

Berlin Visit

"A fantastic opportunity to explore a diverse and exciting European capital."

RGS Careers Evening

"A tremendous opportunity for students to gain ideas and inspiration for the future"

RGS 1903

Old Riponians who fought and gave their lives during World War I

Issue 37 Spring 2014

RGS News



Photographs taken from clay models by current fifth-year art students – the theme was 'Cubism'.



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EXCELLENCE AND DIVERSITY



Welcome...

Dear Parents/Guardians, A very warm welcome to the Spring edition of the RGS News 2014; I trust it finds you well and I hope that you will enjoy reading about the many and varied activities of students.



It has been a particularly successful term from a sporting perspective, including badminton and hockey, as well as rugby, where the First XV qualified for the Yorkshire final in Wakefield (the result of which will be known by the time you read this edition).

The careers evening held in March was hugely successful with over one hundred companies, from both private and public sector, and universities attending the event. I was particularly pleased by the excellent attendance from students and I am sure that it has helped to inform their career choices in the future. The range of opportunity and

the variety of careers available is staggeringly high and it is important that students invest time in considering options, and exploring career paths, that interest them.

We recently held a very successful sixth form open evening and a large number of students took the Year 9 entrance test in February, which will mean five forms in Year 9 in September.

We are currently organising the timetable to accommodate this change.

I particularly enjoyed the production of 'Les Misérables', with many stunning performances given by the students. I am very grateful to both Miss Jackson and to Mrs Morpeth for all their hard work in ensuring the production could be staged.

Examination prospects for the summer are very bright and I know that the fifth and sixth form are working very hard on revising to ensure they can be successful. I am looking forward to the results in August when I am sure the hard work of the students will be rewarded.

In the meantime, I wish you a very happy Easter with, hopefully, some sunny weather to enjoy.

Yours sincerely

M L Pearman (Headmaster)



Northern Echo Visit

On a recent student visit to the Northern Echo headquarters in Darlington, we were informed that the Northern Echo is a regional daily newspaper and covers the northern part of North Yorkshire with a daily print and online readership of 112,000.

On arrival, we were introduced to the editor, Peter Barron, who has recently been appointed an MBE for services to journalism and the community. He informed us of the paper's history, particularly its reputation for being a campaigning newspaper, with regard to recent successes in lobbying for changes to legislation and building hospices, amongst other campaigns and investigations, dating back to Victorian times. We also learnt about the day-to-day running of a newspaper, including its ethical policies and the process of compiling each paper, as well as discussing the future of the Northern Echo, with newspaper readership declining nationally.

A tour around the site introduced us to the different departments: news, sport, education and health, amongst others. The tour also included a visit to the Northern Echo's archives, allowing us a glimpse of first editions and news headlines from over one hundred years ago. To conclude our visit, we were permitted to attend a meeting to discuss the content of the following day's paper, with all the heads of departments. The front page story, photo and headline were decided upon, as shown in the photograph, together with the other main news stories.

The visit was extremely interesting and insightful, providing us with a glimpse, not only into the work involved in producing a newspaper through the process of obtaining new and editing articles, but also the sheer love of their job which the journalists seemed to portray.

Sophie Veitch, L6F

Schools' Challenge

Our congratulations go to the senior team in the Schools' Challenge (University Challenge for Schools).

The team captained by Twm Stone, with team members George Peat, Joe Willis and Helen Elsworth got through the regional heats to the Regional Final against Bradford Grammar School. Although Bradford Grammar School took the lead initially, Ripon Grammar School made a terrific comeback taking the lead, until their opponents regained the lead in the last five minutes. A great performance by the senior team, and now our hopes are with the junior team who start their regional heats after Easter against Barnard Castle and Argyle House.

Here is a selection of questions from the senior final, how would you get on?

Mr Barker

Who wrote Fever Pitch and About a Boy?

The film The Good Dinosaur, due to be released in 2014, is made by which studio?

In which city is Lime Street station?

Which Latin phrase can be translated 'In the year of our Lord'?

If a snooker player makes a maximum 147 break, how many pots has he made altogether?

Which male singing voice comes between tenor and bass?

What was the Warren Commission established in 1963 to investigate?

Domingo in Spanish and dimanche in French: what is it in English?

What word is used for the young of a whale?

Who nailed 95 theses for disputation to the door of Wittenberg Church in 1517?

Upper-Sixth Berlin Visit

February saw the upper-sixth historians travel to Berlin for five days for the eagerly anticipated trip to supplement their coursework studies. An in-depth study of German history from 1848-1948 gives students the opportunity to study the unification of Germany, authoritarian leaders, racial-ideological warfare and the development of anti-Semitism, and the Final Solution to the Jewish question; topics which were greatly informed by visiting the museums of Berlin and the infamous historical sites themselves, which was an enlightening and occasionally harrowing experience.

We visited some of Berlin's most famous monuments: the Reichstag, Brandenburg Gate, Charlottenburg Palace, the Holocaust memorial and the Cathedral. These were especially interesting and provided the opportunity to witness personally the sites around which so much of our historical study revolves, placing it into an invaluable context. Also, it was pertinent to observe how the city of Berlin is recognising its darker history and rebuilding itself, through the continued use of these sites. Visiting the Reichstag on our first evening and appreciating the beautiful rooftop panorama of the illuminated city, which we were about to explore, was a most exciting introduction.

The opportunity to gather valuable information regarding our chosen topics from Berlin's wealth of museums was indispensable. The 'German History in Images and Artifacts from Two Millennia,' exhibition at the German Historical Museum was of particular interest as it placed our area of study within the wider setting of German History and was a thought provoking experience as we found many unexpected similarities with our own early history. The Jewish Museum of Berlin was equally fascinating. We learned much that was new and many of the impressions created showed that our understanding of German fears should not be dominated by their appalling persecution under the Nazis. The topography of terror provided a detailed and sobering insight into the development of the Third Reich

and their use of terror, which was made real by a number of unsettling personal accounts of this. These were an eye-opening experience and revitalised an area which it is dangerously easy to dismiss.

Regarding the thought-provoking aspects of the trip, the visits to Sachsenhausen concentration camp and the House of the Wannsee Conference were most affecting. The new educational facilities were profound in the manner in which they communicated the horror of such a sensitive subject, as the Holocaust, and the information sourced there became an integral part of coursework projects. For some it had particular resonance as, having read the first-hand accounts of camp prisoners, seeing their living quarters and everyday existence was an especially chilling experience.

However, as Berlin is an exciting, developing, cosmopolitan capital, recognising but recovering from its history, it was important to enjoy the contemporary culture also. Therefore opportunities to try German delicacies, the Currywurst being a particular favourite, and a visit to an independent German cinema, were also highlights and most amusing.

Overall, the trip was a fantastic opportunity to explore a diverse and exciting European capital and an invaluable research experience, casting new light onto an already dynamic area of

investigation, developing our preliminary knowledge and understanding. We would like to thank Mr Bruce, Mrs Henson and Mrs Priestley for giving up their time and organising such a varied trip, an experience which will have undoubtedly left a lasting impression.



Lucy Watkiss, U6F





EES Residential Workshop

As part of a sixth month engineering project in partnership with Quasar Automation, the Ripon Grammar School team have become involved with developing a solution for some of the issues involved with the automation of food production. The project focusses specifically on the application of icing, and maintaining its quality, as this is severely compromised by conventional pumping systems.

The project consisted of the research and development of a method for dispensing the decorative materials through the nozzle in a way which attempts to mimic the method used by human operators with piping bags in order to solve the problem of the rising cost of human labour which has resulted in techniques having been tried to apply these materials mechanically but in a way that the material is moved is too aggressive and leads to a degradation of the structure such that the finished appearance is not acceptable. Furthermore, the use of humans results in 'human error' and of course, everyone falls ill from time to time; making robots a more reliable option once they have been developed and built.

The residential trip, held at Sheffield Hallam University, was attended by James Walker, David Stone, Zach Mudge, Zak O'Brien and Mr Barker over three days during the second week of term. This enabled a focus on producing a prototype, testing it and refining designs to form a more comprehensive and practical solution to the problem.

From here, the next step is to evaluate the prototype that has been produced and focus on finalising a solution.

Mr Barker



Students experience new technology at CPI Wilton



A group of Lower Sixth science students visited the Centre for Process Innovation (CPI) at Wilton on Teesside in January. The centre provides services to industry in areas such as industrial biotechnology, printable electronics, smart chemistry, anaerobic digestion, thermal technologies and sustainable engineering.

The students heard presentations about the work of the centre and careers in chemical engineering. They also visited the CPI's National Industrial Biotechnology Centre where UK and international companies trial and scale up processes from the laboratory to industrial manufacturing scale. The students also visited the Thermal Technologies Centre.

The trip was generously organised and led by Tom Cavell-Taylor, one of the school's parent governors who is Director of Future Business at CPI, together with input from another parent, Ken Bell.

This visit follows on very well from a recent presentation to students in school by another parent, Phil Goodier, who is CEO of Plaxica, a green biotechnology company who use the CPI facility on Teesside.

Students have learned a great deal about changes and career opportunities in the chemical industry as it moves to become more even more innovative with a greater emphasis on the use of biotechnology.

Dr Grime

Battle of the Books

On Thursday 27th February the annual Harrogate District 'Battle of the Books' took place at King James's School in Knaresborough.

The literary quiz is for a team of four third or fourth-form students, and Ripon Grammar School had gathered its keenest readers together to face the challenge.

Leading children's author, Alan Gibbons, hosted the event, entertaining us between rounds with his stories of growing up in Liverpool and telling us how he came to be a writer. The audience didn't miss out either as there were spot literary questions for primary students and adults, earning the winners books as prizes.

The mood was tense as the students faced six themed rounds of eight questions on subjects as diverse as Roald Dahl, groups featured in books (such as Swallows and Amazons) and non-fiction. Teams were given the themes of each round in advance and had to pick one round where they would play their joker, earning them double points. This turned out to be a valuable round for our team who earned 12 points on the Roald Dahl questions.

It was a close contest all the way through, but in the end the Ripon Grammar School showed their all-round strength and won the competition, beating Harrogate Ladies' College by one point!

Huge congratulations go to Katharine, Melissa, Helen and Alicia for committing to this after-school event and for their tremendous knowledge of literature. We brought home a handsome silver cup and now have the privilege of hosting the 2015 event here at Ripon Grammar School.

Mrs Dring



The winning RGS team receive the cup from author Alan Gibbons

RGS Careers Evening

On the 6th March, representatives from over one hundred businesses, universities and organisations descended onto the Ripon Grammar School site, in anticipation of an evening filled with answering questions on various career paths and the route to employment.

Many areas of the employment sector were represented, ranging from educational psychologists to architects, lawyers to engineers, microbiologists to film makers and many more. The diverse range of subject areas meant that there was something for everyone, even jobs that previously may have been overlooked or not known about.

As students circulated, unusual jobs and exciting displays caught the eye; for example, the 'Taylor's of Harrogate' stand. Their representative held one of the more unique jobs of the night, which consisted of tasting between 150-200 cups of coffee per day, analysing the taste and communicating with sellers and producers. This also involved regular visits to East Africa, India and other corners of the world. All in all, it sounded like a fascinating and unusual vocation.

I am sure that all will agree that the evening was extremely useful, as students were able to talk to people who were working in particular industries of interest to them. They were afforded the opportunity to find out what steps they need to take to reach that next stage in their lives, as well as forming contacts for the future to help them with applications or work experience prospects.

Our thanks go to the many participants, some of whom travelled from as far as London and Glasgow to attend the event, and to the school careers staff, who organised the event, and to all the volunteers who helped on the night.



Interview Success

We are all likely to be faced with interviews as we progress through our careers but the format of the interview can vary considerably. Sophie Veitch caught up with three upper-sixth students who recently attended very different types of selection interviews for highly competitive courses. The students all performed well on the day but perhaps the real key to their success was in the preparation.

Mrs F Wilson, Careers Department

Zara Cotton
Medical School

Q: "How did you decide which medical schools to apply for?"

A: "Well, I considered the style of the course – for medicine you can do either a PBL (Problem-Based Learning), traditional (lecture-based) or an integrated course (a combination of PBL and traditional). I decided that I wanted to do an integrated course, the most popular of the three, and applied to universities which offer it."

Q: "Did you have to do any pre-selection tests?"

A: "Yes, the majority of medical schools require a UK CAT (an aptitude test), whilst Oxbridge and London Universities require you to do a BMAT (a science-based assessment)."

Q: "So what happened at your interviews?"

A: "I had to do MMI's – Multiple Mini Interviews – which have recently been introduced to many medical schools worldwide. There are 6-10 different "stations" at which you spend 5-6 minutes where you are given either a topic to talk about, a test to do or a practical to carry out, such as applying padding to a dummy's leg."

Q: "And what do you think they were looking for at the interviews?"

A: "You had to convey a strong sense of your reasons for wanting to become a doctor, as well as demonstrating awareness of what being a medic entails – I obtained a lot of this information from the university websites."

Q: "What do you think helped you to get an offer?"

A: "I managed to get a range of work experience and also sought advice when writing my personal statement, which I was able to talk about during my interviews."

Hannah Bradley

Accountancy Degree at Newcastle University sponsored by PwC

Q: "What does this degree involve?"

A: "My first year will be spent learning about accountancy, and then for the next three years the course is split, with half of the year at university and the other half in an accountancy placement, outside of Newcastle."

Q: "What attracted you to the course?"

A: "The course offered at Newcastle particularly appealed to me because of the focus on gaining experience in the workplace, which will make me more employable and, provided I do well in my exams, guarantee me a job once I leave."

Q: "What did the application procedure involve?"

A: "The process kicked-off with an email from Newcastle University, inviting me to their assessment day. This consisted of a tour of the university, individual interviews – to reveal personal qualities and demonstrate knowledge of the course – followed by a group assessment, which required us to discuss the issues provided in a booklet that we had been given previously. The following day I received a call from the university, giving me an offer as well as providing feedback on my performance from the day."

Q: "What do you think they were looking for, then?"

A: "I think showing enthusiasm was definitely a significant factor, alongside being able to work well as part of a team – you need to be knowledgeable about accountancy as well as being able to put your ideas forward successfully."

Jonathan Pitts

Education with English and Drama at Selwyn College Cambridge

Q: "What attracted you to the course?"

A: "Well, this course is unique to Cambridge, incorporating the two subjects that I love, English and Drama, as well as education and its psychology. As for the college, personally, I do not think it is that important, so I submitted an open application; however, you might like to consider the college location, the directors of studies at each college, as well as the extra-curricular opportunities."

Q: "Did you have to take any pre-selection tests?"

A: "Fortunately, Selwyn College does not require you to do any, however this is unique to this particular college."

Q: "What happened at the interview?"

A: "Due to the fact that I am studying two subjects, I had two interviews: the first was a subject-based interview, which consisted of a test that I was given prior to the interview, followed by an education task, which I had been emailed two days before. I also had a general interview, where I discussed the philosophy of education with a college professor, as well as being informed a bit more about the college."

Q: "What do you think they were looking for at the interview?"

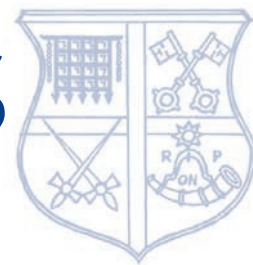
A: "I think showing passion for the subject was very important, as well as vocalising my thoughts, as the interviewers are looking at how you reach an answer, not necessarily the end result. I tried to be myself and also it is important to remember that the interview is not everything, a strong application is essential."

Many thanks to all the interviewees for their time!

Sophie Veitch

Old Riponians

RGS 1903



President:
Mrs Nicola Woolfenden
Secretary:
Dr Derek Crookes
Treasurer:
Mr George Oworm

Old Riponians who fought and gave their lives during WW1



During the 1914-1918 conflict, 287 old boys and masters saw active service and sadly forty-eight Old Riponians gave their lives.

In the early part of the 20th century the school was small by today's standards (fewer than 90 students in total) and the majority of the students leaving school served in the armed forces.

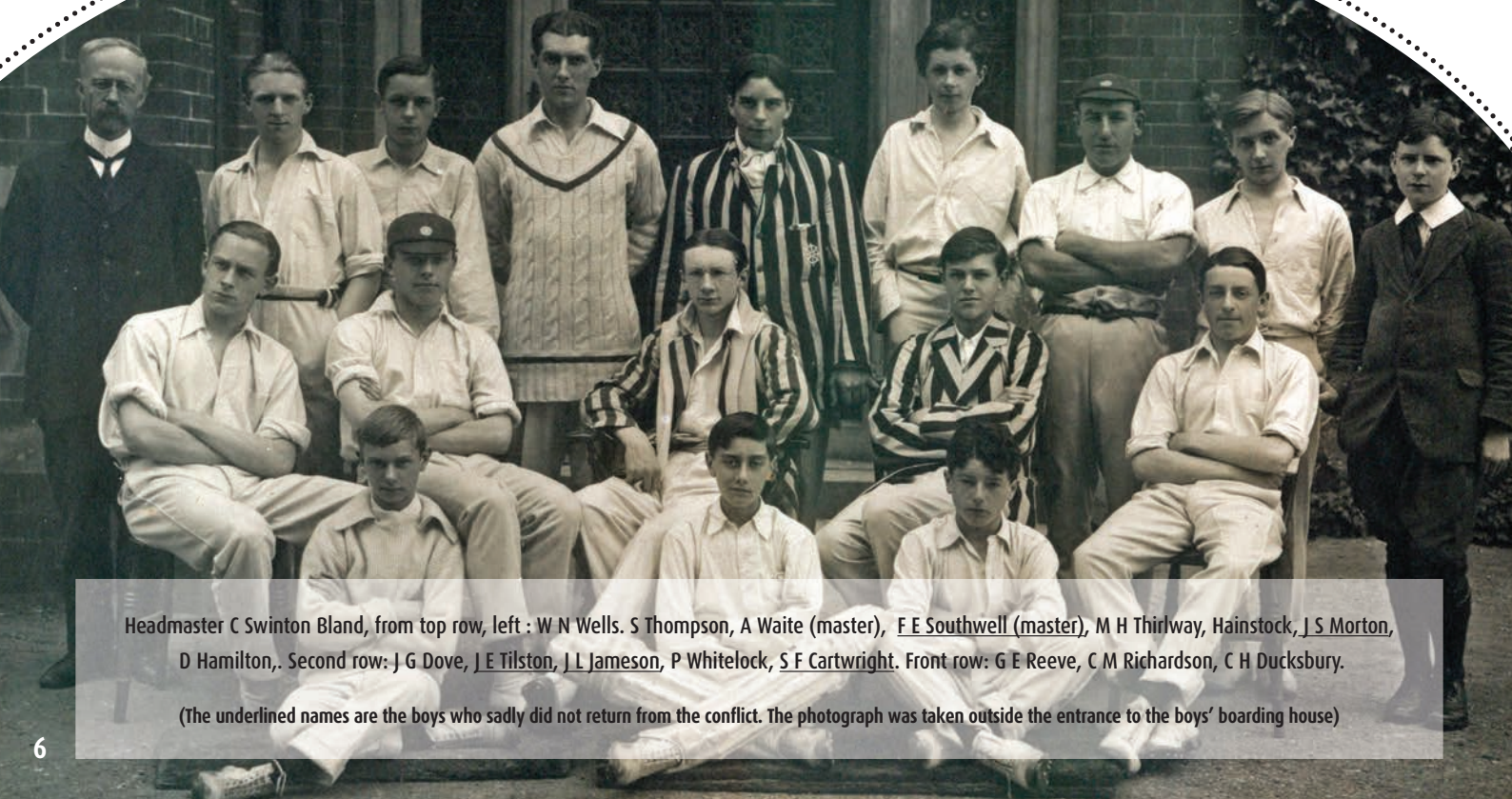
Within Ripon Grammar School, those who served are commemorated and remembered on the War Memorial Plaque and Scroll in the school library, which was unveiled on December 19th 1921.

The Old Riponians' Association also raised funds in 1922-23 to purchase 'The Memorial Sports Field', which is today's 1st XV rugby pitch, as a memorial to all those who died in the conflict.

During 2014, the Old Riponians' Association will remember these Old Boys through an exhibition which collates information from both school and national archives.

A series of articles will also be published in the Clocktower magazine, the first of which pays tribute to the five old boys from the 1913 cricket team (pictured below) who gave their lives. A commemorative event is planned for Sunday 14th September - please look out for further updates on the Old Riponians' website.

1913 RGS Cricket Team:



Headmaster C Swinton Bland, from top row, left : W N Wells, S Thompson, A Waite (master), F E Southwell (master), M H Thirlway, Hainstock, J S Morton, D Hamilton,. Second row: J G Dove, J E Tilston, J L Jameson, P Whitelock, S F Cartwright. Front row: G E Reeve, C M Richardson, C H Ducksbury.

(The underlined names are the boys who sadly did not return from the conflict. The photograph was taken outside the entrance to the boys' boarding house)

Parents' Association

NEWS FROM THE PARENTS' ASSOCIATION

Firstly, thank you to all parents for supporting our most recent fund-raising event this year by attending the Burns' Night when £2,000 was raised. This is thanks to the generosity of the parents who donated their time and various elements of the menu and raffle prizes. We would also like to thank Mr Barker for running two astronomy evenings recently; Mr Barker consistently puts on a very interesting and informative guide to the galaxy and the Parents' Association are very appreciative of his continued support.

The Parents' Association is delighted to consider all bids from teachers and welcomes suggestions from parents as well, in addition to ideas for fund raising and events. Some of the items recently purchased include buzzers for the Schools Challenge Team, which is similar to 'University Challenge', and the Green Power Club have been able to source composite materials for their current project. Plants have been purchased for Johnson House girl boarders to create a garden and two table tennis tables are available for all to use through the new table tennis club set up Mr Garvey.

Mrs Ball requested an iPad which the Parents' Association also purchased. In a recent workshop, Mrs Ball took notes and attached photos and videos of the work as it happened. The class were then able to review and discuss the work much more easily and instantaneously use the



video and photos as prompts alongside the note. The iPad has also been used to capture work on the white board and records students as they are discussing ideas in an unobtrusive way. Mrs Ball said, "It has really opened up our way of working and given us an invaluable tool to support lessons".

We have also provided a defibrillator which is of benefit to the school and also for the whole local community. Parents supported fundraising activities to purchase this by holding a murder mystery night, a summer ball, Christmas fair and Burn's Night supper to pay for the machine.

Chris Sharp, head of leadership and learning with Yorkshire Ambulance Service, said the defibrillator had the potential to save lives. "It's a critical piece of equipment. An ambulance will get to an emergency typically within eight minutes but in responding to a cardiac arrest literally every second counts," he explained.

If any parents wish to volunteer, there are many ways in which you can become involved in the Parents' Association; please just ask!

Alison Reed, Chair RGSPA, pa@ripongrammar.co.uk

RGS Philosophy Society

School is a place to play with ideas, to expand your understanding of the world, to question assumptions. It is also, however, a means to an end. Teachers and students are united in a concern to achieve good grades. And the pursuit of those grades can often lead to classroom conversations like this:

"But sir, how can we truly know anything?"

"That's a great question, Descartes had a lot to say about that, but unfortunately that's not on the syllabus. Come and see me after the lesson, though, and I can explain. So, getting back to the lesson objectives for today..."

The Philosophy Society was established to give students the space in which to discuss ideas, big ideas, that they may never get the chance to study formally in class. It is a place where tangents are allowed, even encouraged. It is a place where 'philosophy', literally the 'love of wisdom', is the only objective.

We meet every Monday after school in my room, H5. We order pizzas, and we chew over a topic. We have looked at Descartes' epistemology, Plato's criticisms of democracy, his use and support of propaganda, and contrasted Hobbes and Rousseau's views on human nature. The members of the society choose the topic and I prepare some thought-provoking materials. Then we allow the conversation to go where it wants.

The wonderful thing about philosophy is its holistic nature. It underpins all other subjects. The society is formed by students who study a wide range of disciplines. Having such a divergent pool of expertise amongst the members guarantees lively and intriguing debates. Most of our members are in the sixth form; however we have some from third, fourth and fifth year students amongst our number. Everyone is welcome. That invitation extends to the staff, and I am delighted that other colleagues are keen to contribute to the society. Mr Spiers is planning on delivering a session on the philosophy of history, and Mr Demir is giving a speech on the role of philosophy in economics.

Bringing in experts to address the society provides the students with a wonderful opportunity to learn. Perhaps my favourite session was when the Head of the Department of Philosophy at York University, Professor Tom Stoneham, came in to run a seminar with us. The sight of almost thirty students in the sixth form common room giving up their free time to debate alternate conceptions of the after-life was fantastic to see. Professor Stoneham was also impressed, and he has invited the society to York University in the summer. He has offered us the opportunity to tailor a day of lectures and tutorials on issues that appeal to us. This is something we are very much looking forward to. I love being part of the Philosophy Society, but it only exists because of the enthusiasm of its members. Connor Caswell played an integral part in getting the society started and we have many regulars who have attended every week without fail.

We would be delighted to welcome any students reading this to get involved, or any member of the school community who could speak to us to get in touch with me, at pepperr@ripongrammar.co.uk.

Mr Pepper

Extended Project Qualification at Ripon Grammar School

The opportunity to study the Extended Project Qualification (EPQ), which is offered by the AQA examination board, is being embraced by an increasing number of upper-sixth students. This academic year about one third of the upper-sixth year has chosen to take on this challenging and exciting independent study route. The fact that so many students approach the EPQ with excitement and commitment, usually in addition to working incredibly hard on their core academic subjects and also being involved in a range of extra-curricular activities such as sports and volunteering, is a great testament to the character of our upper-sixth students. We are extremely impressed by the amazing range of topics which students have chosen to investigate completely independently. The quality of the reports (of about five thousand words), which have been researched and written by the students, has been superb, and it is immensely enjoyable to observe the confidence with which students have presented their findings to audiences of staff and students.

Mr Pepper describes below his experience of working with our EPQ students this year:

"I believe the EPQ is a wonderful opportunity for students. They develop essential skills that will sustain them at university and beyond. It is a demanding qualification that universities respect. Most of all, I value the fact that it puts the onus onto the students. They have to take control of their own learning, and ensure that their project is a success. To see a young person grow, both in learning and in confidence, is wonderful. By the time they stand in front of an audience of their peers and teachers, they are a bona fide expert in their area of study. I have had the privilege of seeing many of our students' EPQ presentations this year. They have been most impressive, demonstrating real command of their subjects and a passion for study. As a result of attending these presentations, I have learned about the possibility of limb regeneration in humans, the use of robotics in surgery, how football has been used by political protestors ... and many more. The range of topics and the quality of the EPQ reports produced by the students is inspirational".

Mr Spiers wrote of one EPQ presentation which he attended: "This term Lucy Watkiss delivered one of the best EPQ presentations I have observed. Lucy's EPQ considered the discipline of history and whether or not it should be viewed as an art or a science. Lucy's reading list was extensive and would have intimidated a good undergraduate-level historian; however she did not just read through the ten influential texts on historiography – an amazing feat in itself – she understood the conceptual arguments of the historians and presented her views in a wonderful manner. Lucy won the respect of her peers and the teachers present with her astute answers to a range of questions posed. This presentation highlighted the wonderful opportunities afforded to students by the EPQ."

In summary, the fact that students entering the sixth form at Ripon Grammar School are so eager to embrace challenging learning opportunities, such as the EPQ, alongside their commitment to contribute positively and fully to the school and wider community, confirms our view that we are very fortunate to have a pool of amazingly talented, hard-working and community-spirited young people in our sixth form!

Mrs Wise

Sport Sports Leadership Report

Pictured here are Sports Leaders who have successfully undergone the Lions Young Leader in Service Award. Oliver Munro is being presented with his award by Ripon Lions President, Eric Clark, who was warmly welcomed by Ripon Grammar School headmaster, Martin Pearman.



The idea behind the award scheme is to encourage young people to serve the community whilst introducing them to future leadership opportunities. Emma Hope and Ben Pilling volunteer at the school's Gifted and Talented Swimming Academy while Emily Morrell helps out every Saturday morning at Acorns Sensory Playgroup held at Holy Trinity Junior School. RGS Games Captain, Emma Frost, has notched up over two hundred voluntary hours while Laura Mackenzie and Emily Evans, the school's two Gold Sports Ambassadors, have totalled three hundred and seventy five hours between them. Katie Laughter and Ellie Wood helped Ripon Lions out with the annual Santa's Sleigh scheme during December. Many of the students help out with extra-curricular school clubs, both at lunchtime and after school while all twenty-three were on hand to help with Ripon Children's Sports Day last summer.

Mrs Mackenzie who runs the leadership programme at RGS said how proud she was of all the

students who give tirelessly of their time to help other people. Mr Pearman acknowledged the students' efforts saying that between them they had volunteered for two thousand, two hundred and ninety seven hours.

The Sports Leaders have to log the hours they spend serving the community and these are then checked off by the internal verifier. For fifty hours of voluntary service, leaders are awarded the Silver Seal Award and those who have completed one hundred hours or more in a twelve month period are awarded the Gold Seal Award.

Lions President Eric Clark was delighted that so many young people had achieved such a significant level of community involvement and that they were a credit not just to Ripon Grammar School but to the City of Ripon. It is hoped that some of the students might get together to form a Leo's club in the future and decide their own projects and causes to work on.

| | | | | |
|-------------|-------------------|----------------|-----------------|-------------------|
| GOLD | Maria Scullion | Emma Frost | Laurie Edwards | Ellie Wood |
| | Annabelle Ayliffe | Mabel Ellerker | Laura Mackenzie | Alannah Mansfield |
| | Amy Mackenzie | | | |

| | | | | | |
|---------------|---------------|-----------------|---------------|-------------|----------------|
| SILVER | Emily Morrell | Ben Pilling | Oliver Munro | Zara Cotton | Emily Evans |
| | Sophie Spick | Natasha Livesey | Luke Ratcliff | Emma Hope | Katie Laughter |
| | Sally Ingram | Bobbie Gibb | Amy Gatford | | |

An Evening with Sir Ian Botham



On the evening of 4th February the hall was temporarily turned into a conference centre as the school prepared to welcome one of England's great sporting icons: Sir Ian Botham. The cricket legend had very kindly agreed to an interview and to hold a 'Question and Answer' session in front of an audience in support of MERLIN, the sixth form's chosen charity for this year.

The opportunity was not missed and the hall was filled with students, parents and cricket fans as the school officers introduced Sir Ian and Scott Wilson, chief sports editor of the Northern Echo, who was to conduct the interview.

Sir Ian was entertaining as he discussed his life, career and sport and he amused the audience with stories of how he developed as a cricketer, leaving school at the age of fifteen to pursue sporting stardom, much to the disbelief of his careers adviser. However, he had a great talent in both football and cricket, and fortunately prioritised the sport in which he has cemented his place in the 'Hall of Fame' as one of the all-time greats. He made his England debut at the age of twenty-one, and confidently stated that by this time he had been ready for a while and could have

entered the international stage even earlier, testament to the confidence of a man whose international career spanned fifteen years. He nonetheless remained modest, and whilst knowing of his abilities, he did not dwell on his stunning achievements as a world class all-rounder, the first man to take ten wickets and score a century in a test match. He also spoke about his very commendable charity work which further gained the admiration and appreciation of the audience.

After finishing his playing career, Sir Ian took up a job with the Sky television commentary team and was witness to England's dismal display in Australia this winter. He offered his opinion on the current team and said that one reason why they failed in the Ashes is because they lack the drive and capacity to enjoy themselves, unlike himself in the famous turnaround of the 1981 Ashes where he was reported to have said 'Right then, let's have a bit of fun', before batting England to an unlikely victory in the Third Test, which was declared one of the greatest individual performances ever. Coincidentally, earlier on the day of the interview Kevin Pietersen had been controversially sacked by the England Cricket Board and it was interesting to hear the opinion of someone with a vast experience of cricket and the England team on the subject. Sir Ian's comments on the topic even appeared in the news the next day albeit not taken from his interview at Ripon Grammar School.

The night closed with a 'Question and Answer' session with the audience, followed by an auction in support of MERLIN with a variety of cricket prizes up for grabs. The event was both an inspiration to the younger generation of audience members and a great success for such a worthwhile cause.

Nick Edwards, L6C

Hockey Report

Hockey at Ripon Grammar School continues to go from strength to strength; lots of students show a real enthusiasm for and commitment to the sport and results have been very pleasing. The U13 and U14 teams have been particularly successful this year; the U14s reached the North Round and finished as seventh best school in the North while the U13s have won through to the North East round of the 'In2Hockey' tournament where they will play at WGGs in March.

U13 Hockey team

The U13s have had a very successful season; winning their matches in the Harrogate League and competing in the National 'In2 Hockey' tournament where they have reached the North East round. A special tribute must go to Lucy Williams who was part of the U14 team and is also a valued member of the U13 team. Lucy is an exceptional player who has been selected to represent Yorkshire in the U15 age group, which is a tremendous achievement.

U13 In2 Hockey National Tournament: Team and Results



U13 Team: Amelia Borchard (c), Lucy Williams, Millie Simenacz, Kathryn Barrett, Emily Hamby (GK), Jessica Merrin, Jemima Strachan, Georgina Turner, Molly Reed

Results:

North Yorkshire Round:

RGS 0 v 0 Queen Margaret's | RGS 7 v 0 All Saints | RGS 4 v 0 Queen Ethelburga's

Yorkshire Round:

RGS 0 v 0 St Olave's | RGS 3 v 0 Giggleswick | RGS 2 v 1 Cundall Manor

The team finished in second position, just losing out on goal difference to St Olave's. Nevertheless, the girls have qualified for the North East finals which will take place on Thursday, 13 March – we wish them luck. This was a tremendous team performance and the girls thoroughly deserve their success.

Ripon Grammar School has also been very successful in the recent U15 and U13 Area trials. The following students will represent Harrogate and Craven in the Inter Area tournament:

U15: Lucy Wicks, Tamsin Cutmore, Hannah Olivia Foster, Emily Wilkinson, Meghan Williamson

U13: Amelia Borchard, Millie Simenacz, Jessica Merrin, Emily Hamby, Kathryn Barrett

Amy MacKenzie, Sophie Richardson, Georgina Turner, Emily Reed

Miss Gilfillan



Badminton

On the 7th February, the four Ripon Grammar School badminton teams boarded the bus with anticipation and excitement. It was a tense journey with everyone preparing themselves for matches ahead.



After a warm-up and lunch break, the games began. From the start, Ripon Grammar School seemed to dominate with every conversation bearing smiles and congratulations! After winning our pools, the teams regrouped to play the semi-finals, with nerves running high. An edgy semi-final left some teams in doubt but all came through in the end with each team (KS3 Boys and Girls and KS4 Boys and Girls) winning their respective age groups. This makes Ripon Grammar School champions of KS3 and KS4 at local and area level.

A special well done to the KS4 Girls' team which managed to win every single match without dropping a single game all day. This marks the first time Ripon Grammar School have managed to win all four titles! The regional round will be played on the 2nd April at York railway institute where hopefully this winning streak will continue!



The Teams:

KS3 Boys: Christian Cavell-Taylor, Connor Eddleston, Harry Edwards, Alex Edwards, Henry Exley

KS3 Girls: Georgia Smith-Emsley, Becca Smith, Georgie Taylor, Gina Garnett, Emma Ward

KS4 Boys: Chris Lythe, David Bates, Max Morrison, Will Andrew

KS4 Girls: Tamsin Cutmore, Lucy Wicks, Mary Cox and Meghan Williamson

Lucy Wicks and Tamsin Cutmore

A student is climbing a grey rock wall with colorful holds. They are wearing a white t-shirt, dark blue shorts, a black climbing harness, and a black knee brace on their right knee. A purple rope is attached to their harness. The title 'House Activities' is overlaid in large white text on the top left.

House Activities

House Rock Climbing

House activities reached new heights this term with the introduction of a house rock-climbing competition. This was open to students from all year groups and I was delighted to see students representing their Houses who would not normally do so.

From the first years right through to the head boy, students scaled the dizzy heights with each competitor performing two different climbs on two different routes.

Our climbing expert, Mr Mollard, supervised the event and was ably assisted by Oliver Grady and Rebecca Skelton. Mr Mountain (brilliant name for a climber) came to watch his son, Elliot, in the first year, take part and he got roped in (pun intended) to belaying for some of the other climbers.

A climb with no mistakes is called a Flash (I learn something new every day) and I am delighted to report that throughout the competition there were forty-six flash climbs out of a possible sixty-six. The winning house was the house that fielded most competitors so there's a lesson to be learned there too. All in all it was a very enjoyable evening and even I managed a (very easy) climb, albeit with a few shrieks and screams. I also had both Mr Mollard and Paul, the gap student, belaying me and I was attached to two sandbags, just in case! (Those who know me will realise that this was no mean feat as it really was a case of 'feel the fear - and do it anyway' (I am scared of heights).

RESULTS

- 1st - SCHOOL with 2170 points**
- 2nd - HUTTON with 1985 points**
- 3rd - DEGREY with 1955 points**
- 4th - PORTEUS with 1585 points**

Intermediate House VX

This term it was the turn of the third and fourth years to take part in House VX. Of all the sports offered as House competitions, this one attracted most spectators with students from all year groups wanting to see this fast and furious sport in action.

The matches were refereed by Paul Hildreth who runs the junior club on Thursday evenings at Ripon Grammar School. He was ably assisted by fourth year sports leaders who acted as umpires (each game needs one referee and two umpires). My thanks to Gemma Felton and Lucy Kettlewell.

From the start, it was obvious that this was a one horse race. With Jess Porter, Freddie Saynor, Ben Pimley and Jacob Sharp all playing VX on a weekly basis and all vying for a place in the England Youth Squad, Hutton were clearly the team to beat and although there were fine performances from Archie Hanson of Porteus and Tom Hooper of School, nobody could come close to knocking Hutton off the top spot.

RESULTS

- 1st - HUTTON**
- 2nd - SCHOOL**
- 3rd - PORTEUS**

Senior House VX will take place in the summer term.

Mrs Mackenzie



Mr Hill is our new Latitude gap student from Australia. His life there is somewhat different to our lifestyle here in Ripon: "Sometimes, if I missed the bus, I would just ride a kangaroo to school! ..."

G'day I'm Mathew Hill, the new Sports Assistant and here is a quick overview of my life so far!

I have come from North Western Victoria in Australia, which is four hours away from Melbourne. I grew up on a farm 33km from the nearest town. So, for thirteen years I travelled on a bus for two hours to get to school. (Sometimes, if I missed the bus, I would just ride a kangaroo to school!)

Our farm is 3,000 acres in size, with 2,000 acres dedicated to crops of wheat, barley, canola, chickpeas and faba beans. The remaining 1,000 acres has 2,500 fine wool merino sheep on it. Once I finished high school I continued with the agricultural side of my life, and studied agriculture and agronomy and received my Australian 'Woolclasser' certificate from Longerenong Agricultural College. I put a great amount of effort into all my studies and was awarded every single possible academic award that was available; sometimes I think I am a little greedy!

At school I played in a wide variety of competitive sports, such as table tennis, tennis, badminton, trampolining, gymnastics, and clay bird target shooting. In three of these sports I have won state titles (at county level) and also inter-state titles. I started my own Hampshire Down sheep stud when I was at the ripe age of 15 and I currently have one of the largest studs in Australia. I exhibit them at many shows, and last year won the Supreme Champion at the Royal Melbourne Show. From my sheep stud, I became a Federal State Sheep judge and can judge sheep shows everywhere, including Masham this September. I have worked for the Department of Environment and Primary Industries as an Animal Health Officer and a technician in molecular plant breeding with the plant pathology team. I volunteer a great amount of my time at many different organisations such as the Horsham Agricultural Society, Country Fire Authority, Wimmera Poultry Club, Australian Hampshire Down Association, Table Tennis Victoria and my local tennis club, not to mention many more. I like to keep myself busy as you can see.

I am hoping to have a wonderful year at Ripon Grammar School and I look forward to meeting everyone.

Mathew Hill

Charity Week

We are delighted to announce that the final sum of money raised for MERLIN (Medical Emergency Relief International) is £11,480.82.

This is a phenomenal amount of money which will help the charity MERLIN continue to perform their life-saving work around the world when emergencies strike. Furthermore, we are incredibly grateful for the generosity of those who attended our final MERLIN event on Tuesday 4th February, 'An Evening with Sir Ian Botham'.

The event overall raised a magnificent £2,786 and we are appreciative of everyone who attended for the profound support offered by everyone who attended on the night. Since our decision was taken to raise money for MERLIN, the charity has joined forces with the world-leading charity 'Save the Children' which works in over one hundred and twenty countries.

As a consequence, the charity will have a greater number of medical experts, thus reaching more children and families in some of the most difficult, poverty-stricken areas in the world. This joining of charities allows more health workers to be trained and, therefore, for a quicker response in emergencies in order to help stop children dying from preventable diseases.

Once again, a big thank you to all of the students at Ripon Grammar School for their generous contributions to this deserving charity!

Jonathan Pitts, on behalf of the School Officers



Ski Trip

Finally, after much planning and anticipation, Saturday 22nd February arrived and at 1.15pm our bus, containing seventy-one lucky students, seven members of staff (to keep us all in order) plus the essential two drivers, departed, heading for Italy.



The coach journey took thirty-three hours, some three hours longer than anticipated due to delays at Dover. In amongst the numerous breaks in our long bus journey we were allocated into skiing groups by assumed/claimed ability.

Arriving at Val Di Fiemme, we had already been allocated groups for rooms, so this only required the tricky negotiation process of agreeing bed allocation!

Beds agreed, we went to get fitted with ski boots, poles, helmets, not forgetting the all-important skis; not a remarkable event other than the location which appeared to be a garage!

During the Italian cuisine-based meal that followed, we received our ski passes. (By way of a friendly warning, we were all advised that a replacement ski pass would cost £200.) Then together, with the excitement of skiing the next day, we all went to bed.

Each morning we loaded up our skiing equipment into the bus and headed to the first of three different skiing locations. The "Val di Fiemme-Obereggen" ski pass allows you to use all of the Latemar Ski Centre facilities connected to the Obereggen, Pampeago and Predazzo resorts. It is also valid on the Deutschnofen, Monte San Pietro and Oclini facilities, and throughout Val di Fiemme, with the ski areas of Cermis, Bellamonte, Alpe Lusia and Rolle Pass. A decision on skiing location was made each day, based on conditions.

We were split into groups of beginners, intermediate and advanced. During the week the original allocation to ability groups changed as the skiers' ability changed.

We experienced three different mountains in total. Each had different skiing characteristics, for example, the first one had easier slopes as we were either returning to skiing after a year or were skiing for the first time.

A particular highlight was on Thursday when we returned to the same slopes as Monday. The event was a slalom course that was timed using professional light gates. The winner was Fred Wright from 4D. Well done, Fred!

After each great day of skiing we had an evening official activity, including swimming, ice-skating (I personally held the record for the largest number of falls: thirty-two at last count), an evening meal of pizza, and on Thursday there was the prize-giving which included the awarding of the "hoodies".

On Friday we got back on the bus for the planned thirty hour return trip. Unfortunately we were delayed again and arrived back at 9.15pm, instead of the scheduled time of 7pm.

In conclusion, we had a great time with virtually no injuries, well except one; Sophie Johnston chipped one of her front teeth, but kept her chin up high and skied on. We would like to express our thanks officially to the staff who organised this trip, and to the instructors and drivers.

I would like to take this opportunity to recommend, without hesitation, the Ripon Grammar School ski trip and I would urge all students to think positively about going on future ski trips. From a personal perspective, I have been very fortunate to have attended the two previous ski trips, and this third trip was definitely the best!

Joey Haynes, 4B

Poetry By Heart

Robert Frost once famously said, "Poetry is when an emotion has found its thought and the thought has found words." Giving volume to poetry is what the Poetry By Heart competition is about. It's a national competition aimed at encouraging secondary-school students to learn and recite poetry. Not an extravagant, thespian performance, but rather as the outward and audible manifestation of an inwardly-understood and enjoyed poem. A poet's words are no more use than thoughts if they remain stationary. To take part in the competition, I learned three poems, one pre-1914, one post-1914 and one from the Poetry By Heart's First World War Poetry Showcase. I needed confidence and a good memory, neither of which come naturally to me, and I can't thank Mrs Dring and Mrs Ball enough for their support and encouragement with learning the previously unknown texts.

The county finals were in Acomb library and the event was such a good experience, an opportunity to not only recite poetry but also to listen to others and meet people who know what they're talking about when it comes to poems!

I would recommend the competition to all who enjoy English. I've gained so many new skills that I didn't possess before and enjoyed the competitive nature of such a different and encouraging competition.

Julia Atherley, 5A

Army Cadet Competition



For the second year running, fourth year systems and control students have completed a project to design and make a training device for the local Army Cadet Force. Staff Sergeant Peter Coulson MBE who spent his army career working as a bomb disposal expert, visited our design technology lessons several times to advise the students on the many types of improvised bomb mechanisms used by terrorists. These ranged from trip wires to hidden pressure pads. Each student devised an electronic circuit which, once triggered, would switch on a realistic hand-grenade or machine-gun sound effect for a pre-determined time. A number of students developed even more complex circuits which could be triggered by laser beams, body heat and infra-red light. Some of the projects were cunningly disguised as rocks, plants, leaves and other natural objects. This year we also allowed the cases to resemble man-made objects found indoors like smoke-alarms and DVD cases. One student's light sensor was cleverly hidden within a picture frame and was virtually impossible to detect.

Peter Coulson returned 14th February for the final lesson of the project where he watched the well prepared power-point presentations and practical demonstrations made by each group member. The standard of work was high and Peter was clearly impressed by the range and diversity of the students' designs. The pupils all marked each other's work using a set of criteria devised by them but the final decision came down to Peter who awarded cash prizes.

1ST PLACE - JONATHAN TANNER 4D

2ND PLACE - PATRICK MOON 4C (pictured above with Staff Sergeant Peter Coulson MBE)

JOINT 3RD PLACE - MARTY STOW 4D AND BEN WAYNE 4D

I would like to thank Peter Coulson MBE for his involvement in what has been another inspirational project.

Mr Mann

Forthcoming dates for next term:

| | |
|---------------------------|--|
| Tuesday 22nd April | School opens for Summer term & choral concert at Ripon Cathedral |
| Tuesday 29th April | Leavers' concert at 7.00 pm |
| Monday 5th May | School closed (Bank Holiday) |
| 7th - 9th May | Third form examinations |
| Sunday 11th May | New first form boarders' tea at 4.00 pm |
| 19th-23rd May | Fourth form work experience |
| Friday, 23rd May | Second form RE trip to London departs & school closes 3:55 pm |

Photographic Club

These photographs are the work of students who have entered The London International Schools Documentary Competition. Each student had to submit at least seven images that tell a story or narrative. Some of the students' work represented here is from Beau Roddis, James Hamilton and Emily Morrell.

We wish them luck!

Mr Davis



RGS NEWS CONTACT DETAILS

If you would like to include an article in the next edition of the RGS News, please contact Mrs Patricia Storey, headmaster's secretary, at **storeyp@ripogrammar.co.uk**
View RGS News on our website
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