

Spalding Grammar School

Sixth Form Newsletter 6

May 2021



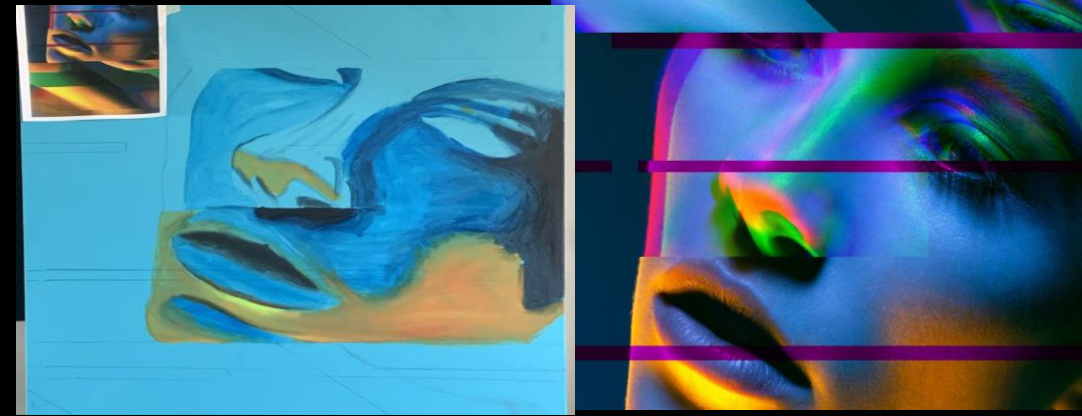
- It is now six school weeks since school reopened after the last lockdown, and I am pleased to see how well Sixth Form students have settled back into their learning. Life at SGS in this summer term feels more 'normal' than in a very long time and we approach our wider plans for the reduction of restrictions, in line with government's recommendations, with a happy cautious optimism.
- Once again, I wish to commend the hard work and focus of our Year 13s through this period of assessments as staff collect evidence to support the judgements of grades. We are all proud of them for the positivity and determination they have shown. They will continue to sit CATs until the end of next week to then move to pastures new. We are all looking forward to the opportunity to celebrate with our students at the end of this period and to have the opportunity to reflect on the time students have spent at SGS. We are working together to complete the Leavers' Yearbook and to finalise details of the celebration of our Leavers to ensure the event is what our students deserve but is also handled safely given the current circumstances. Details to follow.
- I also want to highlight the optimism and determination I have seen from so many of our Year 12s in both lessons and the Sixth Form Study Centre. As we look ahead to Year 12 summer assessments, university and beyond, I encourage students to be persistent, asking questions to secure understanding and go deeper into their subjects. I am happy to announce that we have lined up a few speakers from local companies and a variety of universities to continue exploring post-18 options in preparation for next year.
- The tenure of the current Prefecture will soon be coming to a close and I in a recent assembly Ms Dearing has asked Year 12 students to apply for leadership roles, including the Head Student posts, for 2021-22. We are really excited to see the quality of applications and work with the next groups of Student Leaders.

From Stephen Lawrence to George Floyd: much work remains to be done...

- On 20 April a US jury has found a former police officer guilty of murder over the death of African-American George Floyd on a Minneapolis street last year. We all welcome that the verdict delivered justice, yet we should reflect on what it has taken to even get to that point.
- April 22nd marked the anniversary of the tragic murder of Stephen Lawrence. He was born and grew up in South-East London, where he lived with his parents Neville and Doreen, his brother Stuart and sister Georgina. Like most young people, he juggled an active social life, schoolwork, family commitments, and part-time employment. But he also had ambitions to use his passion for Maths, Art, and Design to become an architect. Tragically, on 22 April 1993, at the age of just 18, Stephen was murdered in an unprovoked racist attack. He didn't know his killers and his killers didn't know him. After the initial police investigation, five suspects were arrested but not convicted. A public inquiry into the handling of Stephen's case was held in 1998, leading to the publication of the Macpherson Report, which has been called 'one of the most important moments in the modern history of criminal justice in Britain'. It led to profound cultural changes in attitudes to racism, to the law and to police practice.
- These events raised once again the spotlight on the racial inequalities that still exist in our society and fuelled a clear sense and determination to change these damaging, outmoded and hurtful attitudes; to confront instances of overt and obvious racism and to challenge the structural racism that permeates many institutions.
- As a school we are committed to tackling these issues. The attitudes of the young people in our school community will become the attitudes of the future and we are committed to helping shape these in a positive, progressive and inclusive manner.
- I invite all sixth formers to spend time finding out more about Stephen and the legacy he has left, as well as the work that is still to do. This is a great place to start: <https://stephenlawrenceday.org/> as is this YouTube video: <https://youtu.be/tk-Tc2g5hSc>.



Jack Cunningham: of Art & Architecture



I grew up constantly drawing. With such a passion, it felt right for me to study Art at GCSE and A Level. Over the last 2 years, my skills and understanding of the subject have developed and significantly improved.

My A Level Art experience began with some transition work, including my self-portrait painting in the WPAP style which is painted with acrylic on canvas.

What I enjoy about Art is being able to review and observe my progress and identifying the next step to improve my work. From that first piece, I started to work in a similar but much looser style, which helped push my skills in terms of application of paint and understanding the structure of the face when painting portraits.

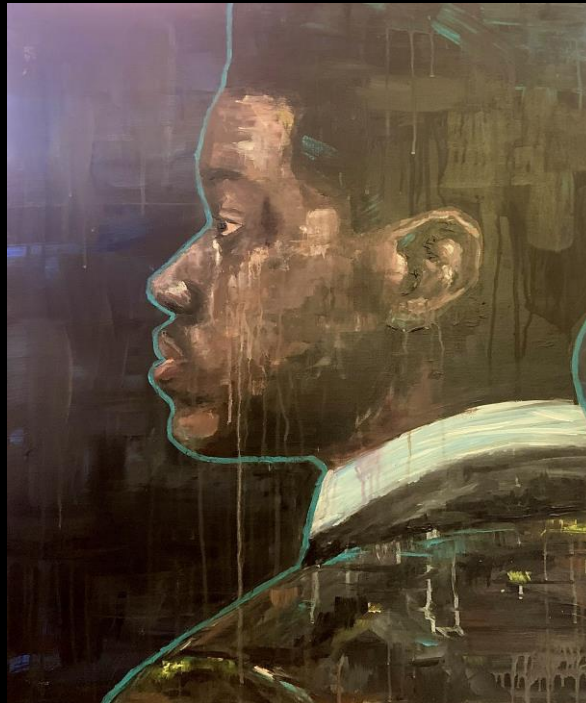
My favourite piece over the last 2 years is a painting of my friend Sepiso, which is based on the style of Andrew Salgado. I used a loose style but not overly abstract, and the actual process of painting was thoroughly enjoyable. I used watered-down acrylic and a spray bottle to create a runny drip-like effect. The piece started out as very rough and uncut but developed into a quite refined and complete piece of art which is why I enjoyed the painting so much.

The current piece and final painting for my A Level is based around lighting and I used a secondary source image and edited it to create a glitch affect. This is going to stretch my skills and allow me to use different mediums and techniques such as spray paint and air brush to complete the piece.

In the future I will be studying Architecture at uni. After the normal application process, Universities requested a digital art portfolio and then I took part in virtual interviews. I received offers from all 5 universities and I have chosen Loughborough as my Firm Choice.

I hope that studying Architecture will help me to grow as an individual, bringing together all my strengths: creativity, determination, and a positive attitude. Architecture allows you to express emotion through structures, it presents the opportunity to leave a long-lasting impact. I want to be able to influence the lives of others by designing buildings and structures that society stop and admire.

Jack Cunningham, Year 13



The EPQ: what a journey!

- As I was picking my A-levels, my parents asked me: 'what is the EPQ?' I simply said: "Extended Project Qualification", but did I really know what this would entail? Absolutely not!
- I decided to start that journey with the FutureLearn course run by the University of Derby, perfectly made for lockdown. If I say that back in October I was able to recall everything I learnt from that course in August, I'd be lying. However, I did get a great overview on the absolute basics. An EPQ is creating a project, either a play, artefact or object with a 1000-word report or a 5000-word dissertation worth half an A-Level. I also learnt the skills needed in essay writing, source referencing and tips from University students who took the EPQ. I wouldn't want to bore you with the whole course, but the details and the people involved really made the EPQ stand out as an enrichment to take.
- My Journey formally began with the lessons in September on the art of debate, in which we were given a motion to argue for and against, from a website of contentious issues. We learnt how not to debate which is just to oppose everything another person says but to critically examine each idea and fundamentally challenge it. Our debate was on whether vaccines should be mandatory in order to be a part of nurseries and Schools, this was mainly vaccines for babies for example tetanus or meningitis which now is widely debated in the era of the Vaccines for Covid-19. This debate really made me understand objectively how to view anti-vaxxers and I was also able to conduct the debate in front of the class which would give me confidence later in the presentation at the end of the EPQ itself.
- The EPQ advanced towards our perspective on what title we can choose and what we should avoid, we mind-mapped and used post-it notes, which advanced my thinking through the 6 activities we undertook. We linked our hobbies, interests and career ambitions in the context of what we would want to research and how to develop the understanding around the developing of a question to answer yourself through independent research. I never really took heed to the focusing in on the question and realised later on why having a broad time-frame or broad analysis would be problematic. At that early stage, I also did not break down the questions into sub-sections which for me were my two biggest downfalls.
- In the late 2020, my research was beginning to widen and form into a proper structure with quotes being taken and then written into the final essay itself. The Christmas break made me ponder over the miscalculations I had made with regards to the amount and scope of the research and thus heeded the advice of the textbook in conducting a literature review and to use the WAGGOL kindly given. In order to frame my log, presentation and essay itself onto an A* piece of work.
- The project was blighted by the delays of the lockdown in the latter part from January to March. It became a slog rather than enjoyable and this made it heavy and something I wouldn't focus on as much. I hauled through, however, making the points from the essay plan and following the 3-criteria structure incorporating sources researched as well as the paragraphs structures learnt, training my mind to plough through the tough times and to structure myself ready for the presentation.
- EPQ ended with the April holidays which gave me reflection time on the EPQ itself and I wondered whether I had made the right decision and concluded that the value massively outweighs the drawbacks.
- I have learnt to be academic and evaluative as well as resilient and most of all learnt to keep on the good side of Dr Leadbeater!

by Muzzammil Jivraj, Year 12

"How significant was the Islamic Revolution in affecting US-Iran relations in the years 1977-1981?"



Henry Laws:

“creative, tenacious, self-confident, passionate; a goal-oriented risk-taker....an entrepreneur in the making! Young people with similar bright intelligence and strength of character, need and enjoy the challenges offered by our Sixth Form”. Dr AM Leadbeater



“As I approach the end of my time at Spalding Grammar School Sixth Form, I have been reflecting upon the progress that I've made here and the ideas that it has inspired within me for my future. I started here in Year 7 as a quiet, shy pupil. I can't pretend that I ever really enjoyed school but, as I progressed through secondary education, I began to enjoy the friends that I had made and to grow in confidence. When the time came to choose my next chapter, Sixth Form was definitely not what I thought that I wanted to do. I was intending to eventually join the family business in agricultural engineering and was confident that a college education would be the right choice for me, but I was wrong. After attending college for two days, I realised that Spalding Grammar School had installed a very different kind of work ethic in me. The new Sixth Form term was due to start the next day and I emailed Dr Leadbeater that evening to ask if it was too late to enrol. I'm sure that Dr Leadbeater wasn't too surprised by my email. She had previously warned me that I wouldn't like college. She asked me to attend the next day when we discussed my options and she warned me that it was going to be hard work. She wasn't wrong, but it was certainly the challenge that I needed.

•I have studied Engineering, Business and Core Maths. Most of my Engineering peers have decided to take the academic route after Sixth Form by attending university. As I have always preferred a more hands-on approach, I will be spending the next two years studying HNC Level 4 Electrical Engineering at UcWA based within the College of West Anglia at King's Lynn.

•Due to the Covid pandemic, I have spent time over the past year working within the family business and have come to realise that there is an opportunity for me to develop and expand the company.

•Whilst the agricultural industry is something my family knows well, I have realised that is not something that I am passionate about and am hence looking at setting up my own company designing and fabricating commercial gym equipment. I am enrolled on an evening course to become licenced in using AUTOCAD 2D drawing software and have also acquired a forklift truck operating licence and am trained in the use of abrasive wheels. I set out on this journey during the first lockdown last year and have made a lot of progress. I have also had times when the whole process seems completely overwhelming. However, I have recently fitted my first prototype machine, an Olympic size Bench Press, into Lakers Gym in Wisbech. All the initial reviews are positive, and I am looking forward to designing and installing more.

• I am forever grateful to Dr Leadbeater for generously welcoming me back at such short notice. I fear that if I hadn't returned to SGS Sixth Form then maybe I wouldn't be leaving with the same confidence and drive that I am”. *Henry Laws Year 13*

What is the problem with having a conversation on the phone when driving if it is hands-free?



by Ms Alice Husband, a mother.

I was pleased to read the article on texting while driving in a previous Sixth Form newsletter. I decided to share a few facts on hands-free phoning to highlight the risk and raise awareness of the severely detrimental effect that this practice also has on driving. Various research projects in the last few years have shown the impact on drivers is significant as they...

- react more slowly, take longer to brake and longer to stop
- are much less aware of what's happening on the road around them
- fail to see road signs
- fail to maintain proper lane position and steady speed
- are more likely to 'tailgate' the vehicle in front
- are more likely to enter unsafe gaps in traffic
- feel more stressed and frustrated.



Why?

- Conversations by phone are more visual than we might expect, leading drivers to ignore parts of the outside world in favour of their inner 'visual world'
- The part of the brain that predicts what is ahead on the road is the same part that is used for visualising during such a conversation.

- This research is so convincing it has caused the government to accept the level of distraction caused from using a mobile phone hands-free as a fact and to introduce harsher penalties for all those involved in an accident while on the phone albeit hands-free. Not only are the fines greater, but imprisonment is likely; yet, despite this clear recognition of culpability, hands-free phoning is still not illegal .
- Seth, my 7 year old son (nearly 8), died from his injuries after being hit by a car in December 2014 and he may have lived if the driver had not been chatting on the phone.
- In the case of the accident that killed my son, the coroner found that the mobile phone call had contributed to his death. It is important to acknowledge that the driver could have been any one of many of us who have been told in the past hand-free is okay. She was not speeding but she was not focused on the driving 100% either. It was a tragic accident....
- Help me to make this clearer in law, in order to ban all mobile phone calls while driving. It is clear that the risk is unacceptable, that lives are too precious. Seth was too precious. Saving life needs to be put before a phone call.
- <http://www.tandfonline.com/doi/abs/10.1080/15389580600651103>
- <http://www.brake.org.uk/info-and-resources/facts-advice-research/road-safety-facts/15-facts-a-resources/facts/1131-distractionfacts>
- https://www.researchgate.net/publication/228766592_Fatal_Distracted_Driver_and_the_Drunk_Driver

WELCOME TO THE SIXTH FORM GALLERY

As usual a great response from the Sixth Form students. Who is who? Name all three correctly for a prize. For the next Newsletter our theme will be **'been photographed with anyone famous'**

Mr Wise

