



The Pinnacles

ISSUE 21 | DEC 2016

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



Letter from the Editor

'Man cannot survive except through his mind. He comes on earth unarmed. His brain is his only weapon. Animals obtain food by force. Man has no claws, no fangs, no horns, no great strength of muscle. He must plant his food or hunt it. To plant, he needs a process of thought. To hunt, he needs weapons, and to make weapons – a process of thought. From this simplest necessity, to the highest religious abstraction, from the wheel to the skyscraper, everything we are and everything we have comes from a single attribute of man – the function of his reasoning mind...

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 aeroplane. 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. This creative faculty cannot be given or received, shared or borrowed. It belongs to single, individual men. That which it creates is the property of the creator. Men learn from one another. But all learning is only the exchange of material. No man can give another the capacity to think. Yet that capacity is our only means of survival.'

The Fountainhead by Ayn Rand

Welcome to issue 21

Much has happened since the last issue, not least the Foundation's merger with the Crescent School in Rugby. As a result, we have created a new-look *Minnacle* mag which showcases excellent work by pupils at both Crackley Hall and our new partner school The Crescent. Welcome aboard everyone!

The cover for this issue is provided by Princethorpe College Sixth Form Art Student Selin Hassan and is entitled 'Generations'; it is a painting for which Selin has won two first prizes in the Midlands ISA Art Competition and was awarded first prize at the National finals. Following in her older sister Samira's footsteps (who also won prizes for both her Drawing and Painting), Selin stole the 2016 show in both the Sketchbook and, more coveted, Key Stage 4 2D categories. Before undertaking her GCSE Art course, Selin admitted she was 'afraid' of portraiture, which makes her results all the more exhilarating. Her new-found love of faces is developed in her acrylic painting 'Generations' that ingeniously captures the bond between mother and daughter in startling intensity. Her use of colour and light absorbs the eye as you move between the generations, noting that each wears the thread of a silver necklace, belonging to Selin's grand-mother – iterating the female bond over the years. With the Key Stage 4 2D category being the most fiercely sought after it is a real tribute to Selin's skill with the brush that she was awarded first place.

This year's Midlands competition was hosted by Princethorpe College. The Chapel was transformed into a walk through gallery exhibiting hundreds of works from pupils from Early Years – Sixth Form over three days. In total eleven prizes were awarded to College pupils in photography, fashion, drawing, painting and 3D categories. Feeder school Crackley Hall scooped two awards.

Head of Art, Paul Hubball commented, "This year's judges were very tough. Their experience made them look for the best technicians on show so we were pleased to have so many winners."

The following Princethorpe College artists were either Runners Up or Highly Commended: Lily Blunsom-Washbrook, Lucy Wilson, Livvy Williams, Lizzie Watson, Mary Lomas, Elie Garden (1st in National Sketchbook), Lauren Whitfield and Maddie Pomfrett

We hope you enjoy this issue's selection of excellent work from across an expanding Foundation.

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

SEE YOU NEXT ISSUE!

2 Helen Pascoe-Williams
EDITOR & CO-ORDINATOR OF THE DA VINCI PROGRAMME



Scholars' Challenge

Last year, Year 8 scholars were invited to undertake a Scholars' Challenge. This involved them working on a project of their choice independently over the course of the year.

For Lauren Mason, the challenge culminated in her work being entered for a Level 1 Edexcel Project Qualification, for which she was awarded 100%. This was the first time the College has entered a candidate for this qualification so we are immensely proud of her achievement.

Lauren Mason chose to write, illustrate and publish her own children's book. 'Tilly's Birthday Cake,' is a delightfully mischievous tale of seven-year-old Tilly who forgets to buy her mum a birthday present. Using a post-it board as a planning technique, Lauren fervently began devising her book which took six drafts to get right.

"I've really enjoyed writing and illustrating it," she said. "It's taken me about two months, 6000 words and twenty or so drawings but I'm pleased with the finished edition."

Using a home publishing software kit, Lauren sent her manuscript to be privately published at the same time as despatching it to professional publishers.

Let's enjoy a moment from Chapter Seven as the mysterious old woman gleefully peers into her crystal ball at Tilly's big bad bake-off error...

"Oh dear little girl," the mysterious old lady hissed. "You got it wet and hot! The two things I told you not to do! And what's more, you did them both! Well, you're in for it now... I'll just sit back and watch the fireworks!"



GEORGIE CLARKE STAR SKIRT



I decided as my project to design and make a skirt.

Originally, I wanted to make a skirt I could wear with a leotard for ballet. However, I decided my design should be more adventurous than this but still incorporate features contained in a ballet skirt. The skirt needed to have a 'wow factor', so I included LED lighting in its design.

I undertook research on the Royal Academy of Dance and dance retailers websites and looked at numerous skirt designs on the internet. I visited local shops to source suitable materials for the skirt. In addition, I obtained advice from both Mr Scoopes and Mrs Sellers from the Design and Technology department, on implementing my ideas.

I learnt many new skills in this project. These include; designing and creating a pattern to size, putting darts and a zip into a skirt, making a waistband and button hole, overlocking, sewing seams, soldering wires to a battery pack and attaching lighting to lining material and sewing lining into a skirt.

The skirt I finally created is a fitted skirt, made of pink linen material, to knee length. It has a chiffon drape around the top of the skirt and situated on the front section is a large bow, also covered in chiffon. It is dual lined and within this small LED lighting can be seen giving the skirt a star light effect. The lining with the LEDs can be removed from the main skirt, as it is attached by buttons.

In this project I have achieved what I set out to create and the skirt contains all of my original ideas. If I had to improve on anything, I would have made a dress and not have limited my design to a skirt.

I think my design may be the first of many!



Meanwhile, Georgie Clarke designed and made a skirt, but not just any skirt, one with integral LED lighting! We love her spirit of adventure and creativity and think you'll agree that the outcome is absolutely stunning. We hope her design will be the first of many.

Elsa Isaacs's passion for baking led her to design and make a beautiful cake. She wanted to learn how to pipe intricate designs and to create a delicious four-layered cake to enter into the Princethorpe Bake-Off. Her final cake was stunning and certainly required not just skill but ingenuity in constructing it! An amazing achievement Elsa, well done!

ELSA ISAACS MY FAMILY CAKE

For my Level 1 Project 2015/2016 I decided to aim to improve my baking skills. This included, piping, decorating, following different recipes, practicing methods, time management and most importantly organization in the kitchen.



I also wanted to try and cook with a new variety of ingredients, that I hadn't worked with before. The plan for the cake changed theme frequently. The final piece required not only baking skills, but ingenuity in constructing it. I wanted to achieve a cake which would stand out amongst the other entries for the Princethorpe Bake off, on the Thursday 5 May. This was almost impossible, but I gave it a shot.

The reason why I decided to base my project on family was, because I love them and wanted to show their personalities, using my passion for baking. I created each layer of my cake, as a different person in my family. The flavour and textures each represented their passions and personality. My mum's layer was coffee and walnut, because of her obsession for coffee, and walnut, because she is nutty (crazy)!

My final piece was a four-layered cake:
Layer 1: Chocolate
Layer 2: Orange and lemon
Layer 3: Vanilla
Layer 4: Coffee and walnut

To decide my final recipes, I looked at many different websites and bakers, such as Mary Berry, and learned how to use a palate knife. I practiced using one and learnt how to cover a large cake, with the knife, to smooth the icing. I also practiced techniques such as sculpting modelling paste and designing structures.

I think that my rustic design looked aesthetically pleasing and I improved my baking skills in the preparation and planning process. I also managed to achieve a big bake, even on a school night and the cake tasted really yummy, even if the judges didn't try it!

The vanilla and coffee and walnut layers were slightly dry, so in the future I need to try out recipes a few more times before a competition. However, I did manage to practice the walnut and coffee layer. I tweaked the recipe before the big day and I had practiced the chocolate recipe lots, so it turned out really moist. Next time I will spend longer researching my flavour combinations and recipes.

Overall I think this project has helped me to become more organised in the kitchen and hopefully outside of the kitchen as well! I have improved my baking and researching skills.



For more of Elsa's recipes...



Savannah to Subtropics

Mrs McCullough is full of praise for her geography pupils and two in particular have stood out for their engaging responses to a recent study of Africa. The students were asked to take an imaginary tour through Africa, commenting on important geographical features. Here is a sample of the creative work produced by Year 8 pupils Elizabeth Boyes and Michael Platt-McLoughlin.



Michael Platt-McLoughlin

I am starting in Egypt near a river called Lake Nasser. It's in July so the lake water may be helpful at the start but not when I have left Egypt. It is about 34 degrees I have a little bit of sweat on as this backpack is already putting me down and I've only been travelling about 15-20 minutes. Now I am coming to the end of this country it has been quite helpful with hydration.

Now I'm bordering Sudan, the Red Sea is just beside me, it's as clear as a window. At the moment Sudan is at about 32 degrees. At this moment in time my backpack is getting more annoying as I travel.

Now I am setting camp in Eritrea which is in between Sudan (the country I just visited) and Ethiopia (my next place to visit). I have set camp underneath a huge oak tree, my tent is a reasonable size and has holders keeping it in place. Now about 25-30 degrees it's not too humid so I have been able to get a decent sleep. I heard such creepy noises of animals moving at one stage I thought I wasn't going to see tomorrow...

Arriving in Ethiopia was fairly strange because the land is quite high with tropical rain forest. I visited some amazing animals like Yellow Spotted Lizard monkeys and a lot more. When travelling through I saw the gates for the wildlife reserves and it looked amazing. I wish I had time to go in but I am focused on my trip through this lovely country.

When I landed in Kenya I found a small airport so I had a look around and spotted a few taxis so I hopped in one of them and travelled through the middle of Kenya in a cab. Sadly there was no air con (but never mind) at least I had the backpack off my back and could rest. I later arrived at Lake Victoria and from there I built a raft and travelled through the beautiful lake featuring frogs, lizards and some alligators - they were all amazing to see!

Read more...



Elizabeth Boyes

EGYPT

Almost 1 week ago now, I finished my journey through Africa. Exploring its cultures and different landmarks that I see on my way, backpacking through its high temperatures!!!

I started my journey in Egypt, as it is known for its famous pyramids of Giza (which were smaller than I had expected)! As it was the beginning of July, it was reaching around 34 degrees centigrade. It was



fairly flat land but dry, there was hardly any plant life as it rarely got any rain. The population was around 82.02 million but yet in many places it seemed so quiet. The food was very cultural, mainly washed fava beans, lentils, rice, pasta etc. I also took a boat ride through the River Nile where I watched people wash their clothes in the river water whilst children played around. My time there was amazing and I enjoyed all the sights but it was time for my next main stop!

CAMEROON

After crossing Chad, I arrived in Cameroon! It was filled with beautiful sights and attractions. It has been called 'Africa in Miniature' because it has all the major geographical features of Africa (a coastal plain, desert, savannah, mountains and rainforest). The temperature was more bearable now with temperatures lowering to 25 degrees centigrade. As the part I was visiting was a rainforest, there was lots of rain! Its economy relies on oil, timber and agriculture.



KENYA

After crossing the large country of the Democratic Republic of Congo, I reached Kenya after crossing the steep mountains. It was roughly the same temperature as Cameroon (24 degrees centigrade) but it got warmer the further you got to the coast line (about 28 degrees centigrade). While

I was there I visited one of the most famous viewing sanctuaries, Maasai Mara which was AMAZING, seeing all those fantastic animals living in their natural habitats! The food there was, again, very cultural and I tried the famous Kenyan dish... Maharagwe (kidney beans in a coconut curry soup)!

Read more...





The Diary of Anne Frank

Year 11 Drama student Rob Redwood is a tall teen yet somehow whilst he played the touching role of Peter van Daan in the Talisman Theatre's production of *The Diary of Anne Frank* his stature diminished and he seemed every inch the vulnerable, oppressed Jewish lad at the hands of Nazi Germany.

The story of Anne Frank, the invincible Jewish hideaway, is ubiquitous. To tell the tale with spine chilling sensitivity, surprising good humour and flair is no easy thing. Princethorpe College LAMDA teacher Mrs Macdonald directed the production that ran in Kenilworth for the first week of October to five-star acclaim and successive packed audiences. Her casting nowise had much to do with this. Playing alongside an adult cast Rob stood out as the shy, gawky friend to eponymous Anne. Macdonald's compassionate direction saw his troubled relationship with the young diarist develop into something more as the heat of Nazi oppression drew closer. Blessed with the capacity to look both petulant and mawkish, Rob's permanently cowed demeanour drew the audience to him as he sought refuge in his single box room away from the bickering grown-ups. His self-contained plot for survival, later assisted by Anne, presented the inner life of this lost young man and Redwood sustained this quite perfectly throughout.

Rob was described in the Leamington Courier Theatre Review as having given a 'fine performance...tentative and wondering' which is exactly right. Capturing that tricky balance between the half light of the grown up world and the lost years of a carefree childhood he convinced the audience of the uncertainties submerging the young van Daan.

This really was a fine show in every sense. Redwood's beautifully muted performance added so much to the chilling suspense from start to finish.

Image shows Rob Redwood and Molly Ives (playing the role of Anne Frank).

Last term, Cambridge aspirant James Thompson, now in Upper Sixth, achieved a commendation in the Vellacott Essay Competition run by Peterhouse College, Cambridge University. This is very impressive indeed given the quality of the competition. Here is the opening to his essay and an opportunity to read it in full. Tremendous work James.

Why

was Machiavelli's book 'The Prince' so controversial?

By James Thompson

The Prince is a book of historical significance. It was the first prominent piece of literature to go against the ideas of Christian virtue and chivalry. This places *The Prince* in an important position. The thoughts put forward by Machiavelli were truly post-modern in nature and so his book acted as a catalyst in the breakdown of religion's stranglehold on scientific and historical thought. *The Prince*, in effect, heralded in the Renaissance and all the freethinking that went with it. The key characteristic of the Renaissance was that it left much of Christianity's power in Europe behind. However, the Church did not quietly lie down and accept its fate. The Reformation lasted from 1517 to 1648. *The Prince*, with its original outlook on Christianity and moral codes devoid of religious virtues, was a significant player in this tumultuous time as society developed; it was incredibly important in the transition from the medieval to the early modern. This is why question of why *The Prince* was controversial is so important to historians. If it can be understood why the book was received so poorly then an insight can be gained as to the nature of thought at such a significant time in European social and scientific history.

Niccolò Machiavelli (1469-1527) is a figure who has been interpreted in many different ways. He has been called a humanist, a realist, an a priori dogmatist and even a pre-



Niccolò Machiavelli

The Prince

incarnation of Lenin. Machiavelli is a man who still divides opinion, but the main reason he is discussed at all is down to the controversy surrounding his small book *The Prince*. *The Prince* was written out of necessity by a desperate man forced into retirement, as a way back to employment. It was a princely treatise dedicated to Lorenzo Medici, the grandson of Lorenzo the Great. *The Prince* and *The Discourses* were Machiavelli's two main works on governments, both of which were written at approximately the same time and were published after his death, and yet one is infamous and the other is quite the opposite. The principal difference between the two books is that *The Discourses* describes how to run a republic, while *The Prince* teaches how to gain and maintain power as an autocrat. However this cannot be the only reason for *The Prince*'s bad name, for the content of the book was not entirely original. Many believe that Machiavelli was strongly influenced by Aristotle, because in *Book V of Nicomachean Ethics* he describes how a tyrant should effectively rule. Therefore if *The Prince* was controversial for the simple fact that it helps undemocratic leaders, then Aristotle would be as infamous as Machiavelli.





Colin Dexter, fondly known as Dex, is a bit of a legend at Princethorpe College. For the past eight years he has been running summer hockey camps in our stunning College grounds and if you didn't know about Legends, it's time you did.

WELCOME TO LEGENDS HOCKEY

Founded on a mission statement of fun, friendship, good food, safety and excellent coaching, Legends Hockey Camps seek to provide youngsters with an insight into hockey within a training camp environment. As well as excellent hockey coaching, the camp includes some exposure to classroom sessions on nutrition, hydration, making it to the top and advice on how to impress the selectors.

2009 marked the inaugural year with the running of two camps: one in July and one in August. In those early days only 75 players attended, supported by 15 staff on each camp with over 2,500 meals served.

The following year saw an increase to three camps with over 200 youngsters taking part. The camp evolved to include indoor hockey coaching and games, professional sports science physical testing as well as refinements to the camp's fun 'War of the Worlds' competition.

2010 saw the arrival of two Aston Martin at Camp 1 while on Camp 2 the players learned some Hip Hop and Street dancing. Camp 3 heralded an hour of Zumba.

Special sessions were run by young internationals on how to make it to the top and play for your country. Other class-based sessions included a brilliant session on injury management. Imran Sherwani gave a fantastic talk to the players about his life and also gave each player a signed information sheet on the Olympic Gold Medal history.

2011 upped the stakes some more with a visit from an Olympic gold medal winner, a Pakistani double Olympian with 237 caps, England juniors and England coaches...Legends just keeps getting better and better.

Because the camps promote fun as well as focused training, there have been some memorable entertainment features such as a visit by a Scorpion tank, a fifteen-piece orchestra, Chinese wish lanterns, water slides, hog roasts, a tuck shop, a hockey shop, live music and most recently silent disco!

The snacks, the meals, the bacon, the squash, the hockey balls, the cones, the plates, the bowls, the knives, the forks, the spoons, the beakers, the tents, the laps, the kilometres, the distance, the miles, the skills, the hours, the smiles, the laughs, the magic...

Visits from superstars of British hockey such as Adam Dixon, Ollie Willers and Sam Ward, all of whom Dex coached as youngsters, have inspired those who attended the camps over the years. It's clear, once you attend a Legends Hockey Camp you always come back for more. There's something truly magic about it.

"The nub of what we do is aimed at inspiring young hockey players to play the game" comments Dex.

So, if you love to play hockey and want to improve your skills, as well as have bags of fun, visit the Legends website

www.legendshockeyscamps.webs.com for more details.

"2016 was my second Legend Hockey Camp. I camped this year, which was really fun! I liked the entertainment in the evening, especially the silent disco. My favourite bit was the tournament because I learnt so many new skills. I loved seeing Imran Sherwani's Olympic medal too!"
Molly Minshull, Y8



DATES FOR SUMMER 2017
CAMP 1
Tuesday to Friday 25-28 July
CAMP 2
Tuesday to Friday 1-4 August



Coach: Tom Oglethorpe

I am 19-years-old and began my coaching career with Legends Hockey and this was my first ever coaching job when I was 16. I am a former student of Princethorpe College with a deferred entry into Cardiff Metropolitan University while I study at Moulton College. I used to play competitively at JRPC level, but fractured my spine so turned my focus to coaching hockey as well as sports therapy treating other injured athletes, which is what I will be studying at university. I aspire to coach athletes on the pitch as well as in physio rooms and gyms in order to provide them with an injury-free, long-lasting sporting career.

I got involved with Legends Hockey after I attended the camps myself and, whilst playing at Princethorpe College, Dex asked if I wanted to start getting involved with the coaching. It was difficult to say no, so I seized the opportunity with both hands. I think the camps give the players an entirely new experience of hockey with so many coaches ready to give their knowledge as well as the friendly almost family-like atmosphere around camp.

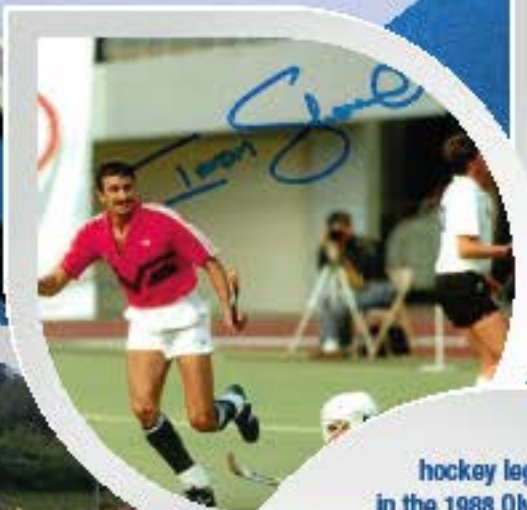
This summer something that I noticed, and was pleasantly surprised to see, was the younger players around camp challenging the older players at times and even testing their abilities; they weren't afraid to go up against the older players.

"I think the camps give the players an entirely new experience of hockey"



"2016 was my first Legends Hockey Camp and I really enjoyed it. The best bits for me were the matches as I learnt lots of new skills. The hog roast was delicious too!"

Daniel McCullough, Y7



Coach: Ed Statham

I'm currently playing for Leamington Men's 1st team as well as coaching at their junior club on Sundays and I have had some involvement with the U12/13 JDC Hockey. At Princethorpe I played a lot of school hockey, my highest level being the 1st XI. I have been to at least one Legends Hockey Camp every year since starting at Princethorpe as a Year 7 pupil; first as a player myself then later as an assistant coach when asked by Dex. In my first Legends Camp when I was in Year 7, the only hockey experience I had was from hockey that year at school, so not a lot compared to others at the camp! However, this did not hinder the experience as it allowed me to play with players at my own quality and also experience what top hockey looks like.

The camp itself offers one of the best hockey experiences for young players available. The number of hours accumulated playing hockey over the course of the week, coaching from some of the top coaches in the country (including ex-international players and Olympians), an inspirational story of how Imran Sherwani won his Gold medal in Seoul and even a chance to hold the medal and have a photo with it, are just some of the highlights. As well as this, the needs of all the players are met with amazing home cooked food, the great care team and even the rules of the camp which allow everyone to leave having had an amazing time. But the part of the camp which really sets it apart is the amount of energy and enjoyment all the coaches put in to making the camp a great success, which really shows through the kids.

Imran Sherwani is a real hockey legend having scored 2 goals in the 1988 Olympic final when GB beat Germany 3-1. Imran has been the lead coach at almost every one of the Legends camps and puts together a programme that is delivered by some of the best youth hockey coaches around. Imran stated his real love for the camps, citing the fact that it really does cater for the young beginner through to junior international players. Dex and Imran have been friends for many years having played against each other. Imran stays at the camp and the players are often seen having lunch or dinner with a true legend. Inspiring and amazing!



I Like

"We are all so busy that we often forget what should be really important in our lives." Describe what is important in your life.

You may choose to write about:

- the people in your life
- activities, hobbies and interests
- any other points you wish to make.

Today in class I was asked to write about the things that are important to me in my life. Wow, I know, right. How exciting. I'm sure most people will write about their friends, family, interesting hobbies and activities. But, like I said, everyone's going to do that. So I'm not.

When I was first asked this question, instantly I thought about my parents, my cat, my sister and countless other family members and friends. But they're not the only thing I find important. My answer isn't as simple as playing sport or spending time with my friends. Don't get me wrong, these things are great. But for me, it's the details that count. I play this game with a friend of mine. When we are walking along through town or over fields, relaxing in our bedrooms or lying in the garden, we play a game called simply 'I like'. It usually begins with one of us saying what we like in our surroundings but quickly grows to include the wide expanse of our imagination and memory. For example, as we walk down a road, whose trees are cloaked with autumn leaves, one of us will say 'I like the sunlight filtering through the leaves' and so it begins.

This is what I'm going to do now.

Year 11 students are busy practising for their mock exams after Christmas. As part of their English Language practice, Mrs Pascoe-Williams' class were given a past paper with the following 45-minute question. Here are two responses by Georgie Glasspool and Lizzie Carr which, quite frankly, took my breath away.

I like the feeling you get when you sink deep into the large pile of pillows on a sofa. I like the ambient fairy lights give a room. I like listening to my dad whistle when he works on the house. I like doing my makeup in the morning for no reason whatsoever. I know I'm not going out but I like doing it anyway. I like it when my sister finally talks to me about a problem I know she's been silently dealing with for a while. I like knowing someone so well you can tell by the simplest of facial expressions how they are feeling. I like it when my mum comes and lies next to me in the morning when she's not busy running around doing all the crazy, wonderful things she does on a daily basis. I like the smell of coffee. I like listening to my grandfather talk about his life and all the amazing stories he wants to tell me. I like listening to him play the piano too, he never could read music, but somehow everything he plays sounds beautifully composed. I like the feeling when my family finally decides on what to watch after hours of arguing. I like the fact that I can just look at my best friend and she just knows what I'm thinking. I like the feeling that everything has just fallen into place. That last minute plans turn into days I will always remember.

All these little things, all these simple details, these are the things that are important to me. These are the things that make me smile a little bigger, laugh a little louder and make me as happy as I could simply be.

Georgie Glasspool, Y11



What's Important?

It's easy to forget about important things in this day and age. I find it funny and ironic that this question has been asked, because the statement given 'we are all so busy we forget what should be important in our lives' has been posed by the institution responsible for why I am too busy. Too busy to remember what is important. I'm not sure if this is intended as a joke with malicious and mocking intent or if it is simply blind coincidental ignorance. Either way, ha-ha, I'm in stitches.

Yet, even with its sad, melancholy, ironic humour, there is such tragic truth in it all. Because yes, we are all so busy. And yes, I am afraid to say that you who has asked me this question are in part guilty for its truth. Because the institution you stand for, earn money from, is the same one that has told me WORK is more important. Brain-breaking, time-taking, soul-sucking work for a letter on a piece of paper in a neat brown envelope is MORE IMPORTANT.

So, to fight back, in my own little way, amidst all this headache, I have a mantra. A little thought made of iron and steel and titanium, armed with spikes and guns, that keeps me going. And it's the idea to not live in these moments.

I do not live when I take exams. I do not live when I sit through lectures. I do not live whilst walking down my road with pounds' worth of books weighing me down into the tarmac each blurry morning and every weary night. I am not living whilst I answer this question, I am surviving. Because I know that to live in a moment which deserves it, is what is important. Not grades, not sitting silently in echoey exam halls. I will live with my friends; I will live with my family. I will live when I dance, when I sing, when I read and, yes, when I cry. Because all THOSE moments are worth it. All of those conversations, all those stomach-clenching fits of hysterical laughter, all those belly-warming meals, all those mutually-suffering tears. Those are what are important to me. So, I'll live in them.

Lizzie Carr, Y11



CRIME AND DEVIANCE

Some functionalist sociologists argue that crime and deviance are caused by the inability of some people to gain the rewards of society, for example because of educational underachievement. Those members of society whose opportunities are blocked cannot achieve the goals of society by socially approved means.

Applying material from source material and her own knowledge, U6 sociology student Olivia Pope evaluates the usefulness of functionalist approaches in understanding crime and deviance.



Functionalism is a consensus structuralist theory, which sees the source of crime and deviance located in the society. Social order and cohesion are based on a value consensus, and the agencies of social control seek to controlling the threat posed by crime and deviance.

As Item B states, some functionalist sociologists argue that crime and deviance are caused by the inability of some people to gain the rewards of society, for example because of educational underachievement. This is the strain theory and it was first developed by the functionalist Robert K. Merton (1936). The strain theory argues people engage in deviant behaviour when they are unable to achieve socially approved goals by legitimate means. For example, they may become frustrated and resort to criminal means of getting what they want, or lash out at others in anger, or find comfort for their failure in drug use. Merton explains the elements of the strain theory, structural factors that include society's unequal opportunity structure, and cultural factors which include the strong emphasis on success goals and the weaker emphasis on using legitimate means to achieve the goals.

Read more...



Room 101

Mrs Baker's Year 8 English class have been reading *Inventing Elliot* and dipping into *1984*. Tom Palmer really got into it and impressed his teacher with his imaginative account of what happens to Julia in Room 101. It would seem Julia has always had a fear of injections! Here is an extract. Great job Tom!

Julia in Room 101

"Arrgh!" Julia shouted as another needle was injected into her back, tingling her spine. Any further and she'd be instantly paralyzed. The third needle went straight into her stomach, pulling away her soul, leaving no trace of life inside; she was dead on the inside just not on the outside.

"Sorry Julia, I didn't mean to hurt you. Oh wait, yee I did." chuckled O'Brien.

"I love Big Brother! There, I said it. Now remove these needles and let me go, please" said Julia with no expression.

"And what aren't you going to do?" replied O'Brien.

"Disobey the Party" said Julia as dull as a cloudy day.

"Good girl, you may leave now. Hurry up, I'm sick of your face already" sneered O'Brien.

Julia felt the cold breeze of wind on her face but she was too heartbroken to move. Her eyes were only just adjusting to the light. She could make out a familiar face though; it was Winston. She ran over to him straight away.

"Winston, I'm so sorry. Forgive me please. I've been broken they've ripped my emotions out. I'd cry if I could, trust me: I still love you," said Julia with the same dull face.

"It's ok. I was broken too. Promise me we'll never see or speak to one and other ever again" replied the other dull face that was Winston.

"Okay. Good bye" replied Julia

"Goodbye" said Winston.

They engaged looks but neither of them looked remotely sad, they just hung their heads and walked off.

By Tom Palmer Y8



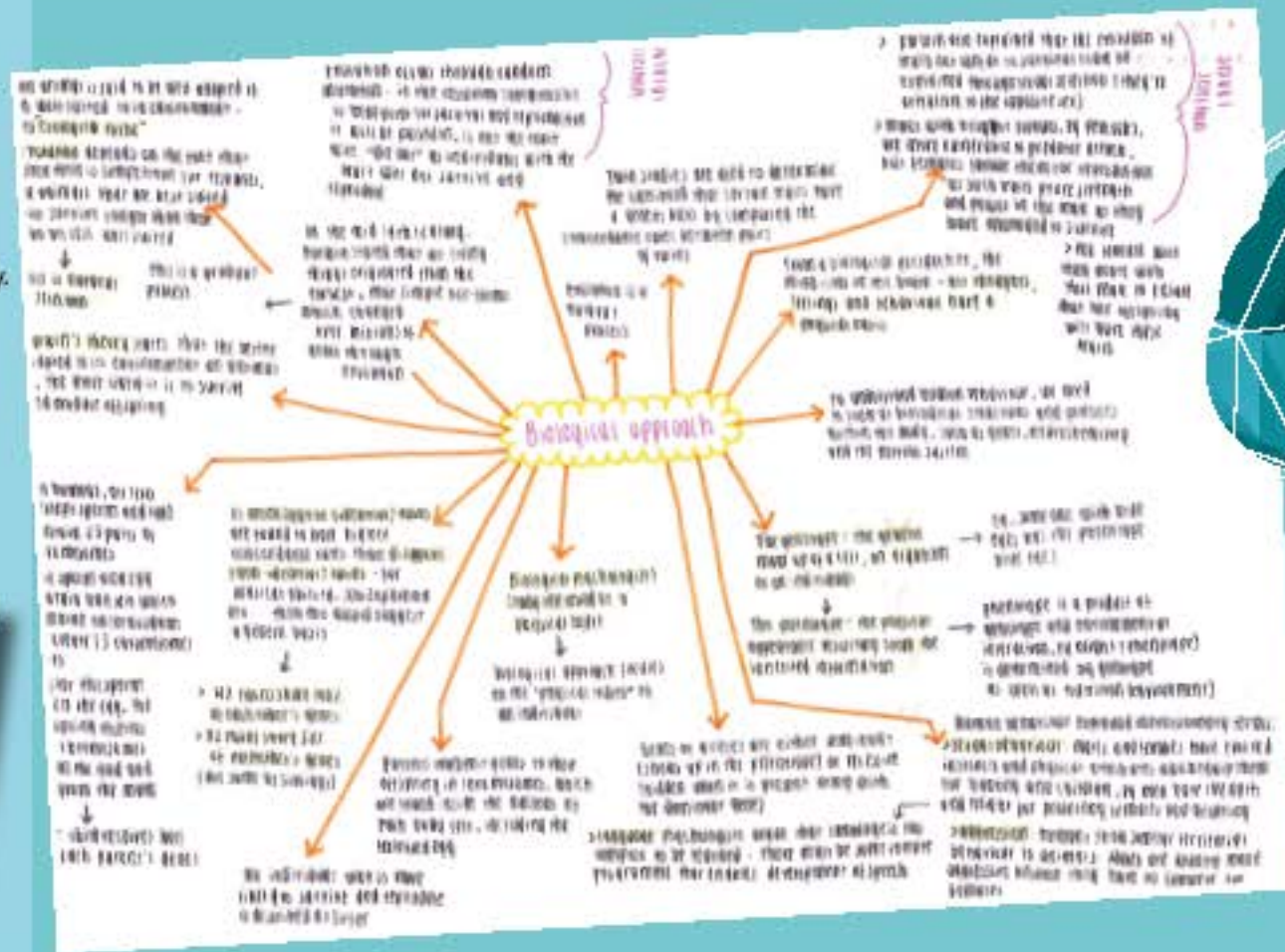
Competition Win

Princethorpe College clarinet player Ben Pinto has astonished adjudicators at the Northamptonshire Music and Performing Arts Trust by winning the Nigel Cobbe Fellowship Competition worth £500. The seventeen-year-old performed two contrasting pieces in a tense final against twenty other musicians.

Ben, whose musical career began in Year 2, puts his love of the clarinet down to an assembly he had whilst at primary school from a group of visiting musicians. Since then, Ben's rapid trajectory through the formal examination grades saw him pass Grade 8 Piano and Clarinet so long ago he fails to pinpoint the exact year.

For now, it's all about making it into a Conservatoire to further his passion to become a clarinetist with a national orchestra. Standing between him and that dream are auditions and lots and lots of practice. Two to three hours of practice a day is normal for him, alongside juggling A' Level studies in Music, ICT and Physics. Competing at the Nigel Cobbe Fellowship Competition has given Ben an additional platform to showcase his audition pieces. "I can practice a single bar of music five or six hundred times and still find ways to improve it. A lot of the time when you play at this level you're in pain. My diaphragm and lips are screaming. But I know that in order to get better, to make the air flow 'less lumpy', I've got to keep working."

Image shows Ben Pinto



Mrs White's L6 psychology students have been studying the main psychological approaches. Here are Katie Rodgers' outstanding summary notes in the form of a mind map.

Magnificent Swimming Seven

Earlier this term, a team of thirty College swimmers travelled to Walsall Gala Baths to compete against fifteen other regional schools for national qualifying spots.

In swimming it's often the distance of a thumbnail that separates the top places. Look back on this summer's Olympics for evidence of that. And our swimmers were no exception to this rule with UVI and Leamington BC athlete Jack Dennis being out touched by a breath in the first race, the 100IM. Fortunately for Jack his power saw him qualify for the Nationals as one of the fastest freestylers where he will join the Midlands relay team, for the second time, in January.

Caitlin Newport and Mollie Dibb (Leamington BC) saw off the competition in their age group breaststroke events with both girls winning their heats. Caitlin, a City of Coventry swimmer, enjoys a 4.30am start for some of her weekday training sessions. Imagine doing that first thing with a day at school ahead to top it all off. Phenomenal. Dibb, a veteran of the ISA Championships (she has qualified for Nationals since being in Junior 4 at Crackley Hall School) was pleased with her breast stroke and 100IM, where she gained a pb in 1.11secs.

Newcomer Jess Mackenzie (Year 7) proved what a welcome addition she is to the team. A tall girl with uncompromising strength she basked in a double first winning both the individual backstroke and freestyle. Exciting times ahead, I'm sure, await her as she anticipates the finals at The Olympic Pool in January. Princethorpe pretty much had a clean sweep in the freestyle with power house Lucia McCoaker-New (Year 8, another Leamington swimmer) replicating exactly what she did last year. Charlie Bracken, more akin with the Triathlon world, also came good (Year 8) and dominated his speedy heat too earning him a first time ticket to London for his efforts. And at the top end of the age group Noah Slinn (UVI) streamed through the water in 26.50 secs to win his race.

In all, a tally of seven swimmers will head down to the London Aquatics Centre on 21 January 2017 for the Independent Schools' Association's National Swimming Championships. We wish them all the very best of luck!

Image shows; Mollie Dibb, Charlie Bracken, Caitlin Newport and Jess Mackenzie.



Pride of Princethorpe

Princethorpe College has a strong tradition in rugby. Many of our boys demonstrate exceptional potential on the pitch, skills, game sense and capacity for hard work. These players are often selected for Development Player Pathways (DPPs) as local clubs look to find the next generation of first-team stars.



Image shows: Freddie Brooker, Ben Shipton, Sebastian Dibb and Harry Horsley.



U15 boys Oliver Coupland and Callum Cooke and U14 players James Walker and Harvey Welle have all been selected for such DPP schemes. Talented players James Crabtree, Sam McCoaker-New, Harry Smith and Jack Hewitt have earned the opportunity to achieve their dreams by progressing to the Elite Player Development Group (EPDG) with Worcester Warriors. These boys will receive top-class coaching to aid their development in the hope of one day joining the Best of the Best.

To this list of accomplished young players we can now add ten more up-and-coming U13 rugby hopefuls. The Wasps' radar has picked out Year 8 pupils Sam Wame, Connor Cooke, Mason Winterburn, Oscar Blunsom-Washbrook and George Evans. Whilst Worcester Warriors have selected Charlie Bracken, Sebastian Dibb, Freddie Brooker, Ben Shipton and Harry Horsley to join their Development Player Pathways.

These Year 8 boys have continually impressed as they've risen through the junior age groups. As part of the unbeaten College U12A squad, with 144 tries last season to their credit, it's not hard to see why the academies have selected so many Princethorpe players. We wish them luck and look forward to hearing news of their continued success.

Well done lads!



Image shows: Princethorpe College U13 Rugby Players, Connor Cooke, Sam Wame, Mason Winterburn, George Evans, Oscar Blunsom-Washbrook.

This is Language

Princethorpe's Year 11 Megan Jones catapults Princethorpe to 6th place on the "This is Language" leaderboard.

The only way to truly prepare students as linguists is through the use of authentic language in the classroom. This means eliminating all scripted resources, where lines are pre-rehearsed, delivered by actors and bear no resemblance to the way native speakers really talk. The website *This is Language* is a great way for students to engage with "real" German people, to widen their vocabulary and also to have a bit of fun with the popular game "Nutty Tilaz".

This is Language is a fantastic way to promote language learning and to make use of our wonderful language lab. It is hugely valuable for the students being able to widen their vocabulary in a challenging way. The games, especially the time limit and only having one life in order to level up, keeps them on their toes. Princethorpe's Y11 class felt the competitiveness right at the start but has embraced it and it has helped them greatly to improve their German vocabulary.

First place in German went to Megan in Year 11, who took the lead right from the start! With their enthusiasm, hard work and grit, even over the half term break, Princethorpe's Year 11 class made it to 6th place amongst all schools in the UK who use *This is Language*.

Congratulations Megan and Y11 German - keep up the good work.



L'Évolution de la pollution depuis les années 2000

Upper Sixth MFL student Saffie Baker was asked to research the evolution of pollution since the 2000s and the causes and effects of air and water pollution in French.

The 17 year-old went the extra mile to present a visual and comprehensive piece of work with clear research on the topic (including some scientific elements), extra items (cf. giving her opinion using PEE) and a real effort to use more challenging and accurate vocabulary. A brilliant effort that deserves recognition.

Great work Saffie!



FIRST CLASS CRICKET

Upper Sixth student Bethan Ellis has recently been inducted into the Warwickshire County Cricket Club Academy. Pictured here with Paul Greetham, WCCC Elite Cricket Development Manager, Bethan explains what it takes to succeed as a cricketer and what this opportunity means to her transition into first-class cricket.

To succeed as a cricketer, physical, technical, tactical and mental skills are required and all this is what the Warwickshire Academy aims to develop. Having played for Warwickshire CCC for five years now, this year I have had the honour to be part of their Academy with expert coaching, physiotherapy, strength and conditioning coaching and personal development education designed to aid players to transition into first-class cricket. Containing only 8 players (6 boys and 2 girls), the chance to get such personalised training will be invaluable to my development as a cricketer. As a girl, it is particularly pleasing to be afforded the same opportunities as the boys in the county organisation, often training as a group with them. Further to the cricketing aspect of the Academy, we also have partnerships with the Waape Rugby Academy and St Basils charity for homeless teenagers which allows us to learn more from other young people in the local community in partnership days. The coming year promises to be an exciting and busy time and one that I hope will better position me to pursue my desired career in cricket.

This is a fantastic achievement and we wish Bethan all the very best in the coming years.



Warwickshire
County Cricket Club



New York! New York!

What links Princethorpe College scientists Ben Scares, Lauren Mason, Caitlin Conny and Caitlin McBride is their unquenchable thirst for knowledge.

Hopefully this fascination for facts will be somewhat satisfied as a result of their successful application to join one of the finest virtual learning communities in the world. All four College pupils have been accepted into The New York Academy of Sciences' Junior Academy. With only 500 places up for grabs world-wide this bears testament to the strength of their individual applications. Students had to write four mini essays responding to questions about global challenges in the fields of Science, Technology, Engineering and Maths (STEM subjects). Year 10's Caitlin McBride explains that she wrote at length about the difficulties facing long term energy storage whereas Year 9's Lauren Mason explored the issue of domestic distribution of food waste. The Academy expects its students to be polymaths and critical thinkers. All four pupils are multiple College da Vinci award recipients proving their capacity for demonstrating creativity and GRIT through all that they do.

Becoming part of this prestigious world-wide virtual learning community will offer the quartet a designated professional mentor who will support them during their ten week 'challenge periods.' These challenges will encourage participants to collaboratively consider innovative solutions to problems such as; Biodiversity, Climate Change and Agriculture through critical thinking and advanced research techniques. The long term hope is that by connecting these young minds they will eventually pursue individual STEM careers. Already both Caitlin and Lauren are focused on working in the fields of engineering and mathematics respectively.

The New York Academy of Science's Junior Academy will kick start the team's research methods through their aptly named Launchpad electronic forum this weekend. Exciting times. We'll look forward to hearing further news about the challenges they are presented with and the solutions they propose.

Image: Lauren Mason, Caitlin McBride, Caitlin Conny and Ben Scares.



Fire and blood and anguish



Year 10 students have recently completed their first piece of drama coursework on J B Priestley's terrific play *An Inspector Calls*. Ms Litterick loved Ciara Hancox's style of writing and level of detail. Here is an extract from Ciara's exacting analysis:

The Inspector's views on Eva Smith in his big speech on page 56 are clear, he feels a great deal sympathy for her and pity too as he views her as powerless. She's not just a nobody in his eyes; "Just used her...as if she was an animal, a thing, not a person". Where Mr and Mrs Birling see her as nothing but a troublemaker and a second-class citizen, the Inspector doesn't measure her worth by her status or her money but by her moral integrity, by her character, by the struggles she had to face and overcome. He sees her as a victim and recognises that she did not ask for what she was given, that she had no say in what happened to her. Along with this, Eva quite obviously had a conscience, as she wouldn't take Eric's stolen money, which I think the Inspector admires as Eva could easily have just taken the money or made Eric marry her but she didn't as she was selfless and knew it was wrong for Eric. He also epitomises socialist values and firmly believes in a collective responsibility for each other as human beings. He talks of all the "Eva Smiths and John Smiths" in the world that have their own aspirations and worries, telling the Birlings that they too are responsible for the rest of the working class people that they deem to be below them. He also seems angry for the death of the young girl, treats it as an injustice "You can't do her anymore harm. And you can't do her any good now, either." Here, the Inspector is trying to shame the older generation of Birlings into accepting responsibility for their actions like the younger generation and is obviously growing tired of their constant refusal to do so. This, of course, is due to their Edwardian reactionary values and their belief in the Establishment. The Inspector finishes his speech with what appears to resemble a biblical prophecy, saying: "They will be taught [that we are responsible for one another] in fire and blood and anguish." Considering the time at which this play was written, in 1945, this is an ironic reference to the First World War, in which Priestley served. As this is set in 1912, this quote adds to the sense we get that there is something other-worldly about the Inspector as he is predicting events that haven't even happened yet.