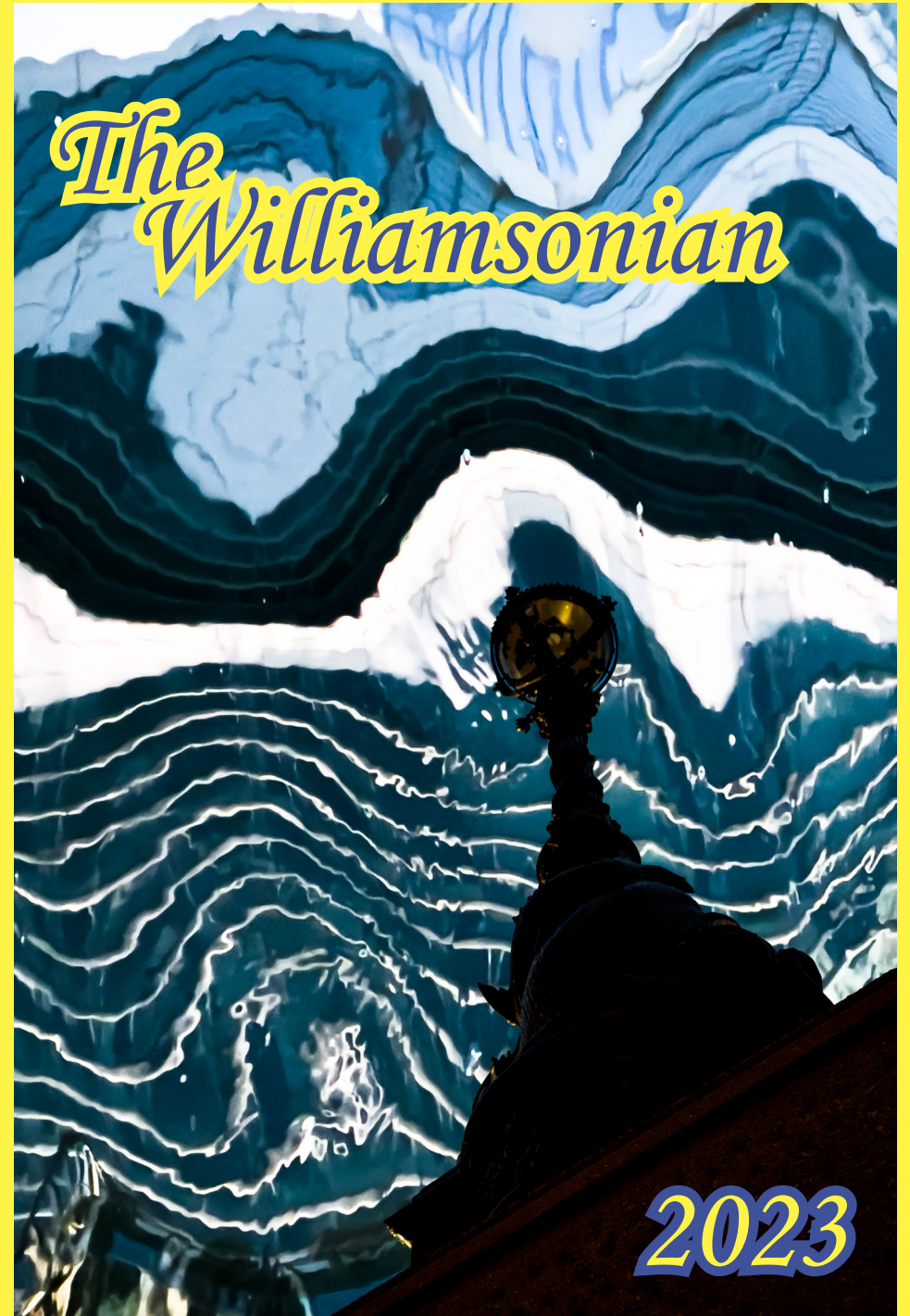




sub umbra alarum tuarum

THE WILLIAMSONIAN 2023



2023

From the Headteacher ...

FOREWORD



By any measure 2022-23 has been an exceptional year for the school and its pupils. It started with the school achieving a progress score of 0.92 in the government's key progress measure at GCSE. In simple terms this meant pupils exceeded their targets by one grade in 9 out of 10 of their GCSEs. This was the highest in Medway, and the equal third highest in all of Kent and is likely to place the school in the top 40 schools in the country. A Level was just as good. An average points score of 45 meant pupils gained half a grade more on average than our previous record results. On the basis of these outcomes, we had record numbers go on to top universities and top courses.

This put us in an exceptional position for the Ofsted visit that took place in March. This was our first visit since 2008, but despite the time difference, the conclusion was the same. The Math is an outstanding school, made so by the pupils, who are a credit to all of us, the staff, who work unflinchingly in the best interests of the pupils and parents, who support us in what we try to achieve.

However, this year has not all been Ofsted and exam results. The school's pupils have excelled in National Competitions in subjects such as Chemistry, Biology and Maths. In Economics 9 of the 20 national finalists came from the Math, out of more than 3500 entrants. We have delivered hundreds of musical lessons each week, enjoyed fabulous concerts, a superb show and had huge success in LAMDA examinations. More than half the school population have participated in a sporting fixture against another school with our U18 girls winning the Kent Rugby competition and our U14 Boys hockey team winning the first national state schools hockey competition.

The list of achievements goes on. I am enormously grateful to our staff, both teaching and support who despite a huge number of national challenges in education continue to go above and beyond to benefit the pupils at the school. Much of the best of what they have done is contained within this magazine.

Mr. E. Hodges
Headteacher

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STAFF NOTES



Headteacher: Mr. E. Hodges
Deputy Headteacher: Mr. C. Morris
Chairman of Governors: Mr. S. Brighman

Assitant Headteachers:

Dr. I. Karam
 Mr. K. J. Bailey
 Ms. A. Gibson
 Mrs. R. Breach
 Mr. M. Barley

Head of Lower School:

Mrs. G. Manchaud-Green

Deputy Heads of Lower School:

Mr. L. J. Webster
 Miss J. Schweitzer
 Mrs. S. Parker

Head of Middle School:

Mr. D. Coate

Deputy Heads of Middle School:

Mr. J. C. Townsend
 Mr. S. J. Pepper

Head of Sixth Form:

Mr. K. J. Bailey

Deputy Heads of Sixth Form:

Mr. S. Kay
 Mr. C. Loizou

Head of SENCO:

Mr. C. Alderman

Deputy Head of SENCO:

Mr. L. Bindon

Heads of Department

Art: Mr. E. Stewart & Mrs. E Morton
Biology: Miss A. Wallace
Chemistry: Mr. M. Barley

Classics: Miss S. Harrison
Computing: Mr. C. Loizou
Design & Technology: Mr. D. Robson
Drama: Mrs. J. Shand
Economics: Mrs. R. Breach
English: Miss M. Holland
French: Miss K. Cook
Geography: Mrs. E. Cullis
History: Mr. C. Nicholson
Life Skills: Mr. O. Burgess
Mathematics: Dr. I. Karam
Music: Mrs. G. Morris
Physical Education: Mr. S. N. Downes
Physics: Mr. A. Worthy
Politics: Dr. A. Bidmead
Psychology: Mr. M. J. Tricker
Spanish: Mr. G. Powell

Heads of House

Bridge: Mr. S. J. Marsden
Castle: Mr. C. J. Alderman
Gordon: Mr. M. Sandman
Pitt: Mr. R. Turley
River: Miss C Hindson
Thetford: Miss J. Miller
Tower: Miss R. E. Robson

PA to the Headteacher:

Mrs. S Rose

PA to the Deputy Headteacher:

Mrs. C Pullies

Office Manager:

Mrs. N. O'Boyle

Site Team Manager:

Mr. D. Filmer

Examinations Officer:

Mrs. N. Parham

STAFF DEDICATIONS

The dedication and hard work of staff has enabled students past and present to enjoy an excellent standard of education. In recognition of their efforts, we celebrate the following members on reaching a significant milestone in their time here at the Math.



30 Years of Service

Mr. A. Milne



20 Years of Service

Dr. I Karam, Mrs S. Picott, Mr. K. J. Bailey, Mr. S. J. Marsden,
 Mrs. H. Redgrave



10 Years of Service

Mr. N Daniels, Miss S. Stephenson, Mrs. B. Leith, Mr. D. Coate,
 Miss K. Cook, Mrs. S. Joseph, Mr. G. Powell, Mr. P. Robinson,
 Mr. S. Brightman



STUDENT NOTES

School Captain: O. Stace

Deputy School Captains: I. Emmanuel, A. Jennings, I. Rahman



Senior Prefects: H. Abbas, D. French, B. Hoad, A. Jangra, J. Jefferson



General Prefects:

O. Adesuyi, D. Ahmed, M. Ali, V. Attra, E. Asare, T. Avramov, O. Barnes,
Z. Brencik, A. Brown, I. Burrows, J. Burt, S. Burt, T. Cleary, T. Coleman,
D. Dacosta, P.P. Dhadwal, B. Driver, G. D'Souza, F. Godfrey, O. Goodall, R. Hanks,
A. Hawksworth, A. Lal, O. May, K. McAddy, C. Middlemis, J. Murphy, O. Page,
T. Rahman, E. Salter, C. Walters



The Watts Exhibition Prizes: Standout pupils who gain entry to Oxbridge receive the Watts Exhibition Prize, whilst their names are displayed on a devoted board within the Main School Hall. This years recipients are listed below:

J. Jefferson - Downing College, Cambridge - Medicine
M. Saunders - Emmanuel College, Cambridge - Medicine
M. Marsh - Lucy Cavendish College, Cambridge - Economics
R. Sandhu - New College, Oxford - Engineering

Math School Art



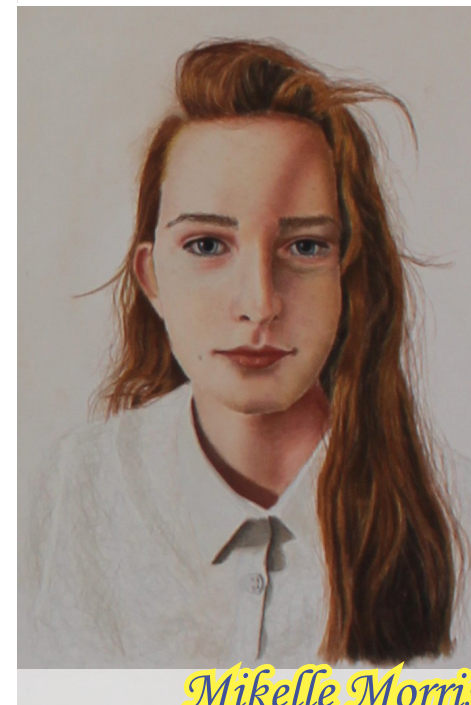
Ava Bannayi



Austin Alexander



Austin Alexander



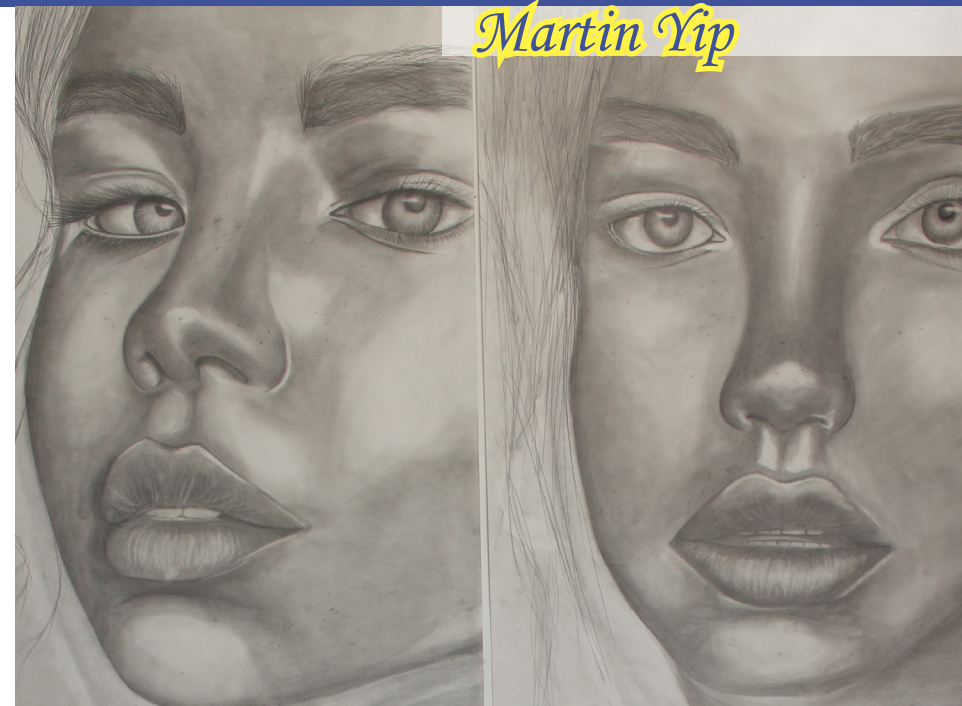
Mikelle Morris



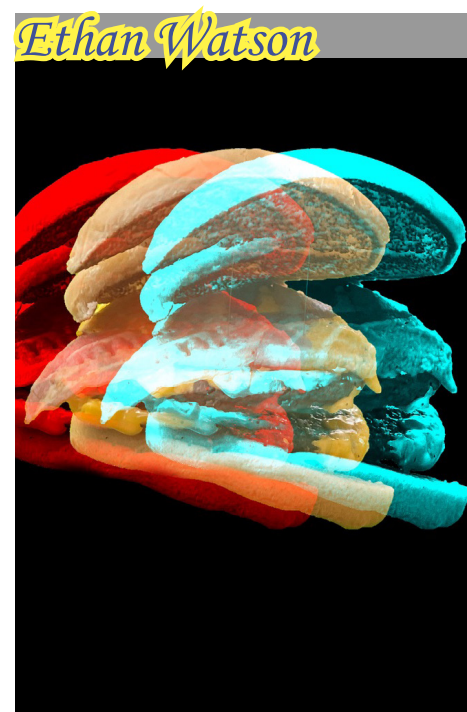
Harry Foster-Teapes



Austin Alexander



Martin Yip



Ethan Watson



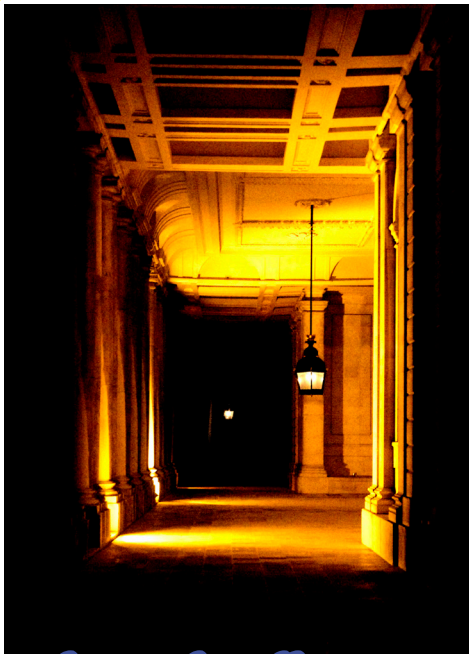
Oliver Chandler



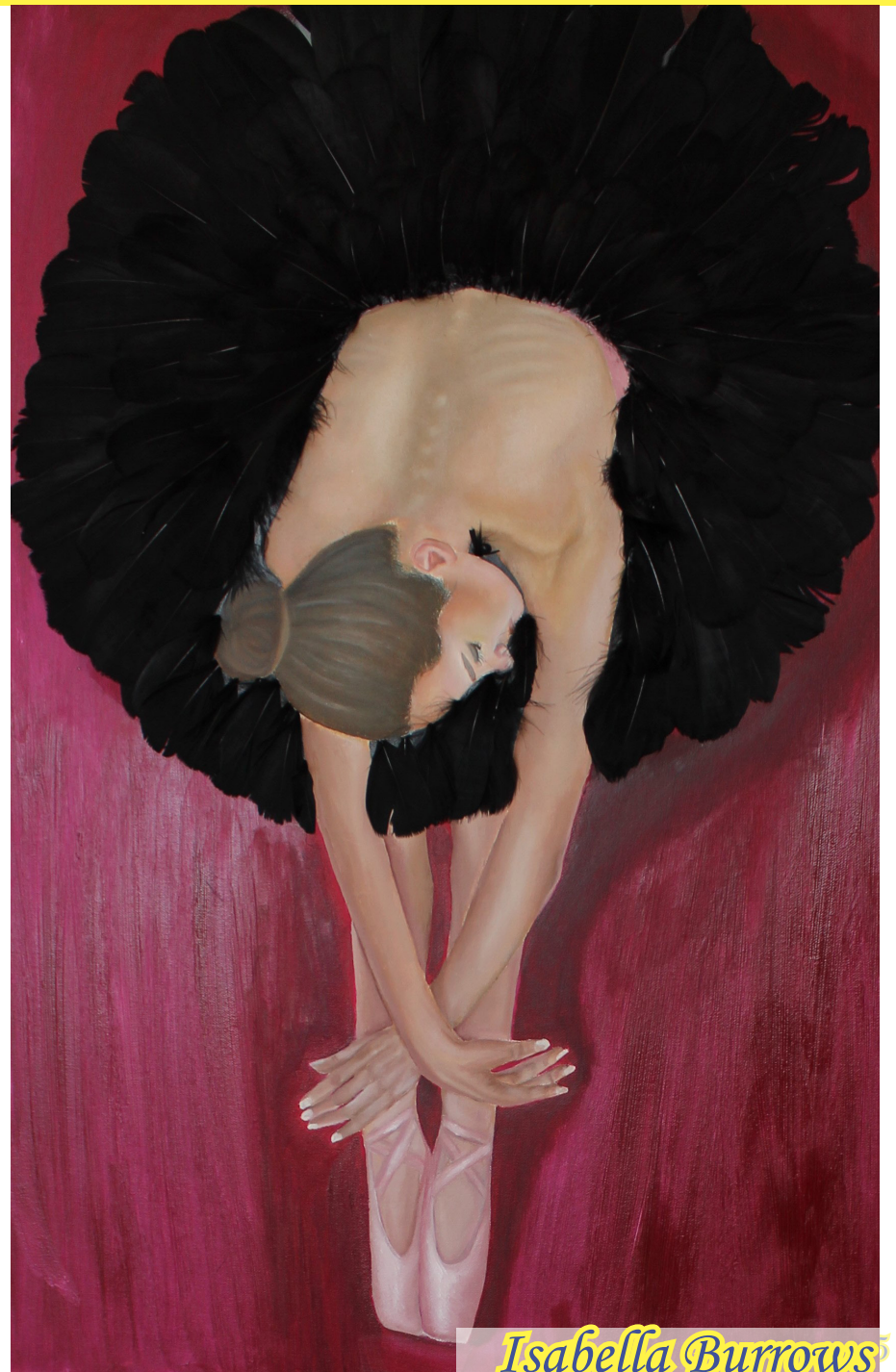
Oliver Hewson-Parkins



Ethan Watson



Oliver Chandler



Isabella Burrows



Callum Pallett



Precious Popoola



The Biology department has provided students with a fantastic opportunity to go to the Royal Institute in London to participate in a workshop called 'A Question of Taste'.

The Royal Institute struck me as an historic museum, playing very important parts not just in biology, but the entire field of science. It is home to some of Michael Faraday's discoveries and even the creation of Christmas lectures, which, since 1936, have been focussed on getting children interested in science. The course's origins come from the time that chemist Arthur Fox accidentally spilled some phenylthiocarbamide (PTC) powder into the air. While he was unaffected, this caused his colleagues to complain of a bitter taste, thus leading to the discovery of the gene.

The workshop was very enjoyable and interesting, linking together topics from our course and giving us a useful insight into a complex subject and its relevance to other scientific areas of study. The whole point of the course was to compare each student's genotype (genetic code) with their phenotype (physical manifestation of DNA). While it could be affected by environmental factors like how many papillae (which contain taste buds) we have, it is 70% accurate due to its dependency on genetics. We used polymerase chain reactions (PCR) to test if students could taste PTC from the gene TAS2R38. We each tasted pieces of paper which were blank and which had PTC on them to see if we could taste a difference. Then, we took saliva samples and used centrifuges to separate layers of cells and concentrate them. We had to add primers for replication of DNA, and required specific temperature changes and mixing to ensure our results were clear. We also used TAQ polymerase to efficiently replicate DNA at high temperatures (this is because it came from a thermophilic bacterium).

PCR is most well-known for use in COVID-19 tests, which involves amplifying a part of DNA from the virus, therefore we were able to see such a big part of our learning explained and applied in different ways. This specific use of PCR for the taste of PTC is also

useful as it was discovered that people who can taste it are less likely to smoke due to the more bitter taste of tobacco, which may deter them from being addicted to smoking.

Using micropipettes, students took care in transferring their replicated samples to small holes in a block of gel we had made. We used gel electrophoresis to separate strands of DNA; a saline buffer solution was used to conduct electricity, allowing strands of DNA to move from the positive terminal to the negative terminal based on their size. This meant we could physically see our genotypes and see if our genes matched our taste.

By comparing a 100bp ladder to how far our genetic strands moved down after 40 minutes, I could tell that I was heterozygous, because I had both the tasting and non-tasting alleles (one from each parent) because I had the uncut strand (221bp long) and the cut strands (177 and 44bp long). The reason this works, which I found to be the most interesting part of the workshop, is because TAQ polymerase cuts the DNA at the code CCGG in that exact place, which is the tasting gene. Therefore, you would know that you could taste PTC if there were 2 strands at 177 and 44bp long, because that is where the gene would have been cut.

It was a truly fascinating day that reminded us of why we love biology; there is a whole world that we cannot see, but it affects every living thing. The fact that we can look into our own genetic instruction manual is brilliant and I cannot thank the Royal Institution and the Math School biology department enough for demonstrating this.

Toby Lewis
Biology Prefect



The Math School Chemistry department is highly organised and incredibly successful. I have experienced chemistry since I joined as a year seven student, learning from the highly-committed teachers, as they build up our knowledge from the absolute basics of atoms and their reactions, to the reasoning and logic behind them. It is not only the case of getting high grades, but encouraging further curiosity through additional practicals and the welcoming environment that allows students to have comfort in making mistakes to further their learning.

In the sixth form, student-led revision allows pupils to create resources in a way that they understand, making assistance from Mr Barley more productive and more effective. Folder checks allow students to quickly figure out a revision method that works for them, making the best use of their time.

Quality marking assessments allow students to get realistic ideas of their skill level and then improve from their mistakes by completing regular spaced review tasks, ensuring that they have understood and retained each topic. Having spoken to new students, they agree that consistent tests on past and present topics ensure that they are always up to date with their chemistry knowledge. This is especially useful for students who come from schools that use a different exam board for GCSE, quickly bridging gaps in concepts that they were not familiar.

Furthermore, the chemistry department has been among the most helpful for providing super-curricular opportunities, such as chemistry prefects, which involves tutoring up to twice a week, helping not only GCSE students with exam preparation, but even younger students who are beginning their chemistry journey.

There is also a chemistry support group and medical society, run by and for year twelve chemistry and medicine students, providing additional support for like-minded pupils who can help each other across various topics in the field of study.

Toby Lewis
Chemistry Prefect

UK Chemistry Olympiad

Recently, four of our Year 13 students took part in the UK Chemistry Olympiad, run by the Royal Society of Chemistry, at their own insistence (this is a competition we don't normally enter as it clashes with internal mock exams).

This competition is designed to challenge the very best year 13 Chemists, such as those produced here at the 'Math'.

I'm pleased to say all four gained excellent outcomes. From a possible 86, their scores were:

Aaron Shoker 40
Kerim Yilmaz 39
Hadi Abbas 34
Kieran Pogoue 33

Congratulations to all!

Miss A. Wallace
Head of Biology



The House of Lucius Caecilius Iucundus has been central in helping students to form the basis of their engagement with ancient civilisations and remains a bedrock of the classics course at SJWMS.

Caecilius is a central character in our understanding of life in Pompeii, primarily because of the invaluable insights he provides into the daily routines, socio-economic status and cultural aspects of this ancient Roman city. Through the ruins of his home, known as the House of Caecilius Iucundus, and the artefacts found within it, historians and archaeologists have gained significant knowledge about the life and times of Pompeii.

One of the most crucial aspects that Caecilius helps us comprehend is the socio-economic structure of Pompeii. His residence is a remarkable example of a well-preserved, upper-middle-class Roman home. This tells us that Caecilius belonged to a reasonably prosperous social stratum. The house's layout, decor, and furnishings reveal a level of comfort and sophistication that was enjoyed by individuals of his status. By studying the House of Caecilius Iucundus, pupils can draw comparisons with the homes of other Pompeian residents, allowing for a more comprehensive understanding of the city's social hierarchy.

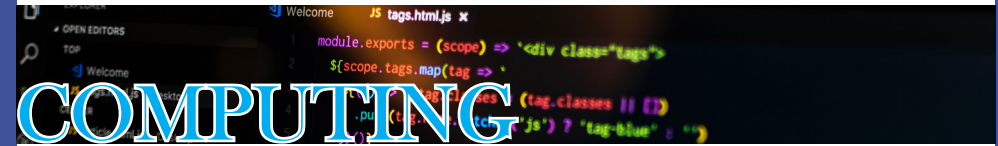
The House of Caecilius also offers valuable insights into the daily life of Pompeii's inhabitants. The presence of a peristyle garden, dining rooms and bedrooms reflects the typical architectural elements found in Roman homes. These features help us visualise the day-to-day lives of Pompeian families, whilst the frescoes and mosaics found in the house depict scenes of everyday life, providing a glimpse into the leisure activities and trends of the time.

The artefacts discovered in Caecilius' house also help to shed light on the economic activities and trade networks of Pompeii. Pottery, glassware, and other household items tell us about the types of goods that were available and used in Pompeian households. This information helps historians understand the economic relationships between Pompeii and

other regions in the Roman Empire, as well as the local industries and craftsmanship.

Caecilius' presence in Pompeii also contributes to our understanding of the city's cultural and religious life. The Lararium, a shrine dedicated to household gods, found in his house, suggests the importance of religious practices in daily life. It underscores the blend of Roman and local religious traditions that were common in the city. Moreover, the presence of Latin inscriptions and graffiti in the House of Caecilius Iucundus helps students to study the language and literacy levels of Pompeii's residents.

In summary, Caecilius is a crucial figure in our understanding of life in Pompeii because he represents an archetype of the city's middle-class residents. By examining Caecilius' home and its artefacts, researchers continue to unravel the mysteries of this ancient Roman city and gain a deeper appreciation for the lives of its inhabitants before the catastrophic eruption of Mount Vesuvius in 79 AD.



The IT and Computing department at The Math sow the seeds of creativity, critical thinking and technological perceptiveness, from the ground up. From the moment pupils first enter the classroom, they are given the freedom to create and interact with their devices and each other, constantly cultivating the necessary skills for success in the wider world.

Learning to code in school holds immense importance in the modern educational landscape. These activities not only teach valuable technical skills but also encourage critical thinking, problem-solving abilities and collaboration, preparing students for success in the digital age.

Coding in schools introduces students to the language of the future. In an increasingly tech-driven world, understanding how software and algorithms work has become a fundamental literacy skill, akin to reading and writing. By learning to code, students gain the ability to create and manipulate digital tools, empowering them to become active participants in the digital ecosystem rather than passive consumers. This not only opens up a world of career opportunities but also helps students become informed and responsible citizens in a technology-driven society.

The encouragement from teachers creates an environment in which students aren't afraid to make mistakes. This is crucial in building a growth mindset amongst alumni, as students must learn to embrace failure as a part of the learning process. Debugging and troubleshooting become essential skills, teaching perseverance and resilience. Additionally, when students see the effects of their work, it motivates them to tackle more complex problems.

Pupils are exposed to vital technological tools early on, using them to express themselves, as well as collaborate and engage with their peers. This has the potential to provide the foundations for a potential career in increasingly rewarding STEM (Science, Technology, Engineering, and Mathematics) industries.

The department has and will continue to play an integral role in equipping students with essential technical skills that they need in order to enhance their school experience. Computing at The Math

nurtures critical thinking, problem-solving abilities and teamwork, as well as encouraging creativity. As technology continues to shape our world, these skills will become increasingly crucial, making education in computing an essential part of modern learning and helping to steer our collective future in the right direction.



DESIGN TECHNOLOGY

Throughout the year, the DT department has continued to expand upon its wide array of new technology. The latest addition to the collection are new 3D printers which create intricate designs alongside essential mechanisms to aid students in their coursework. The introduction of a matchbox car project in year 10 has seen this equipment put into action; with students learning how to design and print wheels for their vehicles.

The Rotary Club Competition

This year for the first time, the school entered the Medway Rotary Club Competition, where we were warmly welcomed at the Royal Engineers Museum. The school put forward three separate teams, competing in Junior, Intermediate and Advanced age categories.

Whilst there were three separate competitions for different age groups, the brief given to each team was very similar. The overall aim of the event was to create a coin sorting mechanism alongside a design portfolio within the allotted 4 hours. The only difference between the teams was the amount of coins needed to be sorted with the advanced team also needing to design a way to count the coins once collected. Each team was given 4 lengths of Jelutong, sheets of card and paper, garden wire, drawing pins, screws and glue guns were also available. Each school additionally brought along a box of tools as well as stationary for the design portfolio.

The first 2 hours were allocated to writing the portfolio and mapping out initial ideas. The senior team's drawings consisted of 3rd angle orthographic, one and two point perspective. The portfolio was marked after 2 hours and added to the total marks, therefore needed to be concise but imaginative to impress the judges.

After the first hour had passed, the teams were then able to start creating their mechanisms. The senior team had the major challenge of sorting a 1p and 5p coin which differed in diameter by only 0.5mm or so, something which caused us to encounter many difficulties which would be eventually overcome. The basis of the senior team design was a narrow tube

which had been angled downwards so slightly to allow the coins to run flat; there were then holes cut out every 5cm in the card of the exact size of the coin so it would fall down into a collection tube created by the jelutong dowels.

At the end of the day, each design was tested against one another, with the judges, passing coins into the mechanisms and accumulating points based on the success or failure of the design. After the judges' deliberations it was a clean sweep for The Math, as we won the Junior, Inters and Advanced competitions convincingly in the end. A tribute to the ingenuity and creativity of students in the DT department.

The DT department has continued to excel and grow. Additions to new equipment and staff have spurred on a number of new project ideas to be implemented in the near future and we look forward to the development of the department over the next few years.

Ben Hayes
DT Prefect



Congratulations to the cast and crew of the latest school production, on their fabulously entertaining acting, and professional sound and light production in this mysterious and melodramatic tale, set in the wilds of Devon, with a satisfying twist in the end. Audiences were challenged to work out which character was behind the mysterious death of Sir Charles Baskerville, before Sherlock Holmes did on stage!

For our production of *The Hound of the Baskervilles* we had so much fantastic talent. We invited some younger students to understudy main roles and perform these in our Saturday show. We also had several year 13 students who have remained involved even after their exams, and performed in their very last show at the Math. They and their peers have been a remarkable Drama cohort; the biggest GCSE set to date at The Math and the first A Level Drama group here! It has been an absolute delight to teach these students all the way through their time here, and to see their development as they participated in school productions, took GCSE and A Level Drama and flourished as students and young people. Many of them have taken and excelled in LAMDA examinations as well, and I am confident they will meet the next steps in their lives with confidence, compassion, imagination and commitment.

This is the first school production where we have been able to use our brand-new sound system, a big investment generously paid for by the 1701 Society, and it has meant a really professional introduction for the cast and crew in using wireless microphones, fantastic speakers and a better designed system for our audience! We are also very pleased to have received a new lighting desk to replace the old one which kept failing, our grateful thanks to the RMSA for generously funding this. Our students have very quickly worked out how to use the new equipment and have been busy passing on their understanding to younger members of the crew, which is what we are all about- creating and maintaining a team! They have been good-humoured, creative and enthusiastic in their preparations for this quite demanding play, and we admire their courage and commitment.

Mrs. J. Shand
Head of Drama

I have acted in three shows with the Math School players and this was my first opportunity to act as a lead.

Working with the other actors, alongside the crew, was easy. The drama department has always felt probably incredibly welcoming; you can find people with all sorts of interests and strengths and the energy is (almost) always amazing. Getting to know other students, from all years, was one of the most enjoyable parts of the production.

To be honest, we had our struggles! The play is quite intricate and employs some complex vocabulary in its dialogue, so we had to be on script in rehearsals up until the week of the play. Ultimately, however, the sense of urgency really brought out the best in us, as we ended up turning out some stellar performances as a group.

The younger students portrayed Ottercoombe players and they put on a genuinely amazing performance, producing a really polished scene - so they of course deserve great recognition!

This play, in a sense, marks the end of an era for the Math School Players, as we will be saying goodbye to tech crew leader Sam Atkinson and actors Tate Patten, George Morris and Adam Greaves-Neal (the only one of us lucky enough to have an imdb article!) Along with their cohort, they have impressed in every school production in their time here, whilst also helping to make the drama department such an excellent place to be.

Thanks to my peers and the efforts of Mrs. Shand and the assisting members of staff, working on this production has been such an amazing experience.

Brandon Dias
Dr. Mortimer

ECONOMICS

Earlier this year, four students (Jasper Greening, Ben Voke, Dee Magege and myself) entered the IEA and Vinson Centre Budget Challenge. We were tasked with outlining a 2023 budget for the UK government and after a tense few weeks we discovered that our submission had earned us a place in the semi-finals.

Brimming with excitement, we travelled up to Westminster to the IEA residence and took our places on the stage to present in front of two judges and the other schools. The nerves soon dissolved as we began outlining our propositions and answering questions regarding our budget.

Our main aims were long term economic stability and a supply side focus to boost productivity levels. The key strands we focused on were deregulation of the housing market to drive down prices and increasing tax-related business incentives and the use of AI to improve productivity. Our answers impressed enough to secure a place in the final. We returned confidently to Westminster, to present again to an esteemed panel of judges. Faced with tough competition we unfortunately did not place as one of the winners, despite much commendation. Regardless, it was an invaluable experience and we attained summer internships with the IEA.

Following this, the economics department hosted an annual 'IEA Conference', inviting a number of other sixth form students from schools around Kent, alongside respected guest speakers. There was particularly salient talk regarding monetary policy measures, as well as fascinating considerations of 'the rise of millennial socialism' and 'how much should we worry about government debt?'

This year, the economics department has incurred a vast amount of success amongst its students. Joseph Narayanan and I submitted entries into the Northeastern University London Economics essay competition, earning places at a prestigious awards ceremony as finalists, with Joseph in the top 12% and myself in the top 6% of essay writers.

Moreover, economics students across years 10 and 12 recently competed in the first round of the

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Economics Olympiad run by Rochester Independent College in conjunction with the Royal Economics Society. Many of our students were triumphant and were subsequently invited to compete in a second round. This involved creating a personal financial plan, simulating the real world, in which our students once again excelled, placing extremely well on the national leaderboards.

The post-covid UK economy suffered a large recession, as GDP declined by 9.7% in 2020. As uncertainty surged, household spending fell and private sector growth expectations plateaued. The UK has been facing high inflation rates for an extended period and the Bank of England has increased the base rate of interest on borrowing - in an attempt to suppress inflation, by increasing the cost of borrowing and disincentivising spending.

However, this has negative ramifications for the housing market, as existing homeowners will also experience increased mortgage repayments, leading to some being unable to afford to pay off their mortgages. Consequently, it is likely that the number of repossessions will increase, causing an increase in the supply of houses on the market and falling house prices. This will lead to the negative wealth effect and homeowners experiencing falls in equity. Inevitably, consumer confidence will plummet, reducing consumption and risking a possible recession in the UK.

Inequality was a topic year twelve were able to delve deeper into, as guest speaker David Gregson delivered a seminar as part of a 'Speakers for Schools' event. He explained how he works closely with companies such as the 'Sutton Trust' to provide social mobility programmes to young people around Britain. He illustrated the importance of a holistic view of education, considering social factors and looking past solely academic attainment to ensure all students are entitled to the high quality of education that they deserve, with the aim of reducing inequality of education provision, eradicating it as a long-term cause of income inequality.

Snehaa Banerjee
Economics Prefect

ENGLISH

Ancient myths offer timeless lessons about human nature, morality and the complexities of life – this is why year 7 students spend their time getting to grips with Greek tales of gods, heroes and monsters. Students are able to instantly engage with themes such as hubris, fate, love and the consequences of actions. They present moral dilemmas and ethical choices, inspiring creativity and imagination, serving as a source of inspiration for literature, art, and modern storytelling, as well as superb creative writing, such as that demonstrated below...

After much deliberation, Prometheus' savage punishment has been decided upon.

Prometheus (the people's person) who had been Zeus' right-hand man (aiding in his rise to become the God of Olympus) has been brought to a cruel and unimaginable punishment, by someone he considered a friend and an ally, the almighty Zeus himself.

After Titanomachy (the Titan Battle) where Titans fought against the Olympians, in which Prometheus assisted Zeus, king of Olympus, in his victory over the Titans. Zeus entrusted Prometheus to create the first ever humans.

Prometheus the creator of man, molded figures out of mud and in the shape of the Gods, however, Zeus, being power hungry, ordered Prometheus to have them remain mortal and worship the Gods from the bottom of Mount Olympus. This would ensure little power would be given to the humans, and he could protect his reign. Zeus, although breathed life into the humans, did so on one condition- they would not have the gift of fire, and defying his conditions would have its consequences.

Prometheus watched over his creation in awe as humans became more advanced starting to learn how to build equipment such as stone axes, to help construct their tiny civilizations. However, Prometheus learned of a problem. The Humans had no means to cook their food, resorting to them eating it raw. Prometheus discovered a bigger dilemma.

Winter had struck and all the people were freezing cold, some people were even dying Prometheus couldn't just stand back and see his creation suffer.

Cold-hearted, Zeus, understood that without fire the humans would soon perish. He thought that if humans had fire they could become as smart as the

gods and over-throw him as ruler and king of Olympus. His need for power had made him so cruel that he was willing to let that which he breathed life into die rather than give them the one thing they needed to survive. Prometheus, on the other hand, was not willing to let anyone die! He knew that if he gave them fire, he would have to face major consequences but chose to defy Zeus anyway.

He decided to climb to the top of Mount Olympus and steal the fire, from Zeus, to help the wonderful people he had created. Prometheus the people savior Prometheus went down to the bottom of Mount Olympus and taught the humans how to use fire and make more so they could never lose it, helping them survive through the winter months, and thrive going forward.

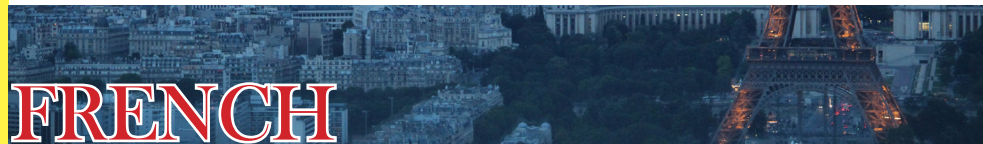
Prometheus, well aware that his decision would lead to him being seriously reprimanded, selflessly chose to help the humans anyway.

This noble act has led to Prometheus being sentenced to an eternal torment. His punishment, being, that he is bound to a rock, with an eagle, the emblem of Zeus, to be sent to eat his liver. If this isn't already punishment enough, the liver will grow back overnight only for it to be eaten again in the morning. A cycle of ongoing agony for Prometheus.

Is this a fair punishment just for efforts to improve human existence? Should this result in such a tragedy?

Shaylan Chana

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On 21st June, year 8 students went to the BFI in London for a viewing of Mathieu Kassovitz's seminal bildungsroman film, *La Haine*.

The film holds a significant place in the realm of language education, particularly for GCSE French students. Released in 1995, the raw portrayal of life in the suburbs of Paris offers a unique lens through which students can delve into both French culture and language.

La Haine captures the raw reality of life in the French banlieues (suburbs), addressing issues like poverty, social inequality, and racial tensions. Through its intense narrative and compelling characters, the film provides a poignant depiction of the challenges faced by marginalized communities in France. For French students, exploring these themes helps to gain a deeper understanding of the social fabric of the country beyond the tourist attractions.

By immersing themselves in the lives of the film's characters, students can better grasp the nuances of French society, its complexities, and the disparities that exist within it. This exposure encourages students to engage critically with cultural realities, fostering a well-rounded comprehension of France beyond the textbook.

La Haine isn't just a cultural gateway; it also serves as a linguistic treasure trove for language learners. The film's dialogue is a blend of colloquial French slang and expressions commonly used in urban settings. Exposure to authentic spoken language, in contrast to the structured formality of classroom exercises, equips students with the skills to understand native speakers in real-life contexts, in accordance with their continued studies.

By watching and analysing the film, students become attuned to pronunciation, idiomatic expressions and informal exchanges. Such exposure provides them with the tools to communicate more confidently and naturally with native speakers.

Beyond its cultural and linguistic impact, *La Haine* offers an opportunity to appreciate cinema as an art

form. The film's innovative camera work, use of black and white and unconventional storytelling techniques can spark discussions about the impact of

visual storytelling in different cultures. Engaging with such mediums encourages a holistic appreciation for various forms of artistic expression, broadening students' horizons beyond language and culture alone.

Analysing the film encourages critical thinking and encourages students to explore complex themes from multiple angles. By examining the characters' motivations, their socio-economic situations, alongside historical context, students develop skills in critical analysis and interpretation. This not only enhances their language proficiency but also nurtures their ability to dissect and discuss intricate topics - a vital skill in both academia and life.

In the realm of French education, *La Haine* transcends being just a film – it is an immersive experience that bridges cultural insights with language acquisition. Its portrayal of social issues, its colloquial language, its artistic merits, and its promotion of critical thinking all contribute to a comprehensive learning journey. As students explore the lives of Vinz, Hubert and Saïd, they not only refine their French language skills, but also develop a richer understanding of French culture and society - one that goes beyond the confines of a classroom or textbook.



Sport-led regeneration in Hackney Wick and Queen Elizabeth Olympic Park has had a profound impact on the area's deprivation levels, particularly in terms of housing, housing costs, and availability. This transformation has brought both positive and negative consequences for the local community.

One of the most significant effects of sport-led regeneration in Hackney Wick and the Olympic Park has been the improvement in housing quality. The development of new residential properties and the refurbishment of existing ones has led to more comfortable living conditions for residents. This has resulted in improved well-being and a sense of pride among the local population, as they now have access to modern amenities and better housing infrastructure.

However, alongside these improvements in housing quality, there have also been rising housing costs. As the area becomes more attractive due to the presence of sports facilities, the demand for housing has surged. This increased demand has, in turn, driven up property prices and rents, making it difficult for lower-income residents to afford to live in the area. This has led to concerns about gentrification and the displacement of long-term residents who can no longer afford the rising housing costs.

The availability of housing in Hackney Wick and the Olympic Park has also been affected by sport-led regeneration. While new developments have added to the housing stock, the focus has often been on high-end properties and luxury apartments. This has not necessarily addressed the housing needs of the local community, particularly those in lower-income brackets. The lack of affordable housing options can exacerbate existing levels of deprivation, as families struggle to find suitable and affordable homes.

Moreover, the displacement of existing residents due to rising housing costs has disrupted established communities and social networks. This can have negative effects on residents' well-being and overall quality of life. The loss of affordable housing options can also contribute to homelessness and housing instability, further deepening the issues of deprivation in the area.

LIFE SKILLS

How well do we truly know the stories behind the faces that we see everyday?

Our paths cross on the school grounds, yet each of us carry a unique set of experiences, challenges, and triumphs. Not only is it necessary that we are understanding of our cultural and religious differences, but also that we are aware of other crucial aspects that shape our lives: e-safety, government workings, sex education, healthy relationships, etc. These important elements provide us with the knowledge needed to navigate the real world after school.

In recognition of the significance of a holistic education that goes beyond just the academic, Life Skills was introduced into the year 12 curriculum. It covers essential aspects of personal development: the dangers of drink and drugs, travel abroad, careers, and much more.

Putting Theory in to Practice

The power of learning lies in the ability to understand, which comes from practical experience. This is why, in the last academic year, students have been involved in hands-on education to bridge the gap between theory and application in a comprehensive and meaningful way.

- Year 8 had magistrates come in and learned about their roles and powers. The students acted as magistrates and passed judgement on a case of cyber bullying, which allowed for a first hand understanding of the legal system, while developing an understanding of the impacts of online behaviour.
- Year 9 got a tour of the local Gurdwara, learning about the history and beliefs of Sikhism. As the UK's 4th largest religious group, it is important to gain an understanding of Sikhism, its practises and beliefs and its presence in our community.

SJWMS - A Rights Respecting School

The Math was recently re-accredited with the prestigious title of a Silver Rights Respecting School. This accomplishment was a collective effort, involving students and staff who participated in interviews, with notable dedication from the School Council. We received this award for 'explicitly embedding the UN Convention on the Rights of the Child' (~UNICEF) into morning tutorials and Life Skills lessons, furthering the understanding of the Convention within the school and thus encouraging a sense responsibility in actively contributing to a more just society.

Thanks to the efforts of the Life Skills department, students receive a well-rounded education, equipping us with the ability to make informed decisions in a constantly evolving society.

Yusuf Sabir
Life Skills Prefect

MATHEMATICS

With this academic year coming to a close, we'd like to wish the, now finished, year 13 Mathematicians the best of luck for their future ventures. To focus on current events, the Mathematics department has once again produced an excellent series of results in end of year exams for each year group. The department as a whole would like to congratulate all the students for their efforts this year and further congratulate those who have won accolades from the UKMT. 59 of our students achieved outstanding results which put them in the top 5000 nationally in each of their respective age groups. Notable performances go to: Abayomi Amusa in Year 13, Toby Iloh in Year 12, Elliott Wilson in Year 11 and Arishan Narenthirath in Year 9. Arishan achieved a Bronze medal in the Cayley Olympiad round which places him in the top 100 in the country in his age group. Over 400 students achieved certificates this year, including 72 gold certificates - awarded to students in the top 10% nationally.

Approaching the end of the academic year, we have developed an outstanding insight into the A-Level Mathematics and A-Level Further Mathematics curriculum and a wonderful experience as part of the Mathematics Prefects. Utilising resources such as the "Maths @ the Math" website, especially during the recent teacher strikes, has proven extremely beneficial, demonstrating the extent to which the Maths department will go to care for their students.

The Mathematics staff have made an extensive effort to provide extra-curricular activities and challenges, such as the annual UK Mathematics Challenge and assisting the Mathematics students with tough upcoming exams, such as the TMUA, to boost their chance of getting into top universities. The staff have ensured that all students get the help they need with a support club for all years and as much help as needed in and out of the classroom.

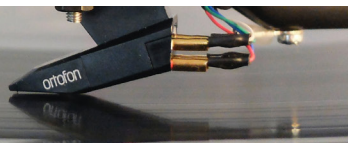
As Mathematics Prefect, it has been extremely rewarding to help out those that need help with the subject, and it is highly recommend to future A-Level Mathematics students to apply for the position. We have been able to help students from year 12 all the way down to year 8, potentially being a supporting beam in their futures. As a prefect, it has also

managed to open opportunities for me and my future career, helping me to expand my communication and literacy skills, especially with helping out on open days and parents evening events.

The challenges and opportunities the department has to offer is extensive, supporting experienced and new students throughout the year with their academic achievements. The department would like to thank all of the current prefects for their commitments and recognise the great work of the Mathematics teachers themselves and demonstrate our sincere appreciation on behalf of all us students.

Joshua Purcell & Melrin D'mello
Economics Prefects

MUSIC

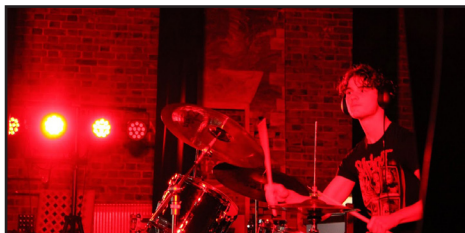


On Wednesday 22nd March 2023, the students of The Math School performed in their Spring Concert. There were students from all year groups performing as soloists, duets and ensembles, many of them for the very first time.

We were treated to a wide variety of genres, ranging from Chopin, Mozart, The Beatles, The Rolling Stones, Van Halen and Slipknot; and a diverse range of instruments from Classical Violin and Piano solos, a Brass Group, Clarinet and Saxophone ensembles and several Rock Bands from years 8, 10 and the Sixth Form Academy.

Some of the highlights of the evening were Alex who entertained us with the song 'On and On' by Cartoon, Charlotte Watson and Adam Greaves-Neal's beautiful rendition of 'Phantom of the Opera' (who knew 'that' high E was actually possible), Ethan St Clair's out-of-this-world drum solo of Slipknot's 'Unsainted', complete with a timed light show, Ethan Guo's perfect version of 'Mozart's Turkish' March and a wonderfully enthusiastic 'Pompeii' by the KS3 Choir.

It was a long but extremely enjoyable evening leaving the audience members exhilarated and extremely proud of their children. The theme of this year's House Music was "Decades". Each of the seven Houses picked their decade and we were transported all the way from the 1960s up to the present 2020s. As is tradition, the whole of Year 7 were invited to watch their peers and perform as Form groups. The requirements of the competition were: Year 7 Choir, a Junior Solo, a Senior Solo and an Ensemble of their choosing.



Houses were given extra points for costumes, presentation, comperes and programmes. There were several highlights over the two days: 7 Pitt's rendition of 'Sweet Caroline'; Anthony and his piano version of Britney Spears 'Toxic'; the Ensemble from Gordon's own composition featuring Ayo Onamade, Joris Udris & Oliver Talvilahti; and Pitt's Ensemble of 'Paint It Black', starring Tate Patten David McGrath David Famojuro and Will Jarvis. The year 7s were particularly delighted when River House's Compere, George Morris appeared in his fifth costume of the day as a Spice Girl and ordered the four judges to join him in a rendition of Wannabe - Miss Heather was not amused!

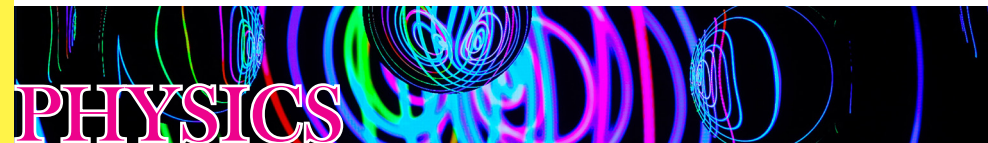
This year's winners were Castle House which featured the year 7s singing 'Forget You' by Ceelo Green, Ethan St Clair playing Slipknot's 'Unsainted' on the drums, Frankie Finch playing 90210 by Travis Green on the piano and the Ensemble playing Rude by Magic featuring Rohan Worthington-Chennu on vocals Daryan Moshtael on Electric Guitar, Ethan St Clair on drums, Rebecca Wotton on Saxophone, Inigo Beltran on Electric Guitar and Frankie Finch on Bass Guitar.

Huge congratulations to all Houses for a thoroughly enjoyable competition.

Mrs. G. Morris
Head of Music



PHYSICS



During the first summer exams since 2019, the students' determination, coupled with the diligence of staff has led to grades that are in line with previous years, demonstrating a smooth continuation of academic performance. In the grades attained, 59.6% of A level students achieved grades of A*-B and 24.3% gained an A*. All A level students also gained the practical endorsement, showing the skills of the students were not only theoretical as they completed a series of 16 core practicals. For GCSE students, the average grade was 7.36, and over 1 in 4 students achieved a grade 9, showing that high performance is consistent throughout the years.

Furthermore, the physics department has run 3 competitions this year on the topic of reducing energy use, where students designed a device to reduce energy consumption in the home and presented their ideas in a poster. The winner in each of years 7, 8 and 9 was awarded the prize of a solar powered vehicle kit to build. The prefects also continue to run intervention sessions to help KS3 students, reinforcing their current knowledge.

After an exciting academic year in the field of Physics, where NASA has chosen their astronaut team for the Artemis moon mission, a number of A level students have continued into further education in Physics and engineering. The department continues to promote these pathways, where students can progress to undergraduate courses in automotive engineering, aerospace engineering, mechanical engineering, architecture, civil engineering and physics.

Jonathan Niranjana
Physics Prefect

BACKGROUND

Sir Joseph Williamson's Mathematical School enjoys superb facilities that are significantly beyond what would normally be possible through state funding alone. The original bequest from Sir Joseph Williamson is still carefully managed by the School's Trustees which has allowed them to support a wide range of developments in recent years.



WHAT IS THE 1701 SOCIETY?

The 1701 Society is a group of individuals who have an affinity with Sir Joseph Williamson's Mathematical School and are prepared to support it with a regular financial donation.

WHO CAN JOIN?

Anyone who holds the school in sufficient regard to make a regular donation in order to support the current pupils and the school's ongoing development. Clearly not all those connected with the school will want to make a contribution, but for those that do we are suggesting 3 levels of donation:

Gold Level - £20 per month
Silver Level - £10 per month
Bronze Level - £5 per month

However, donors are also free to select their own amount.

In return for their donation donors will receive membership of the 1701 Society and to indicate this they will receive a specially commissioned tie and an invitation to a range of school event and tours. More details can be found on the school website at www.sjwms.org.uk

SPANISH

At 2am, on the cold morning of February 6th, the attendees of the 2023 Spanish Granada trip congregated outside the Da Vinci Block. Despite the shivering and the fatigue, everyone was greatly anticipating the beautiful Spanish sunshine and weather. With weary eyes, we embarked on the start of our journey: first stop - Gatwick Airport North Terminal

The flight was enjoyable as the thought of escaping the inclement British conditions for relaxation in the Spanish climate. However, there wasn't much relaxing to be done; upon arrival in the picturesque Spanish city, we immediately met the host families. My group was with the extremely hospitable Maribel and Juan, who collected our luggage and took us back to their apartment. Conversation at first was minimal as we were yet to fully settle in and be able to confidently converse in Spanish, with two native speakers. What we found challenging at first was the accent. The frequent omission of the sound 's' made certain words almost impossible to understand at first. They were professional hosts who, before Liam, Oliver and myself, hosted university students from abroad for a year who came to Granada to become fluent in Spanish and so were very good at breaking the ice and encouraging us to speak to them.

Our first activity was a traditional Spanish afternoon stroll. We climbed up Valparaiso Hill to the Caves of Sacromonte which in times past was the home of Roma and Spanish Gypsy communities. Despite the fact we couldn't enter the caves, the view of the entire city from the top of the mountain was definitely worth it, accompanied by a glorious

sunset. After a pleasant meal with our host families and more adept conversation, we crashed down for the day in our room at Juan and Maribel's.

The following day we woke up early and in a bit of a rush, set off for our first day at school. By the skin of our teeth, we arrived on time for our first lesson. Once the introductions were out of the way, we started on the first topic: the 'pluperfect'. Being one of only three year twelves, this content served as a good review for something we hadn't covered in depth since our GCSEs.

The next thing on the agenda was arguably the highlight of our trip: our visit to 'La Alhambra'. Audio headsets equipped, we embarked on our journey round the castle. By this point I'd noticed that when our tour guide spoke, I was able to completely understand what she was saying and our immersion into the Spanish language and culture was paying off. Visiting the ancient, Muslim rooms with their intricate decorations as well as the parts that had been changed by the Spanish royals gave us an insight in to the monarchical history of the country. After a brief tour around the gardens at Generalife, we returned to the city, the day well spent and was welcomed with a warm meal from Maribel and Juan.

The next day, we started our morning with more lessons, this time discussing Spanish culture and food. Our teacher was from Ceuta - the Spanish city in Morocco, however she had lived in Spain for a while and was able to endow us with valuable knowledge that was useful to our A level course. We had free time to wander about some of the shops in a

GRANADA



neighbourhood. In the afternoon, we had our flamenco lesson. Despite the apprehension, our whole group got really into it and it was a blast. We were cheering, moving and it was an experience I'm sure none of us will ever forget.

On our last day, we had more lessons before going out onto the picturesque streets of Granada to put into practice the skills we had developed. Paired with some year tens, we were asking about the popularity of certain traditions and festivals. It felt like our trip in Granada had been worth it. I was able to confidently converse in Spanish, despite the challenging accent and the speed of talking.

I was certainly sad to see our trip come to an end. It seemed too soon, I would have liked to have spent more time with Maribel and

her family and to be immersed in Spain and its culture. Indeed, the experience was invaluable; I gained more confidence in speaking, improving the accuracy of my Spanish as well as my ability to have fluent conversations. For all those thinking of taking GCSE or A Level Spanish, a host family stay trip to Spain is a must. It will not only be a fun and eye-opening experience, but it will give you an advantage in your studies. I, like many others on the trip, am certainly considering spending a gap year or a summer break during our university studies with a host family and language school to perfect our Spanish. After this experience I now know that it is a very real possibility.

Frankie Finch
Spanish Prefect

RHETORIC & GENOCIDE

Russia's invasion of Ukraine in March 2022 has dominated the news agenda ever since, beaming scenes of war and destruction into living rooms across the world. This article considers the all-important question of what caused the invasion and the subsequent atrocities perpetrated by Russian troops. Russian President, Vladimir Putin has justified his invasion by casting doubt over Ukraine's right to exist as an autonomous nation, separate from Russia. This raises important questions about where this rhetoric has come from and its impact on the conflict.

Russia and Ukraine's relationship can be traced back many centuries to the Kievan Rus'. Both nations claim to be the true successor of this power, which existed between the 9th and 13th century. During its history, Ukraine has been a part of several empires, including the Polish-Lithuanian commonwealth in the 17th century, as well as its complicated relationship with Russia.

Before delving into what Russian rhetoric towards Ukraine is, we should understand exactly what rhetoric is. Rhetoric is the art of persuasion through communication; it is used to appeal to peoples' emotions or logic to make them align with one's beliefs and it can come in written or spoken form.

Russia's rule from the 18th century onwards has had profound impacts on Ukraine. The first of many edicts were made in 1720, where Peter the Great prohibited the printing of books in the Ukrainian language. Censorship of Ukrainian language and culture attempted to suppress Ukrainian national identity. Russian foreign minister, Pyotr Lavrov declared that the Ukrainian language had never existed and could not ever exist, whilst the education minister stated that all people of the Russian empire should be Russified. This shows an attempt to remove Ukrainian history and heritage and reinforce the idea that Ukrainians were ethnically Russian, at a time when Ukraine began to be referred to as 'little Russia'.

During the time of the USSR, Russian nationalist authors asserted that the Ukrainian identity and

language was artificially created in order to undermine Russia, displaying a continuation of Russian denial of Ukraine's existence as an independent state. After the collapse of the USSR, Ukraine became an independent nation, but Russian rhetoric surrounding Ukraine did not change.

This history has led to where we are at this moment. Vladimir Putin's principal belief is that Ukraine has never existed. He believes that Ukraine has never had statehood, history, language or religion. He claims that the Russian and Ukrainian people are one and always have been, meaning there is no need for them to identify as separate states. The term for this is "de-ukrainization" - the act of stripping the country of all its identity through a sense of parenthood or responsibility for it.

Putin wants to prevent Ukraine from joining NATO. He claims that this would be an unacceptable threat to Russia's national security. To prevent Russia being 'threatened' further, he demands that Ukraine cannot have closer ties with the West.

Russian state media has long claimed that Ukrainian conduct towards the ethnic Russian population living in the Donbas region of Ukraine was unacceptable, sometimes even genocidal. But more often than not, international observers have noted that Russia were the ones violating human rights.

Whilst Putin's claims alone do not amount to genocide, such rhetoric is an incitement. His ideology could be considered a 'cultural genocide' - intentional destruction of a group's identity, even in the absence of mass killings. Furthermore, his highly threatening and dehumanising language suggests that there is a high threat of genocide in Ukraine.

It is then important to consider how rhetoric has contributed to other atrocities in history. Hitler frequently used language in highly charged speeches to push his belief about Jewish people. He saw Jews as inferior, who served no purpose to society and should therefore be eliminated. These were beliefs that would lead to the Holocaust. The similarities between the things preached by Putin and Hitler are striking, yet ironically, it is Putin who labels the Ukrainians as Nazis.

IN UKRAINE

In this light, it is also important to consider one of the frequently overlooked consequences of war, present within the Ukraine-Russia conflict, which is the damage on artistic identity. In the words of Putin, the ideological centre of the assault is a means of destroying the history, culture and spiritual space of Ukraine - and this motivation is proven by the intentional attacks on museums and galleries all over the country.

Ukraine has a rich and vibrant culture, with a long history of artistic expression. The work of Maria Prymachenko in particular shows the struggles and resilience of the Ukrainian people. Prymachenko is potentially the most notable Ukrainian artist, using Ukrainian folklore and peasant life to inspire her colourful and joyful pieces. Her bold and emotional works explore themes of national identity and cultural heritage, which makes the destruction of such pieces all the more devastating.

In February of 2022, the Museum of Ivankiv, which stored 25 of her works, was destroyed by the fighting. An important and irreplaceable loss to Ukraine's future artistic heritage. However, despite the tragedy, the act of locals, risking their lives in saving 10 of these pieces, suggests an intuitive connection between humanity and object - it showed the importance of this cultural heritage to ordinary people.

The following month rallies were held in San Francisco in support of Ukraine. A copy of the Prymachenko painting 'A dove has spread her wings and asks for peace' was made on the ground, this piece chosen as a representation of the importance of working towards peace and reconciliation. As well as this, groups such as The Shadows Project, have begun dedicating themselves to preserving Ukraine culture, and organisations such as the MCIP have made it their responsibility to record cultural attacks, but also to promote the collection and movement of art in danger.

All across history, people have committed themselves to saving art from warzones. In the Second World War, books and art were burnt from Germany

to Greece, prompting Britain's National Gallery to send their collections to Welsh mines, to be protected using sandbags and scaffolding. However, this does not absolve the Allies of any responsibility for their bombing of historic German towns.

After the war, to prevent future damage, the 1954 Hague Convention was signed, which required the protection of cultural property in armed conflict, rather than the targeting of it. In spite of this, we have still since seen immeasurable damage to cultural heritage in the years since; for instance, the Taliban's destruction of the Bamiyan buddhas and Isis' attacks on ancient sites around Syria.

So how much is art a factor of war? Art acts as a tangible reflection of identity, a manifestation of the people's voice, material evidence of the existence of culture and thus the destruction of art is not just attacking the people it represents, but is trying to erase them - making the attack on Ukraine, a derogatory attack on its people and their history, with ultimate hopes of their complete cultural extinction, other than through supporting the aforementioned volunteering groups we can only hope that what is left of their artworks remain intact.

Joseph Cornelius
Ayomide Fashogbon
Frankie Finch
Jake Loft
Harrison Moores
History Prefects

WHAT WOULD HAVE TO CHANGE ABOUT DEMOCRACY IN ORDER TO RESTORE FAITH IN DEMOCRACY AMONG YOUNG PEOPLE?

Earlier this year a number of students submitted essays to the New College of Humanities for the History and Politics categories of their annual essay writing competition. The school scored a notable success, with Kofi Hayford of 12 Bridge, coming in as runner up for the Politics category, where the question was: What would have to change about 'democracy' in order to restore faith in democracy among young people?

Aside from the placing runner up he received a £250 prize for his efforts. A number of other year 12 students entered in some excellent essays as well on topics including Law, History and Politics, facing fierce competition, with over 5,000 essays entered across all categories. All are to be congratulated. The school's participation in this competition will hopefully become a regular annual feature for the humanities department.

Kofi's essay can be found on the Northeastern University London Website: <https://www.nulondon.ac.uk/pre-university-programmes/essay/essay-winners-2023/>

Mr. C. Nicholson
Head of History

Democracy was defined by Abraham Lincoln as the Government of the people, by the people, for the people. The foundations are embedded in political freedom, participation and free and fair election representative of the electorate.

However, in recent years there has been a decline in the faith of this system by younger generations. The lack of political literacy and participation doesn't bode well for the future as the next generations will lack good political leaders and the literacy to understand politics. In order to restore faith reform is required. In order to establish the changes necessary to restore faith in the system we must first consider what causes the disillusionment of the system and what can fix it.

A key area depicting the shortcomings of democracy is the lack of participation in the democratic system. In the USA, only 50% of eligible voters aged 18-29 voted in the presidential election in 2020, compared to the 66% of those 65+, which shows that young people fail to engage in the political system. This is mirrored in the election turnout in Canada where in the 2015 election only 38% of eligible voters 18-24 voted providing a stark contrast to the 70% of those 55+ that voted.

This is a problem as it means the democratic system isn't representative and therefore not entirely for the people and as a result reduces faith in the system and the legitimacy of the process. In order to fix this, it may be useful to revert to a compulsory voting system such as in Belgium and Australia or perhaps encouraging young people to vote when they're younger as in the Scotland 2014 referendum where 16-year olds could vote.

However, it is more beneficial to focus on the root of the problem and address that instead. These turnouts are a result of lack of education, apathy, and barriers to information. By making these things more accessible for all people there will be a surge in politically literate people and in participation.

Despite this, low turnout can be taken two ways. It could also be as a result of 'Political Apathy' where the electorate are content with the governing and have no desire to change anything. Despite this, when considering the amount of strikes on living conditions, taxes and abortion rights it is legitimate to conclude this isn't the case and the change is needed.

Another probable cause for the lack of faith in the democratic system is down to the people in positions of power acting irresponsibly; corruption and scandals are large contributors. A 2020 survey found

New College of Humanities - History & Politics Annual Essay Writing Competition

that only 23% of people in the UK trust politicians to tell the truth. For example, in the UK in 2013, former Conservative MP Patrick Mercer was accused of accepting payments from a fake lobbying firm in exchange for asking questions in Parliament, in addition to the series of expenses scandals by members of parliament in the early 2010's and late 2000's.

Even abroad, in Brazil, former President Luiz Inácio 'Lula' da Silva was convicted of corruption and money laundering for accepting bribes from construction companies. And in South Korea, former President Park Geun-hye was impeached and later convicted of corruption for accepting bribes from large corporations. With similar acts of corruption occurring all across the globe it may be reasonable to say a large proportion of the lack of faith in the system comes from those in government positions rather than the system itself.

In order to restore faith, there must be a new level of accountability within the democratic system and ministers must be held to greater account and scrutiny, and those who are corrupt and thus contributing to the failings of the system must be removed from office.

However despite corruption cases being infrequent, there are legal lobbyists who are often ex-members of parliament who partake in using their political contacts to promote better policy for the company they represent, in exchange for financial reward - done by former Prime Minister David Cameron and illegally done by Owen Patterson in 2021. These are undemocratic elements that remove the 'free and fairness' of the democratic system, making it less for the people and of the people by Lincoln's definition, therefore showing the lack of faith in democracy is caused by a lack of democracy, and changing of these structural issues are needed.

Another problem with the democratic system is lack of representation within them, especially of western countries, thus meaning that minority groups and young people are often underrepresented; for example, in the UK system both the Houses of Lords and Commons are unrepresentative - the Lords are selected rather than elected, which is a democratic illegitimacy as they aren't of or for the people, as well as granting a Conservative dominance within

the Lords, who blocked more than 528 pieces of legislation under New Labour between 1997 and 2010.

This is relatively similar in the USA due to their lack of representation creating what is essentially a two party system of the Republicans and Democrats, mirroring that of the Labour and Conservative share in the UK.

The lack of representation of this system is shown in the fact that 10% of the commons are black and minority ethnic, which is 5% lower than the population mix, as well as 34% women, which is 16% lower. In order to fix this fault in representation a new system may be adopted, for example the proportional representative system as used in Germany and New Zealand, which elects a government based on the proportion of votes that are received; this will mean young people will see their votes in effect rather than being rendered insignificant by the first past the post systems.

However, the PR system has had large faults in the past. The Weimar Republic system in Germany in the 1920s and early 1930s led to the Nazi regime under Hitler and so may not be in the best interest of democracy and may not be the best to restore faith.

Another factor is the failure to deliver on promises and lack of appeal to the young people. There are many examples where government officials and leaders have promised one thing but then done the reverse. In 2010, a coalition of Liberal Democrats and Conservatives came to power. The liberals had a main campaign point on the reduction of university fees for students. However, under the coalition university fees rose to record highs at the time, ultimately resulting in the downfall of the party and young people were blatantly affected negatively by what consequently became false promises. This shows why there is a lack of faith in democracy as often the promises aren't met.

This is a very common occurrence as UK governments also failed to deliver on promises in the case of the United Kingdom's Brexit referendum, in which the government promised to deliver on the result of

New College of Humanities - History & Politics Annual Essay Writing Competition

a referendum to leave the European Union. However, the process of negotiating and implementing the Brexit process has been highly controversial and has

resulted in significant economic and political instability in the UK as the deal was forced through. Another example is the government of the United States, which has a history of making promises to address issues such as racial injustice, healthcare reform, and climate change, but has failed to deliver on these promises due to political polarisation and gridlock enhanced by the federal system in the US.

A rather unambiguous change that would restore faith in democracy would be a bigger responsibility and acknowledgement of the promises that get a party into power and stress on delivering those policies. However, this may cause problems in democratic systems where the winner may not be able to deliver on promises due to unforeseen circumstances or lack of support from other parties.

It is important to hold leaders and put greater stress on them delivering it. However, this may present challenges in democratic systems where the winning party doesn't gain a large majority or a coalition is formed due to conflicting ideologies within a party. Additionally, there is a risk that if governments are legally obligated to implement manifesto policies, parties may sneak in unpopular policies if they are aware they are likely to win, as seen with Theresa May's 'dementia tax' proposal in 2017, which was the Lords was unable to block due to the Salisbury Convention of 1945.

Despite the various reforms and changes needed, there is a common theme among these issues: the problems that cause a lack of faith in democracy among young people often stem not from the democratic systems themselves, but from those who hold positions of power within these systems.

Prime Ministers, senior ministers, and presidents have frequently misled the people they are meant to represent, often promoting their own individual agendas. This has led to a lack of participation from young people, as they feel their vote is futile and that policies don't apply to them or aren't delivered

upon, as seen with the university fee controversy under the Liberal Democrats in 2010.

Furthermore, corruption among ministers around the world, such as the cases of Lula Da Silva in Brazil

and Park Geun-hye in South Korea, as well as lobbying and attempts to dissolve parliament by figures such as Boris Johnson, further undermines the representation of the people and contributes to a lack of faith in the system.

To restore faith in democracy for young people, a significant reshuffle of those who stand for election and those who are elected is needed, in order to bring in individuals who are more transparent, honest, and devoted to serving the needs of the people, including young people.

This could be achieved by introducing voting at an early age, such as 16 years old, and providing education on the importance and mechanics of voting. This would lead to a more politically engaged youth, who may be more likely to bring positive change and restore faith in democracy for future generations.

Kofi Hayford
History Prefect & Deputy School Captain

YEAR 7 CELEBRATION EVENING

As they gathered here on New Entrants' evening, the start of the Induction process here at the Math, Year 7 were full of expectations and anticipation. And a year on, we celebrate an outstanding first year. Year 7 have performed above expectations and we are extremely pleased with their achievements in lessons, where you have displayed tenacity, resilience and great skills.

Equally, they have demonstrated sporting prowess, competing in inter-house competitions and against other schools. Mr Downes has been very pleased with the enthusiasm Year 7 have shown towards school sport, with 128 Year 7s having competed for the school across various sports, including 7 Rugby teams, 4 Hockey teams, 3 Cricket teams.

There have also been numerous highlights and notable achievements from an array of other subjects. For example, Miss Wallace, was very proud when Arthur Drumm, Shawn Uwaomoah, Shihab Ahmed, Sreecharan Thirugnana Sambandam and Khush Gopal all successfully gained Bronze in the Crest Award, which recognises excellence in Science.

Additionally, Mrs Steele, KS3 Science Coordinator, was keen for me to mention the Physicists of the Future competition. There were 10 entries from Year 7 and the task was to design a way to save energy in the home. The winning entry was from Quinn Brooks, for his heat-recovery system. This was chosen as Quinn impressed the judges with his creativity and innovation, putting forward an idea not thought of before.

Mr Daniels has shared the results for the Junior UK Mathematics Challenge. This is a national competition which all of our Year 7 pupils had the opportunity to compete in during their Maths lessons, with results also being used in the House Mathematics competition. An impressive 117 Year 7 students achieved a certificate, including 38 Silver and 13 Gold certificates. The Gold certificate winners were: Ethan Guo, Jiayi Huang, Jack Oram, Vincent Knight, Yashvin Thamilchelvan, Shihab Ahmed, Nathaniel De Felipe, Kavidu Rammandala, Evandale Bittner, Abhi Ashar, Henry Gardiner, Reiss Sanders and Habib Oladipo. This places the Gold certificate winners in the top 3000 students nationally in Year 7 - an outstanding achievement.

Mrs Morris has noted that Malachi Doyle earned a main role in the Airbrush Productions' School of Rock. Huge congratulations and very well-deserved. Mrs Shand and Miss Miller are also very pleased that nine Year 7 students are part of the cast of The Hound of The Baskervilles, - Samuel Harwood, Harry Horn-Gates, Arthur Drumm, Callum Rawbone, Malachi Doyle, Shecaniah Oyawoye, Jordan Acquah, Henry Humphrey and Hayden Nehra. Three of these students were understudies for main roles and performed main roles in our matinee performance, whilst two Year 7s, Rory Atkinson and Charles Hutton, are also members of the backstage crew. The enthusiasm and talent displayed was extremely impressive and students are showing leadership and commitment in their contributions to rehearsals. We were extremely excited to see all of your efforts and talent shine through in your performances.

It is my privilege as Head of Lower School to reward pupils who have applied themselves, completed much homework and achieved extremely well in lessons, as well as boys who are pleasant, supportive and kind.

We are grateful to parents for their constant support and for joining us in celebrating your sons' first years at The Math.

Mrs. G. Manchaud-Green
Head of Lower School



Bridge House started the 2022/23 academic year with great spirit and confidence for another strong showing in the Cock House Championship after our 2nd place position last year. The themes of House assemblies at the beginning of the year focussed particularly on the value of hard work, motivation and dedication, values that the House has tried to put at the heart of everything that it does over the course of the year. Elsewhere, other assemblies also addressed important issues such as tackling racism within our society, indicative of the role of the House not only as a medium of competitive spirit within the school but also as a wider community.

Regular House Assemblies also presented the opportunity to reward some phenomenal contributions to Bridge House; including the awarding of Full House colours to Crawford Middlemiss, Joseph Akinwunmi, Leepohang Rai, Daniel Kehinde, Bailey Bunker, Kofi Hayford, Amber Jennings and many more. Junior colours were also awarded to members of 8 and 9 Bridge; including Luca Basso, Akshay Mohandas, Russell Addotey Jnr, Chikwesirito Ezeugwu, Javed Mamedov, Arek Pomianowski, Dominic Hughes and Riley Simpson.

A superb collective attitude was reflected in the strong start made House Cross Country, finishing 1st place overall. The Juniors won their category, which bodes well for the future of the house in this event. Making such a positive start to the Cock House Championship was incredibly pleasing to see and indicative of great sporting talent across all years, with our success continuing in Table Tennis and Badminton. 1st place positions in both of these competitions exemplified great skill, as we came close to a clean sweep across the Junior, Intermediate and Senior categories. A special mention must go to Vivaan Sulanke and Leepohang Rai for their strong performances in these competitions across their seven years with the House, with Bridge consistently achieving highly in this regard.

However, the success of the House has not been purely confined to the realms of sport. Strong performances across all year groups meant that Bridge achieved 1st place in House Cooking, as well as an incredibly strong showing in House Chess. Another notable moment was in the Senior House Debating competition, where Jasmin Kaur led a strong performance to a 2nd place finish, while elsewhere there were strong individual performances from Tobey Iloh, who led the Seniors to 1st place in House Creative Writing and Zishan Karim, who led the Intermediates to 1st place in House Art.

Despite only finishing in 5th place, House Music was yet again another memorable event, in which we presented a 1970s-themed performance. Lucas Carlyon took a key role in organising the event, alongside the House Official team and was the lead singer within our ensemble performance of Billy Joel's 'Just the Way you Are'. There were excellent showings from pianist Samuel Oke and Saxophonist Alessandro Pavan, who performed 'Baker Street' as our junior soloist, while Samuel Adenowo stepped up to perform 'Bohemian Rhapsody' on the piano. A particular highlight was the Year 7 Choir and their rendition of Michael Jackson's 'Rock with You', with their infectious enthusiasm in weekly rehearsals translating to a commendable performance that was enjoyed by all.

While Bridge was unfortunately not able to reach the heights we have in previous years in competitions such as House Rugby, Football or Swimming, success was to be found in House Cricket in Term 6. A stand-out performance from Stanley Bucknall led 9 Bridge to 1st place, while Rajan Sandhu and Bailey Bunker excelled in the Senior competition. A 1st place finish represented an excellent finish to the school year.

Although the House was unable to find great collective success on Foundation Day, there were some notable performances from Tomiwa Adesuyi, Annabelle Banda, Lucas Basso, Toba Cole and Bailey Bunker across track and field events.

Bridge House finished in 3rd place overall in the Cock House Championship, with the Seniors and Juniors in particular placing 2nd in their individual competitions. This year showcased strong efforts from all year groups and optimistic signs for the future.

The arrival of exam season after the Easter holidays meant that it was time for a new round of House

Officials to be chosen to carry on leading Bridge into the Summer term and the new academic year in September. There were a record fourteen applicants, which were all incredibly strong and deserving of interviews. After a difficult selection process and debate amongst the incumbent House Officials and Mr Marsden, Toby Iloh was appointed as the new House Captain, leading a strong team of Deputy House Officials; Jamie Smith, Lucas Carlyon, Annabelle Banda and Samuel Adenowo. The future of Bridge House is certainly in safe hands.

Outside of the House system, Bailey Bunker, Kofi Hayford and Tomiwa Adesuyi were also appointed to the positions of Deputy School Captain, building upon the success of Ibukun Emmanuel and Amber Jennings, who occupied these roles over the last year. We are proud of these students, who have demonstrated the success and influence of Bridge House within and upon the wider school community.

It is with a heavy heart that the end of my time at the school represents the end of my seven years as a member of Bridge House and the end of my time as House Captain. It has been an immense privilege to be Bridge House Captain and to be the 3rd person in my family to hold the role, which I am proud to say is a unique record in the 322 years of the school.

Many thanks must go to my Deputy House Officials Finn Godfrey, Anisha Jangra, Tobi Adesuyi and Jasmin Kaur for their fantastic work and enthusiasm over the course of the year in organising events and ensuring the smooth running of House affairs. Thank you to Form and Sports Captains across the school for being incredibly responsive when preparing teams, as well as Mr Marsden for his invaluable guidance and support as Head of House. My time as House Captain has been an unforgettable experience, which has proved greatly rewarding and will certainly be something that I will never forget.

Aarian Lal
Bridge House Captain



Coming off a record-breaking year of achieving the highest Cock House Cup point total in school history and winning the Junior, Inter and Senior competitions by a landslide, we were looking to cement ourselves as back to back champions for the second time in the last six years. With new Year 7 students and a new Head of House in Mr Tricker, we as House Officials wanted to start our tenure by sparking some enthusiasm in the younger years.

It was essential to get off to a good start in Term 1 of the 2022/23 Academic Year, and we did just that with impressive performances in Junior Cross Country. In Year 7, two of our new students finished first and second, with Year 8 students Zachary De Oliveira and Harrison Worthy finishing first and third. We are certain that if they keep up their hard work and determination, they have the potential to be the faces of Castle House in the future! With solid results in the Junior competition and slightly lesser performances in the Inters and Seniors, we finished third place overall.

Coming into Term 2, there was much excitement within the Sixth Form Study Centre, as General Prefect applications were being written and interviews were taking place. The Castle Seniors were delighted to announce that the following members of 12 Castle had been selected as part of the new General Prefect team: Richie Ajuzie, Earl Asare, Ryan Barrett, Izzat Kourbeh, Matthew Morah, Darragh Skerritt and Kamdi Spiropoulos. With seven students, Castle became the most represented house in the Prefect team, a true testament to our strengths in the Senior years.

The Maths Challenge was another excellent opportunity for Castle House to display its academic prowess. With a strong number of entries in the senior competition and all the students from set one in the junior and inter years taking part, we had put forward some serious academic weaponry.

At the forefront of the success was an outstanding performance by George Harsum, who led the house in points for the second consecutive year. We were able to grasp a podium finish in the Maths Challenge, which was an exhibition of our diverse range of talent in a wide array of disciplines.

Castle's senior House Rugby tournament started with a tough match against Tower, which remained scoreless in regular time and went into penalty kicks, with Castle unfortunately falling short. After receiving a bye, we lost to Gordon after a rough contest, by a difference of just one try. Despite not landing a victory, we were able to finish in fourth place, which was an underwhelming ending for such a talented team

At the start of Term 4, the House Officials and Mr Tricker had to plan for a busy schedule ahead. With an abundance of eager talent putting themselves forward, our greatest challenge with regards to House Swimming was selecting the competitors. The House Officials put forward a strong team that included as many of those hoping to represent the House as we could. With brilliant athletic performances from our younger students leading us to first place in Junior and Inter competitions and a solid effort from Seniors, who came in at second, Castle were victorious. Serious displays of sporting excellence were evident throughout, particularly from James Stewart and Oliver Stewart, Ben Rye, Finn Morley and Cayden Denham.

House Netball proved a challenge, but thankfully, an infectious enthusiasm made up for any lack of experience in our ranks. The willingness to volunteer across the sixth form was remarkable and it was this attitude, alongside leadership from the likes of Jessica Burt, that helped an inexperienced team to fourth place.

Going into house music, the house officials had confidence in knowing that we had a plethora of talented students to deliver incredible performances. After several practices, our ensemble and choir performed like a well-oiled machine. Strong solos were carried out by Frankie Finch and Ethan St Clair which put us in a very competitive position. With an exuberant year 7 form, we felt that 'Forget You' by Ceelo Green was the perfect song choice to showcase their energy; it did exactly that as they mellifluously delivered an incredible show, that ultimately brought the House to victory with standout performances from Form Captain Jordan Acquah, Shecaniah Owayoye, Ayaan Girach and Rohan Worthing-

ton-Chennu. With strong planning from Darragh Skerritt, Izzat Kourbeh and Frankie Finch, alongside exceptional presenting from none other than our own House Officials Dominic French and Benjamin Rye, we were able to deliver an exhilarating event. We happily took secured back-to-back House Music glory!

Aside from House events, there were many causes for celebration within the House in Term 4, especially among future medicine students within the Sixth Form. We were delighted to hear that Demi Da'Costa, Ali Sajjad and Dayna Obeng-Gyasi had all received offers to study Medicine at King's College London, Queen Mary University of London and The University of Exeter, respectively; whilst Zara Bennett also received an offer to study Veterinary Medicine at the Royal Veterinary College. Further congratulations are in order for House Captain, Monty Marsh, who received an offer from Lucy Cavendish College, University of Cambridge, to study Economics. As a whole, it was fantastic to see the years of hard work of our peers finally paying off.

Furthermore, after a rigorous selection process, we were thrilled to announce that Matthew Morah and Kamdi Spiropoulos had been given the prestigious role of Senior Prefect, with huge congratulations also going to Darragh Skerritt, who had been selected as the new School Captain for the 2023-24 academic year – this makes him the fifth School Captain to come from the house in the last decade.

Coming to the end of our tenure, in Term 5 it was time for us to select the new Castle House Officials to carry on the legacy. Following in-depth interviews, we had an extremely difficult decision to make. However, looking for a mix of discipline, determination and a blend of academic and sporting excellence, we believe we made a great choice. With the leadership of the new House Captain, Izzat Kourbeh, and the support of the Deputy House Captains, Matthew Morah, Kamdi Spiropoulos, Richie Ajuzie and Christian Jackson, we are certain that the future of Castle is in safe hands. Congratulations to Richie Ajuzie who was also selected to represent Kent Rugby as Captain and as a member of the Irish Qualified Rugby Tour to Ireland. It was fantastic to see the talent of Castle students being recognised at a national level.

Upon the commencement of July, tensions were high within the House as we prepared for Foundation Day. With such a strong performance last year, finishing first place in Juniors, Inters and Seniors, we knew it

would be tough to match this time around. After a rather pleasant cathedral service and a composed reading by Darragh Skerritt, our focus shifted to the Athletics events taking place in the afternoon.

Overall, it was a good performance from the House as we finished 3rd on the day and with 1st place finishes from Ola Ajelara in the 1500m and Masood Kazeem in the 200m, we had lots to be proud of.

Leading up to the final day of the school calendar, we all waited patiently for the final number of merits to be counted and the remaining events to be completed. We took home the victory in House Creative Writing for the second year in a row, alongside a first place finish in Character Merits and second place in Academic Merits. Despite a sub-par performance in the Inters competition this year, we matched last year's efforts with triumphs in both Juniors and Seniors and as the final standings were read out, we were ecstatic to hear that Castle had won the Cock House Cup for the second year in a row! It is an amazing feat that we had collectively worked so hard for across the year. We now look forward to achieving the highly sought after 'three-peat' next year, under Mr Tricker's leadership.

Monty Marsh
Castle House Captain



Gordon has seen out another year as a bedrock of the school's house system, with its students excelling in a pleasing array of disciplines, both inside and outside of school.

Our juniors have enjoyed success that has been shared in by all in the house. Gordon's youngest members have exhibited creativity, resilience and intelligence as they excelled in art, badminton, rugby and debating.

At the other end of the house, our seniors ran all the way to a first place finish in cross country. Our striding competitors were dutifully supported by the intermediates, who placed second in their event. Meanwhile, our older members ran away with the athletics leg of the Cock House Championship, tapping in to the long history of excellent Gordon sportsmen.

However, the success of Gordon House in these competitions is not solely measured by victories, but also by sportsmanship and camaraderie. Mr. Sandman and the House Officials have built upon a culture where every participant, regardless of their position, is celebrated for their effort and commitment. This inclusive approach has not only contributed to the house's victories but has also created a positive and motivating environment for all students involved.

Ultimately, the house placed sixth overall in the Cock House Championship this year. Whilst this is a disappointing statistic, it is just that – a statistic. If you scratch beneath the surface you will find a house that plays an integral part in contributing to the smooth running of the school and the maintenance of its unparalleled culture of hard work, kindness and respect.

Gordon topped the merit count for the year. This is just reward for the culture that previous and current

House Officials have done their best to promote. It points to the commitment of the house and its members to being the best possible ambassadors for the school, the house and themselves and it is one statistic that we are particularly proud of.

Notable mention must also be extended to our sixth form girls. In harnessing the talents of a mix of first and second year sixth form students, they were able to emerge victorious in house netball.

The application of the house, in fulfilling team sheets for every event, ensured the ethos of the house remains strong. With a nod toward the breadth of achievement in in the lower school and the impressive athletes further up the pyramid, the officials are confident that we are leaving the house in a position of strength.

We know that Gordon House will continue to inspire and encourage students at The Math for many years to come and the departing year 13s are extremely proud to have played their part in leaving the house in an excellent place.

All that is left to say is, let's go Gordon!

Jevan Owusu-Mensah
Gordon House Captain



Across the course of the year, our prestigious house has demonstrated strength down a plethora of avenues. One particular area that I am proud to have developed alongside my team this academic year, is the community within the house.

There was a noticeable lack of collective spirit during the previous two years; as a result of covid restrictions preventing the house coming together in assemblies and causing multiple event cancellations. As a team, our mission was to bring back Pitt House's glowing sense of identity and spirit. This was achieved by making our assemblies topical, engaging and fun; bringing the house together in laughter and applause. As well as form efforts, we had some outstanding individual presentations. Notably, Joseph Narayanan and Michelle Okeke, who took it upon themselves to deliver meaningful presentations about topics beneficial to our house and its members, such as the role of discipline and how we as individuals can apply it to our everyday lives.

The sense of identity and community as a house is most prevalent in the corridors. Throughout the year myself and other members of the team were approached by younger students of the house, regularly speaking to them around school, building a strong community. I encourage future members of the house to look out for anyone with a yellow ribbon or badge on their blazer and continue to grow our house's spirit, as it is that sense of belonging and identity that makes being a part of Pitt so special.

As we transitioned into September, we secured second place in a huge event: Cross-Country. A special mention must be made for Oliver Horne, who came first in the Senior event and is unbeaten throughout all his time at The Math - a credit to the house who I'm sure will be greatly missed next year.

Another huge sporting success was the Senior team's House Rugby victory. Undefeated throughout the tournament despite having few substitutes to call

upon, it all came down to a tight game against Tower, from which we emerged victorious. A huge well done to all who took part in such a physically demanding event, especially those non-rugby players who filled in and performed on the day; in particular, Joshua Achunine, who only got his parental permission handed in five minutes before, yet was tackling first team players without hesitation. Additionally, the year 11 team also won their event for the fifth year running, with a number of players having returned from last summer's Canada tour and taken their place amongst the 1st and 2nd XV.

As well as sporting endeavours, our house proved its strength in academic and artistic events, such as Sam and Alexandra in year 12 winning the Senior House Art competition. The Juniors also performed superbly in House Chess, just missing out on top spot with a second place finish.

A narrow and controversial scoring decision put our house in third place by less than a point in House Music. After overcoming a personnel crisis, the event turned out spectacularly. Junior soloist Malachi Doyle impressed the judges with amazing stage presence and vocal talent, whilst also engaging the audience members. The hard work put in by the Senior ensemble paid off on the day, with a thrilling performance incorporating a range of instruments. Furthermore, a huge well done to the hard work of the year 7 choir and their form tutor Miss Cook for dedicating their time to practising their vocals. Their song, Neil Diamond's 'Sweet Caroline' is one that I'm sure they will enjoy singing many more times in the future.

The clear highlight of our year as a house is our Foundation Day victory: a remarkable event in the sun, with a remarkable outcome. Our strength as a house was undeniable, as yellow dominated the track, field and scoreboard. First place in Juniors and Seniors was enough to secure top spot overall.

We were fortunate enough to have two previous House Captains come back to support the event; Hasan Chishti (2016) and Jaz Lal (2019) are two pivotal figures in recent Pitt history and their presence is demonstrative of the immense pride we have in our house. Once again, I donned the classic yellow suit alongside some of the new officials, something I hope can become an ongoing Pitt tradition.

As my time at the school comes to an end, I have passed over the title of House Captain to Amendan iel Ayodejiogumsanya, as I know he and his new team are extremely capable and innovative leaders. A huge congratulations to Kene Ukatu, Ben Hayes, David Famojuro and George Snedden on acceding to the position of Deputy House Captain and I wish them all the best of luck. Good luck and congratulations also to Ben for being appointed as a Senior Prefect, as well his role as a House Official for the forthcoming year.

Finally, I would like to thank Mr Turley for his excellent work as Head of House. It has been a privilege to work alongside a member of staff so passionate and involved in the school community. His role this year has been vital, as we have worked effectively together, providing support and guidance for Pitt House. I would like to extend my thanks to every member of the house who has shown their commitment during the course of this year by taking part in events and I encourage you all to continue doing so in the years to come.

It has been a pleasure to work with my team over the last few months and I truly believe we have realised what we set out to achieve at the beginning of the year. The passion within the house system is immense and I'm sure we can all agree that the school community is stronger than ever. I am so grateful to have been given the honour to lead the house, an aspiration of mine since I joined. Being a member of this house has allowed me to connect with people and open doors I otherwise would not have, developing my character along the way.

United in yellow.

Tyler Coleman
Pitt House Captain



It has been a privilege to lead River this year. Our students are perceptive, our staff dedicated, our spirits unwavering.

We finished fourth in house competition this year. The final standings reflect a mixed showing across the disciplines that combine to form the Cock House Championship. Of the seven houses, River probably has the least consistent record. However, this is not necessarily a negative. It shows that what we can do, we do well, throwing everything we have at it.

By focussing on the depth of talent at our disposal, we have unearthed some previously untapped talent, particularly in the form of culinary connoisseurs and cracking cricketers. This distinctive combination of sporting prowess and culinary creativity sets River House apart as a multifaceted community within the school.

Both lower and upper school students showed that they are dab hands when it comes to the gentleman's game, recording finishes of first and second, respectively. It is not only a cricketing thread that runs through River, but a gastronomic one too. Our intermediate and senior competitors showed that they had the stomach for the fight in the run in to claim the Cock House Cup. Marvellous's meal was marvellous and the house marched on to victory.

Despite a middle of the road finish, we got off to a promising start, with a successful opening gambit in junior house chess, finishing in second. Notable efforts include our year 9 hockey heroes, who whacked their way to a top three finish, whilst middle schoolers were busy laying down a marker in house mathematics.

Although the efforts of our superb students didn't add up to a winning formula, everything indicates a strong finish next year, with such strong efforts across the entire house.

Foundation Day finished on a high for our departing seniors, as they excelled on the track. Miss Hindson was there to cheer them along to a podium finish, overall, whilst the House Officials supported her in making the day a special one to remember for the whole of River.

The officials, with the guidance of Miss Hindson, have put in a great deal of work over the course of the year to ensure that the values of the house continue to be seen in the day to day actions of its pupils in and out of school. They have worked tirelessly to ensure that participants are put forward for all competitions and given their all to cultivate a welcoming environment for our year 7s, all the way up to those who have been a part of River for the last seven years.

Our thanks must go to all those who put themselves forward for events this year and turned up even when they didn't feel at their best – that is what being part of a community like River is all about. We must also mention the form captains that have helped in formulating team sheets and relaying news between officials and their forms.

Long may the River roll ...

Tom Cleary
River House Captain



After taking over from the previous House Officials and witnessing another loss at the Cock House Cup, we began the year full of hope and determination. Having seen the hard work of our previous leaders, we felt an immense responsibility to prevent Thetford from being taken for granted and sought to find our strongest contenders to battle the field in each event. From the start until the end of the year, we saw great improvements in our merits; we were the house with the most character merits for leadership, coming second for courtesy, acceptance and politeness, as well as having our year 12's merits coming out on top. Although looking at final standings it may suggest we did not do so well, coming 5th for character merits and 7th for academic merits, these individual successes are a highlight and must not be forgotten; as many say, it is not about the destination but the journey itself.

Having been the first year to have to choose a charity to support throughout the year we decided to do a House vote wherein Macmillan became our chosen charity. Macmillan Cancer Support is a charity that provides emotional, practical, physical and financial support to those diagnosed with cancer, an illness causing a quarter of all deaths in England per year; as a House we sympathised greatly with the struggles of those facing such hard diagnoses, as well as their families and decided this would be the cause we wanted to help in the forthcoming year.

As competitions began in terms 1 and 2, we saw some great achievements, with our Juniors coming third in Cross Country; our senior Senior debaters, Chun and Oliver, also gained a podium spot, whilst our Junior debaters finished first, allowing us to soar to second in overall rankings. Having debated the previous year, it was a great honour to see us doing so well in such an intense and passionate event, that gave us a great insight in to Thetford's potential as a house. Another great celebration in the first terms

were our year 9s coming first for House Table Tennis (Thetford 5th overall), our year 10's coming third for House Badminton (Thetford 6th overall) and our seniors coming second in House Football (Thetford 3rd overall).

It became clear that we had greatly improved our sporting skills and had many assets. Although we were only able to surpass 3rd place overall in House Debating, we saw great individual talent that encouraged excitement for the future. To end the term on a high, our Senior House Chef, Ahmed El Komy, came second with a delicious, spicy sesame seed sweet chilli chicken with rice, topped off with a brownie filled with thick chocolate sauce (Thetford 4th overall). Just the thought of it is making me hungry!

As the new year approached, Terms 3 and 4 began and our perseverance continued with our Juniors coming 3rd in house swimming, with an unfortunate consistent overall 5th place in Senior House Netball and House Rugby, although our Inters did us proud with 2nd and 3rd place finishes in rugby. For House Hockey, we came 3rd and 5th overall, followed by 6th in House Chess and to prove our academic capabilities, an area that previously required improvement, we landed 2nd overall, with our Juniors coming first and our Seniors coming second in House Maths.

An exciting chapter began when House Music brought us an incredibly fun performance by hosts Shakira (impersonated by the one and only House Captain Maria Feitor) and Freddie Mercury (impersonated by our Arts House Deputy Kyle McIntyre) as well as an enthusiastic group performance by our year 7's. Although a 7th placed finish was disappointing, we really enjoyed ourselves and our spirits remained high.

As the year began to end and our year 13s were nearing study leave, it was time to decide on the new team of officials that would follow in our footsteps. After a highly competitive and impressive set of interviews, clearly showing us the capability as well as enthusiasm of our upcoming Seniors, the new House Captain role was assigned to Kenneth Oni-Edigin, with the four Deputy Captains being Snehaa Banerjee, Isaac Woodman, Lewis Allan and Yoyinsola Olukoya.

Term 5 and 6 had many more successes, such as coming second in University Challenge; an event where all years mix to be quizzed on general knowledge questions with our amazing Head of House, Miss Miller. As Foundation Day approached, the house held great hope, finishing in tied third place. A wealth of individual success marked an impressive turnaround from last year. Seeing everyone together in the sun, families and friends surrounding us as Thetford proudly wore our blue caps and blue bands was a great reminder of the unity within Thetford. The truly wonderful members of our House were constantly cheering each other on, helping and adjusting plans when needed and sacrificing free time to help us succeed.

After an amazing day out in the sun we got our heads back in the game and showed off our artistic abilities with our success in House Art and House Creative Writing, where we landed 2nd for Juniors in House Art and 1st for Seniors in creative writing (landing 7th and 2nd place overall respectively). Our sporting ability kicked back in to help us to an overall 5th place in House Cricket. It became clear as the year ended that our House was full of a variety of talent, ranging from having cookery, to athletics; from creatives, to academics. I could not be prouder of how well each of us have done.

Although the finishing 7th in the Cock House Cup is not ideal, it is important to remember and appreciate the individual talent of the house and all our achievements throughout the year. It has been an honour for us to lead Thetford House and we all hope the next House Officials have just as much fun. I will be looking forward to seeing our House Report every year and celebrating our future success. Always remember, Sky Blue Is The Limit!.

Maria Feitor
Thetford House Captain



Tower began with strong spirits after ending the previous academic year in a promising manner. The desire to return the house to its former glory was a key motive for all the House Officials and members of Tower and this be seen even from the very first house assembly of the year. Additionally, we saw the return of the spectacular head of Tower House, Ms Robson, as she cemented her place as Tower's leader in completing her first full year as Head of House.

Initially, our efforts were not rewarded, with poor results in Cross Country. However, this certainly did not dampen any spirits, as House Debating was won soon after - a continuation of our excellent performance the previous year.

Ambition was persistent within the house and this could be seen in our performance in House Rugby, in which we placed first. It was particularly encouraging to see us excel in a sport that has been such a vital component in developing the character of the school's pupils; being able to connect with the school's history in this way brings such delight for students. We also managed to place in second in each of House Cricket, Swimming and Football. This sporting dominance provided an excellent platform for success.

A third place finish in House Chess continued to showcase our variety of talent. This was particularly evident in the many character and academic merits that were gained throughout the year. We were proud to have the highest amount of merits in leadership, which shone through in house events, as well as the greatest amount of merits for politeness and creativity, which helped us to second in House Art. Our academic prowess in the mathematics department also allowed us to head straight to first place in the House Maths Challenge.

Meanwhile, we continued to showcase our outstanding sporting ability with another victory, this time in House Hockey. Such placements can only be

achieved due to the efforts of the whole house and so we would like to congratulate all those who continuously make an effort and contribute to all house events. Without the participation and support of its students, such a newly reformed house would not be so successful.

Despite an outstanding effort, we unfortunately placed fifth overall on Foundation Day. This was definitely not due to a lack of willingness, but is a shortcoming that will be used as motivation for next year.

We are happy to say that we finished second in the Cock House Cup this year. It is clear that the new House Officials will push Tower House to the next level and earn the first place finish that it deserves in the coming year.

It wasn't only a successful year for the house on the whole; there have been a few individual achievements from students in Tower that we would especially like to focus on and congratulate...

We would like to congratulate Damian Magege, who is in the top 10 when it comes to ascertaining merits and who also achieved a Tower Form Tutor award. Well done to Harry Horn-Gates, who achieved a Head of Year award for his contributions to the school. We would like to acknowledge Jasper Emmanuel, who medalled in both the 100m and the 200m in Kent Athletics Championship, earning the opportunity to run for Kent at the Inter-Counties Championship. Another senior we would like to congratulate is Brandon Chard of, who has furthered his ice hockey career by playing for the Invicta Dynamos, where he was part of the team who became 2023 Cup Champions. Well done to everyone who has performed spectacularly inside and outside of the school.

Tower is making a big statement as the newest of the houses and it will be tremendous to see how far we can go. We would like to wish the best to our new House Captain, Dee and his Deputies, Benedict, Angela, Hikma and Charlotte who are already doing a great job in running this team, alongside Ms Robson, as well as thanking Tower for being such a great house and for giving me and all of us officials the opportunity to partake in such an exciting part of the school. We can all truly say that this has been a great experience and a successful year; and with that, all the best Tower!

Melanie Abraham
Tower Deputy House Captain

COCK HOUSE CHAMPIONSHIP 2022-23

1st. **CASTLE** 2nd **TOWER** 3rd **BRIDGE**

4th **RIVER** 5th **PITT** 6th **GORDON** 7th **THETFORD**

Art: **RIVER**

Debating: **TOWER**

Writing: **CASTLE**

University Challenge: **PITT**

Badminton: **BRIDGE**

Cooking: **BRIDGE**

Cross Country: **BRIDGE**

Chess: **CASTLE**

Football: **PITT**

Mathematics: **TOWER**

Music: **CASTLE**

Athletics: **PITT**

Rugby: **TOWER**

Cricket: **BRIDGE**

Hockey: **TOWER**

Merits: **GORDON**

Table Tennis: **BRIDGE**



HOCKEY

Since Christmas, the school has played over 100 matches and participated in a number of county competitions. School Hockey in Kent is amongst the strongest in the country and to compete against the county's top Hockey schools is a testament to our continued improvements. The Under 12s team have performed particularly well in their 1st year of school Hockey and the numbers of boys participating in Hockey is very encouraging.

The U13s, U14s and U15s had some notable wins and some close defeats through the course of the season, the U15s were unlucky to lose in the final of the John Maylam Trophy but revenge was sweet 2 days later when they beat the same opposition. Both the senior sides had solid seasons, the 1st XI will lose a number of players who have formed the backbone of the team over the course of the last few years, however: this will provide an opportunity for some of the younger players to become the senior members and we are looking for these players to develop their leadership skills. The highlight for these boys was the tour to the West Country where they played and beat a strong Millfield School.

On 4th May the U14 hockey side competed in the first ever National State School hockey championships held in Nottingham at the National Hockey Centre. After finishing a tough pool made up of schools from across the country in 2nd place we were through to a semi final which we won 1-0. The final was an end to end affair vs our Kent rivals Langley Park which we won 4-2. The boys were delighted to be crowned national champions, a testament to their hard work over a long season.

Mr. L.J. Webster

Deputy Head of Lower School



RUGBY

The Under 12 and 13s have continued their season and have performed well with some comfortable wins and some narrow defeats. Overall the season was a very positive one with a large chunk of the year group playing regular competitive Rugby. Both U12 A and B sides competed in the annual Dartford Grammar School festival, finishing 3rd out of 8 teams and acquitting themselves very well in an extremely tough group of schools.

The Senior Development XV had a short season due to adverse weather. The young squad lost to a strong Sutton Valence 1st XV, experience and weight advantage finally getting the better of them. Overall the squad showed excellent cohesion and promise for the coming season. Other sides have competed in their respective 7s competitions. The Under 15s had their Kent 7s competition cancelled but performed superbly in their other tournaments, winning the vast majority of their matches.

The U13s and U14s both performed well in their county and national tournaments. Once again, we can see the talent available, however; talent alone doesn't bring about success, it is only when combined with dedication and the correct attitude that it brings about the desired results. A particular highlight of our rugby season was the win in the Kent County Cup for the U14s. En route to the final the side beat Judd, Ravenswood School, Colfes. The final, played under floodlights at Gravesend Rugby Club, in horrendous weather, saw the side win 22-7 over Langley Park School for Boys. This was another excellent performance and a reward for the hard work and sacrifice the boys have made since year 7. The strength of the squad is remarkable and the under 14 B-team are, along with the A team, unbeaten this year and have been since Year 7.



The boys senior seven also had their county competition cancelled, this time due to snow. Meanwhile, the girls side were victorious in their county competition. They were focused and driven from the start and it showed in their performance, with some brilliant passing, rapid runs and hard-hitting tackles. During the tournament, the girls racked up an incredible 105 points, whilst only conceding 10. Girls rugby continues to go from strength to strength and the number of sixth form students playing has continued to grow, after our first season in 2021.

The highlight of any 7s season is the Rosslyn Park National Schools 7s for the U13s and both senior sides; both acquitted themselves well amongst tough opposition. The standard is invariably high and our aspiration is to be placed amongst these schools in the near future, unfortunately our teams didn't top their respective pools so did not progress to the next round. Despite this, both the senior boys and girls, in particular, can take lots of positives from their day.

Mr. S.N. Downes
Head of Physical Education

CRICKET

To start off the season we had three pre-season games during our tour to Dubai. After struggling in the first two games, we put in a great final performance, beating a strong side to end our tour on a high.

Fast forward to the start of the English cricket season and our first friendly against a strong Canterbury Academy. On a typically green Math School wicket we bowled first and restricted the opposition to 103-7 from the 20 overs. After a slow start, a partnership from Ben Bucknall and Dan Marshall meant that we brought the game home comfortably in the final over, with both batters finishing 8* and 46* respectively. After this, we struggled for form, losing our next few games. Fortunately, we were able to turn things around with victories against Oakwood Park and Maidstone Grammar.

Toward the end of the season, we had our annual game against the MCC. We restricted them to around 230, after a brilliant five-for from Fraser, and we had 35 overs to bat. An explosive 70 from Rajan Sandhu and 50 from Dan meant that for a while we were in the game, until some quick wickets meant that the required run rate was up in the tens.

In one of the last games of the season against Kings School Rochester, Lewis Allan scored his maiden century in a 100 ball game where it meant that we ended up winning comfortably. Throughout the season, there were excellent individual performances, including Fraser's 5fer against MCC, Lewis' 100 against Kings and Rajan's 70 against Kings. We had a very young season this year, with 3 year 10s playing consistently, including a 1XI debut from Matthew Angel who became a very valuable bowler for us with the new ball. We hosted a touring team from Australia, which was a fun game, however we did lose by a big margin, but the cricket was played in great spirits.

This season we improved massively as a unit, which was aided by coaches Mr Macleod and Mr Pepper, and our performances this season shows how much potential we have as a squad.

Daniel Marshall
1st XI Captain

NETBALL

The Netball season started strongly with over 25 girls attending training on a weekly basis.

The girls participated in the Kent school tournament against the best schools across the county. They faced tough competition but performed well and made progress throughout the tournament.

They also played several friendlies throughout the season, showing growth and development and having a lot of fun in the process.

Towards the end of the season, we managed to grow our numbers, which began to be evidenced on the court. The girls showcased their cohesion and skill with some excellent showings.

We look forward to developing even further next year and enjoying some pleasing results.

Miss R. E. Robson
Head of Tower

VARSITY

Former School Captain, Michael Fankah, in his first year at Oxford, was selected at tighthead for the Varsity match against Cambridge at Twickenham on the 25th of March.

It goes without saying how phenomenal an achievement it is to be selected as a fresher for a rugby match of such a high standard and stakes; but for those who have worked and played with Michael, it comes as little surprise. His selection is just reward for all of the hard work that he puts in to his rugby.

Michael put in some typically excellent hits, gliding around the pitch, doing what he does best and making himself a nuisance to the opposition. It was a narrow 15-10 loss on the day, but we're sure we'll see Michael back out there to get the victory next year.



Jeffries
THE VARSITY MATCHES



BRISTOL HOCKEY TOUR

At last, after eighteen months and two covid cancellations, we are off on our hockey tour. Not to Barcelona, as originally planned, but rather Bristol, with high hopes of success. A long four-hour coach journey delivered us to a welcoming Millfield school, the squad raring to go and eager to put out a good performance against a strong opposition. Everyone was enjoying the sight-seeing, admiring their vast facilities as we walked our way to the pitch, followed by a brief moment to shake off any pre-game nerves or stiffness from the journey. The result was a 4-2 win, after a well fought game cheered on by friends and family at home, as the match was live streamed on YouTube. The first day of the tour came to an end with a well-earned visit to pizza express for dinner.

Day two started with a quiet breakfast and an early start, followed by a training session to prepare us for our second game later on that day. The lunch hour, however, was spent frantically searching the local shops in preparation for crazy shirt night, before an afternoon of laser-tag. Our second match against Clifton Robinson was a challenging and well-fought game, ending in a 4-1 loss. We commiserated ourselves with a night out in some 'interesting' outfits, with our crazy shirts chosen for us by our team mates. Good fun was had all round, followed by a final morning filled with an entertaining game of bowling, before our return home.

I'd like to thank Mr. Bailey, Mr. Webster and the hockey team for a great tour and hope the 2024 tour to the Netherlands will be an equal success.

Sam Wardle-Young



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CANADA RUGBY TOUR

Canada was an amazing experience; a combination of adventure, sporting competitiveness, and cultural exploration.

Invigorating white water rafting in Montreal was a great way to ready us for our fixtures. The current was intense and it was a great bonding experience for the team, pulling together to navigate the rapids.

We visited a sprawling shopping mall, before spending a few hours exploring and trying out some of the local cuisine; poutine, Canada's national dish, was a pleasant and tasty surprise.

Before Ottawa, a stop in Canada's largest water park, Calypso, which was a great day out, going down some of the largest water rides in the world.

Ottawa was my favourite city and seeing an American football game there was a real highlight, comparing it with rugby and cheering on the home team whilst soaking in the atmosphere.

Finally, Toronto, with our accommodation located right in the heart of the city. Going up the CN tower, the 10th tallest building in the world, was a once in a lifetime experience and the 360-degree views of Toronto were breath-taking.

We even got to visit Niagara Falls, which was surreal. We got to see the falls up close as we went on a boat on the river - a poncho was definitely necessary for this fantastically soggy experience. Seeing this eighth wonder of the world was unbelievable.

But of course, the main reason for the trip was to play rugby and we did so successfully. We played a game in each city, taking the opportunity to test our skills against some tough competition. We were thrilled to come out with three wins each for the senior team and year elevens.

Overall, the trip was an unforgettable experience. We had a great time exploring the cities, trying out new activities and playing the sport we love. We certainly made the most of our time in Canada. I would highly recommend this trip to any rugby enthusiast looking for an exciting adventure.

Tom Carney

The MAFTAS

The Wellbeing Team really wanted to show appreciation to staff at The Math for the fantastic work they do on a daily basis. The Governors' Prize recognises an outstanding contribution to the school each academic year, however it was felt that there was a need to recognise the smaller things, the unsung heroes, to thank someone who has made a difference. The MAFTAS was born....

Each week since the start of Term 4, we have asked staff to nominate their colleagues for something that they feel they deserved recognition for. This could have been for a whole host of reasons including delivering an inspiring lesson, doing a great job on something or checking in with a colleague. The reason for the nomination did not have to be for a huge undertaking, simply that it was felt they warranted a pat on the back and a thank you. These nominations were collated and each week the nominations went 'into a hat' and a name was drawn. That week's winner was then asked to see Mr Hodges to collect either a bottle of wine or a box of chocolates. At the end of each term, all nominees (regardless of whether they won their week's MAFTA) had their names entered into a further draw for the chance to win a £50 Amazon voucher. We shared the names of each week's nominees to recognise that despite the fact they didn't win this time, they have made a difference that week and were appreciated. We hope this opportunity to celebrate all that is good in our school on a daily basis continues for years to come. It's important to recognise and value the hard work and we hope that the MAFTAS will go some way to showing appreciation for all that our staff do and the difference that they make on a daily basis.

The Termly winners for the 2022-23 academic year are as follows

Term 1: Miss S. Filmer

Term 2: Mr. L. Reynard

Term 3: Mr. O. Oyesola

Term 4: Miss C. Hindson

Term 5: Mr. D. Coate

Term 6: Mr. D. Robson

Ms. A. Gibson
Assistant Headteacher

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CAREERS

Allied Healthcare Courses Talk

On Wednesday 3rd May, aspiring medical students in Years 10, 11, 12 and 13 were invited to attend a talk about Allied Healthcare. This event was hosted by Professor Gurprit Lall (Professor of Neuroscience) and his team from the University of Kent. Professor Lall currently holds a position at the Medway School of Pharmacy as a lecturer in Pharmacology/ Neurophysiology and serves as a member of the NANOVA consortium.

The aim of this talk was to inform students about other medical-related professions and courses, which might appeal to them. Despite the school having a great reputation for medical school applications, it's important that all aspiring medics have a backup plan. So hearing about allied health will help broaden their options.

Based on a feedback survey:

- 96% found the talk informative
- 91% of students learned something new

Specifically, students reported learning:

- o I learned that patient care is not just the part you see such as hospitals and GPs, rather there is a long process of research and clinical trials that allow for the treatments to exist
- o Everyone's pathway into any career is not always linear
- o If you do not meet the criteria to study medicine, there are still a lot of similar degrees that would still be patient-facing
- o If you take degrees that are not related to medicine and then decide to undertake a medicine degree, the previous degree is equivalent to 2 years of medical school

Based on the information received 65% of students are likely to pursue a career in allied health

Medics Under Offer

It looks like this could be our most successful year of medical applications ever! Congratulations to the following who have received offers to study medicine:

Hadi Abbas - Two offers for Dentistry including QMUL
Demi Dacosta - Medicine at Kings
James Jefferson - Medicine at Canterbury
Muhammad Mahmood - Dentistry at Birmingham
Dayna Obeng-Gyasi - Two offers for Medicine including Exeter
Leepo Rai - Medicine at Imperial
Ali Sajjad - Two offers for Medicine including QMUL
Matt Saunders - Medicine at Canterbury
Aaron Shokar - Three offers for Medicine including Imperial
Nawal Sholagberu - Medicine at Imperial

Congratulations also to our four reapplicants from last year, now holding offers: Brendan, Radhika, Lotanna and Amith.

Miss S. Halls
Careers Officer

Medical Work Experience

The work experience was incredible and I learned so much. In my opinion, I gained more from the organisation process than from the experience itself. Learning how to communicate with people through email and knowing where to look to find grants or support was really valuable. Additionally, I think it was really useful for me to see what is available for aspiring medics and med-students and how easy it can be to access that support. I also found it really useful to learn how to organise myself. The ability to find bus times and train times and work backwards from where I needed to be was something I hadn't done before and it is definitely a skill I will need in the future. One aspect which I found more challenging than I expected was the budgeting. I hadn't taken into account the additional costs of replacement trains or strikes so I had to spend a lot of time deciding how much I could spend and when I could spend it. Obviously, this is a huge part of life so I am very grateful for this experience, especially since I am considering studying at a London university. Furthermore, meeting new friends with similar interests and experiences to me was really enjoyable. Not only was I able to network with medical students and doctors from across the country, but I could talk to aspiring doctors from across the world, with people travelling from Hong Kong, Saudi Arabia, America and India just to take part in this experience.

The actual experience itself was amazing. The balance between practical work and theory was very well met and, although it was very tiring, I feel like I learned so much about the career of medicine and how to get into it. I think the parts I found most interesting were the practical elements. I found the suturing and blood taking very interesting as well as the Advanced Life Support protocols. My favourite day was the Emergency Simulation day, where state-of-the-art models and actors presented to us and we had to diagnose and treat them. In several cases, these patients went into cardiac arrest, and we were able to utilise CPR and Advanced Life Support which we had learned earlier that week. I also really enjoyed the ward round, where I could see doctors at work and participate in the process. The use of technology in medicine was a heavy focus of the event, with a day on digital health covering data storage, VR, and medical information. Being able to use VR headsets to train doctors was very interesting. Moreover, we were able to use modern technology to watch live surgery and communicate with the surgeon directly. This was very interesting both from a technological point of view - seeing the technology in a surgical theatre - and from a medical view, where we could speak to a leading consultant in colorectal surgery and view a complex procedure live.

Some of the classroom activities we worked on included: The development of Medicines and Vaccines, Digital Health, Medical School interviews and in-depth views into the life of GPs, Psychiatrists and Specialists, including the chance to simulate 6 different consultations with patients from each of these areas.

Ultimately, the mock interviews, personal statement support and in depth medical experience was the perfect way to prepare me for applying to medical school and confirming my ambitions. I feel like I am at a huge advantage to other applicants given my inside knowledge of the system and detailed feedback to mock interviews and I would thoroughly recommend other people to get involved with other work experiences, especially one as extensive as this.

Thank you so much to Miss Halls and the school for all of the support that they have given me, there is absolutely no way I would have been able to do this without their help. I have learned so much from this and I had a really fun time.

Darragh Skerritt

THE GOVERNORS' PRIZE FOR STAFF

Recognising the contribution of staff is extremely important, and something we are proud to do here at The Math. In 2012 for the first time Governors instigated The Governors' Prize for a member of staff who had made an exceptional contribution to the school during the course of the year. It is an award that could be given to a huge range of teaching and support staff who all regularly go above and beyond.

This year's award was presented to Miss Shona Halls by the Chair of Governors, Mr. Steve Brightman. A former alumnus, Shona has always been a superb representative for the school. She works tirelessly in providing career workshops, tutorials and helping to co-ordinate work experience for our pupils; all alongside her duties as a teacher of psychology.

Her door is always open and she is held in huge esteem by both staff and students alike for the vital role she plays in helping pupils take their next steps. This appreciation is illustrated in the number of alumni that return to speak at career workshops and give their time back to the school year on year, creating a superb environment in which our students can develop.

Upon accepting the award from Mr. Brightman, Miss Halls added ...

"I am deeply grateful and overwhelmed to have been awarded the Governor's Prize for making an exceptional contribution to the school. I want to convey my heartfelt appreciation to all the remarkable teachers, mentors, colleagues, friends and family who have provided unwavering support and endless inspiration throughout my journey. This guidance and encouragement have played a pivotal role in making this achievement possible."



LONDON MARATHON *with Mr. Kay*

Math School students once again donned their sponsored cagoules and laced up their trainers, as they helped distribute bags to some weary runners at this year's London Marathon ...



LONDON MARATHON

with Mr. Kay

One of the runners collecting their bag at the end of their run was our very own Mr. Kay. Our Deputy Head of Sixth Form did us proud, crossing the finish line in a blaze of glory and raising £375 for Sittingbourne Carnival Court and its future mission of empowering young people and promoting the town of Sittingbourne.

For any members of staff brave enough to take one of the school's entries for next year, you might want to have a look at what Mr. Kay thinks of his experience ...

How did you prepare for the marathon and what did your training look like?

I followed a 16-week training plan, consisting of long runs, interval training, fartlek running and rest days. The long runs gradually increased in distance each week, allowing me to build up my endurance for the marathon. Interval training helped improve my speed and cardiovascular fitness, whilst fartlek running allowed me to adapt to different paces and simulate the unpredictable nature of the race.

Strategic rest days were incorporated into the plan to ensure proper recovery and prevent overuse injuries. They played a crucial role in maintaining my overall physical and mental well-being throughout the training period. Additionally, I documented my entire training journey through a daily blog, which I shared with my friends and family. This served as a source of motivation and accountability, particularly during those early morning runs in the cold Rochester weather before school.

Why did you run the marathon?

Running has always played a significant role in my life. Being an avid runner, I can often be seen running around Rochester from as early as 6am. I ran the London Marathon in 2019, but I struggled to maintain a consistent pace throughout. That feeling of

disappointment became the driving force behind my decision to run it again, with a clear goal in mind: to run continuously for the entire distance and ideally, surpass my previous time. It became a personal challenge to push my limits and achieve a higher level of performance.

Running the marathon was also about embracing the overall experience. It allowed me to test my physical and mental endurance while being part of a community of dedicated runners who share a passion. The sense of accomplishment and journey of self-discovery that come with training and completing a marathon are truly unparalleled.

How did you find the race?

The race was an incredible experience from start to finish. The weather was damp and drizzly; the perfect running conditions. Getting on the train with other runners was great and there was a buzz of excitement as we approached the start line, in Greenwich. The first few miles went well and I managed to spot one of my friends at around mile 6. As the road went on, I took in the sights of The Cutty Sark, Tower Bridge and many more.

Around mile 21, things started to get tough, but I was determined to keep running. I entered a zone where I just focused on putting one foot in front of the other, ignoring the pain. Passing Big Ben in the Elizabeth Tower was a sign that I was almost there and as I rounded past Buckingham Palace towards the finish line, I knew I had done it! I had run the entire distance and set a new personal best time!

The race atmosphere was electric and the support from runners and spectators alike was hugely uplifting. It was an unforgettable experience, a testament to my training, perseverance and the indomitable spirit that arises when one takes on the challenge of a marathon. Crossing the finish line brought me sheer joy and a sense of accomplishment that will stay with me forever.

Do you have any advice for anyone thinking of running in the future?

My advice for anyone thinking of running in the future would be to set a clear goal and follow a structured plan. Having a specific objective, whether it's completing a 5K race or conquering a marathon, provides a sense of purpose and direction in your training. It helps you stay focused and motivated throughout the journey.

Following a well-designed training plan is essential for success. It allows for gradual progression, building your endurance and strength over time. Look for a plan that suits your current fitness level and aligns with your goals. Consistency is key, so make sure to stick to the plan as closely as possible to see progress and avoid overexertion.

Additionally, I highly recommend letting people know about your running aspirations. Sharing your goals with others, whether it's friends, family, or through social media, creates a support network that can provide encouragement and accountability. The support and motivation from loved ones can make a significant difference in keeping you motivated during both the highs and lows of your running journey.

Mr. S. Kay
Deputy Head of Sixth Form



UNITE the UNION & LGBTQ+

This year, UNITE has been focusing on educating ourselves about how and why LGBTQ+ topics and issues present in different areas and subjects.

Every term, a member of staff has delivered a talk on LGBTQ+ in their subject area. Mr. Coate delivered a really interesting talk on LGBTQ+ in Sports, and discussed in particular the movements and progress made in both mens' and womens' rugby, the multitude of ways that players in a range of sports show their allyship and support, such as rainbow armbands and laces, as well as the controversy of the Qatar World Cup.

Miss Wallace gave a talk on Sex and Sexuality in Biology, which was eye opening to consider the biological definitions of sex in comparison to the social and cultural definitions of gender, as well as the implications this has on genetic science.

Miss Miller's talk on LGBTQ+ in literature tracked the development of queer writers and content in the literary canon, from genderbending in Shakespeare, to queer allegory in Gothic literature, and into the 21st century where a wide range of LGBTQ+ writers are in the mainstream.

We had a successful month fundraising for Pride Month in June. Staff and UNITE students organised a range of fundraising activities over the four weeks, and raised a grand total of £295 for Stonewall.

We started the month with a Pride themed door decorating competition, where form groups created rainbow themed displays on their form room doors. It was a fiercely creative competition, but in the end, the staff voted for 7TH, with Mr Bruford and Mr Harris, as their winners.

The next week was Beat the Goalie, which saw Mr. Bindon, Mr. Bruford, Mr. Meadows, Mr. Oyesola, Mr. Townsend and Mr. Tricker facing penalty shots in the hot June sun! Mr. Bruford and Mr. Meadows were the student favourites, but all of the teachers impressed with their goal-saving abilities.

In the third week, we had a Staff vs Students Rounders Rematch after the staff beat the students

in the Women's History Month rounders match. A team of staff, senior students and junior students played a rigorous game of rounders, and ultimately, the staff held their title as winners, much to the dismay of the students.

In the final week of Pride month, staff and students alike baked for a Pride themed cake sale, which went down very well with our hungry students!

UNITE was also honoured to be nominated for a Medway Pride Radio award in their Schools and Education category. The category recognises an educational organisation that works with, supports, and advocates for LGBTQ+ youth.

Miss Miller attended the awards night, and was proud to be recognised amongst so many other groups, businesses and organisations that support the LGBTQ+ community in Medway. The night was hosted by Shea Coffey, station manager for Medway Pride Radio, and the guest speaker, Amanda Jetté Knox, a human rights advocate from Canada on a tour to the UK, was inspiring in their story of their trans rights advocacy for their child. Their story was both emotional but also motivational in reminding us of the importance of safe spaces and advocating for everybody in the LGBTQ+ community.

Whilst UNITE didn't win our category, we are still tremendously proud to have been nominated, especially in such a fierce competition, and to have recognition of our successes and goals within SJWMS.

UNITE continues this September, with two very interesting talks already in the diaries; LGBTQ+ in Classical Civilisation by Miss Harrison, and LGBTQ+ in Politics from Dr Bidmead.

We look forward to another year of growing and learning together and supporting each other.

Miss J. Miller
Head of Thetford & UNITE Ambassador





Rochester Remembers

The following is a reflection by two students who took part in the Holocaust Education Trust's Lessons from Auschwitz project. This takes place annually as part of efforts to commemorate the events of the Holocaust and to educate future generations about this event. Both students make some outstanding points about what can be gained from visiting, studying, and reflecting on these events some 80 years after they occurred.

Mr. C. Nicholson
Head of History

The Importance of Historical Commemoration

In our modern age of comfort, it is easy to reduce the events of the past and even trivialise the importance of them through humour or haphazard factoids, however by emotionally connecting ourselves with a time and place separate from our own, we can appreciate and sympathise suffering in a way that also develops our understanding of humanity. Historical commemoration holds great importance as it allows societies and people to remember and learn from past events, not only ensuring that the lessons of history are not forgotten or repeated but also celebrating untold stories with utmost respect. The Holocaust is one of the darkest chapters of human history that serves as a constant reminder of the depths of human cruelty and devastating consequences of unchecked bigotry, but while it is key not to undermine this issue, it is also essential to note the optimistic side of commemoration, and positive suggestions behind the human mind.

Following the visit to Auschwitz Harrison and I were tasked with producing something that would both reflect on our visit and help to enhance understanding of the events of the Holocaust within the wider SIWMS school community. We decided to create a board in our history classroom displaying various Jews who survived the Holocaust and went on to significantly develop the fields they worked in, with

use of their horrific experiences, thus becoming icon

ic symbols of hope. These individuals serve as inspiring beacons of resilience, courage and indomitable human spirit; their stories highlighting the triumph of the human will in the face of unimaginable adversity and their contributions to society demonstrate the potential for healing and progress even after experiencing such profound trauma.

By showcasing the stories of these Holocaust victims-turned-icons, we created tangible connections between the past and present, bridging the gap between generations and ensuring that their stories are not lost to time. Their narratives serve as powerful reminders of the individual lives impacted by the Holocaust, dispelling the notion that it was a faceless tragedy affecting an abstract mass of people. By humanising the victims and survivors, we foster empathy and compassion, making it harder to dismiss or overlook the injustices that led to such widespread suffering. Moreover, the display of these iconic figures of hope encourages dialogue and education; merely opening a discussion on countless more stories to be told and heard.

Although Harrison and I did not manage to tackle this issue specifically through the display, we both wished to flag up how when discussing historical commemoration, particularly in the context of the H

olocaust, we also confront denial and so-called revisionism. Despite overwhelming evidence, there are those who seek to downplay or deny the magnitude

of the Holocaust, perpetuating dangerous falsehoods. By prominently displaying the stories of

Holocaust survivors who contributed significantly to humanity, we counteract these revisionist narratives, underscoring the truth of what happened and reaffirming the historical record. Additionally, there is a certain inspiration and motivation for individuals facing adversity in their own lives that comes with hearing these stories and by presenting these survivors as role models, we not only honour their courage but also foster a sense of hope and possibility for future generations.

It is of paramount importance that we never forget that these survivors were of the lucky percentage that did manage to accomplish goals in life and that though there are stories of hope there are countless stories of tragedy. But nonetheless, historical commemoration and understanding should be a task every human being engages with, as a duty of honour, education and inspiration. Through acts of remembrance, we strive to create a more empathetic and just society, one that actively works to prevent the recurrence of cultural rejection.

Joseph Cornelius
History Prefect

The Visit to Auschwitz-Birkenau

Auschwitz-Birkenau, a haunting symbol of the Holocaust, stands as a powerful testament to the darkest chapter in human history. As Joseph and I recently embarked on a pilgrimage to this infamous concentration camp, we were filled with a mixture of trepidation, reverence, and an unwavering desire to confront the past. This profound experience taught us invaluable lessons about the resilience of the human spirit, the consequences of hatred, and the imperative of fostering understanding to ensure such atrocities are never repeated.

Stepping foot onto the grounds of Auschwitz I, the main camp, a chilling atmosphere immediately permeated the air. Walking through the original gate bearing the infamous words "Arbeit Macht Frei" (Work Sets You Free), we couldn't help but shudder at the perversion of these words. It was a poignant reminder of the false promise of freedom used to deceive countless innocent lives. The cramped barracks, the haunting remnants of gas chambers, and the piles of belongings stripped from victims spoke volumes about the immense suffering and dehumanisation endured within these walls. Witnessing the evidence of such atrocities was a truly sinister experience, driving home the magnitude of the Holocaust and the importance of preserving its memory. Moving on to Birkenau, the sprawling extermination camp, the sheer scale of human tragedy became starkly evident. The desolate expanse of train tracks stretching into the horizon left an indelible impression on my soul. Visiting this second site was almost more daunting, not due to what had been preserved but rather lack of. This was particularly disturbing as the absence of tangible evidence was unsettling as it made it harder to grasp the full extent of the atrocities which took place.

However, amidst the somberness, I also discovered rays of hope. The stories of resistance, acts of solidarity, and the tales of survival resonated greatly. Learning about individuals who risked their lives to save others, the heroic tales of the Auschwitz resistance, and the enduring spirit of those who emerged from the darkness served as a testament to the indomitable human spirit. Visiting Auschwitz-Birkenau reinforced the critical need for remembrance and education. It taught us that silence can be dangerous and that by confronting our collective history, we can strive to create a future where such atrocities are

unimaginable. Moreover, this experience underscored the importance of fostering understanding and empathy. It reminded us of the danger of prejudice and the destructive power of hatred. By promoting dialogue, embracing diversity, and cultivating compassion, we can work towards a world where intolerance and discrimination find no fertile ground.

Auschwitz-Birkenau is not an easy place to visit. It is a confronting journey into the darkest depths of human cruelty. However, it is also a pilgrimage that imparts invaluable lessons about the resilience of the human spirit and the necessity of confronting our past. It is a stark reminder that the duty to remem-

ber lies with each of us, and that the lessons learned must shape our present and future. As we left Auschwitz-Birkenau, we carried with us a renewed commitment to fight against hatred and to be an advocate for understanding, tolerance, and human dignity. May the memory of the victims forever guide us towards a world where the horrors of Auschwitz are not repeated, and where the principles of justice, compassion, and respect for all humanity prevail.

Harrison Moores
History Prefect

FOUNDATION DAY 2023

After moving back to the normality of an annual Foundation Day last year, it was almost habitual to be walking down to the cathedral on Saturday. It was refreshing to see the excitement of the event from a new perspective. Unlike any time before, I was able to see the inner workings of House Official teams and staff in planning an enjoyable and successful day.

When the day arrived, there was a sense of huge climax and anticipation as the choir warmed up, speeches echoed through the cathedral and the crowds of 1000 students, alumni and staff, past and present flocked to their seats. The morning service was an intimate and pensive event, with an excellent reading from Tomiwa Adesuyi, the Math's new Deputy School Captain, being observed by a few members of staff and ex-students, as well as the Senior Prefect team.

The scene was set as students populated the vines, and prefects welcomed in the masses, and guided them to their seats. We enjoyed speeches from Mr Race, Mr Hodges and an ex-student who has enjoyed a prosperous career with the church.

My speech was an enjoyable yet nerve-racking experience, but I am grateful for the opportunity.

Following this event, students had the opportunity to engage in sports and competitions, to unwind and earn crucial points for their house at this point in the House Championship title charge. There were many twists and turns throughout the day, but it proved a thrilling end to the year.

As every year, the hard work and dedication from Mrs Rose and Mr Harris, and all the students who gave their time and efforts paid off. The reputation of the Math remains steadfast in the eyes of Medway's residents, and there was a collective sense of pride as the sun set that evening.

Darragh Skerritt

THE MATH IN NO. 10



On Friday 14th July, the school's politics and citizenship students were invited to a reception at 10 Downing Street. Students will be given an audience with the PM's wife Mrs Murty, a guided tour of the building by a historian, a Q & A opportunity with the American & German ambassadors and a buffet in the Downing Street garden where they mingled with senior civil servants.

Dr. A. Bidmead
Head of Politics

What is the RMSA?

The RMSA (Rochester Mathematical School Association) is Rochester Math School's PTFA. We are a member of Parentkind and registered with the Charity Commission (charity reg no. 297726). We are predominantly a group of parents and ex-parents who work hard to raise funds to benefit the school's students.

The RMSA is run by a committee who are all volunteers. As well as parents, ex-parents and grandparents, there is representation from the Head Teacher, teachers and pupils (via the sixth form reps) as well as the Old Williamians and we also welcome anyone who has a positive interest in helping us and the school.

The main function of our PTFA is to support the school by raising as much money as we can to help enhance, enrich and improve learning experiences for the students. We also provide those 'little extras' that make school memorable.

We supported the school this year with a Christmas Fayre, Quiz Night and helping during Foundation Day. We also support school events, such as concerts and drama productions, by serving refreshments.

We have a very close relationship with the school and have the full support of the Head Teacher and his staff and we are allowed a lot of flexibility in running the activities that we do. There is a lot of appreciation for the work that we do and the money that we raise.

Accounts and Fundraising

Requests for funds are submitted by the various school depts and are discussed at our termly meetings and either approved or declined depending on whether those requests meet our criteria (as set down in the RMSA's Constitution).

This academic year, 2021-2022, we have approved and provided the funds to purchase the following: We strive to raise as much money as we can and aim to raise more each year than the last. We also exist to bring the communities of school and home closer together because it makes sense for parents to be involved in the life of their chosen school. **Donations 2022-23...**

The Mighty Dollar Books: £209.70
Crest Entry Fee: £45
13 D of E Tents: £3,113.30
Football: £158.30
Think Differently Sessions: £300
48 Cricket Balls: £374.26
2 Hockey Goalkeeping Kits: £674.92
Camcorder Microphone Accessory: £35.82
Football Kit: £702.96
Video Camera & Tripod: £653.99
2 Globes: £69.98
Lighting Controller: £1,999
32 Map Cases: £230.40
Economics Books: £111.90
20 Music Stands & Double Storage Cart: £2,309.95
34 Earthquake Books: 142.96
DI Boxes, Extensions, Leads: £520
Warhammer Club Tools & Paint: £55

How we keep you up to date with our activities:

Facebook - We post notices about upcoming meetings on our Facebook page as well as things like reminders about events, requests for volunteers and other information.

Email - The school will send out, on our behalf, emails about our events and other information.

Noticeboard - The RMSA noticeboard in the main school hall.

If you would like to become involved with the RMSA please contact Jane Marsh (Chair) at jane.marsh@blueyonder.co.uk.

Jane Marsh
RMSA Chair



OW OFFICERS & COMMITTEE MEMBERS

PRESIDENT.....MR E HODGES

CHAIRMAN.....JEFF DOUST

VICE-CHAIRMAN DAN HARRISON

IMMEDIATE PAST CHAIRMAN
.....IAN MACLEOD

TREASURERJAMES BARNEY

SECRETARYJAMES BARNEY

GOVERNORS' REPRESENTATIVE
.....CHRIS HALLS & JAMES BARNEY

SCHOOL LIAISON OFFICER
.....MR S J PEPPER

BAR SECRETARY.....CHRIS HALLS

RMSA REPSTEVE GODDARD

CHAIRMAN'S REPORT

It's fair to say that my first 15 months as OW Chair have been.....interesting!

As OW Chair, it is a real privilege to be invited to certain events and my first such invite was to the OW Veteran's lunch on 6 th April 2022. The event was the first Vets Lunch post-pandemic and was very well attended and very well organised by Chris Halls. Some 11 past Chairs were present at the lunch, so a daunting audience to give my maiden OW Chair speech. Obviously, to those who could hear me, the speech went down a storm!

I attended the first of three Remembrance Services at the school on 9th November 2022 and laid a wreath on behalf of the OW's and alongside the

OLD WILLIAM

school captain. Years 7, 8 and 9 were impeccably behaved throughout the service.

The OW Dinner took place on 12 th November and despite a "clash" with an event at the Pavilion, was again well attended and organised. The event has evolved into an excellent evening and my thanks are extended to Ian Mcleod and to Sarah Rose for their organisation of the event.

My second Vets Lunch took place on 4 th April 2023, after a hasty venue reorganisation. My thanks to Chris Halls and to Ray Boast for their superb efforts in rearranging the venue and the event. Again, a great attendance and a great afternoon, in the circumstances.

Of course, as a club, we have faced a difficult situation over the course of the last 3 and a bit months. I have to thank all of the committee members for the unwavering support throughout this time and special thanks to the rugby section, for their support to both the hockey section and the club as a whole.

Of course, we must continue to move forward. The suspension of the OW Club from the facility is now lifted and hockey and rugby will be able to play our 23-24 fixtures at the facility. We should use the experience to build and strengthen our ties. It has been a learning experience for everyone and we need to have a more formalised agreement for the use of the facility, so that everyone is clear on when the OWs have use of the facility and who is accountable for what. No formal agreement will prevent suspension in a similar scenario, but it will reflect our unique relationship with the school and its facilities.

I look forward to a slightly more straightforward final year as Chair!

Jeff Doust

RUGBY REPORT

The rugby section has seen great achievements over the past few years, with deserved success and dare I say it, entertaining rugby. We were playing at London South East League 2 level, which for a small club like ours is remarkable.

However, age finally caught up and family commitments took their toll on the limited squad that carried us through these 'glory' years and we took the decision that we needed to re-focus and rebuild for 2022/23.

We sought a new head coach and an enthusiastic squad, although still limited in size, we put the basics in place to prepare for a challenging season. With a new RFU league restructuring process, based upon past success, effective for the 2022/23 season, we were originally placed into Kent Counties League 2. This was effectively the equivalent of the old London South East League 2, and although an achievement, it was not practical or realistic for a club that was rebuilding.

With Kent RFU and RFU approval, we were finally allocated to Kent Counties League 4, a matter of weeks before the season began. This late change provided fixture complexities, due to the league now consisting of 14 teams, but the season began and we were in a position to compete.

The first half of the season saw us play 13 fixtures with a record of:
P13 W9 D1 L2 NR1

The resultant halfway league position of 6th resulted in us playing in the top 6 'shootout'. The complexities meant all previous seasons results against other top 6 teams were carried forward into Phase 2.

Despite losing 3 of our final 5 games, we finished the league in a very respectable 3rd place, with our final record reading:
P18 W12 D1 L5 NR1

All 2022/23 season results and final tables can be viewed via the englandrugby.com website, as well as forthcoming fixtures for the 2023/24 season.

Our rebuilding continues and we are always looking for new players, of all ages and abilities. For this forthcoming season, we are also being more proactive with the school and its rugby academy, providing an opportunity for school leavers to transition into adult rugby and join the OW family.

The social side remains as important as taking to the field. During 2022/23 we maintained a great social calendar, not only on matchdays, but throughout the year; from trips to Twickenham for premiership and international fixtures, to fundraising quiz nights.

We are also raising funds to assist in the purchase of floodlights for the rugby pitch, in collaboration with the school.

If you would like more information, fancy playing for the Old Boys, or just a catch up with fellow OWs, then please do not hesitate to contact myself or our Secretary: contact details below.

Ian 'Floyd' Pettman
OWRFC Chair
E-Mail: ian.pettman1@sky.com
Mob: 07899003933

Dan Harrison
OWRFC Secretary
E-mail: danharrison01@hotmail.com
Mob: 07929007292

Ian Pettman

HOCKEY REPORT

Old Williamsonian Hockey Club continues to thrive, as the playing records set out below testify. This is testament to the work that has gone in over the last 8 years by Chair Neil Thompson and the ever-growing band of volunteers we have in the Hockey Club. It takes more than just turning up and playing to get the club to where it sits today and we thank our numerous volunteers in our Committee, our captains, our coaches, our social Committee, all the tea makers, the bar volunteers, the band of



parent supporters and our sponsors, who do so much to enable us to run free hockey for anyone in years 1-11.

Anyone reading this associated with the Old Williamsonian Club will be aware of difficulties faced this season, but it is testament to our membership and leadership that we have come through these challenges as strongly as ever. We look forward to the 2023-24 season with renewed vigour and – see below – a challenge to build our club to even higher.

Ladies

1st Team – a 4th place finish (out of 12 teams). P22, W13, D3, L6. Another solid season, despite losing our player coach halfway through the season. Plans in place to develop a title challenge in 23-24, with a new ladies coaching team and a potential "overseas" player for the side to boost title chances.

2nd Team – 9th of 12. P22, W5, D5, L12. Some youth players made the jump from 3rd team to 2nd team and again, plans in place to strengthen this side for 23-24. Achieved the aim of maintaining this team in its current league.

3rd Team – 7th of 13. P22, W8, D2, L12. In their 2nd season as a team, another decent showing for a side which is very much youth development focused.

Overall, a solid season for the ladies, with plans to push on for 23-24. Over the summer, they have attracted some players at the top end of the club, which will strengthen the section as a whole.

Men

1st Team – 2nd of 12, only dropping 5 points all season, but losing out to Marden, who only dropped 3 points. 3rd place team in league finished 23 points behind. Only 1 team promoted from league so team will go again next season and the aim will be to win promotion and league. P22, W20, D1, L1.

2nd Team – 2nd of 12, again, missing out on the 1 promotion place. However, it should be noted that aside from Holcombe, Canterbury and Sevenoaks, our 2nd selected team finished as highest 2nd selected team in the county, showing strength in depth.

3rd Team – 1st of 12 and promoted! Mixture of experience and youth won the league by 7 points.

3rd XI promotion this season was a stated aim and achieved. P22, W18, D2, L2, with 11 wins out of 11 in 2nd half of the season.

4th Team – 4th of 12 after being promoted last season represents a great performance. P22, W12, D6, L4.

5th Team – 1st of 12 and promoted! P22, W17, D2, L3. Secured the league title with 4 games left and were never troubled at the top of the table.

6th Team – 3rd of 11 and have been promoted! P20, W12, D5, L3.

7th Team – 9th of 11. P20, W5, D3, L12.

Mention should be made of Dean Harvey, who ran both 6s and 7s – no mean feat – and has managed to bring a number of younger players through.

Youth

We continue to run a successful Youth Structure, with around 60 children attending Youth Training, or playing in adult teams each week.

Our U18's (with some guests) reached the quarter finals of the National competition, being Canterbury along the way and only succumbing to Surbiton, who had 4 internationals playing for them. Of this side, Oscar Thompson, Sam Wardle-Young, Ross Cheese and Charlie Walters established themselves in the 1st team this season.

We still offer free hockey to anyone in years 1-11 and still look to develop our youth structure.

Overall, the club is in very good shape and will again field 7 men and 3 ladies side for the coming season. Our thanks to the Mother Club for their kind donation towards extra costs incurred at the end of last season.

For anyone interested in joining us, our pre-season training starts in August and our Sunday morning Juniors starts on 3rd September. Please see the flyer for further information and contact details.

WILKINSONIANS

CRICKET REPORT

The Old Williamsonian Cricket Club continue to play a variety of friendly fixtures adhering not just to the Rules of Cricket but most importantly, the "Spirit of Cricket". This is clearly borne out by the games completed since my last report.

Anyone who thought COVID was a thing of the past will be surprised to hear that opponents Selling CC had to cancel because of an outbreak amongst their club. Following on from that, against a very experienced Cudham Wyse side, batting first, Dicky Dalton set the tone with a fine 38 partly accompanied by his son who stepped as a last minute replacement. But wickets began to fall and it was left to David Child hitting a masterful 94 to steady the ship. After some late hitting by Arif Khan (29) we posted 211 from our allotted 35 overs. Cudham started strongly in reply and looked set for victory before Jon Child whipped out three top batsmen in just 5 overs to set them back. They didn't recover and wound up 21 runs short.

The new season saw us encounter Sherwood CC in the first match. Against some very tidy bowling we lost 2 early wickets before Calum Boyle (Aussie loaned locally) and David Child(68) pressed on. Deji Oyesola (25) gain some momentum but it was mostly Andrew Routledge (45) who pushed us to our 198 total. In reply, Sherwood never got started as David Bage, playing in his last ever match for the Club after over 20 years service, blew them away taking 3-7 in 5 overs. Feeling sorry for them, DC replaced him but to no avail as Luke Butcher(3-13) and Dicky Dalton (3-25) were instrumental in Sherwood being shot out for a meagre 71. Amongst the carnage there was even time for Neil Fanthome-Hodgson to bowl 3 very rare overs. The game was won by 127 runs.

We then travelled to Newington CC. Again batting first, we lost 3 early wickets for 26 runs. Fortunately the middle-order was in form with Luke Butcher



Borstal needed a young but very keen team eager to make a statement. They batted first scoring 161 all out built around a beautiful 40 from Mohammed Azhar and captain, Tom Coleman (40no). It was great to see Marc King and Naveed Bhatti back in the fold and both bowled. Although Andy Stoute picked up a couple of wickets it was Dicky Dalton (3-25) and Deji Oyesola (4-45) who did the damage. I reply the Borstal bowlers excelled. A number of our batters got in and got out so it was up to Luke Butcher(49) to nurture us along. The Borstal fielding was epitomised by a stunning catch just off the ground to dismiss Deji towards the boundary by said, M Azhar. At this point the game was in the balance. Dicky walked by one and it was left to Stoutey and Jake Butcher to attempt to see us home. Needing 5 off 3 balls, Jake got a two but then conceded a dot ball. So three to win off the last ball. Jake made contact but could only manage 2 runs leaving the game tied and a fitting result for a Borstal side who didn't deserve to lose.

The Old Williamsonian Cricket Club has been in existence for well over a century and continues to play the game to win but with a heavy social aspect and much enjoyment. Anyone whether wishing to play some fun cricket just needs to contact Chris Halls on chris.halls@btopenworld.com or on 07768 558656

Our thanks go to all who played and those who came to watch.

Chris Halls



IN MEMORIAM

JOHN CHRISTOPHER THURSTON

We have received sad news of the passing of John. Our condolences go to his family and friends I have been advised of the death of my old friend John, aged 86, on the 28 March by his children Sally & Simon.

John left the school to join National Provincial Bank, working in the Medway towns, Essex and London during his career.

He was an active member of The Old Boys, playing rugby and cricket. He kept his interest in cricket being a former chairman of his local club, Hutton, and his son later was to be club captain.

In later years John and his wife Jill moved to Tamworth, Staffordshire, being nearer their grandchildren. Sadly Jill died in the past few years. John had struggled with Alzheimer's for several years, but he soldiered on and always had a smile for everyone.

OLD WILLIAMSONIAN

BRIAN WEBSTER

It is with huge sadness that we learned of the passing of longtime club member Brian Webster on 4th May 2023. Brian had been unwell battling cancer for some time and passed away peacefully in palliative care.

Brian joined the hockey club in the 1990s because his son Leon was playing for the club. He threw himself into all aspects of club life, playing, serving on the committee, umpiring the ladies and representing the club in the Kent Umpires Association for many years before retiring to the North West. It was a privilege to know and be in the gregarious company of him - rest in peace.

Editor's Note

And so another year passes at Rochester Math. What a year it has been.

Congratulations to Castle for caliming their second successive Cock House Championship. I wish them all the best in their search for a treble in the coming year, whilst harbouring the hope that Pitt can climb up the rankings.

The school will continue to enjoy its status as an Outstanding Ofsted school and one of the top grammar schools in the county, due to the superb talent and effort of all the members of staff.

Our pupils continue to make the efforts of the faculty worthwhile, as they excel in academia, sport and character.

It is also wonderful to continue our affiliation with the Old Williamsonian's, a club that many alumni

have represented over the years and one that leaves me with very fond early cricketing memories.

I would like to thank all of the staff and students for the contributions that make this magazine possible. Compiling this magazine is a privilege and it is with great pleasure that I am able to present it you.

I hope all alumni have had as successful and enjoyable a year as the school and have perused this edition with pleasure.

Mr. H. J. Meadows