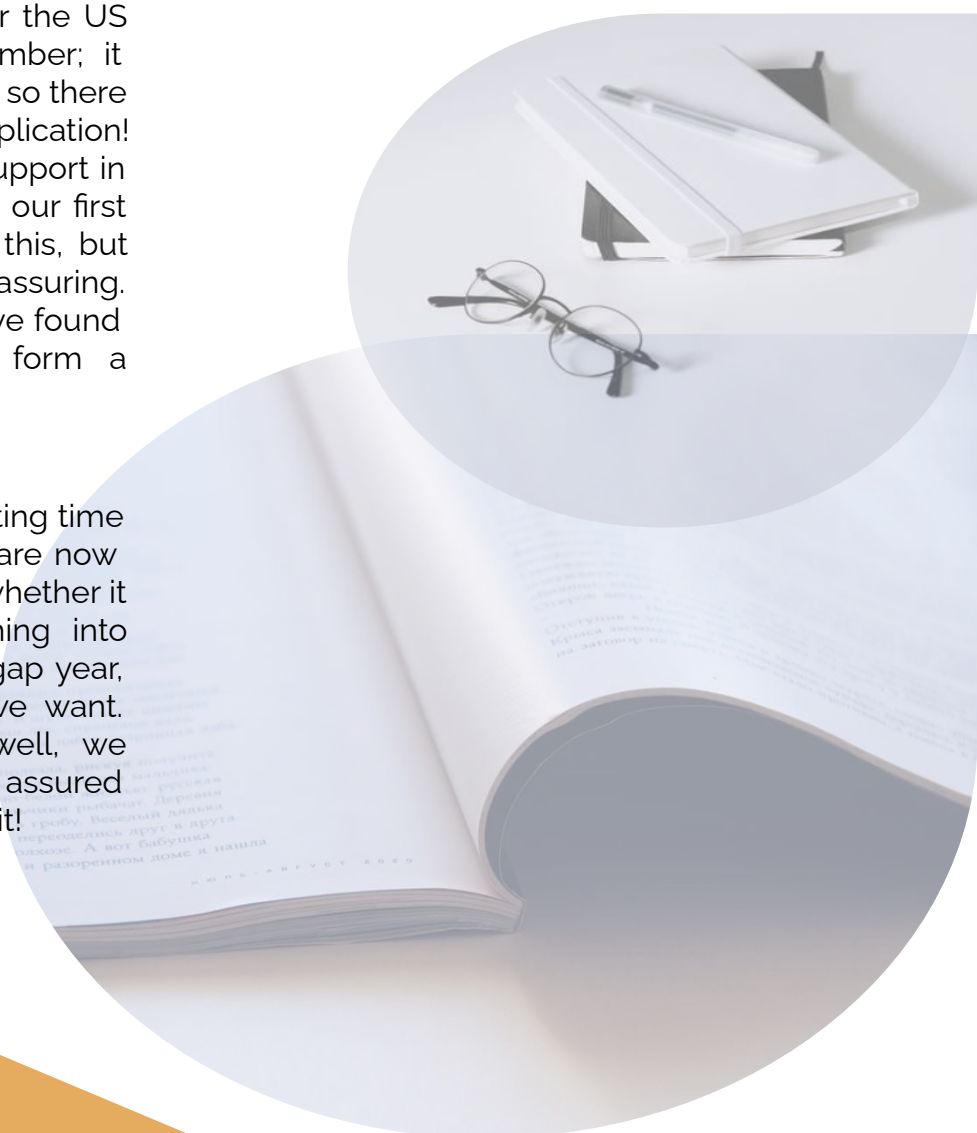
Our next project is currently in the works; we are hoping that after Christmas we can have some taster sessions for the main school. We are working with the subject ambassadors in order to achieve this and make these sessions informative and fun.

Thank you all for a wonderful half term, especially given the circumstances, and we wish you luck for the rest of the year!

Daisie and James

This half term we have been presenting a series of assemblies on the Sutton Trust programmes. A reminder for anyone who is interested, the applications for the US Programme open on 4th November; it really is a worthwhile experience, so there is no harm in chancing an application! Thank you to everyone for the support in these assemblies as well; it was our first time presenting something like this, but our audiences have been very reassuring. We hope that all the Year 12s have found their first half term of sixth form a welcoming and pleasant one.

It is also a fairly stressful yet exciting time of year for Year 13s. Many of us are now deciding what the future holds, whether it be completing UCAS, researching into apprenticeships, planning for a gap year, or still being unsure of what we want. With mocks approaching as well, we want to wish Year 13 luck – rest assured all of the hard work will be worth it!



Applying to university: Daisie shares her UCAS tips.

It is indeed the time of the school year when UCAS applications are well underway. For most students, the deadline is the end of the Christmas term, however for those considering Medicine, Veterinary Medicine or, like me and three others, Oxbridge, it will have already been submitted. I sent mine off about two weeks ago and am currently working through the SAQ. I found the whole process quite overwhelming at first; I felt like I didn't know where to start in terms of my personal statement, and the rapid turnaround for the deadline seemed like it was far too close to achieve everything. Having now sent it off, I can now say that it feels like a weight lifted off of my shoulders, and I feel quite confident in my personal statement, which I didn't think I would be saying. When I first sat down to write my personal statement, I stared at the blank page for a long time, as if I was begging it for ideas. It can be quite a daunting task to start, especially since you are essentially writing about yourself. A few of my friends have asked me some questions on the UCAS process, personal statements and university, so I thought I would offer a little student perspective and a few student tips.



Student tips:

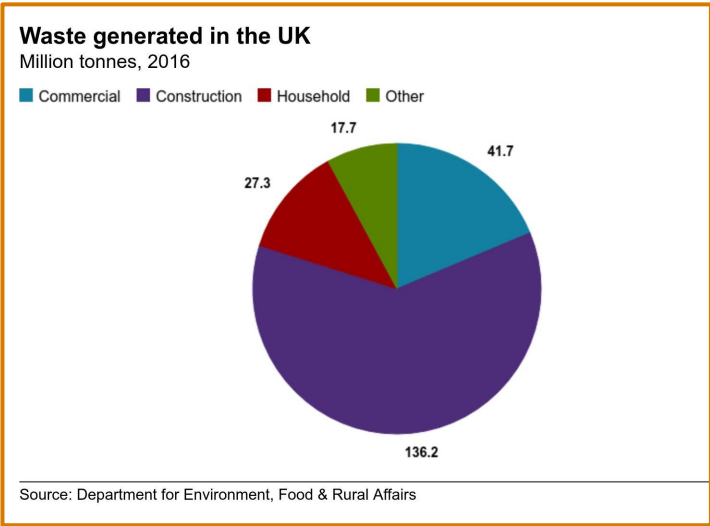
- 1.** Make a plan of everything you want to include - note what interests you about the course you have chosen, the skills you have for that course, any extracurriculars or experience you have that you might be able to relate to these skills and reading around the course.
- 2.** Don't worry if you go over the character limit - it is better to overwrite and then edit down as opposed to trying to work towards the character limit straightaway.
- 3.** Your first draft will not be your final one, so don't try to make it perfect first time.
- 4.** Try reading around the subject you want to study - this can be a useful thing to include in your personal statement. Research the course in depth, as this can be helpful when choosing readings and showing interest.
- 5.** If you are applying for a dual honours course, try to balance both elements in the personal statement.
- 6.** Don't mention any specific universities in your personal statement.

How does the UK manage its waste? - It doesn't.

How much waste do we produce? -

In 2016 the **UK generated 222.9 million tonnes of waste.**

Of this total, construction, demolition and excavation (C,D&E) created the most waste of any sector at 136.2 million tonnes (61.1%). Household waste (WfH) accounted for 27.3 million tonnes (12.2%) - an average of **409 Kg per person**, roughly equivalent to the weight of four adult giant pandas.



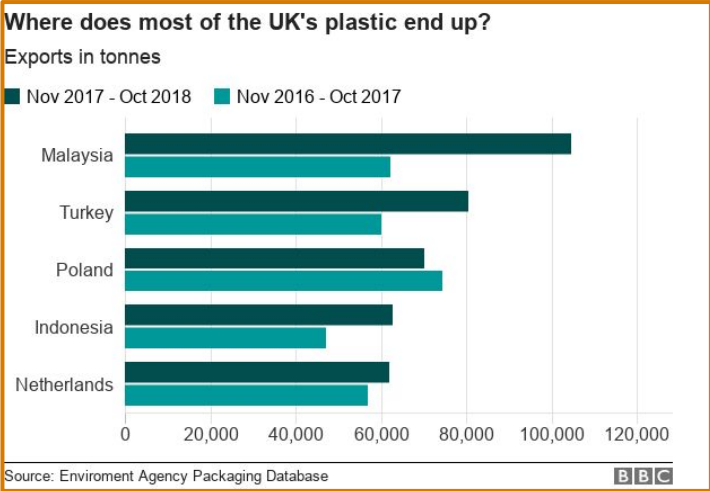
How is waste processed? -

Waste management in the UK is grouped into different sectors, including incineration, 'recycling and other recovery' and landfill. Around a third of 'Recycling and Other Recovery' is predominantly composting and dry recycling, including the household waste we throw away every day. Household waste is mainly made up of food scraps, cardboard, glass bottles and plastic; all of which are dealt with differently by UK local authorities. *'Figures from 2017 show that of all UK household waste, **only 45% was recycled**'*

For the majority of us, the waste cycle ends on collection day once a week, however the process is far more complex. Everything we throw away becomes the property of the £250bn global waste industry. The process starts with materials recovery facilities (MRFs) which sort waste into its constituent parts. The waste then enters a vast network of brokers and traders. Paper and cardboard goes to mills, and glass is either washed and reused, or smashed and melted, like metal and plastic. Food, and anything else is burned or sent to landfill.

Exportation of waste -

The UK, like most developed nations, produces more waste than it can process at home: about 1.1kg per person each day. Therefore, about half of all paper and cardboard, and two-thirds of plastics are loaded on to container ships to be sent to Europe or Asia for recycling. Until January 2018, China imported most of the world's plastic waste, but due to concerns about





contamination and pollution, it announced it would no longer buy recycled plastic scrap that was not 99.5% pure. While the UK searched for an alternative foreign dumping ground, *'Westminster council sent 82% of all household waste, including that put in recycling bins, for incineration in 2017/18'*.

As a result, the market began flooding any country that would take the waste e.g. Thailand, Indonesia and Vietnam - all developing countries that have some of the world's highest rates of 'waste-mismanagement'.

An investigation by Greenpeace in October 2019 found mountains of British and European waste in illegal dumps there: Tesco crisp packets, Flora tubs and recycling collection bags from three London councils. Rubbish is often abandoned or burned in illegal open landfills, eventually finding its way into rivers and oceans.

In May, the Malaysian government began turning back container ships, citing public health concerns. Thailand and India have also announced bans on the import of foreign plastic waste - but still the rubbish flows.

What can we do about it?

Stop producing so much waste! If we all took small steps, the amount of waste being pumped into the system would be vastly reduced. We could avoid pointless packaging, give up plastic bottles, and use reusable bags and containers etc etc etc. Take a look at the links for hundreds of ideas on how you could live a more sustainable life.

<https://friendsoftheearth.uk/plastics/living-without-plastic>

<https://myplasticfreelife.com/plasticfreeguide>



For more, check out our
instagram
@theillustratortgs

The Bone Sparrow- Zana Fraillon.

"If we all sing together, our song can light up the dark."

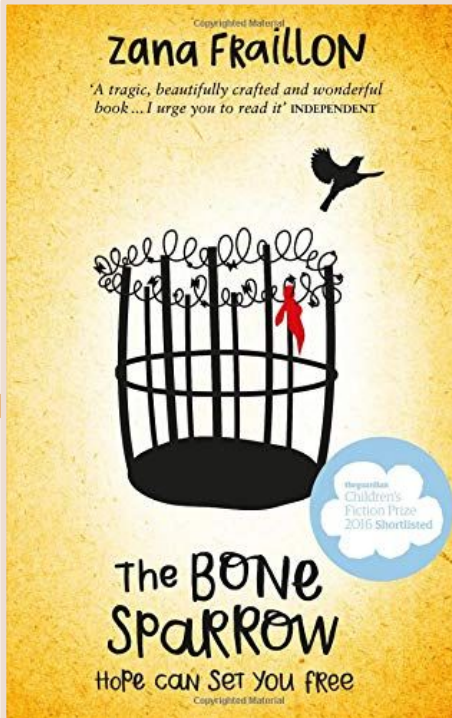
Reminded me of: The boy in the striped pyjamas by John Boyne, The Silver Donkey by Sonya Hartnett and Once by Morris Gleitzman.

Three words to describe it: Hopeful, eye-opening and immigrant experience. (ok....so I cheated!)

This book is one of those that has been lingering on my shelf to read for a very long time now. I picked it up to read between books in a series this summer and was not prepared for how hopeful and heartbreaking this book is.

It is written in sections of both first and third person, each focusing on one character however, I would say that this is a book with three different narratives. Primarily it is the story of Subhi who is a young Rohingya boy, born in an Immigration detention centre. Subhi is still very young and does not understand many things about the world. It is his narrative voice that this book is centered around and this creates a hopeful, longing and imaginative tone to the book. Interwoven with Subhi's narrative is the third person narrative of Jimmie. Jimmie lives close to the camp and we meet her and her family as they still struggle with the loss of her mother. Arguably the third narrative is that of the story these two children share of Anka and Oto. The themes in this story links so well with those in Subhi and Jimmie's own lives that reading it becomes a sort of emotional anchor for the two of them as they cling with hope to this story eager to unravel what happens next.

The ambiguity of this book highlights how Subhi's experiences within the camp are reflected in immigrant/migrant camps around the globe. It is not until almost halfway through the book that we are even told about where this camp is and this really struck me as it is so easy to forget that the crisis of recent years can be seen all over the Globe. Small things like this are what brought the book to life for me because the characters and their experiences are so rich and engaging but for a long time we don't really know much about them. I think that this leaves the characters themselves and other aspects of the book open to imagination and that creates a more personal and engaging narrative. The book itself was shortlisted for the 2016 children's fiction prize amongst others, had won 5 awards and is endorsed by Amnesty international UK which I see as testament to how wonderful and meaningful this book is.



While I am an avid reader and a self confessed bookworm, it is not often that a book makes me cry...this one did. There were points in this book where, as an outsider and someone older and more understanding than Subhi, we can see how things are likely to go horribly, horribly wrong. This book deals with some tough topics but the use of child protagonists works expertly here as it introduces these topics either in a very delicate way or one that doesn't 'spoon feed' the reader and makes us come to a judgement ourselves. This really works and as a whole, even if the book does switch perspective every once in a while, it flows so smoothly from moment to moment.

A Bone Sparrow did not feel particularly long despite the 288 pages my copy boasts. The way that time and situations merge and blend together means that it is one of those stories that never feels like work to read and I, personally, devoured this book in just over a day. The chapters are only about 5 pages long each which meant the 'I'll only read one more chapter' fight was sorely lost as it was so easy to just move onto the next one.

I would really recommend this book to anyone, anyone at all. Online it's recommended reading age is 10+ but as a 17 year old I found Frallion's work mesmerizing and I reckon that even adults would enjoy this wonderful book. The Bone Sparrow, to me, has the sort of messages and meaning within it that would lend itself nicely to being taught within schools. It's examination of the immigrant experience is eye opening while Subhi's imagination and imaginative thinking gives lots to talk about whether this is about child narrators, coping strategies or how terrible events can be introduced seamlessly.

Katherine Chapman.

Song Recommendations:



Vienna - Billy Joel



I don't wanna know - Punctual



Modern Love - David Bowie



Serenade for Strings in E, Op.22: 4. Larghetto
- Antonín Dvořák

Film recommendations:

Real Steel

This film is about a father and son who go on a journey to reconnect with each other through an unfounded relationship with a robot - Atom. Charlie (Hugh Jackman) has dedicated his life to boxing, first himself and then through robots to keep with current trends. Due to the untimely departure of Charlie's ex, his son, Max requires a new primary carer. Charlie takes his son on whilst blackmailing distant connections. Charlie and Max fight, reluctantly, as a team and work their way up with Atom - who they found at the scrapyard. Max keeps Charlie's greed at bay as they head into the world final. This last battle proves difficult for the duo and helps them to regenerate the connection that was once lost.

I like this film because it is very genuine. The emotions portrayed are relatable to so many people across the world. The sense of family and the lost and found is what keeps you entertained.



A Linguaphiles space: Autumnal words.

With autumn having arrived and Halloween on its way, we are finding ourselves settling down inside as much as possible for the rest of the year and trying our very best to ignore the unpleasant weather outside. In the spirit of this, I wanted to feature a list of unusual words that attempt to conjure up the cosy autumnal atmosphere of being inside late at night, listening to the rain outside and appreciating that you are not out there.

1. **Petrichor (PE-tre-kor)** - The smell associated with the first rain of a long, dry season

More insightfully, it is the dank, musty smell of dry soil that is being set airborne by rain. This is one of my favourite words, simply because of its etymology (coming from the ancient Greek words **petra** - rock, and **ichor** - the blood of Gods in Greek myth), and its uniqueness, despite it describing something that everyone is familiar with.

2. **Jocund (JO-kund)** - Cheerful and joyous

Deriving from the Latin verb **juvare** - to delight, and later the adjective **jucundus** - pleasant. A cosy and quiet autumn night indoors can provide a great deal of joy and comfort, especially with warm clothes, a glass of mulled cider or hot chocolate and a good movie.

3. **Florid (FLO-rid)** - having a red complexion or being incredibly elaborate

Deriving from the Latin noun **floridus** - flower, I believe that this word effectively showcases the beauty in the intricacy of nature, which is why it features on this list. In autumn, as the leaves wilt, they take on a shade from yellow to red-brown that makes them just as visually distinct as snowflakes. No two autumn leaves are the same, all of them are beautiful in their own, colourful way.

4. **Susurrous (SUS-yuh-rus)** - filled with a faint or delicate rustling or whispering

Deriving from the Latin noun **susurrus** - hum, whisper. Normally used to describe the sound of wind moving through trees, which provides a calming ambient noise to read to. It reminds me of sitting around a campfire, which adds to its cosiness as the warmth, sound and smell of the burning wood is associated with this sound.

5. **Sepia (SEE-pi-uh)** - A red-brown hue used in monochrome pictures from the late 1800s

Deriving from the ancient Greek noun **sepia** - cuttlefish, this word was originally used to describe the inky fluid of a cuttlefish that then went on to be used in monochrome pictures and drawings. The allure of this word, however, comes from the colour itself as it is comparable to the heavy, vibrant tone of a rich red-brown, a colour I associate more with the variegated leaves that autumn owes its beauty to.

Continuing the theme of autumn and Halloween, I have also featured an occult classic horror story that I strongly recommend to those who love horror, fine literature, or inconceivable eldritch abominations.

Call of Cthulhu - H.P. Lovecraft: after his uncle's death, a man investigates several reports about a strange cult and an ancient power sleeping in the deepest depths of the Pacific Ocean.

Focus and free time: a student perspective.

It's been an interesting few GCSE years for me in which both personal medical issues and a global pandemic tried everything in their power to stop me from being at school and achieving what I wanted to. We've all had challenges thrown at us, but with each new year comes and new opportunity and a fresh clean slate.

So to start on the right foot I really focused on how I balance my time; both in and out of the school environment. Everyone will go about this a different way and some are still finding a way that suits them and their ever changing lives. However, I believe that something we all need is free time in our lives. Time to recalibrate, rethink or just ponder, but if 6 months of lock down has taught us anything, it's the importance of other people around us.

Thankfully in the world we live in today there are many ways to talk to our friends and family, from socials to video games, with each one having it's place during a time where physical meetings aren't always an option. One thing that has been thrown into the limelight recently is 'Among Us'. A classic whodunit game that had been in hiding for 2 years, waiting until we needed it most. On this spaceship we can express ourselves and gain all the lost confidence that lockdown took from us as we desperately defend our case and prove that we were doing a scan in medbay the whole time. Through the often overlooked form of communication in video games we can have those more relaxed conversations, without having to worry about the restrictions once we step outside the house and can have our well earned free time with the people we want.

Gaming may not be everyone's cup of tea, but whatever it is you do to make you happy, calm and ready for the next week; work hard, stay focused and make sure you get that thing done. Hopefully, sooner than we think, these will merely be more interesting years.

Sam Wainwright



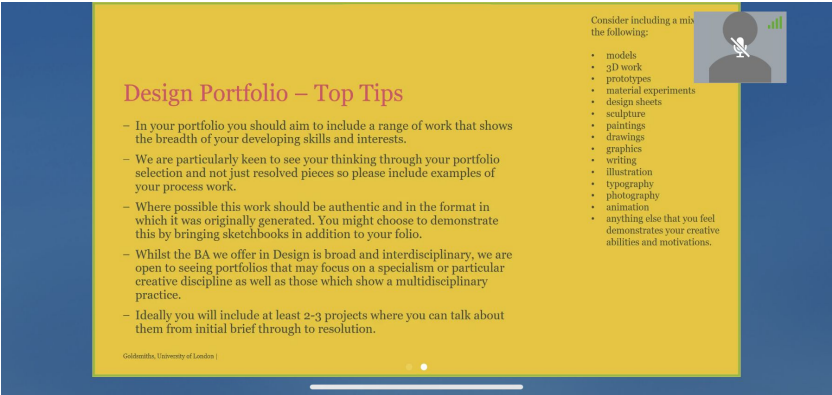
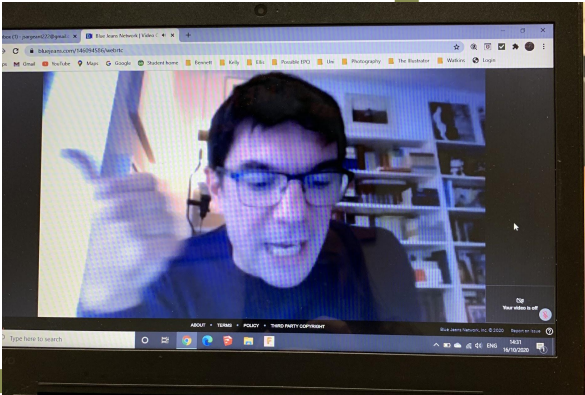
We take a closer look into the effectiveness of online learning.

Jemma and Katherine attend several different webinars and explore their usefulness.

The Sixth Form SLT have been sending students resources such as webinars and Uni taster days information. I decided to take advantage of this by signing up to several webinars that cover a variety of topics in order to inform my future decision making regarding University. The first that I have attended was a personal statement webinar held by the University of Portsmouth. As well as another held by Falmouth University as I wanted to gain different people's perspectives and techniques that they may have used to approach the initial stages of writing my personal statement. In each webinar there were often existing students that answered our questions, not only about personal statements, but about their own areas of personal interest which related to my own interests in several ways. This along with UCAS live feeds I now have a better understanding of how to start off and what to include in my personal statement.

I then attended an art and design portfolios webinar held by Goldsmiths which allowed me to gain an insight into what I should include in this step towards the possibility of attending university. The most recent webinar that I have attended was a immigration/migration think tank. Questions were asked from people all over the country to be answered by two of the most educated people in this field. I found it interesting to experience a debate type webinar where different views were addressed and most areas of the topic were covered. I have signed up to two more webinars and a virtual open day event. These are: a pollution think tank and a UCAS virtual exhibition on creative subjects. Not only will these help me to inform my future decisions, but the information that I take from them - especially the think tanks - may help me to gain a better understanding and widen my perspective on subjects that I am currently studying.

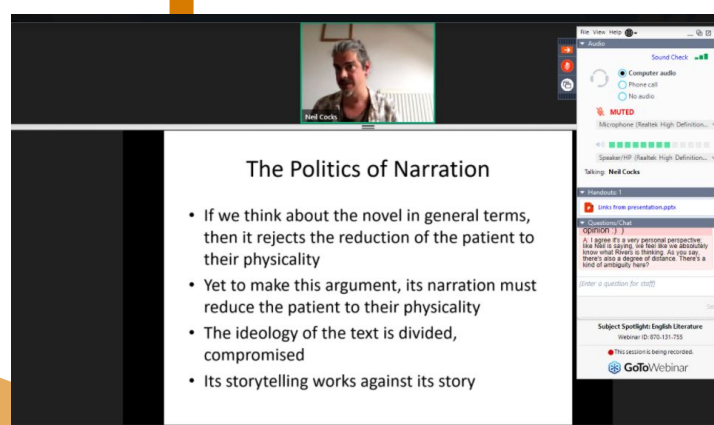
Jemma



Another great place to find webinars, especially ones tailored to specific subjects you either want to expand your knowledge on or go on to study at university, are the universities themselves! This year has obviously created many issues for potential undergraduate students as we cannot actually visit universities in person however, this has made universities far more aware of their online presence with many holding online open days for students to look around (much like the one filmed in the Sixth Form recently). As part of these many universities began to offer taster lectures or webinars either as part of the open day or just to sign up for. So far I have attended a few English and History ones and they have been so beneficial. They have helped me gain a better understanding of the academic style of universities, their tutors, the courses and general topics as a whole...this also had a big impact on my thoughts regarding possible university options with a university I had not until the properly considered. The most influential one for me was a webinar hosted by Reading university and delivered by Dr Neil Cocks on the book 'Regeneration'. I was astounded at how enthusiastic I could be about a book I'd never even read. I raved about it for a week after completing it and the discussion around it still inspires me today.

However, if you are looking to learn for fun or to help with job or apprenticeship applications, there are also courses for you. Over lockdown and even occasionally now I look in on 'FutureLearn'. I originally found it on a link from Mr Alexander and I cannot recommend this site enough. It features a wide range of courses from recognised organisations and universities, long term (over a month) or short term (two hours a week for two weeks) with an amazing array of topics. History, coding, production, business, nursing, teaching, development, media...you name it...they probably have it! The style of teaching on here is mostly working independently through set work but you can dip in and out of the course when you want with no deadlines and on each course you will have the opportunity to engage with other learners. Over the summer I did a course on producing a successful EPQ and it has been incredibly helpful and, again, I cannot recommend it enough.

Katherine



Mrs Osborne's top ten tips for choosing a University course.

1

Entry requirements - match the course entry requirements to your predicted grades plus a backup option. It is important to be realistic about the Universities you apply to.

2

Course Content-do not skim read this section of information about your course. You need to know exactly what you'll be studying for the next couple of years so there won't be any surprises.

3

Type of University - are you aiming for a Russell Group University (top 24 universities in the UK) or are you interested in one geared towards Sports (Loughborough) for example or is having a strong student union important to you for example?

4

Location - do you plan to stay living at home or would like to experience living in another part of the country. Do you want a campus university where everything is in one location or an urban setting where the university is spread over a large city and you'd have to travel to and from lectures each day. Consider living expenses i.e London university living expenses will be higher.

Student Satisfaction Score. You can find out what students think of their university by looking at student satisfaction scores on websites such as theuniguide.co.uk

5

7

How you're assessed - usually this is in a number of different ways i.e coursework, exams, presentations etc but make sure it plays to your particular academic strengths.

8

Graduate Prospects - Find out what the students go on to do after graduating, i.e percentage who find work within the first 6 months or go on to further study.

6

How you will spend your time-Will you have structured time for lectures, seminars or practical work or be expected to work independently in the library? Teaching hours will vary depending on the subject. Make sure these match your preferred way of learning.

10

Competition - you can check the percentage of offer per applicant figures to get an indication of competition for places. This is helpful as if you find out that 4 of your 5 universities have a low percentage of offers per applicant you may want to balance it with a 5th that has a higher percentage to ensure you get into one of them should your results not turn out the way you hope.

9

Professional Accreditation - for certain subjects such as psychology or acting choose a course that has been accredited by a relevant body as this will give you a head start when progressing into work.

A Little about me:

I first got to know Thomas Gainsborough School as a parent, then as a Governor and now finally, as of February this year, as the Careers Manager. I couldn't believe my luck when the Careers Manager job was advertised in February, only weeks after I left my previous job with the jewellery company Swarovski. I have always wanted to have a job that involves helping young people in some way, so was delighted to see this opportunity appear. I feel I can offer students the benefit of my own experience in a variety of different jobs together with my learning from the Level 6 Diploma in Careers Advice and Guidance course I am currently studying. In my spare time I enjoy walking my two greyhound dogs, running with friends and cooking.

Mrs Osborne

What can I do with my degree?

At this time, it's likely you've recently been asked "So, what do you want to do after university?" or "So what's your plan?". We know, we've been there. Unless you're 100% sure this question can be a bit stressful...and we want to help! We'll be looking at some career paths that you could go down based on a specific subject.

Here are some words from Hannah who will be running this section:

It is commonly misinterpreted that the degree you choose to study must be directly linked to the job you want to or will end up doing in the future. But this is just not true. In these sections of The Illustrator, we will be breaking down this common misconception by choosing a subject or two in each article and talking about both jobs which will directly link to the course you choose to study but also jobs that the course would be useful with. In this half term's article we will be discussing what you could do with a History degree, and those jobs which you can do with a degree in Photography.

Photography

Directly related jobs:

Advertising art director, Film/video editor, Graphic designer, Magazine features editor, Medical illustrator, Military Photographer, Press photographer, Television camera operator.

Other opportunities may include:

Art therapist, Digital marketer, Media planner, Multimedia specialist, Museum/gallery curator, Stylist, VFX artist, Visual merchandiser, Web content manager, Web designer.

History

Directly related jobs:

Academic researcher, Archivist, Heritage manager, Historic buildings inspector/conservation officer, Museum education officer, Museum/gallery curator, Museum/gallery exhibitions officer, Secondary school teacher.

Other opportunities may include:

Academic librarian, Archaeologist, Broadcast journalist, Civil Service administrator, Editorial assistant, Human resources officer, Information officer, Marketing executive, Policy officer, Politician's assistant, Solicitor, Talent agent.

Please remember these lists are not exhaustive, they are only examples of jobs as are there to act as inspiration, in many jobs there is no requirement for a specific degree, so don't restrict your ideas to this list.

Mr Yates summarises how to reference sources for EPQ research.

How to Reference your EPQ

In a recent Thursday morning EPQ session, I demonstrated the best method to add references to your EPQ essay.

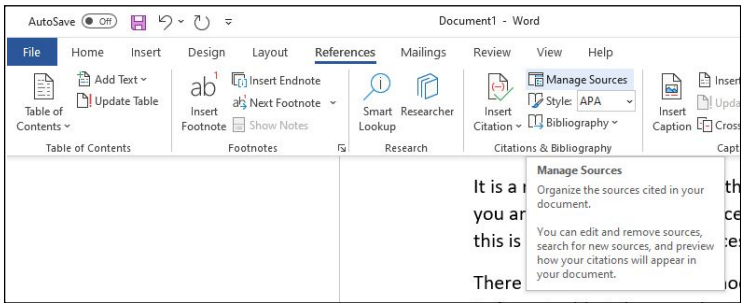
It is a requirement of all EPQs that you show where you got each piece of information from, so that you are saying what your sources were and how you have used them. The preferred way of doing this is through formal references and a bibliography.

There are various formal methods for doing this (probably the most popular is called Harvard Referencing) but the exam board don't mind which method you use, as long as you are consistent.

I demonstrated how to do this efficiently using Microsoft Word. I am not sure if Google Docs has similar functionality.

First, open the References menu and select the **Manage Sources** button:

1.



Now you should add each source into your Source List. Click **New** to enter the details of a new source.

There is a book sitting on my desk right now called "My First Little Book of Intersectional Activism" by Titania McGrath. I am going to enter its details like this:

A screenshot of the 'Create Source' dialog box in Microsoft Word. The 'Type of Source' is set to 'Book'. The 'Bibliography Fields for APA' section contains the following information: Author: Titania McGrath, Title: My First Little Book of Intersectional Activism, Year: 2020, City: London, Publisher: Constable. There are 'OK' and 'Cancel' buttons at the bottom right.

2.

Next, I am going to add a journal article from this week's edition of The Spectator:

A screenshot of the 'Edit Source' dialog box in Microsoft Word. The 'Type of Source' is set to 'Article in a Periodical'. The 'Bibliography Fields for APA' section contains the following information: Author: Murray, Douglas, Title: The Transatlantic Mask Debate, Periodical Title: The Spectator, Year: 2020, Month: 10, Day: October, Pages: 16. There are 'OK' and 'Cancel' buttons at the bottom right.

3.

Next steps: Referencing and Bibliographies

Next, I am going to enter the details of an article I found on a website:

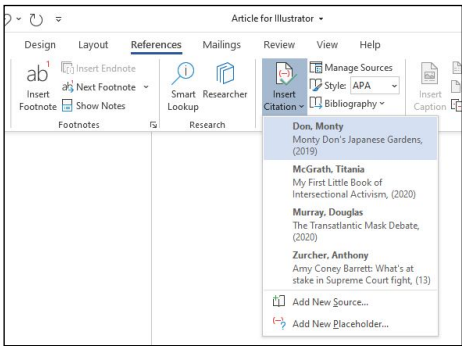
4.

Finally, I am going to enter the details of a film:

5.

With all my sources entered, I can now close the Source Manager and start adding my references.

I start writing about the film. When I have mentioned a fact from the film, I need to add a reference. First click **Insert Footnote** and then on **Insert Citation**. Select the film from the list of sources.



6.

7.

If you follow the same procedure to add footnotes for the other sources, you should end up with something like this:

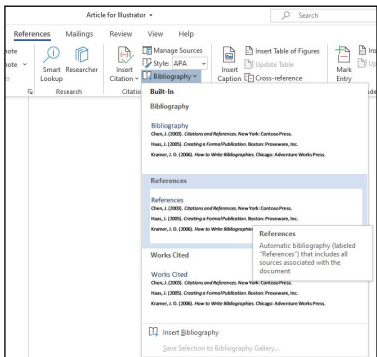
Monty Don travelled through Japan to find the best gardens the country had to offer.¹ Meanwhile, Titania McGrath claimed that, as a baby, her first words were: “Seize the means of production”² Douglas Murray has argued that wearing masks outside makes no sense.³ Finally, Anthony Zurcher found that Democrats in the US were worried at the prospect of conservatives having a 6-3 majority on the Supreme Court.⁴

¹ (Don, 2019)
² (McGrath, 2020)
³ (Murray, 2020)
⁴ (Zurcher, 2020)

Of course, once a source is added to the Source List, you can use it as many times as you like.

If your source is a book, it is good practice to add the page number in the citation.

Once your essay is complete, you will need to add a bibliography. If you have followed the method above, all you need to do is select **Bibliography** and choose your preferred bibliography format:



8.

All your sources will then appear in alphabetical order, like this:

References:

Don, M. (Director). (2019). *Monty Don's Japanese Gardens* [Motion Picture].

McGrath, T. (2020). *My First Little Book of Intersectional Activism*. London: Constable.

Murray, D. (2020, 10 October). The Transatlantic Mask Debate. *The Spectator*, p. 16.

Zurcher, A. (2020, October 13). *Amy Coney Barrett: What's at stake in Supreme Court fight*. Retrieved from BBC News: <https://www.bbc.co.uk/news/election-us-2020-54487380>

Following this method should save you a lot of time, as well as ensuring that your referencing is up to the expected standard. Good luck with your EPQ.

Look after yourself: the importance of self care.

Self care is about giving the world the best of you, instead of what's left of you.

We sometimes underestimate the importance of paying attention to ourselves. We are often too busy worrying about other people or situations, that we forget what's staring us in the face. Some people may feel that this sounds selfish, egotistical, but it's so important to make time for ourselves before we try and save everyone else.

With mock exams looming, pressures from teachers, parents and guardians about 'doing your best', and the work piling up, now is actually the most important time to stop and pay attention to yourself. Are you eating enough? Are you coping? Are you making time for exercise? Are you talking to others? Are you smiling? These are all really important things to ask ourselves during times of stress. These are all ways in which we can look after ourselves. They may sound simple, but they can also get lost amongst the challenges of a busy life. So, take a moment to ask yourself those questions and listen to your own replies.

So, despite the challenging times we're living in, there are many things you can do to help yourselves. Start with self care and the rest will follow.

1)

Fuel...you need to fuel your body and mind to perform to your potential during busy exam periods, and not with Pringles and Diet Coke, but with water, vegetables and fish!

2)

If you feel as though you are not coping, go back to the things that you do have control of. Create a revision timetable to help you structure your work; re-organise your folders so that they are up-to-date; schedule a group study session into your diary...get a diary if you haven't got one!!!

3)

You don't have to be a sports fanatic to exercise. Go for a walk. Get some fresh air in the garden. Do something that doesn't involve your phone!

4)

Make time for your friends. With social distancing in place, we can feel a bit disconnected from those close to us. Find ways to make sure you are still communicating with friends, family and teachers. Talking is a great form of medicine.

5)

Believe it or not, smiling is good for us. If you don't feel like smiling, then make yourself do it...I promise you you'll feel better for it. Always give a smile to others...they are contagious.

Regrow to reduce: How to regrow lettuce to reduce food waste.

Over lockdown, I, like many people, was inspired to do some gardening and grow some of my own food. Only there was one issue, I didn't have any seeds! Now this could have been easily solved by just buying some online however, instead I decided to research how to 're-grow' plants, fruit and veg from those I already had in the kitchen. This was something I had seen a while back and using seeds from plants to grow more is not revolutionary however, plants like lettuce, spring onions and celery can all be re-grown by cutting off the bottom of the plant itself. I had to give it ago...and it worked! In total I think I must have grown at least 6 lettuces using this method and while they may be smaller than those you would get in a supermarket, it was definitely worth a go. So here are the steps you need! Check out the instructions below and you could be growing your own lettuce in no time (well, in a few weeks...these things take time!).

- 1.** Cut off approximately 2 inches (6cm) at the bottom of the lettuce.
- 2.** Place this in a small, shallow, bowl, container or dish filled approximately halfway with water.
- 3.** Everyday or every other day (judge depending on the quality and quantity of the water- is there enough in the container? Has it gone murky?) change the water your lettuce is growing in.
After approximately a week (perhaps a bit longer than a week) your lettuce will start to form roots although it may not look like this at first. Sometimes shoots will start to burst out of the outside edge of the lettuce, sometimes it may look like the middle of the lettuce has collapsed into itself. It depends for each cutting but after the week when they become more pronounced it will be easier to see that they are forming.
- 4.**
- 5.** Around the time the roots start to grow, out the top of the cutting leaves and shoots will start to grow.
- 6.** When the roots are about 3-4 inches long (7.5-10cm) it is best to pot them if you want your plant to get any bigger. Place some stones, on the smaller side, at the bottom of a pot before filling it up. This is best done with proper potting soil because of the nutrients the plants need however you can also use a combination of compost (always advisable) and some soil. Make a hole and bury the roots and the bottom few centimeters carefully in the soil and cover over the dirt so the lettuce is stable.
- 7.** Water the planted lettuce everyday or when the soil is dry.
- 8.** The plant should grow from here. When you are ready to eat the leaves, either pick them off individually or take off a whole stem. This depends on how your lettuce grows- sometimes they look like those you'd buy in a shop and sometimes they come up in separate shoots. When you cut/ pull off the leaves some white fluid may seep out, this is normal and just the plants defence mechanisms.



On your marks, get set, bake!

Bake off is back! Our Tuesday nights have been once more graced with the intensity of that big white tent and Paul's steely blue eyes. To note this we're looking to inspire our own Star Bakers by giving you the recipe for week 2 's technical bake; 'Prue Leith's coconut macaroons'...but don't worry, it's got all the instructions, we're not that mean! Give it a go and send us your pictures so we can find our own TGS Star Bakers.

Prue Leith's Coconut Macaroons.

Makes: 12 Difficulty: Easy Hands-On Time: 1 hr Baking Time: 30 mins

INGREDIENTS

For the mango curd:

75g mango purée 2 tsp caster sugar 1 egg 2 egg yolks 2 tsp lime juice 50g unsalted butter, cubed

For the macaroons: 350g sweetened shredded coconut 240g condensed milk ½ tsp almond extract 2 tbsp rice flour 2 egg whites 1/4 tsp salt 100g 54% dark chocolate, broken into pieces

EQUIPMENT

You will need:

6cm round cutter or a similar-sized glass 2 sheets edible rice paper Baking sheet, greased, then lined with baking paper Large piping bag fitted with a large open star nozzle Small piping bag fitted with a small writing nozzle

METHOD

1. Make the mango curd. Pour the mango purée into a small heatproof bowl and add the sugar, egg and egg yolks. Using a balloon whisk, whisk the sugar and egg mixture together until well combined, then whisk in the lime juice.
2. Place the bowl over a pan of simmering water and cook over a medium heat, stirring with a rubber spatula for 5–7 minutes until the mixture has thickened and coats the back of a spoon. Remove from the heat, transfer to a clean bowl and leave to cool for 5 minutes.
3. Add the butter a little at a time, stirring between each addition, until smooth. Pour into a sterilised jar, cover and leave to cool, then chill until set. (This will make more than you need, but you can store the remainder in the fridge for up to 3 weeks and enjoy on toast.)



4. Heat the oven to 150°C/130°C fan/Gas 2.
5. Make the macaroons. Using the cutter (or glass) as a guide, draw 12 circles, each 6cm in diameter, on the rice paper. Cut out the circles and arrange on the lined baking sheet, evenly spaced apart.



6. Tip the shredded coconut into the bowl of a food processor and blitz for 1–2 minutes, until the flakes are the size of desiccated coconut. Add the condensed milk, almond extract and rice flour and pulse until well combined. Transfer to a bowl.

7. Using an electric hand whisk, whisk the egg whites and salt together to stiff (but not dry) peaks. Carefully fold the egg whites into the coconut mixture.

8. Spoon half the mixture into the large piping bag fitted with a large open star nozzle and twist the top to seal.

9. Pipe a ring of the coconut mixture around the edge of six of the rice-paper circles, leaving a space in the middle. Pipe a small amount of the mixture into the space, just enough to cover the rice paper, but leaving an indent large enough for 1 teaspoon of the mango curd.

10. Spoon 1 tablespoon of coconut mixture onto each of the remaining 6 discs of rice paper and flatten with your fingers to make flat rounds. Place a piece of chocolate in the centre of each of these coconut circles, then top with a heaped tablespoon of the coconut mixture. Using your hands, shape and smooth the tops and sides of each one into a dome, so the chocolate is hidden inside.

11. Bake all the macaroons for 25–30 minutes, turning the baking sheet halfway through, until the tops and edges are golden.

12. Remove from the oven and leave to cool on the baking sheet for 5 minutes, then transfer to a wire rack and leave to cool completely. The macaroons will crisp up and harden on the outsides as they cool.

13. To decorate, melt the remaining chocolate in a heatproof bowl set over a pan of barely simmering water, stirring occasionally. Remove from the heat and leave to cool slightly.

14. Spoon the chocolate into the small piping bag fitted with the writing nozzle and pipe fine lines across the chocolate macaroons, then leave to set.

15. Using a teaspoon, place a small amount of the mango curd into the centre of each macaroon ring before serving.



Many Makers: A cherry picked crew.

If you've been in school or up to date with the recent going ons within the Sixth Form, you'll know that we've recently had a production crew in creating our open evening video for this year.

Me and Jemma caught up with Will Howe to talk to him about his experience with the company he co-founded and the industry as a whole.

How did you get involved in the company?

So, I actually own the company. I started this company three years ago, it was me and my business partner Oliver. Ollie was a client of another production company I worked with when I was younger and we we did some jobs together, we went to Ibiza together, then we said to this other company this guy is really hard-working, he just wants to be involved with everything and I was like, that's not generally a bad thing. Within ten minutes of meeting him we became really good friends and we kinda just realised that we had similar interests. I then went away and was working in Australia for three months and I came back and Ollie said "I've sold my business, I can't work for anyone else, do you want to start something together?" and that was all out of a pub in borough! I was a bit tired of traveling at that point because I was just doing travel work so literally every job I did was abroad and I'd just become a bit tired of that.

It was just the two of us when we started. We had another business which we bought into which was an experience and events agency and we've just gone from there. We've gone from just two to 30 full time employees now- which is pretty damn wild! And that's how we got to here.

We work prodimently with people like BT, EE (we do a lot of stuff for EE), mainly branded content and commercials but it's nice to do something [a little more rewarding] that has an actual impact, you can see how it changes people's lives, rather than just trying to sell them stuff.

What sort of brands have you been really excited to work with?

My favorite people to work with [I'm a big old geek, I love tech, so I love working with EE and BT because you're always doing something exciting.

The thing we're really good at is telling things in a way that feels human but is also a practical way that you can use technology. We did lots of 360° stuff with people like Tom Holland for the Baftas. It's all about what's the experience and what's the reason why you're using that tech? For me that's the most exciting part: Ok, you've got a 360° camera but it's no good just filming an interview in the original sense because you're not making the full use of 360°. So, we came up with this concept of Tom Holland talking to you about what he's doing and how thankful he is to be nominated but we also see him on set and practising his lines and then we also see a big screen that pops down with all the content of everything he's been doing on it. We went and did that with 4-5 of the rising stars, it's all about how we use it (the tech).

How do you show a network? How do you show your phone signal? We all take it for granted, we all get angry with it when it doesn't work but how do you show the benefit to it? We did a thing called 4G in the wild where we live-streamed in 360° from the Cairngorms in Scotland with Hannah Whitely who's a top kitesurfer. We did wakeboarding with her, we did paragliding with Ernesto Gainza, he's got the world record for parachuting with the world's smallest parachute -crazy man-, and mountain biking with the Athertons. It's then that you start to understand what a network is because you go "Oh, you can get it up in the mountains now?" and that brings it to life.

I just love tech but I also love people and people are at the heart of it. Before, starting this company I just did travel shows. I worked on 'An Idiot Abroad With Romesh Ranganathan, we did loads of stuff with Freddie Flintoff in Australia. I was used to just big reality shows and showing real people and that's what I like. At times it's about trying to bring the two together.

I'm excited to work with anyone and everyone, it's all experience but, yeah, the big brands like EE and BT are exciting. Recently, I just directed a commercial about two weeks ago for BT which went out for national poetry day. We were working with the poet laureate, Simon Armitage. I got a D at A-level English Literature and I'm sat there on the phone with Simon Armitage discussing the merits of his work! It's nice to have those kinds of conversations, yeah, it is really fun.

What skills would you say are important in your field?

People skills. People skills are the most important thing out of everything, you won't get very far if you're not liked by people in this industry. Listening. I think that's the most tangible skill that I had which got me far quickly was always listening. And that's not just listening to what somebody said to you, that's listening to what's going on around you. As a runner on a set, which is where most people start, if you're listening and understanding people's needs and you can fix them before they've even had to ask you, that gets you so much further in life.

I was terrible at making teas and coffees so I let people know that from the start but I also found the people who were good at making teas and coffees and made sure that when I heard that somebody needed teas and coffees I went straight to them. You're that middle conjugate...it's just putting the pieces of the puzzle together in a creative way in my opinion. That's all I did. Strong opinions as well. Strong opinions about what you think is good and bad. I think in every creative art form you need that.

Without that strong opinion and that belief in what you do, it's quite hard but also the ability to just say "you know what, you're paying the bills I'll do what you need me to do", I can only show you an idea to a point, you know, but it's still your business, with BT it's there commercial at the end of the day. I'm involved and I'm proud to direct it and I'll guide them to where I think it needs to be but some battles aren't worth fighting! Sometimes it's just easier to suck those opinions up than to fight it. But Harry, Harry who works with me is very persistent and resilient and open to trying new things, that's the main thing. Experimenting with ideas.

And if you were a biscuit, what would you be and why?

Oh, I like that one! Custard Cream. Custard cream, mainly because they're quite good to dunk (not that I'm dunkable!) and they've got a good filling but there is something either side of that. There is some substance either side but, you know, it's a variety.

Thank you so much for talking to us Will, we can't wait to see the final product of your filming.



Welcoming new staff this term.

This term we have welcomed a whole range of new staff ...find out below who has joined the TGS team.



Mr M Gresham

Lead Practitioner of Design
Technology



Miss H Thomas

Teacher of Art and Design



Mr D Few

Teacher of Art and Design



Mrs J Perkins Taylor

Teacher of Humanities



Mr J Oliver

Teacher of Business



Mrs S Samways

Teacher of Science



Miss K Ritchie

Teacher of Science



Miss J Armstrong

Teacher of Maths



Mrs E Jukes - Teacher of Humanities



School updates: New staff

We are also very pleased to welcome the following members of Support Staff:

Mrs T Walker - Cleaner



Mrs E Parsons - Cleaner



Mrs V Reeve - Cleaner



Mrs R Betts

Learning Support
Assistant

Mr S Bishop

Learning Support
Assistant

Miss S Lockett

Learning Support
Assistant

Mr N Bashford

IT Technician

Mr N Mecklenburgh

Residential Caretaker

Mrs Sarah Williams - Catering / 6th Form Café

Hello,

My name is Sarah and this is my first term at Thomas Gainsborough School. I came to work here by pure luck, and chance. Until July 2020 I was employed by AbbeyCroft Leisure and worked as a Catering Assistant / Supervisor at the Kingfisher Leisure Centre.

As the pandemic forced the centre into shutdown I was put on furlow. Not knowing if I'd ever return. A good friend of mine told me about this position. I was interviewed and although I was not successful at first a few weeks later I was contacted and asked if I still wanted the position.

Here I am almost at the end of my first half term, and I love it! Bringing lots of fresh ideas to the coffee shop has proven to be very successful.

Bring on the next terms and years!

Sarah.

Can we at the Illustrator, also just say how lucky we are in the sixth form to have such a fantastic and friendly face serving us in the coffee shop and we are very excited to have you joining the team!

I would like to say on behalf of the students welcome to the school, we hope you enjoy working here and flourish as a part of our Thomas Gainsborough School community.



Sydney's update on the Sports Committee.



Sydney Batt shares her journey through sport to where she is today. She expresses her passion through her experiences and hopes to pursue a career in this sector in the future.

Progress on the sport committee goals:

So far this term we have made lots of progress on our short term goals- from getting a sports noticeboard set up, to getting an overall idea on what sports people want- we are now ready to start working on our long term goals. Due to information collected from students on google forms, we now have the foundations we need to start up new extracurriculars when the Covid-19 restrictions are lifted. There are many sports that were suggested from students that we hope to implement, such as: badminton, volleyball, hockey and football.

About me: Sport interests me because, from theory to practical, it's very interesting and interactive. There is a sport for everyone- from football to dance to golf- it's very adaptable to people's abilities and is a safe space for people to step out of their comfort zones. Sport has always benefited me: from enjoyment, to stress relief, to expression- it has always had a very positive impact on my mental and physical wellbeing. Over the last few years, I have played many sports such as: football, tennis, cricket and swimming, and through it all I have developed a passion for the subject which has formed the foundation for my future prospects. I took sport at GCSE and continued it into sixth form, and I hope to take those qualifications into university to complete a Sports Management degree. Eventually, I aim to pursue a career in sport- using the skills and knowledge I have developed through school to successfully work in the sports sector.

My sporting experience.

Mr Myhill, head of P.E at Thomas Gainsborough, tells us a bit more about his experiences of both playing and coaching sports over the years.

I have always been interested in playing many different sports. My earliest memories were playing with my brothers, recreating many moments in the garden for football and the drive for tennis, after watching the professionals on terrestrial television!

I played many sports from an early age, tennis, football, hockey, rugby, athletics and represented many of these activities at county level. When I hit year 7, I focused on football, my real passion. I played for a local team, Hine FC. We were very successful having won the Open Cup, and league in my time at Hine. I then moved to Moreton Hall, where we were unbeaten throughout one season, winning the league and many cups in my time there. During this time I had trials for Ipswich Town and an East Anglian representative, to which I was successful. My downfall was the fact I was very small and slim.

I always ran the cross country events - actually held on our school grounds, and the country park. I seemed to excel at this, my journey took me to Ipswich Harriers, where I was coached 4 times a week. During my 7 year career as an athlete I represented Suffolk many times and competed for Suffolk, in the English Schools cross country Championships every year, from year 7 -13. The highlight of my athletics career was when I represented the East of England, running sub 2 minutes for the 800m, twice in one day.

Through my university days I went back to playing football, I played for the university 1st and 2nd teams, and again we were victorious in the university leagues and cups.

On returning to Suffolk, and obtaining my teaching post at GCUS, I played for Cockfield United, in the Suffolk and Ipswich League Div 1. The first season we were junior cup winners and league champions, going the whole season unbeaten. I was asked to play for Long Melford, and I obliged, playing for them in their midweek games. I moved to Hadleigh United, for 5 seasons, then Stowmarket for 3 seasons, Ipswich Wanderers for 3 and a half seasons, Debenham LC, where I was the club captain and my current team Old Newton FC. During this period I have been fortunate to play in the FA cup and scoring 2 goals, playing in 3 Suffolk Senior Cups, winning 1 and losing 2, all at Portman Road. The highlight for me in my footballing career was when I was at Ipswich Wanderers and we had a great FA Vase run, where we were knocked out in the quarter finals, only 2 games away from playing at the home of football Wembley. Scoring in the last 16 tie, away at Bodmin Town, in Cornwall.

I have been very lucky with all the clubs I have been involved with, I have been coached by very good coaches and played and competed at some wonderful arenas. It does come at an expense, the commitment, dedication, the time spent travelling has all been worth it, I've loved every minute of it, fantastic memories which will stay with me, my whole life.

These experiences I would like to pass onto my own children and students of TGS. I have made some very good friends along the way and I am still in touch with some of my Ug football team, as well as a lot of my university team. The benefits of playing sports and taking part in physical activity is huge for physical, social and mental health as well as my fitness levels, and that is why I am still participating regularly going into my 40th year of age. I would really recommend that everyone takes part in physical activity, the benefits are great.

-Mr Myhill.

Izzie Johnson shares her cycling experience.

In 2016 I started road cycling as a hobby. A year on, I did my first race, and the people around me thought I had potential. Since then, I have pursued the sport and have represented two local clubs and now a British women's road race team at regional and national events. This year I have been lucky enough to have competed in a district championships and four national championships, despite the coronavirus restrictions. I have also qualified to represent the country in 2021 for the European aquabike championships as part of the GBR age-group team. (Aquabike is a triathlon without the run at the end, so you swim then bike). Cycling has given me many opportunities and amazing experiences such as visiting different parts of the



country, meeting elite athletes and going to training camps in different countries.

In the future I aspire to compete internationally for cycling as well as Aquabike. I would like to compete at the UCI world TT championships by qualifying at the Tour of Cambridge UCI qualifier event. Next year I will compete at the Aquabike European championships and hope to finish with a podium position and a qualification place for the world championships in 2022.

Students celebrate as they receive their awards.

We want to further recognise the Sixth Form students for their hard work and determination toward their subjects and other aspects of school life.

Art

OAA - Lucy Kerr
CL - Faith Edwards

Further Mathematics

OAA - Max Seaman
CL - James Hawkins

Product Design

OAA - Scott Martin
CL - Jemma Sargeant

Biology

OAA - Shannon Ambrose
CL - Casey Keating

BTEC Sport

OAA - Sydney Batt
CL - Bethany Thompson

Business

OAA - Owen Amery
CL - Jessica Dyson

Chemistry

OAA - James Hawkins
CL - Shannon Ambrose

Classics

OAA - Daniel Smith
CL - Shannon Lock

Drama

OAA - Yola Lohr
CL - Hannah Risley

Economics

OAA - Ethan Richardson
CL - Jessica Griggs

English Language

OAA - Jodie Bray
CL - Ellie Knox

English Literature

OAA - Aimee Sharp
CL - Katherine Chapman

Food Tech

OAA - Bethan Jenkins
CL - Chantelle Chaplin

Forensic Science

OAA - Kaitlyn Wright
CL - Blanka Jaglowska

French

OAA - Daisy Houlden
CL - Lea
Marseille-Lefebvre

Government & Politics

OAA - Rueben Devereux

Geography

OAA - Majella King
CL - Jemma Sargeant

**H&SC - Extended
Certificate**

OAA - Cassie Ayling
CL - Hannah Risley

H&SC - Diploma

OAA - Jessica Dyson
CL - Chantelle Chaplin

History

OAA - Aimee Sharp
CL - Shannon Ambrose

IT

OAA - Ben Barton
CL - Joshua Twitchen

Law

OAA - Rosie Maguire
CL - Olivia Roberts

Mathematics

OAA - Wesley Green
CL - Bethany Thompson

Music

OAA - Ben Lowe

Sport

OAA - Sydney Batt
CL - Bethany Thompson

Philosophy & Ethics

OAA - Yola Lohr
CL - Charlotte Knights

Photography

OAA - Jemma Sargeant
CL - Nadja Bearn

Physics

OAA - Max Seaman
CL - James Hawkins

Psychology

OAA - Aimee Sharp
CL - Rosie Young

Sociology

OAA - Jodie Bray
CL - Nadja Bearn

Spanish

OAA - Yola Lohr
CL - Hannah
McGrath-Wells

Textiles

OAA - Milly Wingate

-

**Wardale
Williams
Science
Award**

James Hawkins

-

**Headteacher's
Award
for
Excellence**

Charlie Wilson

-

**Excellence
In
Academic
Studies**

Aimee Sharp

Excellence: for each, for all

Mr Clark was motivated to develop an outstanding piece of art over the Lockdown period which has now become a memento for the school.

'Excellence: for each, for all' is an oil painting I developed over the course of the lockdown period and the summer holiday of 2020. I felt driven to create something which celebrated the commitment and indomitable spirit of our school, which was on full and touching display throughout this unprecedented and challenging time.



The painting is a still life, developed in the classical style using a selection of objects of relevance to different aspects of the school's character and ethos. I have always had a special affinity for painters who create a narrative, sometimes overt and sometimes coded, through the employment of different objects as symbolic representations of different aspects of a given theme. In this case, some of the objects are symbolic of somewhat obvious things, while some are very personal. The school's pride in its conditions and standards are represented through the uniform, tie and cloth, while the painting represents the ties to the history of Thomas Gainsborough in the town and the school's embrace of his name, as well as (through the subject of the original painting) the heritage of Great Cornard and its enduring place in the canon of the arts. The certificate in the centre represents the school's commitment to, and achievement in the arts, while the trophy bearing all five house colours represents the student's individual achievements and competition for excellence. The seed, alighting on the crease in the cloth in the bottom right hand section of the piece, represents the way in which imparted knowledge spreads, grows and proliferates in completely unpredictable and beautiful ways.

There is a reference to my own time at the school, and also something of an 'in joke' between myself and Mr Lloyd, but in the tradition of symbolism in painting these shall remain unexplained. The painting started with a series of reference photographs from a shoot using different lighting conditions, leading to forty two final reference images of different sections of the composition. This was then sketched onto the stretched canvas and painted over with a thin layer of red oil paint as the base layer: master painters have used this technique over many years to increase the richness of their colours, and to create visually exciting compositions by leaving tiny, almost imperceptible flecks of red showing through from the base layer. As each layer of paint was added, less thinning medium was used, a process referred to as 'fat over lean'. This was then built upon using a mix of prussian blue and burnt umber (creating an off black colour) to establish the shapes, tones and shadows. This is usually referred to as the 'underpainting' and is the key reference guide when the main painted layer is applied. In many ways the underpainting was more involved than



Mr Clark - Excellence: for each, for all

the main layer, as it needed to create the map from which the painting would progress. Once the underpainting was complete, the main layer was applied in sections, using odour free turpentine as thinner (a wise precaution when painting at home!), starting with the trophy and then moving to the cloth, the uniform, the background and finally the frame and painting, with the TGS tie the final detail. Once this was complete, the painting was left to dry for two weeks before the glaze layers were applied. A glaze is a thinned, translucent layer of colour which can be applied in stages like filters to increase colour depth, 'deaden' colours which are too vibrant and create a sense of distance: this technique was heavily used by pre-raphaelite painters and has become a less well known painting technique in the late 20th and early 21st centuries. I applied four layers of glaze, ranging from burnt sienna through to a mix of prussian blue and raw umber to contrast with the blues in the background sections of the cloth. Once applied, the glazes were then left to settle for a week before the varnish was applied. The varnish protects the surface of the painting, as well as increasing the clarity of the colours.

Though I didn't know it at the time, the painting has now taken on a somewhat bittersweet quality for me in the light of Mr Lloyd's departure at the end of the term. To me, all of the elements of what makes the school the community it is, represented within the painting, are intrinsically and inseparably linked to Mr Lloyd himself, and the character and commitment he has brought to his time as Head Teacher. The painting is a visual encapsulation of my pride in this school, and now it will also be a reminder of my pride in having worked for Mr Lloyd for the last nine years. 'Excellence, for each for all' is not simply a motto, it is a statement of intent.

Mr E Clark.



Emily Gillbanks, taking art to the next level.

We interviewed past student and artist Emily Gillbanks to find out more about her, her work and everything she has accomplished since leaving TGS.

In this first instalment of her interview, we hear about the more academic side of Emily's work.

1) What did I take at Sixth Form?

My subjects at A-level were: A-Level English Language, A-Level English Literature, A-Level Art & Design, A-Level Textiles Design

My year group was the first year to do the new A-Levels, where all of the exams were at the end of the second year. Taking four A-Levels for me was not really hard, of course there was a lot of work, but I expected this. I think as long as you're prepared to work hard it is fine!

Also, I really enjoyed my subjects and they were all closely related to each other (two English and two art subjects) which really related my own interests and hobbies, which I found didn't always feel like work. The advice I would give is pick subjects that you really enjoy, as it makes it easier!

When I first picked my subjects I was unsure of whether I wanted to go on to study English or Art in Higher Education. It wasn't until I started doing my EPQ that I realised I could link my love of writing and art practice together, and this is how I made my final decision to study Fine Art at University.

When I applied to University I really had my heart set on doing my undergraduate studies at Oxford, I achieved A* A* A* B at A-Level which was higher than the A* A* A Oxford required to study on their Fine Art course, but I was rejected at the portfolio stage.

In hindsight to look back at this time I can now see it worked out for the best. I am now going to the Royal College of Art, which is much better suited to the artwork and research I am producing as well as being rated Number One Art and Design University in the World by QS Rankings for six years running. It also being located in London means there are a lot more creative opportunities.

I guess what I am trying to say from my own experience is that if you do not get into your first choice university first time around do not see it as a sign of failure, and don't let it define you, or your future success. Also, you should not feel you have to rush into any decisions take your time in weighing up your options, because all universities need you as much as you need them, and if you think taking time-out of education is the best route and to apply again the following year that is absolutely fine.

2) My question for my EPQ was: Are Selfies a Fad, to The Next Step on For Self-Portraiture?

The concepts I researched for my EPQ still drive my painting and studio practice today, but just in a lot more detail.

For my EPQ, I selected to produce an artefact alongside my writing, which was a screenshot of a selfie I posted on Instagram along with Instagrams graphology.



My essay looked into the history of self-portraiture, and the relationship between painting and photography.

3) University:

I have just graduated from the Fine Art course at the University of Suffolk, and I have just started my MA in Painting at the Royal College of Art in London. Due to coronavirus all of my MA so far has been online.

Across my three years I had an average of two taught days a week with at least one tutorial per week. In the mornings, I would head to the library and collect books or other resources I reserved from home (an average day at University involved commuting to Ipswich), and take them to my studio space to do my research. As an art student, there is a lot more independent time compared to other courses. In the late morning, tutors would often come round and have some informal discussions about the paintings I was working on. At lunchtime, I would sometimes go with some friends from my course to one of the Cafés on campus, or we would walk into town, but not all of the time as it can get expensive. On a day where we handed in big projects or assignments we would usually go out for a meal, or do something to celebrate. In the afternoons, we would either have a contextual studies lecture, or carry on working towards our assignments in our studios which might be in the form of group seminars or group critiques with peers and tutors from across year groups. On my commute back home I would read as much as I could, and write about work I had been making in the studio for my sketchbooks.

I do not feel like I have really had a chance to experience MA, or Postgraduate learning yet as it has all been online with no access to campus! It is so bizarre to turn up to a lecture with 800+ people and see so many pages of faces you have never even met before. I think students have it really hard at the moment with higher education, but I am lucky that my institution have suspended practical based learning and brought our dissertation module forward to the entirety of the first year, as usually it would be spread across the two year programme so hopefully I will have access to my studio in London and meet the people on my course at the end of this academic year ready to start the second year with my dissertation completely out of the way.



4) Lockdown.

Lockdown completely drove the inspiration of my self-portrait project *More Than Real*, as well as meaning I could only paint people through screen interaction.

I only had myself to paint most of the time, and each portrait was reflecting and communicating the horrible feeling that my computer and my smartphone have become extensions of both my mind and body.

Additionally, Zoom as a platform and starting my MA and attending virtual parties and meetings has become a big interest for me. My research paper I am working on at the moment for my MA is very much exploring how the unexpected vector of coronavirus has meant my computer has been the only gateway to enabling me to seemingly exist in the world. I have become inspired by the way each face on Zoom enters my screen (my painting group is a total of 75 students) and how I notice some compositional repeats across each face's contrived settings, and use of filters. I cannot help but link this to the construction of portraits age-old project of communicating social messages about a sitter.

Over lockdown, Emily has also worked on some other projects. She painted a portrait of Dr Trishan Balia who is an A&E doctor in Manchester as part of the 'Portraits for NHS Heroes' project which was a collection of artwork celebrating the work of key-workers working in our hospitals over the course of the pandemic which was founded by artist Tom Croft. You can buy the entire collection as a book but the works were also exhibited on Google Arts and Culture.

Taking more personal inspiration, Emily was inspired by her almost daily FaceTimes with her friend Chloe as we walked her dog Leon. On her website, Emily says this about the oil painting: "To be able to finally paint the bond between Chloe and Leon post-lockdown has been really special. The reason I agreed to paint Leon is because he is much more human than dog. The painting also records the fact Chloe went blonde in lockdown, and the furnishings celebrate part of the backdrop of many video calls."

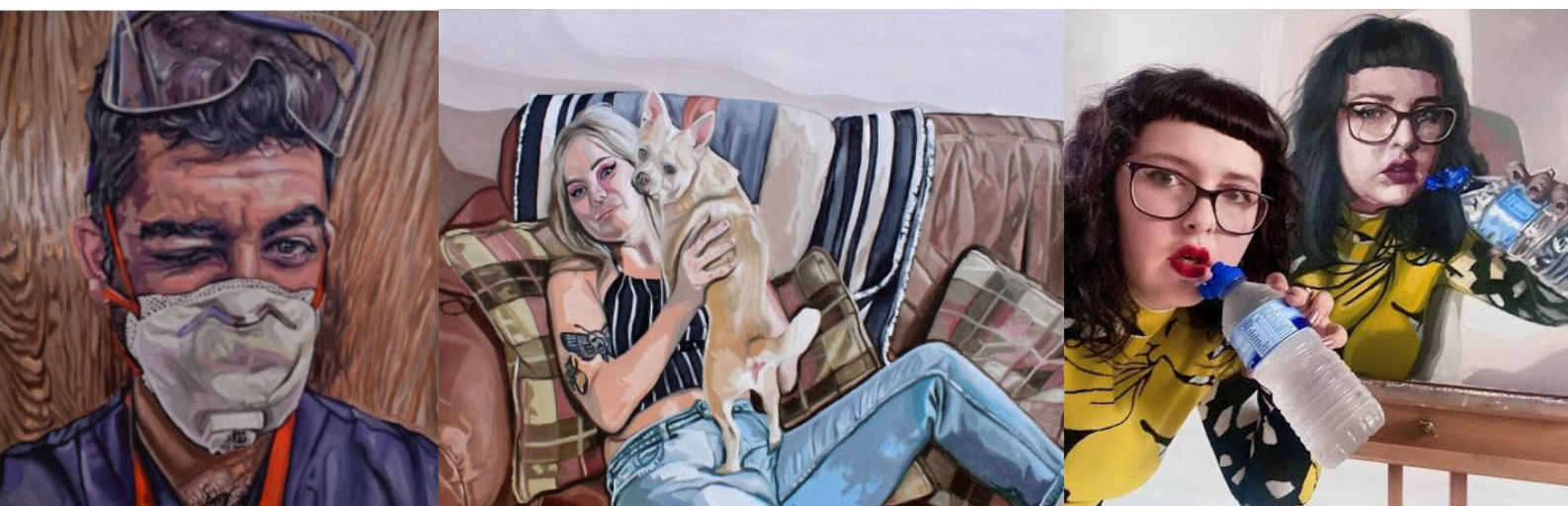
5) Finding Emily's work.

While she hasn't been able to have a formal graduation ceremony or the end of year art show as part of her course with the University of Suffolk, this has not stopped Emily exhibiting her work in galleries both in Suffolk and London.

I recently had my self-portraits exhibited at the Minorities Galleries in Colchester, the Peter Pears Gallery in Aldeburgh, the Boomer Gallery in Whitechapel, The 159th Annual Exhibition of The Society of Women Artists which would have been at The Mall Galleries in London but was instead showcased online, at ArtLacuna Gallery in Battersea, and the Espacio Gallery in Bethnal Green.

You can also find Emily's work on her instagram account @emmmalem (Emily Gillbanks) or on her website www.emilygillbanks.com/

To be continued ...



A-Level art at TGS.

For my personal investigation my subject is entomology (insects). I have done detailed studies of insects inspired by Ernst Haeckel. I have created resin moulds which each encapsulate an insect and insect photography using acrylic filters. This reflects the artist Damien Hirst.

Kate Mills (K)

For my A level Art Personal Investigation my subject is 'a visual representation of psychosis through clowns'. Psychosis is a severe mental disorder in which thought and emotions are so impaired that contact is lost with external reality. I used clowns as a metaphor to represent the disorder due to the unusual reputation of clowns. Through my project I have experimented with using paints, pencils, highlighters and sculpture.

Lucy Kerr (L)

I am in the process of completing my personal investigation within my A level Textile Design course. My theme is relating to contemporary designers and their original cultural sources. The current culture that I am investigating is Africa, in which I have been investigating the traditional methods and processes of dyeing with mud and the sun, and how these have developed to become the couture pieces they are today.

I have now specialised into wax resists, lino printing and digital designs, where I have been experimenting with conveying messages through repeated motifs. My favourite part so far has been my digital designs which I have discovered a talent for repetitive prints and layering. I am excited to find out how these will be conveyed and, most importantly, change as I reach the garment construction as a response.

Milly Wingate (M)

My personal investigation for A level art is about looking into my own personal identity and exploring who I am and how I want to present myself within my art.

I am currently developing a series of photos and paintings to create a typical "family photo" scene. Instead of including myself as a person, I have created a persona for myself: 'Matter'; It is a blob-like substance (kind of like molasses) that represents who I am within my work.

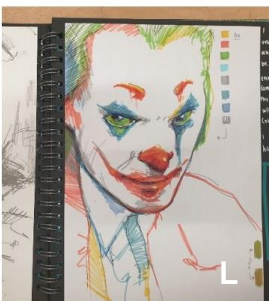
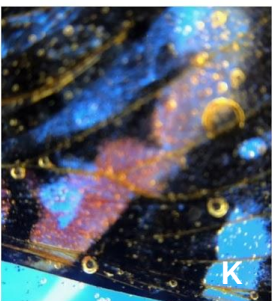
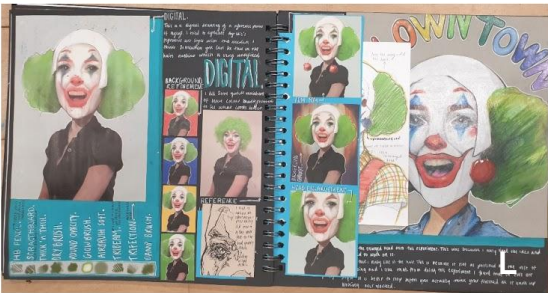
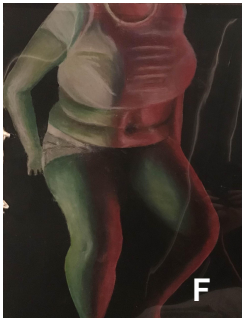
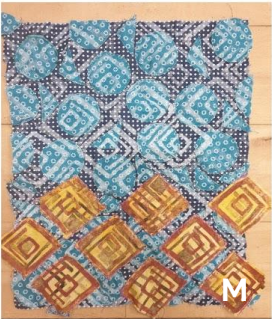
I'm planning to explore this further and end up with a series of 'Matter' living its life.

Kali Elderfield (E)

'My theme for my personal investigation is "how 'flaws' have been accepted through time", so to begin with I was studying an artist from the early 19th century and now more recently I have been studying Jenny Saville, who is still alive and producing art.

Here are a few examples of my work including a transcription from Jenny Saville's work, an oil pastel drawing from my own photography (partially inspired by Jenny Saville), and a charcoal portrait done in order to practice portraiture and proportions'.

Faith Edwards (F)



A day in the field with Evie Lewis.

Milly Wingate spent an afternoon with ex-student Evie Lewis. Evie has developed her skills tenfold since studying her A-levels and has now developed her own unique style with a particular talent when it comes to lighting.

After networking with former head girl of Thomas Gainsborough School and professional Equine photographer, Evie Lewis, I was invited to spend the afternoon at a photoshoot with Evie and makeup artist Alice Wotton. We had decided to use the Little Mix's Confetti album cover as the inspiration for this photoshoot, as this was something that we all could use to enhance our skills and challenge ourselves with. Evie taught me how to set up studio equipment and we experimented with studio lighting, which I found incredibly helpful as the use of a single main light and lighting modifiers can completely change the mood of an image, even if everything else remains the same.



The photoshoot was experimental, yet we all were able to incorporate elements of our individual styles within the images. Next, Evie taught me how to use digital editing software such as lightroom to enhance an image and correct the white balance. My favourite element of this photoshoot was witnessing first hand how professionals experimented with backdrops and lighting to best showcase their work, and how this subsequently changed the idea of the photoshoot as this continued. I am looking forward to incorporating the photography techniques and editing skills that I have learnt into my A level photography personal investigation portfolio. Thank you Evie and Alice for the opportunity of this photoshoot and the skills I have learnt along the way.

*Our thanks to everyone who contributed to this
edition*

Katherine Chapman
Jemma Sargeant
Sam Wainwright
Hannah McGrath-Wells
Brandon Howard
Dasie Houlden
Charlie Wilson
Aimee Sharp

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Rosie Young
George Dunn
Milly Wingate
Sydney Batt
Izzie Johnson
Kate Mills
Lucy Kerr
Kali Elderfield
Faith Edwards

Mr Alexander
Mrs Yapp
Mr Clark
Ms Claxton
Mr Smith
Mrs Osbourne
Mr Yates
Mrs Arrow
Mr Myhill
Mrs Williams
Mrs King
Miss Bowman

-

Emily Gillbanks
Will Howe

Thank you for reading, we hope you enjoyed Issue 2 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.

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