



# MEET THE NEW HEAD STUDENTS

Tiff Enderby and Arian Azari are two names our school knows very well following the head student elections. Joining them are our Y12 deputy head students - Darren and Laraib. Read our interview with them to get to know them more.

*More on page 6*

## Coming up... Battle of the Bands - 21st December

**Horsforth Production  
- Un-tangled**

Page 6



**Teachers Recommendations playlist**

Page 25

We asked multiple teachers at Horsforth School what song they would recommend everyone listen to at some point. These are what they said.

**Countries and their National Sports**

Page 12



<b>INSIDE THE TIMES</b>	School News Pages 2-11	Politics Page 12-13	Sport Pages 14-15	Science Pages 16-17	Other Pages 18-28
-------------------------	---------------------------	------------------------	----------------------	------------------------	----------------------

# What's Been Going on at our School



## Fancy Dress Success

Horsforth School had a none school uniform day to raise money for charity. Safe to say the sixth formers and teachers enjoyed the fancy dress. Horsforth School raised nearly a whopping £1300, that will be split in half- half for Children in Need and half for Heartspoken (a knife crime prevention and victim support charity).



## First Aid Training

As part of our enrichment programme, some of our sixth form students took time out of lesson to learn some vitally important life skills, thanks to Dr Pickering from Shipley Medical Practice. They were taught how to save lives and bandage arms and legs.



## First Aid Training

In November 6 Year 12 students were selected to represent us at the 'Japan Super Science Fair' held in Kyoto. The trip involved calligraphy, a lecture on AI in medical imaging, a research presentation, playing table tennis with students from Hawaii, Japanese street food and cultural activities, a design the best glider competition, homestays and a lovely day picking mandarins and persimmons followed by a BBQ.



# Media Trip

Our sixth form media students had the opportunity to go to Leeds Trinity University for a media day. They took part in a number of media and journalism taster sessions and heard all about career opportunities for the future. They got to experience media production and creating podcasts.



# School Production

A group of talented students finally performed their production of un-tangled that they had spent ages preparing for to bring a good show. Safe to say they did. Read more about it from page 6-9.

# Coming Up...

**STALLION RECORDS**

£5 ADULTS  
£3 KIDS AND OLDIES

COME ALONG AND VOTE FOR THE WINNING BAND!

TAKES PLACE IN THE MAIN SCHOOL HALL

*Presents*  
**BATTLE OF THE BANDS**

FESTIVE EDITION

**21ST DECEMBER 6:00PM**

# Meet The Head Students

## Why did you want to become a head student?

**Tiff:** I wanted to help solve the problems that the student body faces, and prove to myself that I had the confidence to speak publicly.

**Arian:** I knew from last year, seeing the former head students that I wanted to take on this challenge, as it's not easy speaking in front of everyone. I also wanted experience in leadership and wanted to be someone that people could approach with their concerns.

## What is the first step you've taken as a head student?

**Tiff:** I established a revision mentoring program between year 12 and year 13 students.

**Arian:** We fixed the faulty tables and plug sockets in common grounds and returned to using plates for food.

## What are you most looking forward to this year?

**Tiff:** Finally finishing my A-levels.

**Arian:** Finally finishing A levels, finishing the changes we most want to achieve such as moving the clocking in device and I'm also looking forward to prom.

## How have you found working together as head students?

**Tiff:** I really enjoy working with Arian, we have really similar ideas for what we want to do as Head Students.

**Arian:** it's been really easy and enjoyable working with

tiff and the other deputy students as we all have different point of views and we are able to compromise as we are open minded.

## What's one thing that surprised you about taking on this role?

**Tiff:** The amount of work that goes into organising the changes we make in sixth form.

**Arian:** How expensive some of the changes we want to achieve are!

## How will you ensure all students are aware and engaged in student voice?

**Tiff:** We send out google forms for input as much as possible, and I would like to think that we are both quite approachable for people to give feedback to us.

**Arian:** We try to update students in assembly as much as we can, we are pushing for form reps so that there is an even bigger student body and we try to engage students by speaking to them and encouraging them to put their ideas forward as often as we can.

## What is the best piece of advice you have ever received?

**Tiff:** There's no point agonising about the past because you cannot change it.

**Arian:** Do something right the first time to save you from having to do it again.

## What is your dream career?

**Tiff:** Politician or maybe a Journalist.

**Arian:** Politician

## What song can you listen to on repeat?

**Tiff:** "Silver Springs" by Fleetwood Mac

**Arian:** "Drunk in love" by Beyoncé

## What advice would you give any year twelves hoping to be the next head student?

**Tiff:** Be confident.

**Arian:** Have confidence in yourself and just do it, even if it doesn't all go your way the experience is invaluable!

Interview By Sofia Tarry



Head Students Tiff Enderby and Arian Azari - with the deputy head students

# Meet The Deputy Head Students

## Why did you want to become a deputy head student?

**Laraib:** I wanted to become deputy head to work towards elevating the sixth form beyond its potential, creating a communal atmosphere and focusing on life beyond the sixth form too through the implementation of new, student-led ideas.

**Darren:** I am always seeking a challenge and stepping out of my own comfort zone. The deputy head student is a great chance to face different challenges and improve my own skills further. Also as an external student who came from abroad from Hong Kong, I want to use my unique experience to help improve the sixth form area.

## What is your role as deputy head student?

**Laraib:** My role as deputy head is to voice the ideas and feedback from students so the sixth form is a reflective environment for all. Everyone deserves to have opportunities fashioned towards their own talents and focuses.

**Darren:** Our role is mainly to collect the student voice, then report it to the teacher or discuss whether there's any way to achieve our ideas. On my own, I am mainly working on

the design and giving out different points of views.

## What are you currently working on?

**Laraib:** Currently we are working on implementing more entertainment in the sixth form (like a pool table/table tennis - as promised), fundraising, a suggestion box, a card scanner, form representatives, interview panel, a 'coffee, a cake, a chat morning' and fixing the tables. Hopefully there are many more initiatives to come!

**Darren:** One of our biggest works is the fundraising week, the purpose of it is mainly getting cash for improving common grounds. However we are always hearing new ideas from every student, and try our best to get the sixth form area better.

## What are you most looking forward to this year?

**Laraib:** The fundraising week and the rewards day seems really fun.

**Darren:** I am looking forward to the motivation Monday and the rewards day.

## How have you found working together as deputy head students?

**Laraib:** It's been great as we both have similar ideas and

are both passionate about our roles. I think we complement each other well and make a good team. Let's hope Darren agrees.

**Darren:** It is awesome, Laraib is a really passionate and motivated person who gave out a lot of great ideas, putted a lot of effort into this role. I think this is a good team to work together with her.

## What's one thing that surprised you about taking on this role?

**Laraib:** We are given more autonomy to take the lead and have a lot of independence in our incentives, constantly being informed and involved in the progress of sixth form than I originally thought the role would entail. To see everyone's ideas come to life is really rewarding - especially as it will benefit the future years to come.

**Darren:** The student voice really has an effect on getting this sixth form better and the sense of achievement from seeing the ideas being reached is so rewarding. However the workload of this role is a lot heavier than I thought it would be. The independence we got means that we need to control every part ourselves. It is also a chance to let us learn from it.

*Interview By Sofia Tarry*

**What is the best piece of advice you have ever received?**

**Laraib:** Take chances in life because it's often the best things that come from them/ be the change you want to see/ change starts with yourself. They're all great if I'd actually apply them to myself.

**Darren:** "No one says you can't, it's yourself saying you can't". This is one of my life mottos, which gave me the power to try it before saying no. Never say never, just go for it, don't let yourself regret.

**What is your dream career?**

**Laraib:** My dream career would be prime minister so I can run the country in a "dictatorship" and buy loads

of pool tables. I would also promote peace of course.

**What advice would you give any future year twelves hoping to be the next deputy head student?**

**Laraib:** Step out of your comfort zone as there isn't anything to lose. Most worry about public speaking but it's more about your ideas and execution. Go for it and make a difference.

**Darren:** Just go for it, don't let yourself regret not and catch every chance you get. Don't worry too much about public speaking, no one is going to laugh at you, just try your best to express your unique ideas. It will be a wonderful experience in sixth form life.

**Would you be up for head student next year?**

**Laraib:** I think that being a head student is a great opportunity but it may be slightly demanding with the stress of A-level exams looming. However, if they allow me to implement a swimming pool and cinema, I would consider it.

**Darren:** Maybe, year 13 will become more stressful with work and exams. The role of head student will become a huge pressure on me which I may not be able to handle. However being head student is a great opportunity and challenging. I will try my best to become a head student and if I join the election, I hope I will get your vote.



*Deputy head students Darren and Laraib*

# School Production - Un-tangled

Lily Barnes



The school's production is the highlight for many people's year, and not having one for the past couple years, due to the pandemic, has made the build up to this year's 'Untangled' all the more exciting. Based on the 2010 film 'Tangled' about Rapunzel and her tall tower, the film received love from the public as people became accustomed to the glowing hair and magnificent smoulder of the main characters, Rapunzel and Flynn. Well this year the team of actors and crew involved have created quite the show which people of Horsforth, and beyond, have missed; all the comedy, romance, action and creativity from the original film incorporated and more.

The scripting and props, uniquely thought of, with a few extra scenes and characters has made the play as extravagant as ever.

Due to the part these productions play in the school's history, a nostalgic event to look back on each year, we thought getting to know the cast and what they thought would be great for you readers. For the people who are in it, seen it, or just stumbled across this article you can answer a couple of these questions for yourself. Hopefully it will encourage a lot of the students of Horsforth School to take part in the next production, and be involved in a big part of the Christmas season at our school.

**Lily:** Mother Gothel

**Daphne:** Cassandra (Mother

Gothel's sidekick)

**Cameron:** Flynn Rider

**Libby:** Rapunzel

There are ups and downs to every production's process, sometimes backstage or even on it; but what is the highest up for our cast?

**Lily:** It's the last production I'm part of so I will definitely miss it, I think the ending, especially the death (SPOILER ALERT) and how you are meant to go about doing it.

**Daphne:** The ending, dress rehearsals and just doing it with your friends.

**Cameron:** Just the build up of the whole thing, knowing what's going to happen as part of the cast but also what's gonna go wrong. I love the mysteriousness that comes with it!



We're in for a showstopper of an ending it seems!

For those of you who went to see it, why? What caught your fancy?

For the cast, why be a part of it in the first place?

**Lily:** I've always done them, ever since Year 7. I saw it in Year 6, saw the sense of community and now I'm in the last one before I go. It's something to leave behind and has just been one big family.

**Daphne:** It's so nice that so many people are involved! You meet new people, I met Lily through this and when I hadn't done much in Year 9, it was nice to pick it up with this production.

It's crazy to see the people that are inspired before they even come to the school!

It's crazy to see people are inspired before they even come to the school!

If you have watched the production, I'm sure you have your favourite parts, but what was the cast most excited for people to see?

**Lily:** Everything! Lighting, set, acting.

**Daphne:** The three Rapunzel's.

**Libby:** The horses.

As you read on, you'll begin to understand the extent of Libby's love for the horses.

The school has done a play for as many Christmas Seasons as they are capable of doing, their streak only broken by covid. Out of these decades of plays, which was your favourite?

**Lily:** I loved 'Home Alone', but 'Witches' was the first I was ever in. The experience of being in it made it even better. I could say 'Untangled' but when you're playing a villain it's a little biased.

**Daphne:** I saw 'Narnia', but being Young Hook in 'Hook' made me prefer it a little more.

**Cameron:** Narnia  
Clearly having a part in the play is just as, or even better, than watching. Are you tempted to audition yet?

Is it easier playing the character, or do parts of yourself seep into the acting we see?

**Lily:** Gothel never really changes, she's evil, obsessed with her looks... so I'm hoping I'm not like her! But because of this there's more to do, more to experiment with.

**Libby:** Towards the beginning Cassandra is mean, but when you see how she's treated you begin to feel sorry for her. I find the part easier to act when there's part of me there, and it's believable. I like to make it relevant to my experience.

**Cameron:** I put a lot of myself into it. As Kendall said, I must 'channel my inner energy'.

**Libby:** I'd say yourself, but when it comes to such an iconic movie it feels right to lean towards the film.

I think we will all want to channel this 'energy' Cameron talks of by the end, Mrs Kendall what's the secret?

The cast of this play have proven passionate so far, about the whole thing and their characters - but which characters did the cast also have their eye on?

**Lily:** There's Flynn. He's a hard role to play, with all his mannerisms and voice. You either do it seriously, or comedic which Cameron has done. I also want to see what Rapunzel's like to act in her scenes, plus I can go around whacking people with frying pans, we're NOT meant to whack them but things can happen behind the scenes.

**Daphne:** If I was older Mother Gothel, that's who I auditioned

for.

**Cameron:** Maybe the horse, the costumes are amazing. Because it's a smaller cast you have to put more into it so it's harder, and it was originally a cartoon.

**Libby:** The horse.

I guess we have to keep an eye out for any 'real' whacks of a frying pan, some characters do have their...perks?

Given Covid has prevented a couple of these well loved plays, there will be those of you hesitant to try out for something so big and bold. Cast, what advice do you have for our audience?

**Lily:** Just go for it! Don't be afraid, do your best and have fun.

**Daphne:** Just try, and audition because you will always get a part.

**Cameron:** Be yourself!

**Libby:** Bring your own ideas to the process, because they are listened to and used. If you had an idea you didn't end up using for the audition, it could be part of the play.

There you have it. If you want the play to be a part of your high school experience then there's no doubt from this cast it can be! Be yourself, whether you audition or not because you don't know what might happen.



## REVIEW

'Untangled' has successfully brought the school tradition back with this showstopper of a production, after a couple of years sadly deprived of one. It received laughs from the multiple audiences entertained over the course of the week, and even emotion, with this talented, young cast.

With such a range of roles - acting, dancing, singing, stage managing, lighting, sound - the play was a joy to witness, and I found myself smiling for the entirety, shocked at times by the storylines I hadn't expected. Who knew Mother Gothell could have *another daughter!*? It definitely had its surprises.

*Alongside the unique ideas that comprised the storyline, the stage and props accentuated why I love theatre so much, and why so many people came to watch it.*

One of the scenes that sticks in my mind, even at present, is the lantern scene. If you watched the play, you know what I'm talking about. How could you not!? The intimacy at the forefront between the main characters, Flynn and Rapunzel, was beautifully matched by the weight of the choir's singing. Dancers behind provided elegance to the scene with their advanced choreography. With the surround sound and beautiful lighting, the atmosphere didn't fail to evoke emotion from me, and the

audience; it truly caused chills. Cameron Headey and Libby Feamley created a remarkable performance in their respective roles as Flynn and Rapunzel. It can be difficult to recapture the magic of an existing character, but I was not disappointed. It's also hard to find a middle ground with comedy and serious acting, however the dynamic had its jokes and a rhythm as the two performed their parts. We loved Rapunzel's courage - and her frying pan skills - but there was also her kindness. Three Rapunzel's made an appearance, and quite an impressive one, especially when they started singing. Demonstrating the stages of Rapunzel's life, we saw how her life

had been stuck inside the tower for so long, and because of this there was also sympathy for the leading role. Libby brought life to the character as a live action adaptation, and didn't fail in mannerisms or interactions with Flynn. Her song 'When Will My Life Begin' was delivered perfectly, the projection of her voice allowed everyone to hear and made me feel nostalgic at hearing my favourite of the songs performed so well. Flynn... Well, he was a character to remember. The audience couldn't help laughing at the charming, well-loved part. Once that smoulder came out, I knew the rest of his scenes would be memorable. Flynn Rider was also a part dependent on that right mix between comedy and serious in order to feel for the true persona, Eugene Fitzherbert. When trapped in the hair right at the start, there was commotion and so much personality, but when he was telling Rapunzel his childhood there was emotion and passion, not to mention that ending 'death' scene between the two shedding tears. I think if Rider had died, we would have found it hard to recover from. Cameron captured both the humour, and heart, of the role of Flynn Rider. Without any lines, there is recognition deserved on Pascal's part (played by Jennifer Brokshi). To provide humour and enhance the love the chameleon has for Rapunzel, as a non-speaking part, is admirable. Dressed in bright green, and only using action and expression to play the part, Pascal became another of my favourites in 'Untangled'. Mother Gothel - who I'm sorry to call the villain - was an icon of style and sass. The spectacular red gown, a spotlight in itself, highlighted Gothel's confidence

perfectly; with the acting we knew what evil she was capable of. Lily Hawkins had her partner in crime for this production Daphne Jacob, playing the part of Cassandra. The two created tension for the plot, and accentuated why we should hate Gothell so much as she shouted at Cassandra for - well, all the interactions. Ironically though, this is what received laughs from the audience. With the comedy of Gothell's moods, however manipulative, and Cassandra's snide, remarking looks, they created a classic duo for the antagonist of the play we enjoyed watching. When they weren't on stage, I wanted to see more of them, their humour was that gripping.

The performances from the entire cast were impressive the entire way through, and never faltered as these young actors persuaded us of who they were playing. It is safe to say the props were a huge part of bringing Rapunzel's story to life. The horse! Controlled by three people the horse, Maximus, was a wonderful find and I understand why Libby loved it so much. When the thing stepped out on stage, I heard the gasps. A clever move involved bringing the horse to life through the inclusion of Martha Waddington and Gabby Nicholaides. Dressed in white and wearing feathered, cowboy hats, I loved these two additions to the story, with smooth, cheeky personalities. The work of the show's incredible design team must be recognised. It was a brilliant choice to have the tower set within the backdrop, allowing it to blend seamlessly and create effective transition between sets. The painting showed what world 'Untangled' is set in, and creativity continues into the costume design, with Rapunzel's long

plait dazzled with fairy lights to provide the illusion of magic. The play as a whole was cleverly crafted, and there were so many parts that created the play's atmosphere. It was difficult to pick a favourite. I loved how friendly it was for all ages, as well as the jokes never failing to receive laughs. I hope those of you who didn't see it, are persuaded to see the next, or even join in. I hope those of you who did, loved the play like I have, and remember it amongst all the others. A joy to watch from start to finish, 'Untangled' cast and crew deserve another round of applause.

# What is Driving the Rise in Far-Right Populist Politics

Harry Rule

In recent years, far-right populism has flourished in many countries in Europe and across the globe: Donald Trump's Republican's, Wilders in the Netherlands, Giorgia Miloni's Brothers of Italy, Kaczynski's Law and Justice in Poland, Farage's UKIP, and even Suella Braverman's branch of far-right conservatism. They often claim success by fuelling the insecurities of their respective electorates regarding topics such as immigration, the establishment and economic disparity and, at present, far-right populist parties are doing the best they have in elections since World War II.

But what is driving this sudden upsurge in popularity? Unfortunately, the answer to that cannot be attributed to one key factor, more the culmination of many, which vary from country to country. Despite this, commonalities exist between almost every example in recent history.

One key distinction to make is that populist right-wing and far-right parties have been growing in popularity for many years, not just recently, but it is only in recent years that their views have been effectively accepted as viable and almost normalised political standpoints, despite the hate they often proliferate, and so it is not always that their popularity, but merely they are accepted as a part of the political spectrum in mainstream politics. Almost 25 years ago, for example, Austria's populist far-right FPÖ party came into power, and Europe's response was to cancel diplomatic visits and even impose punitive sanctions upon the Austrians. Not long after in

the French elections, Jean-Marie Le Pen, father of current right-wing French politician Marine Le Pen, led France's National Front to the presidential run-offs. Abhorred by his opponents views, his opposition (and the eventual winner, Jacques Chirac) refused to even debate against him.

Here we can envisage the change that has occurred in more recent times, for in the modern day there is an increasing number of people who merely accept right-wing parties and their policies to be a reasonable part of the political spectrum, even believing many of their more controversial and alienating policies to be justifiable. Therefore, the recent success of far-right parties cannot always be attributed to them gaining popularity, it is possible that the only change that has occurred in many cases is the level of condemnation they receive. However, this is not an all-encompassing explanation, and in some circumstances far-right populist parties are simply just gaining more votes, to the detriment of the more moderate centre-left and centre-right parties.

An evolving and highly relevant example to the British electorate is the transition the Conservative Party has undergone in recent years, from David Cameron's centre-right 'One Nation Conservatism' to Johnson and then Rishi Sunak's more far-right approach. Cameron's premiership was far more socially liberal (his incumbency included the passing of the 2013 Same Sex Marriage Act) and it was also focussed on recuperating Britain's losses after the 2008 financial crisis

through controversial austerity measures. The Brexit Referendum which resulted in the UK leaving the EU meant Cameron resigned his role as PM in 2016, to be succeeded by Theresa May, and from then onwards they have slipped into a more far-right domain, becoming a party whose policy decisions in recent years have been obsessed with the type of divisive issues used globally by populist far-right figures to win votes. One of the party's current 5 key priorities is to 'Stop the Boats' and limit illegal immigration, and this, coupled with their relentless pursuit of the Rwanda deportation scheme despite its being ruled unlawful, paints the picture of a party desperately trying to appeal to a more nationalist sector of the public. It demonstrates not only the party's loss of grip on the moderate majority of the electorate, but also their ability to divide the public over issues that they have exaggerated, or even created, such as Liz Truss' disastrous mini-budget - reverting to using turmoil to win votes.

The Conservative Party has thereby aligned itself with another factor associated with growing popularity of populist far-right parties: economic instability and the associated 'The Silent Revolution' thesis. For decades, economic instability has been linked to growing favour for radical far-right governments, such as Hitler in 1930s

Weimar Germany and the popularity of the British Union of Fascists in Britain in the same period, and both examples can be seen to conform to the 'Silent Revolution' thesis which states that during times of economic prosperity people are generally more socially accepting and liberal, with converse occurring during economic downturns. We can see the reality of this, as both parties capitalised on people's feeling of financial uncertainty, rewiring it into a force for polarisation that encouraged not only ultra-nationalism but also the suggestion of the need to completely rework the establishment to fit the needs of the people and not 'the elite'. With hindsight we can see that neither of these two parties would have/did deliver on that promise to help the masses - yet again and again populist right-wing parties receive votes from those ensnared by the promise of their crowd-pleasing speeches, promising economic prosperity and often prioritisation of the indigenous people of the country and alienation of 'the other.' Again, we can still see this in the political endeavours of many recent politicians: Donald Trump's 'Make America Great Again', France's ban on religious face coverings in public, and Meloni's plan to ban two parents of the same sex being written on a child's documentation.

Far-right politicians are therefore highly predictable and repetitive in their methods, often presenting themselves as the anti-political figure who is fighting against the establishment for the sake of the electorate, constructing an inter-class dichotomy in which they claim to be on the side of the archetypal person, which they rarely are once elected. They spread their narratives of division and stir nationalist and revolutionary ideologies within large groups of like-minded people, often appealing to a country's indigenous population by often blatantly, and falsely, suggesting that they are being slighted by or stolen from by non-native groups. Far-right figures often use immigration and multiculturalism as a contentious issue to divide people, and it is generally a highly effective method because

these topics are presented in such negative and derogatory terms by far-right politicians, with suggestions that they (the indigenous population) are threatened both culturally and economically by 'the other'. They often blame a whole country's economic woes and insecurities upon smaller and more politically vulnerable groups, giving their audience something to pursue and believe in, establishing a sense that they, the political candidate, is the only one who can do anything to rectify the problem and bring their country to the forefront of prosperity. In reality, this is far from the case.

A prime example of this aspect is the recently elected president of Argentina: Javier Milei, often dubbed 'El Loco' or 'The Crazy', who won 56% of the votes in the run-off election. At present, Argentina is enduring a horrific economic crisis: inflation has reached 143%, the Argentine Peso has decreased in value by 875% and 40% of the population reside in poverty, and what is Milei's solution to this? To slash welfare payments, to allow for public works to be 'cut to zero,' to loosen gun laws, to ban abortion, to close the ministries of health, women, culture and education, and (bizarrely) to legalise the sale of human organs.

So how did he win the election with such aggressive and controversial measures? It all comes back to reliance on the public's insecurities. As the economy crumbles around them, the Argentinian people look to the parties on offer and see what they perceive to be a revolutionary force for change in the shape of a man who often wields a chainsaw during his campaign speeches and once called the Pope a 'filthy leftist', despite a huge majority of the country being Roman Catholic. In his own words he promises to 'do away with the political caste' that much of the public blame for the ongoing monetary crisis, and so, like any politician, he changed his viewpoint to suit public opinion, claiming that his method of laissez-faire capitalism with its slashing of public services and privatisation will improve their lives in a way that the decades of

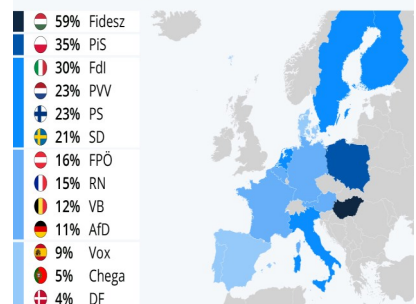
political experience represented by the other parties couldn't. In effect, he was elected because he claims to be the only person who can bring about the necessary change the people desire, however this rhetoric has been seen time and time again: they rarely deliver.

Across the board it is evident that populist far-right politicians are almost predatory in their pursuit of vulnerability in society, of insecurity and paranoia that can be exploited and manipulated into political power. The growing debates regarding immigration and the solutions to economic strife provide not only opportunity, but ammunition to far-right figures, who can construct false narratives regarding the causes of and solutions to the problem(s). They are also eager to highlight the exclusivity of their political adeptness, suggesting that they are the only ones who can even remotely change the situation.

The post-truth of populist far-right parties serves as not only a threat to the livelihoods of targeted groups and the vulnerable within society who often bear the brunt of controversial policies, but also as a challenge to democracy and the fair treatment which we all expect to receive as a human right. And as the prevalence of these parties grows in many countries, we have to wonder if these are the people we want to be shaping our future, and if they have the necessary capabilities to tackle the problems that face us.

## Where Europe's Far-Right Has Gained Ground

Share of seats held by the main far-right party in the national parliament of selected EU countries\*



# Did you know the National Sports of these Countries?

Scarlett Donnelly

When you think of England, the sports that may come to mind are football and cricket. When you think of the USA, the sport you may picture is baseball or American football. When you think of Slovenia, you may think of alpine skiing. When you think of Norway, maybe

you picture cross-country skiing. All of these, plus more, are unofficial national sports.

A National sport is a physical activity considered part of a country's culture. An official national sport is established by the law of a country. Whereas,

when we think of a country and picture a sport we associate it with and is popularly accepted as the sport of that country, that is an unofficial national sport.

Here are some countries with official national

sports and some interesting facts about how it came to be.



## Canada - Ice Hockey and Lacrosse



While most countries have one national sport, Canada has 2 - one for the summer and one for the winter. Both were defined as the official sports in 1994 by the National Sports of Canada Act. Ice hockey is played with 6 people on each team (2 teams), including the goaltender, all on an ice rink trying to score by hitting the puck into the net with

their hockey stick. It is split into three 20 minute periods, with a 15 minute intermission between each period. The history behind how ice hockey became the contemporary sport is still up in the air. One version states that it derived from English field hockey and was transferred to Canada by British soldiers in the mid 1800s, where it was adapted into ice hockey. Another version claims that in the

early 1800s there was a hockey-like game played in Nova Scotia by the Mi'kmaq Indians (influenced by the Irish game Hurling). It is then assumed that it reached Canada due to Irish and Scottish immigrants and the British army, where it was then adapted. In 1875, the first ever organized ice hockey game was played in Montreal. In Canada, over 513 thousand people played the sport, with around 15.6 million people watching it (as

of 2021). It is the most popular sport in Canada due to matching the climate of the country, being inclusive and being a sport that Canada excel at against others.

In lacrosse, each team consists of 10 players who (like in most team sports) try to score more goals against the opposing team. They can use their lacrosse sticks to catch, carry and pass the ball. The sticks are split between "short" and "long" sticks with no

more than 4 players permitted to carry a long stick (not including the goalkeeper). Lacrosse has been around as early as the 10th century and was developed by native North Americans and was established by the 17th century. William George Beers, a Canadian dentist, arranged the first set of playing rules for the game in 1867. More than 100,000 players are registered with Lacrosse Canada as players.

### Brazil - Copoeira



Most people would success and the pop- picture football for ularity of the game Brazil following the in the country. How-

ever, in 1972 slaves as a form of was abolished, but Capoeira was de- self defense that was the attitudes were fined as the national disguised as danc- not, they used their sport. It is a Afro- ing. 2 people take skills as bodyguards, Brazilian form of turns playing offen- hitmen and to raid martial arts that sive and defensive cities. In 1890 it was combines music, roles using fluid and banned, then legal- graceful movements, d and acrobat- ics. Back in the 16th stand in the middle Capoeira has over 6 century the sport of a circle (called a million practitioners that originated in 'roda') which other in Brazil. Angola was devel- participants form and play music. In 1888 when slavery

### Argentina - Pato



Pato is a combina- 4highly skilled rid- tion of polo and bas- ers (on each team) ketball. 2 teams with play on horseback

and try to score by cy to be violent with national sport, it is getting the ball into fights breaking out estimated that 90% a vertical ring. By and many deaths of Argentinians have basis of the Argenti- caused by being not seen a Pato na decree N°17468 trampled by the match and only a Pato was defined as horses. The name few thousand play the country's nation- Pato derives from the game. al sport in 1953. the Spanish word Originating all the duck because up way back to 1610, until 1822 it was the sport has come a played with a live duck rather than a ball. However, even though this is the

### Sri Lanka—Volleyball



In volleyball, there back row and 3 on are 2 teams of 6 the front row) who players (3 on the try to get the ball to

hit the floor of the wins the set. In the Camack. In 1951, opposition's territo- final set, the points the Sri Lanka Vol- ry. After serving, the to reach are 15. Vol- leyball Federation receiving team has 3 leyball originated in was founded. Vol- chances to get the Massachusetts, USA leyball then became ball back over the in 1895. Then in the official sport of net. The ball cannot 1916 it was intro- the country in 1991. hit the floor other- duced to Sri Lanka after becoming a gets the point. In the world wide sport by first 4 sets the team the Director of that reaches 25 Physical Education points first with a 2 at the Colombo point differential Y.M.C.A - R.W

# STEM vs Creative Arts

*Laraib Shah*

For decades long, the battle of STEM subjects versus the arts has been a persistent one. The shockingly minimal overlap in the teaching of STEM with creative subjects stifles the co-existence of creative thinking and logical thinking. However, beyond the safety net of education, both are elemental in the work place: one plants the seeds of wisdom while the other cultivates them. However, the preceding question of whether they are as equally as imperative as one another fails to subside.

STEM subjects seek to arm students with the skills and knowledge required to battle in a global economy across the disciplines of science, technology, engineering, and mathematics, as well as subspecialties like statistics, biology, psychology, economics, agriculture, and aeronautics. The surge in STEM has inspired students to follow the trend, with students being twice as likely to opt for STEM-related careers in contrast to their parents. A dynamic group of subjects, STEM empowers students to obtain subject-matter knowledge, while simultaneously armouring students with the flexibility and aptitude required to acclimatize to the continually changing conditions in work, life and society.

Nevertheless, these shifting circumstances in the workplace, in life, or in society—compounded with the growing emphasis on soft skills across all industries and roles—are fashioning the necessary framework for STEM and arts integration in education. The Conversation

claims that having creative abilities and a comprehension of the arts, such as writing, history, and design, enables STEM professionals to tackle problems in more novel ways. Through this integration of the arts into STEM, creative-focused curricula encompass the study of the humanities, language arts, dance, drama, music, visual arts, design, media and more. Pursuant to a 2018 LinkedIn survey, 57 percent of senior executives value soft skills more than STEM capabilities, and students who pursue and master any of these subjects will be more employable in today's corporate environment. Furthermore, according to a 2019 LinkedIn survey, the top three qualities sought by employers in potential employees are innovation, persuasion, and collaboration – arguably “stemming” from the arts. Therefore, it is critical that schools and education systems provide us with holistic opportunities in both STEM and the arts, allowing us to bridge the gap between the two.

We are therefore well aware of the need for a broad range of skills, expertise and experience to become the bold and effective leaders, entrepreneurs, innovators and researchers of tomorrow, but why does this unhelpful dichotomy still remain? Truthfully, the education culture fails us, with government and public discourse entrenching this divide between STEM and the arts, resulting in ‘two polar groups’ with distinct skills sets rooted in either the arts or the sciences, and an unspoken chasm

of ‘mutual incomprehension’ in between.

Historically, politicians have undervalues the relevance of the arts and humanities, placing instead a heavy emphasis on exclusively STEM skills - a move exemplified with the movement to make the study of mathematics compulsory beyond GCSE. This may once have been beneficial in arresting the decline in STEM abilities, but what we now have is an imbalance, with mathematics, biology, chemistry and physics rising but English, modern foreign languages and arts-based subjects all either declining or stagnating. As a result, students feel compelled to identify as either “technical” or “creative” and are funneled into narrow subject pathways far too early. In fact, England's curricula is currently among the most stringent in the industrialized world, with the percentage of students who possess qualifications from three or more subjects decreasing by half since 2010.

According to the BSA's Future Forum, 14 to 18-year-olds agree that their choices are too constrained, there isn't encouragement to explore both the sciences and the arts, and that eradicating divisions would provide a platform to think creatively, enjoy subjects more, 'see the world in a new way' and 'open up more opportunities for the future'.



According to the BSA's Future Forum, 14 to 18-year-olds agree that their choices are too constrained, there isn't encouragement to explore both the sciences and the arts, and that eradicating divisions would provide a platform to think creatively, enjoy subjects more, 'see the world in a new way' and 'open up more opportunities for the future'.

However, the reductionist, narrative methodology of education that pits certain subjects against others causes tunnel vision in the way we structure the economy, design industrial framework and ponder on major societal challenges such as the emergence of artificial intelligence. To thoroughly future proof ourselves, our workforce, and our society, we must close the divide between these two cultures and see the value in cross-disciplinary collaboration.

***“For in a world beset by complex and urgent challenges, we need all hands on deck.”***

*-Dr Anne-Marie Imafidon*

How does the integration of STEM and the creative arts implement into our own sixth form? A group of 6 students from year 12 were selected to travel to Japan for a week and a half, immersing themselves in its cultural beauty, admiring its picturesque landscape and networking with students at the national 'Japan Science Fair' to present their extensively researched project. Even though the trip appeared to have a STEM focus, the students quickly understood that it was far

more flexible, challenging their creative abilities across the disciplines of public speaking, academic poster creation, and collaboration. Below, the students voice their reflections of this all-encompassing trip - from beginning to end.

**How was your experience of the selection process?**

I was nervous but Mr Swinney, Mrs Freshwater and Mr Caden made the process a whole lot easier. I researched different ideas and a few days in advance, I selected the one that was the most practical yet engaging.

**What was the most memorable part from your Japan trip?**

For me, it was the home stay as I went to old town Kyoto to shop and walk around. It was so culturally rich and the sunset on the temple was really nice. Also, the Japanese people and international students were all so friendly and welcoming, making the experience even more unforgettable. We definitely want to stay in touch with them.

**What were your impressions of the science fair?**

It was so interesting to see the variety of projects, from different students around the world, and how they developed a small-scale idea into a grand project through extensive research and collaboration.

**What are some of the transferable skills you developed throughout the trip or in the lead up to it?**

I think that our public speaking and presentation skills were developed greatly as you communicate with a whole range of individuals whose first language isn't necessary English so you have to

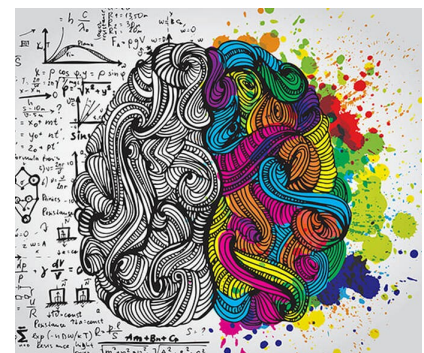
adapt the way you socialize. Also, we had to learn to use a lot of different sources to research information about our project, allowing us to be more analytical, proactive and resourceful.

**Do you have any tips for anyone that wants to go to Japan either for a trip or the science fair in particular?**

I think it is important to learn the customs such as bowing as a sign of respect, your 'please' and 'thank you' in their language, taking your shoes off before going inside, refraining from talking on public transportation and not eating on the streets. In terms of the science fair, work on your presentation skills as this is key when showcasing your project. They focus on your team-working skills and delivery as much as, if not more than, your project.

**Do you have advice for the journey?**

Sleep. Bring an eye mask, earplugs or a pillow as I guarantee there was always someone knocked out when we got the chance.



# Christmas Turkey, more like Christmas carp

*Frank Tattam*

Around the world, people have many traditions for the lead up to Christmas such as an advent calendar, carol singing, or going to the panto. However throughout Eastern Europe in Roman Catholicism they celebrate it in a very different way with the celebration they call Wigillia. Wigillia is the last part of a twelve meal tradition in Poland that the Roman Catholics have in the lead up to Christmas which ends on Christmas eve which is all part of their advent fast. Traditionally, parishioners are forbidden to consume animal flesh, dairy, cheese, and eggs. They do this in order to prepare for the celebration of Jesus's birth as they have to turn to God to help them through the struggles of the fast. Due to these restrictions fish became a prominent part of these meals including the Carp, they also tend to have many vegetarian dishes to

avoid these foods. The preparation for the final meal, the carp, starts many days in advance as they buy the prize fish two or three days before its special day and then proceed to make it a temporary resident of their bathtub. It becomes a temporary pet for the family as they keep it in the bath, this tradition is believed to have come from pre-refrigeration times as a way of keeping the fish fresh and as a way of cleaning it as the fish should pass the clean water from the bath through its digestive tract cleaning it out, however it would

take much longer than three days to properly clean it through. Then, once Christmas eve arrives they kill their temporary pet and either bread fry it, boil it or put it in aspic which is often accompanied by a salad or soup. However this is not the end of the carp's journey, it's a tradition for members of the family to take some of the fish skin and have it under their plate as they eat and then to keep it with them in their wallet for good luck.



## Christmas Fried Carp

Prep time      cook  
time  
45 min          15 min

### *Ingredients*

#### For the fish

- 1 carp; portioned into steaks or filets
- 2 large onions
- Salt and pepper to season
- 4 lemons
- 5 tbsp breadcrumbs
- 5 tbsp wheat flour
- Vegetable oil

### *Instructions:*

#### The night before:

1. Juice three of the lemons and thinly slice the last one.
2. In a large bowl, coat the fish pieces in lemon juice then cover the bowl with cling film and set aside for 30 minutes
3. Next dry the pieces of carp with a paper towel and prepare a separate plate with all the flour and breadcrumbs, thoroughly combined.
4. Grease a large frying pan with the oil and set to a medium high heat.
5. One at a time, grab a filet of carp and coat it

in batter ensuring the fish is well covered and place on to the pan once it is hot and fry for 5-6 minutes until golden brown then place on a plate to the side while you fry the rest of them.

6. Once all the fish has been fried, serve immediately, dressed with the lemon slices.



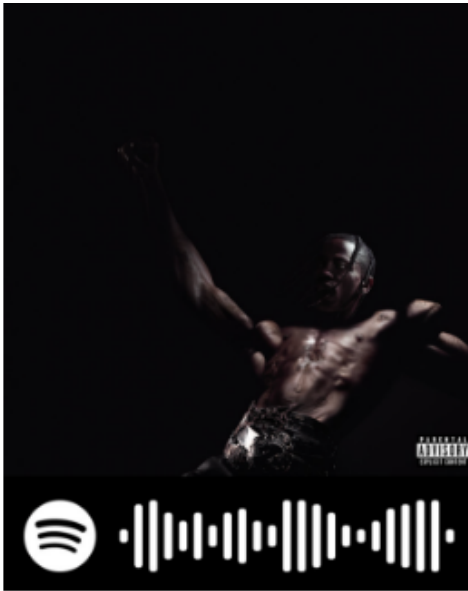
# 2023 - A Year in Music

Magnus Wilsmore

## Hip-Hop/Rap

Travis Scott - UTOPIA

8.5/10



length of UTOPIA. Highlight tracks MODERN JAM, and CIRCUS MAXIMUS both borrow from tracks from Kanye West's Yeezus (a great listen for all rap fans!), an album which Travis worked on himself, with demos of I Am a God and Black Skinhead. Travis also shows his ability to turn the energy down with the solemn track I KNOW?,

which has turned into the unintentional lead single of the album through its dreamy piano lead and catchy chorus, which make it the most streamed song on UTOPIA as of writing.

Throughout the record, lyricism seems to take a back seat for much of Travis' vocal content, which at times can seem fairly obsolete - possibly due to the fact a lot of Travis' lyrics are ghost-written - apart from some notable exceptions like his last verse on MY EYES, where he deals with topics close to his heart, like his split with celebrity Kylie Jenner and a more sympathetic response to the Astroworld tragedy of 2021, which resulted in 25 deaths and 300 injuries - "If they just knew what Scotty would do to jump off the stage and save him a child". However, the lack of lyricism is definitely made up for by the immaculate production which accompanies the majority of the album. The

synths are dramatic, there are some incredible beat switches, such as on MY EYES and SKITZO and the drums are intense, yet manage to create space perfectly on a number of tracks, with a personal favourite being the sparse hits of the snare (which sounds eerily similar to the piercing snare on Kanye West's Good Morning) on the song FE!N, a track combines the aggressiveness of the rage rap genre combined with psychedelic sounds and sharper production from Travis.

There are many prominent guest features on this Album, with some of my highlights being the aforementioned song FE!N, starring hip-hop enigma Playboi Carti channeling a deeper voice than usual, which although dividing critics, managed to still bring the charisma and interest which we usually get out of Carti's verses. Drake delivers a dramatic, solid performance on the song Meltdown despite more of his cheap shots aimed at various rappers from the plethora of feuds he finds himself in, SZA and Future dish out a melodic masterpiece on the highlight track Telekinesis and many more famous names like frequent collaborators 21 Savage, Westside Gunn, Young Thug (Truly Humble Under God), British singers Sampha and James Blake, and global icons Beyoncé and The Weeknd who both deliver great contributions to the Album. Guest producers like Metro Boomin, songwriting powerhouse Mike Dean, Daft Punk's Guy-Manuel De

Homem Christo and Kanye West (whose albums Yeezus and Donda's influence can be seen all over UTOPIA) add their own panache to the album.

One of the major drawbacks of the album is the 19-song tracklist, seeming to feature some safe, filler songs such as MELTDOWN and K-POP, both which seem to be attempts at generating an easy mainstream hit.

Overall, UTOPIA is a masterclass in modern day hip-hop, channelling all the elements which the genre succeeds from, in an age where rap seems to be a dying art in the mainstream. The bloated tracklist is slightly disappointing, with a runtime of above an hour feeling unnecessary, but it is still a fairly easy listen for all.

Favourite Tracks: HYAENA, FE!N, THANK GOD, MODERN JAM, MY EYES, TIL FURTHER NOTICE

Least Favourite Tracks: GOD'S COUNTRY, DELESTRO (ECHOES), K-POP, TOPIA TWINS (apart from 21's verse.)

You may also like: Kanye West- The Life of Pablo The bipolar, experimental opus of Travis' mentor, featuring stunning instrumentals and a stellar feature list.

Born in Houston, Texas, Travis Scott is one of the most recognisable names in the hip-hop mainstream nowadays, producing multi-platinum hits like SICKO MODE and 90210 through the late '10s and early '20s. UTOPIA, his 4th studio album, is the long-awaited follow-up to his highly acclaimed 2018 work, ASTROWORLD. The release expands on Travis' psychedelic trap sound, this time delving into darker, more intense corners.

The Album starts out as grand as ever, with the intro track HYAENA setting the immediate tone of energetic yet dark samples and synths, alongside some of the best-produced drums on the whole album. Travis' vocal tones continue to shine, blending into the majority of tracks perfectly, exemplified by the tracks HYAENA, MELTDOWN and THANK GOD, which all bring the intensity that we have come to expect from him, and span across the

## Pop/Rock

Olivia Rodrigo - GUTS 7.5/10



The sophomore album of Pop Singer-songwriter Olivia Rodrigo of Temecula, California, follows up her Debut 2021 work, *SOUR*, which catapulted her to musical stardom and incredible popularity with huge hits like the number one *Drivers' Licence* and *Good For You*. The pop-punk and alternative slant of many of the songs on *SOUR* created an interesting dynamic next to the minimal piano ballads which were layered in, showing Olivia's diversity as an artist. Themes from her debut are much continued on *GUTS*, but create even more of the contrast that made *SOUR* so great, right from the opening, *all american b\*\*\*\** - my personal favourite track on the record - which explores the duality Olivia feels in her personality. The marketable, hit-producing Popstar that must maintain their perfect image is pitted against her internal struggles which border on insanity through the hecticness of the instrumental at some points, detailing Olivia's need to quickly grow up, whilst live through the fixa-

tion of the media on her during her maturation into an adult, stating "I know my age, and I act like it". The production of the crunchy guitars and the doubled vocals harks back to the pop punk of the 2000s, whilst having the amazingly clean and blended feel that mainstream music desires. Alternative songwriting certainly seems to be a strength of Olivia and producer Daniel Nigro. Tracks *bad idea right?* and *ballad of a homeschooled girl* both play further on the themes of Olivia's chaotic tendencies, using multiple layers of vocals to conjure the conflict between the voices in her head in the relationship dilemma of *bad idea right?* and spoken phrases pushing on the narrative, which are well timed and extremely catchy ("seeing you tonight, it's a bad idea right?") throughout *GUTS*. The plethora of grunge-ish guitar melodies and slushy chords, as well as the laid-back and heavy drumming reminiscent of bands like *Sports Team*, *The Wombats* and *Catfish and the Bottlemen* of UK alternative's 2010s golden age. Equally, *GUTS'* softer and more solemn songs excel - most notably *Vampire*, the lead single which hit number one on two separate occasions, a track that contains one of my favourite builds on

the album, using synths and strings to move away from a traditional ballad into a huge pop climax during the second half of the song. *lacy* and *making the bed* do a great job of mediating the album's vibe, with more ethereal and mellow soundscapes that seem to have engulfed the singer-songwriter genre as of late.

However, the contrast between the high and low energy cuts is sometimes problematic, and the placement of the high-octane ballad of a homeschooled girl within a cluster of more emotional songs is an odd choice for the flow of the project, and ideas seem to be getting in the way of each other as the album progresses.

The higher-energy tracks towards the end of *GUTS* definitely outperform their polar opposites (*the slightly mute tracks the grudge* and *teenage dream*, which definitely end the album on an unnecessarily low note); *get him back!* makes for the most anthemic, stadium-style track on the record, a style which is definitely in tandem with the universal craving for revenge which Rodrigo details in the song, if for some slightly obnoxious adlibs towards the end of the song. *Pretty isn't pretty*, expanding on the indie scope of the album, also does a great job of catching a vibe with its dreamy chorus-filled guitars and nostalgic drums which accompany the raw, depressing themes of insecurity, anxiety and pressure around problematic female beauty standards - certainly addressing these topics with more charisma than *teenage dream*.

Overall, whilst following the general formula of *SOUR*, *GUTS* is definitely an im-

provement on Olivia's cross-genre *modus operandi*, with especially the more rock-centric tracks on the album being some of her best work of Olivia Rodrigo's career so far, which will hopefully bring more solid substance to the world of Pop. Despite the patchiness in the mood-swings of the album, the songs individually all have their own sense of consciousness and maturity, which is in contrast to some critics labelling Rodrigo as an 'industry plant' due to her acting background. *GUTS* is certainly more than deserving of its album of the year nomination at the upcoming GRAMMYS.

Favourite tracks: *all-american b\*\*\*\**, *vampire*, *pretty isn't pretty*  
 Least Favourite Tracks: *logical*, *the grudge*, *teenage dreams*

You may also like: *Sports Team* - *Deep Down Happy*  
 Surprisingly similar instrumentation to this album. An under-the-radar alternative classic.

## Indie

## Sufjan Stevens - Javelin

9/10

(Thanks to Mrs Brown for recommending this album to me!)



American Indie-Folk Singer-Songwriter Sufjan Stevens is back with another classic-adding to his stellar discography, featuring classics like 2005's *Illinois* and 2015's *Carrie and Lowell*, a moving tribute to his late mother. It is in these albums which he established his chamber-folk sound. His 10th studio album has similar emotive themes, especially pertinent after the loss of his partner Evan Richardson IV earlier this year, and his battle with Guillain-Barré syndrome, a muscle weakening disease which hospitalised Suffjan for a month in September 2023. This time around, Stevens takes a more electronic route, while keeping in touch with his folk roots. This mix of genres and particularly the combination of textures from the instruments of either genre, make for a rollercoaster journey of emotions, with Stevens often using the more powerful electronic synths and drums for cathartic moments during tracks, and folk instruments for softer elements. A great example of this is the starting track, *Goodbye Evergreen*, the most explicit tribute to his late partner on the album, which climaxes into an explo-

sion of sound through the eccentric percussion and ambience of the overarching synth chords. The use of the mellotron and pan pipes during this track also provide a delicate ending note to the track.

Narratively, the sense of bereavement in *Goodbye Evergreen* is replaced by a fledgling love in the next track *Running Start*, whose poetic lyrics lend itself to that of a sonnet, which could

indicate Stevens reminiscing of his relationship, or even his partner's life flashing before his eyes, as through the playing with the story's sense of time, Suffjan can select the moments his heart wants to go back to the most.

The light and dark shades of romance are further contrasted in great detail, through the feelings of desperation in *Will anyone ever love me?*, a heartbreaking query in the context of the numerous tragedies Stevens has endured, versus the tenderness of tracks like *My Red Little Fox* and *Running Start*. The ability of the multi-layered backing vocals to enforce each feeling Suffjan evokes throughout the tracklist is astounding, with some of the recurring phrases, such as "everything rises" on the track of that name, with the chant-like nature of the phrase evocative of a hymn of a funeral service (a great metaphor in *Javelin's* context).

Stevens' power to make an impact with both short and long tracks is on full display here. The 1 minute and 52 second *Javelin (to have and to hold)*, an intense shot of grief and guilt for his wrongdoings towards his partner is

followed by the epic 8 minute *Sh\*t Talk*, arguably the moment which encapsulates the project as a whole. Ambient soundscapes which Stevens has previously explored in the *Convocations* album series of 2021 collide with the grandeur and catchiness of *Javelin*. Almost every instrument featured on the whole project makes an appearance on this song, with acoustic guitars and banjos taking a centre stage, providing tension through their dense counterpoint. Furthermore, the climax around 5:20 goes down as one of the most beautiful moments on the record, a formidable wave of sound with profound emotional impact, with the repetition of the mantra "I'll always love you" from *Goodbye Evergreen* tying the start and finish of the album together.

In terms of instrumentation, *Javelin* does not seem to fail on any front. The arpeggios of the plucked stringed instruments provide intricate decoration in the background, and perfect melodic presence when brought into the foreground. Stevens' production on additional percussion instruments, notably shakers and bells, creates distance through the large amounts of various reverb applied to them, but despite their subtleness, these percussion sounds seem to become the main driving force behind elevating the energy of the tracks on this record, and when added to the genius rise and fall of the electronic drums create the perfect storm for the intense, emotional punches on the album.

Another highlight of mine was Sufjan's vocal performance, whose light, breathy vocals carry over from their

previous standouts on his most acclaimed work *Carrie and Lowell*, yet seem to be in a more raw state, so passionate and out of control at times, forcing the listener to interact with the sheer heartache which Sufjan is experiencing. At times, vocal melodies can be typical due to their folk/country nature, such as on *Genuflecting Ghost*, but overall they are nicely laid out against chord progressions through the tracklist.

This was my first experience of Stevens' work and the folktronica genre as a whole, but the album had an instant emotional impact upon listening, especially when learning of the context of the release. The combination of electronic sounds with the folk genre blends better than I ever thought it could, and to which not many can replicate in the same way as Stevens manages to on this album. 40 minutes of runtime makes for a short and accessible listen, and Stevens keeps all his ideas on track to create a perfectly flowing record. I am incredibly short of criticism for *Javelin*.

Favourite tracks: *Sh\*t talk*, *Goodbye evergreen*, *Will anybody ever love me?*  
Least Favourite track: *Genuflecting Ghost*

You may also like: *The Microphones- The Glow Pt.2*  
*A more rock-oriented folk album, emotionally barren and unstable, but a timeless masterpiece.*

# Other Amazing Albums from 2023

## **SCARING THE H\*\*S - Danny Brown and JPEGMAFIA**

Experimental Hip Hop, Hardcore Hip Hop 9/10



Standout Track- *Burfict!* *right now, featuring explosive and groundbreaking production. it is definitely an acquired taste for new listeners!*  
*For the alternative and underground rap fans. Weird, wonderful and experimental with amazing bars from 2 of the most recognisable underground rappers* *The album title is satirical of the connotations of more outlandish styles of rap in the eyes of the mainstream, and*

## **King Gizzard and the Lizard Wizard - PetroDragonic Apocalypse; or, Dawn of Eternal Night: An Annihilation of Planet Earth and the Beginning of Merciless Damnation**

Prog Metal, Thrash Metal 8.5/10



Standout Track- *Motor Spirit* *pounding thrash metal album, which details the end of the world at the hands of human nature, and some Lizard Monsters to help.*  
*Amazing name, amazing album cover, amazing concept. King Gizzard is back with an environmentally conscious, ear-*

## **Mitski- The Land Is Inhospitable and So Are We**

Singer-Songwriter, Chamber pop 7.5/10



Standout track- *My Love Mine All Mine* *Mitski's warm vocal pallet makes for a tender, intimate experience.*  
*Melancholic Singer-Songwriter ballads. The chamber-esque, minimal feel and 30 minute runtime means accessibility for many listeners.*

## **The Chemical Brothers- For That Beautiful Feeling**

House, Alternative Dance 7.5/10



Standout track- *Skip- ping Like A Stone* *featuring Beck* *years, the duo are still on top dance form, creating a massive, sample-synth battle style house record, doing what they do best and solidifying their status as one of the biggest names to ever come out of UK Dance.*  
*Seeing the Chemical Brothers Live was a massive highlight of this year for me. After 20*

# If it ain't Eight, it ain't Great!

Catherine Higginbotham and Holly Allenby

*Exploring the intricate psychology behind sleep as an essential bodily function, and how optimum hours can positively enhance academic performance*

How can we define sleep? Sleep is the essential bodily function that restores the mind and body, and is as essential to us as the food and water that we consume everyday. During sleep, our bodies and brains recover and repair, and a chronic lack of or poor quality sleep can result in risk of long term diseases or disorders. It's a widely known fact that teenagers need around 8-10 hours of sleep per night according to sources like the NHS. But why? During the day, especially when taking part in academic study, the brain experiences cognitive strain which can cause a build up of harmful neurotoxic chemicals in our interstitial space (these are the little grooves on our brain's surface). This build up can manifest itself into physical symptoms of lethargy, irritability, poor concentration and reduced reaction time- all variables that can negatively impact performance in everyday school life. Additionally, when the brain is deprived of sleep, some parts of the brain simply shut down, like the parts responsible for decision making. Without this area, we may be more inclined to take risks and not worry about the consequences, which is unlikely to end well. Our brain is able to plasticise in order to adapt to new situations, however if it is forced to be in an unnatural state on a regular basis, it can permanently alter its inner workings. But what actually happens during sleep to produce such drastic

contradictions in our behaviour? Sleep is classed as an ultradian rhythm as it is a biological rhythm that takes place under 24 hours.

One sleep cycle lasts approximately 96 minutes and typically will repeat multiple times throughout the night. There are 5 stages per cycle- stage one and two can be classified as light sleep, three and four as deep sleep and stage five as REM (rapid eye movement) which is associated with dreaming. From stage one to four (non REM) our bodies go through a process of physical recovery- such as our muscles mending after strain from everyday life. This is explained by the growth hormone that is released during stage three. Once our bodies are recovered, in stage 5 we enter REM where our brain commences its rehabilitation, the most important part of it all. REM is critical in regulating metabolic homeostasis (our vital bodily functions like digestion, breathing, and temperature). Additionally, our lymphatic system is 10x more active than usual (this is what helps us filter the toxins from our brain and will increase productivity, motivation, awareness and more.). This highlights the true necessity of sleep as it aids the overall health of our physical body and mental state, backed by scientific fact.

Sleep is so important to us that naps are even encouraged by scientists at accredited institutions

such as NASA. The NASA nap consists of 6 minutes falling asleep and 26 minutes asleep- astronauts frequently have nap breaks to improve their focus, memory, cognitive ability, and overall professional performance on the job. This optimum power nap time has been cultivated so that you gain the benefits of the sleep cycle without waking up feeling groggy and you can return to your full potential. Implementing a small 26 minute nap into your day after school could actually be beneficial to focus levels, enhancing your ability to concentrate on evening revision or homework tasks even after a tiring school day.

From this research we can conclude that sleep has a drastic, and almost extreme, effect on your body and mind, but especially when applied to the cognitive capacity needed during exam season and periods of high academic exertion. Always aim for little and often periods of work during the weeks before an exam rather than last minute late night cramming, as it can often do more damage than good. Consolidation of our memories happens during deep sleep, so a hearty sleep is most useful the day before an important exam to engrain revision in our long term memories and guarantee optimum academic performance on the day.



# The Ultimate Christmas Word Search

Lily Barnes

Figure out the questions, And you'll find the words...

- How would you say Christmas in Spanish?
- What's that red nosed reindeer called again?
- What did my true love give me on the 1st day of Christmas?
- Who sang 'Last Christmas'?
- Whats the boy called that gets left in 'Home Alone'?
- How do people like their wine at Christmas?
- Which country did eggnog come from?
- What is the famous Christmas Ballet called?
- What was the first company that used Santa in advertising?
- What does Santa drive?
- What is Scrooge's first name in 'A Christmas Carol'?
- What do people kiss under?
- "Buddy the \_\_\_\_"

E	T	A	N	A	V	I	D	A	D	Q	L	Z	O	F	M	Z	L	G	J
N	L	A	S	C	N	J	T	Z	L	V	I	E	R	J	K	E	V	I	N
G	A	M	X	T	S	L	U	N	M	R	A	K	B	X	Y	M	O	P	Q
L	J	D	Y	P	Z	X	C	S	J	D	N	B	R	E	E	K	A	J	Z
A	A	Q	Y	K	A	M	M	C	E	H	D	A	J	Y	N	K	Q	L	X
N	L	M	M	D	P	R	U	D	O	L	P	H	I	A	K	E	H	Z	X
D	A	C	I	A	A	Y	T	X	N	E	K	S	P	O	L	Q	Z	M	V
O	N	N	W	M	K	Q	I	R	V	C	X	F	R	P	O	S	L	E	A
X	E	H	F	J	S	M	V	O	I	Q	A	D	X	V	V	N	D	S	R
I	A	Q	P	O	K	L	M	X	W	D	E	E	R	T	G	F	I	F	T
M	G	M	L	V	B	Y	N	M	E	S	G	A	D	S	C	D	A	W	I
A	O	F	P	B	W	S	Q	E	A	L	M	E	D	J	K	E	E	I	O
C	O	C	A	C	O	L	A	R	F	B	N	T	R	E	E	L	Q	A	X
E	E	B	H	A	R	E	N	A	E	O	A	N	X	Z	U	L	P	A	W
D	F	G	K	E	G	I	C	R	E	K	C	A	R	C	T	U	N	N	H
S	M	G	T	L	O	G	O	A	R	E	D	M	Z	C	Q	M	P	L	A
N	S	Q	N	L	E	H	Q	P	T	S	Z	I	M	M	Q	W	O	E	T
O	W	A	V	C	V	V	Z	Y	L	I	Q	W	T	V	M	A	L	M	T
Q	P	M	I	S	T	L	E	T	O	E	P	I	T	M	Z	F	P	Q	X
S	U	Q	L	Z	I	E	R	R	I	X	M	B	E	K	L	O	P	S	Z

(Answers on the next page)

## ~ ANSWERS ~

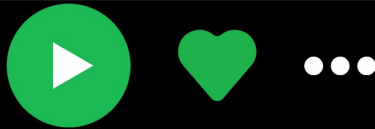
E	T	A	N	A	V	I	D	A	D	Q	L	Z	O	F	M	Z	L	G	J
N	L	A	S	C	N	J	T	Z	L	V	I	E	R	J	K	E	V	I	N
G	A	M	X	T	S	L	U	N	M	R	A	K	B	X	Y	M	O	P	Q
L	J	D	Y	P	Z	X	C	S	J	D	N	B	R	E	E	K	A	J	Z
A	A	Q	Y	K	A	M	M	C	E	H	D	A	J	Y	N	K	Q	L	X
N	L	M	M	D	P	R	U	D	O	L	P	H	I	A	K	E	H	Z	X
D	A	C	I	A	A	Y	T	X	N	E	K	S	P	O	L	Q	Z	M	V
O	N	N	W	M	K	Q	I	R	V	C	X	F	R	P	O	S	L	E	A
X	E	H	F	J	S	M	V	O	I	Q	A	D	X	V	V	N	D	S	R
I	A	Q	P	O	K	L	M	X	W	D	E	E	R	T	G	F	I	F	T
M	G	M	L	V	B	Y	N	M	E	S	G	A	D	S	C	D	A	W	I
A	O	F	P	B	W	S	Q	E	A	L	M	E	D	J	K	E	E	I	O
C	O	C	A	C	O	L	A	R	F	B	N	T	R	E	E	L	Q	A	X
E	E	B	H	A	R	E	N	A	E	O	A	N	X	Z	U	L	P	A	W
D	F	G	K	E	G	I	C	R	E	K	C	A	R	C	T	U	N	N	H
S	M	G	T	L	O	G	O	A	R	E	D	M	Z	C	Q	M	P	L	A
N	S	Q	N	L	E	H	Q	P	T	S	Z	I	M	M	Q	W	O	E	T
O	W	A	V	C	V	V	Z	Y	L	I	Q	W	T	V	M	A	L	M	T
Q	P	M	I	S	T	L	E	T	O	E	P	I	T	M	Z	F	P	Q	X
S	U	Q	L	Z	I	E	R	R	I	X	M	B	E	K	L	O	P	S	Z

Scarlett Donnelly and Lily Barnes














HORSFORTH SCHOOL

# Teacher Recommendations



## TEACHER RECOMMENDATIONS

- 1  **Mrs Nowell - She Bangs the Drums**  
Stone Roses
- 2  **Mr Watkins - Ivory Road**  
King Charles
- 3  **Mr Steele - Lose Yourself (clean)**  
Eminem
- 4  **Mrs Thomas - No Diggity**  
Backstreet and Dr. Dre
- 5  **Mrs Waterworth - Bohemian Rhapsody**  
Queen
- 6  **Mrs Crawford - Our Lips Are Sealed**  
The Go-Go's
- 7  **Mrs Rowett - Roxanne**  
The Police
- 8  **Mr Lee - Sunny Side of the Street**  
The Pogues
- 9  **Mrs Booth - Going Underground**  
The Jam
- 10  **Mr Harrison - Come Closer**  
Dave Ellis
- 11  **Mr Heaton - The Joyful Kilmarnock Blues**  
The Proclaimers



## Mr Harrison's Top Christmas Crackers:

Q: What's Boris Johnson's least favourite Christmas song?

A: *All I want for Christmas is EU*

Q: Why didn't Roy Hodgson go to visit Santa at the North Pole?

A: *He couldn't get past Iceland*

Q: How did Scrooge win the football game?

A: *The ghost of Christmas passed*

Q: What's the difference between Snowmen and Snowwomen?

A: *Snowballs*

Q: How did the ornament get addicted to Christmas?

A: *He was hooked on trees his whole life*

The Christmas jumper my Kids gave me last year kept picking up static electricity.

I took it back and exchanged it for another one—free of charge.

My friend just won the tallest Christmas Tree competition.

I thought to myself, "How do you top that?"

What nationality is Santa Claus?

North Polish

## Ofsted Quote

"Sixth form students are an asset to the school. They lead clubs and revision sessions and act as role models for younger pupils"\*



\*Inspection in  
October 2023