Summer Issue 2026

The Vessel

TVA SIXTH-FORM MAGAZINE



Photo: Dilys Allard (Year 10) – Man O' War Beach

THE VICTORY SIXTH FORM

WELCOME

Greetings and welcome to the fourth edition of our Student Sixth Form Magazine, The Vessel.

Subsequent to the feedback we received from our previous issues, we are excited to build upon our talents in creating new riveting articles to immerse yourself in.

Within this edition, there is a selection of content ranging from ice cream making to recent enrichment opportunities Year 12 were immersed in, such as the UCAS Exhibition and trip to the University of Oxford.

Thank you for reading, and we hope you enjoy!

– Gabrielis and Sara, Editors





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Gabrielis- Year 12



Liana - Year 12

EVENTS

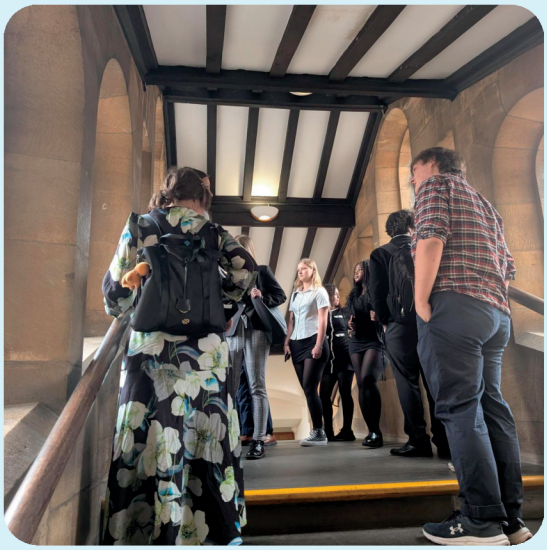
It has been a busy few terms ranging from enrichment week activities to preparing for UCAS applications. See below for some highlights from Term 5 and 6.

Enrichment Week

This year we had a range of activities for Enrichment Week. There were guest speakers ranging from Public Services, Dentistry, and University Outreach teams. Further to this, students took part in activities to help them with budgeting, first aid, and interview skills for the future. Our two trips were the UCAS DISCOVERY EXHIBITION and Hertford College, University of Oxford. The Hertford College Outreach Team kindly organized a guided tour, a Q&A session with student ambassadors, and an academic taster session.



Hertford Bridge, better known as the 'Bridge of Sighs'



Applying for University

Typically, May and June mark the period when students begin researching, drafting personal statements, and scheduling open days for their selected universities.

This transition can be challenging for many, as they try to envision their future. The UCAS Discovery Fair at Kent County Show offered students valuable insights, along with some enticing freebies.

As always, if you're still facing difficulties, the UCAS website is an excellent resource, or you can reach out to your teachers for support.

Want to write for our next issue? Get in touch with the team/Miss Gardner to be a guest journalist! Anyone welcome.

EVENTS

Shrek the Musical

This year's school production was a huge success! The amazing cast performed 'Shrek The Musical' and many of our Sixth Form Performing Arts Department (and beyond!) had principal roles. A massive shout out to Zachary, Shaeyla, Molly, Mehran, Isabel, Ruby, Phoebe, and Sophie.





Year 13 Leavers

We said goodbye to our Year 13 cohort with a celebration BBQ in the Sixth Form Centre. We're super proud of them for smashing all of their exams, and a massive GOOD LUCK to them on results day on the 13th of August.





Want to write for our next issue? Get in touch with the team/Miss Gardner to be a guest journalist! Anyone welcome.

The Victory Academy

End of Season Review

2025/26





As the school year comes to an end, it's a great time to reflect on a hugely successful year at The Victory Academy.

Match Performance - Academies League and Cup

Played - 13 Won - 6 Drawn - 3 Lost - 4
THE VICTORY ACADEMY 7 - 3 NORTHFLEET TC
THE VICTORY ACADEMY 6 - 0 Hugh Christie
North Kent College 5 - 0 **THE VICTORY ACADEMY**
T**HE VICTORY ACADEMY** 0 - 3 Canterbury Academy
THE VICTORY ACADEMY 1 - 0 Lenham School
THE VICTORY ACADEMY 2 - 2 Brompton Academy
Brompton Academy 3 - 3 **THE VICTORY ACADEMY**
Northfleet Technology College 3 - 1 **THE VICTORY ACADEMY**
THE VICTORY ACADEMY 2 - 2 North Kent College
Leigh Academy Minster 0 - 3 **THE VICTORY ACADEMY**
THE VICTORY ACADEMY 3 - 0 Leigh Academy Minster
THE VICTORY ACADEMY 1 - 5 Ravens Wood School
Lenham School 1- 4 **THE VICTORY ACADEMY**

Head Coaches Thoughts

'It's been a really productive year on the pitch at Victory, with plenty of development, memorable moments and strong performances along the way. More importantly, it has been a pleasure working with such a fantastic group of young men whose character, personality and togetherness have made this season so enjoyable.
A special thank you to our Year 13s who leave us after two years in the programme. Your commitment and contribution have been greatly appreciated, and we wish you every success in your next chapter.
I hope our returning players enjoy the Summer break and we look forward to welcoming our new intake and starting another exciting season together.'
Michael Bellamy - TVA Head Coach

Award Winners

Managers Player of the Season: Dennis Zazula
Dennis has been an ever present in the midfield this year and his impact on the team is clear in every game. His ability to break up play and initiate attacks has been crucial and his discipline and ability to read the game has allowed the forward players to play with freedom. He constantly wants to get on the ball and his technical ability has helped the team to play out from the back. He is a natural leader on the pitch and is fully deserving of this award.
Players Player of the Season: Dennis Zazula
Dennis received over 60% of the votes from his peers which is a reflection of the respect he has earned from his teammates through both his attitude and application on and off the pitch. Dennis has been consistent and reliable throughout this season and has been a key player. He also captained the APD Elite Team against Telstar during our Holland Tour. Picking up both awards is a testament to Dennis' character and footballing ability. We are looking forward to watching Dennis continue to develop throughout his football career.
Further students were also recognised with the following awards:
Standout Performance of the Season - Dami Adeyemi vs. Leigh Academy Hugh Christie
Top Goalscorer - Dami Adeyemi
Breakthrough Player of the Season - George Miskin

Showcase Fixtures

Providing our scholars with the opportunity to test themselves against professional academies is always one of the highlights of our seasons. This year, TVA scholars took part in fixtures against Gillingham, Leyton Orient, Wolverhampton Wanderers as well as a Telstar FC Select XI when we went on tour to Holland. These experiences are invaluable for our players and we are so proud of how the boys represented APD and the school.

The Future

We are now planning for the start of pre-season in August with our 26/27 cohort and looking forward to building on the ~~great relat~~ionship we already have with the school.

SPOTLIGHT WORK

In this section of the magazine, we like to highlight any students that have been raised for their exceptional effort in school/in their subjects.

Law



Miss O'Brien would like to highlight the following students for all of their hard work and efforts in Law this year: Gabrielis, Joshua, and Liana. In particular, this term students have had extraordinary standards of work for coursework. They are creating client letters to apply the law to legal cases and writing evaluations on modern Family Law.

Year 7 Induction Day/Dockyard Trip

We would also like to commend the following students:

- Carmen
- Tadiwa
- Porshe
- Max
- Rihards
- Zach
- Sofia
- David
- Haseeb
- Zuzanna
- Austeja
- Adrian
- Amelia
- Jack
- Lydia
- Khaira
- Chloe

For their support during the Year 7 Transition Period. These students supported lessons and worked with form groups on the trip to ensure everything was executed smoothly. They were also recognised by many members of staff for their support, as well as by the Dockyard Staff.

Media Studies



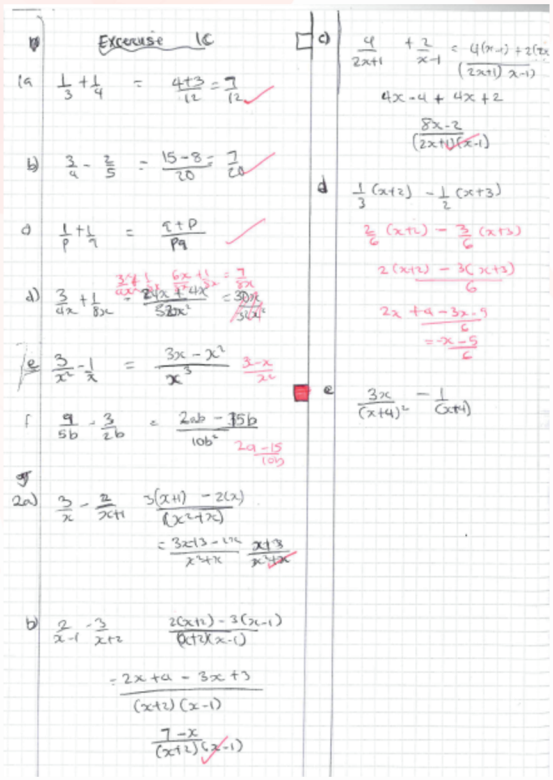
The Media Department would like to commend Sam and Victoria for their excellent efforts on their NEA coursework during Term 5 and 6. Both have committed to their products (Music Videos, Tour Posters, and Double Page Spreads) and we are super excited to see the end result!

History

'A huge well done to all Year 12 historians!
A Level History is a demanding subject. You've approached the year with dedication and maturity. I am thoroughly enjoying teaching you. You've started your coursework so positively.



I'm excited to read the final essays next year. Enjoy the reading over the summer.'
- **Miss Slater**



Maths

Our KS5 curriculum is designed to build on and connect the mathematical ideas introduced in KS4, particularly those explored in Further Mathematics.

The example below shows how differentiation can be applied to identify minimum and maximum points. The core skills developed this term will support students as they move into Year 13 and continue their mathematical studies. Featured here is excellent work produced by Carmen and Tadiwa in Year 12.

Studio VA

Studio VA was a celebration of creativity, innovation and technical skill, showcasing outstanding GCSE and A Level work from students across Art, Design and Technology, Graphics, Textiles and Food Technology. The exhibition provided an opportunity for students to share the design journey behind their projects and demonstrate the breadth of talent within the Visual Arts faculty. A particular highlight of the evening was the visit from the Mayor of Medway, who took time to meet students and discuss their work. During the event, the Mayor interviewed a Year 13 Product Design student about their coursework project – a beautifully crafted wooden sideboard. The student confidently explained their design process, material selection, manufacturing techniques and the challenges they overcame throughout the project, providing an excellent example of the high-quality work produced by our students. The exhibition was a fantastic opportunity to celebrate student achievement and recognise the dedication, creativity and craftsmanship demonstrated across all subject areas.







Why do we get stressed?

You may feel stress because of one big event like GCSE exams, a situation in your life, or because of a build-up of lots of smaller things. The psychological explanation behind why we get stressed is that it is our body's way of reacting to a challenge or unusual situation. It can come from any thought or event that can make you feel nervous, frustrated, and even angry. However, it is important to recognize that short-term stress can be a good thing, as it can help us avoid dangerous situations.

Understanding and coping with exam stress-

You may work a part-time job, have caring responsibilities, or be on study leave that can make exam periods feel long and difficult to deal with. Exams are stressful for most of us, and we all experience stress in different ways. If you're struggling to cope, it's important to remember that it's okay. Try these different ways to help manage your feelings around exams and tests alike:

Top Tips -

1) **Make time for things you enjoy-**

Find ways to release stress and celebrate progress. You could listen to music, draw, cook, play with a pet or go for a walk alone or with friends.

2) **Talk to others about how you feel-**

Connect with other people, especially people who are going through the same thing. This could be through a study group or with a friend from school.

By Porshe Lewis

3) **Find a balance** -
Be realistic about what you can do in a day or a week. And try to balance studying with breaks, creating a revision timetable might help with this. Try to include things you enjoy in your study breaks, like listening to music or playing a game. It can also help to have at least one day a week when you don't study.

A popular and effective method of studying you could also try is the Pomodoro technique. This is where you work for 25 minutes and then take a break for 5 minutes. After doing this four times, you then take a longer break.

4) **Prepare yourself** -
The night before an exam is the most important time to take seriously, this is when you get everything you need ready to take with you, like pens and water. You could also set an alarm for when to wind down in the evening to try to get a good night's sleep.

5) **Revise in exam-like conditions** -
Some of us find revising in exam-like conditions can help us feel more prepared. This might be especially true if you are taking exams in a different place. It also might help things feel more familiar on the day. For example, you can use headphones as an effective way to block out background noise.

Here are some useful websites and revision apps that past students used to study and care for their wellbeing;

Revision Apps:

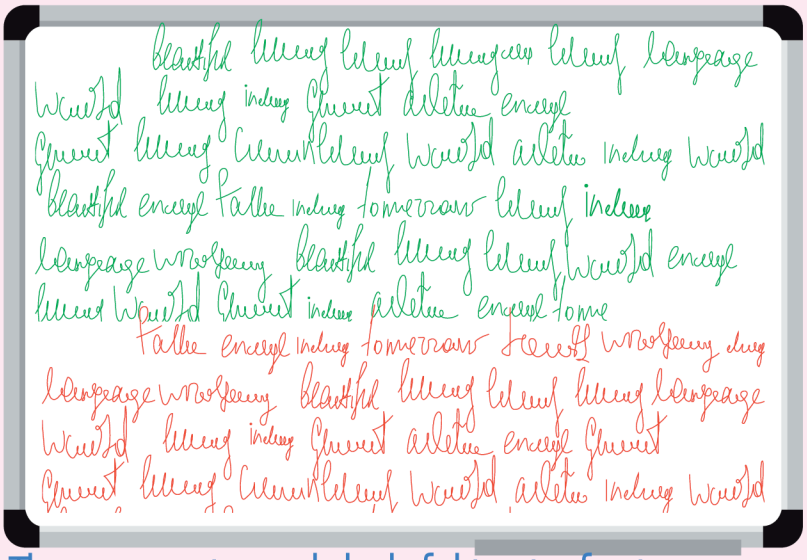
- Notion
- Gizmo
- Brainscape
- Seneca

Well-being:

- **https://www.mind.org.uk/**
- **https://hub.studentminds.org.uk/all-training-programmes/look-after-your-mate/**
- **https://theaccessproject.org.uk/for-students/**

By Porshe Lewis

How to REVISE

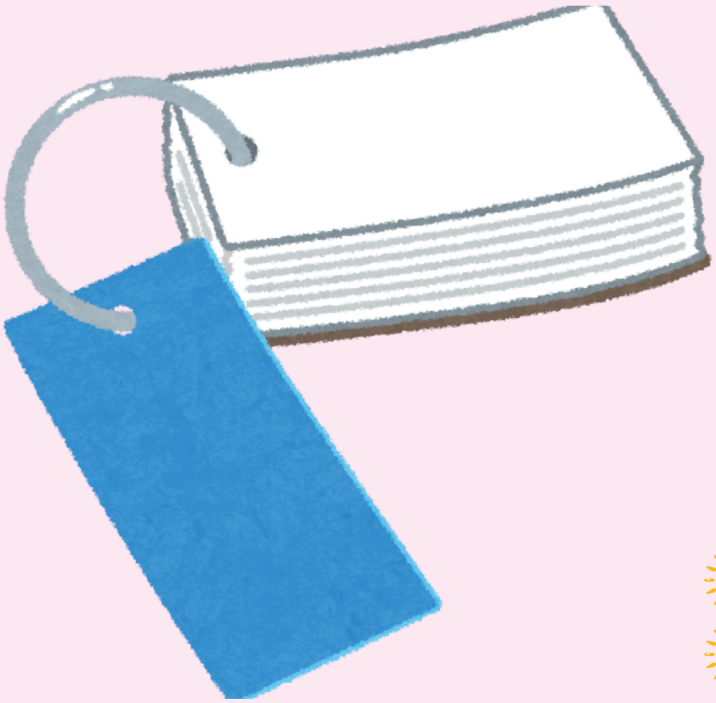


BLURTING:

Active recall is the best way to challenge your mind! To effectively 'blurt,' I advise you to get a whiteboard and at least two different colored pens. Utilizing the first color, pick a topic that you would like to revise and write down everything you can remember about it—whether that be specific dates, equations, or key figures. Once you feel satisfied that you have written everything you can remember, change the color of your pen. Using this color, refer back to your notes and write down any gaps in your knowledge. This is an extremely helpful tactic for two reasons: first, the process of recalling information places you in an exam-style scenario with no notes, so you are testing your brain on how much it remembers during times when notes aren't accessible. Secondly, this process helps you identify the gaps in your knowledge, so you are aware of areas that you may need to pay closer attention to when preparing for your exams. This technique is extremely versatile, and regardless of the subject, you can use this method to sharpen your knowledge!

FLASHCARDS

Similar to blurting, flashcards are a great way to test your knowledge and recall information. When creating flashcards, write a question on the front, for example, a History student may write 'When did the Great Depression begin in USA?'. On the back, write the answer to your question, which in this case would be the 29th October 1929. This method is also extremely versatile, Maths and Science students could use flashcards to memorise equations, a Psychology student could use flashcards to test their knowledge on theories, the possibilities are endless! Once you have finished a deck on a certain topic, appropriate the ones you got wrong and reference them, with the aim of memorising the whole stack by the end of your revision session!



EXAM PAPER PRACTICE

From BTEC to A-Level, all courses have written examinations that contribute to your final grade. My best advice when using this technique to revise is to not have any notes out; although the concept of doing an exam out of exam conditions any make you think using notes is okay, your wrong! For the best results, you should do past paper questions in timed conditions with no notes, as this makes you use your brain to recall answers, as well as helping you understand the demand of the paper and how you should split your time effectively to ensure completion. Once yo have finished a practice paper, you hat the option to take it to your subject teacher for them to mark, or alternatively you can mark it at home using the official mark scenes which are accessible on the exam board website. If you chose the latter option, make sure your strict when marking, as in the end if your generous, you will generate a false conception of you performance which may not be accurate in the final exams. I would also advise you to look over the mark scheme regardless of who is marking it, as this will help you to understand what the exam board requires of you and what areas you need to put more attention to during the exam. This tactic is once again extremely helpful, as it highlights gaps in your knowledge that you can rectify before you sit your exams!



MY ADVICE:

- Take breaks! A burnt out mind is a tired mind!
- Don't spend all day on one topic! Mix topics to avoid overwhelming yourself!
- Avoid distractions! Whether its a phone, tablet or TV, your less likely to focus if your tempted by technology!
- Don't just read notes over and over!



PREPARING FOR SIXTH FORM

Q&A

Transitioning from Year 11 to Sixth Form can be a momentual, yet difficult, step. Below are some top FAQS that our students think are important to know before starting in September.

Q1: How are the school days structured? What would your advice be for the study periods?

School days follow the same times as the lower school. Registration begins at 8:35 AM and the end of the school day is at 3:05 PM. However, at TVA the Sixth Form Centre is generally open from 7:30 AM, with the café opening at 8:00 AM for you to grab breakfast. In terms of the daily timetable, your days will differ according to the subjects you have chosen. Some days, you will mainly be around the school building in lessons, but on other days you may have study periods.

These are structured periods for you to complete extra work or reading for your subjects. It can take some time getting used to these periods, but it is best to use them wisely by structuring what you are going to do. Take time to get to know where they are on your timetable and plan what tasks you will realistically be able to do in that time. Having a planner (digital or physical) could also help with this, as you can fill in what needs to be done in that period in advance.



Q2: If I'm starting a new subject, what ways can I help myself to get to the same place as the others who have studied the subject in Year 11?

First off, do not panic about this! Newer A-Level and BTEC courses are designed for you to be able to study without prior study of the subject. However, if you want to get some extra work done ahead of time, there will be materials shared with you on the TVA School Website. Feel free to speak to the class teachers during or after induction if you want any extra work.

PREPARING FOR SIXTH FORM



Q3: What are supercurriculars for different subjects and when should I start applying?

Supercurricular activities are academic pursuits that extend your learning directly beyond the classroom. They can come in the form of essays, books, podcasts, online seminars, digital learning courses, or competitions.

They are very useful when it comes to applying for university or a job. Remember that you don't have to look at absolutely everything that could be related to the course. Investigate your subject broadly enough to find the areas you're really interested in, but don't worry about learning tons of new information – universities won't expect you to have expert knowledge already.

My top tip would be to look on university subject websites or TED Talks as a starting point. Alternatively, you can speak with your subject teachers. Apply and do your research for summer schools ASAP!

Still have questions?
Contact Mr Cass,
Ms Gardner or Miss Clark!

Q4. What outfits are appropriate for TVA Sixth Form? Can you provide some examples!

At TVA we expect Sixth Formers to follow the formal dress code. Football Academy and Performing Arts students are expected to adhere to the Sixth Form dress code when attending registration and lessons and change into their kit at the start of the training sessions/lessons. Football Academy students may wear their APD kit (tracksuit) all day on a match day. Some photos of what might be appropriate are on the TVA website.

Q5. Where can I go after Sixth Form?

The world is your oyster! If you would like to apply for university/apprenticeships, the Sixth Form Staff will support you. But we will support you in whatever path you take. Most of our students apply to university using UCAS, and this process begins in May/June of Year 12.

Q6. What other opportunities are available to me outside of studies?

We have many opportunities: The Leadership Team, The Student Magazine, Sports Clubs, Performing Arts Productions, Student Council— you name it!

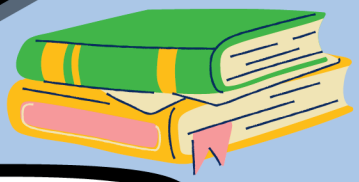
WHAT DO OUR CURRENT YEAR 12 SAY?

'Make sure to surround yourself with the correct people who value both you and your studies, and understand how important both are. This is valuable because it means that both you and your friends can find the correct balance of social time and studying during your studies.'

'Porshe L'

'Be yourself. No matter what, focus on your grades. Work hard. Don't hide anything and be your real self. You don't get this chance again before you go to university, an apprenticeship, or a job. Enjoy it.'

'Louie P'

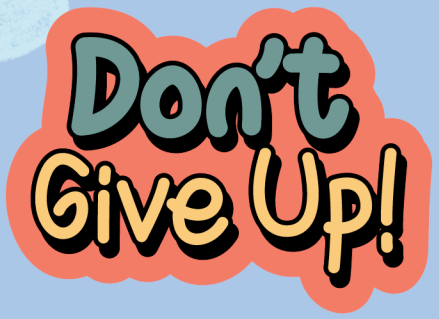


'You can succeed in whatever you do or choose as long as you put your mind to it!'

'Favour'

As you go through Year 12 and Year 13, focus on yourself as this is YOUR journey; you are building YOUR OWN future with Sixth Form being this launchpad. Do not allow other people to tear you down or make you feel bad for a test score that is not as high (for instance) as it is all about you. Additionally, you don't have to be perfect—good things take time!

'Gabrielis'





WHAT DO OUR CURRENT YEAR 12 SAY?

You are going to have study lessons; use them wisely to do your coursework if you are doing BTECs and revise for your A-levels. Start your coursework as early as possible, do them during your study lessons as well as during your free time, and lastly, enjoy it because time flies

'Lydia'

Keep up with your assignments and you won't be stressed. Revise for exams at least a month prior, not a night before. Dressing is not as big a deal as you think it might be.'

'Julija K'

If you have an idea for university or a career, please research what A-levels Universities or specific courses want. You don't want to pick an option and then realise you can't get into the path you wanted to... But also, just pick subjects that you love to do. There's a two-week window to change the subject worst case you didn't like what you picked. Don't pick what you think looks good, because it won't look good if you don't have the passion or motivation for it and the grade reflects it.
Do what you want to do (subjects wise)!

'Sofia'



Get ring binder folders to keep paper and notes in throughout the years, and have smaller folders to keep recent work in as a day to day folder.

'Amelia'



THE VICTORY SIXTH FORM

DEBATE CORNER



So, I'm going to assume most of you have heard of the upcoming social media ban for under 16-year-olds and the curfew for 16–18-year-olds, with sites such as YouTube, Instagram, TikTok, and whatever there is on Snapchat all being restricted or placed under curfew. Naturally, I'm going to assume there is upset among you all. Now, is this ruling without reason? Well, I mean parliament has some logic for this, with reasons varying in how much sense they make.

Let's first consider the ramifications of doing something like this. Firstly, you can draw similarities to the previous year's Online Safety Act, something imposed by Parliament in order to try to protect kids from harmful content and to keep them safe online. This, however, did not succeed as Parliament had hoped it would, mostly due to one thing: the mass use of VPNs. Let me disclose, I'm not saying to definitely use VPNs when this rolls out, presumably in 2027, but I am admitting that it likely will be a solution that won't be counteracted, with former Prime Minister Keir Starmer admitting he was aware people would bypass this new ban, most likely in reference to the issue seen with VPNs. Furthermore, when you consider how the Online Safety Act had rolled out, the advertising and promotion of VPN companies shot up, capitalizing on the new demand for them. Hey, I'm just the messenger; if I weren't saying it now, it would just be found out and used when advertisers roll out.

Now, there are some benefits to this ban in theory. For one, more time and in-person interaction will be encouraged for younger generations, which is kind of beneficial—safer bonds and fewer threats of interaction with "bad actors," yeah, we'll go with that. More time will be opened up, allowing young people to use this time to do things such as keep up with schoolwork, take part in underfunded extracurricular activities and youth centers, or what seems to be the popular option, which is the activity of staring at a wall.

You can definitely see the benefits, but alas, this comes with many problems and issues along with it. Firstly, as stated, alternative options for young people unfortunately are few and not plentiful in what they can offer, if anything at all, with public places discouraging young people from hanging out in groups in them, bringing into question the validity of the desire to spend time together in person. Also, this won't just pose issues for those who will be "banned" from it; while yes, VPNs can be used by anyone who can do more than two searches on the web, for those wishing to verify and abide by what Parliament has pleaded to do, it will likely take the same form as the Online Safety Act, which involves the use of ID to verify if you are eligible to use the platform. So, what risk does this pose? Well, it will only take a single data breach for heaps and heaps of sensitive information of residents of the country to be leaked and left for anyone who can find and access it to use for whatever they wish to do with it, making these sites highly sought-after targets for hackers and data breaches. Regardless of security, it only takes one successful attempt for it to be accessed by the public. Good thing it's not facial scans that guess it purely off a single scan; imagine if companies did that— that would be terrifying and even more dangerous.

So ultimately, while I'm confident in assuming the vast majority are against this ban going through, we can still consider its merits, even with the glaring issues that come along with it. What do you think? What other research and facts, both for and against the ban, can you find?

DEBATE CORNER



...You know what, we can keep on theme a bit longer; let's leave a debate for over the summer as well.

I but we all know about the plan for phones when we return after the summer holidays at the start of September, the phone pouches to ensure phones aren't used within school, in accordance with Parliament's crackdown and full ban on phones within school. I was personally under the impression they already were as is, but I suppose this is more about making the guidelines and enforcement stricter.

So, our school wishes to provide us all with phone pouches where we will store our phones, which will be locked and unlocked at the start and end of the day by scanners placed somewhere. From what I've heard, it will be the poles at the entrance to the school outfitted with them.

A few issues here: crowding. I haven't counted in a while, but from what I remember, there's only around 7-8 situated outside. If we share those across the entire student body in years 7-11 (apparently Sixth Formers may be entitled to a separate one inside the Sixth Form Centre, possibly), at the end of every day, this will lead to rushes once LP6 is over to reach the scanners first to avoid a longer wait. Students may end up barging or even fighting to get there faster than their peers, with some inevitably getting hurt in the process. This issue worsens if scanners have problems or fall out of order.

Along with this, workarounds aren't hard. For example, let's say you have an old phone that either doesn't work or you don't use anymore. What is stopping you from placing that in the pouch in place of your actual phone, the real one stored away safely in your bag or in a pocket, if each pouch is monitored before being locked, that is?
Benefits to this are that students will be less tempted to use their phones during lessons, focusing on the teachings instead of any notifications that may come up. Cyberbullying won't happen on school grounds directly, which is better? Not really.

How will all of this be agreed to? Through a contract we will sign. If we're going off what I was told by my own form tutor, how will they get people to sign it without resorting to methods that aren't legal? I haven't a clue. They could potentially ask parents or guardians, but a lot of parents or guardians won't be willing for this either, especially since if a student is caught breaking this, they could face two weeks of their phone being taken from them. Those who use it to track their child's location through apps such as Family 360 or other apps for children's safety may not want to lose access to communication, as even losing access to communication may be something parents won't want for their child's well-being.

Overall, let me disclose that on this subject I'm a biased source, but it does feel to not just me but to other pupils I've spoken with that this new system will cause more issues than it will fix. But now it's time for you to respond: What do you think about this? Ask questions yourself; maybe you can find information to support it that I've left out. Think of different questions: How will this affect me in my current years at the Victory Academy? Will those with medical needs retain their phones or be given ones only usable for the medical purposes they need them for? How will a certain member of staff who I've been told I'm legally not allowed to name cope? Overall, try to enjoy debating this topic peacefully, instead of screaming at members of staff who didn't decide this.

By Zachary Uden

The 'Social Media Ban' for all

Has social media lost its roots? Read on to hear my thoughts on whether the transformation of social media over 2 decades could mean – we never really needed it in the first place?

Take yourself back to February 4th, 2004, 'The Facebook', more commonly known as 'Facebook' was launched by Mark Zuckerberg and his college roommates, while studying at Havard University. Not the first form of 'social media' by any means but revolutionary in what Zuckerberg was intending for the users.

In a 2006 interview with NBC's 'Today Show' he stated that he "Just figured it would be really cool if there was some website that I could go to that would tell me a bunch of information about my friends and the people around me." When you consider that statement 'a bunch of information', it makes Facebook appear more like a search engine, like 'Wikipedia' or even Google itself.

Yet, by 2010 Zuckerberg said Facebook had pivoted its focus to "helping people stay connected with their friends and family", and he later quotes the idea of it being able create community. But why is it we are feeling more disconnected than ever?

Why is community almost non-existent?



'55-60% of the global population were born before the widespread adoption of social media'

If you break down the term 'social media' and consider the word 'social' it is marked by or passed in 'pleasant companionship with friends or associates.' Social in the past would be markedly obvious, meeting your friend in the local park, socialising with your sports team, raising money at the local community centre. Social was whole-heartedly genuine and authentic.

In less than a generation, social media has evolved from direct digital exchange to a retail platform, a place where doomscroll culture thrives and now a vital 21st- century marketing tool. Today's modern social media sites are populated by more than 5 billion users worldwide and the most prominent are:

1. **Facebook (2004)**
2. **Reddit (2005)**
3. **X (2006)**
4. **Instagram (2010)**
5. **Snapchat (2011)**
6. **TikTok (2016)**

Notably, these sites have only existed post-millennium in the digital era of the early 2000s and 2010s with TikTok joining the big 6 just 10 years ago. Social survived before 'social media', and approximately 55-60% of the global population were born before the widespread adoption of social media.

WRITTEN BY
MISS GARDNER

So, why is the fear of a social media ban for 16-year-olds so debilitating for the younger generation but is being welcomed by the older generation with open arms. There are any many possible reasons. The first is simple – 16-year-olds today would have been born in 2009 or 2010 and by the time reached adolescence these sites were thriving as an 'important' part of popular culture. I spoke to a student who stated that their '8-year-old sister' had their own smart phone, but there have been many cases of children as young as 2 being exposed to elements of social media such as the short form videos that encourage auto-scroll. So, the argument there would be – they just don't know any different.
What do young people feel about the ban?

1. There is no alternative

I have spoken to many students about their fears and queries regarding the ban set to start with immediate effect from Spring 2027 in the UK and there frustrations seem to stem from not having an alternative. This is terrifying. Before these young people reach adolescence, we are placing a powerful object in their hands, whilst many being addicted to our own, and expecting them to use it for the right reasons. This is not even to mention the physiological and psychological effects this use is having on the development of young people's brains.

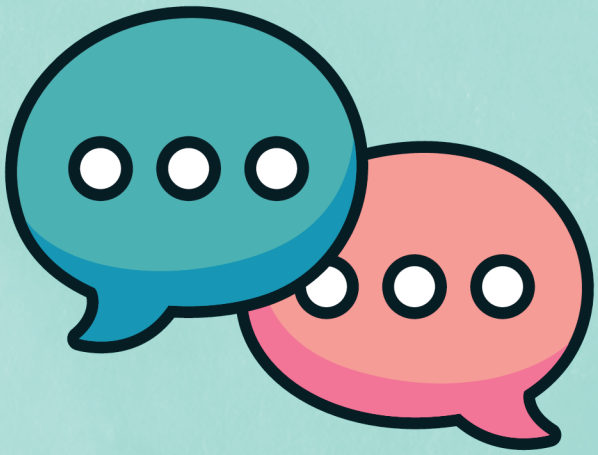
Excessive phone use and social media scrolling alter brain function through constant dopamine hits that hijack reward pathways, potentially shortening attention spans.Plus, according to the National Institute of Health, there have been some studies that indicate real changes to brain structure, with prolonged screentime being linked to the thinning of the cerebral cortex which is responsible for cognitive functions like decision-making and problem solving.

While I support the ban, there is so much more to be done in local communities, schools and at within the home setting to stop young people just wanting to (and I quote the viral video) 'stare at the walls all day.' Surely, we owe more to our young people, than to simply teach them that the phone or the 'the socials' are the best ways for them to be expressive, creative and learn how to interact with their peers. So, the first argument, is a change that the government must consider, what are the alternatives – how can we invest in our young people to ensure they are well-rounded individuals – that they are more than what a social media account says about them.



2 It is our way of communicating with our friends

t's pitiful that communication has come down to at times a 'love heart' reaction on somebody's post or the reshare of someone's story. But let's be real here. There are plenty of ways to communicate that don't have to be constant or demanding of your time. With the social media ban in place, it offers the opportunity to waste far-less time scrolling and instead spending real time with your friends. WhatsApp, and SMS also over the ability to text if it is needed. But the world continues to spin on its axis, whether you've sent someone a random snap or your face or not. Although, social media had its benefits during the COVID-19 pandemic with the ability to video-call and keep in touch with friends in family – there have always been ways to do this without social media. Skype and Facetime both offer a way for you to connect with people who live further afield or those who you cannot see in person. In-person communication supports mental health by triggering neurological and psychological responses that digital interaction cannot replicate.



There are many other reasons why young people do not support the ban. The major reason proposed by the UK Government is the fact that young people need to be protected from harmful, explicit and extremist content online. While this argument is valid, these major tech companies like Meta also need to consider the regulation that their services have in order to protect young people otherwise, (when these sites are inevitability accessed) this content will still be out there.

I've already touched on my issues with social media and ultimately it comes from the root of the word 'social.' There is nothing social about. We project our lives to unwanted audience members who also want you to know what they are up to. We scroll mindlessly to numb out the noise of the mundane or simply because we are addicted to the exhilarating hit of dopamine. We compete with strangers online and wonder why we never seem to quite hit the mark. We base our opinions off of how many followers (whether bought or not) someone might have, and then we fulfil the thirst of attention by buying into their schemes. We live vicariously through others and forget to live our own lives. I say this all while my phone sits beside by desk, flashing several notifications up – daring me to pick up. I can regulate myself. I can refuse to pick it up, but our young people are not even given that choice. We must give them an option.

We must provide community through less screen time and more chance to immerse themselves in hobbies they once loved as a young child. But this must be modelled to them too. So, I propose, the eradication of all social media sites for everyone. 0 tolerance. If we can't model the behaviour to our young people – then how on earth do, we expect them to understand how to live?

So, if community is lost. I offer some opportunities that could be worth considering if you find that you really can't help picking up that phone:



- WALKING / OUTDOORS
- YOGA / PILATES
- CLUBS / GROUPS/ SPORTS
- VOLUNTEERING / LIBRARY



- PHOTOGRAPHY
- WRITING / POETRY / JOURNALLING
- READING / AUDIOBOOKS / PODCASTS



- COOKING / BAKING
- CRAFTS / KNITTING / CROCHET/ ART
- THRIFTING / UPCYCLING
- LEARNING A LANGUAGE/ INSTRUMENT
- BOARD GAMES



- PUZZLES
- MUSIC (ALBUMS / PLAYLISTS)
- SELF-CARE EVENINGS

The Political Round-up

Britain: The Big News Stories!

Andy Burnham: What Does This Mean For Starmer?

Following Burnham's huge victory in Makerfield, winning 55% of the votes, leading to a victory over both The Reform party and Restore Britain, questions have been raised on how this by-election victory will effect Keir Starmer's premiership?

In Burnham's victory speech, he stated that his win "could be a turning point" for the Labour Party, continuing to say that the people had "voted for change, they had voted for more power in the north and everywhere forgotten by Westminster" He said this was Labour's "final chance" of redemption, concluding: "There will be no second chance, but it is a chance now from this result tonight to build a new politics based on unity and hope, turning away from the path that takes us to a divided politics of the kind we see in the United States.".

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Breaking News: The Resignation of Starmer

Following the victory of Burnham, as well as the rapid decline in support in Starmer from his fellow MP's, Starmer officially outlined his schedule for resignation on the 22nd of June.

The prime Minister stated, in his resignation speech in-front of 10 Downing Street, that nominations for the next Prime Minister will open on the 9th of July, allowing the next Prime Minister to be selected before the reopening of Parliament in September.

A new Prime Minister, however, could be selected earlier; the Labor Party have to agree on who they want to put forward as the next PM. the speed of selection is also dependent on if any Labor MP attempts to contest the leadership, Wit sourcesstating that there is potential for both Wes Streeting and Andy Burnham going for the top job.



Will Social Media Users Survive?

Following plans from Starmer's Governemt to ban social media for under 16s, with ages 16 and 17 seeing a potential curfew at 8:30 p.m, questions have been raised by parents on the consequences of the Government's plan.

Although some may think it's easy to replace technology with activities such as reading a book, going outside or joining a club, there needs to be further consideration on the way the new generations have been raised. Technology, especially since Covid-19, has became the dominant way for teens, as well as adults, to communicate, learn, and above all stay occupied. It's arguable that the lockdown the country faced extravasated the youths use of social media, and now they face a potential removal of the thing so many have grown to enjoy.

While considering this, the ban may also have huge benefits for the youth, over the past years, the media has became a toxic environment; the manosphere has grown, teens are subject to multiple influencers that may hinder their own body image, and cyber bullying is ongoing threat to the mental health of teens. While growing and going through adolesence, the brain is easily malleable, and these potential threats to the youth began that there is a chance that when they are fully grown, their opinions and TikTok on society may have been warped by the echochambers that algorythms create on social media platforms. This could have a profound effect on society as a whole, making it an unsafe place both for the individual as well as others around them.

Whether the Social Media ban gets passed and put into law or not, the climate of social media over these past few years raises the question on how the Governemnt plan to create a place safer for everyone.

Beyond Britain: The Global Stage

The Latest on the US-Iran Conflict

Despite diplomatic issues, tensions have remained high between USA and Iran; both countries have been involved in negotioations aimed at reducing disrupting in the region as well as opening important shipping routes in the Persian Gulf.

The Strait of Hormuz has remained a key point of conversation. Commercial cargoships have been attacked near Oman. These persistent incidents in the Gulf have raised concerns that ceasefire efforts could break down.

In addition, the US have warned that these continuous attacks on ships in the Strait could jeopardize further negotiations, as the Strait of Hormuz is an essential for international shipping routes,this issue needs to be solved promptly.

Energy Prices have been reacting strongly to the conflict; there was an initial surge in prices due to fears about disruption in the Strait, yet have been on the decline recently as some shipping activity has restated, and negotiations have continued.

overall, the situation in the Middle East remains unstable; diplomatic talks are continuing as of now, but incidents at sea and security fears means that the tension between US and Iran remains significant.

The Climate Crisis: How is this Affecting the Globe?

Europe has been experiencing an exceptional early-summer heatwave. The UK has experienced its hottest June on record, with Spain, France and Italy issuing several weather warnings. As a result, schools have been closing, hospitals have prepared for an increase in heat-related illness, and transport has been disrupted. Scientists claim the intensity of heat wouldn't be possible without Climate Change.

South Asia has also been experiencing extreme heat conditions, with India, Pakistan and Bangladesh seeing soaring temperatures of 46 degrees, increasing health risks and electricity usage in an attempt to bring down temperatures in homes. Pakistan and Bangladesh have remained susceptible to flooding in low-laying regions, with risks of damage to infrastructure, residents and local economies being at an all time high.

Island and costal counties have continued to see rising sea levels, coastal erosion and increased flooding risks. They too have fears of damage to infrastructure, flooding and these condition posing a threat to life.

The World Cup: Football or Political?

The current world climate has made it almost impossible for political beliefs to be hidden at the World Cup. With the four year wait coming to a close, the World Cup has recently kicked off in Mexico, Canada and USA, bringing controversy and anger among countries and fans.

Most notably, the Iran-USA war means that the Iranian football team, who qualified for the World Cup, are not aloud to stay in the USA, despite all their three group games being in the US. Instead, the team have to fly to and from Mexico every time they play. Alongside this, Iranian residents are unable to go support their team at the games, due to the US administration's 2025 travel ban.

Beyond players and fans, the leading referee Omar Artan, a Somalian resident, was denied entry to the USA, where he was scheduled to referee at the World Cup. Artan, the 2025 Confederation of African Football men's referee of year, was barred from entry due to his country being on the hat of banned countries in the US. America's denial of both teams and sporting officials has raised questions among fans on America's capacity to host this sporting event.

Another factor contributing to the 2026 World Cup controversy is the sky-high costs of both ticket and travel costs in the USA; the unusual "dynamic" ticket prices and resale system has led to the Attorneys General of New York and New Jersey to subpoena (send Legal Court order) FIFA over allegations of inflated prices and mileading those buying tickets. If this wasn't enough for fans watching the tournament, match-day travel has seen a major price hike for those travelling to the games- New Jersey's governor has been hugely critical of the lack of Support from FIFA for fans travelling.

Throughout the history of the World Cup, Politics has become increasingly present; it has influenced where the tournaments are held, how nations are presented and how fans chose to express themselves. Now more than ever, the World Cup has proven how football and politics cannot be fully seperated, making this global sporting event both a celebration of football, as well as a stage for important political and ideological debates.

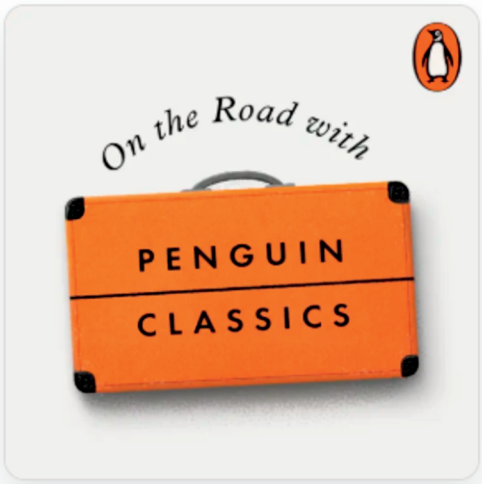
By Bobby Balderston

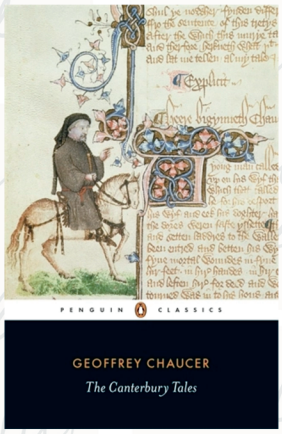
LITERATURE

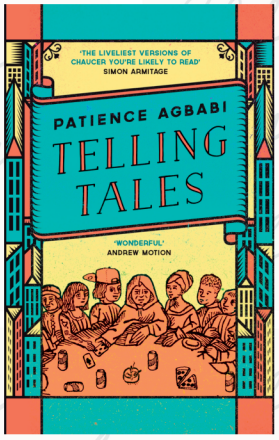
Do you often find yourself torn about what to read next? Do you spend hours reading a text just to find it wasn't for you? See below for one of the best ways to expand your reading (without always reading an entire novel). DISCLAIMER: Many of these will make you want to read the whole novel—and that's okay too!

Penguin Podcasts

The Publisher 'Penguin' has many podcasts that are free on most streaming services such as Spotify and Apple Podcasts. In particular, a favorite of mine is the podcast series 'On the Road with Penguin Classics.' In each episode, the author and editor Henry Eliot travels to a different literary location to explore a brilliant classic text in the company of a remarkable writer/reader/professor. As an English Teacher, I have read many of the classics, but I always found myself struggling with Geoffrey Chaucer. His 'Canterbury Tales' is arguably one of the most famous anthologies that are part of the literary canon, remarkably using Middle English.







Penguin's Podcast uses this literary masterpiece in partnership with Patience Agbabi, the writer of a 21st-century retelling of the text 'Telling Tales,' (2014) as a way to consider how the pilgrims' tales still continue to capture the public's imagination as well as how the poem itself is a form of pilgrimage, a way to broaden your mind to these different characters and their didactic stories. Throughout the podcast, Agbabi and Eliot partake in the literal pilgrimage themselves (except on Southeastern railway trains rather than horseback) and stop in significant destinations along the way to discuss some of the 24 tales.

Something that stuck with me is the way these characters are brought to life by Chaucer's language choices but also the way that Agbabi has modernized some of the tales according to her own context—some of them in old-school rap and others in the form of grime. I highly recommend it, and it has given a new meaning to Chaucer's tales for me. These are not the only episodes—so do have a gander.



Further to this they also have the 'Ask Penguin Podcast featured to the right.

LITERATURE

<u>One Day</u>

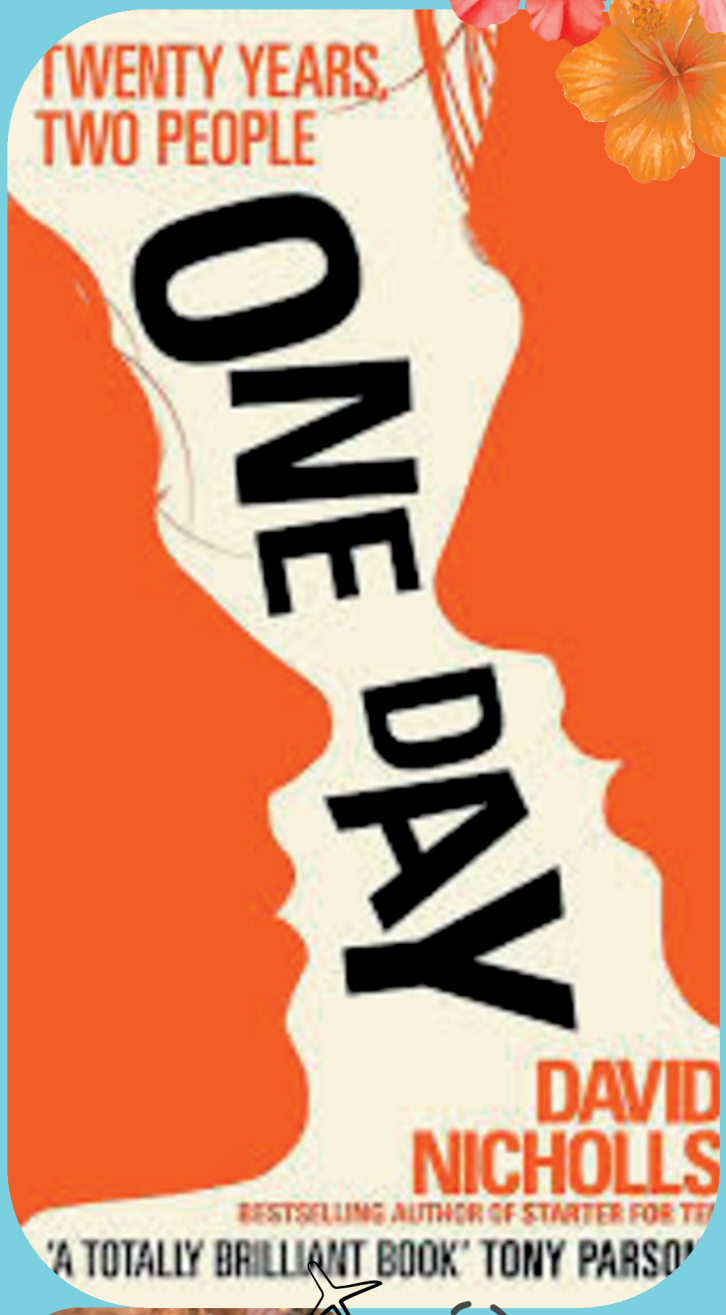
One day, written by David Nicholls, captures a turbulent Love Story between "Dexter Mayhew" and "Emma Morley". Meeting during their school years at the University of Edinburgh, the two had an instant spark that grew strength to strength throughout the 20 years covered by Nicholls.

Their paths initially go in opposite directions, with Dexter becoming a TV star, while Emma struggles in minimum wage jobs, pursuing her dreams as a Writer. These years see them acting as an anchor to each other, all-the-while navigating career changes, unrequited feelings and a prolonged fallout.

The roles then reverse; Emma lands a stable job, enabling her to follow her dream, while Dexter fades away from the limelight, loosing confidence and direction. They once again cross over, this time forcing themselves to confront their buried feelings for one and other.

Time passes, and their love grows, they begin to build their life together as a couple, facing the new challenges that adulthood throws at them. Their story ends in a heartbreaking way, with Nicholls using a cyclical structure to present a tragic, fragile, and bittersweet goodbye between two characters whose relationship were plagued with miscommunication, regret, yet an unbreakable bond with each other.

Nicholls uses his narrative to convey the fragility of Human Life, showing how, us as readers in the real world, should live with confidence and bravery, as our lives can be savaged by fate without warning.



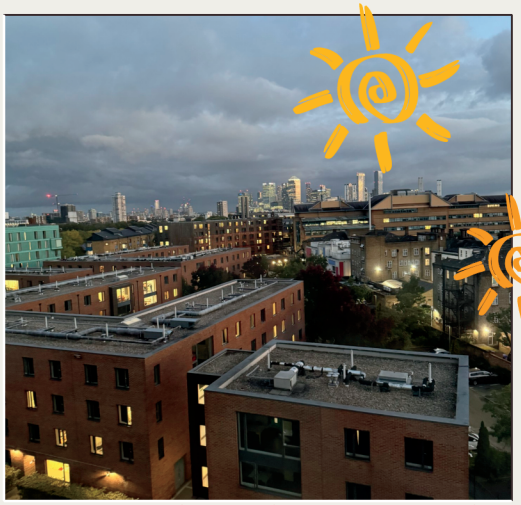


One Day was converted into a Series in 2024, allowing both lovers of the book and curious watchers to intertwine themselves with this redefined love story.

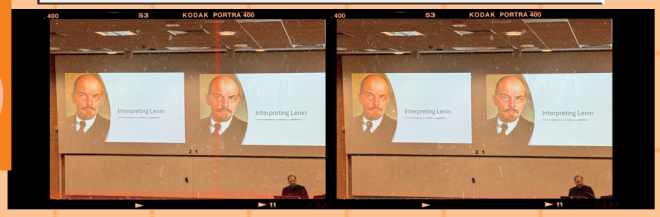
ALUMNI INTERVIEW

FEATURING: Maxwell Mayne

From year 7 to year 13, Maxwell spent his entire secondary education at Victory and then flew away to Queen Mary's University. Studying law and politics now, Maxwell reveals the ups and downs of university and how he got there.



QMUL Mile End campus in the evening from first year accommodation kitchen window



1]What is your life like at uni?

"Good. It's quite structured. I make sure to structure my life to avoid getting distracted so I try to get up every day, go to my classes, see my friends, go to the bar and maybe get a coffee with my friends afterwards."

2]How do you budget for uni?

"So I have a set amount every month, I put a specific amount for food and stuff, probably just half? The rest is for generally nice items, like a treat or to go out with friends, well whatever is left. Most of it goes into food and rent. Rent is seperate - that's what my entire student loan is spent on. I generally had accumulated savings over the years for the express purpose of university"

3]How do you appropriately balance work/social life?

"To be fair, university is not as much work as people make it out to be. I only have ten hours of learning a week, and that's taught learning. I'm supposed to do twenty a week for reading. It only takes me a couple because I'm quite quick at reading. I find the balance quite easy to control since it's mostly free time that I dictate. I think its a lot easier than sixth form - time isnt as rigid."

4]What is your favourite aspect of uni?

"Societies are pretty good -I was elected at polictics society. I do lots of social things at uni. But also i love the educational aspects, we having amazing lecturers and seminar tutors. It is really stimulating academically"

5]What is your least favourite aspect of uni?

"Probably the reading! there is a lot of reading, I do law and politics. It's a lot of case reading, textbook reading, and sometimes we are given three or four chapters to read in a week. They're like fifty page long chapters... "



6]How did you achieve such high grades in your A levels?

"Lots of reading again. I did A-level English. I re-read my texts three or four times. I practiced analysis, practiced quotes. I did history A-level so I practised reading texts, I did it mostly for fun. I made sure to memorise the flashcards, I did politics as well. So I kept up with the news. Revision was less past papers, but more consolidating knowledge and researching topics around it. I found if I understood the topics more it would come to me naturally."

7]Any tips or advice for personal statements?

"Yes. Personal statements need to be as concise as possible. Generally there is no possible way to write it good if you ramble on and on. You really need to research the courses you're applying to, need to talk about specific things on the courses and why you want to do them. If you're picking joint honours, then you need to argue why instead of a single honours."

8]Did you do any extra work outside of school? extra or super curricular wise.

"I think super curricular was lots and lots of reading. I'm super lucky I enjoy reading, im lucky i really enjoyed my A-levels and wanted to study. Extra curriculars? Not so much, I did some general uni prep, like open days and prepared that way.

9]Any tips, especially for someone who can't decide for uni what they would want to do?

"I'd look at location over university. I knew I wanted to study in London, so I picked Queen Mary's. The degree I wanted to do was joint politics and history, so I picked for it. Some people might prefer a more rural place, some people might prefer the north, so they'd pick Liverpool. I think location is more important than people give credit for - you're not only going to uni to study but also to live for three years. I'd also look at entry requirements and have a backup uni with lower grades incase something occurs. One that's quite high too, and three that are in your predicated grades. If you can't think of a course, just pick something you are quite interested in."

Teacher Q&A featuring: miss wade



Miss Wade,a senior science technician, who always valiantly assists any teacher with their practicals, always making sure everything is set up and proper for the students work! With 40+ years under her belt, a lot of experience is bound to be found. Technician or teacher, they still work in the same environment.



Q1] What is your favourite genre of music?

"A mix of Jazz and Blues, I like Elephants Gerald, The holiday, quite old school music. I also like more up-to-date stuff, a bit of Adele, Ed Sheeran. I don't like rap so much, even if the lyrics are very clever it isn't my type of music."

Q2]What is your favourite part of being a technician?

"I can do lab works and carry out experiments. I don't have to worry about children too much in the lab, I'm not managing their behaviour, I can do things at my own pace. "

Q3] What are some difficulties with your job?

"I want to stress that this doesn't apply to me, I do work full time and earn a good wage. But, If you're talking career wise, it's not necessary a career you could sell to somebody because a lot of school technicians are term time only [no holidays], they only get paid the days they come into work. There is also limited career progression. But in my case it's different."

Q4]What are the most common practicals you help set up?

"These would be for the required ones that are for GCSE's. We have to set those up every year, sometimes two or three times a year. for key stage 3 they do the same praticals in a simpler form. the most common for chemistry would be PH testing, for Biology it'd be microscopy, and for physics it'd be making circuts."

Q5] How much do you enjoy this job?

"I enjoy this job a lot. I've been here since 2018. Before that I was at an independent school. I started of as a research technician for a big pharmaceutical company, and that was in... in 1981. If I didn't like it - I wouldn't be doing it!"

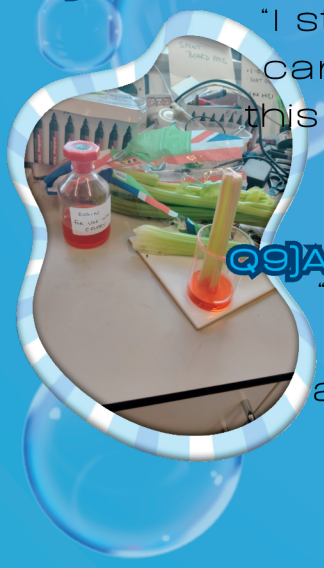
Q6]What led you down this path?

"when I went to do my A-levels, I didn't get the grades for the course I wanted, cellular pathology. So it was a last minute to apply to Bio sciences. It was a very practical heavy course and I quite liked it. When I left college, the first job I had full time was a veterinary assistant. Then an offer came up to work for De Montfort University, which was where I was a student. I worked for 13 years at that job and moved my way up, becoming a technical demonstrator, which meant I supervised practicals but didn't lecture - which suited me! In between these jobs, i worked for a large company for two years... the reason I left that job was because I didn't want to do live animal testing. I left those jobs because my conscience wouldn't let me do that."

Q7]What changed over the years you worked as a science technician?

"There's a lot more health and safety now. When I was at school myself, we did a lot of things we aren't allowed now, like mercury. Mercury is a liquid metal that is quite toxic.. but when I was at school we used to chase little beads of them around. There is now zero mercury [expect for the thermometers] in the department"

Q8] How come you stayed with this job for so many years?



"I started working in schools 2012, I had to do that to take a career break to look after my child. And I started working in this school 2018. I didn't want to go back into universities so I went to schools. I once said that I'd never work with teenagers, but now that I do I quite like it."

Q9]Any advice for someone wanting to go down this path?

"Like I said before, its not a job you'd promote somebody but That may suit somebody. The industry could cover anything, such as music and being a sound engineer, or a theatre technician doing surgeical stuff. There are lots of lots of different roles. on the website TechniciansMakeItHappen. you can see hundreds of different roles."

Q10] Any good habits on students you want to see more of?

"I think schools need to teach Bench schools, handling the apparatus more than we do. The UK is one of five countries in the world that have school technicians. The kids don't get much hands-on work, and they can't handle equipment because they don't have experience - or even know what they're called."

THE SCIENCE BEHIND ICE CREAM MAKING

REQUIRED PRACTICAL: EXPLORING CHANGES OF STATE IN ICE CREAM PRODUCTION

Equipment-
- 100ml milk/cream
- 1-2 tablespoons sugar
- Ice cubes
- 2-3 tablespoons salt
- 1 small zip-lock bag
- 1 large zip-log bag
- Towel/gloves

(to protect you hand from the cold)

Optional equipment-
Personalise your ice cream by adding ingredients such as vanilla extract, strawberry milk, sprinkles, Oreo crumbs, or others. Its up to you!



Quick tips-
Make sure both bags are sealed tightly to avoid leaks

Don't let the salty ice touch your ice cream mixture

If its not frozen after 5-10 minutes of shaking, continue shaking until it is frozen

Method-
1) Prepare the mixture
pour the milk/cream into the small zip-lock bag. Add the sugar and seal the bag tightly.

2) Set up the ice bath
Fill the large zip-lock bag about halfway with ice. Add salt on top of the ice.

3) Combine the bags
Place the small sealed bag inside the large bag with the ice and salt, Seal the large bag tightly.

4) Shake it!
Wrap the bag in a towel or wear gloves and shake it continuously for approximately 5-10 minutes.

5) Check your ice cream
Open the large bag and tack out the small bag. Wipe the small bag so no salt gets inside, then open it carefully.

6) Enjoy your result
The once liquid should now be thicker and creamy, the perfect treat for summer, ice cream!

WHY DID IT TURN INTO ICE CREAM?

The mixture starts off as a liquid when the milk/cream and sugar where added together. When placed in ice, heat in the liquid is transferred to its surroundings. Ice absorbs that heat, causing the ice to melt but the liquid mixture to rapidly cool down, As the temperature continues to drop, the particles in the liquid slow down due to the drop in kinetic energy. Eventually, the mixture reaches a point where it begins to freeze. The continuous shaking prevents large ice crystals forming, creating a smoother and creamy texture rather than a solid block.



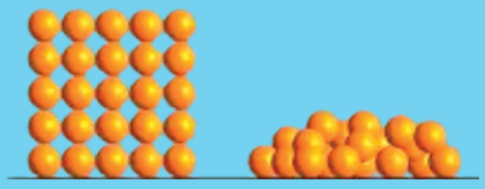
WHY DOES ICE CREAM MELT IN THE HEAT?

1) HEAT TRANSFER

Ice cream melts as it absorbs the heat energy also known as thermal energy from its surroundings. On a hot summers day, the air around the ice cream is much warmer than the ice cream itself. The heat would naturally transfer (move) from the warmer objects to the colder ones. So the thermal energy from the air, sunlight and our own body heat of our hands would be transferred into the ice cream. As the thermal energy enters the ice cream the temperature increases.

2) THE PARTICLES

Inside the ice cream, the particles are packed very closely together and move at a very slow paste. However, as thermal energy is absorbed, these particles gain kinetic energy and begin to move faster. The frozen structure starts to weaken, causing the solid ice cream to slowly change into liquid, This process is called melting, which is a change of state.



Solid Liquid

3) SUGAR

Ice cream melts faster than normal ice cubes as its made from more than just water. Sugar lowers the freezing point of the mixture, meaning a colder tempurature is needed to keep it frozen. This means the ice cream does not stay frozen as easily as plain ice.

4) AIR

The air mixed into the ice cream during production makes it lighter, softer, and easier to scoop, but this softer texture allows the heat to move through it more quickly.

NANCY M. JOHNSON



Nancy Maria Johnson also known as "Queen of Ice", was an American inventor best known for patenting the first hand-cranked ice cream freezer in 1843. Johnson's invention played a significant role in making ice cream more widely accessible in the United States. By reducing production costs and labor requirements, the hand-cranked freezer contributed to the transition of ice cream from a luxury good to a common dessert.

Ice cream may seem like a simple summer treat, but there is a lot of science behind every scoop. From heat transfer to particle movement, many scientific processes work together to create the texture and melting behaviour of ice cream.



ISSUE 41 33

By Austeja Brazauskaite

Cultures and their celebrations

Summer Worlwide



Guelaguetza

- Dancers perform in embriodered traditional clothing from different regions of Oaxaca.
- Performers throw fruits, sweets, and handmade gifts into the crowd to symbolise generosity and sharing.
- The festical celebrates Indigenous culture, music, language, and community traditions.



Festival of Roses

- Streets and floats are decortated with thousands of fresh roses during the annual rose harvest.
- Traditional parades, music, and dancing fills the town while a Rose Queen is crowned.
- The festival celebrates beauty, community, and one of Morocco's most famous natural products.

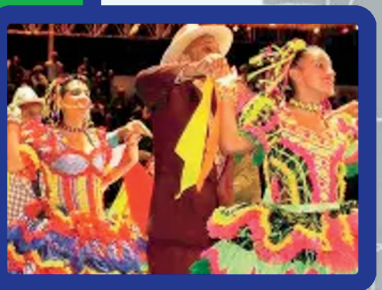






Festa Junina

- Large bonfires glow throughout the night as communities gather for music and celebrations.
- People wear straw hats and countryside clothing inspired by traditional rural life.
- Folk dances, colourfull lanturns, and food stalls creat a lively carnival-like atmosphere.





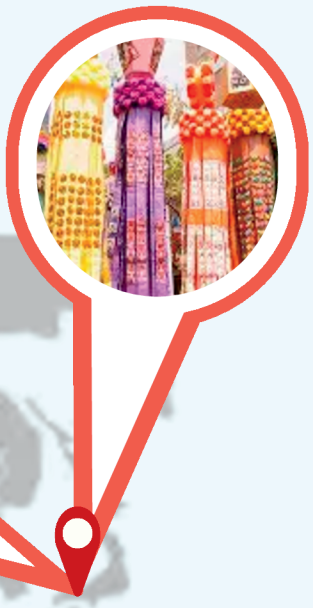
Midsummer

- People wear flower crowns and dance around a flowered-covered maypole during outdoor celebrations.
- Families gather for picnics, singing, and traditional foods beneath the bright midsummer sky.
- The festival celebrates the summer solstice and the arrival of long, light-filled days.



Tanabata

- People write wishes on colourfull paper strips called tanzaku and hang them on bamboo branches.
- Street are decorated with bright streamers, lanterns, and handmade ornaments during this summer celebration.
- The festival is based on the legend of two stars, Orihime and Hikoboshi. who are said to meet once a year.





Pasifika Festival



- Traditional dances and drum performances celebrate cultures from across the Pacific Islands.
- Food stalls serve dishes from Samoa, Tonga, Fiji, The Cook Islands, and many other communities.
- Visitors can expore colourfull crafts, performers, and clothing inspired by Pacific traditions.



By Austeja Brazauskaite

YEAR 12 WORK EXPEREIENCE

A small group of us completed our work experience at Medway School of Pharmacy, specifically, with the School's Conference which combined lab skills and clinical skills.

As part of the Conference, we were able to learn about and take part in various medical practices, such as:

- Learning how to complete basic medical jobs such as measuring blood pressure, blood sugar and the oxygen saturation of the blood, using laboratory equipment calibrated to clinical guidelines.
- Viewing the structural difference between cardiac cells before and after a myocardial infarction (a heart attack), exploring how diet can be an important risk factor and how it can be mitigated.
- Making pills utilising sprinkles, then going into one of the labs and making our own paracetamol tablet.
- Helping improve a session on the importance of hand washing, demonstrating how super-bugs can spread around a hospital rapidly in the absence of hand-washing.
- Investigating the purity of aspirin and salicylic acid; we tested their melting points and then put samples into an IR spectrometer and learnt how to interpret the results.



To conclude, my highlight of the week was when we cultured our own cells, overlooked by a world renowned researcher in the field, utilising aseptic techniques in a fume hood to ensure a sterile environment for our growing cells

— Carmen Jenkins

During my work experience at the Walting Street Dental Practice, I was given an invaluable insight into what dentistry truly entails, including the realities and challenges that come with the role.

Before this week, I was drawn to dentistry as a stable, respected career, but I also saw it as quite routine and potentially stressful, leaving me unsure whether it was the right path for me. However, seeing how the team balanced hard work with genuine warmth and enthusiasm completely changed my perspective.

I witnessed first-hand how rewarding it is to transform patients' confidence and health, and even found aspects of the work surprisingly engaging — though I now fully understand why root canals are nobody's favourite job!

I was encouraged to ask questions about clinical procedures, university courses, and life as a dentist, and seeing how much satisfaction the dentists take in their work has inspired me more than anything. What began as uncertainty has turned into clear ambition: I now know for certain that this is the career I want to pursue!



— Haseeb Shahab

For my work experience I was given the opportunity to work at Maidstone Combined Court, specifically the Crown Court division, throughout this experience I was able to gain valuable insight into the role of Barristers and the Judiciary in legal proceedings, immersing me in the alternative side of the law after my work experience at the Government Legal Department.



Seated with the Ushers and Clerks I was in the centre of the courtroom, this panoramic view enabled me to observe the Barristers in their attempts to inform the jury of the facts of the case and how it applies to the defendant or on behalf of the crown in the prosecution. Leveraging on this, I felt the atmosphere as the various Judges commanded the room - and sometimes scolding the Barristers for not being prepared! Although, I was able to learn about the other roles within the court that ground legal proceedings such as the Clerks who log the interactions between Counsel and the Judge, alongside the Ushers who bring the Judge to the courtroom as well as the jury

One thing that really stuck with me was seeing one of the Barristers on the same train as me going home, this made me realise that regardless of their occupation all legal professionals are just people at the end of the day!



Overall, I thoroughly enjoyed my time at Maidstone Combined Court and am very excited for what my future career withholds within the Law!

— Gabrielis Roye

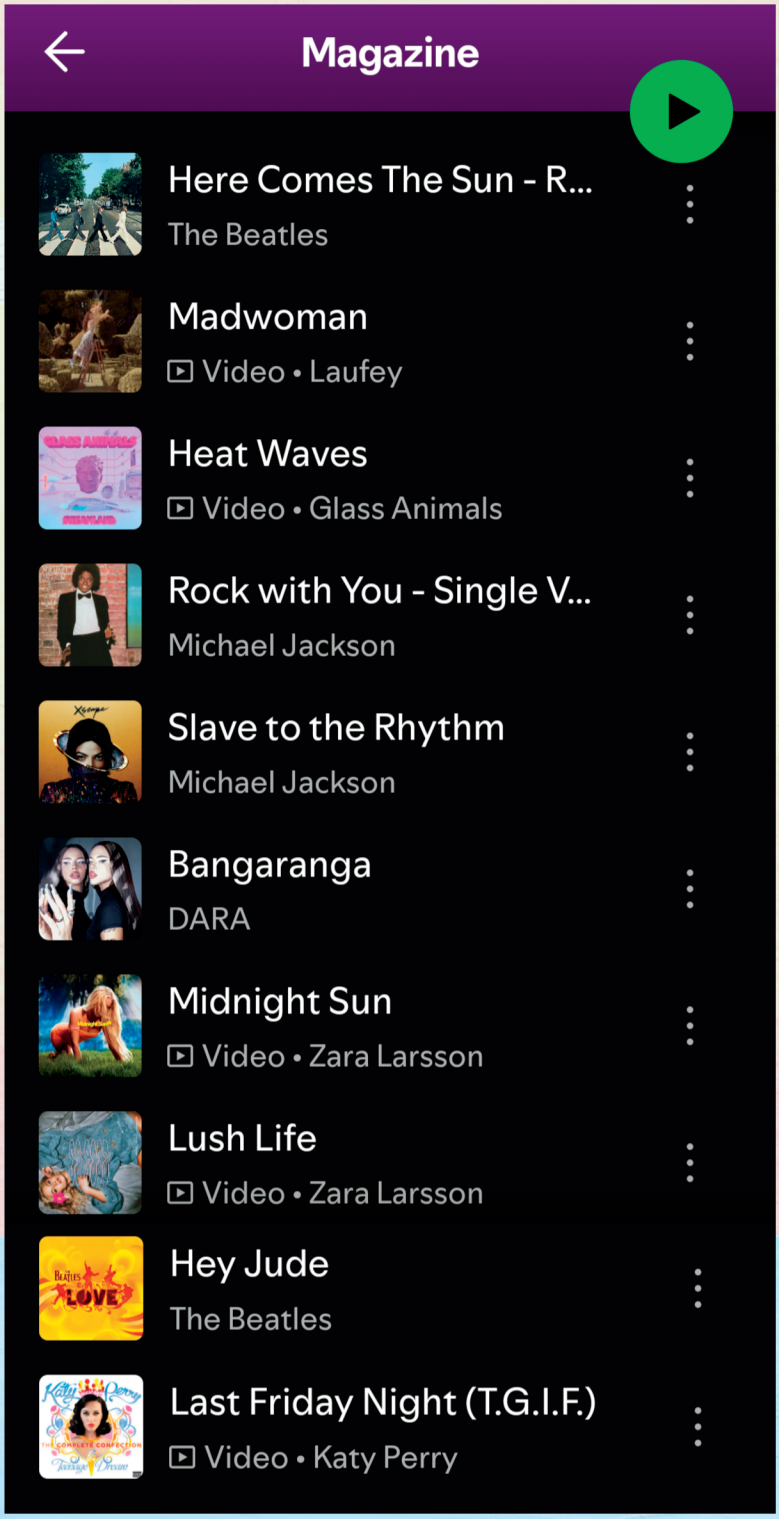
Driven by my interest within psychology alongside my nature of helping those in need, I did my work experience at Milestone Academy. Within this school, students aged 3-19 are supported with their Special Educational Needs at the best standard. Through this opportunity, I was able to understand the different behaviours of each student through observation as well as supervising them to ensure their safety. Due to high levels of stigma attached to neurodevelopmental disorders such as autism, no one can fully understand or sympathise with these individuals by nature unless they work among them and learn about their different behaviours. Although this sector is quite niche, I perceived this opportunity as highly beneficial in enhancing my journey within psychology as it enabled me to gain various transferrable skills such as communication, behaviour management, patience and adaptability.

Leigh Academy
Milestone

I have observed and participated in activities such as sensory tasks which allowed me to understand the way the pupils associated tactile, visual and auditory elements with daily components such as days of the week, or actions including outside play or needing the bathroom. Each of the children were unique and lively and I was able to support and form many relationships with them.

— Sara Popescu

MAGAZINE PLAYLIST



For this issue we have chosen songs that relflect the season of 'summer.'

We hope you enjoy our selection of songs!

MAGAZINE TEAM

Media Recommendations

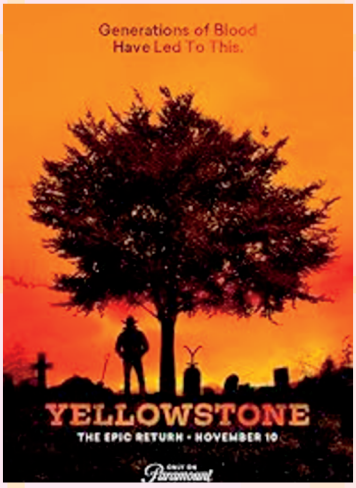
Have a look at the teams selected media recommendations for this month!

PORSHE:



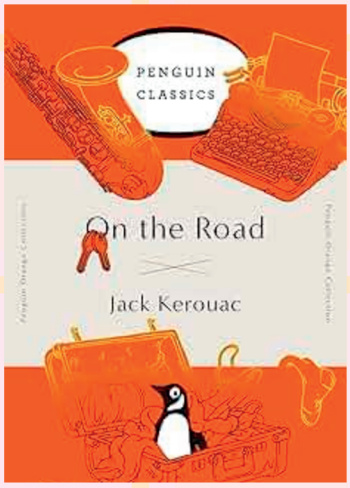
SHERWOOD BY HOUSE PRODUCTIONS

MISS GARDNER:



YELLOWSTONE BY SHERIDAN TAYLOR GIBLER JR

BOBBY:



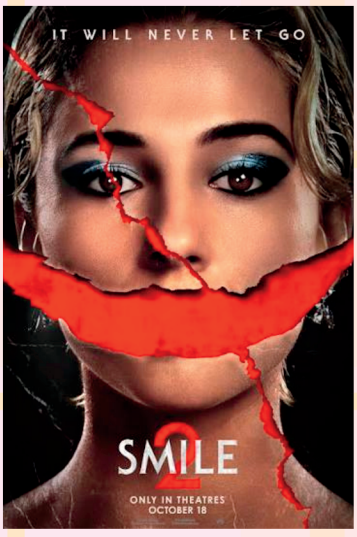
ON THE ROAD BY JACK KEROUAC

KRIS:



CARMILLA BY SHERIDAN LE FANU

GABRIELIS:



SMILE 2 BY PARKER FINN

ISABELLE:



BROOKLYN NINE-NINE BY DAN GOOR AND MICHAEL SCHUR

Meet The Team

Below is a list of our team and their respective roles within 'The Vessel.'

MANAGING DIRECTOR

Porshê

LEAD EDITORS

Gabrielis — **Sara .P**

JOURNALISTS / EDITORS

Zachary
Debate Corner

Sofia
Alumni, Teacher Q&A

Austėja
Science facts, Global culture facts

Bobby & Isabelle
Literature, Revision advice, News



The Vessel Team

SUMMER PHOTOGRAPHY



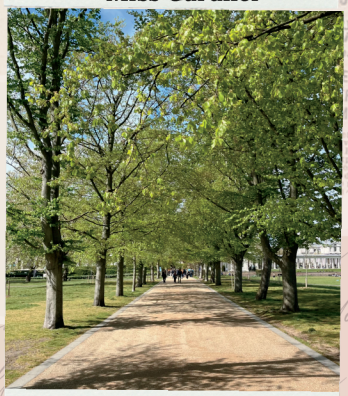
Westgate Gardens in Canterbury
- Gabrielis

Thank you so much to our students/staff that submitted entries for the summer competition. We had the most amount of entries yet!

Well done to Dilys for her stunning photo of the Jurassic Coast which we thought encaptured summer perfectly.



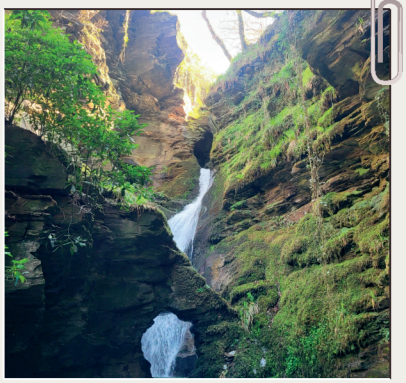
A little Egret spotted in Gillingham
- Miss Gardner



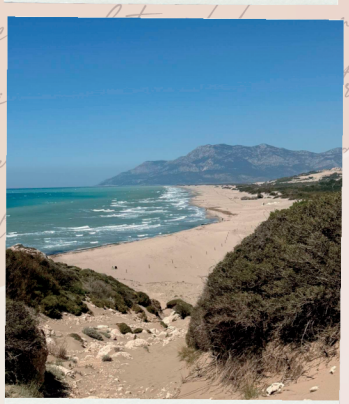
Greenwich Park
-Gabrielis



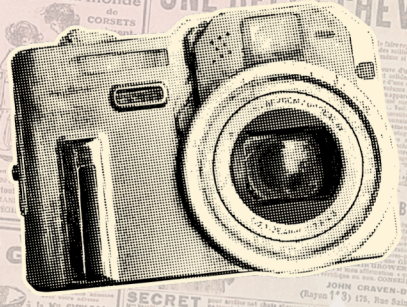
Rochester Castle
-Elif



Cornwall
- Austeja



Antayla
- Liana



Want to contribute to our next issue?

Take some photos over the Summer Holidays!

THE VICTORY SIXTH FORM

WE ARE RECRUITING!



We are looking for new, creative and innovative students to join our Magazine Team - create a page, start a discussion and express your new ideas.

Speak to Miss Gardner to join us today!