

The Pinnacle



Issue 33 | Summer 2023

Showcasing exceptional work by pupils from Princethorpe College, Crackley Hall School and Crescent School

Letter from the Editor **Welcome**



The first issue of the Pinnacle magazine was published back in 2009. I had been teaching English at Princethorpe for just two years and was offered the role of Gifted and Talented Co-ordinator, a post I had held at my previous school. Part of my vision for the role, was to celebrate the work of high achieving students in a college magazine. I was quite prepared to stand at a photocopier and staple copies together myself; fortunately, the Marketing Team shared the vision and supported a more professional finish by enlisting the design skills of Debbie at Dam Design Creative. We have been working together ever since.

That first issue was a collaborative project with eight Sixth Formers at the time (Andrew Sullivan, Mikey Logue, Michael Harris, Rachael Eaton, Connor Thongsab-Jalil, Henry Marsh, Sean O'Donnell and Ruth Turner). Where are you now, I wonder? 2009 was the year when the World Health Organization declared swine flu to be a pandemic. Yes, young readers, Covid was not our first pandemic. We interviewed the then L6 student Callum Spencer about his achievements in Irish dancing (he had recently come 15th in the World Championships). We do know where he is now...since leaving Princethorpe, he has been touring with Riverdance as their Principal Dancer! In fact, Princethorpe seems to have quite a track record with Irish dancers. Let's not forget the magnificent McGrory sisters – the champion Irish dancer Grace is now reading Law at Oxford and her two-time world champion sister, Molly, is currently doing her A-levels in our Sixth Form. Issue One also featured a piece on Daniel Leung, then in Year 10, as he played Mozart's Sonata in B flat major. Daniel went on to study Modern and Medieval Languages (specialising in French and Italian) at Cambridge and is now based in London working in the civil service.

Of course, in 2009 Crackley Hall hadn't merged with Abbotsford School, and we had yet to take Crescent School under the Foundation's wing, so the Minnacle was a teeny tiny treat on the back page only with an interview with Mollie Dibb, then in Junior 3 and Bertie Cornforth in Junior 6!

Looking back through 32 issues, seeing students' faces peep out at me from the pages, sharing their dreams and their unique brilliance, I feel immensely privileged to have been part of it all.

The front cover for this issue is a collage of all the back issues of the Pinnacle to date. I hope you enjoy the trip down memory lane, as I have.

As always, there are pages and pages of excellent work in this issue from across the Foundation. It's always a pleasure and a privilege to bring everything together in one place and to see the thoughtful work you have all been doing. Well done everyone.

Thanks go to: staff at Princethorpe College; staff at Crackley Hall School (co-ordinated by Cat Hardwick); staff at The Crescent (co-ordinated by Louise Symons); Assistant Head (Marketing) Melanie Butler; photography by Helen Stephenson and Debbie at Dam Design Creative.

And so, since this is my last letter as Editor in Chief before I take on the role as Head of English, goodbye! Keep being creative, committed and the rest will follow!

Helen Pascoe-Williams



"It's always a pleasure and a privilege to bring everything together in one place and to see the thoughtful work you have all been doing."

To read more of any of the articles with the



button, please scan this QR code.



Y10 PHYSICISTS GET FIRST TASTE OF THE PHYSICS CHALLENGE

The British Physics Olympiad run a series of Physics challenges for KS4 and KS5 pupils, with the Junior Challenge the first opportunity for GCSE level classes to take part. The online quiz is multiple choice and features two sections, each of 30 marks.

62 Princethorpe pupils completed the challenge with the following results:



and 2 Commendations

Particular congratulations go to Zach Hawkins with the highest score of any Princethorpe College pupil with 70%. Zach achieved a Gold certificate, along with Anna Johnson, Jesse Esler, Amelia Chard and Theo Sparkes.

See right for some sample questions.



Year 10 Online Sample Questions 2018

1. Which of these statements is true for the Solar System

- A. The Sun orbits the Earth
- B. The Moon orbits the Earth about once in a week
- C. The Milky Way is a band of reflecting dust within the Solar System
- D. The Earth moves around the Sun in approximately a circular path

2. Galileo, the famous scientist, was born in

- A. Germany
- B. Holland
- C. Italy
- D. France

3. This image best represents which famous scientist?



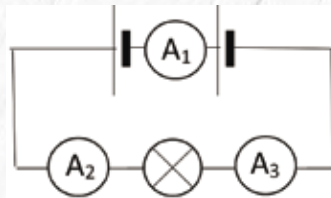
- A. Robert Hooke (of springs, etc.)
- B. Robert Boyle (of gases, etc.)
- C. Isaac Newton (of gravity, etc.)
- D. James Joule (of energy, etc.)

4. A brick of mass 3 kg is dropped from a height of 80 cm on to your foot. At what speed does it reach your foot?

$g = 10 \text{ m/s}^2$

- A. 2 m/s
- B. 3 m/s
- C. 4 m/s
- D. 5 m/s

5.



There are three identical ammeters in this circuit, labelled A1, A2, A3. Which is the correct statement about the readings on the ammeters?

- A. A2 and A3 are equal, but A1 is less
- B. A1, A2, A3 are all the same
- C. $A1 = A2 + A3$
- D. A2 is less than A3

ANSWERS:

- | | | |
|----|---|------------------|
| 1. | D | How did you do? |
| 2. | C | 4-5 Gold |
| 3. | C | 3 Silver |
| 4. | C | 2 Bronze |
| 5. | B | 1-2 Commendation |

Time Travelling Tourist Guides

In History lessons, Year 7 have been exploring what life would be like in Medieval England. Having acknowledged the importance of religion, the limited understanding of disease and unusual approach to medicine, students researched everyday life and the architectural designs of Medieval towns and villages. Here are some of the outstanding guides to Medieval towns created by Emily Beadle, Emily Bell-Barth, Amber Rhodes-Jones and Damilola Ajagunna. Their leaflets would be of great use to a time travelling tourist, full of useful, well researched information and maps. Indeed, one seems to have come from the Middle Ages and looks to have been well used over the years.

by Amber Rhodes-Jones, Y7

GUILDS
A guild is a group of people that work in the same industry. They were set up to help each other and to protect their interests. They often had a hall where they met and ate. They also had a church where they worshipped. Guilds were important in the Middle Ages because they helped to control the quality of goods and services. They also helped to provide training for apprentices.

VILLAGES
Medieval villages were usually built on a hill or a piece of high ground. This was to protect them from attacks. The houses were made of stone or brick and had small windows. There was a church in the center of the village. The villagers worked the land around the village and grew crops. They also raised animals for food and wool. Villages were self-sufficient and did not rely on other places for goods and services.

by Damilola Ajagunna, Y7

Tips for Time Travel!
WHATEVER YOU DO, DO NOT DISOBEY ANYBODY IN ANY WAY. If you do, you may suffer the penalty. Stay with your host guest at all times. If you disagree with anyone, you will lose provisions. If there are any police to prosecute you. Stay as healthy as possible. I know this sounds hard, but you don't want to face the medieval doctors now that we have more advanced technology. Maybe keep a secret stash of pills and use them in your lunch, which will be provided. DON'T be anyone on there.

Tips for Time Travel!
Adapt the customs of the people host you can. I'm sorry to say, but you are going to have to pretend to be a noble. Otherwise you will get burnt at the stake, and we are not responsible for any injuries or death on this trip. You visit at your own risk.

Tips for Time Travel!
We will proceed to be a series of pilgrimages, and you must not talk about anything modern. If you really must talk, talk quietly amongst yourselves, and let us do the talking to any monks, nuns or other travellers we meet on our way. This trip is recommended for children over 13, and for adults younger than 60.

BE HUMBLE! I know we all expect our rights, but please, just for this trip, make sure you don't cause anyone any trouble. We will be in a time where the feudal system was still going strong.

MEIDIEVAL ENGLAND
by Damilola Ajagunna, Y7

by Emily Bell-Barth, Y7

by Emily Beadle, Y7

Towns to visit
Windsor - remaining stone bridge to control traffic throughout the country.
Oxford - excellent university and beautiful town.
York - largest medieval street in the world.

Medieval Britain and towns.
All your needs for food, medicine, light, and other things.

TO THE MARKET

Medieval towns were usually built on a hill or a piece of high ground. This was to protect them from attacks. The houses were made of stone or brick and had small windows. There was a church in the center of the village. The villagers worked the land around the village and grew crops. They also raised animals for food and wool. Villages were self-sufficient and did not rely on other places for goods and services.

GUERRILLA TACTICS

Take a look at this exemplar work from two Year 10 History students studying the Vietnam War. The question was:

"The most important reason why the Vietcong were able to fight the much more powerful USA was because of their guerrilla tactics".

How far do you agree with this statement?

BY JAMIE DICKENS, YEAR 10

The use of guerrilla tactics could be seen as the most important reason why the Vietcong were able to fight the USA successfully. This is because they were able to use these tactics to undermine and slowly pick off the Americans who had superior technology and numbers to the Vietcong. For example, the Vietcong would leave booby traps in the dense forests for American troops to run into. This included sharpened bamboo sticks known as punji sticks which would be put in pits and covered in venom and faeces to infect the wounds of any unlucky soldier that landed on one. The Vietcong would also help peasants to attach punji sticks to their doors so that when Americans came into their homes when the doors shut behind them, they would be impaled. Other booby traps included mines that would be buried in the ground and wired up so when an American soldier stepped on it, it would explode sending shrapnel and crude bits of metal flying everywhere and potentially severely wounding several American soldiers. These mines were particularly effective because very often an American soldier wouldn't even realise that they had stepped on the mine. On the whole the use of these crude booby traps was extremely successful as 10% of American deaths were due to booby traps and it created great psychological fear in American soldiers which made them scared to leave their camps. Furthermore, The Vietcong had a huge network of underground tunnels that stretched for hundreds of miles underneath the jungle. These networks were underground cities and had everything that Vietcong needed like storage rooms, hospitals, barracks and kitchens.

"On the whole the use of these crude booby traps was extremely successful as 10% of American deaths were due to booby traps."



BY LOTTIE FAULKNER, YEAR 10

The use of the guerrilla tactics was the most important reason why the Vietcong were able to fight the US successfully. This is because they would set up booby traps in order to either maim or murder the US soldiers. The booby traps included things such as punji sticks which was where the Vietcong would sharpen bamboo sticks and then cover the tips in either faeces or poison from snakes and then set them up so that the US would not be able to see them and would fall onto them, fatally injuring them or killing them instantly killing them. The Vietcong would also set these up to fall onto the soldiers when they raided the homes of civilians. Another tactic that the VC used to fight the US successfully was building a maze of tunnels underground to protect them from the air raids that the US would conduct to try and wipe out the VC. These tunnels were known as Cu Chi tunnels and were a great way for the Vietcong to navigate without the soldiers spotting them, they would also use the tunnels to run back to after an attack on the Americans so they couldn't fire back. Another important tactic used by the Vietcong against the Americans was known as hanging off the belts of the Americans, this was where the Vietcong would stay very close to American camps, therefore if the Americans were to try and conduct an air raid then they would be possibly murdering their own soldiers and the Vietcong were so close to them that it would affect both sides. These tactics were very important to how the Vietcong were able to fight the US successfully as the Americans were not prepared for it meaning they could catch them by surprise.

"Another tactic that the VC used to fight the US successfully was building a maze of tunnels underground to protect them from the air raids that the US would conduct to try and wipe out the VC."



STALEMATE!

Year 10 Andre Onyekwe wrote one of the best standard responses to an 8-mark narrative question that Mr Lyttle has ever read! Well done, Andre!

'Explain how the Korean War became a stalemate by July 1953'.

One reason why the Korean War became a stalemate is because of the intervention of 200,000 Chinese troops, known as the 'People's Volunteers', which had bolstered the ranks of the North Korean army. This is significant because this injection of troops meant that UN forces were pushed back by North Korea past the 38th parallel. Furthermore, with the help of the US sending advisers, warships and supplies down to the South section of Pusan, it allowed South Korea to eventually regain the capital city of Seoul. The war at this point looked like it was coming to a swift end with South Korea and the UN about to push communism out of Korea. This was until the 200,000 Chinese troops bolstered North Korea the wars outcome indecisive. So, North Korea being given more troops was a reason why the war ended in a stalemate and wasn't won years earlier.

Another Reason why the Korean war ended in a stalemate was because Truman refused to use the 'Nuclear option' on China and eventually sacked General Douglas MacArthur. This was significant because General MacArthur suggested using the advantage that the US had with nuclear weapons to win the war once and for all. However, Truman was concerned about their being a wider nuclear war and so declined general MacArthur's request. Although some believe Truman made the right decision in not using nuclear weapons, others believe that he was wrong because had he used them, the United Nations and the USA could have claimed the whole of Korea and potentially China. This would have stopped the influence of communism around Asia and prevented the war in effectively ending in a stalemate.

"The war at this point looked like it was coming to a swift end with South Korea and the UN about to push communism out of Korea."

BY ANDRE ONYEKWE, Y10



Breath

Inspired by the work of Bertolt Brecht, Lower Sixth student Carys Nicolle produced this fabulous working notebook for her A-level Theatre Studies coursework.

by Carys Nicolle, L6



SECTION 1 RATIONALE AND RESEARCH

Rationale for our starting point

We were inspired by the art installation Accumulation – Searching for the Destination by Chiharu Shiota, which depicts a large number of suitcases hung up on red strings, as it represents individuals' journeys through life and how parts of these journeys are shared with others. This led our early discussions to be about immigration, asylum seeking and displacement as we felt the journeys in the art installation could be about seeking a better life. This then led us to think about the Essex lorry deaths in 2019, in which 39 Vietnamese people suffocated in a lorry trailer while being trafficked into the UK. We felt it was important to create a piece of theatre about this so that we could highlight the fact that there is limited safe passage for economic migrants coming into the UK and the power and opportunity created for the human traffickers.

“We felt it was important to create a piece of theatre about this so that we could highlight the fact that there is limited safe passage for economic migrants coming into the UK.”

Dramatic influences

Our early research included the theatre company Gecko and their use of breath intentionality and emotion as we felt breath would be a central idea of our piece due the 39 Vietnamese migrants' cause of death being suffocation. Our earliest research led us to watch the documentary Hunting the Essex Lorry Killers so that we could gain a clear picture of the events that took place not only for those within the lorry but also for their families and the traffickers involved. While we liked the focus Gecko had on breath, we wanted to give a voice to the victims through verbatim and present a full view of the events so that the audience would be forced to think about and learn from them. This moved us towards having Brecht as our practitioner as his techniques enabled the audience to form their own opinion on pressing political matters.

Practitioner research

We learnt about the range of techniques Bertolt Brecht used in his pieces through participating in workshops. One of the techniques he used which we felt would fit our piece was episodic montage as it stops the audience from getting too absorbed and enables them to focus on the message of the piece; this structure of avoiding a linear plot would enable us to take an epic approach, giving a 360° view of the tragedy, which would in turn ask the audience what the issue is and who is to blame for it. Our piece follows the dark and bleak reality of migration in a modern world, we felt we needed to incorporate comedy as this would show more depth, we did this through Brecht's technique of späss. Späss is when a serious subject is presented in a funny way, causing the audience to laugh and then question why they laughed, making them think further about the message of the piece.

Brecht emphasised the importance of giving a 360° view of events, so the audience could form opinions for themselves. We looked at Brecht's Lehrstück plays He Who Said Yes and He Who Said No which are teaching plays that provide a clear message and moral; this led us to take a dialectical approach as this would allow us to discuss the events surrounding the Essex Lorry Deaths from multiple angles, allowing the audience to come to their own conclusions about them. The two plays are often performed together as Brecht felt it showed an important thought of his on the practice of Lehrstück and its role in preparing for a new society: “To be in agreement also means: not to be in agreement”. We wanted the audience to experience this sense of conflict when forming their views so we showed the characters to not just be black & white by incorporating more sides of each character, for example Gheorghe Nica's reasoning for becoming part of the trafficking pyramid being to pay for his daughter's treatment. We furthered this conflict and 360° view by showing the impact of the events on both the families of the victims and the lorry driver Mo Robinson, while also giving information about the events from the perspective of the victims, their families, the traffickers, and the public.

“To be in agreement also means: not to be in agreement.”



Join ~ PLANET Princethorpe!

by
Arthur
Reid,
Year 7

In the recent end of year English exams, Year 7 pupils were asked to write a speech persuading people in their tutor group to join the school's environmental group, Planet Princethorpe. Here are some examples of the excellent work produced.

by
Krishan
Patel,
Year 7

Hello FTW.

In our school we have an environmental club known as Planet Princethorpe, working hard to make a difference for our world. You can all make a difference. Join the eco-team, and try to make the world a better place. There are so many things damaging our earth and Princethorpe can't fix all of them. But if we do something small, it could still make a change.

Even if you don't join the club, there are still so many things you can do. Like pick up plastic from the floor and simply put it in a bin. You could refill your water bottle when it empties, instead of just buying a drink. You could fix things when they break, instead of throwing away. You could turn off lights and screens when you leave a room. You could hand down old clothes to siblings, instead of buying them new ones. There are so many things you can do for our planet, you'd think you could save it by yourself!

Although, some things are harder to put back in place. There is a hole in the ozone layer, a crisis of desertification, deserts where trees once grew, strange chemicals in the air, pollution all over the globe, and rubbish, just dumped in the sea. We only have ten years to change our ways, before it becomes impossible to put things right.

Planet Princethorpe, not only wants, but needs you, to save our precious earth. Our world isn't like a broken pencil, which you can just sharpen again. YOU can make a difference. YOU can make a change.

Hello ~~stude~~ pupils of MAP. I would like to inform you about our planet and how it is vital we save it. We should all aim to contribute to being more eco-friendly. But how?

Join Planet Princethorpe.

Let me remind you of our Earth's our home situation. We use and throw away so many much plastic. We let climate. Many animals who go extinct every day. More and more habitats are being destroyed because of our need to have on a greediness - maybe it's because we *Need* to have all wooden furniture in our house, or maybe we *Need* loads of paper to print documents - we don't. You just took away a rabbit's home getting that table. Please, stop. We can all help save our future, and many generations to come, before it's too late.

Planet Princethorpe isn't some boring, stupid thing where you go round picking up litter all day. Planet Princethorpe is much more. We talk about the environmental issues we face at school, like our carbon footprint, and we try to find solutions.

If I listed all of the environmental issues we face at school you'll be here for a day. Instead, let's focus on eliminating the issues one-by-one.

by
Millie
Nealon,
Year 7

Writing exam

Dear GMC, today, I am here to persuade you all to attend Planet Princethorpe! As you may know we have many environmental issues here at Princethorpe, such as, litter not being put in the bin, people using the plastic cups at matron, or just people buying drinks at school and not recycling them. There are many ways that we can fix that, such as people bringing in reusable bottles or reusable tubs into school.

Have you ever finished eating something and just dropped your wrapper on the floor because you couldn't find a bin? If you do, you mustn't do it again! People do this everyday and it is becoming more and more of an issue, so we need your help. This planet is our planet and we are responsible for all of the litter that gets dropped, all of the plastic that isn't recycled and all of the waste that ends up in the ocean. Considering this, we all need to take part in helping this situation get better because every act helps.

Currently, our environment is almost at the worst it could be! When you have accidentally dropped a packet, you didn't think where that would end up, did you? It is terrifying how many animals have been killed all because we couldn't be bothered to pick up a wrapper off the floor. The question is, how could you help? You should come and join Planet Princethorpe because together as one, we can help all of this stop!

At Planet Princethorpe, we you can express your ideas and tell us ways in which you think we can help. It is a great opportunity for everyone to tell us their thoughts.

Many adults that are hearing this, over the years, this has become worse and worse! Many years ago, it wasn't like this, but now our planet is slowly crumbling to pieces.



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XMaS SCIENTIST EXPERIENCE 2023

BY EMMA SARKIES, L6

Lise Meitner was born in Vienna, Austria, on November 7th, 1878, to Phillip Meitner, a lawyer and chess master, and Hedwig Skovran, a musician. Meitner enjoyed maths from a young age, with her father hiring a private tutor so that she could explore the subject more. Other hobbies of hers included playing the piano and reading. Meitner explained that ever since she was a young child, her parents gave her the mentality to think for herself about how and why the world works as it does.

Meitner's mother would tell her and her seven siblings, "listen to your father and me, but think for yourself." Meitner was no longer able to continue her education in a grammar school after the age of fourteen, because beyond this point only male students were accepted in Vienna's grammar schools in the 1800s. She therefore remained at home and practiced her hobbies, but soon realised that she was missing her education. She would go on to discuss with her father the idea of continuing her education by studying for a science degree at the University of Vienna. Although her father didn't oppose the idea, he did suggest that she got a teaching qualification before going to university, with the hope that she would be better respected in this male dominated environment with the additional qualification. So, she did. She studied for a teaching qualification in French, which she completed at the age of 21, in 1899. After this, her father then hired her a private tutor so that she could prepare for the university entrance exam, allowing her to pass in the summer of 1901, aged 22.

Beginning her studies at the University of Vienna in October 1901, Meitner decided to specialise in physics. She worked incredibly hard to understand all the new concepts that Ludwig Boltzmann, who taught the majority of her classes, introduced to her, and this ultimately broadened her understanding of physics significantly. In December 1905 she passed her doctoral oral exam with the highest honour and graduated from the University of Vienna in February 1906 with a PhD in physics. Meitner then began to teach physics in secondary schools, taking a high interest in radioactivity, doing research of her own in the evenings. She then reached out to Max Planck, a lecturer at the University of Berlin, asking if he would mind her attending his lectures for a semester. Planck allowed this, so Meitner's father agreed to pay her living costs whilst she attended the semester in Berlin.

Having arrived in Berlin, Meitner decided that it was radioactivity that she wanted to research. As this involved both physics and chemistry, she was required to work with each department. The physics department were very welcoming to her, with Max Planck even inviting her to some of his family parties. This was highly contrasted by the chemistry department, who did not like Meitner studying there because she was a woman. There was one chemist, however, who was more than happy to work with her, called Otto Hahn.

"In December 1905 she passed her doctoral oral exam with the highest honour and graduated from the University of Vienna in February 1906 with a PhD in physics."

Launched in 2015, the XMaS Scientist Experience is a nationwide opportunity for any Lower Sixth female Physics student to join Warwick University on an all-expenses-paid four-day trip to the ESRFLink in Grenoble, France at the beginning of July 2023.

Their aim is to encourage students to consider Science careers, foster a sense of community, and encourage self-belief. Applicants need to be curious about the world around them, creative, and keen to learn more about Science. Through this trip students are taken out of the classroom and shown science in a real-world application, with the aim of sparking an enthusiasm for the wonder of science.

In response, our very own Lower Sixth female Physicist, Emma Sarkies, took up the challenge and was tasked with researching and writing a two-page essay on 'Lise Meitner; her life and contributions to Science'. The competition had a record number of entrants this year. Sadly, Emma did not win the trip, but she did write an excellent article which we wanted to share with our readers.



*“Nothing has such power to **broaden the mind** as the ability to **investigate systematically** and truly all that comes **under thy observation in life.**”*

Marcus Aurelius



Project Qualifications

Level 1 Foundation Project
Level 2 Higher Project
Level 3 Extended Project



Princethorpe
College 

This year's research projects have now come to an end, and I am delighted to report that ten Year 8 Academic Scholars have submitted Level 1 Foundation Projects, twenty Year 9 High-Performance Learners have submitted Level 2 Higher Projects and seventy-one Upper Sixth students have submitted Level 3 Extended Projects. We are very proud of the high levels of achievement across the board. A huge congratulations to all those students who have worked so diligently over the past eight to sixteen months.

Here are examples of the research areas some of our top students have chosen this year.

In Year 8, **Jay Patil** explored whether the UK still needs a monarchy and **Oscar Singh** researched whether footballers should get paid more than nurses.

In Year 9, **Glenys Chapman** questioned whether exams are a fair way of testing knowledge, **Kathryn Flegg** researched whether any cures or preventions for the Black Death were actually valid, **Ariana Gray** explored whether it is ever acceptable to ban books, **Marco Rodriguez-Hernandez** took on the big question of whether God exists, while **Lucas Summers** queried whether safety is more important than freedom.

In Upper Sixth, **Freya Mills** researched whether it is ever ethical and necessary to speed up the process of developing and trialling a vaccine, **Pratheesh Prabakaran** explored whether the insanity defence should be abolished and **Madoc Williams** designed and produced a proposal for a new John Lewis Christmas advertisement.

Well done to you all. The skills you have begun to master in project management, research and development, and oral presentation will stand you in excellent stead for university and beyond.

“The skills you have begun to master in project management, research and development, and oral presentation will stand you in excellent stead for university and beyond.”

Winner of the KS3 History Writing Competition

Congratulations to **Damilola Ajagunna, Y7**, for her fascinating article on animals in World War I and for her in-depth research into some famous animal recipients of heroism awards.

Animal Assistance in WWI

Animals. They come in so many different shapes and sizing, all intriguing, all with their sciences. For some people, animals are their whole life, in more ways than one. Others detest animals with all of their being. However, we can all agree that we need animals in our lives. Animals, apart from being food (in some cases) can reduce stress levels, help disabled people get around easily and just be good company. Animals, in fact helped in World War One: without them, we may not have won the battle, and the world would be a very different place today.

Let's start with a bird. But not just any bird. A bird called Cher Ami - that's French for 'Dear Friend'. And what a dear friend he was! He saved the lives of almost 200 men, and the event of being shot in the chest, having his leg ripped off with a bullet and being blinded in one eye didn't stop him from completing his mission.

During the First World War, around 550 soldiers were trapped in a ditch in a hill, and their own ranks were obviously firing at them. As a last resort, a message was strapped to Cher Ami's leg, and he bravely flew back to base, and handed over the message, which is famous for saying: "We are along the road parallel to 276.4. Our own artillery is dropping a barrage directly on us. For heaven's sake, stop it."

Unfortunately, on his way there, he was attacked with guns, yet despite this, he bravely continued all the way back to base, and handed over the message. He was saved by army doctors, though they could not restore his leg or eye, and he managed to survive. He was awarded the Croix de Guerre, one of the highest military awards, for his bravery and resistance. Carrier pigeons were seen as risky but reliable means of communication until after Cher Ami's brave feat: they were recognised for their remarkable determination.



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Four Princethorpe Pupils Awarded LAMDA Grade 8 Gold Medal

Four Princethorpe College pupils, Alexandra Bonsall, Mitchell Endenburg, Grace Isaacs and James Maclean, have all achieved distinction in their London Academy of Music and Dramatic Art (LAMDA) Grade 8 Gold Medal examinations.

Year 11 pupil, Alexandra Bonsall, Lower Sixth Form student, Grace Isaacs, and Upper Sixth Form student, James Maclean, all sat the LAMDA Grade 8 Acting examination while Upper Sixth Form student, Mitchell Endenburg took his Grade 8 Public Speaking examination.

Princethorpe Pupils rise to the Junior Mathematics Challenge

Back in April, pupils from Princethorpe College took part in the 2023 UK Mathematics Trust (UKMT) Junior Challenge, a prestigious national problem-solving competition that recognises the best young Mathematicians in the country.

The Challenge involves answering multiple choice questions and is sat under normal school exam conditions. The papers are then sent away to be marked by UKMT and the best pupils in the country are awarded Bronze, Silver or Gold Certificates.

The competition is aimed at pupils in Year 7 and Year 8 and Princethorpe selected 92 able mathematicians to participate in this year's Challenge. It is a demanding exercise designed to stretch and test pupils' mathematical skills, so the College is delighted that this year, Princethorpe's mathematicians achieved exceptional results.

Congratulations to Year 8 pupils, Jay Patil and Tara Rodgers who were awarded a Gold certificate, and took the joint award for best performing pupils in school, and to Year 7 pupils, Dillon Horan and Charles Packe, who were awarded a Gold certificate, and took the award for best performing pupils in Year 7. Gold certificates were also awarded to Year 8 pupils Woody Osborn, Noah Cowlshaw, Theo Read-Jones, Thomas Zanyi and Jessie Murphy and to Year 7 pupils George Knott. Jay Patil and Tara Rodgers performed so well that have also qualified for the follow-on round, the Junior Kangaroo Challenge.

Silver certificates were awarded to: Isaac Frith, Erik Windham, Ayla Plumb, James Sinclair, Katherine Lee, Oscar Rexton-Watts, Elena Raiseborough, Callum Chadwick, Jo Sheeran, William Sutton, Dami Ajagunna, Noah Walker, Eve Tilley, Ellie Maffey, Jasper Nicholls, Teni Okusanya, Bohdan Nicholl, Charlotte Gower, Victor Ball, Jake Mainwaring and Jack Phillips-Gore.

Bronze certificate: Noah Thompson, Millie Lammas, Tyler Moreton, Drew Ovens Gibbs, Chloe Sarkies, Andrei Bodorin, Jacob George, Louis Reynolds, Reuben Allen, Teddy James, Jake Swords, Ollie Hawkins, Emily Beadle, Isaac Fowle, Sachin Gupta, Victoria Benbow, Georgina Sowter, Stephanie Bolton, Henry Spicer, Ali Maddams, Noah Dando, John Owen, Freddie Stephenson, Veer Chayra, Jack McKay, Lucas Ross, Edward Hunt, Dax Frost and Arthur Reid.

Student Success in the RSC Chemistry Olympiad

Designed to challenge and inspire, the UK Chemistry Olympiad is a national Chemistry competition run by the Royal Society of Chemistry.

Hosted annually, it is aimed at students in the Sixth Form and offers a unique opportunity for Chemistry students to develop their thinking and problem-solving skills and test their existing knowledge of Chemistry in situations from the real-world.

The results of this year's competition have now been received and our two Upper Sixth students who took part in the 2023 Chemistry Olympiad have both achieved certificates. William Gibson-Sexton was awarded a Silver certificate. Joshua Apaya was awarded a Bronze certificate (he was just three marks off a Silver). They faced tough national competition and we congratulate the Princethorpe pair on their excellent results.



Gold is the highest medal awarded by LAMDA and takes years of training to achieve, and receiving a distinction in their LAMDA Gold Medal examinations also means that all four pupils have now accrued 30 extra UCAS points towards their university applications.

Lead LAMDA Teacher, Kathy Buckingham-Underhill, commented, "I am delighted to see these four young people completing their LAMDA studies on such a high. Congratulations to them all. Their hard work, diligence, perseverance and commitment have been amply rewarded. Their LAMDA teachers are incredibly proud of them all."

A huge well done to all four pupils on a really impressive achievement.

"Their hard work, diligence, perseverance and commitment have been amply rewarded."

Q1 This question is about rocket fuels

The NASA Artemis uses liquid oxygen (LOX) and liquid hydrogen fuel sources. These fuels ensure the rocket mass is low and alongside their large enthalpy change of combustion enable a rocket to overcome gravity.

In 2022 there were a number of failed launch attempts due to a leak in the hydrogen fuel.



In the rocket engine the fuel components are first vaporised before reacting to form water.

(a) Write an equation for the reaction between gaseous hydrogen and oxygen.

The bond enthalpy of H-H is 432 kJ mol⁻¹ and the average bond enthalpy of O-H is 460 kJ mol⁻¹. Assume the enthalpy change for the reaction in part (a) is -241 kJ per mole of hydrogen gas.

(b) Calculate the bond enthalpy of the O-H bond in kJ mol⁻¹.

The density of liquid hydrogen is 0.071 g cm⁻³.

(c) (i) Calculate the number of moles of hydrogen molecules in 1 dm³ of liquid



Lower Sixth Physicists rise to the Senior Physics Challenge



During March, Princethorpe's Lower Sixth physicists had their second opportunity to take part in the British Physics Olympiad Year 12 Senior Physics Challenge.

Competing against over 6,000 pupils from almost 400 schools nationwide, the students sat a gruelling one hour long written paper, where none of the marks were easy to get.

Head of Physics, Dan Lee, was delighted with the results, commenting, "Congratulations to all, it is great to see our students succeeding in the toughest school-level Physics competition there is."

Special mentions go to Alex Flegg who was awarded a Silver certificate and was just two marks off a Gold, and to Joseph Newborough, who is the first Princethorpe College pupil to achieve Gold in the Year 12 Senior Challenge. Joseph has now been entered into a ballot to win a visit to the Royal Society in London later this year.

Congratulations also to Jack Grindal and Chris Lock who were awarded Bronze 1 certificates, to Zak Abba, Louis Harper, Emma Sarkies and Andy Wills who received Bronze 2 certificates and to Jake Lambert who received a Commendation certificate.

Wondering just how difficult the competition is? Then have a go at two of the multiple choice questions here (only the first four marks in the paper are multiple choice).

Year 12 Senior Physics Challenge

Wondering just how difficult the competition is? Then have a go at two of the multiple choice questions below (only the first 4 marks in the paper are multiple choice)

Sample question 1)

A car tyre lasts typically 40 000km. Estimate the number of rotations it makes during its lifetime.

- A. 10^5 B. 10^6 C. 10^7 D. 10^8 E. 10^9

[1]

Sample question 2)

A girl standing on a cliff throws two balls, one up and one down, at the same speed. How do the final velocities of each compare as they hit the sea?

- A. The ball thrown down has a greater velocity than the ball thrown up
 B. If the height going up is greater than the drop down to the sea, then the ball thrown up will have a greater velocity
 C. If the height up is less than the drop down, then the upwards ball will have a lower velocity
 D. The same
 E. The result depends upon the magnitude of the speed of the throw of the two balls

[1]

Bookbuzz Competition Winner

Eve

interviews Mr du Toit



Bookbuzz

BookTrust



'Integrity is having that gold medal on the inside.'

Earlier this year, Princethorpe's Bookbuzz competition winner, Eve Tilley, sat down with Mr du Toit to discuss all things Lu by Jason Reynolds. Bookbuzz is a nation-wide reading programme from the Book Trust that aims to help schools inspire a love of reading in 11 to 13-year-olds, which the College proudly supports annually. Year 7, Eve, won the College's internal competition by recommending the most apt read for our new Headmaster based on facts he shared with the pupils before joining Princethorpe.

After recommending the read before the Christmas break and setting him his reading homework, during their interview, Eve posed several questions to Mr du Toit, including: his most and least favourite parts of the novel, which age group he would recommend it to, and, if given the opportunity, which part of it he would change. At the end, Mr du Toit even asked Eve a few questions of his own – demonstrating the power a good book can have in terms of cultivating discussion!

Whilst Mr du Toit observed the vulnerability of the beginning of Lu and praised Reynold's portrayal of sensitive topics, such as Albinism and substance misuse, through Reynold's use of father-son perspective, Eve complimented the novel's heart-warming ending, during which the team's coach cuts his medal into winning strips to show his athletes how proud he is of them, and that they are all connected.

Both agreed that they would have enjoyed learning more about Kelvin, Lu's bully, specifically, what sparked the development of his character from unpleasant to agreeable, remarking that the novel felt unfinished as a result.

Finally, upon being asked why he would recommend Lu to a friend, Mr du Toit commended Reynold's inclusion of the theme of integrity, relating the novel to the real world upon drawing attention to the fact that doing the right thing is not always the easiest: integrity is about having that gold medal on the inside.

Excellent results for College Athletes at the Warwickshire Schools Athletics Combined Events

Princethorpe College's Junior Girls, Minor Girls and Inter Boys teams delivered top scoring performances to finish in first place at the Warwickshire Schools Combined Events Championships. Hot on their heels were the Inter Girls and Minor Boys whose determination led to third place finishes, with the Junior Boys coming in only one place behind, finishing in fourth overall. It was another excellent athletics outing for Princethorpe at the Warwickshire Schools Combined Events, at The Pingles Stadium, in Nuneaton, last week on Wednesday 10 and Thursday 11 May.

16 schools from across the county sent their best athletes to the two-day event. Standards were high as competitors aimed to accrue as many points as possible across the track and field events.

The Inter Girls took on the Heptathlon competing in the 80m Hurdles, High Jump, Shot, 200m, Long Jump, Javelin and an 800m middle distance run. Martina Grace finished 7th overall, Lim Self 12th, Caitlin Horan 13th and Emily Evans 16th, together they claimed a team third place overall.

The Junior Girls Year 9 team competed in the Pentathlon, with the athletes enjoying the 75m Hurdles, Shot, High Jump, Long Jump and an 800m run. The girls put in an outstanding performance with Grace McCollin finishing 3rd overall, Penelope Jones just behind in 5th and Lauren Tebbatt 10th, together they amassed a super score to take first place overall.

The Minor Girls also did very well delivering consistent results in the 80m, Long Jump, Shot and 600m run. An excellent performance in the Long Jump helped Issey Cleary finish 2nd individually, while Lillibee Harris came in 7th and Dami Ajagunna 9th ensuring the girls also claimed team first place overall.

The Inter Boys had the Long Jump, High Jump, Javelin, Discus, Shot, 100m Hurdles, 400m and the 1500m to contend with in their Octathlon event. André Onyekwe was dominant in the Long Jump jumping 5.83m and in the High Jump, sailing over a huge height of 1.93m, to help him finish in 1st place overall, his team mates also performed well with Oscar Civzelis 4th, Jesse Esler 7th and Max Phillips-Gore 8th, together they claimed another team first place for Princethorpe.

The Junior Boys took on the Pentathlon with the 80m Hurdles, Shot, Long Jump, High Jump and 800m events. Hunter Staveley finished 4th overall, Dan Tomlinson 13th and Conor Horan 17th, their team finished fourth overall.

Then the Minor Boys took on an 80m sprint, the Long Jump, Shot and a 600m run. George Knott finished 5th overall, James Bostock 11th and Alvin Wamala 12th, taking the team to third place.

After a very successful two days, Director of Sport, Lee Cassell, was thrilled with excellent early season results, commenting, "Princethorpe's athletes shone across all the disciplines delivering outstanding performances in both field and track events to help the College to a super set of results. Well done to them all."



U13 Girls win the Nottingham High Cricket Festival Cup

Princethorpe's U13A Girls Cricket team batted and bowled their hearts out at the Nottingham High Cricket Festival last weekend. In a superb performance, they won all their matches and took first place in the Cup competition.

The festival took place on Saturday 13 May at Nottingham High School and was for Year 7 and 8 pupils. Six schools took part in each age group category, the U13s and U12s. With the three teams scoring the most runs going through to the Cup competition, while the lower scoring teams went through to the Plate competition.

The U13 Girls played two games in the pool stage, winning both:

Princethorpe 262 runs scored vs Loughborough High School 246 runs scored
Princethorpe 234 runs scored vs Nottingham High School 231 runs scored

The girls qualified second out of the six schools and progressed to the cup competition. Here the team upped their performance to win both of their games by a significant number of runs:

Princethorpe 261 runs scored vs Ratcliffe 217 runs scored
Princethorpe 253 runs scored vs Bablake 207 runs scored

Team coach, Ellie Callan, said, "The girls were fantastic on the day. Each and every one of them played a role in the team to help them secure the festival win, whether that be taking a wicket, catching the opposition out, hitting a six or showing strong communication and leadership skills throughout the tournament. The girls were commended by several schools on the quality and consistency of their bowling, which ultimately helped them to knock down the run total of other teams."

Anabel Davis received the coach's player of the tournament award for bowling the best overs of the day and hitting a big six.

Charlotte Gower was awarded most improved player. She listened to feedback and was able to improve elements of her game in most of the matches we played.

Well done also to the U12s team, the tournament was a fantastic opportunity for them to gain valuable match experience.



UK BIOLOGY CHALLENGE

The UK Biology Challenge is open to students aged 13 to 15-years-old in Years 9 and 10. The competition consists of two, twenty-five-minute multiple choice papers taken online under staff supervised exam conditions.

Questions are set on the school curriculum, but the competition will also reward those students whose knowledge of the subject has been increased by reading books and magazines, watching natural history programmes, taking notice of the news media for items of biological interest, and are generally aware of our natural flora and fauna.

All participating students are eligible to receive free Royal Society of Biology BioNet membership for one year and will be awarded E-certificates in the following categories: Gold, Silver, Bronze, Highly Commended, Commended, and Participation.

Well done to the Y10 Princethorpe students who did especially well this year:



GOLD

Dylan Williams



SILVER

Freddie Knott



BRONZE

**Zak Neves
Olivia Monk
Isabel Barnes
Roxy Glenn
Emmi Parmenter
Daniel Taylor
Tom Leret
Zach Hawkins
Luke Abrahamson**



Photography Club

Students who take part in Photography Club after school on Tuesdays have been exploring *Spring in Nature* this term, especially the bluebells we get around the Princethorpe site. Year 9 pupil Ethan Wright has captured these beautiful close-up images of bluebells just opening up! Well done, Ethan.



Mr Isaacs was so impressed with the work of his students in Religious Studies that he sent them in for publication in *The Pinnacle*.

Here is the work that Evie Marston in Year 10 and Isaac Frith in Year 7 produced in their end of unit tests.

The Parable of the Sower



Year 7 pupil Isaac Frith wrote this superb and insightful answer under exam conditions.

Explain the meaning of the Parable of the Sower (6 marks)

I think that the Sower represents Jesus or God spreading the seeds which I think are depicted as the Word Of God. The different types of soil and sediments are the different types of people that hear The Word Of God. The seed falling on the path represents the people who listen to God's word and think nothing of it and it is eventually taken away by Satan (depicted as a the birds in the gospel) I think that the rocky ground represents someone who hears God's message and lets it grow but as soon as they get bullied or hurt emotionally for their beliefs, they give up. The thorny ground represents someone who hears God's message but money, power and other materialistic things get in the way. Last but not least, I think that the good soil represents someone who hears God's message and lets it take hold in their lives and become part of who they are.



Here is a scene from the highly successful 'The Chosen' series which has Jesus telling the parable but also shows how it was remembered and shared by his disciples.

[Teaching With The Chosen: Jesus Teaches the Parable of the Sower, Matthew 13, Mark 4, Luke 8 - YouTube](#)

BY ISAAC FRITH, Y7

BY EVIE MARSTON, Y10

29/30 da Vinci

Judaism Beliefs - End of Topic test

1) What do Jews mean by 'The Shekinah'? (2 marks)

The divine presence of God - where Jews think they can feel God's presence
Most strongly - It is believed that this could be felt at the temple before it was destroyed in 70 AD.

2) Describe Jewish teachings about the Messiah? (5 marks)

Jews believe that the Messiah will come in the Messianic age, in the Torah, it states that he will bring all the Jews to Jerusalem and rebuild the temple. In the Talmud, it states that he will resurrect everyone, however, reform Jews do not believe this but some orthodox Jews do. Also some Jews believe that the Messiah will be a descendant of King David. The Messiah is the chosen one from God. He will bring world peace, many reform Jews however, reject the idea of a Messiah and think the Messianic age will be won there is world peace which is caused by humans.

4) 'The most important belief in Judaism is keeping the covenant' (15 marks)

Some Jews may agree with his statement, this is because it is a covenant is a solemn agreement made between 2 parties, they are usually conditional, in the Judaism, the 2 main covenants are with Abraham and Moses. that the covenant is the most important belief in Judaism and the covenant

Many Jews may agree with his because the relationship between God and humans was built on this covenant. In the covenant with Abraham, God gave him the promised land and told him his descendants would be kings. God tells Abraham 'your descendants will be kings of all nations', and all his descendants are Jews. Also sign of ^{this} circumcision, God gave Abraham a sign that should be made on a boy's head at 8 days to show the covenant between God. This shows us the importance of the covenant to God. Another covenant he made was with Moses, this was given to him after he lead the Jews out of Egypt away from slavery. A sign of this covenant was the 613 mitzvot and the 10 commandments, which Jews live by and follow daily as they believe that by following these it will build a relationship with God, therefore, making this a very important principle.

by Amber Sandhu, Y9

Jueves, el veinte
de abril

Mis vacaciones

Hace dos semanas, fui de vacaciones a Barcelona, en el oeste de España con mis dos hermanas y mis padres viajamos en avión y el viaje duró dos horas y fue muy aburrido y horrible. Nos quedamos en un hotel de lujo y me encantó. Lo pasamos bomba porque había mucho que hacer. El primer día salí y visité Park Güell después vi casa de Gaudí. ¡Fue estupendo! Más tarde por la noche fui a rambla de Catalunya y cené. Comí paella - ¡fue puparte! Durante las vacaciones comí comida de mi casa, compré recuerdos, probé platos típicos, visité el castillo y turismo pero, lo mejor fue cuando vimos un partido de Fútbol en el SportVn estadio Camp Nou y conocí a un chico guapo. ¡Hasta luego!

✓ A lovely range of past tense verbs and plenty of detail. This is excellent retrieval work. Well done!

Fabulous Fonts

This piece of outstanding homework was completed by Annabel Leigh during the Year 9 Design Technology Resistant Materials rotation.

Fonts and Logos

We have thousands of fonts for a variety of uses. Select a word from the WORDS TO USE box and design one font in each box.

BUBBLEGUM
Cheap Fire
WALT DISNEY
SNICKERS
Fruit & Sedazzled
Harry Potter

WORDS TO USE	Bubble	Slime
Knife	Summer	Wet
Frost	Broken	Dry
Water	Fat	Hot
Bright	Thin	Hollywood
Fun	Rain	Famous
Shadow	Lightning	USA
Soft	Loud	England
Hard	Razor	Long
Traditional	Electric	Slow
Happy	Music	Fast

SOFT

HOT

SLIME LIGHT

by Annabel Leigh, Y9

T-NUMBERS

Lucas Ross and Drew Ovens Gibbs have shown excellence in mathematical thinking.

In Year 7 our top sets have been working through a series of mathematical investigations. This particular task, called T-Numbers, was previously used nationwide as a coursework task for GCSE students. Lucas was successful in finding the algebraic formula for any T-Number and Drew was able to extend the formula to work for any grid size.



Mis Vacaciones

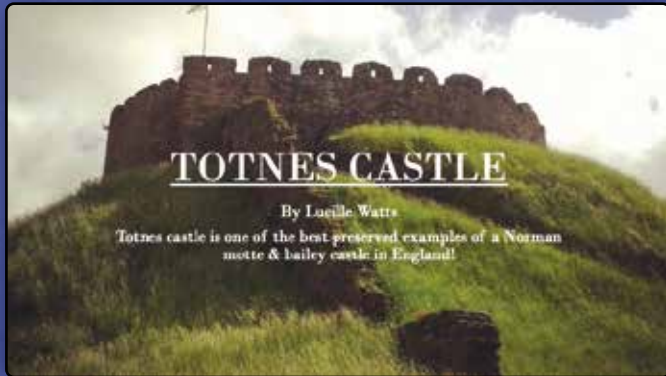
Year 9 MFL pupil, Amber Sandhu, has been working hard to go the extra mile in Spanish as she recognises that one of the skills of a strong linguist is the ability to undertake independent learning and she wants to lay down strong foundations before starting the IGCSE course next year.

Earlier in the year, she created a revision resource on the topic of 'Mi móvil', and more recently she wrote a lovely retrieval paragraph on 'Mis vacaciones', which included a range of preterite verbs in the 'I' and 'we' form, as well as plenty of extra detail.

Well done for your hard work, initiative and creativity, Amber!

Totnes Castle

Castle projects are independently researched projects following a project brief and undertaken by pupils in the History Department. This one is a fantastic example of a castle not widely known by Year 7 pupil **Lucille Watts**.



What was it like to live in a castle in the middle ages? III

The Lord of the Castle would have had a private bed chamber and often a private chapel too. These were usually the safest part of the castle where only trusted servants and honoured guests were allowed.

Herbs were scattered over the floor and on the straw mattresses to repel the air. Furniture was a luxury in the medieval age. There were beds, but chairs were uncommon, the most important person at any meeting always had use of the chair 'chairperson'. The basic items of furniture were a chest where clothes and valuables were kept. Nobles who moved around the country staying at their different castles took their chests with them.

Soldiers lived in the castle to defend it. They would patrol, guard the entrance and keep watch. They slept in dormitories.

What was it like to live in a castle in the middle ages? IV

There would have been lots of servants. The Pages and Dunces were the children of wealthy families who worked for the Lord to learn good manners. Ordinary servants ranged from the important Steward and groom down to a small boy who tended the mounting spout. Lowly servants slept anywhere they could and in summer started work at 4.30am until 2pm. They had few days off and little pay but were given uniforms called liveries in the Lord's colours and were given meals.

Cooks were very busy cooking for banquets and the baker made daily bread - fine white for the Lord and Lady and rough loaves for the servants and horses. A 'Gong farmer' lived at the castle to manage the pool. The 'gang' dropped through into the moat. The gong farmer would shovel it into baskets and take it off to bury it or spread it on the...

Guests had jostles, minstrels, jugglers and acrobats to entertain the Lord and guests.

The toilets in a medieval castle were just a wooden board with a hole in it, often overhanging outside wall!

READ MORE ONLINE
SEE QR CODE ON PAGE 2

by Lucille Watts, Y7

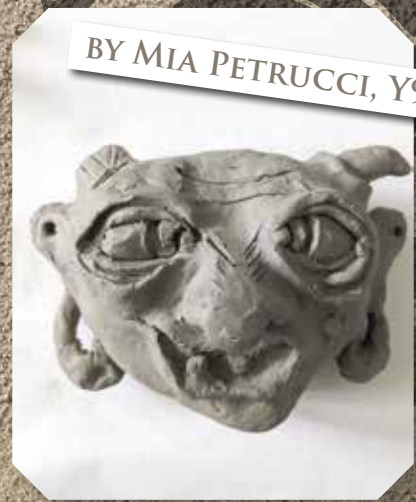
GARGOYLES

Here are a selection of grotesque clay gargoyles created by Year 9.

BY MARK MESSAGE, Y9



BY MIA PETRUCCI, Y9



BY THEO MEMETOVIC, Y9



BY SOPHIE DOVEY, Y9



BY CASSIA O'HANLON, Y9



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