



# the principles

'DEGREES OF ABILITY VARY, BUT THE BASIC PRINCIPLE REMAINS THE SAME: THE DEGREE OF A PERSON'S INDEPENDENCE, INITIATIVE AND PERSONAL LOVE FOR THEIR WORK DETERMINES THEIR TALENT AS A WORKER AND THEIR WORTH AS AN INDIVIDUAL.'

ISSUE 19 | MARCH 2016

Showcasing exceptional  
work by pupils from  
Princethorpe College and  
Crackley Hall School



# WELCOME TO ISSUE 19...

...of *The Pinnacle*, a celebration of outstanding achievement by students across the Princethorpe Foundation.

This bumper issue showcases flair across all subjects and year groups as well as updates on our *da Vinci* programme. From Shakespeare to robots and eyebrows to suffering, this issue has it all! *War Games*, the design for our front cover, has been executed by Upper Sixth Art student Charlotte Cuninghame. The painting is the final piece for Charlotte's A2 coursework. This body of work explores metaphors, hidden meanings, double images and illusions. Charlotte's title toys with the meanings of the words 'War' and 'Game' and questions how an adult would view the image and interpret the title very differently to a child.

We hope you like the mini *Minnacle* mag inside too, with inspiring examples of work from all ages and disciplines - there's something for everyone!

Thanks go to: staff at Princethorpe College; staff at Crackley Hall School (ably co-ordinated by Cat Hardwick); Marketing Manager Melanie Butler; Foundation Press Officer Emma Litterick; and Debbie at DamDesign.

As usual *The Pinnacle* will be here to celebrate outstanding work, so keep sending in articles and news of success! We value every student's contribution and reward you all with plenty of house points. E-mail your work to: [pinnacle@princethorpe.co.uk](mailto:pinnacle@princethorpe.co.uk)

**BE INSPIRED!**

**HELEN PASCOE-WILLIAMS**  
EDITOR



## BEING HUMAN

Year 11 students have been pondering Philosophy and Ultimate Questions this term. No mean feat. The students were given the opportunity to watch *The Human Experience* (<https://vimeo.com/57076124>), which tells of: Cliff and Jeff sleeping rough on the streets of New York for a week; helping at a children's home in Peru; visiting AIDS victims and a leper colony in Ghana; and a meeting between Jeff and his father, whom he had not seen for ten years.

This documentary is about life and the experience of being human. A key aspect is how we deal with suffering. How do we make sense of it? It comes to us all. We will face natural sufferings such as catching flu, breaking a leg playing sport or even having a more serious illness. In addition, none of us can escape man-made suffering - being made fun of, rejected, family problems... We ourselves can inflict suffering on others...

**Can the big or small sufferings of life have a purpose or benefit?**

**What good can come through or out of suffering?**

**Can suffering make sense or is it pointless?**

The students were asked to discuss and explore the statement above, looking at different viewpoints, using examples. Here are a few anonymous responses that stood out as particularly thought-provoking...

Since suffering is pain, we immediately assume that there must therefore be no positive outcome and this leads to the statement that suffering is pointless. But I disagree. In even the most painful situations there is the opportunity for goodness. When encountering suffering it helps us reach a more complete understanding of the meaning of life. It helps us grow, develop and change physically, mentally, emotionally and even spiritually. Having contracted an illness, your body creates antibodies specified to that illness. If we never encounter obstacles we begin to lose sight of our purpose, taking for granted the gifts in our life.

*In the Qu'ran it says 'and you may dislike a thing which is good for you... Allah knows while you do not.' This says that there is a purpose to suffering, known by God, but that we can only speculate what it could be. It could be that suffering strengthens us, makes us empathise with others, makes us appreciate life. While we do not know, we have to trust God and not lose faith, as we do not know the truth, while he does.*

The first time I experienced personal suffering was when I was bullied when I was ten-years old. The physical and mental torment I received changed how I saw the world. Overnight I learnt very quickly that not everyone in our world is kind. I cannot find any positives for this suffering. It made me hate myself; I blamed myself for the bullying. As a result of this, I shrank into myself. I found it hard to talk to people, refused to get out of bed some days and stopped eating. Although most days now I am fine and it doesn't affect me, on some days it still impacts me and causes me to truly doubt myself. This type of suffering has no point. I see no reason why a ten-year old should be filled with such self-doubt that they stop talking to people.

Whether we realise it or not, our world relies upon suffering every day. If there was no crime there would be no need for policemen and women, if no one was sick there would be no doctors, if no one was ever hungry or thirsty we would not need shops. Life would be the same each day and nothing would ever develop. If there is nothing to test us or nothing to learn, there is no point in being alive. We cannot be partially free or have partial suffering, it is all or nothing. God has made us completely free so that we can control the suffering in our world ourselves. Suffering is what makes humans human and ironically, it helps us to enjoy life and grow in wisdom. Therefore suffering is not pointless.

It is understandable how some people might think that suffering is pointless. Obviously nobody likes to suffer, either physically or psychologically. It is, by definition, unpleasant; therefore some believe that it is completely pointless. These people are known as Hedonists, who believe that happiness is pleasure and that happiness, and therefore pleasure, is the main goal of life. However, if all we ever knew was pleasure, would we really be happy? Many people believe that we would not. This is where suffering comes into play. Suffering exists; therefore it is a creation of God. God does not make mistakes; therefore everything that happens or exists is for a reason.



THE ENGLISH DEPARTMENT SET A WONDERFULLY OPEN AND CREATIVE TASK FOR ALL STUDENTS IN YEARS 7, 8 AND 9 LAST TERM, TO RESPOND TO THEIR FAVOURITE BOOK IN ANY WAY THEY CHOSE. HERE ARE A FEW OF THE BEST RESPONSES AND WE HOPE THEY WILL INSPIRE YOU TO READ THE BOOKS TOO!

# Hide, shape shift and seek

Panting. That was all she could hear, panting. The hot, steamy breath of her pursuers breathing down her neck as they gradually gained on her. "There's nothing for it." She thought to herself, wishing desperately for something, anything to happen to get her out of this. She did not want to have to resort to this, so many things could go wrong, but she had no choice. It was this or die.

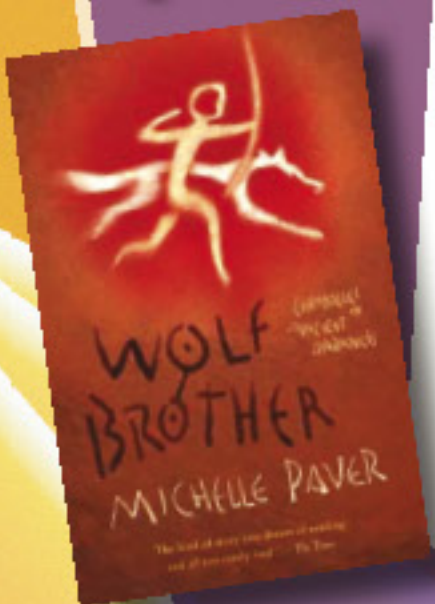
As she reached the end of the street she veered off to the left and sprinted for the wood. "If I can make it in there, I'm safe." She ran harder putting all of her leftover energy into reaching the wood before her attackers. She reached the edge and all of a sudden she felt more powerful. She could see through the sunlight dappled trees, the branches dancing slightly in the brisk breeze, her pursuers slowing down. They hadn't wanted this. They knew that if she was in the trees, they would no longer be the hunters. They would be the hunted.

"Come out, come out, wherever you are." A haunting, singsong voice called through the undergrowth. "I only want to say hello." The two men, still out of breath after the chase, stood still next to each. Each listening intently for any sound whatsoever that would alert them to her presence nearby. "Why don't you just come to me, I only want to play."

CHARLOTTE FITZPATRICK, RESPONDED TO CENDRINE WOLF'S 'OKSA POLLOCK'.



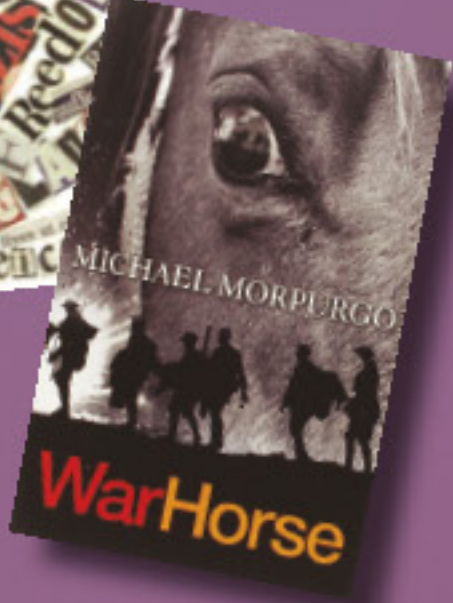
ISLA GRANT RESPONDED TO MICHELLE PAVER'S 'WOLF BROTHER'.



'WE INHERIT THE PRODUCTS OF THE THOUGHT OF OTHER MEN. WE INHERIT THE WHEEL. WE MAKE A CART. THE CART BECOMES AN AUTOMOBILE. THE AUTOMOBILE BECOMES AN AIRPLANE. BUT ALL THROUGH THE PROCESS WHAT WE RECEIVE FROM OTHERS IS ONLY THE END PRODUCT OF THEIR THINKING. THE MOVING FORCE IS THE CREATIVE FACULTY WHICH TAKES THIS PRODUCT AS MATERIAL, USES IT AND ORIGINATES THE NEXT STEP.'



REMO VOLPE RESPONDED TO MICHAEL MORPURGO'S 'WAR HORSE'.





# SHATTERING SECRETS REVEALED



A number of Year 10 and 11 English students have thoroughly enjoyed watching the BBC's modern adaptation of J B Priestley's most famous play *An Inspector Calls*. First performed in 1945, the play has recently been revived as part of BBC One's mission to give "iconic 20th-century works" a new lease of life. It certainly brought this iGCSE text to life for our students. Here are two written pieces by Year 10 students Georgia Newborough and Kate Palmer on the relevance of the play to a 21st century audience.



## FIRST WORLD PROBLEMS

When scrolling through my Facebook news feed, I came across a video that I think perfectly illustrates how *An Inspector Calls* is still relevant today. It was about what we would call 'first world problems' or a relatively minor or trivial problem. The video, very cleverly, got African children to read out common first world problems that our generation would say.

Each African child would say a line, for example, "I hate it when I leave my phone charger downstairs, when I can't walk and text at the same time", "I hate it when my neighbours block their WIFI!" There are the usual, "you need to finish your dinner – some children don't have any" or "you should take going to school as a privilege – some children don't get the opportunity" but these first world problems are pathetic compared to theirs. I realised that as I watched this video, how unaware we all are of the pain and suffering of people living in poverty and appalling conditions. It seems so awful that we can say such idiotic things whilst this is happening but it isn't just what we are saying that is so awful, it's what we're doing.

The things we use daily like cars and computers affect the world, everywhere. We are too caught up in our own problems to see this though, as the video implies. This is where I thought it was relevant to the play *An Inspector Calls*. The Birlings are caught up in their wealth, status and appearances - what the video and our generation have substituted for phones and the latest technology. The Birlings were completely unaware that their actions were affecting the less fortunate. Except for the younger family members, Eric and Sheila, the Birlings also refused to accept any responsibility for this – similar to many today who take things for granted or use things that affect others.

At the end of the play, the Inspector says that there are more Eva Smiths and John Smiths who our actions are affecting. It is the same for those in poverty. We often hear many stories of people suffering on the news, in videos (like me) and by charities asking for donations. How often will we dismiss someone asking for a donation? How often will we ignore someone begging on the streets? How many appeals will it take for us to stop ignoring them? The answer is too often and too many. Just as the Inspector teaches the Birlings, there are lots of people suffering and we need to help.

There are problems bigger than our first world problems and we need to help solve them instead of fretting over nothing. Like the video said, 'first world problems are not problems'.



## HOW IS J. B. PRIESTLEY'S 'AN INSPECTOR CALLS' RELEVANT TODAY?

Although 'An Inspector Calls' is set in 1912, and was written in 1945, many of its themes still resonate today in 2016.

In Act 1 the Inspector states, after telling the Mr Birling, Eric and Gerald that a young girl had committed suicide, '...what happened to her then may have determined what happened to her afterwards, and what happened to her afterwards, may have driven her to suicide. A chain of events'. Social attitudes may have changed in many ways over the past 100 years, however the belief, that how we act doesn't affect people's lives can be seen to echo in more recent times. For example, some 40 years after Priestley made this statement Margaret Thatcher came into power and social attitudes changed greatly. Central to the idea of Thatcherism was the belief that each person should look out for themselves and their own; there's no such thing as community. Mr Birling's beliefs are very similar to these such ideals. Many people still uphold idealisms and so it may be that this play teaches them how their attitudes actually could well affect people's lives.

In today's society, some people still appear to not take responsibility for their actions, and believe they can get away with anything they wish as they are 'public men'. This is similar to how Mr Birling feels in Act 2. 'Birling: You'll apologise at once... I'm a public man. Inspector: (massively) Public men, Mr. Birling still have their responsibilities'. One example of this is Rebekah Brooks and Andy Coulson. These two people who are very much in the public eye seemed to feel that they could treat people however they wanted to and still expect to get away with it. After the Milly Dowler scandal, they both had to face the judicial system and yet they still didn't own up to what they did, believing they were not responsible for the pain inflicted on the family. They both seemed to believe that what they did was within the law and flaunted moral rules. This is very much like Mr Birling. He truly believed that as he was an important man, therefore he could treat his workers however

he pleased and get away with it. When the time came for him to own up to the Inspector about what he had done, he still denied that he had done anything wrong. The point the Inspector is trying to make here is that just because these people are in the public eye, does not mean that they can treat people in whichever way they wish and still get away with it.





# TRUE PRINCETHORPIANS!

Last term, Mrs Pascoe-Williams' Year 7 English class studied Rudyard Kipling's inspiring poem 'If'. The rugby fans among them were even more delighted to watch Owen Farrell, Cian Healy, Greig Laidlaw, Sam Warburton and others deliver the poem with a rugby twist #scrumtogether as they prepared for battle in the Rugby World Cup. [www.youtube.com/user/dovemencareuk](http://www.youtube.com/user/dovemencareuk)

As a creative follow-up, the pupils were then asked to write their own poems, in the same style, to capture the Princethorpe ethos. Here are a few of their rousing responses!

*"Ours is a spirit of family  
and a spirit of brotherhood  
formed by kindness and understanding  
by compromise and mutual forgiveness  
by gentleness, humility and simplicity  
by hospitality and a sense of humour."*

Jules Chevalier MSC



IF

If you can sing our college hymn with pride and compassion,  
If you can fall and get back up,  
If you can express yourself and grow up to fulfil your potential,  
If you can achieve and make mistakes,  
If you can work with each other and do your best,  
If you can help a Year 7 and take advice from a year 11,  
If you can hold the door open for people to pass through,  
If you can smile even when you're sad,  
If you can help others even when you're busy,  
If you can support everyone around you,  
If you can face a bully and not become one,  
You'll be more than just a pupil at Princethorpe,  
You'll be a true Princethorpian!



IF

If you can express yourself and be proud of your roots,  
If you can learn and care for one another,  
If you can excel and achieve your potential,  
And always participate in every subject.

If you work hard when times are tough  
And always offer a smile,  
If you can support your House whilst wearing the badge with pride,  
If you can show hospitality to your friends and foes  
And remain happy throughout the day.

If you can help someone with their hands full  
Or hold a door for them,  
If you can smile in the dark days  
And work as hard as you can,  
If you can work individually and not get bored

Yours is Princethorpe and everything that's in it  
And – which is more – you'll be a true Princethorpian my son!

IF

If you can make happiness for the greater good,  
You'll be part of a brotherhood.  
If you can achieve and not boast,  
If you can be yourself and live the most,  
If you practise you can achieve anything,  
Run, throw, jump or sing,  
You'll be a true Princethorpian.

If you can enjoy school every day  
And not believe the rumours other people may say.  
If you can be kind  
You will improve your mind.  
If you can wear your badge with pride  
This is where you will find your life guide.  
If you can smile through good or bad  
If you can have manners even if you are happy or sad,  
Yours is the earth and everything that's in it  
And – which is more – you'll be a true Princethorpian!



IF

If you can work hard and not get tired,  
When you support your House and remember to smile.  
If you can show hospitality and a sense of humour  
And keep a cool head.  
If you can hold the door open for someone  
Or help a new Year 7 with advice from a Year 11,  
Or offer a smile even when you're feeling bad.

If you can wear your House badge with pride,  
If you can try to be the best you can be.  
If you can help others when you're busy  
And add to the spirit of brotherhood.  
If you can show gentleness, humility and simplicity  
And contribute to the spirit of the family  
Yours is the Earth and everything that's in it,  
And - which is more – you'll be a true Princethorpian!







# LA CRISIS EUROPEA DE MIGRANTES

Muchas personas tienen opiniones sobre la crisis europea de migrantes porque es una situación muy grave sobre la humanidad. Este artículo apuntará resumir y entender los puntos de vista.

La violencia en Siria y los países de nuestro entorno han causado un aumento en el número de migrantes que están entrando en la Unión Europea. Las fotos y los videos horribles que han aparecido en nuestros medios han convertido una crisis de sobrepoblación en una crisis humanitaria.

Hay millones de personas, hombres, mujeres y niños que han sido afectados por la violencia causada por "Estado Islámico", un grupo de terrorismo. Los refugiados han huido sus países y llegado en La Unión Europea.

Desde hace muchas semanas los países como Hungría, Austria y Alemania han aceptado millones de refugiados en sus fronteras, sin embargo El Reino Unido declinó aceptar ningún refugiado.

La semana pasada El Reino Unido anunció que dejaría un máximo de 20,000 refugiados en El Reino Unido por 2020. "La Gran Bretaña tiene que igualar su responsabilidad moral para afrontar la crisis de refugiados que es el desafío más grande en La Europa en este momento." Dice David Cameron, el primer ministro del Reino Unido.

David Cameron ha anunciado que piensa que la única manera de arreglar este problema es estabilizar el Oriente Medio. Quiere invertir millones de libras en los campos de refugiados en Siria porque no hay suficiente espacio en la Unión Europea para tantos refugiados.

Esta semana muchos países incluyendo Austria, Hungría, Rumania y Alemania robustecieron sus fronteras para proteger su país y ahora declinan las aplicaciones de asilo porque han aceptado todos los refugiados que pueden.

Hay personas que piensan que hay muchas más cosas que los gobiernos pueden hacer para ayudar a los refugiados y creen que es esencial que hagamos todo que podemos para ayudarles.

Además, muchas personas del Reino Unido piensan que es repugnante que el gobierno no hizo nada hasta que una foto de un niño indigente en una playa se volvió "viral". Los demás creen que no es la responsabilidad del Reino Unido aceptar refugiados porque el conflicto no está cerca de nosotros.

Hay muchos puntos de vista y hay muchas maneras de ayudar. Al fin al cabo la pregunta definitiva que hay que preguntarnos es ¿si entráramos en guerra con "Estado Islámico", estarían los refugiados en una situación mejor?

***Migrant Crisis in Europe***  
***Our Head Boy, Josh Popham, has written an excellent journalistic piece in Spanish recently, analysing the current migrant crisis in Europe. The work was written to a high standard, with few grammatical errors and would have been an achievement in English, so to have been completed it in a foreign language is commendable. Great work Josh!***



# HOWZAT FOR AN AWESOME ATHLETE?

Selected as part of a sixteen strong girls' county development squad, Sixth Form Sports Scholar, Bethan Ellis, enjoyed ten days of uninterrupted cricket in a recent South Africa County Cricket Tour. Aimed at augmenting the younger squads' set-up in preparation for senior county selection, the warm weather tour gave girls aged 15-18 an unprecedented opportunity to hone their cricketing skills. "It was a brilliant learning curve," she explains, "We played four fixtures, trained hard and managed to watch England's men and women's teams take on South Africa as part of their one day internationals." Accompanied by Warwickshire Senior Ladies' Cricket Coach, Errol Simms, was a further feather in the tour's cap. "Errol has an established reputation in the cricketing world so it was great to work with him in a touring environment. He spots things about your technique and gives you the confidence to work on them."

Named as batter of the tour, Bethan, who is known for her formidable bowling skills, was touched by the accolade. "I'm getting stronger in this aspect of my game. I suppose I was the most consistent batter, whilst not scoring a particularly high number of runs, I was pleased with my performance over the four fixtures."

Returning to England means not just facing the plummeting temperatures but also returning to her rigorous training regime. "It's tough combining all my hockey and cricket training alongside A-level studies," says Bethan, "But it's something I've always done and I suppose you just get more efficient at using your time." With regular training sessions taking place in Birmingham, this relentless sportswoman has an attitude wiser than her sixteen years.

Bethan is an excellent role model for all our College athletes. We look forward to seeing how this season's cricket will play out for her following this incredible South African experience. **Well done Bethan!**





# COMET DESTROBIT DESTROYED!



This is the fourth year in a row that selected pupils from Year 6, 7 and 8 have spent a day at Leicester Space Centre's Challenger Learning Centre, the only educational space mission simulator of its type outside of North America, founded by the families of the astronauts lost during the last flight of the Challenger Space Shuttle in 1986.

Eleven high achieving Year 6 pupils from Crackley Hall School joined 23 of our highest *da Vinci* performers from Year 7 and 8 to complete a successful 2½ hour mission called *Rendezvous with a Comet*. Working as a team, the students had to build and launch a probe that would knock a potentially devastating comet off course and save planet Earth. Here is Holly Kennedy's account of the fabulous day we had:

On 23 February we went to The National Space Centre. Whilst we were travelling there, we didn't know what to expect.

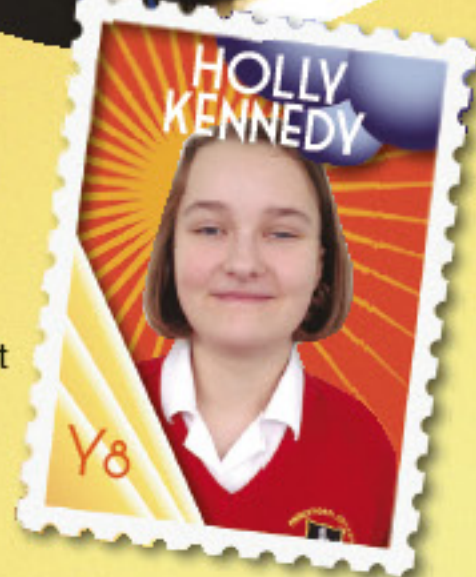
When we arrived, we were guided into a room in two groups (Mission Control and The Astronauts). We were given our mission by Commander Will and Charlie. Our mission was to stop an unknown comet colliding with planet Earth. As I was part of Mission Control, my group was led into a room full of computers and screens. This was where we were told our roles. As we began to guide the Astronauts in the shuttle, the first of many crises arose. As time began to run out, things became more tense, but we solved the problems with seconds to spare. After that, we handled further crises with ease, until we had to evacuate The Astronauts from the shuttle and head back to the room we started in.

It was at this point we were asked to put on The Astronauts' uniforms and were also asked to name the unnamed comet. As a group we decided on Comet Destrobit.

As we were now The Astronauts we were sent to the shuttle, but before we reached the shuttle we entered a simulation room. This meant that we could experience what it was like to go into orbit. The ground began to shake and shudder and suddenly it felt very real.

After that, we entered the shuttle and were sent to our stations and told what to do. When the next crisis came in our lives depended on those in Mission Control, we only hoped they were up to the job! As there was a lot of pressure to complete tasks carefully and quickly, it was slightly stressful, but once again we solved the problems. Finally we launched a probe and it hit the comet, changing its course. We had completed the mission successfully!

As we came back down to Earth, we were congratulated and given a certificate with our comet's name on it. Once we were dismissed, we went for a well-deserved lunch. After lunch we went to the gift shop. There was plenty of choice and we all went a bit mad. Maybe it was due to the relief that the Earth had been saved!



## LEONARDO DA VINCI: THE MECHANICS OF GENIUS

Given Princethorpe College's founding of the da Vinci Programme, we simply must tell you about the internationally-acclaimed, must-see exhibition of 2016 that has just launched at the Science Museum in London, *Leonardo da Vinci: The Mechanics of Genius*.

This is your chance to investigate both the facts and the misconceptions that surround this great genius of the Renaissance: Was he the period's only designer of machines? Did all of his designs get fully constructed? Find out the answers to these questions and many others at a unique exhibition of remarkable prescience, rare beauty and astonishing creativity.

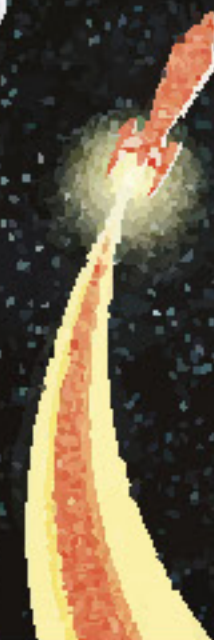
Highlights of the exhibition include:

- 40 historical models of Leonardo's inventions including flying machines, diving equipment and weapons
- Large-scale reproductions of Leonardo's famous drawings and sketches
- 13 Interactive games and 10 multimedia installations
- Modern examples of bio-inspired robotics, aviation and materials technology

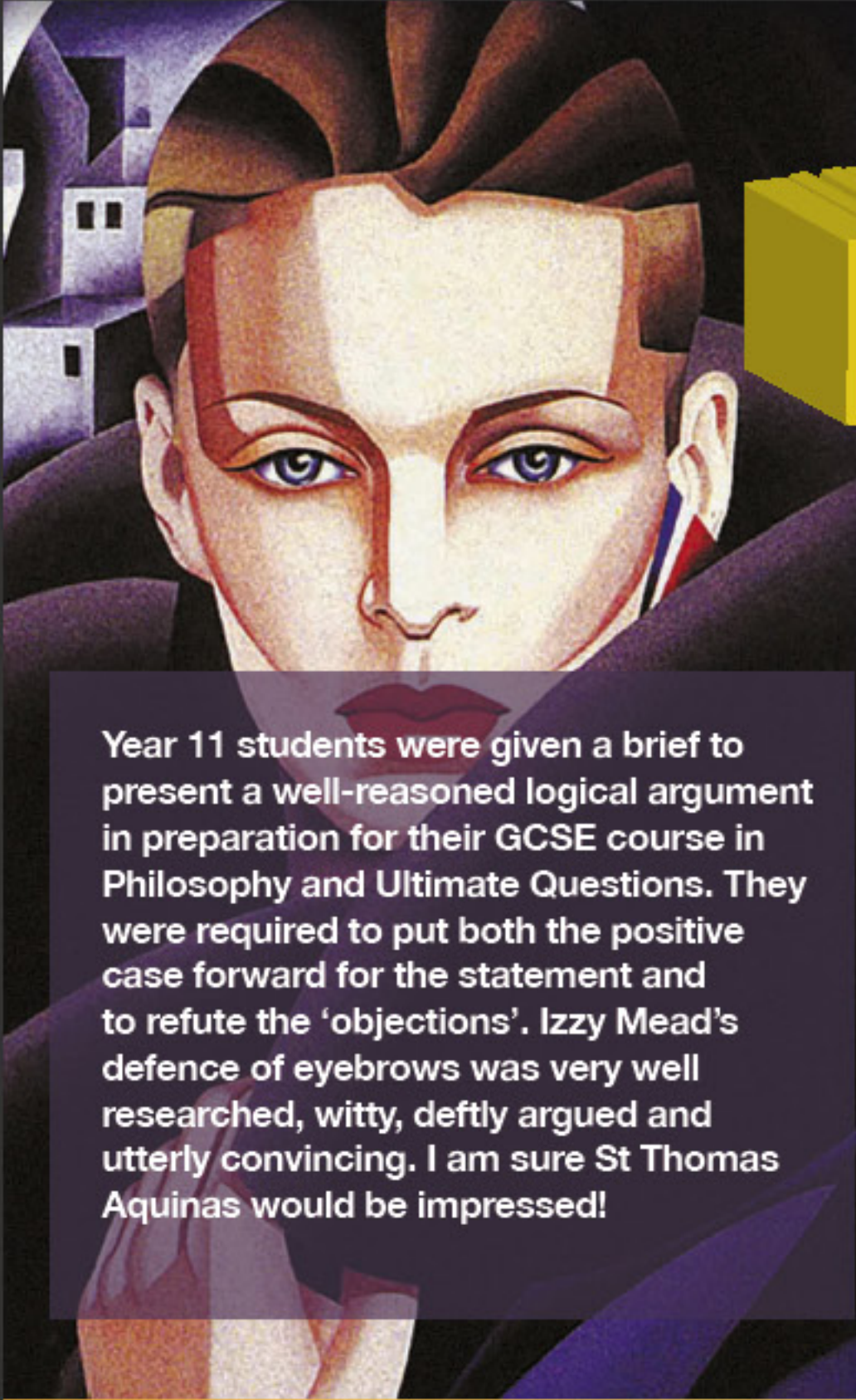


You know Leonardo the artist from paintings including *The Last Supper* and the *Mona Lisa* – now discover Leonardo the brilliant, insatiably curious engineer.

The exhibition runs from 10 February to 4 September 2016.  
For more information, visit [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk)







# EYEBROWS ARE NOT POINTLESS

I fully agree with the statement that eyebrows are not pointless. The theory of evolution states that human beings have evolved from our early primitive ancestors, the hominids, over a period of around 5 million years.

Over this period of time, as

well as increasing in brain function, human beings have lost a whole lot of body hair. However, due to natural selection, our eyebrows remain in tact. It is no coincidence that humans have gone from having

hair practically everywhere on their face to just having an arched, thin line of hair above their eye socket. The eyebrow has remained on the face of humans over time because we need it just like we need every other part of our body. Our eyebrows are there to protect our eyes, which are a vital yet delicate organ. The shape of the eyebrow allows sweat, rain and dust to be channelled around the eyes to the side of our face. This is very important to our survival because sweat tends to be salty and therefore getting it into your eyes would be uncomfortable and would be a hindrance to anybody doing physical activity. Secondly, the eyebrow protects the eye from any grit, dust or dirt, which would otherwise have fallen into it. This again would be uncomfortable and would make it easy to scratch the surface of the eyeball meaning that sight defects and blindness would become more common.

Some people may disagree with me and argue that eyebrows are more hassle than they are worth. Some eyebrows can be unruly and require constant waxing, threading or plucking; all three of which can be painful and time consuming.

Some even go as far as to shave their eyebrow off completely as they find it easier to draw on their eyebrows rather than having to constantly maintain them. To men especially, eyebrows can be a great source of embarrassment if they join in the middle and form a mono brow. It can be argued that mono brows are pointless as there is nothing in between the two eyes to protect.

However, your eyebrows do not ask to be maintained. Grooming is a choice! Your eyebrows are so much more than a fashion accessory and although some people want them to look nice, that is not the purpose of your brows. If you can't be doing with getting your eyebrows done all the time then just let them grow bushy and be proud because then at least you will know that your eyes are fully protected and your eyebrows will be fulfilling their purpose. By shaving your eyebrows off you are causing yourself unnecessary risk and choosing to look ridiculous at the same time. As for the issue of the mono brow,



**"TO MEN ESPECIALLY, EYEBROWS CAN BE A GREAT SOURCE OF EMBARRASSMENT IF THEY JOIN IN THE MIDDLE AND FORM A MONO BROW."**

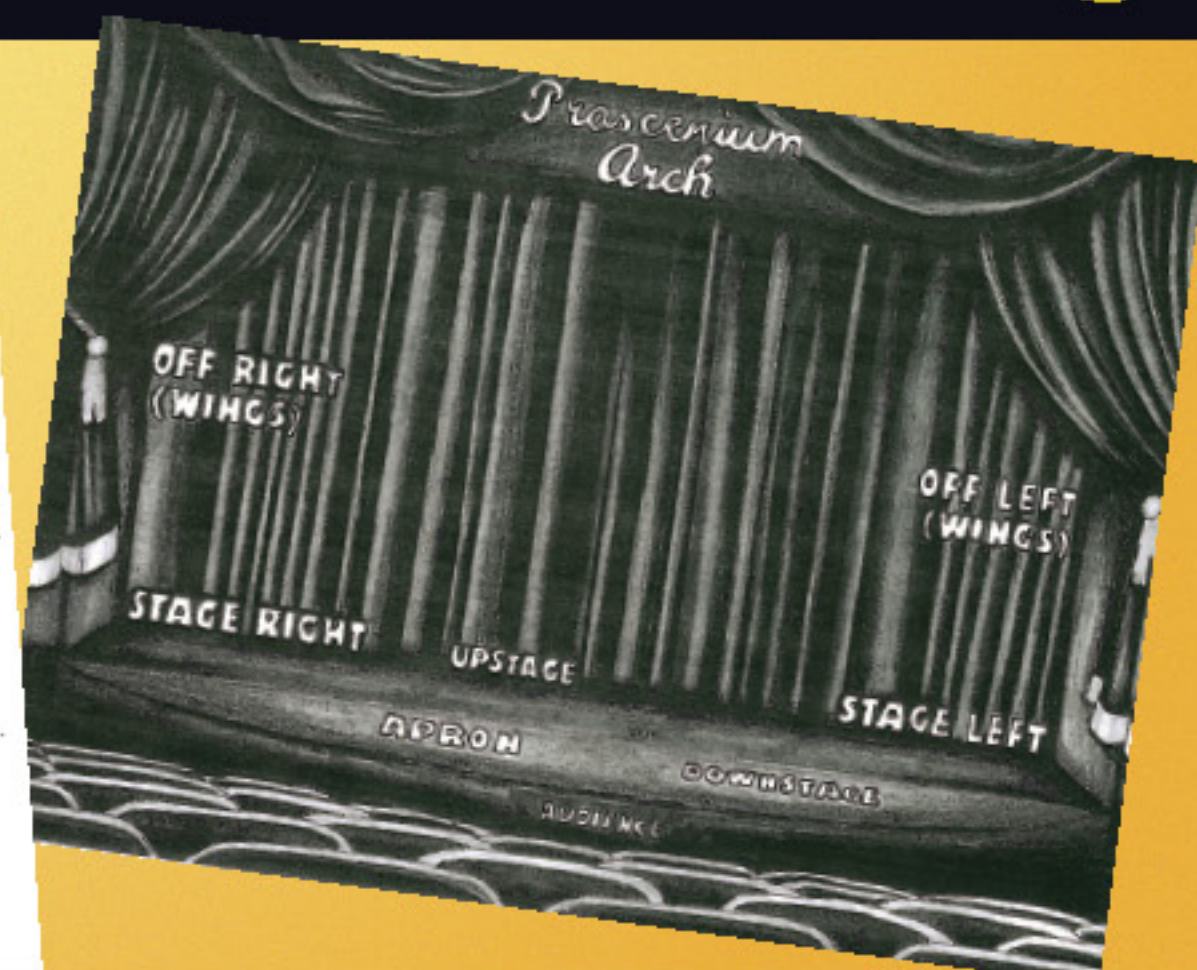


Year 11 students were given a brief to present a well-reasoned logical argument in preparation for their GCSE course in Philosophy and Ultimate Questions. They were required to put both the positive case forward for the statement and to refute the 'objections'. Izzy Mead's defence of eyebrows was very well researched, witty, deftly argued and utterly convincing. I am sure St Thomas Aquinas would be impressed!

## WHAT DREAMS MAY COME

Mrs Cefaliello has been especially impressed by Year 11 student Caitlin Scully's Drama work this term. She has achieved a *da Vinci* for her stunning visual planning and sketching in response to her first devised piece of theatre inspired by Dreams and the Absurd.

The Drama department hopes she will continue the subject at Advanced Level as she really has outstanding aesthetic skills. **Superb work Caitlin!**





# Moves and Counter Moves



During the first half of the Michaelmas term in History, Year 11 students examined Hitler's Foreign Policy and judged his actions to assess the extent of his culpability in causing the outbreak of World War II. One aspect of this is the Anschluss in 1938, when Hitler succeeded in unifying Germany and Austria, who were former allies, which was a clear breach of the Treaty of Versailles. The Anschluss is a challenging event, due to the multiple people involved and various moves and counter moves made by the political players. Dylan Janes' storyboard is not only highly accurate in regard to the historical content, but he has complemented his written captions with original cartoon drawings which are creative, highly detailed and convey accurate actions and events. It is a piece of work which shows high commitment to task and a fantastic creative element which showcases multiple skills. Well done Dylan!



*Dylan*

## Anschluss

1 One of Hitler's aims was to unite all German speaking people and the Austrians were German speaking.

2 In 1938 the Austrian Chancellor Schuschnigg appealed to Hitler to help end the plotting of the Nazi party in Austria to overthrow the Austrian Government.

3 Hitler instead refused and put pressure on Schuschnigg to appoint Seuss-Ingrart as the leader of the Austrian Nazis, as Minister of the Interior, in charge of the police force.

4 This was followed by a series of riots and demonstrations by the Nazis in Austria encouraged by Hitler and also supported by Seuss-Ingrart who was hoping to stop them.

5 Schuschnigg made a bold move to save Austria's independence. He called a plebiscite on whether the Austrian people wanted to remain independent or not.

6 To make sure that he got what he wanted Hitler moved German troops to the border and forced Schuschnigg to call off the plebiscite and resign from office.

7 Schuschnigg expected Britain and France to help but they never did and so, awestruck and bewildered, Schuschnigg resigned.

8 Austria and Germany became friends with a new wave!

Seuss-Ingrart becomes Austrian Chancellor and invited the Germans into Austria to restore order. On 14th March Hitler processed in triumph through Vienna.

also Hitler raised his opponents (Jews) in concentration camps.

A plebiscite was held and 99.75% voted for Hitler.

So do you want me or do you prefer Hitler eh?

YAY! Goodbye people!

Austria and Germany became friends with a new wave!

Seuss-Ingrart becomes Austrian Chancellor and invited the Germans into Austria to restore order. On 14th March Hitler processed in triumph through Vienna.

A plebiscite was held and 99.75% voted for Hitler.

# EXTENDING HIGHER!

Once again, a number of students consistently performing at *da Vinci* level have been invited to undertake project qualifications this year in addition to their curriculum studies.

Five students in U6 (Sophie Nicholls, Tilly Langford, Annabelle Pask, Ellen Turnock and Max Dziurzynski) are all busy finishing off their Level 3 Extended Projects, which will earn them half an A-level qualification and twelve Year 9 students (Caitlin Conmy, Isla Grant, Amy Gribben, Ciara Hancox, Chloe Johnson, Seb Lloyd-Thomas, Caitlin McBride, Aidan O'Rourke, Caitlin Parris, Lillian Robinson, Margaret Thomas and Araminta Rennie-Gaskin) are getting their teeth into Level 2 Higher Projects which will earn them each half a GCSE.

Project topics range from exploring the impact of illnesses upon the works of great musical composers to considering whether the recommended five-a-day should be increased.

We look forward to hearing all about how they get on and wish them the very best of luck in these crucial final few weeks of writing up!





AS LOVE SHEET NICK)  
Lovers been an act paper  
DVD Sea Effi film  
Capulet - Blind pompous pri  
L Capulet - Shift from villain  
Nurse - physical comedy

# PARTING IS SUCH SWEET SORROW



Not many productions can get Mr Hare dancing but Princethorpe's modern adaptation of Romeo and Juliet did just that in their stunning Thursday night performance. Directed by drama teachers Mrs Cefaliello and Miss Roberts, this is not a production anyone is going to forget in a hurry.

Though the play follows the original Shakespeare verse we all know, the infusion of punky costumes is very clever as it adds individuality to the piece. The division between the two sides, Capulets and Montagues, is tackled effectively using red and gold throughout costume and staging to distinguish between the two. Combine that with the simple chalk board staging that illustrates the feud between families and you have quite the visual masterpiece.

The play opened with a sombre funeral that pulled at everyone's heartstrings before a quick change to a gripping fight scene, in which the Capulets and Montagues roared at each other as they took it in turns to take swings at their enemies. Lord and Lady of both families came to the front of the stage and spoke, though this speech was a little lost in the shouts from behind them. However, this was one of the most brilliant moments as the tension was created well and had the audience completely silent in suspense of the outcome of such a fight. The Prince's (Connor Parris) speech at the end was brilliantly executed and ended the scene excellently.

Romeo (Charlie Blackwood) and Juliet's (Lizzie Carr) first meeting had a perfect balance of comedy and romance. As the lights dim and they walk towards each other slowly, Rosaline's (Mollie Dibb) reaction when she realises Romeo is not walking to her is priceless.

Their scene that follows is very touching along with the believable heartbreak they endure when they realise that their lover is of the opposing family.

The star-crossed lovers really shine as they convey their feelings perfectly through words and actions. Juliet's speech atop her balcony is quite beautiful and, for me, was the highlight of the entire performance.

Another highlight was the 'Young Hearts' dance scene which got everyone in a dancing mood and solidified the modernity of the performance. Bringing dancers off stage to dance with audience members was a fantastic way to get everyone feeling involved and part of the scene and, indeed, of the entire production. You weren't just watching the events unfold; you were part of them.

There were amazing performances from all the cast but some favourites were Miriam Isaacs as the kind, lovable nurse; Alana Eckland as busy Lady Capulet and the brilliant James Walker as Mercutio whose speeches were enthralling, entertaining and unpredictable.

The ending scene was one of magnificent emotion and as the lovers died in each other's arms, there wasn't a dry eye in the room. Everything had been gravitating towards that one powerful moment which exceeded expectation as it captured all the love and hate of the entire play. Truly breath-taking.

Overall, the performance toyed with the audience's emotions and ultimately played with love and hate in a way that resonated with everyone. Perhaps if all Shakespeare was delivered in this way, it would be more accessible and interesting to those without such an appreciation for it. It was an utterly magical evening and, I dare say, has been my favourite Princethorpe production yet.

# ORIGAMI

Year 8 pupils Sophie Cheshire and Hannah Bryer have been busily working on intricate origami pieces every Monday lunchtime with Origami Club leader Ms Munford. It has taken the girls about five weeks to manipulate thirty pieces of paper in order to complete the project. Hannah and Sophie had different folding patterns to follow but both had to make 30 identical pieces. They then had to slot the pieces together so that they hold their shape without glue or tape. What fabulous and complex work! Well done girls!





# WAR GAMES

At the end of a series of group tasks, Year 10 History students were asked to write about the life of an ordinary person amidst the upheaval of the revolutions in 1917. Harriet Simms' response really brings out the tension between the big events happening around them and the pressures of ordinary life.



March 1917

My name is Irana Denisovich and I am a Russian worker in Petrograd. It is March 1917 and the winter before now was exceptionally severe, the coldest in a long time. In my home in Petrograd, the temperature reached  $-35^{\circ}\text{C}$ , even fuel froze! Women, like myself, queue for hours only to buy things such as bread and even then we only get given half a loaf. People are starving to death. Strikes are taking place and factory workers meet in the streets with huge numbers protesting. Seven days ago it was International Womens Day, once a proud celebration but this year thousands of Russians took part in demonstrations because of the shortage of fuel and bread. I even shouted in demand for these basic essentials!

Most days, I can guarantee that people will be in the streets with slogans like 'Down with Tsar Nicholas II, who was fighting the war against Germany. Army commanders are becoming rarer by the day, fleeing left, right and centre leaving Petrograd under the control of the mob of riots. The Tsar's wife Alexandra, is not doing a good job of controlling Russia, while her husband is away. Workers, like I have formed ourselves into a Soviet, which we call 'the workers' council'. Apparently the Tsar was returning to Petrograd, but he never showed. I am starting to lose hope on him ever returning. Imagine if his son, Alexis took over the throne. Russia would be even worse than it is now, if that is possible. Everyone was enthusiastic and ready for war, but news from the front travels fast, about how we are losing to Germany. Some women I heard talking thought that the Tsar's brother may return and take control, but no-one has heard from him in a long time.

Today is March 15th and as usual there are riots on the street. This time the protestors were shouting something else. It wasn't very clear. But from what I can tell they are saying that Tsar Nicholas has abdicated the throne! This must have been why he hasn't come back. Who will rule Russia now and carry on fighting the war against Germany?

An excellent evocation of the period & the uncertainty around it.  
(SV)

# ROBOT WARS

Expert Princethorpe College robotics engineers Pablo Scopes (Year 7) and Harvey Badman (Year 9) are a fascinating pair to listen to. Their conversations about programming, building and modifying their latest robot might be more akin to the type of chat heard in a zeitgeist design company. It's no wonder that between them they already hold two trophies won at regional VEX IQ Challenge competitions. The two events saw the boys design and build their own robot which then had to be programmed in order to undertake a game based task against other competitors. The first round, held at Princethorpe College, won them the 'Teamwork Challenge Award'. Scoring the highest number of points for their capacity to share and delegate ideas the two then went on to win the 'Think Award' in Manchester for their programming initiative.



Speaking about their place in the forthcoming National VEX IQ Finals to be held at The Big Bang Fair at Birmingham's N.E.C in March the two already have some serious game changing plans up their sleeves. Without giving too much away Pablo confesses, "We're going to refine the crane mechanism so that it fires out balls in order to win the game more efficiently."

**"WE LOOK FORWARD TO SEEING HOW THEY'LL DO AGAINST SOME OF THE BEST YOUNG ENGINEERS IN THE COUNTRY."**

Both boys will continue to work on their robot design at the College's weekly Robotics extra-curricular club hoping to secure all the necessary technical changes before they commit their design to an intensely competitive young engineers' arena at The Big Bang.

Commenting on the pair's success Princethorpe College Head of Technology Mr Paul Scopes added,

"We're over the moon with their achievement. Harvey and Pablo are a formidable team who have many creative ideas that they then put into practice. I'm thrilled that they have got this far in such a competitive event and we look forward to seeing how they'll do against some of the best young engineers in the country."

Image shows Harvey Badman and Pablo Scopes with their VEX IQ Challenge trophies.

**'BEFORE YOU CAN DO THINGS FOR PEOPLE, YOU MUST BE THE KIND OF PERSON WHO CAN GET THINGS DONE. BUT TO GET THINGS DONE, YOU MUST LOVE THE DOING, NOT THE SECONDARY CONSEQUENCES.'**



# TOP HONOURS IN ART

Princethorpe College students have once again achieved excellent results in the annual Independent Schools' Association's National Art Competition. Here are our top honours:



Eleven-year-old Mary Lomas achieved first place for her beautiful silk screen painting of two delicate birds resting on a summer branch. The Year seven student has a real eye for detail and terrific patience to execute such a thoughtful composition. Exquisite work Mary, well done.



Former U6 Art student Paul Ruskin came second in the Key Stage 5 drawing category with this wonderful architectural sketch. He is now studying Art at Plymouth University.



Samira Hassan achieved Highly Commended for her Key Stage 5 painting.



Former A-level student Matt Farr won the Key Stage 5 sketchbook category with his fabulous collection of work entitled 'Flaws, Perfection, Ideals or Compromises'.



## SUCCESS ON NATIONAL STAGE FOR SEBASTIAN

Twelve-year-old Sebastian Dibb is delighted to have earned his place with the prestigious National Youth Music Theatre Company performing in their production of 'The Piper of Hamelin' in theatres this summer. Following an initial all day audition at Birmingham's Hippodrome Theatre where the Year 7 pupil had to sing, dance and work on improvised scenes, he was feeling quietly optimistic about being re-called for the second wave of auditions to be held in London. Sebastian explained, "When I had to sing my solo piece, Singing in the Rain in front of everyone, I noticed that one of the Directors was filming me. I then found out he was the founder of NYMT so I sort of knew it had gone quite well."

A successful re-call took place in London involving another all-day stint, this time with Sebastian performing four songs, a dance routine and a script. Up against over a hundred talented performers between the ages of 11-21, Sebastian must have done something right when he received an email inviting him to join the company that has been the spring board for well-known actors such as; Sheridan Smith, Matt Lucas and Idris Elba. "I couldn't believe it when I found out I'd been accepted. I just can't wait to start work with them." Well done Sebastian, what a fabulous achievement!



Former U6 Art student Katie Strange won second place in the Midlands ISA competition with this evocative photograph entitled: 'My Life Stretches in Front of Me, Leading Me Right Back to the Soil'.



 The Princethorpe Foundation  
www.princethorpe.co.uk

 Princethorpe College  
Princethorpe, Rugby, Warwickshire, CV23 9PX  
Tel: 01926 634200 E-mail: post@princethorpe.co.uk

