

The Fountain

Sawston Village College's Termly Magazine


Sawston
Village College
Autumn 2021
Issue 67



Shown here are the joint winning entries in this year's Christmas Card design competition.

Above left: design by Grace Ormerod, Year 8 and above right: design by Sara-Sophie Mansat-Bhattacharyya, Year 10.

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Geography Bake Off

Iris Dean, Y10 – 1st prize for technical skill

I made this cake for the Geography Bake Off to show the melting poles and how it affects the animals that live there. The main focus of my cake is the igloo which I made from fondant. I built it up from individual squares using a bowl as a mould.



Iris's cake

Isobel Whitton, Y9 – 1st prize for geographical content

This is my chocolate forest fire cake. The sugar shards were coloured vibrantly with red, yellow and orange

which represent fire from the forest fires in Australia. These fires affected Australia and our planet globally at the start of 2020. I was able to create the shards with very hot melted sugar. The trees were made out of ice cream cones which I then piped green butter icing onto, to make them look like trees.



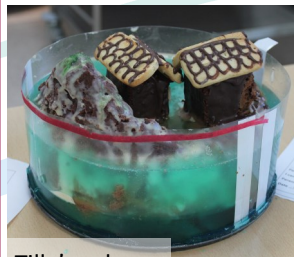
Isobel's cake

Zenab Usman, Y7 – 2nd prize for geographical content

My cake's theme was Climate change; focusing especially on pollution and littering. The idea behind my cake was to try and represent many different forms of how we, as humans, are slowly destroying our world. I wanted to try to capture as many aspects of this as I could and make sure my message shone on the cake. The message behind my cake was basically to show the impact of our actions on our planet and to try to convince everyone to make a change; even if it is as small as walking or cycling to school instead of going by car, or even filling the dishwasher fully before you turn it on. I wanted to show that, if everyone does their small part, it WILL add up and we CAN save our planet. Always remember; there is no Planet B.



Zenab's cake



Tilly's cake



Ella's cake



Grace's cake

The other prize-winning cakes are shown on the left. From left to right they are by:

Tilly Broome, Y10 - 3rd prize for geographical content,

Ella Bacon, Y11, - 3rd prize for technical skill,

Grace Arnold, Y10, - 2nd prize for technical skill.

Congratulations to all!

Welcome



The Fountain showcases pupils' creativity. Whether through poetry, prose or art, sport or music, food or technology, pupils are expressing and enjoying themselves. Creativity is to be encouraged as it allows all of us to explore and to ask questions, to dare to be different. We become more curious and perhaps more open-minded when being creative. The artefacts we produce and the processes of thinking involved help shape our identity and become impactful expressions of imagination and our sense of self. Cultivating creativity also helps us to improve ideas, to make new connections and to be inventive; we solve problems through critical thinking and experimentation. It takes discipline and persistence to be creative and, though often done alone, more often than not we produce or engage with art collaboratively, developing our social selves. During the lockdowns, it is unsurprising that many people took up a creative challenge of some sort; it would seem it is good for the mind and body. It may well make us happier. We are proud of the creative input of our young people and whether they are just starting out or have already become accomplished at some form of creative expression, we wish them all the best in their creative adventure.

'You can't use up creativity. The more you use, the more you have.' – Maya Angelou

Mr Russell, Principal



Welcome from the Pupil Editor

Hello, and welcome to the winter edition of *The Fountain* magazine.

This has been a busy term for everyone, with mocks for Year 11, and lots of other activities for everyone to get involved with, such as fundraising for Children In Need, decorating shoeboxes for charity, and baking cakes for the Geography Bake Off. Overall, it has been fun and rewarding, although also tiring, so the

Christmas break has come at a perfect time for everyone to relax and unwind. As well as a time to celebrate, hopefully the holidays will also be a time to rest and to prepare yourself for next term.

Next term will be just as busy, but with nights getting lighter and the weather getting warmer, things should seem easier. There is also lots to look forward to, such as the West Road Concert, and trips within different departments.

All that remains for me to say is enjoy this magazine, thank you to those who contributed - and Merry Christmas, Happy New Year, and enjoy the holidays.

Nina Davis, Year 11 and Fountain Pupil Editor


On behalf of the Pupil Senate we would like to wish you all a Merry Christmas!




Keli Darkwa
Senate Head


Tyler Wright
Senate Head


Update from the Senate Forums


 In the Amnesty forum we look at events happening around the world and how they are affecting human rights. These events include the war in Syria and the Afghanistan conflict for which we currently have a bulletin presentation in development. Additionally, we are hoping to bring in members from the Amnesty International groups in Cambridge to talk about their goals and how we can support them.


Harun and Sunchi, Co-Chairs of the Amnesty forum.

 This term we have organised a Year 11 pupil vs staff netball match in order to raise money for the shoebox appeal. In the past, we have organised an Olympic day where all of the participating pupils got an opportunity to take part in two chosen sports. This year one of our key focuses will be the fundraising for Comic Relief and Sport Relief. **Owen and Charlotte, Co-Chairs of the Sports forum.**


 We deal with current issues around the world. This year, we have been focusing on young people around the world and we are currently planning an assembly to showcase some of their stories. We are also planning a language quiz for pupils to celebrate other cultures and learn about more unique languages, as well as trying to find out what stereotypes there are about certain groups of people and how we can battle these in our school and around the community. **Josh and Molly, Co-Chairs of the International forum.**

 We aim to raise awareness of issues that affect our plants, and make a difference in our school environment. We run many competitions and events and, this year, our aim is to create a school garden for everyone to enjoy. **Eliza, Nathan and Phoebe, Co-Chairs of the Eco and Animal forum.**

 This year we are hoping to introduce every pupil to a new aspect of the arts and ensure that they all widen their knowledge of the arts and embrace their creativity. So far this year, we have already launched multiple projects, including the SEND pledge, the Christmas card design competition and a decorating contest. At the moment we are working on our new theme of an 'Arts week', where we want to introduce a different aspect of the arts each morning in mentor time, and let pupils try out new activities. **Oren, Eira and William, Co-Chairs of the Arts forum.**

 We fundraise for charities around the school. This term we have organised the Shoebox appeal where mentor groups bring in gifts for less fortunate young adults. We have also helped with Children in Need day where money was raised through a non-school uniform day and by creating a collage of Pudsey out of pennies. Next term we hope to introduce a charity rota in the canteen in order to raise money on a more regular basis.

Charlie and Tiana, Co-Chairs of the Ethos forum.

 In the Wellbeing forum, we discuss all things to do with mental health and identity. In the past, we organised Diversity Week, which saw pupils learning new terms like heteronormativity. Working with the Eco forum, we will be helping with the design of the garden project throughout the year. Another one of our planned activities is to raise awareness of the higher suicide rates during the Christmas period. To do this we will be putting a few slides together on the school bulletin with how some of our teachers cope when things get a little too stressful.

Noah and Daniel, Co-Chairs of the Wellbeing forum.



The Ethos Forum reports on: Children in Need

Due to a Staff Training day, our fundraising for Children in Need was delayed by a week. However, that did not mean we were any less keen to raise as much as we could for such a great cause. Members of the Senate were out with buckets collecting pennies to create an impressive Pudsey in the Octagon, which raised £289.03. This, together with the money generated through our non-uniform day, means we were able to raise £1569.03 for this very worthwhile cause. Thank you to everyone who contributed.

Stereotypes: who are we?

Initially, I decided to write a poem on Asian hate for homework on my identity. It's especially inspired by the unfortunate rise in Asian hate crimes since 2020, and I added in some examples of things I have experienced in the past years due to my race (specifically the homework and food ideas). With this poem I wanted to shut down all the prejudicial and racist assumptions/comments on Asians/Asian culture.

Prejudice stares us
right in the face
Bringing food from home was
a gateway to toxic traits

Tell us our meals are dogs and cats
Tell us we should stop consuming bats
I dare you
Tell us our cultural food stinks
yet for lunch you'll have no.6 and bubble tea drinks

All over the media you'll see
hypocritical slogans, eurocentric features
Using our cultures as aesthetics and
government pleasers

Hate crimes have been on the rise
disregarding my people's rights
Your concern is an empty room
There was no power shortage;
you just switched off the lights

We're worth more than the homework answers
More than a k-pop band
Our value should not have to be
proven upon demand

When the virus took over
At us fingers were pointed
Obviously economy was your priority
Because who are we, if not exploited?

Evita Quijano, Year 8

Chocolate Roulade for Year 10s

Year 10 Food GCSE pupils recently enjoyed learning how to make a chocolate roulade. Below they share their experiences of this.

I really enjoyed making my chocolate roulade although it was challenging. It still turned out well; it was light and creamy, nicely decorated with fruit, cream and chocolate run outs. **Emily McCunn**

I loved the process of making chocolate roulade, especially the eating! I found it quite stressful at first but after the difficult part was over, the rest was calm and enjoyable. **Prachi Patel**

I found it fun, and the experience of making roulade was good. My mum and dad found it very yummy. Making chocolate roulade was fun but also hard. **10B Food pupil**

Making chocolate roulade was amazing. There were definitely challenging elements to it, but the final product turned out well. I feel that I achieved what I hoped to achieve. **Toby Cockerill**

I really enjoyed making chocolate roulade as it was a very fun experience, including decorating and making it. As preparation, I made chocolate run outs to show advanced skills and to add decoration. My parents and friends were really happy with it. Overall, I was happy with the result.

Sam Jackson

The experience of making chocolate roulade was really fun. We learned different skills to make it, and it was very educational. I thoroughly enjoyed it!

10A Food pupil

I really enjoyed making chocolate roulade, and my family liked eating it. My favourite part was the decoration, and I am proud of how I rolled out the roulade.

10A Food pupil



Staff in the Spotlight - No. 1



**Miss Harvey,
Head of PE**

When you were younger, what did you want to be when you grew up?

When I was younger I wanted to be an Acrobat, performing in shows such as Cirque Du Soleil. At one point, I also wanted to be a stunt woman.

What are your main hobbies or interests?

My main passion is Gymnastics and Trampolining; teaching, coaching and performing. I also play in a social Netball league and, since lockdown, have learned to run 5K, 10K and this year I completed my first ever half marathon! Although most of my hobbies are sport related, I also love musical theatre and going on long dog walks with my miniature Dachshund!

What's your most embarrassing moment?

I was teaching on the Netball courts and called all of my class over to watch a demonstration. I was mid-explanation when a bird flew past and pooped on my head. The pupils were hysterical. All I could do was laugh!

What's your favourite part of your job?

Seeing those 'light bulb' moments when a pupil achieves something for the first time - it's very rewarding.

If you didn't have your current job, what would you like to be doing?

If I had the talent, I would love to be a performer in the West end! I would also like to be a paramedic.

Following on from pupils' chocolate roulade experiences, Mrs Minett adds:

This term has been a busy one in the food department. The food teachers have tried to ensure that all the pupils coming into the department have had the chance to cook a variety of dishes. We felt this was important after so many practical sessions were missed last year because of the pandemic.

Year 8 pupils have been busy making their milestone pieces, adapting a basic macaroni cheese recipe, making it healthier by reducing the fat content and increasing the fibre content.

Some Year 9 pupils have been looking at the factors that influence food choices such as culture, labelling and vegetarianism. They have made a number of dishes to support their theory work, ranging from latkes and vegetable chow mein to trifle.

The Year 10 pupils have just completed their first practical milestone. They have been learning how foams are formed when egg protein is whisked. They have used this knowledge to create chocolate roulades. Creating a successful foam is key to achieving a well-risen fatless sponge. The Year 10s were able to create some great foams, as well as demonstrating their excellent piping and decorating skills.



Bronze Duke of Edinburgh's Award Expedition

I really enjoyed the Bronze DofE expedition, as well as the DofE experience outside of the expedition. We hiked a total of just under 30km throughout both days of the assessed expedition in Thetford, which was certainly a challenge with very heavy backpacks on.

For the expedition, we had to have an aim, and our group made the decision to take a photo of every mushroom we came across on the hikes. Other groups did things like video diaries of the experience. Below you can see some of the mushrooms we encountered.



On the night of the first day, we cooked pesto pasta with sweetcorn, which was ideal since it was easy to pack, and a sustaining meal that prepared us for the 15km of hiking the next day. On Day 2 we had to pack everything up quite early in the morning, though everyone had already woken up since being packed into a tent is not the most comfortable condition to sleep in. Overall, the expedition taught me so many different things, like the variety of mushrooms that you can find in Thetford forest, and

it also brought me closer to plenty of people that I didn't know very well before.

As well as the expedition, I have also found learning Italian as my skill for 6 months very interesting. I've had the opportunity to learn how to get accustomed to different sentence structures.

I applied to do the DofE award with hesitation since I was afraid the expedition would be unpleasant, but after having done it, and enjoying the process, I have no regrets, and will be doing the Silver/Gold award in Sixth Form next year. I strongly recommend that, if you are considering doing DofE, you do it, because you will make plenty of unforgettable memories, as well as learning a large variety of new skills.

Daniel Minett, Year 11



Shoebox Appeal

We launched a shoebox appeal in aid of the CHS group, a local charity supporting young people aged 16-25 who are homeless or at risk of being homeless. Each form also decorated their shoeboxes in a competition led by the Arts Forum, and the boxes were collected by CHS on 10 December after being judged.

We send our best wishes to the young people who will receive our boxes. **Tiana Izuogu, Year 11, Co-Chair, Ethos Forum**

Boys Rugby Festival - Update

Year 7

Very well done to the fifteen Year 7 boys who took part in their first schools rugby tournament at Shelford RC recently. They should be very pleased with their progress made during the event. They started with a narrow defeat against Comberton and followed this with two wins against Swavesey. Thomas Langevin, Lewis Johnston and Lucas James were outstanding, making sure the team were well organised, creating space for some strong running from Mavric Johnson, Ned Gott, Zach Summerlee, Oliver Chaloner, Alfie Plant and Oliver Seaborn. A mixture of good defence and strong running bodes well for the future of this group. Well done boys!

Team: Coedy Reynolds, Jacob Turner, Ned Gott, Alfie Plant, Lewis Johnston (c), Thomas Langevin, Brandon Whalley, Oliver Seaborn, Obi Mba, Zach Summerlee, Oliver Chaloner, Kayden Bedford, Lucas James, Mavric Johnson, Lachlan Walker



Year 8

A massive well done to the Year 8 boys, who demonstrated rapid progress throughout the afternoon. After a slow start, losing to Comberton Village College, the Year 8 team quickly rectified their mistakes made in the second game against Swavesey, winning by 2 points. Stand out players included Jack Blake, who made a series of excellent driving runs forward with the ball gaining lots of ground. Isaac and Will Green regularly danced their way around defenders, showing excellent agility. Harvey Jones demonstrated great leadership organising the defensive lines, and Zane Dennington distributed the ball expertly out of the ruck. Overall, this was a good team performance. Well done boys!

Team: AJ Barnes, Isaac Green, Zane Dennington, Jack Blake (c), Adam Armstrong, Stan Wells, Jamie Murkin, Reece Clissold, Harvey Jones, Will Green



Rugby contd: Year 10 and 11

The Year 10s and Year 11s took part in a gruelling battle on a very muddy pitch against a strong Year 11 Comberton team. After a shaky start, the boys quickly organised themselves into a better defensive and attacking structure. This paid dividends as the game wore on. We managed to score three excellent tries, running out eventual winners 24-12. Top performers were Joel Dennington, who scored a fantastic try, while Daniel Locky and Darcy Gumbrell were outstanding in defence, keeping a very big team away from our try line. Well done team – you were a real credit to the school.

Team: Joel Dennington, Ben Latham, Jack Ramsey (c), Max Wilkinson, Thomas Moody-Tipping, Daniel Locky, Leo Jepps, Max McKenzie, Max Smith, Archie Dawson, Oliver Chatwin, Darcy Gumbrell, Jesse Coterill, Sam Blake



Girls Rugby Festival - Update

A massive well done to the Year 9 and 10 girls who took part in the Girls Rugby Festival at Shelford Rugby Club recently. They performed brilliantly and were a real credit to the school. Star performers included Keira Collinson and Phoebe Herbert who both scored a series of excellent tries. Isobel Smit, our scrum half, distributed the ball expertly out of the ruck. Amber Facer and Edith White displayed tremendous leadership skills, organising the attacking and defensive lines. Lastly, lots of credit has to go to Isobel Whitton, who played her first ever rugby game with poise and confidence. Well done ladies!



Congratulations to each of the 27 pupils who ran in the District Cross Country Championships. Despite the cold, wet and muddy conditions, each pupil showed great ambition and endeavour to complete the race to the best of their ability; they should be very proud of their achievements! Well done to all involved!

A special mention to Matthew Smith (Y10), Harry Thomas (Y11) and Oliver Seaborn (Y7) who positioned inside the top 15 and have qualified for the County Championships in January.

Runner-up Design



Alena Neesam, Y7, DH06



Anna Sargeant Y9, TH10



Ariella Lam, Y8, MH10

Christmas Card Design Competition

Over 30 pupils took part in the Christmas card design competition, producing some excellent efforts. On this page you can see the 'runner-up' card and those that were commended.



Flavia Pellisari, Y7, EH11



Erin McCarthy & Holly Davis, Y7, DH05



Elspeh Dwyer, Y8, MH10



Leeya Anil, Y7, MH07



Sameeksha Gupta, Y7, MH09



Gabriella Ward, Y8, EH07

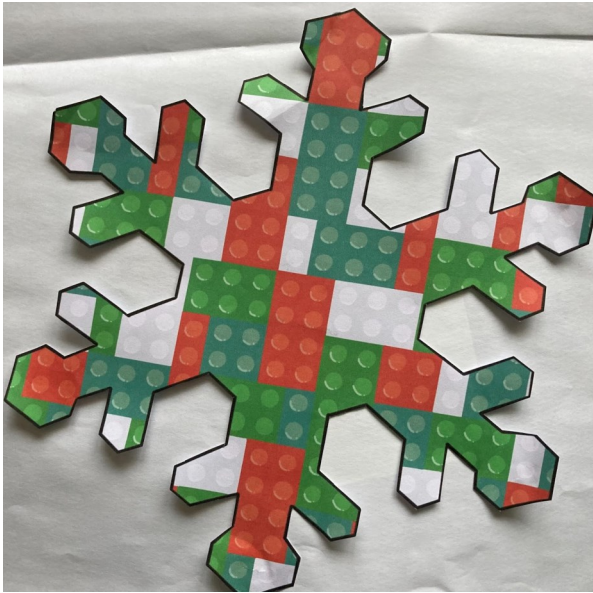


Harvey Thomas, Y8, EH01



Kaitlyn Owen, Y7, EH04

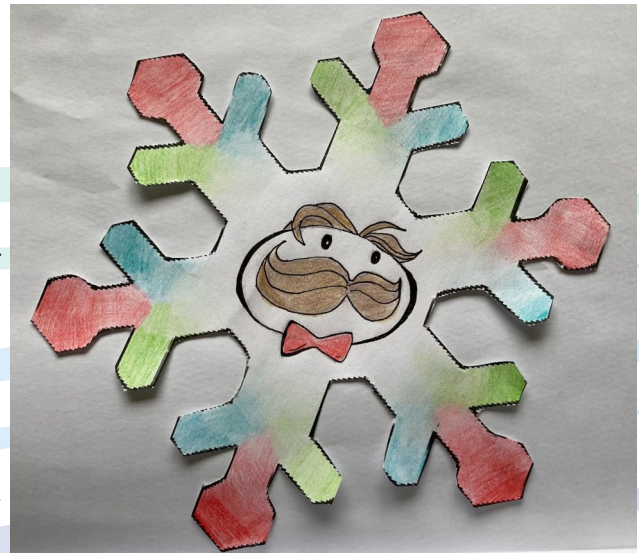
Business Studies Snowflake Activity



In this past term, we have been studying the role of business enterprise, spotting a business opportunity and market research. One of these topics was particularly focused on advertising and brand promotion. A key part of promotion is branding, a key element of creating a recognisable brand and securing a share of a market, which is what our homework was based upon, creating a snowflake inspired by a brand for classmates to guess the corporation. When creating my snowflake, I had to consider the unique selling point of my chosen brand, Lego. This is why I chose to base my design on the very basis of Lego, their notoriously simple lego blocks.

Maya Chambers Year 10

In business, our homework was to design a snowflake to represent a brand we see regularly; however, we were not allowed to write any words. We could only show a brand through various logos or colour schemes. Branding links to an element of the marketing mix - promotion, which we have been covering in class - and can even be a leading factor as to why customers buy from a business. When walking through a shop, you are more likely to buy a product you know and trust. These products are usually recognisable from a logo alone. Instantly, I thought of a Pringles canister with the Pringles man as a beloved and completely stand-out character. While this character has been adapted recently, he is still identifiable in seconds. By the Pringles company building this strong branding, it encourages customers, as they see it and know it, and associate it with delicious crisps. This is a clear example as to why promotion can be one of the most important factors of the marketing mix.



Isobel Roseman Year 11

Staff in the Spotlight - No. 2



Miss Farrow
English Teacher

When you were younger, what did you want to be when you grew up?

I always wanted to be a West End musical theatre performer! I used to watch CATS the musical on repeat after school and practised all the dance routines. My dream came true a few years ago when I performed in an amateur production of CATS. I got to rehearse with a real West End star; it was very exciting!

What are your main hobbies or interests?

I love musical theatre, cycling and running. I also love reading, and I set myself annual reading challenges. This year, I challenged myself to read 50 books and only have a couple more books to go! I enjoy getting a good book recommendation, so if you see me in the school corridors, tell me your favourite things to read!

What's your most embarrassing moment?

I don't tend to get embarrassed easily, because I usually embarrass myself on a daily basis! However, it's very common that I see someone I think I know from a distance and wave wildly at them with a huge smile, only to realise they are a complete stranger!

What's your favourite part of your job?

Sharing my passion for all things English and seeing pupils grow in confidence! I feel very proud of all my amazing pupils, and it's great to be in a job that makes a difference.

If you didn't have your current job, what would you like to be doing?

Something creative! Possibly acting or teaching drama. My retirement dream would be to open a cosy coffee shop by the coast and teach pottery classes. First things first, I need to learn how to work with clay!

Opinions on Halloween by Year 8 French

JOYELIX
halloween

J'aime un fantôme, j pense que c'est Effrayant.

J'adore les bonbons, j pense que c'est chouette...



Je suis fan de une maison hantée, j pense que c'est Terrifiant...

J'ai horreur de une araignée, j pense que c'est horrible et mauvais



Je n'aime pas un crâne, parce que c'est barbant.

By Vaishnavi Badiger

JOYELIX HALLOWEEN

Je n'aime pas une maison hantée, puisque c'est horrible. I don't like a haunted house because it is horrible.



J'adore un fantôme, puisque c'est génial. I love a ghost because it is great.



Je déteste un mort vivant, puisque c'est le pire. I hate a zombie because it is the worst.



À mon avis, une araignée est bien. In my opinion, a spider is good.



Selon moi, un cadavre est terrifiant, parce que c'est horrible. In my opinion, a corpse is terrifying because it is horrible.



By Adam Armstrong

Form MH08 and Books

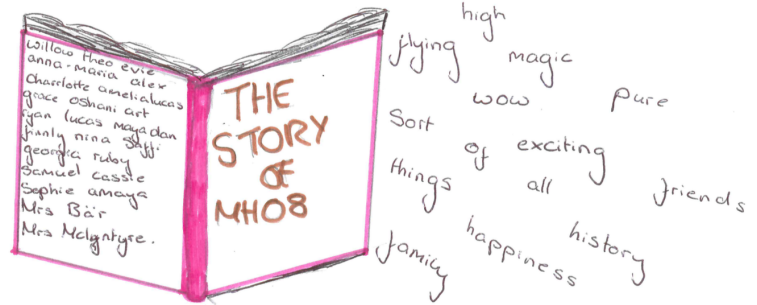
Key Stage 3 pupils in MH08 have been discussing the books they have read and enjoyed.

Here are some of the books they have enjoyed recently and why:

"I read *Private Peaceful* in Year 5. It was the first book I ever properly cried over."

"I enjoyed *Mistletoe Murder* by Robin Stevens as I never knew what was going to happen next. I like to read in my room at any time."

"I enjoyed reading *The Escape from Shangri-La* by Michael Morpurgo because it was a really interesting and adventurous book to read. I like reading in my bedroom before I go to bed."



"I enjoyed *Oliver Twist* because it is mysterious and good. I enjoy reading it in my bedroom with my dog."

"I liked reading *Hetty Feather* because the story told you about the Victorian era and what it was like to be in a foster hospital."

Some pupils looked back to books they read when they were younger:

"I enjoyed reading *The Gruffalo* because I loved the way it spoke to children. I also loved the way they included multiple animals in it. I love the way the predator was very scary at the beginning but it turned around so the prey became the bigger animal and then they became friends in the end." - Year 9 pupil in MH08.

Some pupils enjoyed books for their deeper meaning, such as the Year 9 pupil who said:

"I enjoyed re-reading *The Very Hungry Caterpillar* recently. When I was around five, I enjoyed the book because of the colourful imagery. Now, I have come to appreciate the book because of its deeper meaning: self-indulgence and guilty pleasure. It represents the way that humanity has taken everything from the earth, and now as a result is destined for failure. I recommend this book to everyone as it looks closely at the 'very hungry caterpillar' in us all, while still making a great, fun and imaginative book for kids." - Year 9 pupil in MH08.

It is clear that there is a passion for the plots, characters and emotions that are hidden inside the covers of a good book. If you would like to come and talk about a book you have enjoyed or discover something new to read, come to **Book Club**, starting Friday lunchtimes Week B in L3 from January.



EN MI MOCHILA

En mi mochila tengo una agenda, tres cuadernos y un estuche.



En mi estuche hay ocho bolígrafos un lápiz, dos reglas y tres gomas.



En mi mochila no tengo un monedero.



En la clase hay quince mesas, treinta sillas y el proyector.



By Alexander Hunter

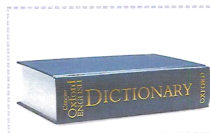
En Mi Mochila

En mi mochila, hay una estuche.
En mi estuche, tengo cuatro bolígrafos, treinta lápices y una goma! Tengo una regla, calculadora y una sacapunta.



En mi mochila, tengo un libro, tres cuadernos, una agenda y un móvil.

En mi mochila, no hay un diccionario y un monedero.



By Emma Griffin

¿Qué hay en mi mochila?

Year 7 Spanish recently explored the contents of their school bags to complete the work shown here.

The posters here are by Tommy Howarth, Alexander Hunter, Ella Gregory and Emma Griffin.

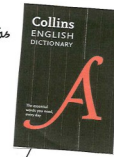
Well done to everyone!

En mi mochila



Hay un móvil

En mi estuche hay un sacapuntas



Hay un diccionario

En mi estuche hay tres bolígrafos



Hay un estuche

En mi estuche hay una goma



Hay una agenda



Hay una calculadora

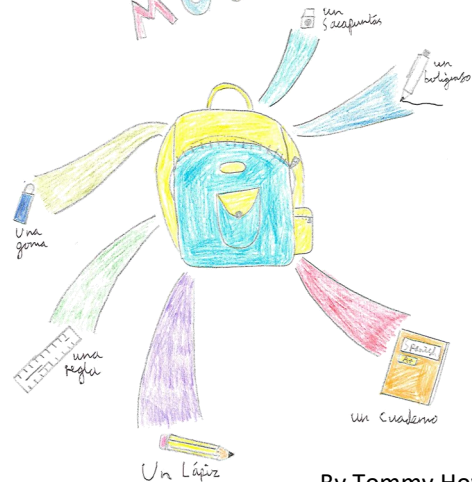
En mi estuche hay una regla

Hay un cuaderno

En mi mochila no hay un libro En mi mochila si no hay un monedero.

By Ella Gregory

EN MI MOCHILA



By Tommy Howarth

Under the Cyan Glow

In a regular neighbourhood near London, there is a house in a terrace that contains something. In that house is a single mother and her child; the child is eating its breakfast, and the mother is drinking her tea, while also staring at the kitchen door in front of her nervously. The door is locked tight.

Banging is heard on the top floor; the banging carries to the first floor. A light source from somewhere is seen under the kitchen doorway. The mother sees this light and panics; she is scared of this light. She grabs the child from its booster seat and picks up its toy from the floor and places it quickly behind the kitchen cabinet.

She tiptoes to her seat and goes back to staring at the kitchen door. She hopes that, where it is, the child won't make any noise to attract this light. The light from under the kitchen door moves away after roughly forty seconds. It travels back upstairs; with it, the heavy banging, to the top floor. This has been happening for several weeks now. For this poor mother it is a battle with a force that is indescribable and invisible. Her neighbours complain about loud bangs coming from her house. They also complain about bright lights coming from her house at night.

The mother's name is Mary Rigid; she is thirty-two. She has little money to move out. She doesn't want to tell her friends or family about her money issues because she doesn't want to be pitied and be seen as weak. She can't tell the police about what's in her house because they will think she's mad and delirious. She feels alone with her three-year-old son: her son is her only joy. But she is constantly trying to shield her son from this thing. She sleeps with the child every night because of her fear that this thing might snatch him up in the night. In the house there is a spare room on the top floor. What lies in this small compact spare room is mould and decay. A small bed stands in the right-hand corner. And at the end of the bed is a compact wooden chest of three drawers that contain nothing but dust. On top of the chest is a small black-painted metal paper printer that prints small notes. The notes themselves are rough in texture; the ink printed on those notes is always wet and smells of musty fur. Notes are printed once or twice a day. On these notes are threats that talk of

taking the child and giving it to someone called the "Madam", whoever that is.

She takes her child wherever she goes, even to the toilet, where she places him in the bathtub lying down, and tells him not to stand up until she says so. On 8 August 1969... or maybe 9 August 1969 her child is safely at his nursery; she has the whole house to herself. What keeps her company is the mould and rot, oozing out from the grey tile walls. There is no garden. There are no lights in this house and many other houses in this neighbourhood. She realises that the light that travels through her house is almost a beacon of sorts, a different type of company that isn't darkening her life but bringing light to it. She hears the sound of the paper printer; she cautiously walks up the stairs and into the spare room to find the note that has already been printed. She picks up the note and it says, 'Time's up. He's coming with me now...' It took her brain a few seconds to figure out what it meant; it clicked, and the realisation came. It meant her son; it will take her son soon. Emotions flow through her body: anger, panic, shock and fear. In a fit of rage she throws the paper printer to the floor, it doesn't break, but dents.

She stares at the small bed and slams it with her foot: again, again, again, again, and finally again. Her rage ceases, and she realises she has turned the bed into a scatter of small pieces of wood. She notices a dug-out hole behind the scattered pieces of the small bed. The hole must have been dug through the wall somewhere. The thoughts and worry of losing her son go from her mind. Now her head is focused on where the hole leads. She knows that the light must have come from this hole. She steps, cautiously, towards the hole. She bends down and gets on her knees to crawl into the hole. The whole interior is perfectly smooth and round. There is no light seen the further in she goes. She feels as if she is descending. No sound of her shuffling feet is ever heard. The tunnel has the smell of burnt skin. The colouring in it is a darkish grey. After a few minutes travelling in darkness, her eyes are exposed to the light. She crawls into a large ballroom. The ceiling is a dome and is carved with gold and jewels, all placed in a certain way. The floor is covered with intricate patterns of petals and leaves. The walls and pillars are scattered with gold and bright lamps that cover the room. The lamps brighten up the whole room.

People dance with grace and posture. These people wear elegant suits and dresses made out of silk and gold. Mary stands and watches this beautiful dance. The sound of laughter from many mouths can be heard from a distance. She looks up and sees a light in the middle of the dome, it's so bright but she can't help herself from just staring mindlessly at this light. It is like nothing she has ever seen, so bright and beautiful. One of the dancers bumps into her and she awakens back into reality, shaken from whatever that light did to her. Mary tries her best to walk through the dancing but struggles. Out of the corner of her eye, she glimpses a glowing light source to her right. She recognises that glow through a crowd like this. She tries her hardest to get through the dancing. It takes her a while and she finds herself at the entrance of the first ballroom; she was previously in it but now it has the appearance of it being underwater. She steps into this altered version of the previous ballroom. The place smells of salt and seaweed. The walls are covered in kelp and seagrass. The walls and everything in it look as if they are rotten, black and faded. A ghostly watery glow surrounds the walls. It is as if she is under water... but she isn't. She stands in the centre. No noise is heard; it doesn't seem right. Cyan crystals appear from the top of the dome and float down to form a perfect glowing sphere. It is beautiful to stare at. Mary is fixated on this orb. And its glow is beautiful for the eye just to see. A few days later, missing posters are set up in her neighbourhood; they read "Mary Rigid - missing 10/8/69". Her son went missing when he wandered into a room that, a few hours later, wasn't there anymore. The hole in the spare room is now gone. To this day, Mary Pip Rigid and Noah Rigid haven't been seen for fifty-two years.

William Murlis, Year 10

In the Spotlight - No. 3



Teresa McManus, Cleaner and Lunchtime Supervisor

When you were younger, what did you want to be when you grew up?

When I was younger, I always wanted to either work in catering or work with children.

What are your main hobbies or interests?

My hobbies are cooking, knitting and walking.

What's your most embarrassing moment?

At Presentation Evening a few years ago, I inadvertently leant back on a plug in the Sports Hall, and I somehow managed to turn off all of the lights! There was a packed audience, and it was in the middle of someone's speech!

What's your favourite part of your job?

Helping others and, in particular, helping the pupils at this school.

Farewell to Mr Dunk after 20 years

We are sad to say goodbye to caretaker Mr Dunk after 20 years' loyal service to the College. Mr Dunk attended the College himself as a pupil, joining the school in 1963 and leaving in 1967. An Avid Tottenham fan, Mr Dunk now looks forward to going to more matches, especially away matches. He will miss everyone at the school but is looking forward to spending more time with his family. We wish him all the best in retirement.



Spirulina - food of the future?

Spirulina is an ancient edible type of cyanobacteria, a microscopic algae. But it's more than just that, as it contains vitamins B₁, B₂, B₃, B₄, C and E, is very high in protein (57%) and contains Omega 3 fatty acids. [\[source\]](#) In other words, it is a highly nutritious natural food source.

It was eaten by the Aztecs up until the 16th century when lake Texacoco was drained for agricultural use, [\[source\]](#) and largely disappeared until it was rediscovered in Lake Chad, north-east Africa in the 1940s. Of a sample of 10 low-income countries, Chad was the only one not to be malnourished, due to the presence of Spirulina algae. [\[source\]](#) Small scale farming started in the 1970s, and the market has grown since into making dietary supplements.

So why is it special? Firstly, it is made of single cells, meaning the bloom can be extracted and eaten without any waste, making it efficient and versatile. In addition to this, it can (given the right conditions) be grown in contaminated water, either in tanks for small scale operations, or sun-heated raceways for efficient commercial farming. NASA and the ESA have proposed spirulina as the ideal food source for long term space missions. [\[source\]](#)

Approximately 20,400,000km² are used for agriculture globally, and of that ⅓ are used for meat. If we only ate spirulina, we would only need 238,000km² to provide the same nutrition, [\[source\]](#) and approximately 268,000km² to provide everyone with enough food. This is a 7600% saving in agricultural land, which we can use for living in, utilising or letting nature return and thrive.

In the 21st century, sustainability is the name of the game. Any attempt to reduce meat consumption and land use is an advantage. Spirulina is an alternative to meat which is very efficient, highly nutritious, and low emission, only using power



to agitate the growth medium and sometimes heating in darker or less stable climates. It's a highly adequate solution to our nutritional problems, at a time we really need one.

The best way to support the spirulina industry is to increase demand. It is quite easy to order dried powder or tablets online, and if you're feeling adventurous you could try growing some fresh spirulina in a tank at home, with a water heater, bubble column, chemical food and some starter culture. It's time to start moving algae out of our lakes and oceans, onto our plates, and into our normal diets.

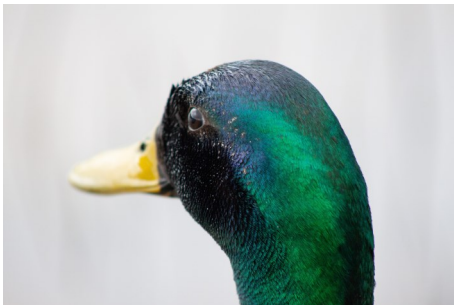
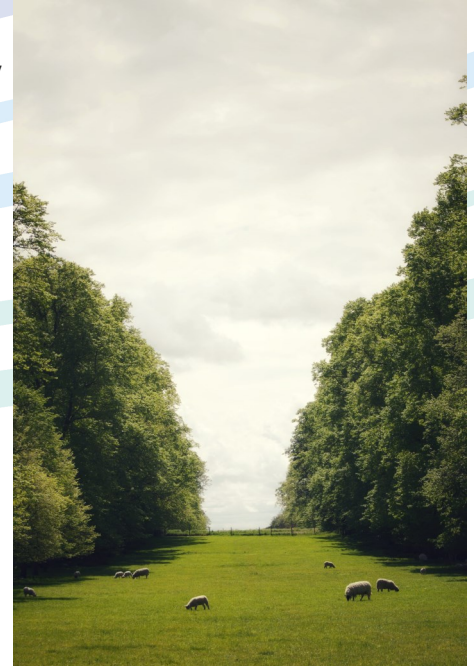
Charlie Clapp, Year 10

Left: a spirulina raceway

Ambitions in Photography

Since the beginning of lockdown I have been pursuing photography as a hobby. Over lockdown, I had found myself feeling bored and isolated from nature. The moment my dad let me borrow his DSLR, I was hooked on photography and the world around it. Then, once I could get back out into a larger outside environment, I began capturing wildlife and the landscape shots that I had not been able to photograph before. This really started to widen the variety of shots and techniques I put into my photos. In the future, I intend to go on and do photography at Sixth Form. I would like to pursue a career in documentary photography and I hope to have my pictures featured in the National Geographic one day.

Oliver Matthews, Year 11



Sawston Village College in the Community

Sawston Village College is delighted to run an Adult Learning programme, Sawston Sports Centre and Sawston Cinema for the community. Please check the relevant website for current updates.



**Sawston
Adult
Learning**

Sawston Adult Learning

Please check www.sawstonadulthood.org for up to date information.
You can also email community@sawstonvc.org



**Sawston
Sports Centre**

Sawston Sports Centre

Please check www.sawstonsports.com for up to date information. You can also email mwilson@sawstonvc.org and follow Facebook: <https://www.facebook.com/SawstonSportsCentre> and Twitter: <https://twitter.com/SawstonSports>.



SAWSTON CINEMA

Sawston Cinema

Please check www.sawstoncinema.org.uk for up to date information.
You can also email cinema@sawstonvc.org

Coasters for Year 7

Well done to Year 7 pupils who made coaster designs and used hand carpentry craft, working with the coping saw with dexterity, and focusing on accuracy and precision, to realise their designs.



**Sawston
Village College**



Community
Take part



Ambition
Aim high



Respect
Be kind



Endeavour
Work hard



**PART OF
ANGLIAN LEARNING**

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