



Dear parents, carers and students

Welcome to this edition of the 6th Form Fortnightly Focus.

As the end of a long and busy term approaches I would like to thank the students of the sixth form in both year 12 and 13 for their continued hard work and positivity around college. The House captains have been supporting lower school in assemblies and in prefect meetings, and a new lower sixth prefects have been elected.

Students have received their mock exam (PPEs) timetables which will commence on the first day back after the christmas holiday!

I have enjoyed reading the personal statements and references for those student who have already completed their UCAS applications. It is important to get an early start with this, and If your son or daughter has not completed their part of the application, please encourage them to do so as soon as possible. Our tutor team are very experienced in the UCAS process and are on hand to support them.

We will be organising trips to university open days in the near future, It is never too early for year 12 students to start looking ahead and considering if higher education is for them. We strongly recommend starting to look at university courses now and visiting as many open days as possible. It is vital to see the campus, feel and experience the place where they will spend the next chapter of their lives.

I would like to take this opportunity to thank the prefects and the myriad of students who supported faculties at the recent 6th form open evening and who represented the college and who spoke so eloquently at the remembrance service.



Sixth Form Survey

Funding sixth forms is becoming increasingly difficult due to the government's budget cuts and I would like to draw your attention to a recent survey conducted on behalf of sixth form colleges across the country. Despite the difficulties highlighted below, i would like to reassure you that at Tavistock college we have managed to keep a broad and varied curriculum including for the next academic year.

In October 2017, the Sixth Form Colleges Association conducted an online survey of state schools (school sixth forms, academy sixth forms and free school sixth forms) and colleges (FE colleges and Sixth Form Colleges) in England. The aim of the survey was to assess the impact of funding cuts and cost increases on the education of sixth form students. Of the 1.1 million students that currently participate in post-16 education in the state sector, 62% study at a college and 38% study at a school. The leaders of 341 schools and colleges that educate 359,397 16 to 19 year old students (a third of the cohort) responded to the survey. The key findings from the survey are outlined below:

In total, 50% of schools and colleges have dropped courses in modern foreign languages as a result of funding pressures, with A levels in German, French and Spanish the main casualties

Over a third of schools and colleges (34%) have dropped STEM (Science, Technology, Engineering, Maths) courses
Two thirds of schools and colleges (67%) have reduced student support services or extra-curricular activities – with significant cuts to mental health support, employability skills and careers advice

More than three quarters of schools and colleges (77%) are teaching students in larger class sizes and half (50%) have reduced the delivery hours of individual courses

Two thirds of schools and colleges (66%) have moved from a 4 subject offer as standard to a 3 subject offer

Almost three quarters (72%) do not believe the amount of funding they will receive next year will be sufficient to provide the support required by students that are educationally or economically disadvantaged

Diary Dates

Governors meetings

Resources Committee

4 December @ 6:00 pm - 8:00 pm

Chairs Committee

6 December @ 5:00 pm - 6:00 pm

Full Committee

6 December @ 6:00 pm - 8:00 pm

Nativity Musical Theatre Royal

6 December @ 6:00 pm - 11:00 pm

US Universities Fair

12 December @ 4.00pm

Year 12 Carol Service

13 December @ St Eustachius Church 14:00

Christmas Break

18 December 2017 - 1 January 2018

Year 13 PPEs

2 - 12 January 2018



US Universities Fair

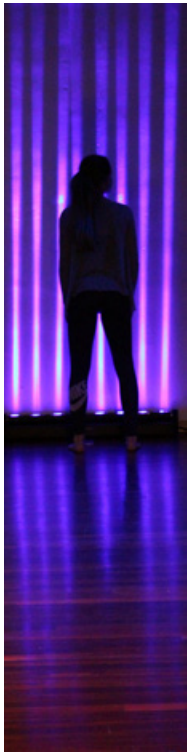
Mount Kelly are hosting a US Universities Fair on Tuesday 12th December, 4.00pm in the Library.

Any students thinking of going to university in the States and wish to find out more information about the universities, courses and process are very welcome to attend. If students would like to attend, please let the 6th form team know or turn up on the day. No need to book, they just need to report to reception on arrival.

A Level Performance

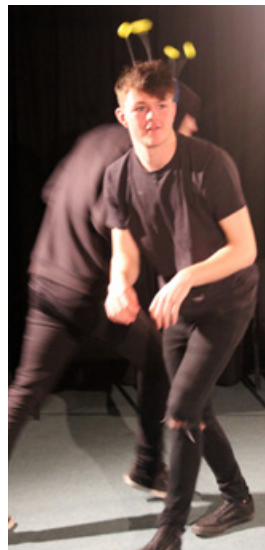
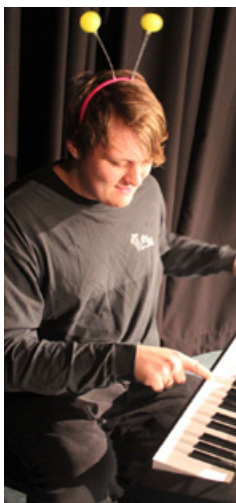
Change

Change is about the different roles of women in society and some of the inequalities that women still face today, as well as how far women have come. From the piece the company hope to convey the importance of gender equality across society, and to emphasise that we cannot go backwards and undo change that has already been achieved.



The Human Space

In The Human Space we look to expose the difficulties surrounding immigrant populations. Assimilation, tolerance and racism are all themes throughout the piece. However most importantly we look to highlight the severity in situations like this by exposing the way people make light of such situations.



Seesaw

Seesaw is inspired by mental illness. It deals with the pressures of the ups and downs of Bi-polar and how an individual ultimately deals with the diagnosis.



The Bread Rising

The Bread Rising follows two characters (Ronald Great and Theresa June) and their campaign for the position of CEO at the Let's Get Baked factory.

Our performance questions how much we know about the people we vote for to run our countries and their rise to power, whilst bringing humour.

Product Design Trip

This November the year 12 product design A Level students were taken on an enriching day trip to three exciting locations. We started at Princess Yachts International, a very large Plymouth based employer who design and build luxury motor yachts and super yachts. In the words of George Bumford "During our time at Princess Yachts International, it was really interesting to see the whole process of construction: from injecting the composite resins to form the GRP hull, to the fitting of electrical systems and interior furnishings, all the way to the final, finished product as the structure of the boats went through these stages in their large dry-docks. It was like watching a time-lapse as we were guided through each production zone. It was also very intriguing to hear them explain how the finished products are rigorously tested with a multitude of meticulous water based testing in both the wet-dock and out at sea to know that each boat works and stands up to the quality that the company are globally recognised for. Seeing the wide range of highly skilled tradespeople performing their roles with such care and finesse was really inspiring. We also learnt a great deal about the materials used and the manufacturing processes that had been developed to create these awesome boats."

The second location was Composites Integrations Ltd, a multi-award winning local business who develop products for the manufacture of composite components. This began in the board room where students were able to learn all about composites and the ever growing opportunities that these incredibly high performing materials can create. The company specialises in manufacturing injecting machines which mix and inject the thermo-setting resins into moulds, however the company invests a great deal of its attention to research and development and therefore there are always designers on hand designing and modelling components for all kinds of products, from wind turbines to composite vehicle body panels.



The third location was to Plymouth

College of Art and Design to see their new Product Design BA degree course and the Fab-Lab rapid prototyping facility. Archie Allen gives his account: "At PCAD we were able to look around their amazing facilities and meet the course leader for the new product design course. It was very worthwhile to observe the splendid range of new machines and technologies in the Fab-Lab including a wide range of state-of-the-art 3D printers and CAD CAM machines. This expanded my knowledge and broadened my outlook on what can be achieved in a workshop, especially if I use the Fab-Lab to support one of my A Level projects. Also it was very inspiring to see the beautiful and innovative range of things that the students created."

The trip was a great way to get students to see first hand what modern manufacturing looks like, learn about the systems and structures that enhance efficiency and quality. As well as inspire them in their own work by exposing them to such cutting edge technology and highly skills craftspeople. *Mr Keegan*



Law Trip

Year 13 Law students visited Plymouth Crown Court recently as part of their studies of the more serious criminal offences. In the case that day the defendant was charged with malicious wounding and due to certain peculiarities of the evidence it was one of the most technically interesting cases we have seen. The judge invited the class in before the official proceedings began to explain some unusual details, and the first hour was taken up with legal arguments between the defence and prosecution barristers as to whether statements could be read to the jury in the absence of the witnesses - in the end the judge decided they could. Students listened intently to the case built by the prosecution, and we are now waiting to hear the verdict of the jury. Altogether it was a very valuable lesson with both offences and defences presented by the barristers - real life useful examples for revision. *Mrs Harris*

Learn to Live

As a collective year we travelled to Plymouth Pavilions (in three separate coaches) for a presentation to witness the Learn to Live organisation. Other year 12 years from other schools were there to witness the event because Learn to Live is an organisation trying to prevent car accidents. Drivers from the ages 17 to 25 are the most likely to be in a road accident which is why our year went; people start to learn how to drive in year 12 so educating us on the dangers before we drive minimise risks of car accidents.

There were multiple speakers there that all talked about some of their own personal experiences. The majority of the speakers worked in different aspects of the Emergency Services which was why they had such impacting memories. The stories shared were very personal and emotive in order to fully impact us.

Each person recounted some of the more horrific experiences they had. Every single story shared contained a single similarity: at least one person died. There was a nurse that had to choose one person out of the 4 injured to save first, a policeman that had to wait for firemen to arrive before they could cut someone out of their car, and a Liaison Officer that has to take a moment to prepare themselves every time before they knock on a door and tell the family inside that their loved one has died.

There were many other stories very similar to the three previously mentioned but the story that affected me the most was that of a mother. A mother whose 13 year old daughter was killed by a car travelling far too fast for the 30 mph road it was driving on. This story was the most upsetting not just because it was a personal death, but because the daughter wasn't in the car. She was riding her bike and was unlucky.

I know that this is a very bleak story but as the person directing the whole presentation said "It is the cold, harsh reality of car accidents". Many people cried during the presentation, but even more left with a much better understanding of the consequences being reckless while driving can have. Though this wasn't a fun and exciting trip, through it, I believe that there will be a lot less accidents among our age group. The awareness earned through this trip can be life changing.

Geography – Exam Question (Mrs Froud) Abbie Wilkinson

Assess the extent to which geopolitical power stems from a range of countries' human and physical characteristics. (12 marks)

Geopolitics: This term is suggestive of the connection between power and geographic space. Other factors are also focused upon; including natural resources, strategic decision-making and political aspects.

Human Characteristics: Language, political and economic systems, religion, military, culture and access to natural resources.

Physical Characteristics: Soils, landforms, hydrology, climate and natural resources.

When focusing on the idea, which suggests geopolitical power can stem from a country's physical features, it is considerable to recognise the ever-changing geology of the land. Take into play a country's landforms; the constant movement of the sea determines the landforms that are created through erosional, coastal processes. Therefore for a country's geopolitical power to be solely reliant on the physical make-up of the land is inaccurate.

Other factors also support this idea, for example, hydrology. Focusing on water movement in a country can suggest a lot for its geopolitical power, such as the energy generated within the area to support water usage. However, water is constantly being obtained and a shortage is forming. Due to this, agricultural competition is increasing, as is water poverty and subsequently the resources available begin to decline. Water usage exceeding the amount that is required to sustain the environment is a physical factor relating to geopolitical power.

It links to human characteristics as usage stems from political and economic systems. For example, a country that has a heavily based primary industry will require a larger water usage for agricultural reasons in comparison to an area focused on tertiary industry. An area with a large amount of power will be able to dictate the water flow to their country because of considerable factors, despite the global decline. This is suggestive that geopolitical power does stem from political and economical influences. An area dictating water flow will also respect the significance of maintaining certain attributes, such as the primary industry, therefore incorporating strategic decision-making as an exertion of power.

Following on from this, it is necessary to study the influence culture has over geopolitical power. Culture is something that has taken years to develop and have an influence over a number of people. Nevertheless, speaking culturally, the incorporation has created identities for large groups of the population. Some areas are renowned for their solid culture, whereas others are recognised for the variation. Culture can also come from inner-state relationships. The linkage between geopolitical power and culture arises because of a country's ability to maintain and promote said culture. For this to happen, an area is required to find sustainable ways of creating a co-existence in order to enable the culture differences within the country or in comparison to other countries to continue to exist. This displays negotiation tactics and political influence, attributes of geopolitical power.

A country's religious stance also coincides with politics and culture. For example, an area that is accepting of a variation of cultures is, in turn, statistically more accepting of different religions and religious communities. As religion closely ties with political values – often social – It can provide a certain amount of power in order to carry an influence globally. A country can exert moral and ethical issues and concerns successfully as the geopolitical power that is held stems from social political stance, which can sometimes be a secondary effect of religious beliefs.

Another human feature includes the Military. The strength of a country's military coincides with geopolitical power, referring to the gain and loss of territory. For example, a developed military, perhaps through the use of weaponry, technology or structure, will be more effective than that of a less developed military, possessing the ability to gain new territory through force and action. This idea relates to geographic space because essentially, the stronger the force, the higher the chance of overtaking an area of land, therefore the greater the geopolitical power.

To conclude, I believe that the range of geopolitical power that stems from the physical features of a country is limited in comparison to that of the human characteristics. In my opinion, this is because the term 'power' creates the perception of strength and high importance and ability, all very human-related features and because of this; physical aspects are not as significant. For example, an area with a large access to natural resources will generally be in possession of less geopolitical power than an area with a strong military, political force and high decision-making abilities as these traits enable the other country to be overrun, resulting in the loss of their physical characteristic.

Venice Trip Kiah Tetley

Walking around the beautifully weathered winding streets of Venice in the warm sunshine felt like a million miles away from rainy England. It was actually only 707 miles and a short plane journey away. We arrived in Venice on the Thursday evening. It



was nice to arrive into Venice at night because we were able to appreciate the buzz on the streets and the lights of nearby shops illuminating the canals. The first thing I noticed was how bustling the streets of Venice were. It's truly a city that comes alive at night.



Later in the evening we all headed out to get something to eat. This was one of my favourite things we did while in Venice. I really loved going out as a group, mixing with people you wouldn't normally mix with, and having an evening meal. This probably sounds like the food was my favourite part of the trip. I'd be lying if I said it wasn't. But more than anything I loved chatting and laughing with friends over a meal each night and enjoying the bright lights and busyness of Venice by night.



Photography: Sam Beard



Another thing that makes this city so special is that it's a completely different place by day. The people who frequent the bars and restaurants in the evenings are gone and replaced by families and sightseers, everyone soaking in the beautiful culture and seeing the architecture. It was amazing to see the famous landmarks of Venice like the Rialto bridge and St Mark's square. Both of which provided great photo opportunities. We also saw plenty of architecture and visited a host of beautiful museums and galleries. In particular I loved visiting the Damien Hirst exhibition at the Palazzo Grassi. His work was stunning and the gallery itself was also beautiful. His work inspired me and gave me plenty of ideas to incorporate in my own artwork.

The only bad thing about the trip was how short it was. I thoroughly loved every second. I made lots of friends that I wouldn't have but for the trip. It was full of culture, incredible architecture and amazing food. I would honestly go back in a heartbeat.

Thor: Ragnarok review (no spoilers) Luca Bergonzini

So having seen Thor: Ragnarok and I can say that it's the best Thor film! However, there wasn't much to beat. This movie makes the other two Gods of Disaster worthwhile as this couldn't have been Thor 1 for obvious reasons.

The story follows our favourite alien/superhero/God in his quest to prevent Ragnarok - the end of Asgard. He must unite with companions old and new to take down the powerful Goddess of Death. It was a slightly predictable but enjoyable story that introduced some interesting dynamics and sets up Avengers 3.

It's a good film, boarding on great but it's not the best film Marvel Studios has to offer. Here I'll explain why:

The acting is spot on. Hemsworth provides a more humorous Thor that maintained the levels of bravery and foolhardiness that he previously brought to the role. Until this film, Thor was among my least favourite cinematic avengers but this revisited character is far more likeable and feels more akin to the likes of Star Lord rather than a Lord of Camelot...

I liked Loki this time! I've always thought he was fine but Hiddleston always did the same thing with him and after 3 movies of "Loki's so bad he's tricking everyone we must stop him!" I was hoping he wouldn't be so tricky... like Thor he still kept his fundamental character traits but had elements of levity that - to me - made him a more enjoyable watch. Something about him felt fresh which for me was necessary!

Tessa Thompson's Valkyrie was fun as I expected her to be. I hope she shows up again because she's cool and certainly has more to her than we saw here. I feel like the script was reaching for depth but didn't quite round her character off in the limited time.

Ruffalo still isn't my favourite Bruce Banner but Banner isn't really the focus of his performance - Hulk was the man... monster? Toddler? Hmmm... Hulk was awesome, obviously, but there were a couple of things that irked me. His 'new found speech' stuff was funny but after a while it grated on me... given the source material of Planet Hulk, I felt there was a lack of severity in Hulk's character... also, is it just me, or should he have been stronger?

Jeff Goldblum was... Jeff Goldblum which was fun and crazy with a few hints to a reappearance - like his brother. Cate Blanchett should have had a little more to do... she was amazing and probably provided the best performance of the film. Joining Vulture and Ego as one of Marvel's best villains! Yet, she didn't seem to have enough to do unfortunately.

Oh, and yes, Doctor Strange is in this and, despite his minor role, he really steals the scene as the true Sorcerer Supreme. Oh, that rhymed!

The CGI, for the most part, was spectacular! There was only one scene that was a little off but many of you will know which one I'm on about. It wasn't too bad and didn't distract from the scene too much.

The action pieces were cool but somewhat forgettable - no Airport Battles here. I think Thor did some awesome stuff but I would have liked some more Hulking out.

The biggest issue with Ragnarok is its inability to pinpoint a tone, or at least, glide across tones seamlessly. It's like the first two Thor movies had a baby with Guardians of the Galaxy and the result is somewhere in between. It's funny but there are some times where the jokes fall flat because they shouldn't have been there. In saying that, there were some crackers that were hilarious.

This movie was the strangest one so far in terms of tone and story as well I'd say. It suffers because there was a lot Taika Waititi tried to do in not the longest space of time and it's just a shame that Universal have the distributing rights to Hulk...

To be fair, this movie is spectacular given that 80% of the dialogue is improvised!

The OST was fine, not incredible but the use of Led Zeppelin was amazing!

In summary, the acting and visuals were fantastic. The plot was what you'd expect which isn't a problem. The characterisation and tone were quite odd but after I saw it a second time, I felt easier in relaxing into the film. The action was fun but forgettable... barring one or two moments.

I love Planet Hulk and I think it needed its own film. It's a shame that can't happen. Korg and Miek were nice inclusions from the comic that hardened back to the source material in a fun but unfaithful way. Hulk and Sakaar were unnecessary inclusions in this movie as it IS a Thor movie - not Hulk. I can't really complain, it's not Taika's fault that they can't give Planet Hulk the 3 hour epic it deserves!

Thor: Ragnarok gets an 8/10 from me. It was a fun ride and the first good Thor film. It was also nice to see Hulk again. It's also a great set up for the end of Phase 3.

Oh yeah, there are 2 post credit scenes. The first I believe to be vital to Infinity War - the other... it's fun! There's so much more I want to say but this is so long already I fear Infinity War may be out by the time I'm done!

"What are you the God of again?"

TAVISTOCK COLLEGE ENDOWMENT FUND 'A Registered Charity'

Do you need financial help to support your education?

The Tavistock College Endowment Fund is a registered charity set up in 1932. Its purpose is to help pupils of the College with the expenses of education. Grants can be awarded:-

- To support education costs.
- To provide assistance with clothing, tools and instruments on leaving school.
- To fund travel abroad to pursue education.
- To provide facilities for recreation and social or physical training.
- To provide financial assistance to study music or other arts.

Eligibility

Young people under the age of 25 who are attending the college or have attended at any time for not less than 3 years and are resident in either the urban or rural areas of Tavistock (In the opinion of the trustees).

The trustees meet in **January May and October** each year to determine applications. Application forms are available from the Principal's office or can be downloaded from the college website. <http://www.tavistockcollege.org/our-college/tavistock-college-endowment-fund/>

Applicants should provide **as much detail as possible** regarding family income and reasons why funding is required.

Students should note that Trustees rarely fund the whole cost of a school trip or project. They expect the student or their family to raise funds or contribute towards the cost.

Please supply as much detail as you can when applying for a grant.



Sports Personality of the Year

Tavistock College Sports Personality of the Year was a superb event - thank you to all those who made the event happen, especially the PE faculty and Jonathan Wates. Sports Personality of the Year this year was Luke Cressey, Jenny Green was second and Gemma Arundell third.

CHARITY QUIZ NIGHT

RAISING MONEY FOR THE SKRUM CHARITY

**At The
Fox and
Hound
Pub
Lydford**

**Saturday 2
December
19:00**

**Raffle
prizes to
be won!**

In the summer of 2018 a group of 11 volunteers are travelling to Swaziland in the south of Africa, to educate young locals on the dangers of HIV and AIDS. This will be done through the sports of rugby and netball. On top of this we are building water harvesting systems and digging orchards whilst renovating a local school. We hope to raise a total of £15,000 before we leave so donations would be warmly accepted.

2018 Rosalind Franklin STEM Conference

Professor Dame Carol Black, Principal of Newnham College, has asked the college to nominate a female Year 12 student to attend the 2018 Rosalind Franklin STEM Conference at Newnham College in March.

The topic for this year's conference is 'STEM: Practical, Beneficial Applications?' This annual conferences bring together ninety sixth-form students with the aim of fostering academic discussion among young students, and encouraging them to consider the wide-reaching roles of STEM in society.

Speakers representing a range of views will address each lecture for approximately 30 minutes before taking questions from the floor. After each lecture, delegates will divide into syndicate groups to discuss the topic further before the conference culminates in a final plenary session or 'Question Time'.

If you are a Year 12 female student, and would like to be considered for this amazing opportunity speak to Mr Galli.

Photography Competition

- Submit THREE photographs based on the 'theme: "A DIFFERENT PERSPECTIVE"'
- They can be digital or print and in colour or black and white, and of any size up to a maximum of A4
- Three age groups: 7-10, 11-13 and 14-17, based upon age at 31st August, 2017
- Local Competition opens on 2nd October to 12th January, 2018
- Prizes will be awarded to the winner in each age group
- Everyone accepted for entry will receive a certificate
- All entries will be judged and exhibited in Tavistock Library in early February
- Winning entries will go forward to Regional and potentially National levels. National winners will be announced in May 2018

**All entries must be handed in to Mr Byron by
Wednesday 3rd January 2018**

Youth Speaks

The college has had a great deal of success in this prestigious event in past years. The great news is that Mrs Hubbard is currently organising some teams for the next competition - you can be involved with a lower school team (ideas, speech writing, practices etc) or you could form a 6th form team. Great experience for a UCAS application or CV. Let Mr Galli or Mrs Mabey know if you are interested.

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