

The Fountain

Sawston Village College's Termly Magazine



Summer 2022

Issue 69



Above: The school's outstanding production of Sweeney Todd, which took place in the Marven Centre in July.

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Sweeney Todd: The Demon Barber of Fleet Street

The Drama department, very ably supported by the Music department, was delighted to see its production of Sweeney Todd finally take to the stage in July. The production was a triumph, with the cast proving their determination, tenacity and commitment to both their production and one another. Bravo!



Welcome



In this edition of The Fountain, through the diverse range of topics presented, we can read the passion of young people exploring and developing their world view. At a time when we have warmly welcomed nineteen Ukrainian pupils to the College and during a week in which record breaking temperatures have reminded us again of the dangers of climate change, helping pupils find their voice and look outwards feels as important as ever.

One of our CARE values, 'Respect', asks that pupils be kind and take every opportunity to celebrate each other's differences, moving beyond tolerance to acceptance and a shared understanding that we each have stories to tell. This magazine, written and edited by our pupils, gives that sense of broadening the narrative and having the courage to share opinions and feelings.

Led by the Senate, our ever expanding Fora also demonstrate our pupils' commitment and desire to explore issues and make improvements that matter to them. We can see this in the development of our Refresh Garden next to the Spicer Wing, a wellbeing space designed by pupils *for* pupils which, on its completion next year, we hope will offer a further place for relaxation and reflection.

'Our ability to reach unity in diversity will be the beauty and our test of our civilisation.'

Mahatma Gandhi

Mr Russell, Principal

Greetings from the Senate Ambassadors

We are Lucy, Will and Anna and we are the Senate Ambassadors for the Pupil Senate 2022-23. One of our main roles as Senate Ambassadors is to be pupil editors of the Fountain Magazine; we are all very excited to fulfil this role for the upcoming year and we have some ideas as to what we would love to focus on and showcase through the Fountain.

We want to keep celebrating sporting achievements in PE and in the wide range of sports clubs, the activities and achievements in Music and Drama and in all the clubs associated with these departments and other arts in school.

We aim to ensure that we show off the very many talents of all our pupils across all interests, whether that be through art, writing, photography, school work, or any other individual expressions that pupils feel comfortable sharing with other pupils and with our wider community through the Fountain. And, finally, we want to make sure everyone feels included, supported and special by having their work showcased in the Fountain.

We are thrilled to be involved in the creation of the Fountain Magazine and we hope that you will enjoy this and future editions!



Lucy Graham

William Murlis

Anna Clark

Update from the Senate Forums



Our goal is to try to encourage a more diverse and inclusive sporting environment in school when it comes to the sports we play and participate in. We want everyone to find a sport they love, whether that is in school PE, extra curricular PE or sport outside of school, as we believe that this will achieve a happier and healthier school. We will also aim to try to raise money for not only the PE department but also for wider projects going on in the school and for charities such as sport relief. **Alex, Joel and Grace, Co-Chairs of the Sports forum**



In the International forum, our main aim is to make people's voices heard from a plethora of different countries, cultures, and religions. By both raising awareness of different issues and topics around the world, and organising / promoting different cultural events, we aim for unity in diversity at Sawston. **Tommaso, Sara-Sophie and Oishani, Co-Chairs of the International forum**



This year, we aim to raise money through the arts by doing things such as bringing back our open mic nights and encouraging more people to take part in the arts, regardless of their abilities. Here at Sawston, we believe that the arts are for everyone! We would love to see you at our forum and we welcome your contributions to ensuring that the arts at Sawston Village College are the best they can be. **Joanna, Liv and Sophie, Co-Chairs of the Arts forum**



At Ethos forum we will be focusing on organising events to raise funds for the school and for charity. Our aim is to create a better relationship with charities in and around our community. We want to encourage pupils to be more involved with fundraising and to make them more aware of the issues around us, thus allowing pupils to support causes that may interest them. We hope to arrange more in-person events for pupils and also for parents as we believe this will help build a stronger community in our school. **Iris, Millie and Mollie, Co-Chairs of the Ethos forum**



The Wellbeing forum focuses on pupils' mental health and, to a lesser extent, physical health around and outside of school. This year, we would like to help pupils to better understand how to improve their mental and physical health and to make our school a more secure environment for pupils, where they feel comfortable being themselves and sharing how they feel. In the upcoming year, we plan to add pronoun badges to the school uniform, as well as working to see if we can set up an anonymous mental health support email or form for pupils within school. **Amy, Edith and Oliver, Co-Chairs of the Wellbeing forum**



We are planning to expand the school garden, improving its overall look and feel, and making it a safe space for everyone, as well as running a fundraiser for it. We would also like to see what we can do to address some of the problems that are causing climate change; we'd like to see what we, as a community, can do to help. **Ellen, Ryan and Rachel, Co-Chairs of the Eco and Animal forum.**



New for this year! We're the co chairs of the new Equality and Diversity forum. We want to focus on raising awareness of minority groups, both within school and in the wider world. We want to make sure pupils at Sawston feel comfortable with who they are, no matter how they identify. This year, we plan to incorporate pronoun badges into the school dress code, and further educate the school on ways to be respectful to the minority groups within our school. We welcome input from everyone who attends our forum this year. **Lois, Ivy and Kirsten, Co-Chairs of the Equality and Diversity forum.**

Heads of Senate 2022-23



Prachi Patel

Archie Meikle

Introducing the new Heads of Senate

We are Prachi and Archie and we are the Heads of Senate 2022-23. As Heads of Senate, we aim to speak out for the pupils and staff and make sure everyone is aware of important, upcoming events and notices. We also want to ensure we voice the opinions of the pupil body to the rest of our Senate and staff so that we can act upon any issues or enquiries and allow Sawston to flourish and be a school that you all appreciate and enjoy. We want to help everyone, so please contact us any way you can when

you have a question about something, or if there is anything else that you would like to talk to us about. Your voice is just as important as anyone else's. We believe that what makes a school unique and pleasant is not only the facilities and opportunities, but, most importantly, the pupils and the wider staff body across our community, and we hope that, together, we can bring the whole school closer. We will be working hard to maintain the very special spirit that exists in Sawston Village College. We look forward to taking on our new roles and to working with you all over the course of this next year. Let's make it a good one.

Prachi Patel and Archie Meikle, Heads of Senate

English Language Speaking Assessment

Catcalling

Can I ask you to imagine this? A young woman, perhaps even a teenager, is walking down a busy street. People milling around, going about their daily business. She's wearing what she wants, and expressing herself through her clothing. Passing the corner shop, she sees a group of men standing by their van. As she goes past... they don't say anything. Not a whistle, or quick comment, or even a glance up and down her body. They just mind their own business.

This is not our reality. Not even close to it.

The harsh reality we live in is one where girls as young as thirteen are leered at in public spaces, where any woman, no matter where she goes or what she wears, will be whistled and winked at. Have degrading comments hurled at her left and right. Let's pretend, for a minute, that you are one of the 80% of women to have experienced catcalling. You are outside, having a walk, alone. Say it's a nice day. The sun's out and there's not a cloud in the sky, so you wear a skirt and a t-shirt. You open the front door, and step outside. Set out at a normal pace, speeding up when you see the group of men at the corner shop. You're told, "lookin' good" or "a smile would suit you". How would you feel?

Ashamed. Like it was your fault. Embarrassed.

What is done to prevent women feeling this way? To prevent these common but important instances? Not enough. Not nearly enough is being done to prevent the systematic oppression of women, half the world's population, in the patriarchy we live in. As a female, I will almost certainly experience catcalling, objectification and sexualisation. I am not only fighting for my own future, but for my female friends, women and girls across the country and the globe, as well as any women in generations to come. We can be free from this patriarchy, this structure we have to live by, and we can see an equal world where sexism and discrimination of any kind are things of the past.

So, to stop this, catcalling, from affecting our children, and our

children's children, we, as a society, a species, need to stop adhering to the unspoken laws and codes of the patriarchy.

Why does this happen? Why do men feel the need to whistle and shout at passing women in the street? For attention? To feel more powerful? Exert dominance? Peer pressure or parents and friends encouraging them? Let us not forget that men too are victims of the patriarchy.

All of these are existing reasons for catcalling, and all of these lead to the objectification and degradation of women to objects. By accepting that men do this, every day, we are essentially accepting that it's okay to degrade women to the status of an object. To be looked at, commented on and judged on their appearance. Unfortunately, this objectification and removal of autonomy is a daily occurrence, with 26% of UK women experiencing catcalling daily. Many more experience it less frequently.

Although this may be just over a quarter of women in the UK, that is about 18 million women. 18 million women are harassed this way every single day, whether that be travelling to work, in the street or even in the workplace. How do you think it would make you feel, to have your humanity taken, to be seen not as a person with feelings but purely for physical appeal? Afraid to go out. Afraid to wear certain clothes, go to certain places.

Perhaps if that was unconvincing, you could look at the pyramid of sexual violence, also known as rape culture. At the bottom, is trivialisation. Body shaming, sexist attitudes, sexist 'jokes' and misogynistic comments. Not treating these actions, no matter how minor or unimportant they seem, is enforcing the patriarchy, enforcing the problem.

At the other end of the spectrum, topping the pyramid are rape, murder, incest and stalking. Catcalling falls into the middle of the pyramid, a form of objectification, sexualisation, removal of autonomy, and sexual harassment. So before you say that it's alright, think about how trivialisation, those ingrained sexist attitudes and rape 'jokes', at the bottom of the pyramid open floodgates; letting rape and murder happen, acting like a path. Although catcalling isn't up at the top, it's still there, and still needs to be stopped.

Continued on page 7

Stopping catcalling is important because if men feel entitled to women's bodies, by whistling in the streets, then they might feel that it's not so bad if they rape women. Stealthing during sex becomes more trivial, less terrible. Threatening and coercing a woman into doing something she doesn't want to becomes a matter of when and how, rather than an act that should be criminalised.

For an illustration, think of a small child. Maybe they take a few pennies from their parents. Their parents don't see, so they take some more. And if they still don't see, then they take a pound, maybe two. If the parent still doesn't see, the child will think that they can get away with more and more. If we allow sexist jokes and attitudes, we are leaving the door to worse things open.

However, some may see this as an attack on all men, and storm forward with a battle cry of "not all men". So, let me just address this. I'm not saying that all men should live miserable lives and die alone. Far from it. Yes, I understand and know that it's only a very small proportion of men who actually do these things. Despite this knowledge, I see most of the boys I know at school making sexist, racist or homophobic comments constantly. In fact, I know only one boy at school who is a feminist.



And despite the fact that it very clearly isn't all men, catcalling happens hundreds, if not thousands of times every day, everywhere. 73% of men aged 13- 24 see catcalling as a compliment. 73% of men see the public degradation and sexual harassment of women as a compliment, something to appreciate. The dictionary definition of a compliment is a polite expression of praise or admiration. Alright, they're praising and admiring the unfortunate victim, but not politely. A compliment is supposed to be enjoyable. Catcalling is not. It's a very overlooked form of sexual harassment. Besides, if it's a compliment, why don't men do it to other men?

Because it's weird? Why should it be different for women? If you have catcalled someone, I would like to point out that the quality of your life has not decreased because you can't say what you perceive to be a compliment to a woman, a stranger, but hers will be greatly increased by your silence.

Now, of course, this isn't the only argument I've heard a lot of. There are some individuals who hold an opposing view, and their trump card appears to be the single argument, "If I tell so and so they have nice hair or they look good, I'm objectifying them?". No. Definitely not. In my personal experience, this is a painfully common comment. Not only is it insensitive and rude, it's just plain ignorant and a little frustrating if I'm honest. A genuine remark about a friend looking good is nice. It's a compliment. Catcalling, on the other hand, just sitting in the middle of the pyramid (remember the pyramid?) is not. Quite the opposite. The feelings catcalling can evoke aren't positive at all. Those feelings include shame, embarrassment and for the receiver of the unwanted comment to see themselves, even if just for a fleeting moment, in the eyes of the aggressor. As an object. A piece of meat to be stared at, with no merit beyond looks and physical appeal.

Putting forward the argument that catcalling is actually a compliment, I hope, is because of not truly understanding the gravity. Of course this isn't always true, from what I have seen numerous times, to my frustration and disgust, in English lessons. I personally would hate to think that those who argue this simply don't care or don't believe that if it doesn't affect them, they don't need to do anything to prevent it.

In the moment, you don't even have to do anything. Just report it as soon as you can, to the police or another place, such as the Everyday Sexism Project.

So can I ask you to fight for this? For women everywhere to be free to walk down the street no matter who they are, no matter who is there going about their daily business. For women of all ages to wear what they want and express themselves through their clothing. To pass by without receiving those unwanted stares and comments. This is not our reality. Not yet. But it could be. This utopia of equality between all people can be achieved; it's tangible, and the only way it can be realised is if more of us start actively trying to change how we view and respond to catcalling. After all, the world is constantly changing, so why can't this change too?

Emily Yau, Year 8

Year 8 Trip to Burghley House during Activities Week

During Activities Week, my year group, Year 8, got to go to Burghley House, which is a stately home near Stamford, Peterborough. We got to look around the gardens, where there is a Sculpture Garden and a 'Surprise Garden'. My favourite bit of the gardens was the surprise garden's mist-spraying tunnels, because they were really nice and cool, and looked magical. I also liked the secret shady patches of trees in the sculpture garden, which were really pretty.

We also got to look around the house. We were lucky to have our own tour, and there was no one else there. My favourite part of the tour was the fancy bedrooms, where we were told about the secret passages. I would have really liked to see them, and also the old school room and things, but there wasn't enough time. We had lunch on the grass in front of the house, and it was a really good school trip.

Elspeth Dwyer,
Year 8



Numinous

On 28 June, some of our Year 10 Drama pupils watched a performance of 'Numinous', a piece of object theatre which was written and performed by Andy O'Hanlon and directed by Iestyn Evans. It was a 55-minute long production portraying the life and career of Henry Morris, a particularly interesting piece of drama for us, as Sawston Village College was opened by Henry Morris as the first-ever Village College in 1930. Andy O'Hanlon was the only actor in the performance but he used objects and different vocal skills to create different characters that played key roles in his depiction of the life of Henry Morris, who he played. The performance was full of ups and downs, with comedic moments created by O'Hanlon while telling stories from Henry Morris's childhood. There were moments of familiarity when the opening of schools around Cambridgeshire which we, the audience, know today, were mentioned. And finally, there were moments of heartbreak as we saw the passion and sanity fade out of Henry Morris on the stage before us in the depiction of the final moments of his career. The performance was fascinating and moving and was enjoyed by all pupils who went to see 'Numinous' performed in our very own Marven Centre.

Year 10, Drama pupil



numinous

the mind behind the Village Colleges

Performance for Pupils Marven Centre Tuesday 28 June, 2.05pm (Period 5)

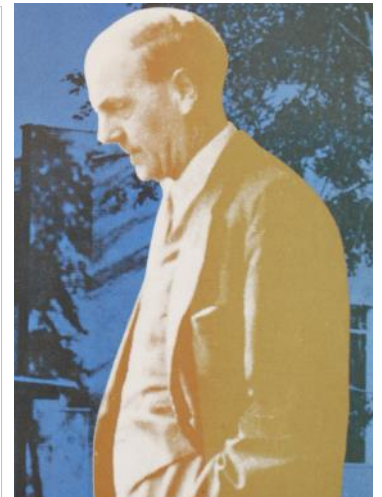
Numinous is a humorous look at the life and times of twentieth-century educationalist Henry Morris, using his own words, and told with objects from the period.

Morris's vision transformed ideas about learning and community. This is a story of big dreams, determination, and resilience, in the face of resistance to change.

A show for anyone, like Henry, who wants to leave the world better than they found it.

Written and performed by Andy O'Hanlon
Directed by Iestyn Evans
Dramaturgy: Geoff Bowyer and Alicia Britt

Length: 55 minutes
Artwork by Amy Wormald



Above: Henry Morris, the school's visionary founder, as shown on the cover of Harry Rée's 1973 biography 'Educator Extraordinary'.



My Syria Story

This is my story of how I lost my home in my country, Syria. My name is Maram Karkouz. When I was four years old, the war started and I had to leave my big house. My house was very cool, and I had a big bedroom with so many girly things - I think every girl would want to have a bedroom like mine. I had a huge teddy bear that my dad had given me. Also, I had a garden about half the size of the school field. It had a swimming pool, apple trees, strawberries, vegetables, and fruits. There was a water sprinkler for the garden that rotated - and looked amazing at night. My older brother also had a big bedroom like mine, and it too looked amazing. Sadly, my house, which was in Alasir, was destroyed during the war.

We went to Damascus for a year but we moved again because the war was so bad. We moved to Lebanon where we stayed for two years and lived in the camps, and it was pretty stinky because of the drains. There were no proper toilets or bedrooms and wardrobes. There was no proper kitchen or even food. It was very cold, it was terrible and it was so annoying. However, we got lucky, and the United Nations got in contact with my family and gave us the opportunity to move to the United Kingdom away from the war. When we arrived safely in London it was September, the time was 4:30 or 5:30 in the afternoon. Before we were able to go to our new home there was a big surprise for us and the twenty other families that had come with us from Syria - a party. After the party they took all the families home on big buses that were very comfortable. We arrived home at 10 o'clock at night. We were very tired but the cool thing was that our house had already been furnished with beds and wardrobes, and there was a clean kitchen and everything. The next day the council came with lots and lots of presents for us. A year passed by and my big brother and I went to school. I started Year 2. My big brother started Year 5, and we learned English and are still learning it today.

Unfortunately, in the place we had moved to we were not treated very nicely. Everyday people were mean to us and threw

food stuffs, and even worse things, at our house. One night one of our bins was even burnt. It was very dangerous. The treatment people gave us was very bad, and it even became physical to the extent that someone slapped me in the face at the park because I said I did not wish to play football with them. Of course, after these incidents my parents were very upset and reported all this to the police. This led to their finding us a new house, and we agreed to move to this new area, which is Sawston.

We were happy when we moved here but even after some time some people were still mean to me, saying upsetting things about where I come from, and they would say, "You don't belong here."

Many incidents occurred where certain people would say that I had messed everything up and that I shouldn't be in Sawston, or the country.

But people don't know what I was going through at home or about my other family members. I have been away from my relatives for seven years, which makes me very upset, and every time my grandma calls us via Facetime, I feel like crying as it is emotional missing family for so many years. Also, it is really hard for me to focus on my work. I always hope I will see them again one day.

Some people made it very clear that they did not wish to have foreigners in their area. And though we are humans like everyone else and we have come to learn the language and learn the culture, people didn't understand this. I feel everyone should be accepted, no matter what they believe in, what they look like and what they dress like. This is because how a person looks or what religion they believe in is not anyone else's business - personality and kindness to people, what is in their heart: that is the real importance of life.

I am passionate about this because I went through the exact same situation at school. I felt bullied. I felt like I wasn't treated as a human being. People thought they could say anything to me and it wouldn't hurt me, but words are more powerful than people think. I hope people won't treat me, or anybody else, like that.

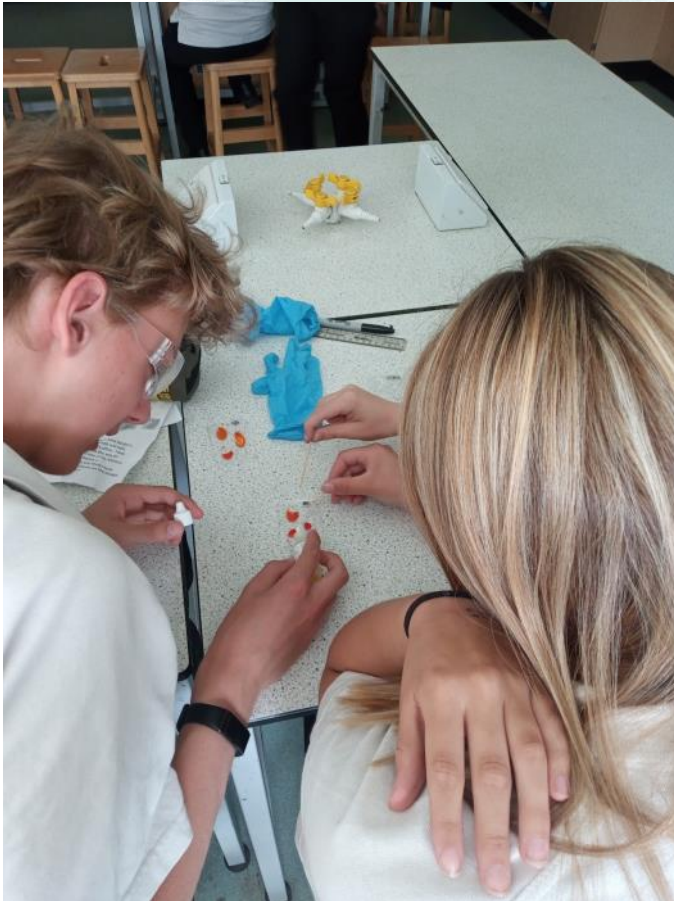
Now I am focused on my future, where I wish to become a doctor. This is my aim and to get there I must focus on myself, my family and my studies.

Maram Karkouz, Year 8

Forensic Science in Sawston

During Activities Week, Year 9 had a day dedicated to Forensic Science. We visited a 'crime scene' (someone had broken in and stolen Miss Gelder's laptop!) and we completed a variety of different experiments to find the culprit - was it Miss Rhodes, Mrs Philpott, Mr Barnett or Mrs Page? We did chromatography on the pen used, hair analysis using microscopes, flame testing and blood analysis (fake blood). We knew it was Miss Rhodes quite early on, and the evidence proved us right! This day made me question what sort of career I would like to do in the future and if I would want to go down the route of Forensic Science. I think that the teachers made it a really fun day and put a lot of effort into it.

Faith Leader Year 9



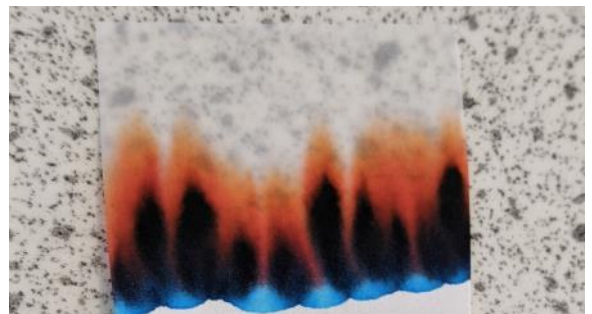
Chromatography results showing color bands on paper. The bands are labeled with 'N', 'E', 'S', and 'R'.

Group	N	E	S	R
Miss Page	X	X	X	X
Mrs Philpott	X	X	X	X
Mr Barnett	X	X	X	X
Miss Rhodes	X	X	X	X
Any other unidentified fingerprints?	X	X	X	X

Several items from the crime scene have fingerprints on them. Did any of the suspects leave fingerprints? You may have to compare with other groups.

	Mrs Philpott	Mr Barnett	Miss Rhodes	Miss Page	Any other unidentified fingerprints?
Fingerprint at scene?			match		

Hair and fibres
Have you identified any hair or fibres from the crime scene?



Year 7 work in Geography

Year 7s have been looking at the Sustainable Development Goals and made posters to highlight issues and illustrate their concerns.

Sustainable Development Goals

Climate action

all of our SDGs sit on the idea that our world will be OK but we need to do something even something small can make a impact.

gender equality

If we are going to solve the world we need to respect everyone. if only half the world knows about this issue and how to help we don't stand a chance

Law Justice

If we want to solve our climate problem law justice is an important subject to cover. if the climate gets catastrophic it is important to start taking legal action. everyone needs to know what needs to be done.

Education

to be able to help you need to know the problem and how serious it really is if on certain people know how are we supposed to solve climate change.

Martha: 7.9

WATER IN THE UK

- 30% of our water goes to flushing the toilet
- 20% is bathing
- 14% of our water is washing our clothes
- 12% of our water is used for showers
- 12% for other uses
- 7% for our sinks and dishwashers
- 8% of our water goes into leaks

Thought you can do to help the usage of water in the UK: I thought if the tap when brushing your teeth, taking shower, showers, install a water meter, if its yellow let it know if it's brown that's a sign, do one full load of the dishwasher, don't water plants with hose and many more. All of these can help with our water crisis. Saving water matters because it reduces the use of energy and you can also save money. I hope you choose to do a few of these during your day and I hope you have taken into account about how much water you use every day, week or even month.

Name: Martha Barlow
Location: Sawston VC

Shower
this normally (reposal short shower) takes less water. VS but for better for the environment

Bath
Baths use up more water

Toilet Flushing
flushing a toilet takes up massive amounts of water

Leaks
leaks are another huge reason why we are out of water

Save Water!!!

It is important to our world so we need to take action so we can all have the necessary so if you need some ideas.

- have short showers
- don't flush as often
- turn off tap in all necessary
- sort out taps if leaking

Staff in the Spotlight



Mrs Wilson-Owen, Library and Resources Manager

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

As a child I always wanted to work in theatre, I used to paint sets for the Little Shelford pantomime, and then later for Youth Theatre in Cambridge and at my school. I was lucky enough to become a set, costume and puppet designer and spent a wonderful decade working in theatres around the UK before I retrained as an illustrator.

What are your main hobbies or interests?

I love to draw. When I am not at school I write and illustrate picture books, so I spend most of my time doing that. I also play the trumpet and the recorder (not very well!).

What's your most embarrassing moment?

When I was in primary school I was thrilled to be given the main part in our school play. However, I was so terrified when I walked on stage that I just kept walking and walked straight off the front of the stage!

What's your favourite part of your job?

Finding someone who thinks they don't like reading the perfect book which draws them in.

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

I would be making more picture books, and drinking even more tea than I currently do!

The Arrival - Part Four

The sky was painted a shade of amber, like fire. I could not tell whether it was day or night, since a blanket of smoke covered the sky. There were giant-like people who loomed over the town we called home like skyscrapers, holding strange vacuum-like contraptions. To capture us, or perhaps to kill us. They were clothed in identical grey jumpsuits, splattered with blood and stained with soot. Their faces, however, were covered, hidden from us, by a layer of thick, choking smoke. I was frozen in fear staring up at them. There was something hypnotic about them, like I couldn't look away. As the screaming and crying swirled around my head I felt like I was about to pass out. A swarm of distraught people ran towards me, and I was pulled into the crowd. As I ran, I could smell burning, and I heard the crackle and pop of fire. At that moment, gunshots echoed through the broken walls of the crumbling building, followed by more, louder, wailing and cries for help.

Alexandra Hovsepyan Year 8

Does society still need to make progress in the acceptance of men in dance, in the western world?

The essay below was written by **Oishani Goswami** in **Year 10** as part of her Gold Arts Award.

Men in dance have had a tumultuous history, one that has shaped the way society views them and their own personal advancements in dance. Important questions we should ask ourselves: are men in dance happy with the progress they've made? And do they believe there's still progress to be made? As a female dancer, I can only analyse facts, data, and personal opinions. I am privileged enough to have never experienced any discrimination in dance. Unfortunately, the same cannot be said for every dancer.

One reason why someone might disagree with the statement that society still needs progress in the acceptance of men in dance in the western world, is that unfortunately, there is still misogyny in workplace structures and routes of career progression that make things no better for women dancers either. Pre-covid data from the Data Dance Project, an organisation that provides data and statistics to help promote equality in ballet, exposes some shocking truths about the double standards women face in a male-dominated workspace. In an article published by Forbes in September 2019, Kim Elssesser talks about how in the Data Dance Project, female artistic directors only get 68 cents for every dollar their male counterparts make. This, coupled with the statistic of "72% of ballet directors are male (sourced from an article written by Forbes on the gender gap in ballet) reinforces the fact that a patriarchal society has led to a massively unfair disadvantage when it comes to women trying to move up the workplace hierarchy. A gender pay gap in something as fulfilling to all humans as dance is sad to see, and something that I think definitely deserves more attention than it currently has received.

A reason why one might agree with this statement is that men who learn and perform dance still face a lot of discrimination and public humiliation. Societal stereotypes and the common phrase "boys play football, girls dance" lead to unnecessary assumptions about sexual orientation. A lot of people believe that boys who dance are homosexual, which has no credible scientific proof or basis. Assuming someone's sexuality is never okay, and unfortunately, this

leads to a reluctance in young boys partaking in dancing activities as it is seen primarily as a feminine pursuit. I think the gender stereotypes our society and media perpetuate are both harmful and derogatory.

I wanted to get some real voices and opinions from male dancers on this subject before I formulated my final opinion. One such person, my classmate and friend Archie Meikle, made some interesting and inspiring points about his personal experiences and opinions in this area. As a GCSE Dance student and contemporary/jazz dancer with a ballet background, Archie has had his fair share of experiences, both good and bad in the dance world. He says:

"Unsurprisingly, being a man in dance has led to many assumptions about my sexuality. Many people have used the very uninspiring insult "that's so gay" several times because they themselves are too insecure to express themselves in such a way because society says it to be incorrect."

This raw and personal anecdote highlights the prejudices my friend faces despite being a brilliant dancer and a warm, kind human being. While remaining neutral when asked whether society still has progress to make in accepting men in dance in the Western world, he notes that though society accepts men in dance and other art forms considerably more than 50 years ago, men are not always cast in the "dominating" or "leading roles", an aspect that he wishes will soon witness long-term change. He adds that in genres like contemporary dance, men still aren't as accepted as women due to the emotional qualities that such dance forms tend to convey which aren't seen as "manly".

Overall, based on the experiences I've read about and the history surrounding this topic, I believe that society still has considerable progress to make in accepting men in dance. It is not enough to accept men in dance; we as a society have a duty to embrace, praise and support any individual who undertakes dance, regardless of gender, identity, or sexuality. Dance is one of the most enriching art forms available to any human being. Such a creative space where people can freely express themselves and find meaning in their existence should not be chained down by societal stigmas and stereotypes.

I would like to conclude this essay with a message a young male dancer would like to pass on to everyone.

"I'd encourage any men who are possibly worried or insecure about taking up dance to just do it and not let what anyone else says change your mind because it's one of my favourite ways to express myself and it's good for the mind and the body too."

Inspiring Box Project

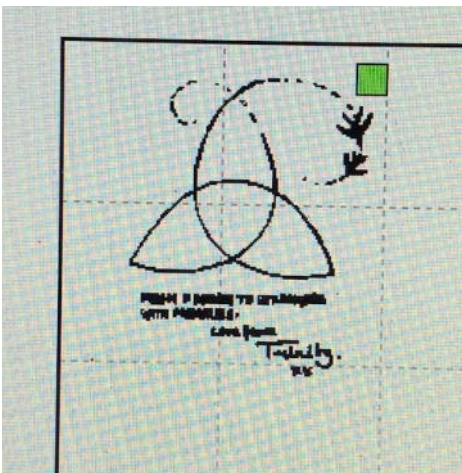
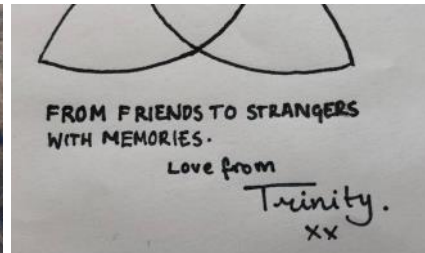
Zofia Zmija's Year 9 Box Project was inspired by a letter from her friend. We wanted to know more about this.

What inspired you to do the design?

When I was making my box, I was considering what I should do on my box. Then an idea came to me - why not make a box for a friend. I hadn't seen my friend in a while, as she had moved. I asked her what she wanted on her box, and she said that she wanted something that meant a lot to both of us. So, I put something on the box that she had written to me in the letter she gave to me with a present when she left. I'm giving the box to her this summer. I hope she likes it as I put a lot of effort into making it.

Can you take us through the process of making the box from start to finish?

Well, in a summarised nutshell...When I started this project I made practice pieces. These included dovetail and finger joints. When I started the final piece, I decided to do a complex finger joint. After the carcass of the box was done I stuck on the base and fitted a hinged lid. Once I had done this, I drew out the design for the box and used the laser machine to engrave it onto the lid. Once that was done I sanded it lightly to refine the grain. I finished the process off by applying a finish to protect the timber.



Why we need more awareness of diabetes

Across the UK, over 400,000 people have Type 1 diabetes and it is increasing by 4% every year. However, diabetes is a health condition which is fairly unknown and often goes unnoticed. Diabetes awareness needs to increase so that more people can offer help and support, especially in school. Around 29,000 people with diabetes are young children, so it is important that more awareness is raised. Each year, there are national Diabetic Awareness weeks and I believe that schools need to get more involved with them. At the moment, the only people actually aware of these events are people with diabetes and people with diabetic relatives.

Why increase awareness? Diabetes is a serious medical condition that requires strict monitoring and management. Blood glucose levels need to be regularly monitored to make sure that the diabetic person is not falling too low or going too high. While this can be usually done by the diabetic individual, it is essential that anybody who spends time with a diabetic person knows how to help, should it be needed.

What should people know? People should know what to look out for in a diabetic person. If you notice that someone with diabetes is having issues concentrating, or if they are shaking, sweating, looking tired or seeming shy, this will most likely mean their blood sugar is at a risky level. If you are aware of someone possibly having those symptoms, ask them to check their blood sugar levels. If you notice these signs early, you could help prevent even more serious problems.

If a diabetic person is feeling weak or faint, they will need assistance from someone. I personally have been through the issue of having a diabetic-related seizure; if my sister hadn't been in the room at the time, the issue would have been a lot worse. So I want to reiterate the importance of looking out for odd symptoms in a diabetic person, to prevent something severe from happening.

Overall, I think diabetic awareness should be more widespread as it could save people from later issues and problems in their life. Schools should take time to increase awareness of diabetes. In school, we could add awareness posters, hold fundraisers and take notice of the Diabetic Awareness days and weeks so that more people understand this medical condition and greater support can be given to those who have it.

Did you know? Diabetes also has affected many celebrities' lives, such as Nick Jonas and Teresa May.

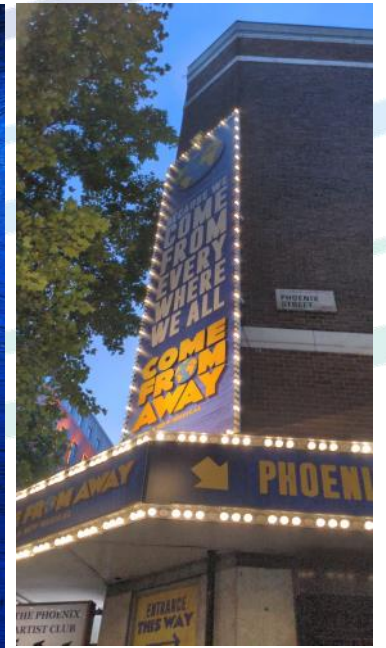
Gemma Scripps, Year 10



Come From Away

Year 10 pupils had the privilege of seeing the winner of every major UK award for Best New Musical, *Come From Away*, which depicted the incredible story of the 7,000 air passengers from all over the world who were grounded in Canada in the wake of 9/11, and the small Newfoundland community that invited these 'come from aways' into their lives. The actors were wildly talented, they doubled up on roles, playing both the panicked passengers and the generous 'Newfoundlanders' who welcomed the 7,000 with open arms. We watched the characters from all over the world pull together and we saw the innate human ability to bond together play out on stage in front of us through the intense dialogue and vibrant musical numbers. The performance, at points, was heart-breaking, at points, shocking and throughout, was inspirational. We all very much enjoyed the show and are very grateful to Mrs Meikle who arranged this amazing opportunity for us.

Year 10 Drama Pupil



Year 10 Business Studies

Within Year 10 Business Studies lessons we have been working on improving examination technique but in a slightly different way. Pupils were asked to choose a question from a list of 15 that they felt comfortable answering and write their question on a yellow slip of paper. This question was then hidden. They then needed to answer their chosen question on red and green slips of paper. The red pieces of paper needed to just have connectives on them. The green pieces of paper had to be the linked strands of their answer. The red and green pieces of paper needed to be then placed on the desk, and pupils had to guess which question each of their peers had answered. Their responses were then pieced together to create a paper chain demonstrating how to link strands of the responses together to form a detailed response. These chains are now on display in the Business Studies room.

How did identity, authority and gender work in the Medieval period?

Essay 1

The way in which identity worked in the medieval world depended on a number of factors. One prime example of this is religion, namely in the Anglo-Saxon period. The vast majority of people in Anglo-Saxon England were deeply Christian. However, their interpretation of Christianity was very different from that of the Pope. Churches tended not to be built, and, instead, people would worship around stone pillars in the shape of a Celtic cross. Not all beliefs were the same as the Catholic Church either, as many still believed in goblins and charms, and there was clear pagan influence. Despite how it angered the Church, Anglo-Saxon religion was a large part of their shared identity, and it brought people together, not just physically while praying, but mentally as they had the same mind set of trying to please God. This shows the way identity worked differed, depending on whether it was personal identity or shared identity, because, while people all had things different about them, they could rely on the fact that everyone around them would most likely share their religion, and it gave people a sense of belonging. Another way that identity worked in the medieval times was during the Norman Conquest. Prior to this, villages had thanes, who had very different rights to the regular townspeople. When the Normans came along, however, this changed. Thanes were brought into the same group as the townspeople, now all known as villeins. They were all now living very similarly, but none were living well. The Normans would put taxes on everything, stripping villeins of their money and forcing them to work more. Along with this, William and the Nobility all spoke French and expected the people to do so too, causing the English-speaking Anglo-Saxons to have part of their identity taken and to lose their sense of belonging and closeness with their leaders. This shows that identity also depended on the ruler, as parts of people's identity would change to try and match whatever the current ruler wanted.

The way authority worked also relied on a number of things. One way this worked was during the Norman Conquest when William was trying to take control of England. He used three key methods: loyalty, land, and appeasement. First, he would force people to swear an oath of loyalty over the bible, or risk punishment. This shows how he would use Anglo-Saxon identity to his advantage. For the major part of his plan, he took land from the Anglo-Saxon nobility and divided it amongst his men as a way to display power. Finally, he would appease, which consisted of allowing some people to keep their land, provided they paid him, to show that he could show mercy. These aggressive, forceful tactics allowed him to seize England for himself. Altogether, this displays how authority would change depending on how they gained their authority. It was far harder for William to gain his authority by invading the land than it would be for the King's child to simply ascend to the throne, which is why he used more brutal methods. A different approach was taken by Eleanor of Aquitaine, when she inherited the Duchy of Aquitaine, she married first the King of France, which gave her power to do what she wished and help Aquitaine but she disliked the king immensely and eventually divorced him. Soon after, she married Henry Plantagenet or Henry II of England, and she took all the authority she could as queen. When her son, Richard, became King, he went on Crusade and left Eleanor to run the country. During this time, she was seen as a ruler by the people, and when another of her children, John, started to fight with Richard, Eleanor used her own authority to negotiate peace. Even more impressively, when Richard died and his brother John became king, he was an awful ruler, but Eleanor was so brilliant she managed to keep Aquitaine for her son, despite his losing most of his other powers. This shows the way authority worked depended on acceptance as Eleanor was seen as having importance and was loved by the people, which allowed her to gain authority more easily.

The way medieval gender worked relied on many factors. One example of this is Aethelflaed, Lady of the Mercians. She was married to the Lord of Mercia, Aethelred, and her brother Edward was King. She used her place in society to her advantage to defy gender norms, even leading Edward's armies for him. They worked together in power well, and up to this

point Mercia had been separated from the rest of England, but Aethelflaed was loved by the Mercians, and her role was to bring the two sides together. Even when she and Edward died and his son Aethelstan assumed the throne, the Mercians were more compliant as Aethelstan had been sent to be raised by Aethelflaed when he was a child, so they believed his aunt lived on in him. This shows that gender differed based on community, as Aethelflaed's love for Mercia and England is what brought them together. A second example of this is Eleanor of Aquitaine whose expectations were to be quiet and pious, provide good advice to the King and know her place. Eleanor blatantly ignored this, however, and set out doing whatever she pleased, even going on Crusade, though women were not meant to. Queens were mainly expected to bear children, which Eleanor did successfully, but she did not feel that this was her only job. Despite being expected to stand aside, Eleanor took control, even as a woman, and took part in a revolt against her husband Henry. This shows that the way gender worked in the medieval world depended on one's status and the expectations of that role.

Abigail Topliss, Year 7

Essay 2

The way identity worked in the medieval period depended on a number of things. One way identity worked in the medieval period was the use of a shared language, Old English. King Alfred the Great made Old English the language of Government and promoted it widely. This would have created a strong national identity. Another way identity worked in the medieval period was the imposing of the feudal system on English people. The feudal system worked as follows: the king granted land to his noblemen in return for military support, who, in turn, let the peasants rent a small area of land and a house from them as long as they paid them in labour and money. This means everyone, from a king to a serf, would have had a very strong group identity, stemming from association with their class. These two examples differ from each other greatly. The use of Old English was a way of unifying the English, but the use of the feudal system was a way of controlling them. This shows that identity depended on who'd conquered you. This is because King Alfred was trying to create a strong state and bring his subjects together, but King William used the feudal

system as a way of keeping hold of the country he'd just conquered.

The way authority worked depended on numerous factors in the medieval period. For example, the way authority worked in the medieval period was the use of Norman castles to control the population. These were imposed as the invading Norman army needed to subjugate the population. Another way authority worked in the medieval period was through the use of crowns to depict the king as rich and powerful. This shows that authority depended on the time period. In the time of King Aethelstan, when the crown was first used, the King of England was already a powerful head of state. He could use the symbol of a crown to show off his riches and splendour. However, in Norman times, King William desperately needed to control the population he had just conquered so they didn't rebel against him. That is why he used the more practical castles to dominate the people and cement his authority.



Eleanor of Aquitaine

The way gender worked in the medieval period depended on a number of things. For example, Eleanor of Aquitaine's role in society influenced her life. She was prepared to fight for her rights to maintain her position. However, she was subject to the control of the powerful men around her. Another example is Marie de St Pol, she was pious, she was not pressured to

provide an heir as other women were. She founded Pembroke College and founded a nunnery at Denny Abbey. This shows gender in the medieval period depended on status, as though Eleanor of Aquitaine was more powerful than Marie de St Pol, Marie had more control over her life. This is because she wasn't pressured to produce an heir and had control over her riches after her husband's death.

Arthur Meredith, Year 7

A dessert 'for teenagers'

Recently in Food Tech we planned our practical assessment. We had two weeks to prepare for this and we were free to choose what we wanted to make as long as it was under the category of 'for teenagers'. Many people made savoury dishes, but I made a dessert that was inspired by a YouTube video on 'Tasty' that I had watched a while ago.

I made a disappearing chocolate sphere. The base was shortcrust pastry and on top of this were some amazing brownies. Then, on top of these, went the chocolate spheres. Then, to make it look even more appetising, I placed fruit round the edge and piped some cream over the top.

Being able to have the opportunity to make a dish with no restrictions was such fun to do, and it allowed everyone in the class to show off what they could do and how creative they could be. Overall, it was a great opportunity for us, the pupils, to create a dish we enjoyed. Here are some photos of the dish I made (after the chocolate balls had melted as it was so hot).

Sienna Pacey-Smith, Year 10



In D&T Year 7s made cake stands for a chosen occasion



Well done Year 7! We think these are wonderful.



The Label 'Native American'

The label 'Native American' is a controversial term embedded in the English language and accepted in western society as a common word to describe indigenous peoples. Some may say that using this label is useful as it is an umbrella term that can help us remember commonly shared aspects, such as living in a shelter, having to hunt or farm and having to adapt to their environment. However, some may argue that using this label oversimplifies a vast array of cultural differences nations had, thereby creating an unhelpful and degrading stereotype. For instance, origin stories from different nations are variable. The impact of origin stories can provide ethical anchors for culture to build upon. Three examples of origin stories are the Cherokee, Ojibway and Yakama nations. Although there is overlap in the mentionings of using mud to create the land, the Ojibway story says that this mud was placed on a 'turtle's back'. Also, in the Ojibway story, a Creator was said to have flooded the earth due to the arguing of humans. This is different as the Cherokee and Yakama don't mention anything about violence and fighting. This suggests how nations differed culturally and therefore is why people argue that using the label 'native' is too broad a term to bring justice and promote the differences between nations.

Another reason why the label 'Native American' is useless is because of its origin. The label 'Native American' was a term

created in the 1960s to replace 'Indian' with a supposedly more appropriate term. Regardless of the intent, the term is no more appropriate than its predecessor. This label connotes the ideas expressed in 'Mundus Novus', one of the first pieces of information Europeans received from Christopher Columbus' voyage. The writers write about the indigenous people of America as disorganised, Godless, primitive and mindless. 'All of them go about naked...just as they sprang from their mothers' wombs'. This quotation suggests that Europeans at the time were completely baffled by their opposing nature. The text goes on to read that 'they have no church, no religion and are not idolaters, what more can I say?'. This shows that Europeans couldn't comprehend a society without religion and that one without one would collapse. Therefore, the label 'Native American', which comes from a badly handled etymological history, which started as a derogatory term, can only be concluded as being counter-progressive.

Contrarily, 'Two-Spirit', an umbrella term created in the 1990s was used to describe Indigenous Americans to describe native people in their communities who identify as a mixture of masculine and feminine. This label, unlike the label 'Native American', was created by natives who have a greater cultural insight into their past. This shows how a term as broad as describing hundreds of different sexualities and sexes doesn't have to oversimplify to a point where it becomes degrading.

Blake Wollston, Year 8

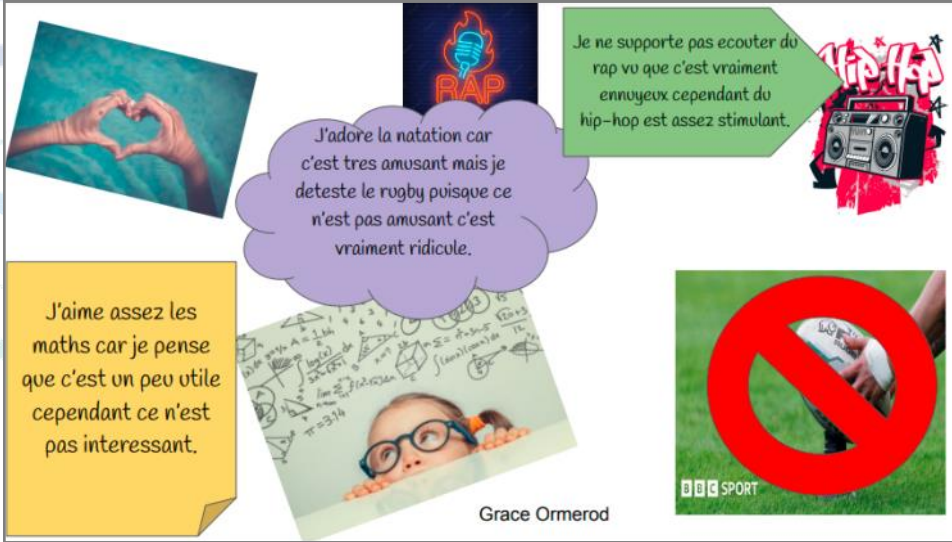


Year 8 Printing



Working with a professional print artist, Year 8 pupils made wonderful printed banners for the Drama production of *The Tempest* during Activities Week.

Year 8 pupils give their opinions in French



J'adore la natation car c'est tres amusant mais je deteste le rugby puisque ce n'est pas amusant c'est vraiment ridicule.

Je ne supporte pas ecouter du rap vu que c'est vraiment ennuyeux cependant du hip-hop est assez stimulant.

J'aime assez les maths car je pense que c'est un peu utile cependant ce n'est pas interessant.

Grace Ormerod

mes opinions

je ne supporte pas l'equitation car ce n'est pas interessant

je deteste l'anglais mais j'aime le francais

j'ai une passion pour les comedies puisque c'est amusant

je n'aime pas le college mais j'aime les devoirs

j'adore le foot parce que c'est un peu interessant

je prefeere la tele parce que je pense que c'est tres cool

Mes opinions

J'adore jouer au foot car c'est très amusant.

J'aime jouer au rugby car c'est trop génial.

J'aime assez faire de la natation car c'est bien.

Je déteste faire les devoirs car c'est trop stupide.

Je n'aime pas faire de la danse car c'est très nul.

Je ne supporte pas faire les ménages car c'est assez ridicule.

Adrien Arnsborg

Mes opinions - (Ali Oazi)

-J'adore l'équitation parce que c'est vraiment le meilleur.

-J'adore le foot mais à mon avis c'est un peu difficile.

-J'aime le rap parce que c'est très stimulant.

3 negative sentences:

-Je déteste les films d'horreur parce que c'est très ennuyeux.

In D&T Year 8s investigated materials to make a device stand



Well done,
Year 8!
We think
these are
amazing!

Cheerleaders compete in Bournemouth

A couple weeks ago the Cheerleading Team had a competition in Bournemouth. Everyone really enjoyed the competition, and it was a great experience being able to do something like that as we had never done anything like that before. Miss Harvey had taken lots of time and effort into coming up with and teaching the cheerleading teams all the stunts, jumps, tumblers and everything else that came with it. We were placed 5th but we are a cheerleading group which only meets up once a week for one and a half hours and we were up against outside cheer teams who practise for hours, multiple days a week. As a group we performed so well, and it was such a fun thing to do; the atmosphere was amazing. It is so nice to be a part of a cheer squad, and we all really hope to be able to compete again next year!

Sienna Pacey-Smith, Year 10



Maths Challenges at Sawston Village College

There are three Maths Challenges that pupils at Sawston Village College can take part in during the school year. The first one of the year is the Senior Maths Challenge which takes place at the end of October. This is for Year 10 and Year 11 pupils. The second one is for pupils from any year group, but primarily is aimed at Year 9 pupils. The final challenge is the Junior Maths Challenge for pupils in Years 7 and 8.

Pupils have done very well this year, obtained many certificates, and qualified for the very prestigious follow- on rounds, such as the Kangaroo and Olympiad. Pupils can prepare for the challenge by going to a club on

Mondays at 1:30pm. In this club, pupils can learn how to answer the questions in the Maths Challenge, and learn new ways to solve the puzzles.



Some of the pupils awarded certificates this year.



In the RE department we were pleased to launch the national Spirited Arts competition this year. This is a competition run by an organisation called NATRE (the National Association for Teachers of RE) where students can use their creative skills to respond to one of five themes, for example, with a photograph, drawing or painting, a poem, a song, and so on. They had to write a short explanation about how their work fitted in with the theme.

Our winning entry this year was by **Evita Quijano**, who created a dance inspired by the 'Searching for God' theme. This is what she wrote about it:



The title I've chosen is 'Searching for God'. Some people find God through prayer, some through the sky, etc, and when creating this dance and choosing the music I thought carefully about making sure these key ideas come through. Some ways I've demonstrated this that I hope people will notice are; I included moves around my neck to

represent the rosary, rotating hands on top of my head to show the holy spirit, and a move where I do the sign of the cross. Sometimes people just find him in their hearts, which is shown when I outline a heart from my chest and point it outwards (this also represents acts of kindness). In RE it's good to explore the different ways in which people practise their religion and so through this dance I want to convey the fact that it's not always the more obvious things such as praying.

We all enjoyed watching Evita's dance on the daily bulletin in school, and Evita won a prize for her efforts - well done! Her entry has now been put forward to the national competition, organised by NATRE. Thank you to everyone who took part, and we look forward to more inspiring entries next year!

Mrs Hall, RE Teacher



Evita performing her dance

Cinema Club Film Showcase

Pupils enjoyed sharing the films they have made in Cinema Club this year with family and friends at a showcase event recently.

The films are now all available on the Sawston Cinema website and can be found via the link given here.

To see our films visit:



Pupils take part in a Q&A about their films



Above and below:
from the Years 7 & 8 film: *The Basement*



How did they do that? Iris and Lucy's Mexican Wave

<http://sawstoncinema.org.uk/cinema-club-2/our-films/>



Arts Award Success



Ellen Arthurs achieved the Gold Arts Award.

This term 159 Year 7 pupils completed their Bronze Arts Award portfolios and gained the award. We were also delighted to have four pupils achieve their Silver Arts Awards, a level 2 qualification, with the moderator describing their portfolios as 'first class'. And, in a first for the school, Year 10 pupil Ellen Arthurs achieved the Gold Arts Award, a level 3 qualification with 16 UCAS points. Ellen had been working on her Award since Year 9 and submitted over 400 slides in her impressive digital portfolio, which the moderator described as 'excellent'. Well done to everyone!



Right: Year 8 pupil Grace Ormerod made a quilt as part of her Silver Arts Award.

Outdoor Gig



Pupils and parents enjoyed the Outdoor Gig on Fountain Court at the end of June.

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.sawstonadultlearning.org for up to date information.
You can also email community@sawstonvc.org.



ANGLIAN
LEISURE
SAWSTON

Sawston Sports Centre

Please check www.sawstonsports.com for up to date information. You can also email awilson@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.

Year 9 Carpentry & Sustainability Module in D&T



Fantastic work!
Well done
everyone!



Sawston
Village College



Community
Take part



Ambition
Aim high



Respect
Be kind



Endeavour
Work hard



PART OF
ANGLIAN LEARNING

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