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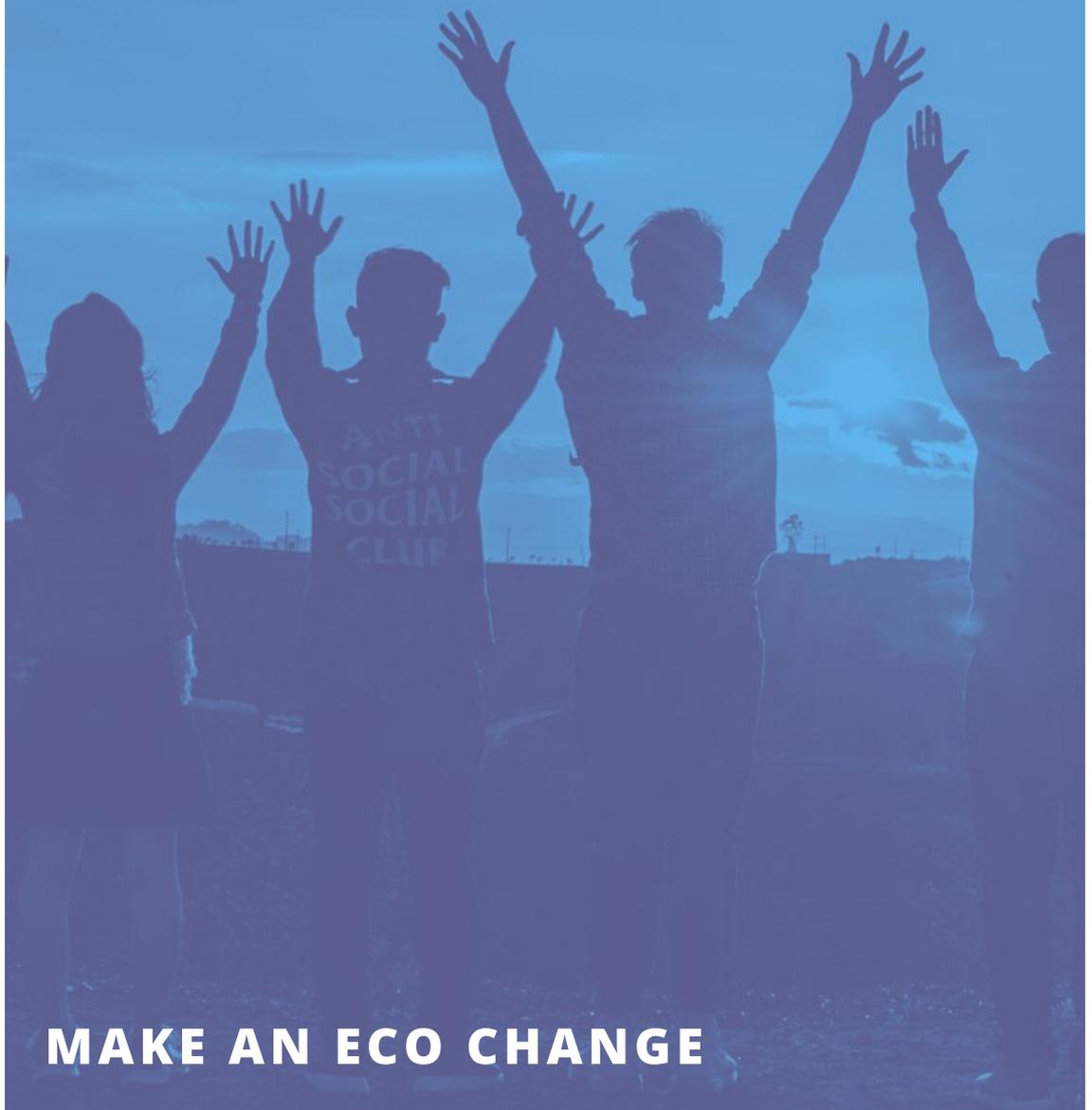
CREATED BY STUDENTS,
FOR STUDENTS. 2021

**BLACK LIVES MATTER:
WATCH, READ, LISTEN**

APPRENTICESHIP GUIDE

MENTAL HEALTH HELP GUIDE

CAREER ADVICE: JOB PROFILES



MAKE AN ECO CHANGE

SOUTH KOREA VS THE UK

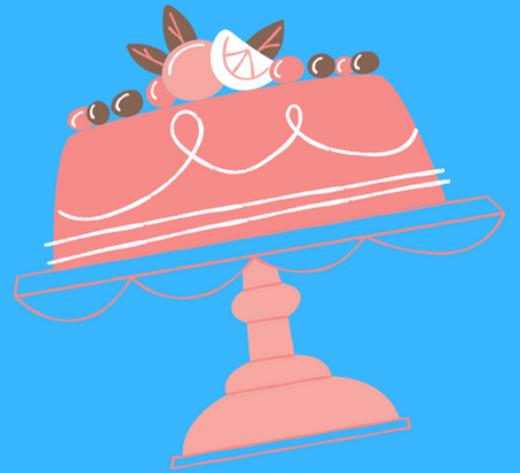
...AND MUCH, MUCH MORE

TVLP

· THAMES · VALLEY · LEARNING · PARTNERSHIP ·

THAMES VALLEY LEARNING
PARTNERSHIP COMPETITION

THE GREAT BERKSHIRE BAKE OFF 2021



EMAIL YOUR ENTRIES TO [INFO@TVLP.ORG.UK](mailto:info@tvlp.org.uk)
BY 10AM ON FRIDAY 26TH FEBRUARY 2021.

Competition theme: Spring.

Open to students from Beechwood School, Eton College, Holyport College, The Langley Academy, Slough & Eton C of E Business & Enterprise College, St Joseph's Catholic High School, St Mary's School Ascot, and The Windsor Boys' School.

For further information, go to tvlp.org.uk/competitions

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EXTRAS

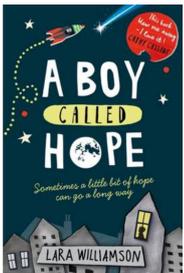
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English, Maths and PE questions to test your knowledge

RECOMMENDED READS FOR 2021

A Boy Called Hope, Lara Williamson

RECOMMENDED BY: Khizar Mahmood, Head Boy at Slough & Eton Church of England Business & Enterprise College.



One book that I've enjoyed reading is 'A Boy Called Hope' by Lara Williamson. This moving story tells of a boy's attempt to search for his dad and the challenges he faces along the way.

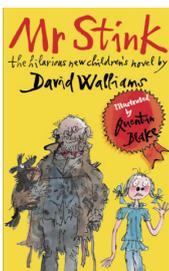
I recommend it to other students as it teaches them that you do not need to share a surname with someone to consider them family. I believe that this is a strong message, that blood doesn't make someone family.

WIN A COPY OF THIS BOOK

To be in with a chance of winning a copy of 'A Boy Called Hope', send your full name and school email address to info@tvlp.org.uk by 10am on Friday 26th February 2021.

Mr Stink, David Walliams

RECOMMENDED BY: Elisha Melbourne, student at The Langley Academy.

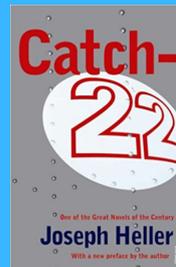


I chose Mr Stink because he is a character that was judged by how he smelt and not by who he was. He lost his family and home in a fire, which caused homelessness. He had to

move from place to place because of this. What would you do if this happened to you? This book should be read by others so that when they see a homeless person, they understand that there is a story behind their life on the streets.

Catch-22, Joseph Heller

RECOMMENDED BY: Mrs Staunton, Headmistress at St Mary's School Ascot.



Set in the context of the Second World War, Catch 22 is a novel about being trapped in a mad world, a satire about the malignancy of the "competent authority"

(truer now than ever it was!) and about individual humanity thwarted by the system. The action all spirals from the conundrum faced by fighter pilots facing an evaluation of their mental competence, a loophole named Catch 22. If you're sane, you have to fly your missions. If you're mad, you don't have to. You'd have to be mad to want to fly them, and sane not to. But if you ask not to fly them, that proves you're sane and you have to fly them. That's some catch, that's Catch 22. It's a book that can make you laugh out loud and, on the next page, cry your heart out. Not one to read on the train unless you want to look a bit odd. I thoroughly recommend it as a great read.

This is Going to Hurt, Adam Kay

RECOMMENDED FOR SIXTH FORMERS BY: Clare Matheson, TVLP Coordinator.



As soon as I started reading this book I was hooked. The stories of life as a Junior Doctor are eye-opening and often shocking, hilarious and brutally honest. If you want to get an insight into

one man's career in the NHS, while also laughing so hard your stomach hurts, read this.

GETTING TO KNOW THE TVLP STUDENT COMMITTEE

In November 2020, the TVLP Coordinator set up the TVLP Student Committee. This comprises of 17 pupils including school Prefects, Head Boys and Head Girls from across our schools.

The Student Committee meet with the TVLP Coordinator regularly to discuss the ways they would like to get more involved in the TVLP. In this academic year, this includes the creation of this student magazine.



Azeezah Okoya

Head Girl at Holyport College.

I was raised in Nigeria and came to the UK in Year 7.

I am interested in marketing and advertising as well as South Asian culture. I am even learning how to speak South Korean.

I hope joining the TVLP Student Committee will allow me to get more involved in the local area before I leave for university.

Hibah Khan

Head Girl at Slough and Eton Church of England Business and Enterprise College.



I'm from Slough and I'm into making short films. I also really like video games including Assassin's Creed.

I joined the TVLP Student Committee as I'm studying psychology and I'm interested in learning about different students, their ideas, and how they work.

Joe Lombardo

Prefect at The Windsor Boys' School.

I'm from Windsor.



Some of my main hobbies include music, particularly jazz, as well as poetry and anime.

I decided to join the TVLP Student Committee as I believe having a student voice that can actively contribute to and can make the community a better place is crucial, so I feel very fortunate to be able to represent my school in this manner.

Haris Arain

Student at Eton College.

I was born in South London.



I'm quite into my comics and I go to conventions, when possible.

I joined the TVLP Student Committee to meet new people in the local area, to try and make a difference, and to bring more exposure to my school and to the community as a whole.

GETTING TO KNOW THE TVLP STUDENT COMMITTEE

Flo Sillars

*Head Girl at
St Mary's School Ascot.*



I grew up between London and Scotland.

I adore sport, especially netball, tennis and I have just discovered yoga.

I think that the TVLP has the potential to be incredibly beneficial to all schools in the area and truly make a positive impact. I am excited to see how the student body can help to facilitate this through the various talks, competitions and extended interactions between the schools.

Jack Finnis

Student at Eton College.



I'm from Surrey.

I'm into computer science and I also like art. Recently, I have been selling Christmas cards, which I designed, for charity.

I joined the TVLP Student Committee as I want to meet like-minded people from different schools to share ideas and resources. I am also interested in getting to know students from different backgrounds.

The TVLP runs a number of student leadership events throughout the year. These are advertised on our website: tvlp.org.uk/upcoming-events

Amani Khan

Vice President at Beechwood School.



I was born in London, but I moved to Slough when I was 3 years old and I have been here ever since.

I love to write and produce short films, as I'm inspired by all aspects of life, from making comedy skits of how stressful school life is, all the way to making a mental health short film, expressing how mental health can affect young peoples' lives. I also love to play video games like Assassin's Creed and to research all the history behind it.

I joined the TVLP Student Committee because I want to contribute to help build connections between different schools so we can all support each other, especially during this pandemic.

TVLP
- THAMES - VALLEY - LEARNING - PARTNERSHIP -



**LEAD
NOW.
LEARN
HOW.**



**STUDENT LEADERSHIP CONFERENCE
WEDNESDAY 17TH MARCH 2021**

SOUTH KOREA VS THE UK

Article written by Azeezah Okoya,
Head Girl at Holyport College.

The South Korean education system is known to be intense. Its main aim is to develop and emphasise both academic achievement and skill to produce hardworking, skilled employees.

In South Korea, compulsory education begins when a child turns five and lasts until they're eighteen. The first semester begins in March and ends in the middle of July. The second semester then picks up in August and ends in February.

In the South Korean education system, what we refer to as secondary school in the UK is split into two parts; middle school and high school.

MIDDLE SCHOOL

Middle school starts when a child turns twelve and lasts three years.

An average Korean middle school student spends up to ten hours in school, however due to intensive competition to further their education, they spend twelve hours a day studying.

In middle school, there are both compulsory and elective subjects. These are chosen by the students but are also based on their abilities.



HIGH SCHOOL

High school consists of three grades. The average time a high school student studies increases to about sixteen hours. This is because students take the most important exams of their lives at the end of their high school education; their college entrance exams.

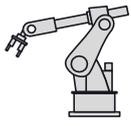
A DIFFERENT WAY OF LEARNING

In South Korea, lessons focus on the teacher speaking and the students listening and taking notes. Compared to the UK, the South Korean system is far more authoritarian.

When learning mathematics, South Koreans spend their time memorising equations and practising multiple questions. In Britain, it is more about understanding the process of working.

FUN FACTS

- 1.** Students have responsibility for cleaning rubbish from the school grounds each morning before the school bell rings.
- 2.** Taking off your shoes before entering the school, and changing into school slippers, is a sign of utmost respect.
- 3.** Teachers have to change schools every five years. This gives them experience of working in different educational environments.



USEFUL STEM RESOURCES



Article written by Jack Finnis, student at Eton College.

There is a vast amount of online STEM (Science, Technology, Engineering, Maths) resources available to secondary school students. This article outlines my recommended projects and competitions for students interested in STEM. I hope you find it informative and are inspired to follow up with your Head of Science/STEM and take part in one of the competitions!

STEM Competitions

- **Arkwright Engineering Scholarship.**
Prestigious competition for year 11 students to kickstart an engineering career. Scholars receive £600 financial funding, professional mentoring, and access to exclusive events.
- **FirstTech Challenge.**
Robotics competition for students aged 12-18 to design, code, and operate a robot in a head-to-head tournament.
- **CanSat Competition.**
Satellite challenge for students over the age of 14 to fit all the subsystems found in a satellite, such as pressure sensors and cameras, into the minimal volume of a soft drinks can. Completed CanSats are launched by the organisers and in-flight data is transmitted back to an Earth-based computer.
- **Moon Camp Pioneers.**
Space competition for students aged 15-19 to design a complete Moon Camp Settlement using Autodesk Fusion 360 software.
- **GreenPower.**
Motorsport competition for students aged 9-25 to design and build their own battery-powered F1 car, and then race it against other competitors.
- **Astro Pi.**
Teams under the age of 19 design and program a scientific experiment to run on board the International Space Station. The best experiments are deployed to the ISS.

STEM Projects

- **Engineering Education Scheme.**
National project giving year 12 students real-world experience in Engineering. Teams are presented with a problem and work alongside an industry mentor to research and formulate their solution. Successful projects can be entered for a CREST award.
- **CREST Award.** 
Teams or individuals can submit STEM projects they have completed to receive one of 3 levels of award and a certificate recognised by universities & employers.
- **Coollest Projects.**
Technology fair for students under the age of 18 to showcase their STEM projects to judges including Tim Peake.
- **Big Bang Competition.**
STEM competition for students aged 11-19 to present project-based work to compete for the coveted title of GSK UK Young Scientist of the Year.

STEM Websites

- **STEM Learning.** is the largest provider of STEM education across the UK. You can start a STEM club, access a STEM Ambassador, & gain their news updates.
- **Eton STEM** is a website built, maintained, and contributed to solely by students at Eton College. It includes a range of STEM articles, publications and projects.

BLACK LIVES MATTER

WATCH



Watch the incredible untold story of Katherine G. Johnson, Dorothy Vaughan and Mary Jackson - brilliant African-American women working at NASA, who served as the brains behind one of the greatest operations in history; the launch of astronaut John Glenn into orbit, a stunning achievement that restored the nation's confidence, and turned around the Space Race. The visionary trio crossed all gender and race lines to inspire generations to dream big.

Currently rated 93% on Rotten Tomatoes.

READ



Covid-19 has pushed the importance of the NHS, and the efforts of our doctors, nurses and medical staff, to the forefront of people's minds, but did you know that Mary Seacole, who was born in Kingston, Jamaica in 1805, risked her own life to help wounded and dying soldiers in the Crimean War? Following rejection from Florence Nightingale's team, due to the colour of her skin, she funded her own trip to Crimea.

Read all about Mary 'Mother Seacole':

www.maryseacoletrust.org.uk/learn-about-mary

LISTEN



Martin Luther King, Jr, was undoubtedly a pivotal figure of the Civil Rights Movement.

In this video, you can listen to the whole of his "I Have A Dream" speech, delivered at the Lincoln Memorial in Washington on August 28, 1963, in which he addressed the social and political situation in America, and his hopes for the future.

Listen to his speech: youtu.be/smEqnnklfYs

CAREER INTERVIEW

WITH LIAM MAXWELL

By Haris Arain, student at Eton College



Liam Maxwell is the Director of Government Transformation at Amazon Web Services (AWS) where he leads a global team that helps senior government leaders modernise their organisations and deliver effective digital services. Liam was previously the Chief Technology Officer for the UK Government. He has a keen interest in education and is one of the founders of Holyport College, the UK's first state boarding free school. Liam was Head of Computing at Eton College from 2004-11."

What are some things that have helped you to be successful in the information and technology field?

I've always tried to focus on the customer or the citizen and ensure we build services around them, for them. That's been a fundamental design change for most governments I've worked with but I've found out that working backwards from the citizen helps us identify new approaches and also where we have gaps in our thinking. It's a peculiar approach, but it really works and it is the reason I love working at AWS. I've also found a great deal of help from a specific technique called "Wardley Mapping" - look it up, it's so powerful.

How do you deal with setbacks whilst in your role at AWS?

I welcome them - they are some of the best parts of my time here. Failure is really important because it gives us the opportunity to learn and understand more about the problems we are trying to solve. It's not an "office politics" culture so we all can help each other without distractions.

What are the next key trends and developments in the information and technology sector, over the next five years?

So after years and years of pioneers moving to the public cloud – and it's still very early days – we're now seeing this start to accelerate. As new technologies become more accessible to all we're starting to see some really exciting stuff happening with artificial intelligence and machine learning. We generate more data in one hour than was created in the entirety of 2000 – and 2021 will be a launchpad for all kinds of change. Amazon Vice President Werner Vogels, has written a [fascinating blog](#)* on his predictions on how technology will change our lives over the next 12 months, which I'd encourage all your readers to check out.

*Find this blog post on Amazon's website using the following link: www.aboutamazon.com/news/aws/8-predictions-on-how-technology-will-impact-our-lives-in-the-coming-year

What is it like working at Amazon Web Services? Challenges? Opportunities?

The three words I would use are speed, scale and support. We operate at a speed that I didn't think possible, and while we work with a huge number of start ups and small businesses, we also work with customers operating on a national scale and so the numbers of people these solutions will impact on can be pretty big. Quite a lot of that is possible because we love to build mechanisms that help standardise our approaches, but right at the heart of my experience at AWS is the opportunity to lead a team of phenomenally bright people who, without exception, want to support each other.

Technology is a fast-moving field; how can students adapt to the ever-changing environment?

Focus on the principles of successful technology – open standards and interoperability, always build in the capability to scale and be a builder. Don't show a PowerPoint of the thing, show the thing you've built. Even if it's scrappy and the first go, you learn more from sharing that than some sanitised deck.

Advice to students who would like to stand out in recruitment for big technology companies such as AWS?

There is a global shortage of digital skills, and we are always on the lookout for new talent. If you're a student, you can benefit with no-cost, at-home learning opportunities through AWS Educate Cloud Career Pathways and speciality badges, and our online workshops and webinars.

We're also committed to making the tech sector a more diverse workplace. We're constantly looking at ways to get people traditionally underrepresented in the sector to consider a career in tech.

What advice would you give to prospective students interested in entering the field?

Firstly become a great writer. You will have such an advantage if you can express yourself with clarity and purpose in a clear narrative. Forget PowerPoint and Keynote, diagrams and animations; they are legacy implementations. It's amazing how clear concise text sharpens your ideas.

Secondly learn to get out of your comfort zone and do new things. Not just in academic work, do it in sport and other areas. This will teach you pretty quickly that it is ok to fail fast and learn from the journey – what you learn about resilience and confidence is so important for your future growth.

And also have fun doing new things – sing in a choir (it's difficult to be that far out of tune) or learn to row or if you are shy and don't like standing up in front of a crowd, take a course in public speaking. It will be challenging, you'll be uncomfortable at first but that is ok – confidence will come.

Where would you like to travel?

Pre-pandemic I travelled a great deal with work, so I would say I love travelling to most places. Brazil, Colombia and Mexico for the full-on experience of life and laughter. But where do I always want to go? St Valery-sur-Somme in Picardie, France. My wife and I love it there.

Lastly, your favourite film, and why?

I'm picking two "Schindler's List" and "Cry Freedom". I love the stories of mavericks who may have some personal failings but who chose life.

aws.amazon.com

EMPLOYMENT ADVICE FOR STUDENTS WITH A DISABILITY

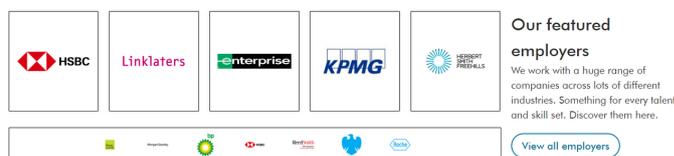
Article written by Isabella-Rose Nichols, student at St Mary's School Ascot.

One of the rarely discussed aspects of disability is the impact of it upon students' futures in the working-world, and even less the anxiety this can cause such individuals as they reach the age where this becomes a serious consideration. I myself was astonished when I heard that there was a talk available to me where someone was actually going to discuss this issue, that students like myself were not really alone in our pursuits of success in a world that often overlooks us and our needs.

Helen Cooke, the speaker who addressed us in December 2020, is the CEO and Founder of the MyPlus Students' Club, and she spoke about her experiences growing up in a wheelchair, how these accumulated to motivate her to set up MyPlus and to offer those of us in similar situations advice to help us through life with our various disabilities, and not find ourselves with any less opportunities than our neurotypical or able-bodied peers.

Something that was particularly special to me, as an autistic individual, was the effort Ms. Cooke went to right at the beginning of her talk to express that this advice was for everybody, whether your disability be physical or neurological, and the inclusion of neurodivergent people such as myself was truly heartwarming. She said "I don't believe I am any more special than anyone else. But I do believe my disability has given me something extra". I love that quote, as it suggests that there is a level of power to be found in our different experiences of the world, rather than only focusing on the ways that we might struggle. Ms. Cooke even mentioned particular companies that have expressed their support of disabled individuals, and who welcome those with all different neurological and physical abilities into their employment.

There are also countless resources on the MyPlus



Students' Club website addressing all different aspects of further education and employment for disabled people, from disclosure of your condition to the responsibilities of workplace superiors to make your environment accessible. Disability confidence is an overriding theme I've found throughout my exploration of the website and listening to Ms. Cooke's talk, which is something that I'm sure all disabled individuals have lacked at one point or another (I know I certainly have), so the reiteration of that message was more than welcome.

Though I myself stayed fairly quiet during the talk, I want to stress what an incredibly uniting experience it was even just to have my reality acknowledged, let alone addressed in such a validating and empowering way, and, as I'm sure many students did, I left feeling just a little less alone.

[A recording of the talk by Helen is available on the TVLP's YouTube channel and website: \[tvlp.org.uk\]\(http://tvlp.org.uk\)](#)

5 top tips to boost your employability

Finding a job is challenging for everyone however add in a disability or long-term health condition and it can become even more challenging. The following top tips will help make your job hunting easier:

- 1. Identify your 'plus'.** If you are going to 'sell' yourself to an employer, you need to know what you are selling; i.e. you need to know what your strengths are. When you have a disability it can be all too easy to think about what you can't do, can no longer do or find difficult to do as opposed to think about the skills, strengths and abilities that you have developed as a result of managing your disability in a world that isn't always geared up to it. Skills such as resilience, adaptability, determination and problem solving.
- 2. Write your 'openness statement'.** For most of us, our disability or health condition isn't going to go away. We therefore need to work out how we are going to disclose our disability to a potential employer and ask for the support we need to demonstrate our ability during the recruitment process.
- 3. Position your 'differences' positively.** Having, or acquiring, a disability or health condition may result in you having 'differences' on your CV such as gaps in your education, lower grades or a lack of work experience. These are referred to as 'mitigating circumstances' and will be taken into consideration by an employer. What is important, however, is to position these positively. For example, rather than just saying you had to take time out from your studies due to your disability state what skills you developed during this time or if you have a lack of work experience, state the strengths you have developed as a result of managing your disability/health condition.
- 4. Identify your recruitment support needs.** To ace the recruitment process you may need support or changes to be made. These are often referred to as 'reasonable adjustments'. Employers are used to making adjustments for candidates including, but not limited to additional time, documents in larger font, an interpreter or a change to the format of the interview.
- 5. Discover disability confident employers.** It is worth finding out as much as you can about a potential employer ahead of applying. You don't want to work with an employer who is not going to support you. Use their website to find information on their approach to diversity in general, and disability in particular including information about how they support both their employees and job applicants.
- 6. Don't give up.** Rejection is part of the job-hunting process. Everyone will face rejection – and it has nothing to do with having a disability. Allow yourself a couple of hours to feel disappointed and then pick yourself up and keep on going. And, most importantly, learn from your experiences; there is no point in continuing to use the same CV or application form if it leads to rejection. Instead, you need to critically review it and identify why it may be leading to your being rejected and how you can improve it.

For further free careers advice and tips, visit www.myplusstudentsclub.com

CAREER ADVICE: JOB PROFILES

JOURNALISM



CAREER SERIES

SOFIA: REGIONAL AUDIENCE AND CONTENT EDITOR, NEWSQUEST MEDIA GROUP.

A TYPICAL WORKING DAY

My typical working day starts early in the morning. I read all the news and I get a feeling of what the national conversation is and the topics everyone has questions about.

I look at our own statistics from the website and provide our newsrooms with advice on things they should perhaps follow up.

SKILLS REQUIRED

Multi-tasking, organisational skills and time keeping, including keeping to tight deadlines for print and digital news, as well as research skills and being a people person.

GETTING INTO JOURNALISM

You can do a NCTJ accredited course which some universities do, and you can do an apprenticeship. Going through a newsroom gives you hands on experience and an understanding of how a newsroom works. You can get good advice from experienced editors.

RECOMMENDED WEBSITES

nctj.com

journoresources.org.uk

presspad.co.uk

UNIONS



CAREER SERIES

SCOTT: REGIONAL OFFICER, UNITE THE UNION

WHAT DO UNIONS DO?

We look after a number of different sectors including automotive workers, health workers, people working in the IT sector, faith workers, care workers; virtually anyone in employment.

SKILLS REQUIRED

Being able to negotiate effectively, for example on pay awards, flexible working arrangements, or a satisfactory outcome to a grievance at work. Being organised, having a full grasp of the issue you are dealing with, and being able to handle sensitive issues in a delicate way.

QUALIFICATIONS NEEDED

There are no specific qualifications needed to become a trade union official. A lot of it is based upon experience. The union has a comprehensive package that they tailor to suit each role so you'll attend courses the union will run to learn about legislation, etc.

RECOMMENDED WEBSITE AND BOOK

tuc.org.uk and tuc.org.uk/jobs

'Why You Should Be A Trade Unionist' written by Len McCluskey.

WATCH THE FULL VIDEOS ON OUR YOUTUBE CHANNEL OR WEBSITE: tvlp.org.uk/careers

APPRENTICESHIP GUIDE

Article written by Liya Sharma, student at The Langley Academy



Image above: From the Network Rail website.

What is an apprenticeship?

An apprenticeship must last for a minimum of 12 months and it is an earn while you learn experience. At least a minimum of 20% is kept aside for study but the rest of the time is spent in the workplace.

What will I earn?

Aged 16 to 18

The current National Minimum Wage rate for an apprentice is £4.15 per hour.

Aged 19 or over and in your first year.

The current National Minimum Wage rate for an apprentice is £4.15 per hour.

Aged 19 or over and in your first year.

You're entitled to the National Minimum Wage or National Living Wage rate.

What subjects are on offer?

You might be surprised at the scope of apprenticeships on offer. They are no longer dominated by the manual trades and the engineering sector, and instead span a range of industries including accountancy, IT, law, media, publishing, and journalism. Soon you will have even more choice, as the government has pledged to create a further three million apprenticeships.

Things to investigate

First, you need to write up the jobs you want to do and what apprenticeships you are looking for, then research the job role. Find a few vacancies for the kind of apprenticeships you're interested in by browsing the Government's Find an Apprenticeship website page: www.gov.uk/apply-apprenticeship

What do students say about apprenticeships?

Some students I have met have said, "Apprenticeships are great as you can learn, earn money, and also see if the job is right for you".

Where can I go for more information?

To find an apprenticeship go to www.gov.uk/apply-apprenticeship

For in-depth information about apprenticeships, go to the UCAS website: careerfinderucas.com/jobs/apprenticeship

Or you can go to the Prospects website: www.prospects.ac.uk/jobs-and-work-experience/apprenticeships.

Image below: Andrea Piacquadio, Pexels.com.





EASY PEASY RECIPES



MOUTH-WATERING CARROT CAKE

RECOMMENDED BY: Miss Horn, Slough & Eton Church of England Business & Enterprise College.



Ingredients.

- 250g self-raising flour
- 2 teaspoons ground cinnamon
- 400g caster sugar
- 350ml vegetable oil
- 4 eggs
- 350g grated carrots
- Cream cheese icing
- 110g margarine, softened
- 450g icing sugar
- 1 teaspoon vanilla extract

Prep: 30 min. Cook: 30 min.

Ready in: 1 hour.

Serves: 12.

Method.

1. Preheat the oven to 180 C / Gas 4. Grease two 23cm round cake tins.
2. In a medium bowl, stir together the flour, cinnamon and sugar. Add the oil and eggs, mix until blended, then stir in the carrots and nuts. Divide the cake mixture evenly between the two prepared tins.
3. Bake for 25 to 30 minutes in the preheated oven. A skewer inserted into the cake should come out clean. Cool cakes on wire racks before removing from tins.
4. To make the icing: In a medium bowl, cream together the butter and cream cheese, add the sugar and cream well. Stir in the nuts and vanilla. Use to fill and ice the cooled cake layers.



BANANA BREAD TO BOAST ABOUT

RECOMMENDED BY: Clare Matheson, TVLP Coordinator.

Ingredients.

- 125g self-raising flour
- ½ teaspoon baking powder
- 2 teaspoons ground cinnamon
- 1 tablespoon milk
- 1 egg
- 50g butter, melted
- 3 bananas, mashed.
- 75g sultanas or raisins.

Prep: 15 min. Cook: 30-40 min.

Ready in: 45 - 55 min.

Makes: 6 - 8 slices.

Perfect for over-ripe, brown skinned bananas.

Method.

1. Preheat the oven to 180C/ 160C fan/ gas mark 4. Grease with butter and line a 450g loaf/1lb tin with baking parchment.
2. Add all the ingredients to a bowl and mix together thoroughly. Add a touch more milk if required.
3. Pour the cake mixture into the prepared tin and bake for 30 - 40 mins or until a skewer inserted in the middle comes out clean.
4. Remove from the oven and allow to cool in the tin for 10 mins, then turn out.

MAKE AN ECO CHANGE

CHANGING THE WAY WE BUY CLOTHES

By Amelka Zak, year 8 student at St Joseph's Catholic High School.

"Don't be into trends. Don't make fashion own you, but you decide what you are, what you want to express by the way you dress and the way to live."- Gianni Versace.

Just like it is said in this quote, what do you want to express when wearing your clothes?

FACT 1.

85% of all textiles go to the dump each year.

Most of the clothes we wear today pollute the world more, day by day.

FACT 3.

Fashion is the second largest consumer of the world's water supply & pollutes rivers & streams

Young teenagers might want to have the trendiest clothes but you can still find these second hand. You will just be doing it in a more sustainable way.

Clothing production has doubled since 2000 and people now only keep their clothes for half as long as they used to.

Toxic materials and plastics in some clothes is one major reason why our ecosystem is getting polluted. Washing certain types of clothes release these which then goes into the ocean!

FACT 2.

Fashion production makes up 10% of humanity's carbon emissions

To try and prevent clothing pollution you could shop at charity shops, car boot sales, online second hand clothes shops, buy sustainable brands, wear hand me downs, or organise swap events with family and friends.

Before throwing some of your clothes away think twice and see if you can maybe give it to family, friends, charity shops...anyone really.

RELEVANT CLOTHING WEBSITES

GETSWISHING
Your 5 Step Swishing Guide

getswishing.com

reGAIN app
DOING GOOD PAYS OFF

regain-app.com

swopped

The UK's Online Clothes Swap with a difference

swopped.co.uk



onlineshop.oxfam.org.uk

Ready to declutter your wardrobe?

Sell now

Vinted

Learn how it works

vinted.co.uk



MAKE AN ECO CHANGE

SMALL CHANGES WE CAN ALL MAKE

By Leah Walls, year 9 student at St Joseph's Catholic High School.

“There is no question climate change is happening. The only arguable point is what part humans are playing in it.”- Sir David Attenborough

Young people are least responsible for the current environmental issues in our world today, yet we will have to bear the greatest burden of its impact.

Without action now environmental change will increase the inequalities we face.

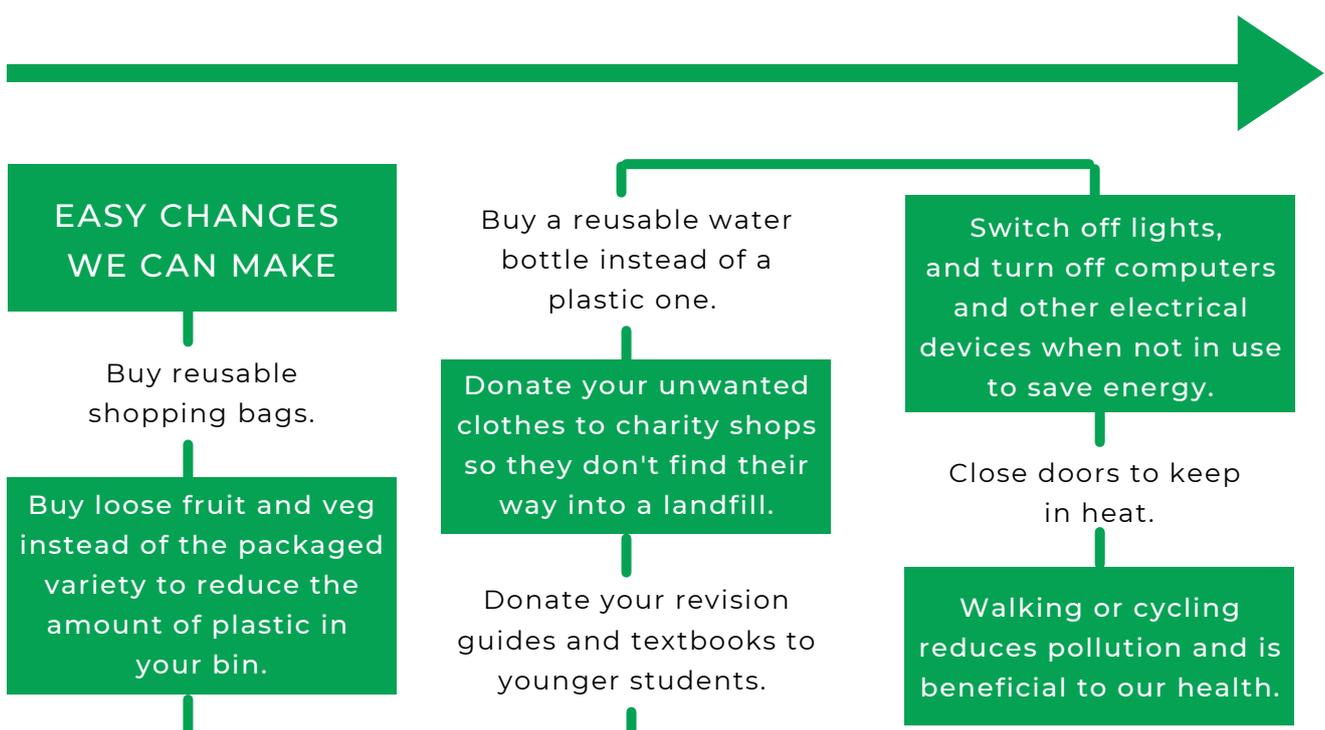
It is estimated that in England alone, 35.8 million plastic bottles are thrown away every day and only 19.8 million are recycled.

At a local level small gestures can make a big difference. Students can improve the environment by making more of an effort in their everyday lives.

In 2020, the average British person threw away 3.1kgs of textiles every year. There are over 66.5 million people living in Britain!

Educating the youth of today about current environmental issues is necessary to prepare for the future. We will be growing up in an era where we will be responsible for developing solutions.

As Sir David Attenborough said “There is no question that climate change is happening,” everyone needs to play their part in making the world a better place.



MAKE AN ECO CHANGE

WHAT POLITICIANS SAY

By Cameron Martin, year 10 student at St Joseph's Catholic High School.

Climate change is a crisis that planet Earth is facing.

Effects on the Planet
Carbon Emissions rising
Sea levels rising.

Effects on the People.
Health problems due to Climate Change rising
Hunger and poverty due to less energy in the planet.

We all blame older generations when actually the truth is it is all of us. We need to stop blaming each other and get on with fighting climate change. The earth's atmosphere is warming up and melting the ice, which is then making the sea levels rise. This is really dangerous since some parts of the world could end up under water. Do you want parts of this planet under water?

I wrote to MP's and people from a Local Authority. Here are some of their responses.

From the Leader of Liberal Democrats, Sir Ed Davey.

"I am passionate about finding new and innovative ways to tackle the climate emergency. This includes getting businesses on board with decarbonization and revolutionizing clean energy. In this new Parliament, Liberal Democrats will prioritize the push for climate change action."

From the office of the Prime Minister, Boris Johnson.

"We know we need to go further and that is why, on 27th June 2019, we set a new target to achieve net zero greenhouse emissions from the UK economy by 2050. A net zero target means that emissions of greenhouse gases driven by human activity are balanced by methods of removing emissions from the atmosphere, such as through tree planting."

From the MP for Slough, and Shadow Minister for the Railways, Tan Dhesi.

"I agree with you, we all need to our bit to make a difference. I also believe our government needs to act to stop climate change. The world's body for assessing the science on climate change, the International Panel on Climate Change (IPCC), has said we need to cut global emissions by around half by 2030 to keep global heating in safe limits. This means acting now and acting decisively."

From the Mayor of London, Sadiq Khan.

"Like you, I am very worried about the impacts of climate change on our environment. However, we can make a difference and must continue to put pressure on the Government and businesses to do more. I have an ambition of making London net zero carbon by 2030. Some of the things I have been doing include...starting the Ultra-Low Emission Zone (ULEZ) in the middle of London, making sure all new buildings in London are net zero, and there are schemes that can help refurbish old homes or install renewable solar panels on buildings to generate clean energy."

GCSE QUIZ CORNER

Try out our quiz and see how many answers you get right

PHYSICAL EDUCATION



Question 1.

Which bones are found at the shoulder joint?

- A) Femur and tibia
- B) Humerus and radius
- C) Scapula and humerus
- D) Tibia and fibula

Question 2.

Which one of these causes plantar flexion at the ankle?

- A) Gastrocnemius
- B) Hamstrings
- C) Quadriceps
- D) Tibialis anterior

Question 3.

Which one of these is an immediate effect of exercise?

- A) Improvement in muscular endurance
- B) Improvement in stamina
- C) Increase in aerobic fitness
- D) Increase in heart rate

QUIZ CONTRIBUTORS

Mr Johnson, Teacher of PE at The Langley Academy.

Mrs Gomersall, Head of Faculty - Maths at The Windsor Boys' School.

Mr Nicol, English - Lead Practitioner at St Joseph's Catholic High School.

MATHEMATICS



Question 1.

In a village, the number of houses and the number of flats are in the ratio 7 : 4.

The number of flats and the number of bungalows are in the ratio 8 : 5.

There are 50 bungalows in the village.

How many houses are there in the village?

Question 2.

There are men and women at a meeting.

There are 28 women.

30% of the people at the meeting are men.

Work out the total number of people at the meeting.

Question 3.

Work out the calculation $10 \times (3 + 5)$

ENGLISH



Question 1.

In poetry, what is CAESURA?

- A) A pause within a line forced by punctuation
- B) A run-on line between stanzas
- C) A shift in tone within a stanza

Question 2.

In Shakespeare's plays, what is a SOLILOQUY?

- A) A rapid conversation between two people speaking short lines
- B) A solo speech on stage by one character which reveals their inner thoughts
- C) A form of Shakespearean special effects on stage

Question 3.

Within literary writing, which technique often uses nature or setting to mirror the mood of a character or set the tone?

- A) Allegory
- B) Pathetic fallacy
- C) Foreshadowing



Find the answers on page 28.

ARTWORK TO LOVE



'The School of Athens' by the painter Raffaello Sanzio da Urbino (aka Raphael).

Chosen by Leiden Brueschke, student at Eton College.

This classic and famous work of art is a fresco, a type of mural that involves painting on wet plaster. Although it may not be clear from the picture you see before you, The School of Athens is only one of four frescos which decorate the walls of a particular room inside the Vatican, a room known as the Stanza della Segnatura. These four murals each depict one of the four key branches of knowledge - philosophy, theology, law and literature.

I enjoy this Renaissance painting for a few reasons. Its subject matter, showing a gathering of the very greatest of the minds of the Ancients, creates an inspiring atmosphere of the power of knowledge itself – something we, as students, should appreciate. I also enjoy its fine details. For example, in the bottom right, one is able to see a man, believed to be Euclid, holding a compass, as well as another, believed to be Claudius Ptolemy, clutching a globe (both instruments related to their respective studies). Its size is also a reason I particularly enjoy this painting; it is 200 by 300 inches (roughly 17 by 25 feet).

Above all, however, the main reason I like this particular work of art is because I myself have viewed it in person, when I was fortunate enough to travel to the Vatican City a few years ago.



'Nolli's Order' (2012) by the Syrian born American artist, Diana Al Hadid.

Chosen by Miss Loudoun, Head of Art at Holyport College.

Diana has created a sculpture exploring the figure, urban planning and architectural boundaries.

The concept developed from Giambattista Nolli's 1748 map of Rome and the title relates to the classical orders of columns. Hadid's work shows me a moment frozen in time. The figures cast echo ephemeral memories of the past occupants in a similar way to the tragedies of Pompeii.

ARTWORK TO LOVE



Flesh (1990) by Antony Gormley.

Chosen by Isobel Crosthwaite-Eyre, student at St Mary's School Ascot.

In 2019, the Royal Academy of Arts held a retrospective of Antony Gormley's ground-breaking works. The exhibition earned widespread acclaim for daring installations such as *Host* (2019), in which an entire gallery was flooded with clay and seawater. Despite this impressive spectacle, however, it was the simple sincerity of *Flesh* (1990) that blew me away. Too often dismissed as a rather lacklustre sidekick to the usual headliners, there's a powerful message behind this humble sculpture.

The first details you notice are the ominous cavities which reveal a human-shaped void trapped within the concrete cross. Symbolic of extreme martyrdom, this cruciform prison reflects Gormley's damaged relationship with Catholicism. At boarding school, his creative individuality was smothered by the pious regime which dictated his childhood. The dull grey of this sculpture perfectly expresses the young Gormley's dreary existence, whilst the impenetrable concrete represents stringent discipline. The result is an incredibly moving artwork which exposes the vulnerable boy buried within this British icon. You can't help but pity this solitary figure, whose despair almost penetrates the concrete and radiates throughout the gallery. I love *Flesh* because it evokes emotions that tourist-trap installations like *Host* never could. It is an honest, sobering testament to the inescapable legacy of childhood trauma.



British Second World War poster by Clive Upton.

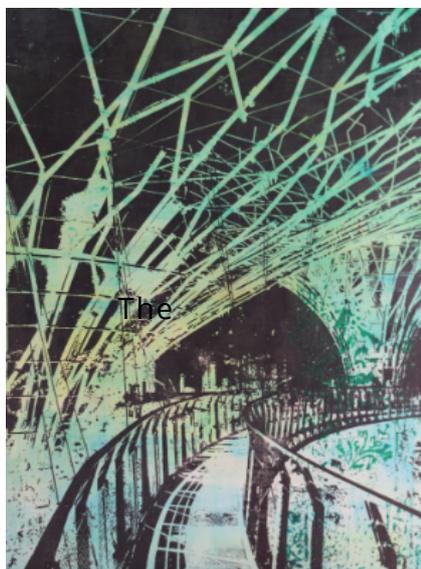
Chosen by Clare Matheson, TVLP Coordinator.

This is one of a series of war posters designed to encourage women in the UK to join the war effort during WW2. In this case Land Girls, as they were known, replaced male farm workers who had gone to war. Their efforts helped to feed the nation during a time of food shortages and rationing.

For me, it is a favoured piece of design for a number of reasons including the importance of the message, the stylistic (now vintage) illustration, the choice of text fonts & colours, the detail captured in the Women's Land Army uniform, & the address error located at the bottom of the poster.

CELEBRATING TVLP COMPETITION WINNERS

To celebrate the talent that exists across our schools, we thought we'd feature some of our previous competition winners from 2020. Here's a selection:



TVLP GCSE ART COMPETITION

This TVLP competition ran in September 2020 and attracted over 100 student entries from five of our schools: Beechwood School, Eton College, Holyport College, St Joseph's Catholic High School, and St Mary's School Ascot.

THE OVERALL WINNER WAS: Milly Handel from St Mary's School Ascot (art pictured left).

View all 23 shortlisted artworks here:

tvlp.org.uk/art-competition-2020

TVLP HOPE COMPETITION

This TVLP competition ran from April to May 2020, in response to the first school closures resulting from Covid-19.

The 3 categories were poems, short stories, and posters.

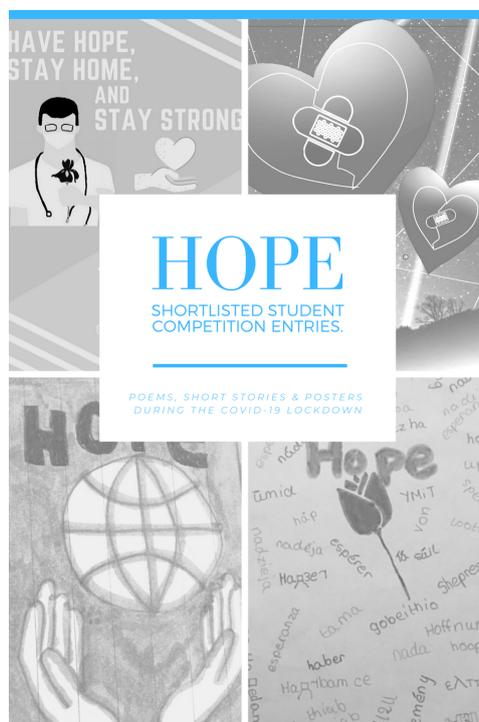
POEM WINNER: Fin Carter from The Windsor Boys' School.

SHORT STORY WINNER: Zain Ahmed from Eton College.

POSTER WINNER: Riccardo Roppo from The Windsor Boys' School.

View all 9 shortlisted entries here:

tvlp.org.uk/hope-competition



NEW COMPETITIONS

Find out about our TVLP Great Berkshire Bake Off competition (now open for entries) and our TVLP French Spelling Bee competition at tvlp.org.uk/competitions

STUDENT VOICE: LIFE UNDER COVID



By Joe Lombardo, student at The Windsor Boys' School.

COVID-19 has rattled the globe, with all aspects of life - social, economical, and educational - being greatly impacted.

Whilst people of all occupations, ages and locations have definitely felt the effects of this unprecedented event, I think it is safe to say that students have certainly felt the impact more than others.

Being an active student myself, and having also spoken to many others, it is generally a universal agreement that the situation into which we have been thrust is certainly an unideal one, in both the social and educational aspects. With schools being made COVID-safe or just being closed completely, it would be true to say that student wellbeing has been negatively impacted in a number of ways, the most pertinent of which is the strain it has placed on our ability to learn, at least in my, and many others', opinions.

Whilst we do have the use of software such as Microsoft Teams or Zoom to help us try and recreate the classroom experience at home, and had this catastrophe occurred 20 years ago or so in the past we would have been much worse off, it is still highly fallacious to say that the learning process hasn't been impeded greatly. This includes the amount of student-teacher interaction you can have in a classroom when compared to at home. Not only this, but many students, as well as myself, find it difficult to focus at home, as you are not in a controlled distraction-free environment. These impacts affect students of all ages, but have had the greatest impact on students in those critical years, students in year 11 preparing for their GCSEs, and students in year 13, preparing for their crucial A levels.

In terms of the way the Government has

chosen to cope with exams, many have found it to be extremely unprofessional and unorganised. This is mostly due to Boris' habit of putting things off or leaving things to the very last minute before making a decision—we saw this last year when the Government moderated grades were scrapped AFTER A-level results had been given out. Our Government's indecisiveness has left many students feeling extra stressed or even scared for what the future holds.

With the issue of mental health being more prominent than ever in this generation, even before COVID, everyone's top priority should be ensuring they do not fall prey to the terrible effects mental health problems can have on both themselves, their futures, and others. This issue is exacerbated by the inability to have social gatherings, and whilst this is clearly a necessary sacrifice in order to keep the infection rate down, it still is affecting many young people greatly. As social creatures, meeting others and partaking in activities is a cornerstone of the youth experience, and it is a real shame that many have had to miss out on this due to the current conditions.

Every effort should be made for schools to be re-opened, with the implementation of COVID-secure rules, and whilst this may not be possible at the current time, it should certainly be a top priority for the Government to focus on. Students are the foundation and the future of our society, and therefore they must be thought about with the utmost care and concern. **There is no telling what the future holds, so I suppose all we can do now is hope that things clear up, and we can return to our fully-functioning, normal lives, sooner rather than later.**

MENTAL HEALTH: YOU ARE NOT ALONE

By Samir Mamoun, Deputy Head Boy at Beechwood School.

Problems concerning students' mental health are becoming more evident day by day throughout the coronavirus pandemic.

The Office for National Statistics conducted a survey where 2000 students spoke about their mental health and it showed that 57% of them had a decline in their mental health since the restart of schools in September 2020. This survey does not represent the thousands of students going through mental health issues. Whether you're in Year 7 struggling with a new school or in Year 11 concerned about your G.C.S.Es, or in any form of education, the way you feel is important. The TVLP will be trying their best to help students struggling with their mental health.

I know from personal experiences that being a young person and having a decline in your mental health can be very challenging.

If you want to find out what happens when you call Childline, you can watch the video below on YouTube using this link: youtu.be/rARrprkysqQ.



The feelings of isolation, being trapped and having no one to go to can be very overwhelming and it's when things such as school apply pressure to you that this feeling becomes worse.

The National Union of Students did a poll including 4000 students. It showed that 52% had been negatively affected by COVID-19 however the upsetting part of this is only 29% had spoken to someone about how they are feeling.

I do understand how hard it can get. I've seen it in myself and in people around me but, remember, there will always be someone there for you. You never have to feel like you're alone. There will always be somebody out there to help you whether it is friends, family or even somebody at school.

It is very important to talk to somebody so these feelings become less overwhelming.

Organisations like Anna Freud (below) are here to help.

Mental Health Help Guide



Image above taken from The Mix website, www.themix.org.uk

Mental health issues affect students and staff across the UK. With the current school closures caused by the coronavirus, and the worry many people are experiencing around health, money, home study, and relationships, it's good to know there are a range of organisations ready to help. They include:

[Young Minds.](http://www.youngminds.org.uk)

www.youngminds.org.uk

Providing useful advice to young people if they are feeling anxious about various issues, including coronavirus. They also have a blog.

[The Mix.](http://www.themix.org.uk)

www.themix.org.uk

A charity which provides free support and counselling for under 25 year olds.

[Kooth.](http://www.kooth.com)

www.kooth.com

An online counselling and emotional well-being platform for young people, accessible through mobile, tablet and desktop and free at the point of use.

[Anna Freud](http://www.annafreud.org/on-my-mind/self-care)

www.annafreud.org/on-my-mind/self-care

Includes a comprehensive section on self care, to help with good mental health.

Other contact details for helpful organisations:

[Childline.](http://www.childline.org.uk)

Free helpline: 0800 1111
(open 9.00am - midnight)

[Mind.](http://www.mind.org.uk)

Infoline: 0300 123 3393
(open 9.00am - 6.00pm, Monday to Friday, except for bank holidays)
Email: info@mind.org.uk
Text: 86463

[Anxiety UK.](http://www.anxietyuk.org.uk)

Helpline: 03444 775 774
(open 9.30am – 5.30pm).
Email: support@anxietyuk.org.uk

[Citizens Advice Bureau.](http://www.citizensadvice.org.uk)

www.citizensadvice.org.uk

Financial advice, and information on your legal rights, during the current coronavirus situation.



Massage



Meditation



Mindfulness



Noticing your triggers



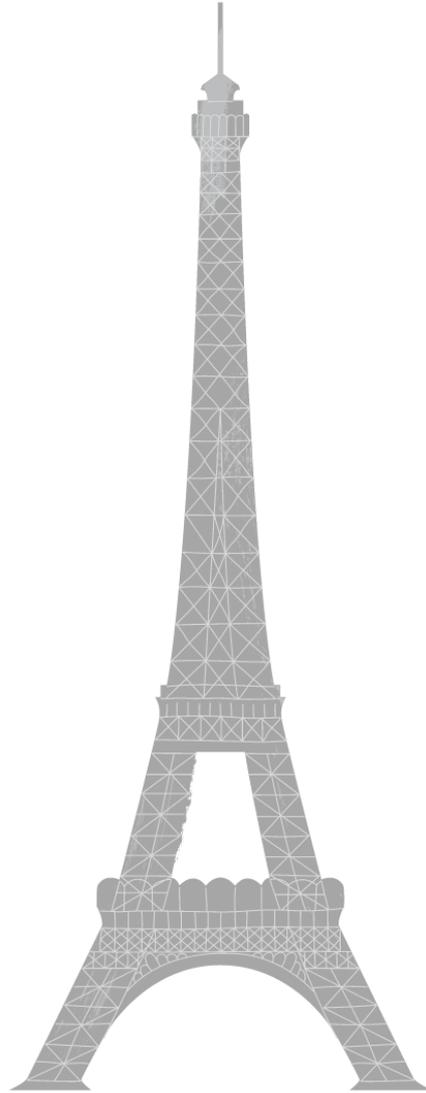
Online chat or peer group support

Image above taken from the Anna Freud website, www.annafreud.org

"Often picking up the phone is the hardest step but it's the first step to getting better and we're here to support you"

**Mind helpline worker, Steph.
Infoline: 0300 123 3393 www.mind.org.uk
(open 9am - 6pm, Monday to Friday, except for bank holidays)**

French Spelling Bee Competition



FOR YEAR 9 STUDENTS
FROM TVLP SCHOOLS

RUNNING THROUGHOUT
MARCH 2021



To register your interest, email info@tvlp.org.uk
For further details go to [tvlp.org.uk/competitions](https://www.tvlp.org.uk/competitions)

THANK YOU TO THE FOLLOWING INDIVIDUALS FOR HELPING TO CREATE THE CONTENT FOR THIS STUDENT MAGAZINE.

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 [THAMES VALLEY LEARNING PARTNERSHIP](https://www.youtube.com/THAMESVALLEYLP)

GCSE QUIZ: ANSWERS.

PE QUESTIONS.

Question 1.
(C) Scapula and humerus.
Question 2.
(A) Gastrocnemius.
Question 3.
(D) Increase in heart rate.

MATHEMATICS QUESTIONS.

Question 1.
140
Question 2.
40.
Question 3.
80.

ENGLISH QUESTIONS.

Question 1.
(A) A pause within a line forced by punctuation.
Question 2.
(B) A solo speech on stage by one character which reveals their inner thoughts.
Question 3.
(B) Pathetic fallacy.