Welcome to the second annual edition of the NLEC student newspaper. The NLEC is a partnership of nine educational institutions in North Lincolnshire that have chosen to work together to improve the educational outcomes for the young people of North Lincolnshire.

Teachers, support staff and senior leaders from Baysgarth School, Frederick Gough School, Huntcliff School, John Leggott College, North Lindsey College, St. Bede’s Catholic Voluntary Academy, Sir John Nelthorpe School, The Axholme Academy and Winterton Community Academy all work together; sharing and developing outstanding practices, supporting one another and challenging one another, to help raise the educational aspirations, achievement and attainment of all students. Similarly, students from the nine establishments also work together through joint enrichment activity, skills sessions, inter-school projects and competitions. In the last year we’ve seen students from across the NLEC come together for the NLEC literacy gala, NLEC Dragons’ Den competition, the Maths Challenge, Geographical Association annual quiz, a joint WW1 project, joint art trips, revision sessions, language projects and the NLEC newspaper. All of these activities aim to enhance students’ knowledge, expertise and employability skills and enrich their educational experience.

This edition of the newspaper was written and produced by students from North Lindsey College, St. Bede’s Catholic Voluntary Academy, The Axholme Academy and Winterton Community Academy. The students spent the day together at the University of Lincoln School of Journalism working with professional journalists, journalism lecturers and undergraduates, gaining experience in all the different roles involved in putting a newspaper together.
Partner primary newspaper

Over the past few weeks Mrs Cox has been visiting pupils at our partner primary schools to help them prepare articles for their fifth edition of the school newspaper.

This culminated in the pupils interviewing pupils and staff on various items such as news, sport and entertainment. The schools include Liddington & Garthorpe Primary School, Althorpe & Keadby Primary School, St Norbert’s Catholic Primary Voluntary Academy, Crowle Primary School and Swinefleet Primary School.

On Monday 27th February pupils made the journey to Lincoln University to produce the “AX NEWS” where journalists helping them bring all their articles together to produce The Axholme Alliance newspaper as well as trying a short TV exercise with second year TV students from the university.

Two of the students were interviewed about what their experiences were like. Maddie Drew, Hugo Nikhata, Zach Graham, Taiba Russell, Ryan Mander-Casson, Ella Turner, Harry Davie and finally Oscar Hill.

On Thursday 19th January students made the journey to Lincoln University to produce the ‘AX NEWS’ where journalists and students from the University show the AX NEWS team how to use the software to produce the paper and given help in designing their pages. The students have had several lessons preparing articles and interviewing staff & students regarding various news items that have taken place at the academy.

Two of the students were interviewed about what their experiences were like. Maddie Drury, one of the AX NEWS participants replied with ‘I enjoyed walking around the school interviewing people’, another student by the name of Hugo Nikhata was interviewed as well. Hugo commented ‘It was fun typing new things out on the computer and learning about others’. They both said that they liked visiting the University of Lincoln.

Students at The Axholme Academy have once again been busy researching and preparing articles for the spring edition of the ‘AX NEWS’.


Students create the AX NEWS

On the 17th February a group of Year 10 students went on an expedition to discover the art of photo etching. This started with a lunch at a Pizza Hut for an all you can eat buffet. One student who went on the trip stated “The food was amazing!”

Photo etching is also known as chemical etching and is the process where a negative image is placed over a light sensitive emulsion. This is then exposed to light where the exposed part is baked and the covered bit remains wet. Acid is then used to remove the remaining emulsion and the ink is rolled onto the surface underwater. The ink only sits in the bits that were protected.

A positive image is then printed. As well as photo etching the students had a short but sweet experience with the darkroom. They created photo grams. This produced a negative image by using photographic paper which is exposed to light whilst objects are being placed on top. The amazing artwork is an inspiration from the artist Jerry Uelsman an American man who specialises in double exposure photography. The artwork created is an addition to their coursework as it used various techniques to earn them a higher grade for their coursework. On the day students said whilst they were there they learned a lot of new techniques they could take and put into future artwork they produce.

The techniques that were learnt could be used for future artistic talents. The students truly enjoyed the exhibition and they would definitely go again. The trip was educational as well as fun and was very helpful in teaching new techniques for art.
The STEM Science Event

On Thursday 16th February 2017, the students of 10R Science were visited by two army soldiers as a part of the STEM Science Project, who assisted them in completing a series of design challenges - relating to the army and their use of equipment in extreme circumstances - using their own scientific knowledge as well as some new information given to them regarding the army equipment they were tackling.

The STEM Event took place in the mobile science lab for 23 students from Year 10. The teachers organised the event but were not involved in leaving the session purely to the students and the soldiers. This gave the students a chance to see through the perspective of someone other than their usual teachers. The session took place over three lessons in which the soldiers demonstrated the use and function of three pieces of equipment that they use in multiple situations in the army (one per lesson).

They showed the students the army’s cooling suits, helmets and on the go nutritional food. The students were shown how the pieces of equipment were modified to be suitable for different situations. Matthew Wright had this opinion, “It was interesting to see how the army protects themselves in different ways through cooling suits and sturdy helmets!”

After the demonstrations the students then had to use their previous scientific knowledge and new found army knowledge to create and enforce their own helmets and cooling suits. They had to make the helmets sturdy, light-weight, and waterproof. They also needed to equip the suit with breathing holes when working in hot climates. In another lesson they learnt how the soldiers make their food suitable for on the go scenarios as well as keeping it edible and nutritional.

The Students had a great time and the experience enhanced their overall understanding of the lengths the army goes to to protect and enhance the abilities of the soldiers. They all came away with a greater appreciation for the use of science in our hard working army and would gladly do it all again.

INCLUSIVE BOCCIA

8N enjoying their Boccia experience

On 16th February 2017, the small class of 8N began their Boccia tournament at St Mary’s Sports College in Hull. For those of you who have no experience with the term Boccia, Boccia is a precision ball sport, not unlike bowls and petanque and is performed by competitors with physical disabilities.

Their road to success started when Miss Harrison organised for 8N class to visit St Mary’s Sports College and compete against 4 different schools on a regional level, accompanied by Mr Hall and Miss Leigh. They competed in 2 different matches and scored well throughout, winning in each one.

Mollie Cheeseam, Logan Chadwick, and Owen Mitchell went to compete once again at Energise Leisure Centre, York, on Wednesday 8th March and although they battled hard and managed a 3rd place position, they missed out on a semi-final position. Despite coming back slightly disappointed, from losing to their own scientific knowledge in completing a series of design Project, who assisted them

Students with visiting soldiers.

By Barbara-Ann McLaughlin

UKMT Regional Finals

On Thursday 9th March Grace Kaye, Jacob Dunstan (BA), Barbara-Ann McLaughlin, and Connor Podmore (9A) travelled to Danum High School to take part in the UKMT Regional finals, accompanied by Mrs Edwards. The group took part in 4 different tasks to test their strategic way of thinking, teamwork skills, and maths knowledge.

Once the team arrived and the introductions had finished the teachers supporting each school were swapped around, to avoid any conflict of interest. Then the first task began. Each group were handed 10 difficult questions and given 45 minutes to complete them and write their answers onto their sheet. After the time was finished, their new designated teacher would mark their answers and each correct answer would be awarded 6 points and incorrect would get nothing.

The next challenge was the next task to test the students to their limit. This comprised of 4 increasingly difficult rounds each containing 4 questions and each with 8 minutes to complete with 3 bonus points if completed within 6 minutes. Once again, the teams were made to work in pairs and only communicate through their teacher as certain questions required the other two to answer one of their questions before being able to answer their own questions.

The shuttle challenge was the last task to test the students to their limit. This comprised of 4 increasingly difficult rounds each containing 4 questions and each with 8 minutes to complete with 3 bonus points if completed within 6 minutes. Once again, the teams were made to work in pairs and only communicate through their teacher as certain questions required the other two to answer one of their questions before being able to answer their own questions.

The final trial had the team’s chosen pairs split up to complete a relay. One team would answer their question and take it up to the assigned teacher to check their answer; if correct a new question would be given to the other pair to answer, if not then they would have to retry the question and receive just 1 mark as opposed to the 3 marks received if their answer was correct the first time around.

After these tribulations the overall points were counted up and they were awarded a respectable 18th out of 30 schools. Connor Podmore said “I enjoyed it because it was a new way of making maths seem more fun rather than doing sheet work. It also gave me experience in skills such as teamwork, or quick thinking.”

By Barbara-Ann McLaughlin

Shirt Unveil at Twickenham

By Mr Beesley

On Sunday 26th February Kieran Sibley (Year 10), Mr Beesley and Mrs Hall set off for London at 6am ready for a day at Twickenham and the 6 Nations clash between England and Italy. The main reason for this was that Kieran was going to be on the hallowed Twickenham turf along side the England players for the national anthem before the game. Kieran was to do this wearing the brand new student designed Axholme Academy Rugby Kit, developed by Tobias Crow, Ryan Evis, Jonny Gracey and Kieran himself and produced for us by Canterbury.

On arrival at Twickenham we were welcomed into the Rose Suite where Kieran met Billy Vunipola (England and Saracens Number 8) and Laura Wright who actually sings the national anthem on the pitch before England rugby matches. After a question and answer session with Billy and a rehearsal with Laura it was time for Mr Beesley and Mrs Hall to take their seats and await the arrival of Kieran and the England players on to the pitch.

What an amazing experience it was Kieran said; “It was so loud on the pitch for the anthem and it was a truly fantastic experience to be out there with the England team before such an important match.”

The noise at Twickenham was truly sensational and it was an interesting match with Italy adopting some strange tactics. England eventually ran out 36-15 winners after a nervy first period saw them 5-10 down at the interval. The Axholme Academy had their name in lights at half-time all around the Twickenham stadium as all of the new schools in The All Schools Rugby Programme were welcomed by having their names projected to thousands.

Mr Beesley said; “The All Schools Rugby Programme has been great this year and this was the icing on the cake. Kieran is a great student with an appetite for Rugby and to be able to provide him this opportunity was brilliant. Although I will always be a footballer by heart, it has certainly opened my eyes more to Rugby and I know me and Mrs Hall also thoroughly enjoyed the day!”
Supporter To Reporter

By Steve Parsons (from Study United) and Lucy Chessman

S2R For Success is a programme where students enhance their speaking and listening skills through becoming sports reporters. At Study Parks they are ideally positioned, with the generous help of the club, to be able to use Glanford Park as their classroom.

During the ten week programme, participants take part in a number of activities which encourage and develop their journalistic skills, these include interviewing professional reporters and Scunthorpe United players, scripting and filming a piece to camera in their own “green-screen” studio and blogging, tweeting and filming live at one of United’s home games.

To finish off the programme a celebratory presentation event takes place where family members are invited along to see certificates and “digital badges” in journalism and Production skills awarded.

The students from the academy have been busy working on a ground tour and producing iMovies about Glanford Park and SUCF’s future new stadium. They have also completed their reporter interviews with SUCF’s very own James Moody taking the hot seat.

Last weekend they attended their match visit for the Scunthorpe vs Fleetwood game. The junior reporters were challenged to write a comprehensive match report, take part in live Twitter reporting and videoing live action reports as the game progressed. They were sat in the AMS stand with the many Grassroots Football day supporters. It was an exciting and very entertaining day for all that took part despite Scunthorpe being beaten 2-0. A spokesperson from Study united said that the junior reporters were very focused during the match. They sent some good ‘tweets’ and made notes enabling them to produce informative match reports in this week’s session.

I asked two students, Adriana and Charlie, what their favourite part of the experience has been so far. Charlie replied with, ‘Actually having the experience of going and meeting new people’ and Adriana replied with, ‘I loved watching the football match and tweeting the game’.

All participants have to work to deadlines and future sessions will include script writing for their own TV show, (to be recorded in their very own purpose built green-screen TV studio), recording the TV show and controlling the mixing desk and finally creating a presentation about their experiences on the programme. They will also be testing their skills interviewing Scunthorpe United players, Luke Daniels (Goal Keeper) and Stephen Dawson (Captain).

Everyone has been enthusiastic and interested in the activities they are completing and this shows in the quality of the work they have produced. When asked which qualities have improved since they started the programme one student, Charlie Brannan, replied with, ‘I'm thinking a lot more differently about my choices and how much effort I put in to things.’ Another student, Adriana Roe said, ‘I've learnt that you need to listen carefully to pick up on things.’

Everything they produce will go towards the achievement of Study Parks Awards in Reporting and Production. The final session sees the Junior Reporters present their experiences to staff and parents and receive their certificates.

Hitler On Trial

By Lara Hinchcliffe

The 'Hitler on Trial' trip took place on Friday 10th February in Newark and was a workshop to educate the chosen students on how to answer different GCSE questions in History. It was a travelling show aimed at students taking GCSE History to give them more information about how decisions were made in the past.

The first half of the day was spent with the students constructing answers to GCSE questions and learning the correct techniques to get full marks on each question. This was then followed by a courtroom drama, written by Josh Broosman, of how decisions were made in the past. In this drama the children played the role of the jury as if Hitler had been caught in 1942. It explained to the students that people had to act the way they did because it was quite often more complicated than just the good and bad.

It was a handful of year 10’s that took part in this trip including: William Hobson, Xander Buttrick, Tyler Gemery, Lewis Bainbridge, Mason Hobson, Matthew Wright, Thomas Hobson, Charlie Czerwinskyj, Maizey McAdam, Beth Drayton, Megan Hornsby, Emily Calladine, Jamie Crane, Caitlin O'Leary, and Caitlin Young. This is what Lewis had to say about the day. ‘I learnt a lot about answering questions in exam papers and the history of law. I really enjoyed the overall experience and had fun being part of the courtroom drama. If I had to give someone one piece of advice about GCSE history it would be to do lots of revision and work hard.’

The academy’s history teacher Mr Thorpe, who led the trip, told us that ‘It was the best sort of trip because the students had fun and learnt something new at the same time.’

Not In Our Community

By Lara Hinchcliffe

Not in our Community is a campaign set up by the police to educate young children on sexual exploitation and how to recognise the signs. A few of the academy’s students recently went to a workshop on Thursday 2nd March at Hessle High School to try and spread the message across Yorkshire and North Lincolnshire to young children in schools.

The day comprised of a warm, friendly greeting from the Not in our Community team and was shortly followed by a detailed clip of ‘Jane’s Story’. After watching this clip the children discussed between themselves about whether they could spot the signs leading up to Jane’s sexual assault and what sexual exploitation and grooming actually is. Post the detailed discussion; Hessle High School’s GCSE drama students gave a short performance for the children to complete a Q&A on about each of these characters. Once the Q&A had been completed, the students watched ‘Keyhole’s Story’ and finished by discussing how they could spread the message in their society.

Four of our students took part in this workshop; William Kelly, Charlie Czerwinskyj, Jade Garland, and Lucy Jackson. William spoke to us about his experience after returning from the event.

This workshop helped me because I now understand what grooming and exploitation is and how to help other people. I learnt that exploitation happens everywhere, even where you don't expect it. If you look for the right signs then you can help those in need.

We haven't yet spread the word but we are hoping to hold a workshop in school to educate other children. If I was to give one piece of advice it would be don't be afraid to speak to people about your experiences because there are people out there to help and those who have hurt you should be corrected.

Not in our Community is a great way of providing information to young children through social media which is widely used amongst the new generation. They have a Facebook page and can provide help and advice to those in need of it. I think that the campaign will have a massive effect on how the people of today see and treat sexual exploitation.
Valencia Fundraiser Event

By Lara Hinchcliffe and Emmy Hookway

On Friday 14th April to Tuesday 18th April there will be a football development tour to Valencia, Spain. It has been arranged for Year 8 and 9 boys and will be taking place to advance the skills of the young players. Prior to the trip 15 of the students and the 2 teachers who will be supervising the trip, Mr Beesley and Mr Thompson, completed a 7.5km (4.5miles) run in 55 minutes to raise money that will be used for transport to and from Gatwick Airport; they raised £537.

The itinerary for the visit will start with a presentation and meet up with the Valencia CF coaching staff. They will have a morning and afternoon training session in a first class training facility that cost €11,000,000 to build and then they will finish the first day by travelling to Heron City to play ten pin bowling or laser quest.

On day three they will have team photos as well as another morning training session. They will have a free afternoon in which they can go to the beach or explore the exciting city of Valencia! This will be followed by them attending a match of Valencia CF vs FC Sevilla.

Day four will begin with a morning training session which will be followed up by a behind the scenes tour of Estadio De Mestalla. After the fun, educational tour, the boys will get the chance to go to the Valencia CF Megastore and browse the merchandise that is available in the official club shop. Dinner will be hastily eaten before their riveting match against the Spanish opposition.

On their final day they will get a last training session in the morning which will be followed up by a presentation and certificates for the boys.

Mr Beesley told us how excited he was to see Valencia play for the third time and to see the boys faces when they arrive at the sports centre. ‘They’ll gain experience from the professionals, they’ll get a once in a life time opportunity to use top class facilities as well as getting to see the Valencia team play live in the premier league’ he explained.

Keep an eye out for the updated story in the summer edition of the AX NEWS. We hope the boys have a great time.

WWI PROJECT COLLABORATION

By Lucy Chessman

To extend knowledge of students across North Lincolnshire, Normandy Hall set up a three day project to teach 4 students from each school in the local area about the life of soldiers during WW1. Jack Shaw, Martin Thorpe-Ortiz, Harry Griffiths and Shannon McLaughlin (from The Axholme Academy) were just a few of many students from different schools attending the project.

They will attend for three days, 3rd January, 28th March and 20th June. The first session comprised of activities throughout the day, researching and tasks. Each school was given a different soldier to research and find out certain information. The academy’s soldier to research was Robert Fulcher in the 2nd Grenadiers. Over the course of the three days the students are to make a short film about the life of their given soldier. They have to find a suitable area to film and record it themselves as well as finding information about the soldier they get to research about his family and his life. After they have found everything they need to, a fact file is written by the whole team to present in another session.

When asked what benefits he thinks the project brings to students, Mr Thorpe-Ortiz said, ‘It’s several things really, including learning teamwork to put the film together.’

Robert Fulcher was not married and was only 19 years and 2 months old when he joined the army. His death was in the sub-district of Scathand on Sea in 1918, he was 24 at the time. His cause of death was pulmonary tuberculosis and haemoptysis. Pulmonary tuberculosis is a contagious, infectious disease that attacks the lungs. Haemoptysis is the act of coughing up blood. Robert Fulcher was a member of the Royal Artillery and was stationed from the longers.

The poor conditions they lived in would have caused this. His regimental number is 363272. A regimental number is an identification code used to identify a person within a large group; this was used for everyone in the army.

When asked what has been their favourite experience so far Martin Thorpe-Ortiz replied with, ‘Seeing other people from different schools.’ Another student, Shannon McLaughlin told us, ‘Getting to know everyone there’ The project gives the chance for the different schools to get to know each other; this obviously has a positive outcome and makes the experience better for all involved. Look out for an update in the summer edition of the AX NEWS.

We have future dreams

By Alyssa Donskow

On the 5th March the entirety of Year 9 had an insightful experience thanks to the help of Young Enterprise as they did a session on Learn 2 Earn. The students were first divided up into groups and handed a folder containing two booklets. They would learn that taking a job requires them to have savings. Some thought that having a big house or a flash car would influence how successful they were. Most students circled self respect as an influence on their success.

They were then given a booklet of job opportunities that they could take and the annual salary that would come with it. They were soon hit with the realisation that money wasn’t as high as they expected. After that the second activity was revisited and students had a budget to keep. They had major setbacks and couldn’t afford the lifestyle they had dreamed of.

The prices dramatically changed and decreased largely in size. Finally they were given an opportunity to interview fellow students and for them to be interviewed. This gave students an opportunity to find the right information they would need in a real life interview for potential jobs. At the end of the day they were given a star pass that gave them pointers in what employers really want to see in an interview. Mrs Wright (a teacher from the school who organised the event) commented ‘It was a challenging day which identified key skills students need and gave them an insight to ideas for the future.’
We try out the new Gibson M2

By Alex Mappouras

Gibson has recently released a new lineup of 'budget-friendly' guitars fashioned for students and learners, that are exclusive to Amazon. The specific model being reviewed in this article is their 'M2', the Les Paul-shaped guitar.

Here are the guitar's specifications:

- 1-piece 24.75" set-in maple neck
- Rosewood fretboard with 22 frets
- Chrome hardware
- Gibson ProBucker humbucking pickups
- Wrap-around bridge

How it looks

This guitar has the body shape of a Les Paul and features vintage-inspired finishes as opposed to the usual glossy paint job, and has a scratchplate connected to the body. This approach gives it more of a Fender-esque touch. The tortoise shell scratchplate on the black model is definitely a nice touch, making it look rather vintage-inspired.

The pickups are open-coil, meaning that there is no chrome cover over them. Because of this the guitar looks very simplistic and straightforward.

Its neck is untouched by any paint, very much like most guitars with bolted on necks. In my opinion this damages the overall appearance of the guitar, making it look cheaper and more poorly made. Although this is the case, having no paint on the back of the neck gives it a smoother feel to play.

Pros

The biggest attraction to this guitar is that it features set-neck construction. This means that the neck is not bolted on, therefore it gives the guitar more sustain and deeper sounding tonal properties. Another good thing about this guitar is its pickups, they are Gibson's 'ProBucker' humbuckers, which are significantly better than a lot of other budget pickups, and are used in a lot of Epiphone's high-end guitars. While they don't sound as good as me to the higher end pickup brands, they are much cheaper and put up a good fight. The neck has a thinner radius than a regular Les Paul, making it much easier to play for a student or beginner. Regular Les Pauls are known for having wide thick necks that are often hard to use for someone who isn't familiar with Gibsons prior.

Cons

One rather large problem with this guitar is its bridge design. It is a wrap-around bridge that is slanted forward to make up for the angle in which the neck is facing, but the problem with this is that the neck op this guitar is that the neck isn't pointing in a different angle to the body like most Les Pauls. This makes the string height much too high for the guitar to be easily playable.

Another significant issue with this guitar is its tuning pegs. They aren't genuine Gibson tuning pegs or any other brand that has a high quality tuning pegs. These are un-named tuners that aren't reliable and will require to be replaced later on. Along with this, there is a 17 degree angle on the headstock, and that will have an effect on the tuning stability of the guitar because of unnecessary pressure on the nut and the low quality tuning pegs.

Finally, there are only two pots; one volume and one tone. On most Les Paul guitars there are two tones and two volumes, meaning that there are many more tonal options and it makes the guitar much more versatile.

How could it be improved?

There are quite a lot of improvements that could be made to this guitar to massively improve its playability. First of all, the bridge needs to be replaced with a bridge that is completely parallel to the body, so the string height can be moved up or down. Secondly, the tuners seriously need to be changed. Even cheap Wilkinson tuning pegs would be a massive improvement.

Saving money on budget guitars

How to get a better deal for your money on budget guitars.

If you asked the average person to name a guitar manufacturer, chances are they’d have no idea, which can be a problem if said average person decides that they want to learn the guitar. Why is this a problem? Well, simply really the market for affordable guitars is over-saturated, and most of the guitars are low in price because they’re badly made, and while there may be some genuinely good guitars that are affordable, chances are that the quality control for that guitar fluctuates massively.

Like with most goods, a lot of budget guitars are manufactured in China, and while I can truthfully say that China can produce well-made products, guitars (for the most part) aren’t, this is coming from experience, as well as fellow guitarists’ experience. Myself and fellow guitarist/writer Alex Mappouras agree that the thing we hear about these guitars is the neck, the tuners, the pickups, the strings, the body and the price.

It’s a bit of a paradox, making it cheaper than their rivals, and thus seem more desirable to the average consumer, but it means that the playability of the instrument suffers, then I'd rather spend more on a guitar that's actually nice to play (the ballpark figure for a guitar that's guaranteed to be nice to play is around £180 brand new). The issue is that people will buy a guitar with a budget of £50 and not enjoy playing it, and be put off playing, under the assumption that the guitar is more difficult than it is.

So if you want to start playing guitar, make sure to do some research before purchasing, or you could end up with a G.L.O, or ‘Guitar looking object’.

Feature that teacher - Carl Jackson

I think Helena Ravenclaw got it right when she told Harry Potter, “If you have to ask, you’ll never know. If you know, you need only ask.” Of course, she was talking about locating the Room of Requirement, but this concept really resonates with me when it comes to our own staff at NLC - they are all exceptionally talented people with a wealth of wisdom and life experience behind them, yet how often do we recognize this?

How often do we take the time to ask them about their lives beyond the classroom walls?

The aim of this new feature is to celebrate the staff we are lucky enough to have at our college and demonstrate what a host of untapped resources we hold when we bother to ask them. Our first ‘victim’ of the Feature that Teacher Hot Seat is Carl Jackson, the Curriculum Leader for Digital and Creative Industries at NLC.

Emily: Why did you want to become a teacher, Carl?

Carl: I always had the ultimate respect for my teachers during school (anyone who could teach me had to be respected) and enjoyed learning anything new, so wanted to be like them and be able to pass on the privileged things I have learned to others.

Where I grew up, education wasn’t considered the most important tool – hard work was, but I understood that a good education was paramount to being good at things and I strive to be good at things and hope I can share those with others.....well, it wasn’t for the money!

Emily: What do you hope your students will gain from you/your department?

Carl: I just want students to have the confidence and courage to follow a path that they are passionate about and, if they aren’t passionate about anything yet, help them see what is available and give them the chance to try new things and be stimulated to want to look further into things.

Emily: What skills would you enjoy doing when you aren’t working?

Carl: I’m a big fan of sports! I love to master or try your hand at any sport you try, you’ll nearly anything and love new challenges but have tried to master a musical instrument on numerous occasions but can only get to a basic level and would love to do my expensive guitar justice.

Emily: Tell us a few things you have on your Bucket List...

Carl: B.A.S.E jumping! I skydive for a few years but never got the opportunity to take it to another level. I’d like to ride through the Carpathian Republic and see wild bears, and also ride the Road of Bones.

I have a retirement idea that involves collecting old and neglected engineering tools for third world countries, then teaching people to refurbish and use them to help better their communities.

Emily: What is the meaning of life, the universe and everything (besides the number 42)?

Carl: It’s about arriving at the end of a ball of flames screaming, “Wow, what a ride!”

Emily: Thank you so much, Carl, for taking the time to be ‘grilled’.

you have to be young and stupid.

Emily: What book/film/any other aspect of our culture has had a huge impact on your life and what about it had that effect on you?

Carl: I had family move to South Africa during Apartheid and this had a huge impact on my political and cultural self, I became aware of how people were being treated and didn’t like it.

I became a political activist at a young age and fought hard and often to change the things I didn’t agree with.

I sought solace in the Punk Rock movement from the first airing of New Rose by the Damned and championed the Anti Nazi League in a very Right Wing factory that I worked.

I became unafraid to say what I thought and became very proud that I had a voice (even if it was in the wrong arena on many occasions).

Emily: What skills would you love to master or try your hand at in the future?

Carl: I want to try (nearly) anything and love new challenges but have tried to master a musical instrument in numerous occasions but can only get to a basic level and would love to do my expensive guitar justice.

Emily: Tell us a few things you have on your Bucket List...

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Emily: Thank you so much, Carl, for taking the time to be ‘grilled’.
When genuine turns into knock off

By Amii Horne

I'm pretty sure most of us agree that copyright laws are fantastic. For those who don't know copyright is a law where the creator of a piece of published work has control over that work for a lengthy period of time before the work goes to the Public Domain.

Copyright laws prevent other people from earning money from the creator's work without facing serious consequences, usually a debt inducing fine.

In China and a few other places in the world these copyright laws aren't as strict which results in the famous knockoff products we all know and love to this day. In this article I will show you some of the best knockoff products we've come across whilst browsing the internet. Please understand that these are our opinions so please respect our views as we respect yours, and now all is said and done, let's begin.

Warriors: Eagle Legends

To start things off we have the action figure everybody is raving about, we all know the tale of the Epic Bull Transitioning Warriors, they kick some villain booty and explore the temple of the Eagle Legends with the help of their Gear, but it's not just some ordinary Gear, only dorks use ordinary Gear real men use Super Gear and nothing less! For some reason I got a Legend of Zelda vibe from this, it's probably because the Warriors title kind of looks like the Skyward Sword logo and the background looks like the last Woods in the classic Wind Waker style. I can't be sure, for all I know it could be a background they snatched off of the internet without even considering any possible consequences.

Pocket Monica

So the first thing I notice about this product is the poor spelling and grammar, most notably the “Jump-Jump Chase” part, I believe they meant “Jump-Jump Chase” which sounds simple enough but somehow the design team failed to notice the obvious mistake on the packaging for this “Game Board”.

It's actually quite funny to see how they've tried to push Pikachu, whoops sorry, I mean Monica so they're on as much of the box as possible in hopes that someone who doesn't know much about Pokémon kind of glances at the box, assumes it's Pokémon and buys it for their distant nephew's kid they know barely anything about. I can't understand why Ash and Rattata are on the box but shouldn't complain too much about it, the box is at least somewhat pleasing to the eye, there are a few too many colours but it's not as much of an eyesore as neon being improperly used.

Northern Lincolnshire Education Consortium, March 2017 - North Lindsey College
Will Alfred and Mary be a thing?

By Stephanie Lund

Big Bang Theory theory season 10 episode 1 review 19/10/16

On E4 on Wednesday night at 8.30pm (BST), the hit comedy Big Bang Theory premiered its first episode of its 10th season and trust me it was a sight to see.

If the show wasn't a hilarious affair with Sheldon the world's most irritating guy, his mum took in his footsteps stealing the show.

In the previous episode Leonard's dad, Alfred and Sheldon's mum Mary had a "nightcap" and turned their phones off.

Which led to the start of this episode and Sheldon is panicking as he doesn't want to be brothers with Leonard, which is understandable roommates and brothers nothing could be worse.

However it does but before that happens we meet Penny's brother and mother.

The next major event is the second wedding ceremony for Leonard and Sheldon, which Bernadette did the ceremony.

However some members wouldn't stop talking which angered her and then everyone shut up and the show ended on a high.

For me the show was entertaining due to all the drama involved however it wasn't the best episode they have done.

I think the show has begun to down grade and that is a disappointment.

I believe the episodes are declining in entertainment as i think they have added too many characters, as a result the main characters get less air time.

Therefore resulting in the shows humour also to disappear.

Considering all this the show is still worth the watch as it still brings a smile on my face every episode.

Without a doubt the best show on TV.

Tournament of the year

By Stephanie Lund

The growing sport that is Tea Duelling is taking the world by storm and it is a perfect sport for all the tea drinkers out there.

Is there a single sport more British? I don't think so.

Tea Duelling is the single most physically demanding sport ever the most able of tea drinkers should join as this is a serious sport with serious competitors.

A Tea Duelling is being held by the newspaper club, for all of the glory to decide who is the superior dueller, who is the master of biscuit? Who is the Dean of drinking? Who's the best Tea dueller? Only one competition to decide it all, the only place to be, the stadium of Tea duelling.

The rules are pretty simple too, most important one is that it's a duel, only one battle at a time. One per dueller and the Tiffin Masters say is final. If you want to take part in the most epic battle of all time. Bigger than the battle of Hogwarts and deadly than wands and spells.

Do you want to draw your weapon?

Do you want to be crowned the best Tea Dueller?

Do you want to be apart of the most British sport?

Valentine's Day in Japan

By Octavia Bettis

Ever since the middle ages Valentine's Day has been the day that traditionally lovers express their love for one another by sending cards, flowers, presents that are relevant to their relationship and/or just spending time together.

After Christmas it is the second largest card-sending day of the year in the West, however, the history of Valentine's day in Japan, especially Japan dates back to the post-war recovery era.

One of the first Valentine's day in Japan was by the Isetan Department Store in 1958; customers could purchase a special Valentine's set of chocolates and a card for roughly around 170 yen.

Since then the tradition of Valentine's has only grown and now accounts for a quarter of Japan's yearly chocolate sales.

Thanks to a concentrated marketing effort, Valentine's Day has become a day on which women in Japan give chocolates or other types of confectionary to men they like.

There are two types of Valentine's gift a woman can give, Giri-choko, from the words gift (known as obligation chocolate, which is basically giving a co-worker chocolate because you don't want them to feel left out) and choco (store bought chocolate), are given to male co-workers sometimes at personal expense.

Homme-choko is given to boyfriends, husbands, & close male colleagues.

This is chocolate that is especially home made for a particular person, homemade chocolate is considered special because you actually had to go thought the effort to make it yourself.

From left: Alfred Hofstadler and Mary Cooper

Tyler's Top Five: Games

By Tyler Inglis

Gaming, probably the greatest and move diverse media ever, from the manliest of FPS to animal crossing.

But with such a broad market out there how we to know what games are the best, well here I am.

Don't worry, this guy who has had no real training here to give his opinion on the best games, don't worry guys I'll clear this up. Now with any subjective list, there are going to be points you don't agree with, points where you'll think I'm making my choices based on a dare, but hey I like them.

5. Witcher 3 Wild Hunt

Ah another modern masterpiece, what hasn't been said about the Witcher 3? It's gameplay, the characters consistent and likeable, in general it's everything you want from this style of game, I could sum this game up as being similar to Skyrim but that would be doing it a huge injustice so instead I ask that you play this game, if you are one of the few who haven't already.

4. The Last Of Us

With the recent announcement of The Last Of Us Part 2 I physically had no choice but to include this game, not a single other game has had me sitting goshawacked silence throughout the entirety of the credits, I sat there and watched the credits roll, in stunned silence at how impactful that ending was, this game is so perfect in my mind that it's only competition are games that encompassed everything I loved about gaming as a child, placing The Last Of Us anywhere but 1 was difficult.

3. Soulcalibur 2

Soulcalibur has gone on to have an expansive army of sequel with no end of special players including Eizo from Assassin Creed and Darth Vader from star wars, but the one that kick-started all of these sequels and my love of the series was this game, it's action is so fast, fun, frantic and some descriptive terms that don't begin with F like unique and creative. From the last 8 man gauntlet battles to the enjoyable character and I could add this game, not a single other game has had me sitting goshawacked silence throughout the entirety of the credits, I sat there and watched the credits roll, in stunned silence at how impactful that ending was, this game is so perfect in my mind that it's only competition are games that encompassed everything I loved about gaming as a child, placing The Last Of Us anywhere but 1 was difficult.

2. The Bards Tale

This game is the predecessor to The Last Of Us, with storytelling and gameplay melded expertly with beautifully animated cutscenes, high octane gameplay, characters with unique and interesting powers. One of the most heart wrenching scenes ever, I refuse to spoil it, just play the game, you'll know it when you get there. The story is outlandish but based on believable characters, none is cut and dry, and no one is solely good and wholly bad. Every action undertaken by a character is hard set in their personality who would have brought that a game for the PlayStation 2 would outperform every other game I have ever played.

1. Drakengard 2

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8
Nintendo Switching
Back into motion

By Daniel Kelly

With the release of the Nintendo Switching upon us, and more news has hit the community with a bang, its release. This news is game-changing for Nintendo, it’s what the fans want to see and it’s even what the technology sector of people, want to know too.

Firstly at the nesy side of the spectrum, we have been told by Nintendo about the graphic, weight, and size of the console itself. The tablet part of the console weighs at approximately 297 grams, with the controllers weighing around 101 grams. This means that those both together weigh a mere 398 grams! Comparing this to the Nintendo 3ds XL, which was released a few years back, it only weights approximately 62 grams more but that’s with the controllers as well, so this means that the tablet part weights LESS than the Nintendo 3ds XL which is a staggering achievement for Nintendo.

Looking at the tablet itself, it can produce up to a 720p resolution. Some fans reading this will be disappointed due to it not being 1080p HD quality but after taking into account that it’s a tablet, as well as a main hub console, it’s still amazing to have a 720p resolution at 60fps (frames per second) on it.

This year’s console by Nintendo has also implemented rechargeable controllers for the first time. This shows how they have used their successful technology from the handheld consoles, to the Switch.

The battery life for controllers is approximately 20 hours, meaning you can have a fun night with your friends and family, without the worries of the controller suddenly cutting out. I believe this feature is Longley awaited by Nintendo fans with your friends and family, without the worries of the controllers as well, but I imagine that the game wouldn’t feel the same.

After another thing a lot of fans want to know is, what time of games will I be able to play when the Switch finally comes out? Well the answer is quite simple. Missing out the games you get with the console, the new Zelda game call ‘The Legend of Zelda – Breath of the wild’ is being release for the Switch and a lot Zelda fans out there are going to get their hands on this game, so they can continue their adventure with Link. The other game that I would recommend if nothing is taking your fancy is the new Mario Kart game call ‘Mario Kart 8 Deluxe’.

This game adds some new characters and maps, plus some of the old ones from ‘Mario Kart 8’ for the Wii U. I believe these games will just be the start with the ever growing Nintendo community and that they will just make it better and better, grasping more fans into the Switch craze.

To conclude, I believe the Nintendo Switch will be a great hit to all ages, due to better online capabilities, Amazing graphics and even odd classics. All three of these things are what I believe Nintendo were looking for as it brings back old customers and attracts new ones at the same time.

To finish off, will you be picking up the Switch as it came out on 3rd March 2017 for a whopping £279.99, or will you be waiting to see if the craze is the real deal and waiting till a further date.

I know what I am doing, but the real question is, do you?

The Complete Deaths: Theatre Review

By Octavia Bettis

The Hull Track Theatre showed ‘The Complete Deaths’ as part of this year’s Fringe Theatre Season.

On Wednesday 7th of September, the students from North Lindsey College’s musical theatre group alongside the acting students, travelled over to Hull to see this excellent avant-garde production.

“The complete deaths” is a comedy and satirical play comprised of each and every single one of Shakespeare’s on stage deaths. The play was performed by, and organised by a group of four actors playing several different parts.

The four actors call themselves ‘Spy Monkey’. Each and every time a character died, a really loud and obnoxious buzzer would go off as if it were a game show. Every death was detailed masterfully and obnoxious buzzer would go off as if it were a game show. Every death was detailed masterfully as how terrible tradition can be. I believe that this piece is definitely worth seeing.

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Corinne Cross’ Dead and Breakfast – review

By Octavia Bettis

Corinne Cross’ Dead and Breakfast is what I’d class as a great story based game with its heart-warming story about friendship and finding the things that matter in life.

As the 2015 winner of the Indie Game Maker contest, lots of people agree that its cutsey artwork and powerful message together make a game more than worthwhile.

Story and Character Development

The story is that a girl called Corinne Cross is asked by her mother to tend the house of an ill, middle aged woman whose son has recently deceased; however, a peaceful week of housekeeping suddenly becomes seven days of complete madness as she finds herself surrounded by a number of ghosts with entirely different personalities and demands.

Bearing in mind that I’ve based this entire review on one play through, I find that there is more character development than there is story, which isn’t entirely bad but it’s not entirely good either. If feels as if the only way you’ll discover something new about a character is if you go out of your way to speak with them; you don’t have to but I imagine that the game wouldn’t feel nearly as beneficial if you didn’t.

The character development is actually quite charming, whereas in most story based games you’ll find that only the main characters are given the beautiful opportunity of character development, however the side characters Chloe and Dmitri (two store owners) do have character development and have somewhat changed by the end of the week.

Bugs/Glitches

There are times in the game where you have to collect certain items to give to a particular character in order to proceed with the story; however, even if the player clicks yes they have the items without actually having them it continues to the next scene. I find this makes the effort of actually going to find and earn said items a waste of time.

Overall

Even though the game is not perfect but an excellent game with an excellent story that definitely deserves to be enjoyed. Although unfortunately the decisions carry no merit as the game plays like an interactive visual novel due to its great storytelling. Also I just realized that this game was created by one person and this shows that one person alone can make an awesome game in just a month.

Without any teammates and having the time restraint of one month does justify the few minor bugs and having a linear storyline.

The Complete Deaths: Theatre Review

By Octavia Bettis

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The four actors call themselves ‘Spy Monkey’. Each and every time a character died, a really loud and obnoxious buzzer would go off as if it were a game show. Every death was detailed masterfully and obnoxious buzzer would go off as if it were a game show. Every death was detailed masterfully as how terrible tradition can be. I believe that this piece is definitely worth seeing.

I thoroughly enjoyed how every single death was either incredibly shocking, absolutely hilarious or a fantastic combination of both. All of the deaths were unique and each stood out. Although it was no easy decision to make, my personal favourite interpretation was the reconstruction of Cleopatra’s death.

I can appreciate the huge amount of hard work and energy that had to be put into the dance routine. It was genuinely breathtaking how not a single one of the actors let their spirit down, not even for a second.

No performance is however without imperfections. Personally, I did find that there were a few issues with the performance as a whole. For instance, I felt the play overused the nudity about a character is if you go out of your way to speak with them; you don’t have to but I imagine that the game wouldn’t feel nearly as beneficial if you didn’t.

I believe that this piece is definitely worth seeing.
The beautiful scenery of the Courmayeur Mountains awaited the arrival of the eager St Bedes students on their annual Ski trip. The 8 day venture started on the 28th of January. 21 students were eager to start the 20 hour coach trip - our destination: Courmayeur, Italy. We caught the 10 pm ferry and travelled across the English Channel into Calais, France. Arriving the next afternoon, a flurry of people entered the hotel Telecabin, getting into their rooms and preparing for the eventful week ahead. Moody and tired, the impatient students gathered around our liaison Zoe. Breakfast finished and at around 9am, staff and students entered the streets of Courmayeur. A gondola later, the three groups of students were on the slopes ready to begin their first lesson.

Up in the mountains the sun glistened against the pure snow creating picturesque views fit for any postcard. Classic Italian dishes for lunch included delectable pasta and pizza. Finishing at 3:20pm, it was time for the hotel and bowling in the evening. Scores rose every second - the winners, Mr Thompson's group, totalled over 200 points.

The sun shone through the windows calling us to get out of bed. Day three of ski school over, we had a chance to go shopping in the unique stores of Italy. Grouping with their friends, a hotspot was the chocolate shop filled with authentic Swiss chocolate. Expensive as it maybe, it was worth the money.

Progress in ski school rewarding as ever, Zoe bought crepes that ranged from sugar to Nutella and smarties, creating a chocolate paradise. Half way through the week and only 10 hours of ski school left, 15 already gone. Evening; time for ice skating at the Italian Olympic practise stadium, some showed their skills in the centre of the rink and others stayed glued to the side fearing the ice below. Another delightful evening for the small group from Scunthorpe.

Judgement day. It was finally the day where we got assessed on the amount that we learned over the five days on the slopes. We tried to get the best possible grade before preparing for the journey the next day. At the presentation, everyone did themselves proud earning at least a level 2.

Students packed and moved their bags into three rooms; it was a frantic rush to get out and downstairs, as we escaped our rooms. One last day on the slopes meant we met up half way through the day skiing together before the 20 hour journey back to Scunthorpe. We arrived back in England on Sunday 5th February after a “tiring yet well worth the wait trip.”
St Bede’s raises money for charity

By Gabriela Zelazny

St Bede’s Catholic Voluntary Academy has a variety of charities to help others.

Students that attend this school and their families encourage everyone to help, as all the money we raise goes towards a good cause. Each house (Allen, Vaughan, Manning, Newman and Wiseman) have their own charity to raise money for. Every year, the school raises £100s for charity.

Allen’s House Charity, Macmillan Cancer Support, helps provide the medical needs for people with cancer and attempts to make lives in the UK better. Vaughan’s House Charity is Lindsey Lodge Hospice. They help people make the most out of their last months or days. Newman’s House Charity is Spanned. They support people with additional needs. Manning’s House Charity is CAFOD. They help conquer poverty and suffering in developing countries. Wiseman’s House Charity is The Forge. They provide food for the poor.

For more important occasions, such as Christmas or Valentine’s Day, we sell items related to the season, for example: Candy Canes for Christmas or Roses for Valentine’s Day. For the roses, you purchased them for 50p in a Maths class and wrote a note on it if favoured. Students wrote down who it goes to, and it was delivered on the day – either anonymously or signed with your name.

Another one of our fundraising ideas was a “Mr & Mrs” game. Organised by Mrs Fisher, students were paired up and paid £1 to participate. They were asked many questions, to test how well they knew each other. Prizes were given for the best scores.

During the Fair Trade week, our school sold a variety of Fair Trade products such as chocolate, biscuits and many more. The prices ranged from 40p - £2.

Pick up a book and take a break from technology

By Faith Singh - previously published in The Scunthorpe Telegraph

It's an open secret that reading benefits you. Just six minutes of reading a day can reduce stress by 68% and studies have divulged that reading enables your brain to function effectively, regardless of your age. Make no mistake, one study even reveals that those who read regularly are 2.5 times less likely to develop Alzheimer’s.

Yet a debate exists since the Kindle was established in 2007. Some may dispute that the Kindle does offer words on a page and that e-books imitate further practicality. a new ingredient of science must be considered, and the studies are advocating paper books. To further this, in a 2014 study, results were that e-readers were significantly worse at recalling the story’s sequence of events, in contrast with paper books. Is the victory not apparent?

In addition, recognised researcher Anne Mangen, of Norway’s Stanganger University, assessed that “the haptic and tactile feedback of a Kindle does not provide the same support for mental reconstruction of a story as a print pocket book does.” Let’s remind ourselves that our brains were not solely designed for reading but nevertheless have a adapted a new created by e-readers allowing us to appreciate and understand letters, words and texts.

The brain reads by constructing a mental representation of the text based on the placement of the page in the book and the word on the page. Hypothetically, Mangen proclaims that, the difference for Kindle readers “might have something to do with the fact that the fluidity of a text on paper and this very gradual unfolding of paper as you progress through a story is some kind of sensory affordance, supporting the visual sense of progress when you’re reading.”

While e-readers, in their attempt to re-kindle the sensation of turning pages, the screen is limited to one ephemeral virtual page. Surveys about the use of e-readers suggest that this affects a reader’s serendipity and sense of control. The lack of ability to flip back to previous pages or control the text physically, is present. Thus diminishing your general recollection of the text. On another hand, reading long, literary sentences sans lines and distractions is actually a skill that will cease if you don’t utilise it. Before the Internet, the brain read in a linear fashion, taking advantage of sensory details to remember where key information was in the book by layout. As we now read on screens, our reading habits adapt to skim text rather than really absorb the meaning. A 2006 study acknowledged that people read on screens in an “F” pattern, reading the entire top line but then scanning through the text along the left side of the page. This sense of non-linear analysis reduces comprehension and actually allows more difficulty to focus the next time you sit down with a longer piece of text.

Tufts University neuroscientist Maryanne Wolf worries that “the superficial way we read during the day is affecting us when we have to read with more in-depth processing.”

Slow-reading supporters recommend at least 30 to 45 minutes of daily reading away from the distractions of modern technology. By doing so, the brain can reconnect with linear reading. Regular reading also kindles empathy, a function long lost when reading a print book. Yet, as I conclude, I feel that in this Twitter and TV-centric world, it’s those who take a break from technology and pick up a paper book who receive the benefits this open secret entails.

New headteacher taking on role at St Bede’s school

By Emily Skelson

At the end of July, we will be seeing farewell to our current head teacher Mrs Travers; we will be welcoming Mr Hibbard to the role from September. Mrs Travers has been St Bede’s head teacher for 17 years.

Mr Hibbard has been working at St Bede’s since 2008 as a maths teacher, before becoming the Head of the Maths Department. Afterwards, he was appointed role of Deputy Head teacher about three years ago.

He believes that to be a good head teacher, you need to be understanding both to your students and staff; determined that you want the role; pragmatic in the way you think; organised and a good experienced leader.

Just a few of many of his future plans are to try and encourage students to take a more active role in their learning and improve grades as much as possible around the school. He also wants to improve facilities including places to go to at break and lunchtimes.

As students from St Bede’s, we would like to thank Mrs Travers for everything she has done for the school, and to wish Mr Hibbard the best of luck for his new role as head teacher.

By Rebekah Seymour

St Bede’s Sporting Success

At St Bede’s we have a wide range of sports teams available for both boys and girls such as a netball team for girls, a football team for boys, a basketball team for boys and girls, a hockey team for boys and girls and many more. Each team has their own level of abilities and always do well.

The most successful hockey team was the Y8 boys hockey team. The boys in the team are Malachy McHale, Adam Curtis, Ben Crew, Derek Dominic, Kenshi Shibui, James Kiley-Stapleton, Cameron Christie and Daniel Crew, and their coach was Mrs Edington. The boys got through round 1 and round 2 without being defeated and they reached the semi-final of the competition. With great success, they won the final.

Also we have high quality football teams in every year group. Each team plays a game against another team in their league. If the team finishes with a certain amount of points then they will be able to move into the semi-finals. However whatever the score may be, whether it was a win, lose or draw, the coaches are always extremely supportive of their team in which the boys and girls play.

St Bede’s do well in basketball as well. A recent Year ‘9 girls’ basketball tournament left St Bedes in second place, which is another brilliant result for the girls. Also in a Year ‘8 girls’ netball tournament, the school entered two teams. The amount of Students that volunteered to participate was amazing!
Faith’s success in elections

By Faith Singh

I am often asked, ‘Why did you run for this?’

Let me elucidate. Recently, I was elected as the Deputy Young Mayor of North Lincolnshire. Quite a privilege!

In receipt of well over 1000 votes, aged 12, I will explain further concerning my role but I was delighted to be gratified with such an honour, especially given the calibre of my competition. Throughout the latter of 2016 up to February 2017, I actively campaigned with the aim to garner the greatest possible accumulation of votes, visiting numerous schools. Despite sustaining a thigh injury, I persisted so I could speak with the 11-18 year olds, my target audience, also in the hope of enlightening them with my desire to make a positive and productive difference in our community. I’d like to think I inspired them.

With no denial, the campaign trail was a lengthy journey but it was without hesitation worth the while. So now I am here, as your Deputy, and work does begin. However, I have been told that it genuinely ‘doesn’t feel like work’, because it’s so rewarding. The fact that maybe present is a weight on your shoulders is overruled immensely by the opportunities you gain, whilst influencing the community so that it is a pleasant place for all young people to spend their childhood and adolescence, which is an instrumental part in anyone’s life.

Already I attended a prestigious event to meet a wide range of residents in our community to discover what matters to them in North Lincolnshire. Furthermore, I am conscious that my diary is devised itself in dates, dates and more dates...

To further this, there is much to do. Yet it’s all for the young people. At a meeting with the Young Mayor Cameron McFarlane and re-elected MYP William McCullion we all ardently agreed that it is your best interests we have at heart. So it’s not an issue in the slightest!

On the other hand, to prepare yourself for the amount of steps that must taken, there are skills that are required. I won’t lie, there very well maybe some challenges in my time in office, challenges I may not expect to experience- but I think it’s inevitable that on a road to paving a promising path for our young people to grow accustomed to, that perhaps obstacles will intrude. So it does take a degree of determination. Notwithstanding, I am willing for this and my determination that I have obtained from charity work and my many national, regional and local accomplishments will be channeled into my works as Deputy, that I assure you. I can also confirm that I am comfortable with speaking out in public which is a skill that I have openly practiced. In addition, I’ve no issues with working in a team, I’m an academic and I relish a challenge. Hence, I believe that I can tackle what could be thrown at me, and I vehemently vow to work and fight for you, employing my skills so, as I explained in my Candidate Statement, ‘the visions we want to see can be in reach’.

So what’s next? Of course, it’s the next steps- but what do I aspire to attain? Something very close to my heart and at the peak of my mountain of priorities is equality. Equality is of prime importance to me because we all deserve it, regardless of race, religion, gender, ability or age. We are who we are and should be respected for it. With respect to inclusion and mental health, it’s an open secret I’d like to introduce some vital changes on that front too. Therefore we’ve established that as your Deputy Young Mayor I have ambitions.

My ambitions link to the rhetorical question I opened my article with. I hope I’ve summed that up.

The logos representing roles you could stand for.

Faith Singh has recently been elected as Deputy Young Mayor of the NLYC.

Awards and rewards!

By Billy Ryan

This year, St Bede’s introduced a new reward system. We feel that students’ success must be celebrated and this policy is the solution. Instead of merit, St Bede’s has allowed students to earn excellence points. These are acquired by exceptional effort, amazing attainment and super service. Through the amount of excellence points you earn, this could lead to certificates. These include: Bronze, Silver, Gold and Platinum. Furthermore, there are commendations to be awarded. The Head teacher’s Commendation is awarded for 100 excellence points and the Chairman of Governor’s Commendation is awarded for 150 excellence points. Excellence points are especially vital for Year 11 because they are privileged for a visit to Ashby every term. If they do not reach the required target then they aren’t with the privilege of visiting Ashby. However, this is positive approach as it teaches students discipline. Faith Singh, 12, said: “I was invited to the awards ceremony at the end of last year and it was a great honour. I am often asked, ‘Why did you run for this?’”

By Faith Singh

What Chaplaincy means to St Bede’s

By Faith Singh

In our area of North Lincolnshire, St Bede’s is the only flourishing Catholic secondary school. We are immensely proud of this, but not purely because we are distinctive, but rather the fact that our school provides sterling enlightenment in our religious education department.

This department I believe is an embodiment of our ‘outstanding’ results in most inspections. Through this, worship is promoted and amalgamated with a school-based family of staunch, stalwart students: the Chaplaincy was born.

Now, as readers, you may deliberate: what is Chaplaincy?

Deliberate no more- I will gladly expound upon this.

With guidance from Miss May, the Deputy Headteacher of St Bede’s, the Chaplaincy team consist of 30-40 members that present liturgies, assemblies, religious celebrations etc. You can be assured that we cater for all tastes; perhaps if planning collective worship isn’t for you, you are free to choose. As a Chaplaincy, we are enriched by diversity- a heterogeneity of faiths. Forming a fundamental fraction of our ‘Code of Conduct’ for staff and students, all beliefs must be respected and as a child who is mixed race, I can establish that all are regarded equally. Chaplaincy bestows upon students the latitude to deepen their insight into different religions and how Catholicism compares.

Exploring this in my article, I personally am glad that these positive and productive prospects occur at my school and in a team that I am influentially involved in. But how was I appointed as a Chaplaincy representative? On a Friday last term, I spent 3 lessons to concentrate on e.g what I yearn to achieve for myself, for others, what kind of capacities I perceive suits me, consequently attempting a range of tasks...

From my perspective, that cherished morning of Chaplaincy training was unhyprocritically worth it. But why not hear it from other viewpoints?

Holly Hemmingsway-Hill, 11, explains: ‘I was pleased I joined Chaplaincy because it was a great way to learn about your religion as well as others. I’ve been able to be involved in many projects and it is a fantastic team filled with many students! I would recommend joining Chaplaincy because it’s a great experience and helps with my ambitions.’ James Kilby-Stapleton, 13, believes: ‘Chaplaincy is great because there is so much you can choose to do, and as for me, I sort the tech side of it! Through this I’ve made new friends, done many fun activities and improved my speaking skills. It is good to join as it can easily help for the future.’
ICE Day

On November 24th 2016, the first Innovative Curriculum Enhancement Day (ICE Day) of the school year took place all through the school. Each year were doing 2 different activities through the day. In the morning, half of the year did one activity while the other did a different one, and in the afternoon, they swapped.

Year 9’s did a science based activity, where we made a rocket out of rolled up card and used coloured paper to make the wings and top. We had to put them outside and launch them using air pressure from a long tube. We all had a go at launching our rockets. There were many different designs, and some rockets flew quite high and far.

The second activity was in the design and technology department, where we made elastic powered cars. We were not allowed to use a motor and therefore had to use a wound up elastic band to make it travel. There were lots of different and unique designs; people even used various materials such as bottles, CDs, Lego wheels and wood to make the frame for the cars.

Overall, the year 9’s thoroughly enjoyed the day of being off-timetable and trying something different: testing their creativity and logic skills to find new ways of powering their vehicles with the specification they had been given.

The year 7 students also got their first chance to experience the BBC microbit program; it was the second year it had run as one of the ICE day activities.

The BBC microbit program is based around programming a small computer that has a 5 by 5 grid of LEDs, with two buttons and many different features, such as an accelerometer. The students use a computer program to code what they want it to do and then they can download it onto the micro bit and see it in real life.

The year 7’s enjoyed developing the brand new skill of coding and the ICE Day as a whole was a huge success for the school and its students.

The Talented Girls’ Teams

On a Thursday after school there is hockey practice from 3:30-5; anyone is allowed to attend. Hockey is the most popular sporting club. Anyone who is interested in playing in a team, developing their hockey skills and generally having a good time with friends are invited to go. From all the students attending, the P.E. staff put teams together from each year.

This year hockey practice was even better because for the first term of school there was an actual hockey coach that came into school to help develop everyone’s skills. It was fun to take part and play with/against friends, whilst still learning a lot.

We mainly played in mixed ability teams. These would have students ranging from year 7 to 11, with both boys and girls taking part.

The year 9 girls’ team has done particularly well this season. They have had the most matches compared to every other team, and they have won the majority of their matches. The team have had some great scores, in their first match of the school year they won 4-0 and in their first tournament they won three out of four matches. They even played for the year 10’s in one tournament and came second.

Overall, the year 9 girls’ hockey team have had fun, learnt new skills from the hockey coach and had some great results.

Another year 9 girl’s team is the rugby team. The students at Winterton were lucky enough to have an England girls’ rugby player come in and coach them. The coach came in to encourage girls to start playing rugby; she was also there to prepare us for a tournament that we were attending the next week. We play full contact rugby so it can get quite violent but it is mainly fun. At the tournament we placed quite low, as it was our first time playing rugby as a team but it was new and exciting.

A couple weeks after the tournament we were invited to a rugby play day, where we learnt new skills and played against other schools. We didn’t play many matches on this day but we learnt lots of new skills and tactics from rugby players. It was a very informative day that was also very fun.

As a team this year we have only played one friendly match as it is difficult to find other teams from other schools to play against. The score wasn’t counted, and it was another day really for us to develop our playing skills. Refereeing the match was a rugby player and each team had their own coach, who also played rugby, to help guide us.
School ski trip was smashing success

By Henry Ogg

Every year our school hosts a ski trip to the destination of Courmayeur in Italy.

This year I took the opportunity to take part in this trip we were told we’d be taking in the breath taking Mount Blanc, and it sure did live up to its reputation. The ski trip lasted for eight days with a range of activities on every day.

The day quickly came around - Saturday, February 18.

Full of energy, we boarded the bus for a 20-hour journey to Italy. After many service stations, a rough ferry journey and the Mount Blanc tunnel, we arrived at our hotel and by this time it was Sunday evening.

Every day we were up early for breakfast then off to the gondolas for a smooth ride up the mountain to the slopes. Sits on and ready to go!

Depending on what group you were in would determine what slopes you were allowed to go down and what things you needed to learn. The groups ranged from 1-5. This made sure that we could maximise our time skating. We were in mixed groups with other schools, which gave us a chance to socialise and make new friends.

After the days skiing down the mountain, it would be time for a stroll down the high street, take in the scenery and learn about the culture. Or maybe head down to the shops to grab yourself some gifts or some food.

On every night there was an activity for the school to take part in such as swimming, karaoke or a disco, which kept everybody busy.

There were a lot of crashes - especially in group one! Every time you looked back, there would be people on the ground.

On the second to last day of skiing, it was awards night. An anxious day to try perform your best. It was like SATS all over again. The night came and we got our awards, a sigh of relief was breathed we’d all done well. With our heads in our hands we reluctantly boarded the bus. Time to come home and get ready for next years trip.

Dreaded GCSE’s are back again

by Henry Ogg and Harry Baker

Once again it is the time of year where Year 10’s and Year 11’s start their mock exams getting ready for when they have to take their GCSEs.

At this time, it can be very stressful for the students with revising and lots of hard work to try get them best prepared for the all-important tests.

There are many student with large expectations and high targets that they are hoping to achieve.

Our school offers extra tuition (HITT) to help the students who are under achieving or need to make progress in a certain subject. This allows the students to learn to their full potential.

Football fairytale for Winterton boys

by Harry Baker

The Winterton Year 9 Boys managed to progress all the way to the semi-final of the National FA Small Schools Cup.

Round Three

In the third round, the boys secured a 4-3 victory over St Paul and St Peter Catholic Academy. Sam Mckinley put Winterton 1-0 up with a brilliant goal far out from goal, however the home side scored 2 to put them 2-1 up at half time.

The home side scored again and with about 20 minutes left but Adam Watson got a goal back for the away side. With only 2 minutes left Winterton equalised through Adam Watson again and with one of the last kicks of the game Baker’s shot deflected past the keeper.

Round Four

In Winterton’s only home draw of the cup they progressed to round five with a fantastic performance, beating Oldham Hall Grammar School 3-0. With a big part of the school out watching, the home team did not disappoint. Sheriff scored the first goal of the three. In the second half a Sheriff goal and Mckinley goal sealed the victory for Winterton.

Round Five

In round five the Winterton boys pulled off a victory in extra time winning 3-2 against Skegness Grammar School. The home side went 1-0 up. After half time Sheriff headed home from a good corner and then 2-1 up when Ethan Taylor scored.

The home side equalised with a good finish to put the boys into extra time. Adam Watson scored the winner after another good delivery in the box by Baker was headed down by Sheriff for Watson to put the ball in the back of the net.

Round Six

In round six Winterton lost against Bury Metro Grammar School 4-1 in a game which didn’t fairly reflect the score-line. Winterton went 1-0 up through Mckinley but unfortunately conceded and was put behind after penalty shouts turned down and some questionable refereeing.

Overall, the boys put in a good performance but couldn’t quite pull off the win in the semi-final. The team would like to thank the school for their support and the manager Mr Florence for his time and effort.

Golden boy wins golden award

by Henry Ogg and Harry Baker

On Thursday, March 2 at Forrest Pines the second Golden Apple Awards took place celebrating achievements in education in the North Lincolnshire and Grimsby area.

Winterton’s Harry Baker from Year 9 won the category of Outstanding Sporting Achievement. Harry was nominated for his role as Captain of the Year 9 Football Team that managed to get to the semi-final of a National Competition.

The category was sponsored by the company Active Humber. Overall it was a great achievement and the winner would like to thank Winterton PE for the nomination and everyone who supported him.

When asked about this award Harry said “ I have really enjoyed playing in the school team with some very talented players and under good management from Mr Florence. Overall everyone involved with the team should be very proud of what we achieved this year. Thank you to everyone”
Shakespeare Trip

On 16th February, some Year 11 students from Winterton Community Academy went to Scunthorpe Library as part of the Shakespeare revision they were about to begin for their Literature exams. Previously, some actors from the Box Clever Theatre came into school to perform Romeo and Juliet for them. They used only three actors to split the roles equally between the three people. They changed the language to make it more appropriate and understandable for the age group and also got the audience involved to make it more interesting. The three actors were: Corey Stuckey who played the roles of Tybalt, Juliet’s younger brother; Riad Ritchie who played Romeo and Maria Simmonds who played Juliet. Corey also played the part of the narrator who directed his speech to the audience.

At the beginning of February, the students had their second workshop with Corey, Riad, Maria and also Michael Wicherek, the director. The students were split into groups of around six and each group had a different actor with them. They were encouraged to talk about what they had liked and disliked about the play. After that, they had to choose a quote they remembered from Romeo and Juliet to act out with the rest of the students. The final workshop was a trip to Scunthorpe Library at the end of February; all the students had to write a piece of work based on a theme of Romeo and Juliet. All of the pieces were emailed to Miss Bartlett (Learning Mentor for English at Winterton Community Academy) who then sent them on to the director and actors and were printed out. When they arrived at the library, all of the students’ pieces and work from other schools were hung around the room. The students had to choose a piece of work that they liked and were put into groups with a mix of students from different schools. An actor was put with each group of students, then the piece of work they had chosen was read out and the students had to describe why they chose that piece and why they liked it.

We asked Casey Norton, a year 11 who went on the trip what she thought of it and this is what she said:

"At the workshop my piece was chosen to be read out. As the college student read my work out, I felt worried and scared that nobody would like it. It was very daunting. However afterwards, when Corey asked who liked my piece and everyone in my group raised their hand, my confidence was changed the same as their hands. I chose to write mine from when Romeo first sees Juliet and falls in love with her. My theme from the play was love. This experience made me remember a lot of key quotes from the play as a whole. It was very beneficial for anyone who was asked to go."

Here is Casey’s piece that she produced for the trip:

"I was transfixed as butterflies flew around my stomach. Like spring, everything was blooming. My chest felt as though it was going to explode. I was so happy to see him, talk to him. We were both still unsure about what to do with this amazing feeling. Then it was like summer, everything was hot and heavy. We couldn’t get enough of each other. This wasn’t just lust. After, it was like fall, I fell for him. I was absolutely content to just simply hold his hand. It is no longer an overwhelming happiness; unless you stop to think about it. I no longer feel the need to be in his presence every day, I still do because it’s just... comfortable. It is a very calm happiness; it is no longer an overwhelming exaggerated happiness. He isn’t just everything I can think about consciously. He is just in my thoughts without realising it. He isn’t just part of my day anymore. Suddenly, he is now part of who I am as a person. Now it’s like winter, sometimes it’s hard, we fight."

All of the work has been presented into an E-Book which can be viewed online.

Year 9 Options

At this time of year, Year 9 students have chosen their options for Year 10 and 11. These subjects are the ones that Year 9 students will be carrying through for their GCSE’s, and students might have chosen different subjects for a variety of reasons. The options work differently to previous years by using pathways.

If someone has chosen to do separate sciences, they have chosen Pathway 1. They have automatically chosen English and Maths, as well as the extra lessons of Science that come from doing separate sciences. They then must choose a Humanity (History or Geography) and a language (French or German, depending on if the student chose to take German and become part of 9w), and have a reserve for either another Humanity or another language. From the more creative subjects, such as Art or Fashion and Textiles, they are allowed to choose one with two reserves because of their choice to do separate sciences.

If someone has chosen to do combined sciences but still are in one of the higher sets, they have chosen Pathway 2. Again, they have automatically chosen English, Maths, and combined sciences. They still must choose a Humanity, History or Geography, and a language, with one reserve for either. However, they are allowed to choose two more creative subjects, again with two reserves. They also cannot choose more than one Design and Technology subject.

If someone has chosen not to do separate sciences but are in a lower set, then they have chosen Pathway 3. Again, they automatically have to do English and Maths as well as combined sciences. The difference to Pathway 2 is that students in Pathway 3 only need to choose one other academic subject out of History, Geography and French. It is not required for them to take a language, unlike someone who has taken Pathways 1 or 2. Students then pick out three creative subjects with two reserves to make up the four options. In Pathway 3 there is also an extra creative subject that is not available to students in Pathways 1 and 2, called Social Skills.

Finally, Pathway 4 is for students who do not require EBAC subjects. Students in Pathway 4 choose all of their subjects from the more creative subjects section, as well as doing the regular English, Maths and Science. They don’t have to choose a humanities or a language.

All students also do one lesson of PE a week, whereas people taking PE as a GCSE have more PE lessons.

People may choose different subjects and different pathways for different reasons. These reasons usually are to do with the job that someone wants to take on after they leave school. Certain jobs need certain GCSE’s and A levels, which is why if you don’t know what you want to be when you leave school then choosing your options becomes tougher.

There are also some new subjects in the more creative section of the pathways that most students won’t have tried yet, such as Business Studies, Travel and Tourism, Health and Social Care or Visual Communications.
Northern Lincolnshire Education Consortium, March 2017: Winterton Community Academy

Winterton Community Academy ambassadors win regional award

by Sam Brown

At Winterton Community Academy, we have a group of 12 anti-bullying ambassadors who all came together and had a big meeting about the things that we could do to improve the experience of the students at our school.

One way that we thought we could improve the lives of students at and make them feel safer was to create a more student friendly anti-bullying policy.

After voting on what the best option was, it was decided that the child friendly anti-bullying policy was the best option and would have the biggest impact on making our students feel safe while at school.

To do this, we all gave up our own time and stayed behind for three meetings after school. During the first meeting, we suggested lots of different ways that we could get the information across to students and explore our different ideas. In this meeting we also studied many other anti-bullying policies and used them as inspiration so that we could make our final product the best that it could possibly be.

In the second meeting, we began to piece all of our ideas together and after lots of debate, it was agreed that a leaflet would be a good idea to get the information across because it would catch the attention of students if it was brightly coloured. By the end of this meeting, we had the majority of the information that we wanted to get across to other students and had written it in a student friendly format ready to put it into the booklet in the third meeting.

A week later, it was time for the last meeting, where we would be putting the information into the booklets ready for them to be printed and shown to the rest of the school.

A few months later, during a meeting at lunch time about The Ask It Basket (a basket where people can put any concerns or ideas for the school in confidentiality), much to our surprise, we were informed that we had been nominated for the Community Champions Award and had been shortlisted. We were told that we were against one other school for the Anti-Bullying Champion Award.

The next day, we went down to the main school hall where two names (one girl and one boy) were picked at random to go and collect the award at the award ceremony at the Baths Hall on November 24. Luckily, I was one of the names picked out and the night soon came round.

On the night of the award ceremony, we went to the Baths Hall where we all met and we were allowed into the main hall, ready for the winners to be announced. Although there were only two of us who were able to go on stage and collect the award, the rest of the team were given tickets to the event so that they could come and witness the event from the balcony around the top of the hall.

After much tension, it was finally time for us to see if we had won the award. Then, suddenly it was announced that Winterton Community Academy had won the award and it was time for us to go on stage and collect the award. The award was a big certificate that had been framed and a glass trophy.

When we had received the award, we went backstage and was interviewed about how we felt about winning the award and what exactly we did to win it.

After winning this award we all felt very proud of what we had achieved and were happy that our hard work was being recognised by others. As we only had one award, it was decided, much to our delight that we would get a replica so that we could all keep one to show others what we had achieved.

Exciting new Generations Online project revealed

By Sam Brown

Generations Online (GOL) is a project that is aimed at teaching the elderly how to use modern devices such as tablets, iPads and mobile phones. It is aimed at teaching the elderly how to do things such as printing wirelessly and accessing files on a device. This is run by Winterton Community Academy who received the funding for the project from Winterton 2022.

The teaching is carried out by a small group of students from Winterton Community Academy and Winterton Junior School who first learn how to complete the tasks from a set of booklets which explain how to do the different tasks with step by step instructions.

These instructions are then used to explain to people what we are doing and tell them what they need to do with annotated images, so that they can have a go at doing things themselves.

The instructions are also useful because it helps the people who we are teaching to better understand what we are doing and why you need to do that.

The aim of this project is to teach elderly people around Winterton how to use gadgets, and helping them to stay safe while browsing online and downloading apps and any other files they might need.

Brave teacher faces the shaver for charity

By Cody Borrill

Thanks to the amazing Miss Foreman, Winterton Community Academy has managed to raise over £1000 for Brave the Shave, organised by MacMillan Cancer Support.

Macmillan aims to raise money in order to support people with cancer. It was made because when people are given cancer treatment, they witness hair loss, lowering their confidence.

So to raise money for Brave the Shave, Miss Foreman, from the science department of Winterton Community Academy, courageously shaved all her hair off to raise money. She did this because her sister-in-law was tragically diagnosed with cancer which really did have an impact on her, and she said she wanted to raise the money so other people don't have to go through the horrible experience.

Pupils in Year 7, 8 and 9 were shown, in assembly, an amazing, inspirational video which showed Miss Foreman having all her hair shaved off to receive donations for the charity Macmillan Cancer Support, which really did inspire a lot of students to donate for the cause.

We also asked Mr Morris about the shave, and he said: "It was so moving as cancer affects everyone. There is a lot more impact when women do it as so many men shave their head nowadays. I am willing to do it, but for a man in my position, it's tricky as you're being seen by the general public".

Miss Foreman really did have a massive impact on raising money to help cure a disease that nobody should have to go through.