



WELCOME



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Editor

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With the start of a new year comes renewed drive and optimism for the road ahead: exams seem closer than ever with just five months until kick-off, and recent mock exams provide both encouragement and in some cases, a stark reminder of how much work there is still left to do.

For year 13 students, January also brings the chaos of meeting the 15th January deadline to apply to university through UCAS. As part of my role in the sixth form, I have had the privilege of reading a great number of this year group's personal statements, and I have been truly awed by some of the achievements that the cohort have written about.

In our midst, we have champion swimmers, international fund-raisers, small business start-ups, and even volunteers of the local steam engine club. All of these great accomplishments are juggled alongside the pressures and demands of completing the hardest level of study these students have ever undertaken.

This has acted as a reminder to myself that throughout life - and even more so in younger years - it is imperative to seek out and take the opportunities that are presented to you. At Tavistock College, we are able to provide such opportunities as Ten Tors, Theatre workshops, and visits to Universities - some of which you can read about in this issue. I hope you enjoy hearing from our students as much as I have!

POLITICAL EDUCATION FINALLY!

Year 13 students receive long-requested introduction to British politics ahead of election



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A tumultuous time in politics is not helped by indecision and indifference; the UK's political system has been up in arms for the past three and a half years. Politicians vs Parliament vs the people in the latest general election has seen faith in politicians dwindling on all sides of the political debate. Whilst the old codgers in Parliament bumble about on their cushy salaries, where are the young people? With a famously low turn out in general elections and referendums, young people are now more than ever in need of political motivation. Thankfully, motivation was imparted upon Year 13 in a politics collapsed curriculum day during the Autumn term when Rebecca Baker, a lecturer from Exeter University, visited the school to educate Year 13 in what democracy means in the UK.

Whilst the collapsed curriculum day happened before the latest gener-

al election, the event excited students from all across the political spectrum. One such example of this was a debate where different groups of students were asked to argue either 'for' or 'against' the rule of democracy in this country. Students worked in groups to prepare a representative with debating points and soundbites on why we should or should not have democracy in the UK. The debate, which eventually descended into laughter, saw four students on either side of the argument very forcefully present their views for or against democracy. The debate styled like the House of Commons, saw students sitting opposite each other with the speaker at the head of the debate. The debate tested political allegiances and friendships where it was followed by a well-needed break for the hot-headed debaters.

Another purpose of the collapsed curriculum day was to give students a couple of surveys talking about their relationship and engagement with politics. The

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ALL AROUND THE GLOBE

Tavistock College students visit historic Shakespearean site



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The year is 1599 and a playwright by the name of William Shakespeare is gaining traction with his theatre company. So much traction in fact, that he has just built one of the world's most famous theatres.

With depictions of Roman deities above the stage, an absent roof revealing the heavens, and with a trap door which represented the mouth of hell, this building earned its unique name; The Globe! For all the world's a stage.

Located on the Thames' south bank in the borough of Southwark, The Globe was - and still is - a lively hub for all social classes. All of London's folk could rock up to see a show. The poorer citizens could pay a penny to stand in the pit to view one of Shakespeare's works, while their richer counterparts could sit. If you were really posh you could - to much expense - perch above the stage itself. Not to see the stage, of course, but to be seen by everyone else.

The Globe being located in Britain's capital city was very practical from an attraction and status point of view, but

to us Tavistock natives it may as well be the other side of the world when going by coach! I had lots of time to ponder on my 5-6 hour journey as to whether our outing would be worth the wait. I wasn't disappointed.

The coach pulled to a halt and a choral sigh could be heard escaping from the students packaged inside. We hurried our way over to our tour guides at The Globe (which also accounted for some much needed leg stretching) who also multi-rolled as professional Shakespearean actors.

On our tour we took a look around the auditorium and even saw a group of actors rehearsing for 'A Midsummer Night's Dream'. Our tour guide pointed out every intricate detail of the stage and the viewing areas, informing us on how the social classes were divided, how different parts of the stage represented heaven, earth and hell. He educated us on why the theatre had to be open air in order to light up the stage, for candles were far too expensive. However he did speak of another, closed room which was candlelit. This room was naturally much more expensive in order for the torches to burn bright.

To our surprise, we also learnt that the current Globe is the most recent of three Globes that have been built throughout history, the first one being destroyed by a fire in 1613 and the second being demolished in 1644.

Soon after our tour, our guide ran a workshop with us, helping us put more meaning into Shakespeare's language when we perform it and also making us aware of the original pronunciation.

We concluded our trip around the globe by watching a modern take on 'A Midsummer Night's Dream' which opened with a brass quartet playing music inspired by blues, ska and ragtime. The cast were dressed in bright colours, in materials that represented the piñata on stage at the beginning of the production. They even included audience participation into their fittingly surreal rendition of Shakespeare's classic comedy.

Overall, the globe is a must visit for anyone looking for entertainment as it only costs £5 to purchase a pit ticket on the door. I enjoyed my time visiting this theatrical legend of a building and would happily go again. All's well that ends well!





Students recreated the famous layout of parliament in their debate



PERFORMING PARLIAMENT

CONTINUED FROM PAGE 1

surveys administered by the University of Exeter asked students about certain pertinent political questions and quizzed them on their knowledge. This helped to force those otherwise indifferent on these issues to really consider their stance on pertinent current affairs. These surveys, alongside those filled out by students from other schools, are going to be a part of a study into how well-engaged students are with politics. The surveys may go a certain distance in determining the type of political education that students may receive in the future.

Students also had the chance to quiz local councillors during a panel debate. Counsellors from Tavistock Town Council and West Devon Borough Council were questioned by the student audience on questions around Brexit, agriculture, climate change and more. The panel, chaired by Mr Hunter, also helped to inform the students on the purposes and roles of local government within the wider system. This more intricate knowledge of how democracy works at a local level is invaluable in students fully appreciating the power of their vote.

The day was meant to inspire students to get involved with politics and, consequentially, use their vote in any upcoming elections. In the December election, over the period of 28 days

from the announcement of the election to the end date for registration, an average of 114,000 people registered to vote every day according to analysis from the Electoral Reform Society. In total, 3,191,193 people registered to vote for the December election which is 38% higher than in the 2017 election. The Daily Mail reports that 740,000 young people registered to vote at this election, that's up from 370,000 in 2017. This is a promising number but we can do better yet.

After the EU referendum the country was, and still remains, ideologically divided; political satirist and journalist, Ian Hislop, said that through the EU referendum "we managed to politicise, essentially, a cultural divide". This so-called cultural divide has no chance of being rectified if a large part of British society, young people, are not involved in politics. It is, therefore, imperative that young people are engaged with democracy and politics from an early age. The apathy that may come with a late or even non-existent political education can be terminal for an individual. The knowledge and more nuanced understanding of politics gained through days like this one held in October is essential for a student's political education; however, some of those educated were of voting age at the time and this begs the question: are we leaving it too late?

KEY DATES

29 January - deadline for applications for Auschwitz trip - send to: n.sealey@tavistockcollege.org

29 January - apprenticeship fair in EXETER, Westpoint 10:30-12:30

14 February - last day of Spring half term 1

24 February - first day of spring half term 2

27 February - Open mic night

23 March - Extended assembly, project trust

JAPAN TRIP

Three students reflect on their experience during the recent exchange trip to Japan with Mr Chambers



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After waking up at 2:30am, experiencing an almost 12 hour flight on top of a 5 hour coach trip, we landed on time for half past seven in the morning at Haneda airport. The flight itself had been one of the most tedious events of my entire life but once we were settled on Japanese soil I instantly knew the journey was worth it. Once we had gotten through the airport we met Mr Iwai who made us feel very welcome in Japan. He also educated us on much of the culture and the language.

On leaving the airport we were met by a coach that took us straight to the emperors palace. It was a beautiful, warm day; not a cloud in the sky. We took many pictures of the serene palace grounds as well as having my first (of many) Japanese vending machine drinks.

We later headed to a large shopping centre where we were greeted by a scaled down statue of liberty outside. It was fascinating to see such familiar brands and food mixed with such a different culture. I ate my first bowl of ramen at the mall. The noodles were delicious but very salty.

From all the time I spent on the road or in a train, I realised that the buildings in Tokyo seem so vast yet so expertly engineered.

We spent the first few nights in a place called the NYC. It was the old Tokyo Olympic village which had been renovated and turned into a youth centre. The rooms and facilities were minimal but enough. It was also really nice to have your own space. The breakfasts at the NYC were a little strange as they seemed like any other meal, but they definitely fuelled me for the day. At this time we went to many places such as Akusa, shrines, temples, the Daibutsu (giant Buddha), and the famous Shibuya.

The rest of my time was spent with my



very caring host family who took me to the sky tree, Tokyo's tallest building, and a rugby match. During the week we visited an elementary school, a junior high school and an all-girls high school. The environment in these schools seemed very warm and encouraging despite their food being... interesting.

Overall, I loved Japanese food and sushi was my favourite. We all went to a traditional Japanese sushi bar and I couldn't get enough. We also ate a cuisine called Okonomiyaki which is almost like a savoury pancake that you fry yourself on the table. They had lots of grills, salads and soups. They also had rice with almost every meal.

Now that I've been to Japan, I will definitely go back. The culture, food and people are all inspiring, I felt so safe and welcome. I would encourage anyone who has the opportunity to travel there to take it.



ELLIOT LANGDON

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Going on the Japanese exchange has been one of the best experiences I've ever had because I have wanted to visit Japan for many years. It was really amazing to see the differences between Japanese Culture compared to our own. Sightseeing in Tokyo was incredible because it is such a big city but extremely friendly and clean. I got to visit many of the most famous places in Tokyo, e.g. Diabutsu, Tokyo Skytree, Tokyo Disneyland, etc. The food was also really interesting but really good, my favourites were Okonomiyaki and Squid Tempura.

We got lots of freedom at various times throughout the trip, which was really nice. This meant that we could go off and do what you want to do and see with your friends for certain periods of time. I made quite a few new friends,

with people who also went on the exchange but I had never spoken to before. My Japanese has also improved by visiting the country.

This is because we had to use it to communicate with most of the people there, although lots of the people spoke at least some English. I was worried the most about staying with the host families, as they were people I'd never met before and I didn't know if I'd be able to communicate with them very well but it was one of the best parts as I got lucky and had a really nice family. I ended up getting to know the family really well and I still keep in contact with them. They tried to make the experience as enjoyable and memorable as possible. We got to spend the whole weekend with them which was really good as they gave me a choice as to what places you wanted to visit beforehand and they also took me to their favourite places to eat for lunch/dinner. The Japanese are so welcoming and so, overall, it's just a really amazing and enjoyable place to be. The visits to the various schools were interesting as their schools and the school system are very different from ours. For example, in the Elementary School and the Junior High School, some of the students left the lesson before lunch early to go and cook it themselves to serve to the rest of the school. On the final full day, we went to Disneyland which was really cool. We got given the whole day to go on rides and chill out with our friends after a very action-packed 10 days. Overall, the trip was incredible and one that I will never forget. I had such a good time and I have so many memories to look back on. With the Rugby World Cup being hosted in Ja-

pan this year, the Olympics being held in Japan next year and so many programmes and documentaries being made about Japan at the moment, it was the perfect time for us to visit Japan and be a part of this craze for the country and its culture. I think everyone, who's able to, should visit Japan as it's an amazing country and has something that everyone would enjoy, from the rich history and culture to the ultra-modern and high-tech society that it's become today.



TESS PHELPSTEAD

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Going to Japan has been one of the best experiences of my life because I have always wanted to go and Japanese culture is so different to ours so it was really interesting to see. The streets are always so clean and everybody is so polite. Sightseeing in Tokyo was the best part because it is such a big, beautiful city and we got to see some of the most famous places in Tokyo. For example, visiting the shrines was great because they are so traditional and important in Japan. The food was also amazing and, although it took a bit of getting used to, there are so many different options from traditional Japanese to western. Visiting the schools was really interesting as well because they are so different to British schools. All of the children are so excited to see you and the lessons are so relaxed yet they learn so much. Disneyland on the last day was also a highlight as the rides are a lot of fun and you get a lot of freedom. We got lots of freedom throughout the whole trip as

well which was really nice, so you can go off and do what you want with your friends as long as you get back to the meeting point in time. During the trip, you get to meet new people and make new friends with whoever you're going with which is nice as, by the end, you become really close with them. Going to Japan definitely made my Japanese better as well, because you are forced to use it and, although loads of things are in English, you still have to be able to translate some things and it's nice to be able to speak to your host families and the school children in Japanese. Everybody was especially worried about staying with the host families, but it was one of the best parts. You get to know them really well as you are literally living with them, and they will always provide you with whatever food you want and give you the best time possible. The weekend that you have free with them is great as they give you a choice as to which places you wanted to go beforehand and they also show you their favourite places. Even though the big things like visiting shrines and going to Disneyland were amazing, I still loved the parts in between when we were travelling or staying overnight in a hotel/hostel. This is because Japanese transport is different and really fun to try, and in the evening you get to chill out with your friends which is always fun. The Japanese are so welcoming and, overall, it's just a really amazing and relaxing place to be. I will definitely be going back to Japan-I was so sad when I had to come back to England! I will never forget how amazing Japan was and now I have so many memories to look back on.



EPQ OPPORTUNITIES

An EPQ is a invaluable qualification that puts the student at the helm of their studies



CRISPIN CHAMBERS

Academic Mentor

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The Extended Project Qualification (EPQ) is a Level 3 Qualification which allows students in the sixth form to study beyond their A-Level syllabus and prepare for university or chosen career. It is worth half an A-Level so can be used to earn extra UCAS points. The EPQ takes the form of either a 5000 word essay or producing an artefact together with a 2500 word essay. In both cases, students need to fill out a production log which involves recording their initial planning as well as detailing how they intend to research the project using primary and secondary sources. Students can start the EPQ in Year 12, submitting their initial proposal for approval, and need to have finished it by the end of the spring term in Year 13.

For the EPQ, each student is assigned a supervisor who meets with them on a fortnightly basis providing guidance and support. Supervisors also offer study skills advice to help with organizing ideas as well as managing time and resources effectively. Students are able to choose an area of interest which is related to a curriculum subject they are studying in the sixth form. They need to be genuinely committed to their selected topic because the course involves extended independent study challenging them to work independently as they would be expected to at university or in working life. On completion, they are required to deliver a presentation explaining how they compiled their project as well as answering questions about their findings and how they overcame any challenges.

A key part of the EPQ is the provision of evidence for all planning stages of the project development and production. For this, students need to record their meetings with supervisors as well as the ways in which they are using their primary and secondary research sources. We ensure that supervisors and centre co-ordinator check the student production logs regularly to ensure they are being completed at regular intervals. The production log is a key



Students present their findings at the end of the course

component for the success criteria as much as the project itself so by maintaining high standards of recording students can achieve a higher grade.

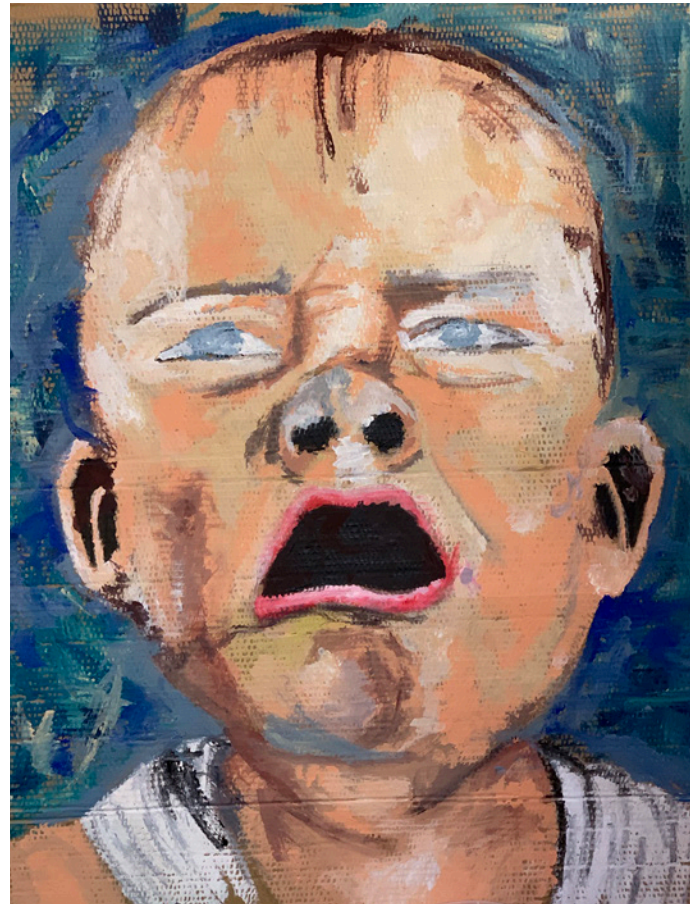
It is important for all students taking the EPQ to take their final presentations seriously as they are important evidence to show students have used a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes. Students deliver the 10-15 minute presentation to a non-specialist audience and practise beforehand with their supervisors. We have found that students succeed when they understand the true

relevance of the EPQ to their chosen university course or pathway in further education. Many put it on their personal statement and last year a number of students who dropped a grade at A Level got into their preferred university because they achieved a high grade at EPQ. Finally, EPQ has proved a rewarding qualification for sixth form students who wish to extend their knowledge and understanding about a given topic beyond the parameters of the A Level curriculum.

If you are interested in undertaking an EPQ, please speak to Mr Chambers.

SHOWCASE

Featured below is some of the work of Year 13 Art students



Art by: Warren Mason (top left), Amber Gunby (Top Right), Libby Kerswill (bottom)



FILM REVIEW

Angelina Jolie returns as the Mistress Of Evil in the sequel to Maleficent



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Angelina Jolie and her cheekbones have once again graced our screens in the sequel to the retelling of sleeping beauty. The original *Maleficent* was one of the first Disney movies to tell the story from the villain's point of view. This new approach for Disney transformed one of the most iconic villains into a heroic protagonist who the audience cannot help but form a connection with. We follow the bond that grows between *Maleficent* and Aurora and watch their mother-daughter like relationship develop. The sequel to this successful film continues this powerful message of the maternal bond but brings with it a new tale about the dangers of marginalisation and discrimination.

During the film we meet the Dark fae (winged fairy-like creatures of which *Maleficent* is one). We learn that they have been forced into hiding and very nearly extinction due to human oppression. Scenes of young children learning

to fly help to highlight the lack of freedom that these children have and we cannot help but notice how beautifully diverse these people are. Their marginalisation eventually leads to such a build up of anger that they launch an attack on the humans. This is a clear demonstration of the negative effects that oppression of minorities has had throughout history and will continue to have if attitudes do not change. It definitely strikes a message relating to prejudice that minority groups face in modern society today.

Another aspect of this film which sticks out is that this is a battle led by women. From the beginning of the film it is apparent that there is a conflict between the manipulative Queen Ingrith and the stubborn *Maleficent*. This is partly due to the queen's prejudice against the moors people, but also because Ingrith seems to question *Maleficent's* capability as a mother towards Aurora and suggests that Aurora should live with her in the castle once she is married to the prince. What starts as toxic tension soon develops into an almighty battle

between the moors creatures and the humans. What is significant about this new female led battle is that it is a fight of tactics and manipulative skill rather than direct brutal violence. We see the queen lock a group of moors people in a church which she plans to fill with a deadly poison. It is hard to tell whether this new style of fighting is trying to represent women as a powerful military lead, or whether it just continues the stereotype of tactical female fighting which avoids direct violence.

For a fleeting moment during the final battle, we are left thinking that *Maleficent* has been defeated. However, knowing that the audience would not be able to cope with the death of the loving and protective protagonist who has been marginalised her whole life, *Maleficent* is reborn as an even more powerful bird-like creature. Her willingness to sacrifice herself for her god daughter demonstrates the strength of their bond and how love will be the ultimate winner.