



ISSUE 28 | SUMMER 2020

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

The Pinnacle





LETTER

FROM THE EDITOR

~ ISSUE 28 ~



I don't believe I have ever been as proud to be a Princethorpeian as I am during this time of lockdown. As a teacher, I am so impressed by the resilience, kindness and positivity shown by the pupils I teach in this unprecedented time. Our learning curve has been steep, but we have all thrown ourselves into this new challenge without hesitation. Staff and students are becoming more and more proficient with the numerous wonderful Microsoft TEAMS functions. The fact that every student in the school is part of a TEAM for each of their subjects and can follow their timetable AS NORMAL so the school routine can be maintained is brilliant! As a parent of two boys at the college, I am completely confident that their capacity to learn is as strong as ever. Yes, they miss the social interaction, as we all do, but our virtual classrooms are proving to be very successful substitutes indeed. Thank you Princethorpe teachers and senior leadership team, we should be immensely proud of what we have managed to achieve as a school.

I think the College has really gone the extra mile and achieved more than we could ever have expected. With a THIRD whole-school concert coming up, fabulous weekly House challenges and genuine pastoral care at the heart of it all, what a time it is to be part of the Princethorpe Foundation. To be a Princethorpeian is to smile, roll up your sleeves and lend a hand when a job needs doing. To be a Princethorpeian is to be humble and gracious with everyone we encounter. To be a Princethorpeian is to be kind and to try our best even when the world seems to be falling a little bit apart.

I am sure we have all had our fair share of ups and downs over the past few months. This hiatus in our busy lives is something, perhaps, to treasure, if we can. In the words of Welsh poet, William Henry Davies:

*What is this life if, full of care,
We have no time to stand and stare.*

*No time to stand beneath the boughs
And stare as long as sheep or cows.*

*No time to see, when woods we pass,
Where squirrels hide their nuts in grass.*

*No time to see, in broad daylight,
Streams full of stars, like skies at night.*

*A poor life this is if, full of care,
We have no time to stand and stare.*

Perhaps this is an opportunity for us all to stop and take stock for a moment? To be grateful for all that we have and to enjoy the simple pleasures of life. In this digital version of *The Pinnacle*, I applaud everyone for embracing what it means to be a Princethorpeian. The work the students have produced in this period of lockdown is admirable. Well done everyone! Keep going! We'll get through this together. I look forward to seeing you all in person soon. Keep safe.

Special thanks to the talented young musicians and Gil Cowlshaw who took part in a 'Princethorpe At Home Recital' singing *You'll Never Walk Alone*, as you can see from our front cover picture!

[CLICK HERE TO SEE THEM IN ACTION](#)

SEE YOU NEXT ISSUE!
HELEN PASCOE-WILLIAMS

EDITOR & CO-ORDINATOR OF THE DA VINCI PROGRAMME

STEAM Lecture:

“Exo-Planets: Famous Firsts, Boisterous Births, and Destructive Deaths”

Postponed from our planned talk at the college on Wednesday 11 March in the Clarkson Theatre, guest speaker Dr Dimitri Veras will be delivering his talk on Exo-planets in a 'virtual' way via TEAMS at 6.00pm on Thursday 25 June.

Guest speaker: Dr Dimitri Veras, an Astrophysicist in the Department of Physics at the University of Warwick who researches the contents of exo-planetary systems in a wide variety of contexts, across both time and space.



Now via TEAMS
at 6.00pm on
Thursday 25 June

EPQ

PASSIONATE ABOUT PROJECTS

One of the many ways we stretch and challenge pupils at Princethorpe College is by offering them the opportunity to undertake large scale Projects. Over the years, we have enjoyed much success when entering Year 8 Academic Scholars for the Level 1 Foundation Project Qualification, high performing da Vinci students in Year 9 for the Level 2 Higher Project Qualification and the majority of the Sixth Form for the Level 3 Extended Project Qualification. This year's cohort has been no exception. With 98% achieving A* to C at Level 3, and 100% achieving A* to A at Level 1 and 2 in our internal moderation, we have every right to be proud.

Although the Sixth Formers had finished their Projects before we transferred to Home Learning, many of the Year 8 and 9 pupils were busy finishing off their work in lockdown and impressed me greatly by turning up to what then became our 'virtual' weekly Project clubs after school. Much of their work had to be uploaded via TEAMS for the mentors to mark, which, for many involved taking photographs of their portfolio pages and uploading them too. Well done everyone, your results (as far as our internal moderation shows) is evidence of real commitment and enthusiasm by all involved. May I take this opportunity to thank all the staff mentors (Sophie Rose, Celia Scott, Mike Turns, Cyp Vella, Jo Powell, Paul Hubball, Rod Isaacs and Fiona Moon). I know the students are really grateful for your hard work and support. See page 5 for examples of the outstanding work submitted by our students this year.

During these unprecedented times, we have also seized the moment to offer our current Year 11 pupils the opportunity to get started on their Extended Projects early and to make a serious start on researching Project proposals. There are 175 pupils in the EPQ Bridging TEAM and I have been delighted by the way so many of them have embraced this opportunity and engaged in the course so far. They have completed weekly tasks which familiarise them with what an Extended Project involves, how they are structured and what a good one looks like. They have explored topics they are interested in, found a variety of different sources and taken their first steps in project management. I have been seriously impressed by the standard and detail of the work they have been submitting. Here are a few examples:

Y11

James Clifford

EPQ BRIDGING COURSE – WEEK 3

Looking at the Edexcel website.

Which of the projects in the Exemplar Material did you look at?

As I chose to present my EPQ as a dissertation I decided to look at Scientific Research- commentary which is a dissertation. I read each of the four areas to find out about what I need to do to maximise the mark that I could get in the EPQ.

What have you noticed/learned from this experience?

Firstly, I have noticed that you need to have a project plan which is a clear and concise plan with detailed objectives. You also need to manage your time well and keep a log of what you have done to stay organised and this will help to gain the most marks possible.

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Jack Scott

EPQ Bridge: Focus, Project Plan & Activity Logs

LOWER SIXTH

WEEK	DATE	Focus	My Project Plan	What I actually did/Activity Log
Example	WB Mon 27 April	<ul style="list-style-type: none"> Introduction to the Project Qualification Writing Activity Log entries 	<ul style="list-style-type: none"> Find out about EPQ Start Activity Log Decide on unit Decide on unit next week 	<p>In this column, maintain clear and detailed records of activities undertaken during the project, including problems encountered and steps taken to overcome them. Monitor your progress against the plan column and adjust the plan where necessary.</p> <p>This week we had our first lecture and found out about the Project Qualification. I am interested in doing either a History or Psychology related project but am unsure about which unit outcome to go for.</p>
1	WB Mon 27 April 2020	<ul style="list-style-type: none"> Introduction to the Project Qualification 	<ol style="list-style-type: none"> Look at the powerpoint provided by tutor. Start to make a note of any ideas for my EPQ question. 	<p>This week I was introduced to the EPQ via a Microsoft TEAMS platform using online tutoring. It provided a clear overview of what I am expected to do over the course of an EPQ. At this stage I am thinking about several areas that I'd like to research which including, university fees, wildflower meadows and Y6 SATs. I'm not sure yet which area to choose so I looked online to get a better idea of how much information was available. I used Google Scholar as the articles are more academic. Submitted my ideas to tutor.</p>
2	WB Mon 4 May	<ul style="list-style-type: none"> Generating ideas - Explore 	<ol style="list-style-type: none"> Carry out some wider reading around the topic question. I have chosen. I need to look at Go online to generate topic ideas if struggling. Complete and submit the research page on wider reading. 	<p>Via TEAMS platform I looked at the powerpoint provided on wider reading. This was really useful because it taught me about using Boolean logic when searching for information online. It explained about using keywords and the 'AND', 'OR' 'NOT' words to narrow, join and exclude words/phrases from a search. This will help to search for relevant information only.</p> <p>I looked at the Explore website https://explore.org to see if it could provide any further ideas for the EPQ topic. The website is designed by Oxford University and models how to build arguments/counter arguments which will be useful. After doing some more reading/ research</p>

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EPQ PLAN

This week, as I am unsure what I would like to do, I investigated what topic has more information and more to write on. I am more interested in my Olympics related question and it relates to business and geography. My GM foods question could help with Biology and Geography however I am less interested in this one and there is less information

EPQ Plan- Is hosting the Olympics beneficial for a country?

- Explain what I mean by beneficial - does it bring economic benefit
- Explore the cost of the infrastructure that a country must build for the Olympics. (London 2012, Rio 2016 and Tokyo 2020)
- Explore the profit of tourism and broadcasting rights during the Olympic period
- Explore all other external costs - transport, staff, facilities
- Look at the long-term implications, what are the buildings used for now? Are they still making a profit of them now? What are the negatives?
- Investigate - Asking people in Britain/ London whether they think hosting the Olympics was necessary/ beneficial. What do they think the money should have gone towards if they disagree?
- Look at a country who hosted the Olympics and did not benefit from it, Why?
- Look at a country who refused the Olympics, Why?
- Look at a country who benefited from the Olympics, what did they do differently?
- Conclude with whether I believe it is/ is not beneficial and how you achieve this.

Molly Minshull

READ MORE

WEEK 4 – BRIDGING COURSE – GETTING OFF THE START LINE AND WHERE TO FIND SOURCES

Please record below what you have achieved this week:

You may want to make a note of:

- what you have done
- what discussions you have had
- any changes that you have or will need to make to your plans
- what resources you have found or hope to find
- what problems you are encountering and how you are solving them
- what you are going to do next

Ciaran Smith

What you have done

Even though I have created previous weekly tasks I am still struggling to find a focus for the project. This week I have done a few bits of light research but mainly discussed with family the best options I have for my EPQ because I understand how important it is to choose the right topic.

What discussions you have had

I have discussed a few options for a dissertation style response potentially surrounding topics such as the Greek and Roman empires or racism in football. I also thought of doing a performance such as running a marathon. But I really want to do something to do with data analysis of potentially marketing in football. This would either take form of a dissertation or an artefact if I wanted to produce a piece of data analysis.

Any changes that you have or will need to make to your plans

My original plan was to base my project on work experience I was doing within the football business industry over the summer but this will not be possible over the summer. Also I don't really know when I will be able to do this as there is currently no confirmation about what will happen with English football in terms of this season and next. Therefore I have had to come up with a number of back up plans if it doesn't work out.

What resources you have found or hope to find

I was going to use the work experience as my main source of primary research for my main project plan. For other resources I have used a variety of web sites giving me information. I also have autobiographies on footballers who have experienced trouble with racism. I was planning to collect more resources and look into purchasing some books when I confirm what my project was.

What problems you are encountering and how you are solving them

The main problem is the clarity over my work experience. To try and solve that I am going to email the person who has given me the work experience to see if he can give me any knowledge

READ MORE

Seb Dobb

Over quarantine so far, I have made sure to spend at least two hours of everyday reading. Throughout this period of time, I have discovered that the books I am most enraptured by are either historical fictions, or despotic dystopian novels. I know I want my project to incorporate both of these topics.

My plan at the moment for my project will be as follow: write some sort of script and perform it – this might end up becoming either an extended monologue or a short play, and compose and record some sort of music to accompany the performance. I would ideally write my project loosely based on an actual historical event/person.

My main problem is the daunting task of choosing one specific moment/character in all of history to focus on. This will take some time, I'm sure. However, over the past few weeks I have shone a spotlight on two notable periods in history. The first one is the early colonisation of America and then the enlightenment, and the second is the period of 1918-1939 – the years between the two world wars. These years provide for me endless fascination.

Next, I will research the lives of those living in these time periods. I intend to look for some first-hand resources using the online museum tours which are now available: newspaper articles, novels, etc.

Ethan Smith

Research Page

<https://www.theguardian.com/business/2020/apr/22/top-economist-us-coronavirus-response-like-third-world-country-joseph-stiglitz-donald-trump>

Guardian talking about the US's response to the coronavirus

<https://hbr.org/2020/03/lessons-from-italys-response-to-coronavirus>

Harvard business review regarding Italy's response to the coronavirus

<https://www.bloomberg.com/news/features/2020-04-24/coronavirus-uk-how-boris-johnson-s-government-let-virus-get-away>

Bloomberg Business talks about the UK's response to the coronavirus

<https://www.youtube.com/watch?v=BE-cA4UK07c>

South Korea's response to the coronavirus

<https://www.bbc.co.uk/>

For individual reports on cases or situations in countries

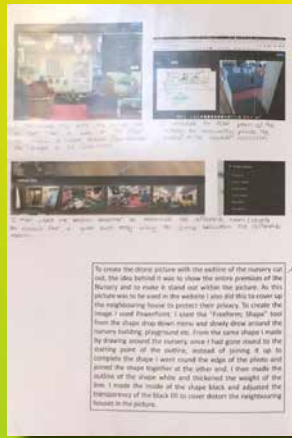
<https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6>

Interactive map showing active cases of the coronavirus around the world



<https://www.youtube.com/watch?v=TPpJGYW54&t=453s>

Video explaining wildlife trade and the coronavirus in China



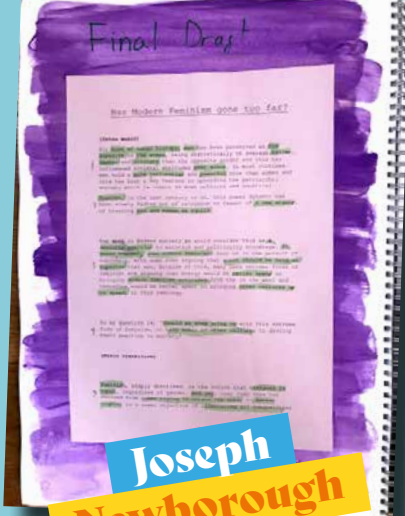
Luke O'Kelly



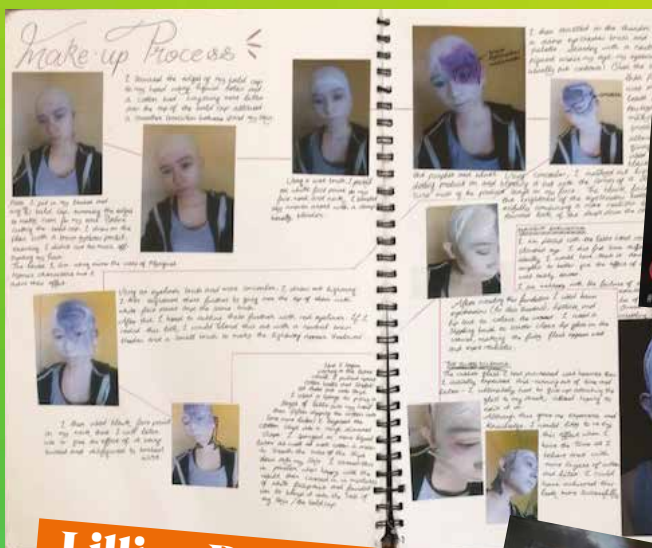
Leah Dunkley



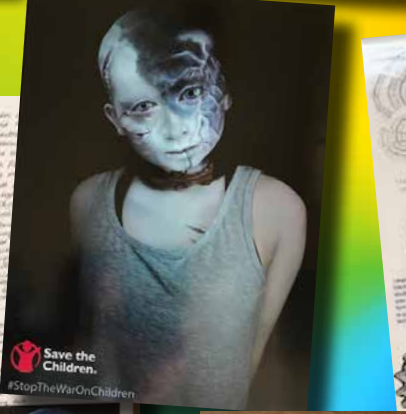
Seb Lloyd-Thomas



Joseph Newborough



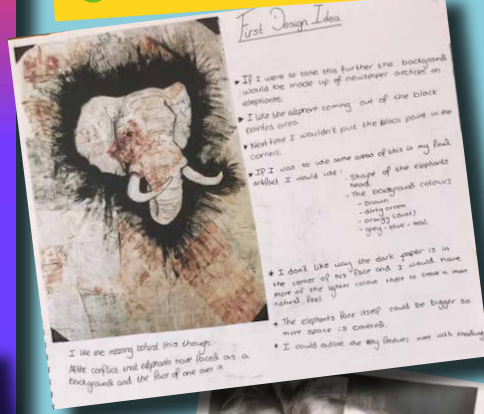
Lillian Robinson



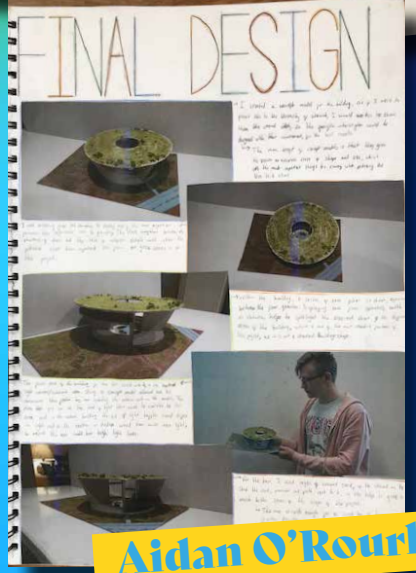
Save the Children StopTheWarOnChildren



Sophie Mitchell



Chloe O'Carroll-Bailey



Aidan O'Rourke



Dexter Powell



U6

Y9

Y8

ART

LOCKDOWN CREATIVES

Here is a selection of Mr Hubball and Mrs Harris' favourite pieces of work from their Key Stage 3, 4 and 5 Art students. Well done everyone, gorgeous work!

OLIVIA MONK



KAI MCNAMARA

JESSE ESSLER



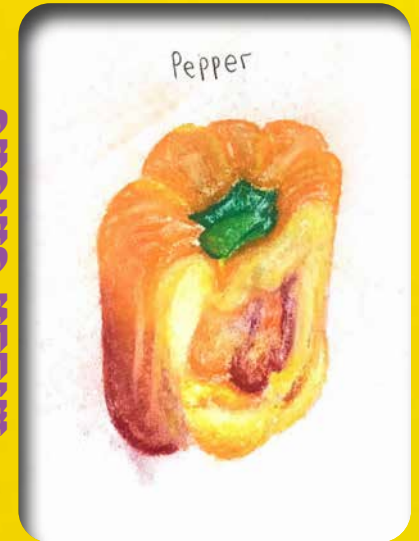
MARTHA HARRIS



GRACE PAYBODY



MILLA ONIONS



CHECK OUT
THE VIRTUAL
SUMMER, ART,
PHOTOGRAPHY
AND DESIGN
SHOW.

[CLICK HERE](#)

Y7

ART

WAYNE THIEBAUD

Wayne Thiebaud is an artist from America. He is known best for his art pieces of sweet treats and he is also associated with the pop movement. He got inspiration for his work from Disney.



MY THOUGHTS...

I find Thiebaud's work fun and eye catching. It is unique and enticing. He uses an assort of muted rainbow colours. His style is like a cartoony- yet realistic resembling the food item accurately.



EVAROSE ANGIL GRIFFITHS



ALEX MATHESON

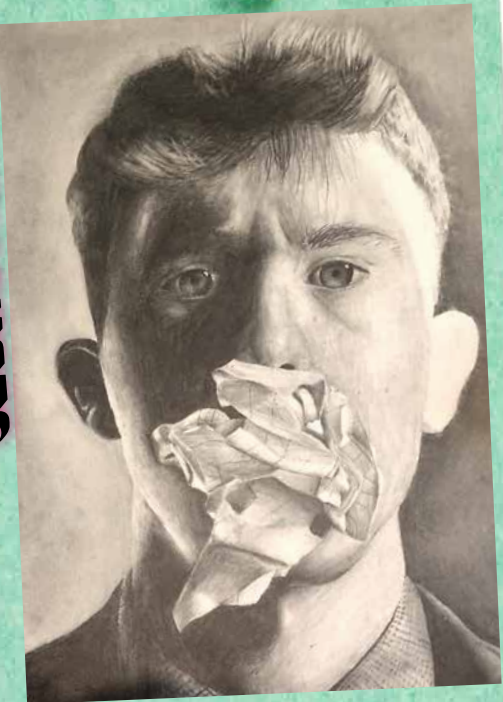
ELLA DUNKLEY



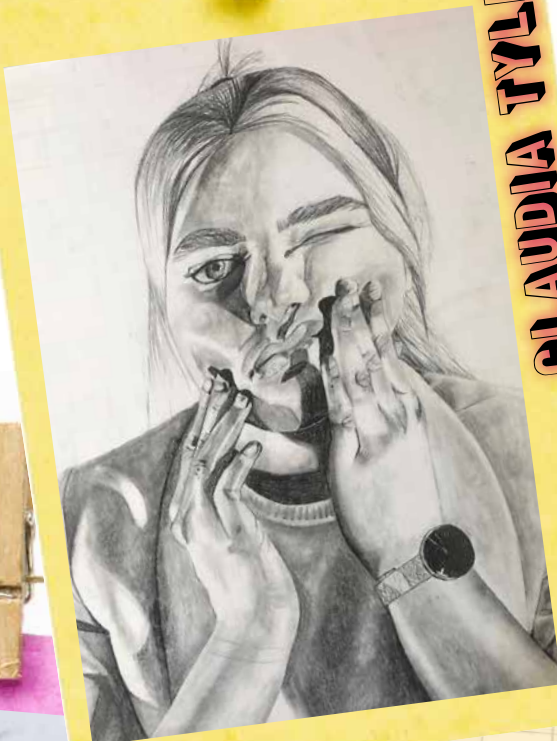
JAMIE GARR



SEBASTIEN SHAW



CLAUDIA TYLER



SOPHIE CHESHIRE



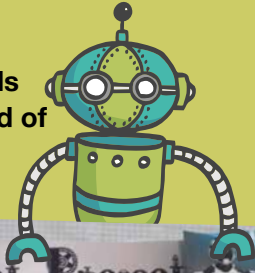
KEELEY JARRETT



ART

L6

Pupils across all Key Stages have demonstrated excellent DT skills during this period of home learning.



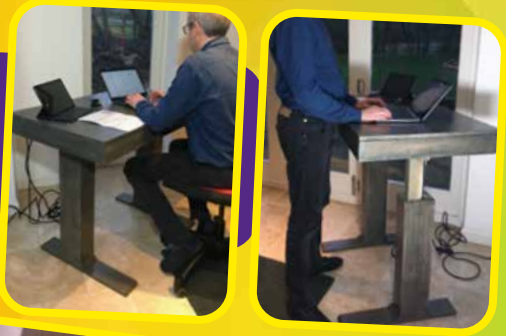
Raphi Kan, Y8

Lucy Basford, Y7



Olivia Monk, Y7

A-level - Electronic height adjustable desk
BY LUKE O'KELLY



A-level - Kitchen unit
BY MATT MALONEY



GCSE - Light box with storage
BY DAN HOGG



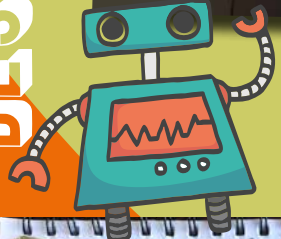
GCSE - Solar powered portable charging unit
BY ALASTAIR CARIS



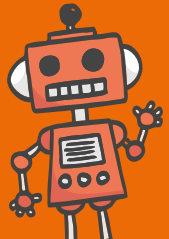
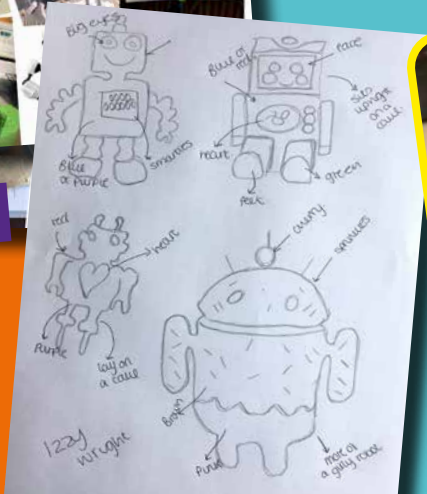
GCSE - Phone charger, holder, speaker and watch holder unit
BY HARVEY JOHNSON



GCSE - Solar powered tooth brushing timer for a child with learning disabilities
BY PABLO SCOPES



Izzy Wright, Y9



THE GREAT OUTDOORS

Here is a lovely Outdoor Ed lesson by **KITTY BONSOR** - first aid, route planning for her family walk and step-by-step guide on how to pitch a tent. During this time of lockdown, why not pitch your tent in the garden and sleep under the stars?!

WEEK 5

Objectives









Aim:

1. Preparing for first aid at home
2. Review route planning
3. Understanding how to pitch a tent
4. Plan how to pack a rucksack

TASK 1:

Preparing for first aid at home

Please collect your first aid kit at home or from the car and create an inventory list of what is in there. If there are any items which you are unsure of please research them as to what they are and which injury you would treat with them.

Item	Quantity	What would you use it for?	Do you know how to use it?	Example
Triangular bandage	2	Immobilising the arm e.g. Broken arm, fractured wrist, crack collarbone	Yes	
Burn gel	1	Cool and sooth the burn.	There are instructions which I have read.	
dressing strip	1metre	To cover an injury so it doesn't get infected, e.g. graze	yes	
Safety pins	6	To pin something together e.g. clothes	yes	
plasters	10	To cover a cut or graze.	yes	
Alcohol free wipes	2	To clean an injury so it doesn't get infected.	yes	
Whistle	1	To get some one's attention	yes	
Eye and finger dressing	2	To cover a wound	Sort of	

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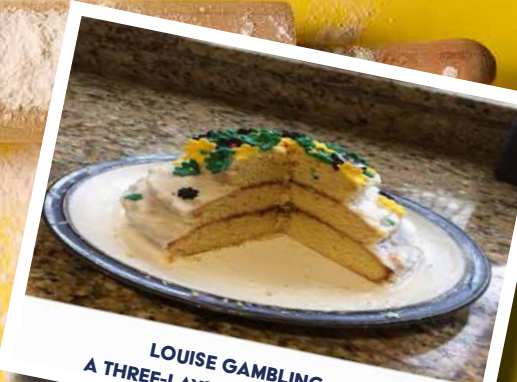
KITTY BONSOR, Y9

THE GREAT ONLINE BAKE OFF

Despite the procurement of ingredients being quite an issue (eggs and flour are still in short supply in some supermarkets) Princethorpe pupils have continued to cook and those that have been able to have been following the lockdown baking trend. Here are a selection of foods cooked by Year 8s in Ms Scott's DT Food and Nutrition class that she has been impressed with!



LAMPROS PAPADOGIANNAKIS - BANANA SOUFFLES



LOUISE GAMBLING - A THREE-LAYERED SPONGE CAKE



DAVID IKUAMOLA - CINNAMON BUNS



KRISTINA YUEN - EASTER CAKE



SEBASTIAN BAINBRIDGE - HOT CROSS BUNS



GEORGIA DOWLING OLIVE AND SEA SALT FOCACCIA



AMELIA CHARD, Y7, has produced a wonderfully comprehensive project on Dover Castle.

2. Were castles easy to attack?

4. What parts of the castle would you not be able to go to?

5. Would you be treated like royalty each day, or would you be stuck making out stables?

3. How many rooms are there in one castle?

1. Were knights going off to fight battles every other day?

6. Did they have pets there? If so, which ones?

Have you ever wondered... what was it like to actually live in a medieval castle?



Attacking methods in medieval castles:

Fire was the best way to attack motte and bailey castles since they were made entirely out of wood. The fire would be started by building a fire against the outside or shooting it into the courtyard. The inhabitants would be forced to leave, allowing the attackers to kill them or take them prisoner. This is one of the reasons that motte and bailey castles were replaced by stone keep ones.

A variety of catapults and siege engines were used and developed in the middle ages for fire stones, steel balls, dead sheep, cattle and other animals to be shot into the walls. These were for breaching wooden walls. They could also be used to launch incendiary bombs.

Attacking a castle with a battering ram was a common method. The battering ram would be used to break through the castle walls. The battering ram would be pushed against the castle walls by a group of men. The battering ram would be used to break through the castle walls. The battering ram would be used to break through the castle walls.

Ladders were used to climb over the walls to fight the inhabitants inside the castle. However, they had the disadvantage of leaving the men climbing them subject to being attacked by arrows, boiling water and oil, or being thrown to the ground if the ladder was pushed away from the wall. To prevent this type of attack the Bailey or Siege Tower was developed. The Bailey was a large structure on wheels that could be pushed up to the castle walls. Leaders inside the castle allowed attackers to climb to the top and lower and get into the castle. Castle owners prevented this type of attack by pulling earth up against the castle walls so that the Bailey, which was on wheels, could not be pushed near to the castle. The Bailey or Siege Tower was developed.

Danger: Attackers would surround a castle so nobody could leave. They could cut for a castle. However, if they could not get in, they would starve the castle. The castle would be surrounded by a ditch. The castle would be surrounded by a ditch. The castle would be surrounded by a ditch.

READ MORE

ANNA JOHNSON, Y7, has produced super work on the Tower of London and its defences.

4) Explain what Propaganda is in your own words.
It's like an ad, but one that could be the best you ever see

5) Describe the propaganda message of this poster (how is it making people want to join the army and fight)
It makes people want to fight for what they have, and also their country, home, family and friends.



6) Explain what the PALS battalions were
They were a group of friends who joined at the same time from the same place. Meaning they went to war together. Sometimes whole streets lost all of their men because their group was bombed, gassed or trapped and killed.

7) Write definitions for the following key terms:

- Called up *Being asked to join the army.*
- Conscientious objectors *People who despise violence.*
- Conscription *Getting chose to be in the army*

JIMMY FRAZIER, Y8, recruitment in WWI - shows great effort and understanding of propaganda but brilliant understanding of pals battalions negatives and positives.

THEO KNIGHT, Y8, fantastic detail on trench warfare. Theo has smashed home learning, very impressive.

TRENCH WARFARE WORKSHEET

Task 1

Complete these sentences using a feature of a trench from the diagram on slide 1

e.g. Barbed Wire to prevent the enemy from running over and jumping into your trench

1. Wooden periscope see over the parapet
2. A dug out to shelter from artillery fire and the rain
3. Duck board to protect their feet from getting wet
4. Fire step to step up and fire over or to see out onto no man's land
5. Sand bags to reinforce the walls of the trench

Task 2

Video Questions <https://www.youtube.com/watch?v=XqIhpYlhZKQ>

Why did the British need to build trenches?
Because the Germans we're shooting at them and then it they would be not as exposed if they were in a trench.

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THE TOWER OF LONDON AND ITS DEFENCES

The Tower of London, officially Her Majesty's Royal Palace and Fortress, is a very famous castle that has been developed over nine hundred years. It has had various uses and functions during this time and the existing structures and artefacts show the history, development and importance of this castle. Being nearly a millennium old, this castle is not only the most ancient prison in England but the oldest fortress and royal palace as well. It is surprising that it mostly unscathed; this is due to its tactical concentric defences.



Aerial photograph of The Tower of London today.

Type of Castle

The Tower of London could fit into three categories of types of castle: Concentric, Norman Stone Keep and Motte and Bailey. The castle has developed over time to include the three categories. It started off its journey as a humble Motte and Bailey before it was developed using stone. Once progression was made to do with the material, it adopted the style of a Norman Stone Keep. The White Tower which stills stands today was the central keep. Over time, the walls around the tower became robust and plentiful. This meant it could be classified as a concentric castle.

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HISTORY

UK POLL PARTIES

'The need to win elections for the mainstream parties has resulted in parties becoming ideologically similar in the UK.' Analyse and evaluate this statement.

In the past, Labour was typically perceived a socialist party with a vested interest in the working class, and the Conservatives were often thought to have been concerned with helping only the richest in society.

However, the increasing pressure to win elections and get into power has led to a number of similarities being drawn between the two parties. Though they are not ideologically identical in many respects, it would seem that Labour and the Conservatives are now more similar than ever before.

One area in which the two parties are now arguably very similar is social issues. Whilst prime minister, David Cameron tried to promote his 'compassionate Conservatism' in an attempt to discredit the 'Nasty Party' image that had previously been attributed to the Tories. In 2013, he passed the Marriage (Same Sex Couples) Act which allowed for the first same-sex marriage to take place in March 2014. This clearly went against the very traditional Conservative view of marriage, with many believing it is the core institution whereby society reproduces and passes knowledge on to its children. It was an evident step away from previous Conservative prime ministers such as Thatcher, considering that she banned the promotion of homosexuality in schools with Section 28. By contrast, same-sex relationships are something that the Labour would arguably always favour due to strong emphasis the party places on equal rights for all. During Blair's premiership, he introduced a number of preliminary steps that were vital in the development of LGBT rights. For instance, he extended adoption rights to LGBT couples and created civil partnerships. Therefore, it would seem that the two parties have indeed become ideologically similar as the Conservatives now share in the Labour Party's desire for equal rights a tolerance. It is also very likely that this Conservative policy was driven by the hope that it would boost their appeal among the youth who are perhaps more aware of issues such as sexuality than the traditional older Conservative voters, and also more likely to vote Labour in elections (e.g. 67% of the 18-24 vote in the 2017 election).

READ MORE

Finally **JAMES GALLAGHER**, L6, smashing his End of Year Test essay on: 'Are UK's main political parties becoming increasingly ideologically similar?' 2nd and 3rd paragraphs really reflect on ideology/manifesto promises of Lab and Cons in 2019 election very well.

DYLAN WILLIAMS, Y7, acrostic poem of the positives of being a nun and on negatives of becoming a nun in medieval times. Not only did he manage to write BOTH! But the 'No to being a nun' one is very funny!

ALLY FORINTON, Y7, amazing castle project on Kenilworth Castle. In particular he analyses sources really well and with a natural flair (source 4 p. 3 and Sources 9,8, 9 on pp. 5-6)

KENILWORTH CASTLE PROJECT



TELL ME, YE IVY'D TOWERS, CA YE REPEAT,
THE TALES OF REVELRY YOUR LORDS HAVE TOLD?

Sir Walter Scott, "Kenilworth" 1821.

Historical background of Kenilworth Castle

There has been a castle at the site at Kenilworth for nearly 1,000 years. The town is strategically positioned in the heart of England, a key geographical position to reach all corners of the kingdom for defensive and attacking purposes. The castle has been a royal stronghold for much of its history and has been owned and celebrated by famous historical figures from John of Gaunt to Robert Dudley to Sir Walter Scott. Elizabeth I is said to have visited the castle up to 3 times.

Development of the Kenilworth Castle over time.

Throughout its history, Kenilworth Castle has had 3 major functions. It has been: A fortress, a palace, and a romantic ruin. It can be argued that the fortress is Kenilworth's most significant function.

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WAS IT FUN TO BE A NUN?

Yes to nunnery

- Y** (Eg. Yes, I want to be a nun and live a life dedicated to one.)
- E** (Eg. Even though it means giving up so much;)
- S** (Eg. Study, I can still do, whilst contemplating a life of solitude.)
- T** Taking care of a pet is a fun job to do!
- O** Over the top others may think but
- N** No, keeping a monkey is actually quite normal
- U** Ursula didn't want to marry,
- N** "No" she said, "I want to be a nun!"
- N** No more worrying about everyday things if you become a nun.
- E** Everything you do is to please god.
- R** Relive your life in heaven if you enjoyed it, if not live forever happy in heaven, you certainly get there if you're a nun.
- Y** Yes, being a nun is fun!

No to nunnery

- N** (Eg. No, I do not want to be a nun and live a life of drudgery)
- O** (Eg. Oh, to be cast aside by my father)
- T** (Eg. To have him pay a dowry to the nunnery)
- O** Over the top, some may think, as you will devote your life to a single being.
- N** No marriage is no great a price to pay to be a higher nun.
- U** Ugh, too much praying.
- N** No talking when eating,
- N** No, it is not fun to be a nun
- E** Everything you do is to please god without obvious rewards
- R** Really, I might have to fake my death to avoid being a nun for the rest of my life!
- Y** Yes, I think that's what I'll do!

The future of Education

Year 10, Evie Phillips, did an exam practice piece on 'the future of education'. Mrs Baker thought her opening was especially engaging and fun. Here it is:

What if this lockdown lasted forever and we never went back to school, how would you feel? Personally, I would be devastated; just imagine never seeing your friends again. Agreed, we could meet up on social media but that is beset with many problems: glitching or everyone talking over each other. If this was the only way, we communicated then we would miss out on chats over lunch and in the playground and the normal ebb and flow of human conversation. Experts believe that this may have detrimental effects on mental health.

A point which is close to my heart is the fact that if we never return to school it will be the death of team sports. I can clearly remember when my netball team became national champs, sharing the laughs and the smiles of joy with my team feels just great! At home, you may be able to train for hours in your remote games lessons or your particular sport, but can you imagine not be able to put these skills to good use and win a competition?

During remote learning, the teachers have created some fantastic resources. However, this is no substitute to having a subject expert in the room so you can ask spontaneous questions and learn from your peers. How annoying would it be if you had to keep all your questions to a certain timed conference call? The moment of learning would be lost!

Desdemona's Diary

Here is an example of work by Molly McGrory in Y9 writing as Desdemona after her husband, Othello, has hit her and called her very bad names....Mrs Baker likes the way Molly shows a detailed understanding of the play and articulates her thoughts in a mature and detailed way. Well done Molly.

FRIDAY 20TH MARCH 2020 - DESDEMONA'S DIARY ENTRY

Dear Diary,

The past couple of days have been really weird. Othello and I were having the most amazing time here in Cyprus and now it's all completely changed. I feel as though he no longer loves me but how can that be, I don't know what I could have done to make him turn against me and be horrible towards me. Earlier today, he hit me round the face, I was speechless I never thought he would lift his hand to me but obviously I was wrong! He has proven my father right to be an angry, abusive older man. Not only has he hit me but he has said the most unimaginable things to me that I can't even bring myself to say, it brings me to tears every time I think about it. I'm just so confused as to why one day we can be the happiest couple alive and then the next he is striking me with his hand and his voice. I'm a bit scared to be with him alone anymore, what if he does something to me, what if he hits me again but this time worse! What if he forces himself onto me? No, what am I thinking? He wouldn't do that, he's Othello, virtuous, caring, loving Othello. He would never do anything like that to me, would he?

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The Mugby tunnel railway tragedy

Taking a break from exam practice, Mrs Pascoe-Williams' Year 8 English class have been reading dramatic adaptations of three of the most popular and enduring stories of the supernatural. Here is Tom Windley's response to *The Signal-Man* by Charles Dickens.

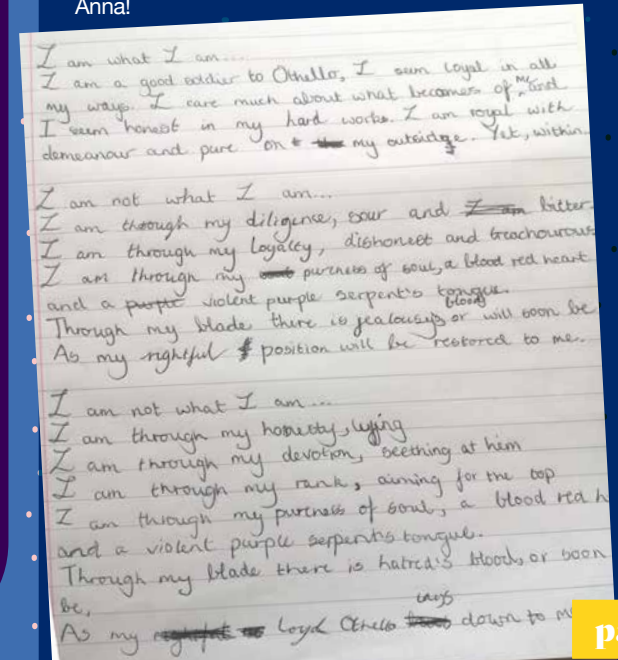
Earlier this morning it was reported that there has been a third death on the same line in just over a year. The man killed was operating the line but seemed to stand still when the train was coming, the driver was shouting 'Hallo! Below there! For God's sake, clear the way!' The last man to talk to him, a hiker, confirms that the man swears to keep seeing ghosts and believes it was an unfortunate coincidence that the train driver said the same thing. There is no evidence of the deaths being connected but further enquiries are being made.

However the train driver is very distressed and extremely sad.



I am not what I am

Anna Johnson, Y7, has such an appetite for English that she has completed some independent extension work on 'Othello'. She is reading the play independently at home with her teacher, Mrs Baker, feeding her tasks and information on context. This is Anna's speech written for Iago at the start of the play. We think it's wonderful! Well done Anna!



A Survivor's Story

BY JACK DANDO, Y8

Year 8 students have been busy studying an anthology of texts to prepare for their end of year exams. Here is a response to one of the longer questions Jack Dando completed under timed conditions as a practice paper. The students were asked to analyse a piece of autobiographical writing from the point of view of a survivor of the fateful night of April 15, 1912 when the Titanic sank on her maiden voyage. Jack's skills of analysis are excellent. Well done Jack!

18. How does the writer make this extract particularly hard-hitting and memorable for the reader? Write three TEA paragraphs. Each paragraph must contain a quote, a named technique and an analysis of the effect upon the reader. One extra point is available for flair and detail.

10 / 10 pts

Jack Thayer uses auditory imagery and similes to make this extract hard hitting and memorable for the reader. We know how there was, "one continuous wailing chant, from the 1500 in the water all around us. It sounded like locusts on a midsummers night." The word "wailing" conveys to the reader the sound that's around him in the water and how it isn't a pleasant sound to be hearing. Moreover, the simile, "like locusts on a midsummers night," immerses the reader within the setting and helps them to clearly imagine what the experience would have been like to be on a life boat as the Titanic sunk, with people dying of cold and exposure around you. In addition, the author of the extract uses powerful verbs and sibilance to convey the distress of being in the water as the Titanic sunk in order to make the extract memorable for the reader. We know that he, "Finally came up with his lungs bursting," and that he was, "Struggling and swimming". The verb, "Bursting" conveys to the reader how hard his lungs were working in order to escape the sinking ship and clearly signals to the reader the physical distress of it. Furthermore, the sibilance in the phrase, "Struggling and swimming" draws attention to the words and clearly shows the reader (once again) the physical distress he went through to swim through the frigid waters and away from the sinking ship.

Broadway Arts Festival Winner

Year 10 Renaissance boy Sebastian Dibb has won The Broadway Arts Festival story writing competition. Having achieved full marks for his original writing coursework, 'Broken Heating', Sebastian pitted his creative talent against 60 other entrants in his category and won!

Sebastian's flair as a writer is well known in the Princethorpe English department and we are delighted that the judges share our view. They even commented that his story was more mature and engaging than a good number of the adult entries. No surprise to us, of course. We are delighted for Sebastian and are sure that he is especially delighted with the £100 prize money! Massive congratulations, Sebastian. Here is the winning entry so readers can appreciate how skilfully and intelligently crafted this young man's work is.

BROKEN HEATING BY SEBASTIAN DIBB

Eleven fifty-four. Night had fully engulfed the sky now. It was winter and all the trees stood bare longing for summers past. Street lamps span a web of eerie shadows, their orange light strolling lazily through the damp winter mist. All around, cold air burrowed through your clothes nestling into your bones; numbing toes and making ears feel as if millions of tiny nails were relentlessly being hammered into them. A mournful wind moaned: trees whimpered their reply. The street



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Honor-Mae Scoops Poetry Prize

The College's English department supported the Rotary Young Writer's Competition last year by entering a variety of students' work from Key Stage 3. More than 300 young people from eight schools across Rugby entered in the three age categories and did themselves and their schools great credit. The Judges greatly enjoyed reading the work and the choice of a winner for each age-group

We are delighted that Princethorpe Year 8 pupil, Honor-Mae Minshull, won the intermediate category with her poetry entry. A presentation day was planned for winners but due to the Coronavirus situation it was cancelled and prizes were instead posted to all winners.

The winners of local heats were entered into a District Competition for the West Midlands area and were all winners at the District level as well. Congratulations again to Honor-Mae! This is wonderful news. We look forward to participating in the competition again next year.

Princethorpe College's Head of English, Chris Kerrigan, commented 'This is a superb achievement, especially in view of the fact that 300 young people entered overall'.

Here is Honor-Mae's winning poem, inspired by Seamus Heaney's poem Digging, which explores the relationship between the poet and his ancestors. In the same way, Honor-Mae's poem explores Connections, the theme of this year's Rotary Young Writer's Competition:

Connections

For six hundred years we've ploughed the fields.
We've sown the seed and harvested
The field, from dawn to dusk,
In the rain, wind and sun.

We've tended our crops
By hand, horse, machine,
And blessed the plough
On October's eves.



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A BRIDGE TO A-LEVEL POLITICS

Here is an example of some excellent work from one of our Y11's on the Politics Bridging Course. The assignment was to research and write a report about the UK Constitution, its origins, sources, and key debates. This response from Anielia Green is excellent as she not only has researched and presented the information well, but she has also used political examples to back up her work, which is what we want from our A-level students. Well done Anielia!

PRE A-LEVEL TASK THE UK CONSTITUTION

A constitution is the rulebook by which a country is governed, every country's constitution has its own unique characteristics and origins. Constitutions are all different from Authoritative dictatorships like North Korea and the Soviet Union to Western democracies. The UK has an uncodified constitution which means there is no single legal document which sets out in one place the fundamental laws outlining how the state works, unlike the US which has a written constitution. However, the UK's constitution is not unwritten it just has many sources which is a result of the history of Britain as Constitutions are usually written after countries experience a revolution or a regime change. The sources of the British constitution are Statute Law, Common Law, Royal Prerogative, authoritative opinions and, conventions.

Statute Law is a written law passed by an Act of Parliament and is enforceable in court, most statute laws do not affect the constitution but some do as they affect the way we are governed and the relationships within the state an example of this is the Constitutional reform act of 2005 which made significant changes to the House of Lords which separated the House's judicial function from Parliament and ended the Lord Chancellor's combined role as head of the judiciary, a member of the executive and Speaker of the House of Lords and also created the supreme court. Statute Law includes laws that impact civil rights such as the Human Rights Act of 1998 which incorporated the European Convention on Human rights into UK law.

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Carnivals

EVIE-ROSE TEALL
has impressed her MFL
teacher with this superb
work on carnivals.

Live Theatre

Year 10 drama students have written about their live theatre experience of *The Woman in Black*. Here are two particularly good examples:

BY AMELIE FRIESS, Y10

On the 21 January, I went to go see a production of 'The Woman In Black' at the Leicester Curve theatre. The two-actor play shows two men, a director and Mr. Kipp, trying to perform a manuscript Mr. Kipp has written to tell his family of the haunting experience he had when on a legal trip for a deceased client. Through multi-role play, the actors immerse in the character's journey, effortlessly breaking the fourth wall and switching between two men creating a performance and the cast of characters that appear in Mr. Kipp's story.

Since there are only two actors in the play, multi-role play and small pieces of costume were the only ways to the many different characters that appear in the production. Because of this, the actors had to ensure that each character had defined, distinct mannerisms ensuring we did not confuse them in the story. One such character was old Mr Kipps, one of the two men at the theatre who are creating the performance together (not another character in the story). To create the image of an old man, the actor used a slight tremor in his hands, and although his back was slightly bent, he kept his head high to show he was a man of class and still young enough to be able to actively participate in the events.

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BY RUBY HARRIS, Y10

On the 21 January, I went to go see a production of 'The Woman In Black' at the Leicester Curve theatre in Leicester. The production followed the story of a young Arthur Kipps who travels to a village to investigate the estate of a recently deceased woman. However, the Eal Marsh House was not the place he expected. The Ghost of Jennet Humphreys roamed the isle and killed young children to get back at her sister for taking her son away from her. The play is set in the modern day, when a much older Arthur Kipps is looking back on the dark times in his past.

Lighting is used to differentiate between the past and the present, a burnt sienna wash was used to show the theatre Arthur was telling his story in. The theatre was slightly run down so the wash allowed the audience to get the feel of an old theatre after hours. When transitioning to the house a Gobo was used to produce an image of Eal Marsh house on the back curtain, this technique involves putting a metal stencil over a light to project a silhouette. An intense white would then fill the stage creating a bleak atmosphere and would transport the audience to the foggy village.

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Music in Lockdown

The Lockdown has posed challenges for all areas of College life and caused many events to be cancelled or postponed. One of the early casualties was the College's highly anticipated Spring Concert. How can you celebrate the joy of community music-making whilst also practising social distancing?

The Spring Concert is one of the highlights of the year in the Music Department and we were determined not to let a little thing like a global pandemic spoil our plans.

A plan was hatched...

First, all the members of the College's music clubs were added to a new Team and set the challenge of making sure that the concert still happened. The response was incredible. Pieces were arranged, parts sent out, instruments dusted off and the pupils got practising. Pupils and staff submitted solos, virtual duets, even socially distanced group improvisations (Greg Burford, Robyn Field, Mary Lomas). My inbox groaned under the strain of 40 individual performances of Elbow's hit *One Day Like This* which could then be carefully stitched together into a rousing finale for the concert.

Social media got involved. The Princethorpe College Facebook and Instagram feeds started to create a buzz in the run up to the big day, posting cryptic clues as to what was to come.

At 6.00pm on Friday 22 April, the very day that the concert had always been scheduled to take place, 120 families sat down live to stream the Social Distance-SING event. More than double this number have enjoyed the concert since, and *One Day Like This* has so far been viewed over 2,000 times. This is the equivalent of filling Butterworth Hall twice!



 Princethorpe
College
Spring Concert 2020
"The Social Distance-Sing"

The success of the event led to another concert taking place. Princethorpe @ Home had even more performances from pupils, some really embracing the new technology by editing their own submissions (Madoc Williams) or digitally cloning themselves for group performances (Lauren Mason). Our finale was the anthemic *You'll Never Walk Alone*, a sentiment that was felt by all who experienced the concert.

The concert Team now has over 140 members, and we are busy planning our concert for the final day of the Trinity term, The Summer Sing. The Lockdown may have posed a significant challenge to music-making at Princethorpe, but thanks to the positive and resilient character of our pupils, it is thriving. ***I couldn't be prouder.***

Gil Cowlshaw, Director of Music

**WATCH THE FINALE OF THE
SPRING CONCERT**

Princethorpe College

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