

Preston Manor Magazine

In this edition we reflected on important topics such as psychology, history and the unsung heroes of our community. We hope you enjoy this issue and learn something new!

2022-23 vol. 2

- Creative Writing
- Preston Manor Events
- Unsung Heroes
- Poetry
- Psychology
- Our Student Opinions and many more!





Yachika Bamaniya 13N

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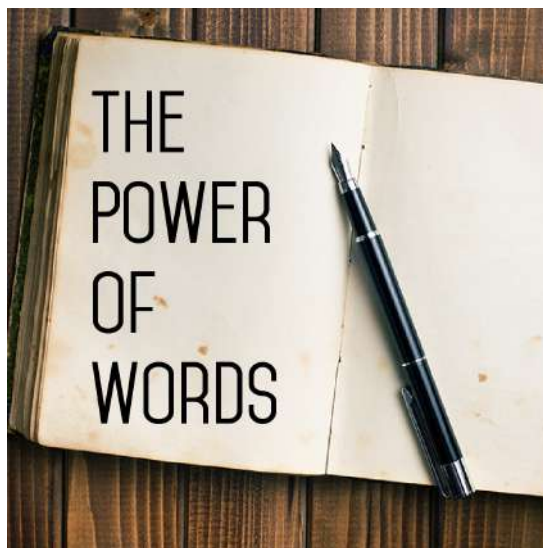
Poetry from Black History Month

Colour

Colour is what fills Nature with beauty.
But our colour is what they fight over, our colour is our sin.
Our colour is why they shackle us in chains and cover away from our people walking through the streets.
Our colour runs through the soil under the earth that brings us life.
Bold, rich and deep.
Our colour is what they fear.
Our colour is their biggest enemy.
Black is what they see first.
Black is the reason we bleed.
Fear runs through the skin of ignorance when we appear and the bullet that pierces our ear as we watch our innocence disappear.

But black is also the reason we fight.
Black is our life.
It runs through our blood and the cracked streets of our homes.
Our colour is our culture from the seams of our hair to the customs we wear.

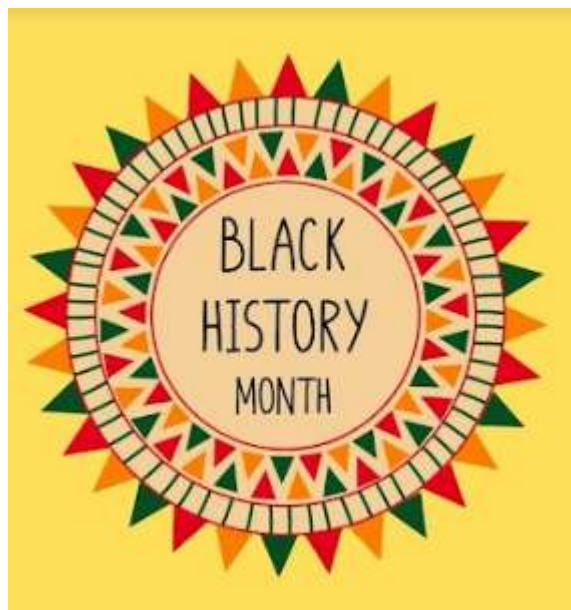
Our colour is life.



Mia Faty 10T

The power of word is simply not enough

The power of word is simply not enough,
but reaches the ones who don't act tough.
Many speakers spoke before us to help us.
That's what you call a hero.
Not someone who saved an animal,
someone who helps our community.
Black lives matter.
Your voice has a great power.
You're not an angry black woman, you're a woman with something to say.
We didn't have the energy to shout, but we still spoke out.
Do the best until you know better.
Then when you know better, do better.
Maya Angelou said that and created history
OUR history doesn't fit into a time or a month,
but that's a good start because that's all you'll get.
Time for introduction.
Not even enough time for it to sink in your head.
But it's a good start for you to see that black people aren't art
Don't care about your life or you'll be silent
but your threat to our livelihoods and our time of leisure.
See, these are things people say without saying, but we move.



Being black is more than just my race.

Being black is more than just my race.
It's about the difference that you make.
It's about the history we need to create.
It's about people knowing better and making a change.

Gone are the days of being shackled in chains.
Now we can walk with a skip and a hop,
tearing up the world stage
Call me Simone Biles!

Holding us down whilst we find justice in justice,
Just to be let down.
But we still prospered and were inspired to now wear that crown.
Call me Nelson Mandela!

Black is about being resilient and being charged by the nation
And still having the aspiration to feed the nation.
Call me Marcus Rashford!

Black is being a black boy from Brent
And not being able to pay the rent
And still making it to the top.
Call me Raheem Sterling!

Black is about being unique, vibrant, like Vibranium,
Black is thinking outside the box
Being known for innovation in your own right,
Call me Letitia Wright!

I'm going to inspire the nation with my determination,
Call me Nasir White.
I'm going to influence the future generation without hesitation.
Call me Amaal.



Analytical Response to Maya Angelou's 'Still I Rise'

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,

But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and
fear
I rise
Into a daybreak that's wondrously
clear
I rise
Bringing the gifts that my ancestors
gave,
I am the dream and the hope of the
slave.
I rise
I rise
I rise.

Personally, I think that the overall message Angelou is trying to convey is confidence will give you everything and you must always be confident in yourself. I can infer this from the line "I walk like I've got oil wells pumping in my living room". This line forms an image of someone walking with pride and confidence and not caring about others. The use of a simile shows that Angelou walks like she's rich; she has everything she wants and perhaps some arrogance. From all this, we can figure out the overall message of this poem is to wear confidence like an accessory. No matter what other people think, you must always believe in yourself and know that you are better than everything and everybody.

Year 7 student

Think Thursdays

Zequary Johnson, 10E

Topic: 'Having overprotective parents can have a negative impact on teenagers'

The debate started off with the varying definition of what 'overprotective' is deemed as, and if it was any different to the definition of 'strict'. As a group, we came to an agreement that being "overprotective" would be sheltering your child from failure, mistakes and not allowing them to make mistakes necessary for them to grow and develop as a teenager.

Almost all of the young members of the debate agreed that this type of parenting would have a negative effect on the child. Some examples of this would be the child having difficulty dealing with obstacles in later life because they are used to their overprotective parents making the decisions and hard choices for them and have no idea how to navigate the real world as they've been sheltered from it for so long.

These opinions were counteracted by some of the teachers in the room who have children of their own; they said that "strict" parenting was mainly about having consistency and discipline. Almost every teacher agreed that strict parenting was a good way to balance protecting your child but also allowing them freedom.

Some students argued that in the generation we are in now social media plays a big part in influencing teens minds and that strict parenting can cause the child to rebel against the rules set by their parents, as they see teens around them are able to have more freedom. Members came to the conclusion that depending on the severity of strictness, it can be negative for teens, but in adult years you'll see that strict parenting has more benefits in the long term.

Think Thursdays

Karen Gyang, 100

Topic: 'Should music have age restrictions?'

I think music should have age restrictions. The reason I agree is because music is a powerful art form that can have an impact on listeners. It can inspire and entertain, but it can also be harmful if it contains explicit content that is inappropriate for certain audiences.



For instance, children and teenagers are particularly vulnerable to the messages in music. They are still developing their understanding of the world around them. And being exposed to music containing explicit lyrics, violence, drug use, or harmful messages can affect their beliefs and behaviour. That's also why, in the United States, children and teenagers are involved in inappropriate activities that lead to harm. This is because there is no legal age restriction requirement for music over there, and so they are exposed to it so early in life.

However, considering such a restriction would require careful consideration and planning, as it is technically impossible to control every single child's device. That's why I also believe that it's up to guardians to monitor the music that their children listen to and make a decision on what is appropriate.

To conclude, I honestly believe that music should have age restrictions; however, it should be controlled by their guardians. As it helps inform their guardians about what their children listen to. Even though not all guardians are able to do so, it should still be in place so that it can prevent behaviours that are unacceptable and harm society.

Creative Writing

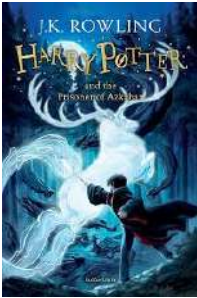
Desdemona

How dare my father disown his own beloved daughter! Why is love such a crime? If I love someone, he should support it no matter who the person may be... As much as I respect and love my father dearly, Othello is my one true love, and I will never find that again. So I have to leave and go with my dear Othello, some place we can love each other freely, without anyone judging us.

How could someone hate someone so much, that doesn't look like all of us? Othello is my dream man; how could they be so disrespectful to the love of my life? If they treat me right and fill my expectations, they should be allowed to be part of my family. I plan to hopefully one day start my own family with Othello, and just have a great life, with just us. I just hope one day, my father will come to his senses, and realise that Othello is not a bad person at all, and he loves me as I love him. I know that Cassio and Emilia will care for us when we go far from this place. Far away from my father, who will eventually want Othello dead, so he can never lay eyes on me again...

I just don't understand why my father is like this. My one and only wish is that my father just understands my relationship with Othello. Father thinks he is dangerous for me... Not only does my father not agree with my love for Othello, Iago, who I have no passion for whatsoever, is against me and Othello. I do not understand why everyone is upset about my marriage with Othello. I made up my mind! If my father and his protectors have such a problem with me and Othello being married, we will just go. Far, far away. Where we won't be their problem anymore..

Harry Potter



One of my favourite books is 'Harry Potter and the Philosopher's Stone' by J.K. Rowling. I am going to just tell you about Harry Potter, an orphan brought up by his aunt and uncle, because his parents were killed when he was a baby.

Harry Potter is a fun book and I enjoyed reading it. Also, so many people like to read the Harry Potter series. I think this because it is funny, frightening and of course, magical! And so many imaginative people have watched and enjoyed the Harry Potter films.

Harry Potter is popular because it tells you a story that millions of people love. Harry Potter explores some complex themes, such as death, love and family. And 18% of people have read all of the Harry Potter books!

What makes Harry Potter a great book is that the books are all written well, with attention to detail and wonderful vocabulary. Also it has really personal interaction between the characters.

If you haven't read the series already, the summer is the perfect time to start!



Harry Potter

Spooky Story Competition

Gothic Writing at KS2 and KS3

Our Year 7 editors designed and ran a fantastic writing workshop for students in Year 4 and Year 5. Students in Year 7 and Year 8 also had the opportunity to create gothic pieces. Some wonderful writing was created, and a few of the very best are below.

The Haunted Hospital

One day in Slovenia, there was a kid named Tom and he decided to venture into an abandoned hospital. It had vines hanging off of the top of the walls and blood oozing down the walls. As soon as he got in, he could see the walls with the dead bodies pinned on the floors by nails. It had begun...

Tom had neglected to complete this quest but he was too far deep... "You dare go any deeper? Be my guest," the sound of the mysterious creature echoed through the corridor.

Tom was terrified by what the mysterious creature had said to him. Slowly, out of the shadows came a monster but not just any kind of monster...an unpleasant huge monster. "What are you!" shouted Tom.

The monster started to chase Tom to rip out his flesh, but Tom was able to hide from the hideous monster for only a short amount of time. Tom found a baseball bat and blood was dripping down. He had no choice but to fight the hideous monster with all his skills which he had been taught. Tom barged out of hiding and challenged the monster.

"I'll give you two choices. You leave now and not be harmed or fight to the death," said the monster. The war had started and it seemed like the monster would win but Tom got one hard swing at the monster and blood was leaking out of it. "I will come back to get you," shouted the monster.

Tobias Feco

The Howl Of The Haunted House

"AAH!" Screams of terror engulfed the dark forest. The luminous lights of the bizarre-looking house instantly gasped crimson-red. His fate was now decided...

As the soot-black sky went through a bright metamorphosis, a young and courageous soul awakened. Willmore, who was an Asian living in England, along with his best friend [Casey], was a small, delicate boy, with lumpy legs and an athletic build. Casey, who was really into horror stuff, was as pale as a ghost, had soul-staring blue eyes and curly, brown hair. They both were neighbours, living in a hamlet-town called Chesham, which was growing in wealth because of all its merchants.

As the golden-coin-like-sun majestically rose, magnificent trees bursting with blossom and the sympathy of the song birds evolved an unusual question in Casey's bloated mind. A haunted "Yes", erupted from Willmore's salt-dry mouth. The next moment, they found themselves faced with a problem: how to get over the fence. After a quick-witted discussion, Casey rushed towards his rusty garage, which was located on the other side of the house. He reluctantly grabbed a ladder and gently placed it on the ground.

Willmore's life flashed before his eyes. He grabbed the ladder bars with his life strength. Their foolishness would soon recognise what it had unfortunately caused them. As they curiously peered, they caught a glimpse of a spidery tangle of trees, bushes and gnarled limbs lay cloaked in the mist like ghostly stooped figures.

Hearts pounded...Pulses raced...Eyes widened...

A few minutes later, they caught sight of their horrifying destination: the haunted house. They cautiously peered through the cackling door. Suddenly, in a grasp of light, a giant pale-as-a-ghost hand grabbed Casey."Help, help", Casey gasped."I'm trying", is all Willmore could say. Blood oozed from Casey's body.

Willmore's veins filled with pure regret. The hand turned towards him. His own fate excruciated in front of his forlorn eyes...

Muhammad Tariq

The Night of The Gargoyles

Wind howled , citizens screamed as the night of the gargoyles began...

As the moon exchanged places with the sun, a vast, evil creature, which was one eyed, steered down to planet earth to capture its clueless prey. The scent of sweet, fresh blood drifted into my nose as my eyes opened... I got up and drifted out of my haunted house to see what was going on .

People screamed in horror and frustration as hearts bumped to the ground.

One of 20 gargoyles stopped just 7 metres above my uninformed head. I stepped into puddles of blood as my terrified self sauntered down the blood - red street.

Thunder screamed , lightning struck and suddenly I fell. Everything went black...

Around one hour later, I woke up in a dark , middle-sized crypt , which was lit up by one small lamp that lay in the corner of this passable cellar. Before I knew it, I heard a voice beyond my back saying "Oh , you're awake." I turned around in terror, scared of what would happen next. My heart lifted up as I realised that it was a young lady talking to me "Oh I'm sorry if I scared you darling , I was delighted when I saw you awake, honey." the lady explained. "I, w...who are you?" I questioned the women.

"You don't remember me huh? I am your auntie, your mum's sister," she told me. Before I knew it , a gargoyle lifted the house leaving the vault without a roof...

Preston Manor Events and Trips

Autism Acceptance Week 2023

This year Autism acceptance week took place in the last week of March. Autism is a neurotype and can affect your senses such as touch or taste. Things that neurotypical people find easy may be harder for neurodivergent people. On the other hand, things neurotypical people find hard are easier for Autistic people. Autistic people can find things hard and can get overwhelmed.

During Autism acceptance week, we baked cookies, wore blue and we made a video of our art work to highlight the amazingness of Autism.

As Neurodiversity Ambassadors, it is our job to make sure that everyone is accepted for who they are, no matter if they are neurodivergent or not.

We asked our neurodiverse community at Preston Manor what things make them feel happy and safe at school. They said being calm, not laughing at us, being patient and accepting us for who we are by showing kindness. Please speak to the supporting adults you may see around if you want to know more about Autism.

Alice Pingat 7A and Shanice Mccloud Benkilani 7S



LJ Hamilton 8A and Joel Baskaram 8A

Meeting Kenrick 'H2O' Sandy MBE.

In March, Ms Robinson took a group of students to meet Kenrick Sandy. Sandy was awarded an MBE for services to Dance and the community in 2017. Co-founder and Co-Artistic Director of Boy Blue, Associate Artist at the Barbican London, he is one of the most renowned choreographers and performers in the UK urban, commercial and theatrical scenes. Despite only beginning his dance career aged 19, East Londoner Sandy's credits are extensive: As a performer his repertoire includes Legacy Re:Loaded at the Jerwood Dance House and Jonzi D's Lyrikal Fearta Redux at Sadler's Wells. He has also created choreography for an array of artists (FKA twigs, Rita Ora) and brands (Nike, adidas, ASOS). One student wrote:

As a Preston Manor Dancer I was asked if I wanted to attend a Dance Workshop with Boy Blue's choreographer and director Kenrick H2O. I love dancing and wanted to have an experience with dancing in a big group and see the different ways they dance. I found the class very challenging. It was great when the teacher took us Preston Manor students into a separate room. It helped me to build more confidence with performing the moves. I would love to go again but I know it will be hard. I met Kenrick and he was so down to earth, he took pics with us and he treated me like everyone else.

Dance helps me to build confidence. I feel privileged and happy to be a member of the Preston Manor Dance Company because it has given me the opportunity to perform to live audiences and attend Professional Dance establishments, West End Theatre shows and Intensive Professional Dance Workshops and Courses. I am becoming a better dancer and my confidence is growing.



My note to anyone who wants to dance: When it comes to dancing, don't think about it, just do it. If you are not confident, go with a friend because you never know in the future you might become a famous dancer.

Sukeny Miguel 8T

Preston Manor: The Year in Sport

Interview with Mr Bayliss about the Sports Teams

This term has been yet another hectic one in terms of sport at PMS. This term was the Year 9s' first competitive rugby experience and they were "brilliant". We have played 4 games, winning 2 and drawing 2. What else is next for our amazing teams?

How are the Year 7 sport teams doing?

The boys have played in both Brent and Middlesex football competitions this season. They have "applied themselves admirably". However they just missed out on reaching the semi finals of the Brent Cup. In addition, the girls have also taken part in Brent and Middlesex football competitions. As Mr Bayliss says, "they have enjoyed some success in both".

How are the Year 8 sport teams doing?

"The Year 8 boys have had an excellent year in their football", Mr Bayliss says. They reached the quarter finals of the Middlesex Cup and the semi finals of the Brent Cup, which they lost out by the odd goal in 9 to Ark Academy. Mr Bayliss had said, "They were fantastic and I was delighted with their process. There is so much potential within the year group."

How are the Year 9 sports teams doing?

Mr Bayliss believes our year 9s are "A year group packed full of sporting potential". There are a number of pupils who are involved with football academies at present. Due to this, it has made the boys' team have a strong performance on the football field, as seen through them managing to reach the Brent Final. Our team scored a resounding 5-0 win versus Kingsbury in their semi-final game.

In addition , the boys have also won the two tournaments which they have entered through the Saracens Project Rugby Scheme. Furthermore, the basketball team is also making excellent progress and have improved with each game. The school has also brought in some outside coaching with a focus on raising achievements in KS3 Basketball. Additionally, the Year 9 boys have played badminton and table tennis fixtures this season.

How are the Year 10 sport teams doing?

This year has "performed well this year though perhaps they have not reached the heights they are capable of ", Mr Bayliss said. They narrowly lost in the semi finals of the Brent Cup, 2-1. However, the basketball team is making real progress, as they have been victorious in the majority of their games. Mr Bayliss said, "in previous years the athletics team had been strong and a number of the boys who took part in

the middlesex athletics championships last summer, will be looking to build upon their successes”.

How are the Year 11 sport teams doing?

The Year 11 football team performed really well this season and only missed out on qualifying for the Brent Semi finals on goal difference.

How are the Sixth Form sport teams doing?

The sixth form team has done really well this year, as they only suffered one league defeat all season in football, before narrowing down to QPS in their semi finals. This successful trajectory is also visible in the 6th form basketball team. It has been fantastic success, again only suffering one defeat all season.

Overall this year:

Throughout the year, there have been 50 football matches, 15-20 basketball games approximately, several rugby festivals and numerous badminton and table tennis competitions.

The extra curricular programmes have been incredibly well attended and the PE department has strived hard to always maintain this throughout the year. Additionally, Year 7, 8, 9 and 10 students attended the Brent Athletics Championship.

Mr Bayliss said, “the level of performance and commitment of all of those who have taken part, has been great, BUT we still do not have enough pupils who play competitive sport outside of the school environment. It is so important for them to do so - not only for their sporting development, but also for their social and emotional well-being. We have a huge number of contacts across a wide variety of sports, so people let us know if you want to pursue this. Well done everyone. A great year for sport. Hopefully more to come by the end of term.”

Psychology: Egg Babies

Part of the Year 12 Psychology Course involves students taking part in an egg baby experiment. For a whole week, students carry around an egg with them to all their lessons. Students are responsible for all aspects of egg care, including any egg-related mess! The winning students wrote about their experience below:

During the week beginning the 23rd of January, we were given an egg to take care of. The task was to keep this egg safe and care for it as if it were a child, whilst doing things with the egg and explaining how it linked to psychology.

We both took turns taking care of the egg, which we ended up naming Bob. We painted Bob red and made him a green hat so he could stay warm in the cold. Sadly, on one of the days, we forgot to bring Bob into school, leading him to get separation anxiety. This resulted in us getting a strike on our record, as we were meant to bring him in every day to school.

Luckily, both Bob and Ms Anand forgave us! We continued to take care of him: we fed him, read him stories and he became a very happy egg.

After the week ended, we made a presentation about all the fun activities we did with Bob, including feeding him and reading him scary stories of Humpty Dumpty before bed. We explained how the project relates to the topic of attachment in Psychology. Our presentation ended up winning and we won a chocolate easter egg each.



Mariam Gaad 12N and Neshamah Foday 12O

Growing Kindness

Growing Kindness is a project that the members of the Behaviour Panel came up with to help create a more friendly environment around school and help spread kindness in our community. So we decided to set a competition that not only helps the environment, but also others around us.

All students have been asked to select a kindness note they would like to send to another student. We provided a selection of kindness notes to choose from like "don't give up, you can do it" or the students could write their own kindness note. Each kindness note was exchanged for a certain amount of water that we use to help grow their sunflowers. Each form letter has its own plant. Each plant is supported by four classes ie 7P, 8P, 9P and 10P make one group. Each year group contributes by sending the kindness notes out weekly. The competition will be running for a month and the form letter at the end of this term with the healthiest plant gets a pizza party!!

We have decided with so much anxiety and stress our students may go through, this initiative can help improve their well-being and encourage them to be resilient! We also hope that receiving a kindness note would also brighten up their day.



So we wait with bated breath to see which plant will grow the highest due to all the kind notes that have been sent. Watch this space for the results...

Behaviour Panel

Author Visit: Dana Zaman

Former students and author, Dana Zaman, visited the school in June and ran a wonderful workshop for Year 7 students. Two of our editors were lucky enough to have the chance to ask her some questions as well.

Q: What advice would you give to people who want to be authors?

I would say, for me, when I was writing my stories, I was actually taking from life. Many things in my stories are taken from my own life. I found myself feeling very frustrated by gossip culture and I wanted to write about it, how silly it can be when somebody's believing something that's not true about you and not telling you openly, so you can actually defend yourself. Gossip culture is just a waste of time.

I would say, if you have something in your own life that you've experienced, and you want to educate people and teach them how that feels, you can use this in your writing. Perhaps somebody was not very nice to you, or not very fair to you. Perhaps there is a situation that you think should change. You can draw from your own life and actually express yourself, like a catharsis and get it out of your system.

As a writer, I would also say believe in yourself. Really have faith in yourself. I would say it's a lot of hard work, but if you're prepared to put in the hard work it's



definitely worth it. A lot of writers, when they leave this world, they leave their books behind. Their books are like their children. So when they're gone, we remember them from their work.

So definitely believe in yourself. Draw from life experience. Be aware it's going to be a lot of hard work. When you first get lots of ideas, it's like a brainstorm. You've got all of these ideas and you've got to put them into order, into chapters. Then you write a first draft, then a second, then a third, then a fourth. You want to make it perfect before it goes out into the world.

If you want to make your mark on the world, if you want to say something, then I would say: believe in yourself, go for it! Write about something that really matters to you, draw from life, and maybe hopefully change the way the people look at things.

Q: Which of your books is your favourite?

I've written two so far, and I want to write some more in the future, but so far I don't think I've got a favourite. I'm looking for people to tell me which one they like the most. In future, I want to write a couple more.

In one of them, I might actually mention Preston Manor, because I want to write about a little girl, between the ages of ten and eleven, going through the process of secondary transfer, changing from a primary school child to a secondary school child. I actually came to Preston Manor many years ago, in the 1980s. I want to write about that year. I was at Park Lane Primary school, and my Headteacher said to my mum that *Preston Manor's the best school in Brent. You must apply to that school as your first choice.* So I might write about coming to Preston Manor at the end of the story.

I'm not sure I have a favourite, because my books are like my children, and I love them all equally.

Q: How do you plan your stories?

Well first of all, I have ideas. For about a year, I fill a notebook. For me, it's a four stage process. At first, I just brain-storm ideas. Sometimes I might be walking down the road and suddenly I think of a line, so I'll put it in my notebook.

I wrote a story recently about body shaming, because a lot of girls are being bullied about their weight. I wrote a story about a girl being called fat, but she isn't fat. She's perfectly normal and beautiful. People were calling her 'the shame of India' because she had put on some pregnancy pounds. I thought this was ridiculous, so I wrote a story shaming the body shamers.

One time I was walking down the street and came up with a line for this story. So I have a notebook with me at all times and I write down whatever comes into my head. Then I put it all into the notebook. And then it grows over the period of a year.

At the end of the year, it's a mess of ideas, so then what I do is I do a first draft where I put it into chapters and do a rough draft.

Then in the second draft I make it a bit neater, after which I type it for the third draft. Next, I print it off, and I go through for mistakes before I give it to the publisher.

Q: Who is your favourite author?

I love a lot of English classics because I read English and American Literature at University. I really love 'Pride and Prejudice' because I love Jane Austen because she has a very light touch. She's very funny, so I love people who have a bit of comedy in their writing. When I write stories, I include a bit of comedy. If you've read my books, you'll notice I like to have a bit of fun.

Even if I'm dealing with a serious message, I still like to have a bit of comedy. 'Pride and Prejudice' is a funny and loving story and I like 'Emma' by Jane Austen as well.

From the time I was a little girl, I was writing little poems. As a teenager I wrote poetry as a form of self-expression. Then, I did some scriptwriting in my twenties. I did a course at Thames Valley University and I had an English tutor who really encouraged me. So I started writing children's stories.

Q: Why did you choose to write children's books?

I think it's because with children's books, you can let your imagination run free. With adult stories, you have to be realistic, but with children's stories you can have a lot of fun.

I'm going to talk about one of my favourite children's authors today, Roald Dahl. When I read his adult writing I don't love it as much as his children's books, because the children's books are much more fun. For example, in 'Matilda', the little girl suddenly develops superpowers. It's great; you have a little girl who feels powerless in the world, and suddenly she develops superpowers.

In children's stories, you can use your imagination. You don't have to be really realistic; you can really be imaginative. So I really loved children's literature for that reason.

Q: You mentioned your favourite book is by Jane Austen. How does that compare to your writing?

I think I need to build-up my confidence as a writer, because in the future I would love to write a novel for adults. To do an adult novel, you can't just do what you do

in a children's novel, and have to be more realistic, unless you choose the fantasy genre.

So I think it's a question of confidence. Hopefully in the future, I would like to write an adult novel, and write about important issues that we really need to think about, like single parent families, and society being fair to the less fortunate. At the moment, as I'm starting out, I'm enjoying writing stories for children.

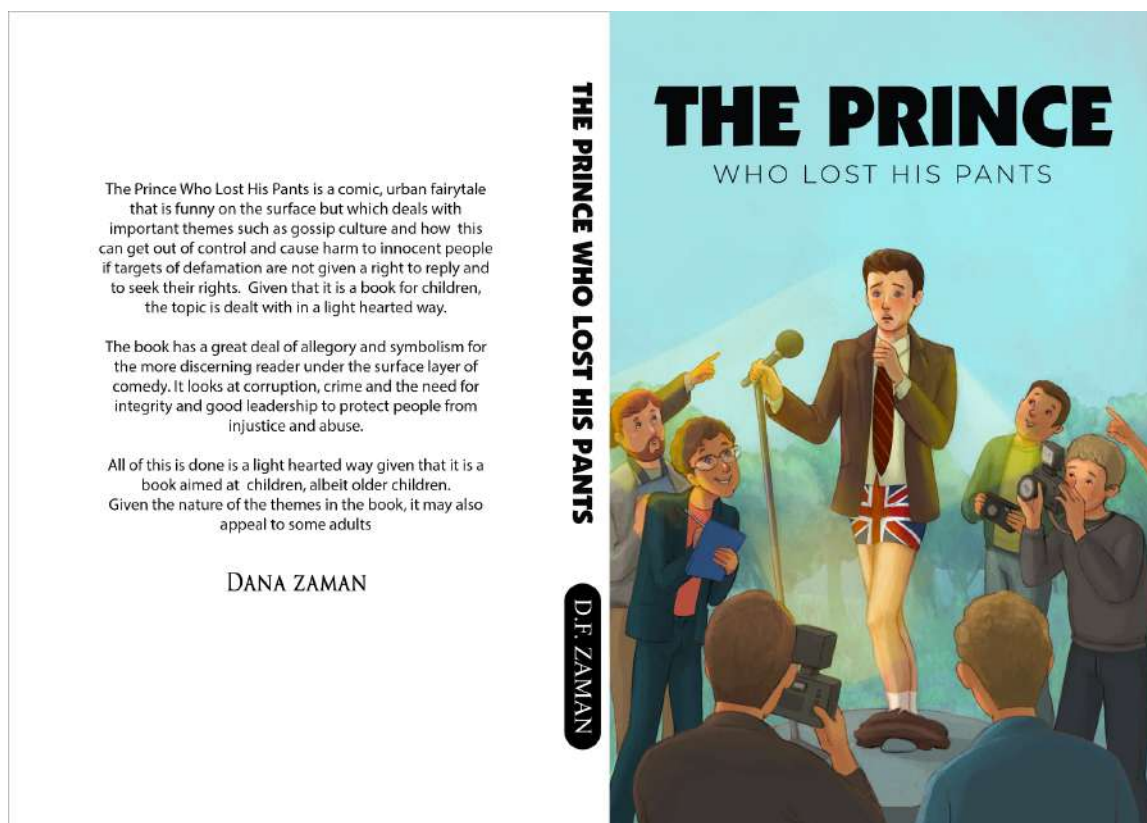
Q: Do you have any tips for young aspiring writers?

I would say, there are lots of courses about, like Writers' Bureau. There are lots of opportunities. A lot of universities do writing courses over the summer. With the internet, it's very easy to go online and do research and find good writing courses. I know Cambridge University runs writing courses in the summer for young writers.

Above all, hone your skills and your talent. Make notes of things that interest you. Use your life experience, and the things you feel strongly about to inspire you. Don't forget:

- There are lots of courses that you can take
- Make notes of ideas that are interesting to you
- Draw from life

Thank you very much!



Rasa Sedighi 7A and Andreea Prodan 12R

Windrush 75th Anniversary Event



We had the great opportunity to take part in the Windrush Celebration at Windsor Castle, where we attended a church service dedicated to the Windrush generation. It was also a great experience because we learnt about this historical event. We also got to be in the presence of the King, and although we did not get to talk to him, it was still a once in a lifetime experience.



One of the main things I learnt thanks to the trip is the fact that migrants have contributed so much to Britain and its growth and allowed it to become the accepting and multicultural society it is today.

Cosmina Morar 10A

How to approach your exams

We interviewed our wonderful psychology teacher, Ms Anand, and asked her for a few tips on how we can best approach our exams. If you're looking for a good way to start preparing, come along and find out how you can build your exam revision and habits to help you with your stress.

Any advice for students to reduce their stress in the exam season?

Everyone's key component to revising is normally a revision timetable but it is vital to leave time for yourself in between revising. Long hours revising and notetaking can easily become overwhelming and stressful so when you make your timetable put in a few breaks. Whether you watch a YouTube video or go on a walk, the main objective of that break is to let you decompress. As Ms Anand said 'just do anything that you enjoy'.

Sometimes we need to calm ourselves down and a breathing technique is one of the best ways to do so. Ms Anand's favourite is the Triangle breathing technique, so let's see how it's done!

'Triangle breathing is where you inhale for a count of three while you visualise drawing one of the lines for the triangle. Then you hold your breath for a count of three as you visualise yourself during the second line of the triangle. Then the third part is where you breathe out on account of three whilst you visualise joining the final line of the triangle.'

This simple technique can be done during an exam or in another stressful situation.



However, if needed, sixth-formers are offered counselling through the counselling email address advertised on the mental health notice boards. This is a confidential service and because sixth-formers are 16 and over, there is no permission needed for you to receive counselling. During exam time, counselling services are given on a

first come basis and tips and strategies on how to manage exam anxiety are just one of the pieces of advice we have. Most importantly, Ms Anand advises to 'just take each exam one at a time'.

When you were younger, what helped you cope with exams and their stress?

One of the things that really helped me was my mom never put pressure on me. She always used to say 'what's the worst that is going to happen?' and that's something that really helped to calm me down. I also use this with my students when they're feeling stressed, because what's the worst that will happen? Failure is something that you can learn from, so even if you fail an exam it doesn't mean that you're a failure; it's just an opportunity to learn from it and to improve. When I felt stressed I used to take rescue remedies, it was a herb that I put in my water before the exam which would help calm my nerves. But I'm a firm believer in breathing and relaxation and also quite religious, so just putting my faith in god is enough. If I feel like I can't do anything, I always think that there's no point worrying about it twice; you can spend time worrying about it before it happens and if it does happen. Rather than that, I put my energy into either praying or focusing. Thinking about your exam as an opportunity to show your passion for the subject can also help.

What are some good methods to revise?

Many students find YouTube videos, flash cards and diagrams or posters really useful to revise. Listening to a YouTube video or a recording of yourself going through your notes on your way to school can be really helpful. If you don't like listening, why not try some flashcards or note taking?

Many people find it useful to colour coordinate their notes to each topic so you can more easily distinguish and remember them. If you have fun revising, you might find it easier to remember the content. Even Ms Anand uses different colours for different topics. Alternatively to remember diagrams and formulas you could stick them on your walls or around your house so you are constantly reminded of them.

In conclusion, everyone gets stressed so let's deal with it together. Whether you go to counselling, talk to a friend or try some triangle breathing, it's important that you deal with your stress both in and out of exams.

We hope you've found some useful revision or stress management advice and always remember: 'in an exam it's about what you know, and the questions that you try, and that's what's really important.'

Unsung Heroes

Baroness Betty Boothroyd - The First Ever Female Speaker of the House of Commons

Baroness Betty Boothroyd - Shattering more than 700 years of Parliamentary Tradition

Betty Boothroyd was the very first female speaker of the House of Commons, where she was elected in 1992 defeating 700 years of parliamentary tradition.



She began her parliamentary career as the Labour MP of West Bromwich from 1973 until her retirement in 2000. Even after her retirement she still carried out a leading part behind the scenes as a rightwing party loyalist during the power struggles that the party experienced in the 1970s and 80s. Following her legacy in the Labour Party, her being a great political tactician allowed her to win the speakership making her one of the third ever Labour MPs to take the chair by a striking set of votes of 372 to 238.



It may be perceived that she was strictly passionate about politics from a very young age through her political success, but it was never the case. Boothroyd was, famously, a former member of the Tiller Girls dancing troupe, which is a complete shock to the political audience.

Commented on by her former secretary, Barbara Castle records the moral of

Boothroyd's career: "You never know what people are capable of until you give them the opportunity to show it". The Baroness was given the chance of becoming something greater and this was through the strong belief of her parents. It is with this that her mother fostered her political career through the attendance to political meetings.

In turn, it was through these political meetings and debates that Denis Healey encountered Betty Boothroyd. It is recorded by him that there were only two memorable events during his campaigns: the King's death and when he took the afternoon off to judge a speaking contest for young socialists.

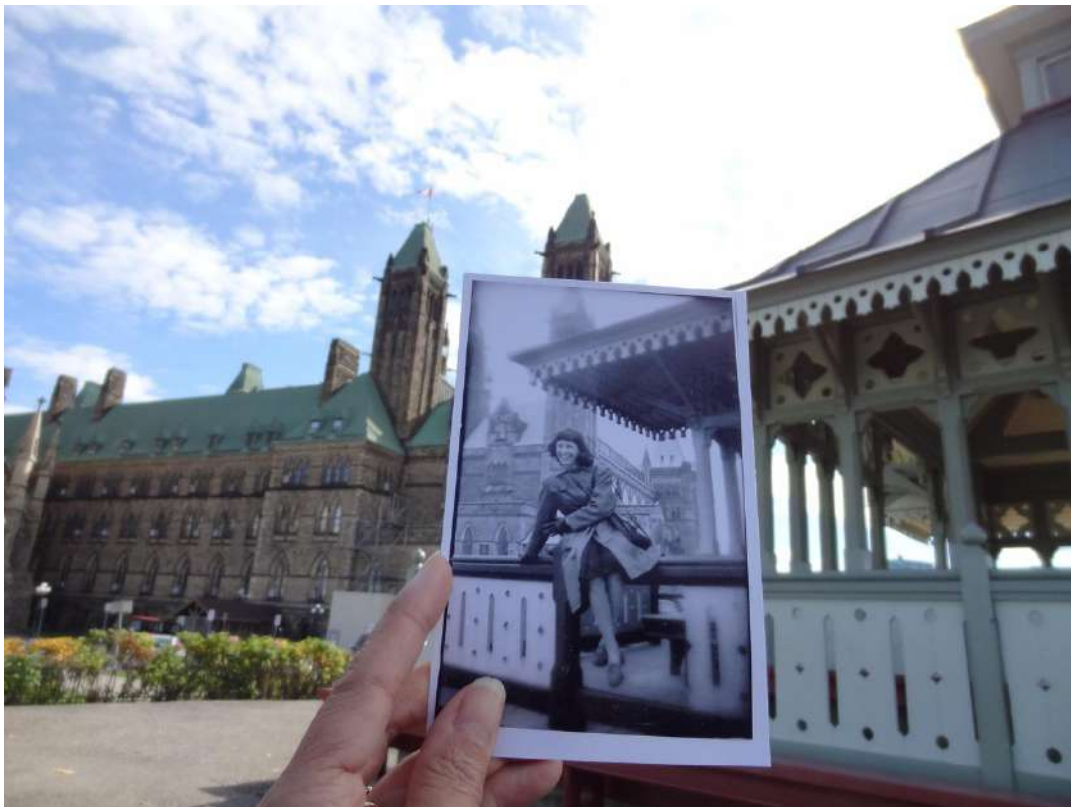
Ever since, Betty Boothroyd has become a sensation to the world as the first woman to shatter the 700 years of parliamentary tradition, making it seem possible for young girls to achieve what she achieved. Through her words it is when someone gives you the opportunity to do something great that you can actually achieve greatness.



Viewpoints

What is Historiography and why is it important to us?

Many people accept what's written in History books, or what's told to them, at face value but many times we need to take a step back and look at what's really there. Historiography is the study of how History is written and although it may seem like a niche topic it's applicable to us in our everyday lives. We are a generation formed by fleeting trends and ideas, where everything is there but just out of reach. We live in an age with a warped perspective of time, where a week feels like a month and we never quite experience the present. Historiography is about perspectives so let's shift our perspectives from 'How will my life be in 20 years?' to 'How is my life now?'



The Historiography of the Middle Ages is probably one of the clearest examples of the importance of perspective. For most of us those times are formed by religion, and the strong sense of belief people had. Whether it was Christianity, Islam or Druidic religions it is strongly believed that religion formed the population. However, let's take a step back, the sources that Historians formed this belief off were written by the minority of literate people at the time, estimated to be somewhere below 20% of the population in Western Europe. In addition, we know that these literary

people were mainly clergymen and aristocrats who were definitely religious. So when a mere 2% of the population, at least in Britain, write what we consider fact does our initial belief still resonate as fact or does it shift to look more as a widely accepted assumption? This is not to say that History is false but it can be fickle, which is why it's important for us to look at varied views and ideas.

In schools we are taught to accept what we're taught as pure fact, and although this makes it easier to fulfil our academic expectations, it hinders our ability to explore through thought. Throughout Britain youth have been becoming less and less creative and have shown great disinterest in arts. This could be due to our focus on empirical achievements such as reaching a specific grade or getting a specific mark. It is important to achieve these things but alongside this we must acknowledge the need to go beyond the curriculum and look into things that we enjoy as individuals and more importantly, share these joys with others.

So how does Historiography apply to us? Well, just as we need to broaden our views when looking at the past we have to broaden our views in the present. With the appearance of technology we started taking things for granted and not questioning them. Let's look further than the top answer on Google, or than the rumours we hear, let's start asking 'why?' and 'how?', because by accepting everything as it seems and ignorantly building upon these 'facts' we become less and less aware of our surroundings and environment.

Our lives and our History are only what we let them be so let's put some effort into them and think of all the possibilities there are. We limit our History by picking just one true History but why can't we accept a set of possibilities. We limit ourselves by categorising everything into trends, styles and beliefs but let's look more broadly at what there is and enjoy our present with everything around us, not trying to squeeze into neat little categories or beliefs. Let's not just fill in gaps with assumptions to make our idea work, let's look for what is really there.

STOP IT NOW!

Every year, a group of students in Year 10 have an opportunity to attend a day's workshop focused on public speaking, organised by the Jack Petchey's Speak Out programme. All students involved produce and perform a speech and the winning performer then competes in the borough final. This academic year, Daina Earlington won first place in Preston Manor, and third place in the Brent Regional Finals. Congratulations Daina! Her full speech is below:

Sensitive, weak, confidence, resilience...

What do you think these words mean to you?

Well apparently I was too sensitive, too weak, and lacked confidence...
What do you think this negative language does to a young person like me?

Well it did just that, it made me sensitive,
it made me weak and it made me lose all hope in the people I could trust.

You see, in my last school I went through horrible bullying,
to the point where teachers wouldn't help me,
to the point where I felt alone.

The people that I trusted turned their backs on me,
the only person that I had was my mother,
And I know that I am not the only person that has felt like this.

There were days where I felt like I couldn't eat,
days where I felt like I couldn't sleep,
days where looking at people would scare me,
It was difficult and I know I am not the only person that has felt this way.

you see once I went to a teacher, my own head of year in year 7
about an incident that had happened and she looked at me...
she stared me in my eyes and she said to me that
"She did not have time to deal with me today."

And she never dealt with it,
at that time I had been threatened to be pushed into train tracks,
I was alone, no one was there, it was only me and my mother
who was trying her hardest.

Do you know how many people get bullied at school?
Almost 40%

Did you know that these people feel alone?

That these people don't have anyone,
that these people look out for someone to help them
and sometimes they are just left by themselves.

sometimes they revert to self-harm, suicide and horrible thoughts.
I am lucky that case wasn't me.

I am unapologetically me and I won't be changing for anyone
and nor should you!

Why should we donate to charity?

Today, I stand before you to discuss a topic that resonates deeply within our hearts: the power of giving and the importance of donating to charity. In a world that often seems chaotic and divided, the act of giving can be a beacon of hope, uniting us all in a common cause.



Why should you donate to charity, you might ask? The reasons are manifold. First and foremost, by donating to a reputable charity, you have the power to make a tangible difference in someone's life. Your contribution can provide shelter to the homeless, nourishment to the hungry, and education to those who are denied access to it. The impact of your generosity is immeasurable and can bring about a positive transformation in someone's life.

Secondly, donating to charity allows you to be part of something greater than yourself. It enables you to become an agent of change, a force that can uplift communities, empower individuals, and inspire others to follow suit. Your donation, no matter how small, has the potential to ripple through society, sparking a chain reaction of kindness and compassion.

Moreover, giving to charity fosters a sense of gratitude and appreciation for the privileges we often take for granted. It reminds us of the blessings we possess and compels us to share them with those less fortunate. Through this act of selflessness, we gain a deeper understanding of the struggles others face and become more empathetic towards their plight.

Additionally, donating to charity can also benefit you personally. Research has shown that giving not only enhances our overall well-being but also improves our mental and physical health. The act of giving releases endorphins, promoting a sense of joy and fulfillment. It alleviates stress and cultivates a sense of purpose, providing us with a meaningful connection to the world around us.

Lastly, donating to charity is an investment in the future, a testament to our commitment to creating a better world for generations to come. When we contribute to causes such as environmental conservation, education, or healthcare, we contribute to the building blocks of a sustainable and equitable future. By empowering others, we pave the way for a brighter tomorrow, where every individual has an opportunity to thrive.

In conclusion, donating to charity is not just a noble act but a responsibility we all share. It has the power to transform lives, foster unity, and create a better world. So, let us open our hearts, extend our hands, and give generously. Together, we can make a difference that transcends time, leaving a legacy of compassion and hope.

Thank you.



Sham Qrich 8P

The Crisis in Turkey and Syria: What is happening?

Recently, as most of you know, there were two earthquakes that hit southern Turkey and northern Syria and have caused huge damage. Now many are left struggling.

More than 50,000 people died, thousands more were injured and millions have lost everything. Many charities are focusing on providing necessary resources like food and water to the survivors who have lost their homes. Multiple countries have been helping, including the UK who have provided aid and many other resources to help the survivors get through this crisis.



What can we do to help? A recommended idea would be to donate through trusted charities; you can be sure your money is going towards a good cause. Our school held many activities including bake sales, dance recitals and art sales. We sold many items and all of the money that we collect is going to charities that support Turkey and Syria. So if you bought anything, you are helping the victims of earthquakes significantly. Preston Manor raised over £800, which is a fantastic result.

There have been many historical earthquakes; their effects have often been drastic. An example of this is the great Valdivia earthquake in Chile, which happened in 1960 and is known as one of the earth's most powerful earthquakes to ever happen. This earthquake also created a huge tsunami which impacted the social and economic situation of Chile.

What can we do to mitigate these types of earthquakes in the future?

Architecture:

Triangle shaped buildings are really good earthquake-resistant buildings. Their shapes provide more resistance to twisting motions and they reduce the swaying of a building during earthquakes.



Warning systems:

Every country should have some type of warning system that alerts people for earthquakes and most countries do. These warning systems could alert people about the earthquake and this could make them more aware of what is happening and they could be more prepared. This would also ensure less injuries and deaths.

Investment:

If people put more investment and thought into these incidents, this can help for preparation for these incidents. We could invest in earthquake proof houses and in materials that will help prevent these kinds of things .

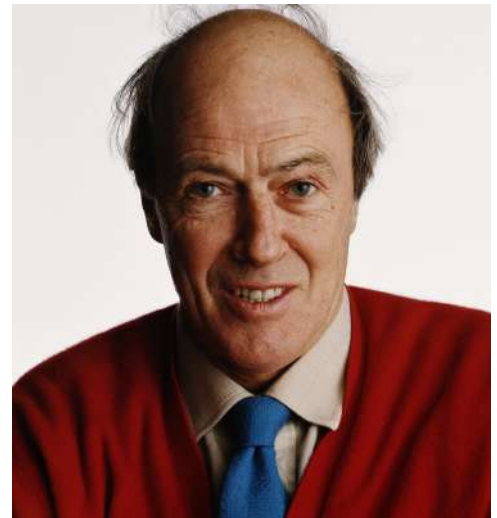
It is impossible to stop or prevent earthquakes , but with these tips , we can prepare communities from being impacted.

To Censor Or Not To Censor?

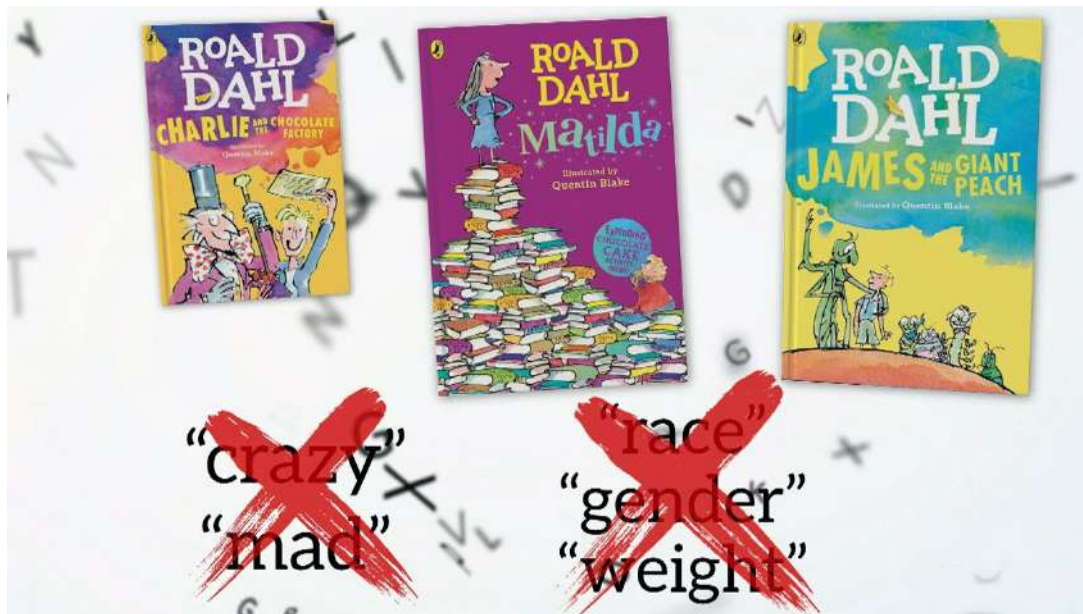
I am sure all of you have heard of the author Roald Dahl. He has written books such as Charlie and the Chocolate Factory and Matilda. In February, the publishers of Dahl's books (Puffin Books) caused a huge debate by taking the decision to edit his work. The review took place with an organisation called Inclusive Minds. This organisation works to ensure that books have diversity and are inclusive of people from different backgrounds. Puffin Books have decided to make changes because Dahl's original work has been accused of being at times seriously offensive to race, gender, weight, and mental health. Netflix now owns the Roald Dahl Story Company and wants to make sure that children enjoy the books that Roald Dahl has written.

The Prime Minister Rishi Sunak is completely against the editing of Dahl's original work and has criticised the proposed changes. The BFG and Charlie and the Chocolate Factory have had to be edited to be more suitable for modern audiences. The Roald Dahl Story Company has promised that any edits that take place will be "small and carefully considered". You may be wondering what has been changed from the original works of Roald Dahl, so I am going to mention some of the changes that have been made.

- Augustus Gloop, from Charlie and the Chocolate Factory, is now described as "enormous", with the word "fat" removed from every book, according to The Telegraph.
- Mrs Twit, from the Twits, is no longer "ugly and beastly", but simply "beastly".
- In the same book, "a weird African language" is no longer weird.
- The words "crazy" and "mad" have also been removed as a result of an emphasis on mental health, the newspaper reported.



This could be seen as an example of censorship which I believe is deeply problematic. I understand the argument that children may be negatively influenced or affected by the words that are in the books mentioned below, but this does not mean that there should be changes made. Censorship has been around recently with the Russian invasion of Ukraine. The Soviets had introduced censorship as the Russian empire had a tradition of maintaining censorship. In 1933, 25,000 books were burned in Germany. A modern and mature way to deal with this is to just let the books fade away from the public eye.



The books were amended after sensitivity readers reviewed them, checking for offensive content. Dahl has still remained one of the most popular authors in the UK, and Netflix bought the rights to his work in 2021.

It could also be argued that these changes go against freedom of speech. This is because Dahl wrote the books using these words but now those words have gone and have been changed with words that are less offensive. Dahl is not alive, but that does not mean his work can be changed without his permission.

There are hundreds of books that are banned in different countries around the world for different reasons. For example, in America, for the most part, books have been banned for containing "obscene", "filthy", or "inappropriate" material. This is quite a severe reason for books to be banned and I can understand why books of this nature are banned from the public eye.

Do you think that Roald Dahl's work should just be left to fade away if they are deemed offensive? Or do you think that the changes that have been made are correct? Put yourself into the shoes of Roald Dahl. Do you think that it is acceptable for your publisher to make edits to work you have spent so much time on without your permission when you are no longer alive?

In my opinion, I think that the changes shouldn't have been made and should've been left to fade away. I think that it is wrong to edit the original works of a very famous author who is no longer alive. Also, Puffin Books don't even have the permission of Dahl as he is not alive, so I do not think that it is right.

Amaan Ganchi, 12P

Y9 Opinions on Power

“Power is dangerous. It corrupts the best and attracts the worst.”

In my opinion, this statement is really true, and I believe that many others will also agree with me. This statement holds a lot of different ideas and unique points of views...although, what is power? Power is the ability or capacity to do something or act in a particular way. Well, you can honestly say a lot about that although, as you may already know the famous saying, “With great power, comes great responsibility.” This quote has a simple yet crucial meaning; if you have the

ability to do something, make sure you do it for the good of others. In my opinion, these quotes are really important and can teach us many things, as power is essential to bring changes, whether they’re positive or negative ...

So, why is power dangerous? One reason why power is dangerous is that being in a position of dominance and control impacts a person’s mindset, it influences how they behave, and also



has long-lasting effects on their status and influence among others. Additionally, it has been demonstrated that those in positions of power are less inclined to take into account the opinions of someone else and are more judgmental of others. Moreover, having greater power makes people more certain in their choices and far less likely to see obstacles in their way. The emotional state of someone is also influenced by power.

Power is a life changer. Power can save someone's life. Power can also take someone's life.

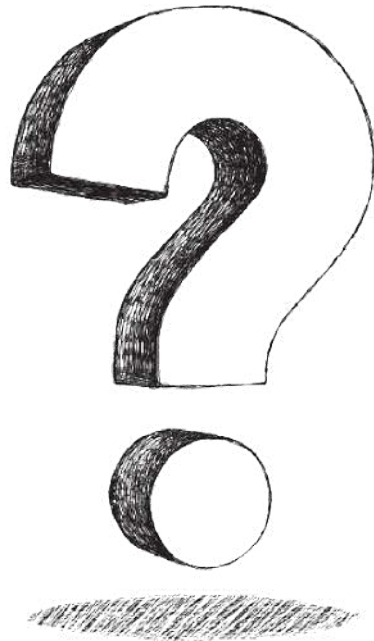
Another reason power is dangerous is that it can easily be abused. Many people might take advantage of the fact that they have a higher status than most people, and instead of helping the weak, and those in need, they exploit them and take advantage of them. Power is most often seen as evil or unjust and has many different effects on individuals.

People's views of their qualities, perceptions of themselves, and independent thoughts of others are all impacted by their access to power. These self-empowering effects help people make quick decisions and develop their freedom, empowering them to act independently.

However, with all this being said, some would argue that power isn't always dangerous; people are not corrupted by power, instead, corrupt individuals exploit power. Individuals who have authority make decisions; power itself does not. Power can be used morally or dishonestly depending on who is using it. In other terms, power is just a weapon, and the way it is utilised depends on the attitude of the person who wields it.

Overall, we can see the different ways that power can be used, both positively and negatively. "To test a person's character, give them power." Do you agree with this statement?

Is Power Dangerous?



I partly agree that power is dangerous. My idea is that too much power is toxic, but some power is great for society.

One reason I think power is dangerous is because people can abuse power and take advantage of others. If you have power, you can suppress minorities and force people to do things, for example slaves were brutally controlled by their owners.

The development and use of the atomic bomb during World War II is a great example of negative power that can be abused in the pursuit of military goals. The Manhattan Project, the codename for the effort to develop the atomic bomb, was a very very secret project that involved the collaboration of scientists, engineers, and military personnel. The

development of the atomic bomb was fueled by fears of Nazi Germany developing a similar weapon, and the US government justified the use of the bomb as a means of ending the war quickly and saving American lives.

However, the use of the atomic bomb resulted in the deaths of an estimated 200,000 people, mostly civilians, in the Japanese cities of Hiroshima and Nagasaki. The long-term effects of the bomb, including radiation sickness, cancer and birth defects, continue to impact survivors and their descendants to this day. The atomic bomb demonstrated the devastating power that science and technology can unleash when put in the wrong hands, and it continues to serve as a reminder of the need to use power responsibly and ethically.

In contrast, good leaders can help society flourish and can do good and help people with reasonable rules, jobs and wellbeing for the people of the area.

For example, Marcus Rashford, a famous footballer for Manchester United and the England team, used his fame and position to support the campaign for children to receive Free School Meals during holidays and the COVID-19 pandemic in the UK. He used his social media platforms to raise awareness of the issue and put pressure on the UK government to provide support for families who were struggling to make ends meet. Rashford's campaign gained widespread support from the public, politicians, and celebrities. He wrote an open letter to MPs, sharing his own experiences of growing up in a low-income family and the impact that free school meals had on his life. Through his efforts, Rashford was able to force a government U-turn and secured support for eligible families over the summer, Christmas, and beyond. Rashford's campaign has been widely praised for shining a spotlight on the issue of child poverty and demonstrating how public figures can use their platform to create positive change in society.

However, a bad leader can be a cruel dictator and will take advantage and be selfish. They would abuse their

power and hurt other people who got in their way, for example, in communist Russia, they started by overthrowing the tsar and creating a communist regime; this means that everyone gets equal rights and everybody is treated equally. But some animals became selfish and took more for himself, like Napoleon who took over the country, spreading propaganda about himself and threatening and killing people who got in his way. As his power increased and increased till he fully controlled the country.

But power can save a society and help people to have a good life. It can end suffering altogether, with a good leader using their power to educate and develop people.

I think education is the passport to the future; this is because with a good education you will have good GCSEs and A levels, you can get a degree, you will be able to choose from a wide range of degrees. This will build your skills and knowledge and enable you to get a great job.

In conclusion, I think too much power is bad, not only for other people, but yourself as well. If you are knowledgeable, then you would be a good leader and support society, ending suffering and improving the world.

Why is it important to lower the voting age?

In the UK lowering the voting age to 16 is very important since it increases political participation in the UK youth community, it is argued that it will raise voter turnout and encourages participation in elections through the formation of the habit of political participation at an early age.

It is also claimed that lowering the voting age could increase young people's interest in politics, especially when accompanied with reforms in citizenship education; it is also suggested that such an idea would be good for democracy and will support civic engagement.

However it is argued that 16 and 17 can currently do many things like join the army, work full time and get married; this practically makes them more than capable of being able to vote! Although it is suggested that because most 16 and 17 year olds are largely still at school, they are unlikely to fully understand political issues to the same degree as the adult population. Moreover, it is pointed out that voting at the age of 18 remains the normal age across the overwhelming majority of the democratic world, meaning that most countries feel that 18 is what best represents the appropriate age of maturity in regards to voting.



Over the years, election polling has consistently proven that young people are considered more "left-wing" than older people. This trend has become even more established over the last decade, in the 2019 General Election a study shown by YouGov suggested that 56% of those aged between 18 and 25 voted for the Labour party, 21% for the Conservatives, and 11% for the Liberal Democrats. This firmly compared to the public as a whole, whereas only 32% supported the Labour Party and close to 44% supported the Conservatives.

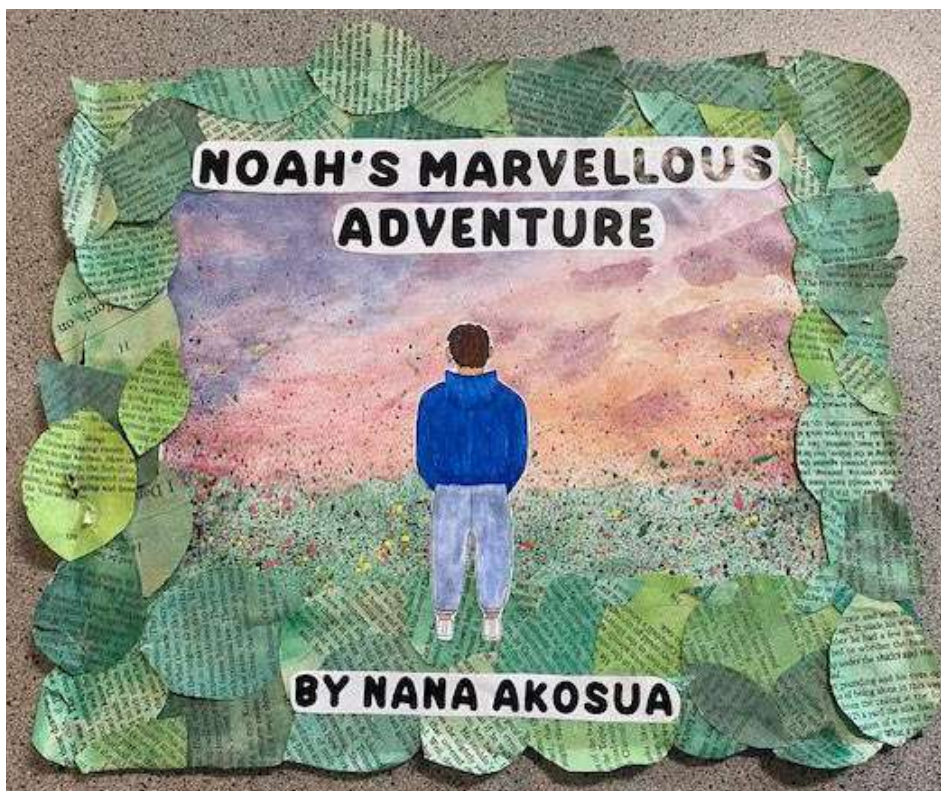
The information above proves that younger adults mostly turn out to vote with less intensity than older people; however most people that comment on this believe that extending the voting age to 16, would make a huge difference to the electoral outcome in a small number of marginal constituencies, and might also exclusively rise a benefit of the Labour Party.

Stephanie Palomeras 9M

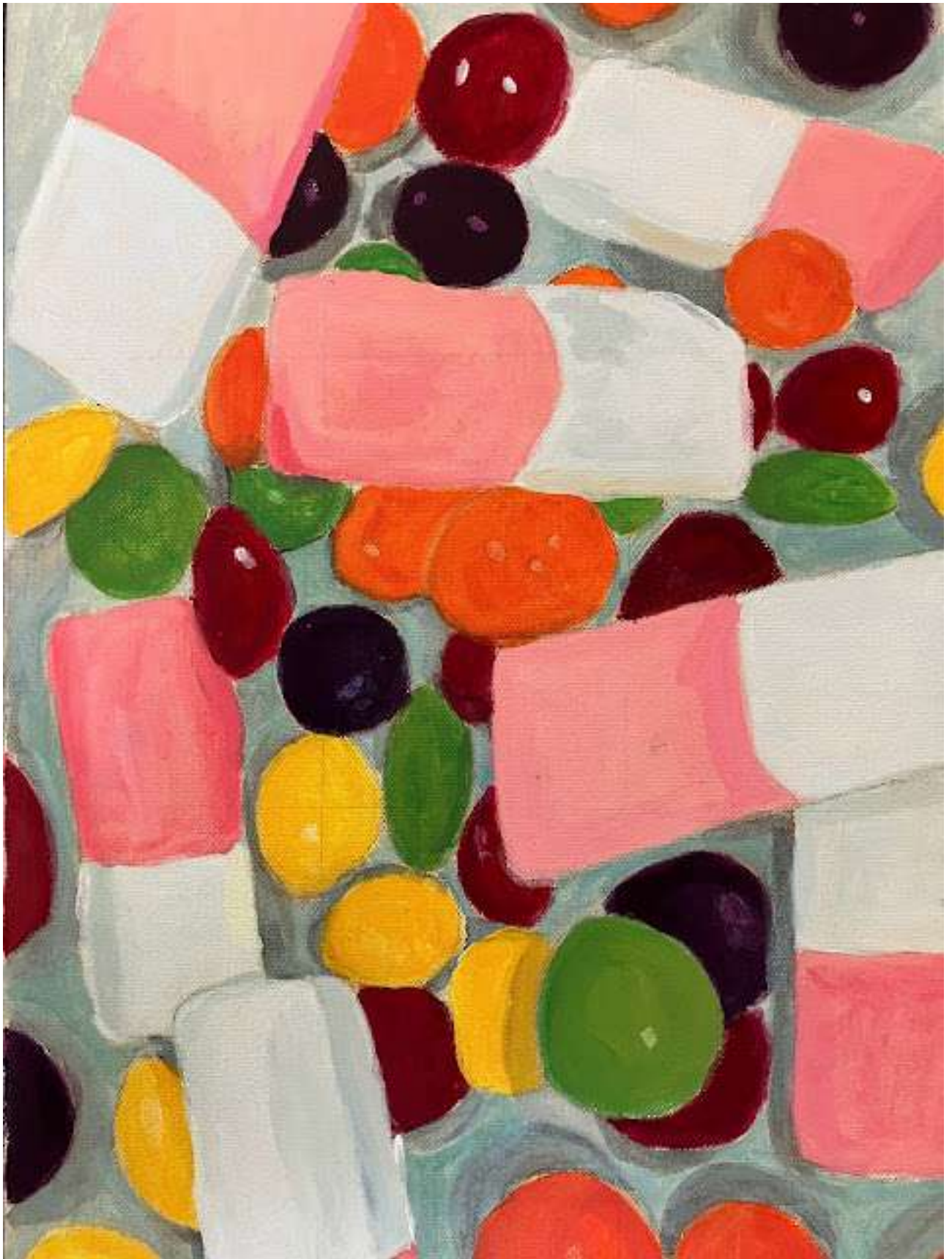
Art Selection



Faizan Mohammad 11N



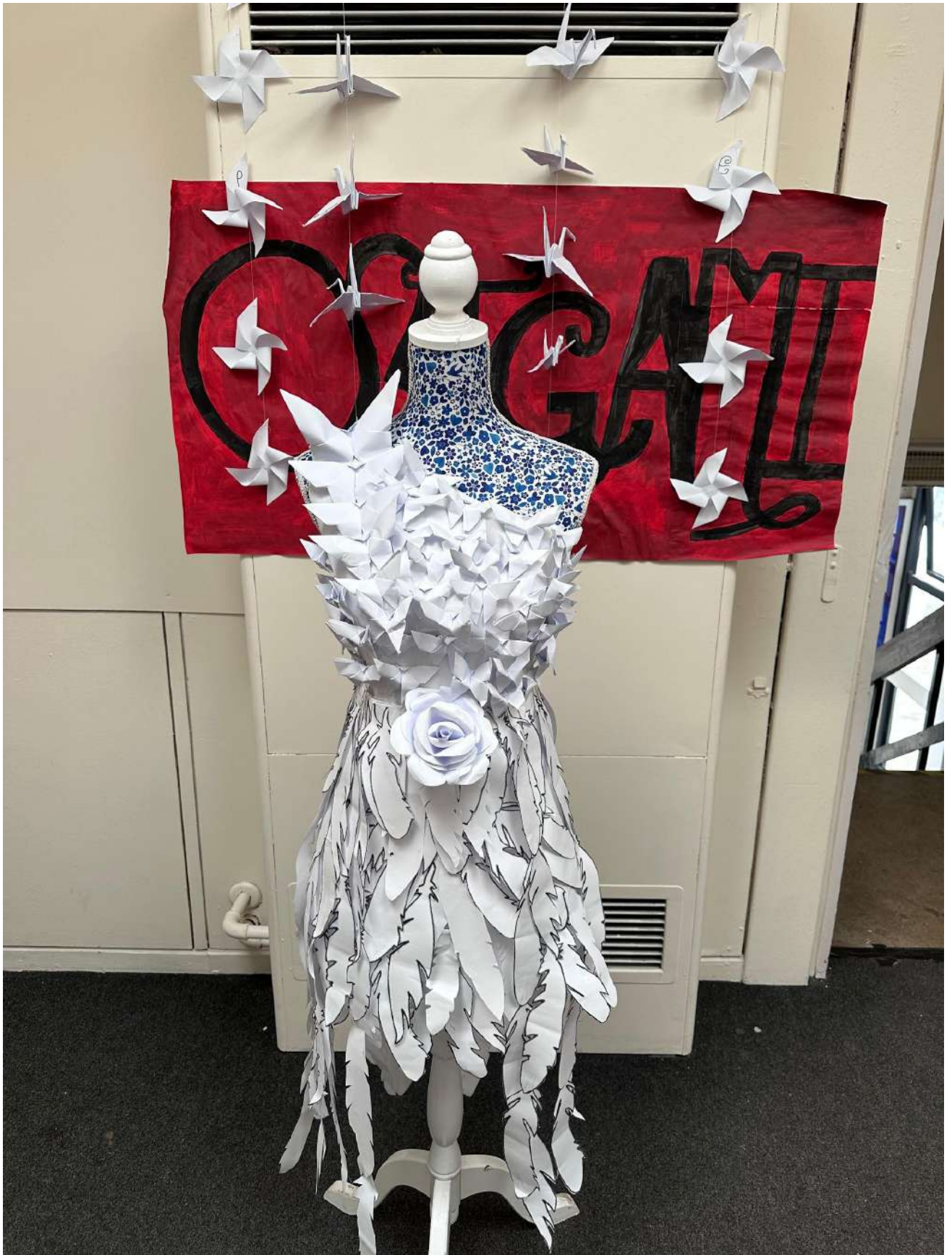
Nana Akosua 11A



Eloisa Anaman 10R



Muhssinali Jawad 10P



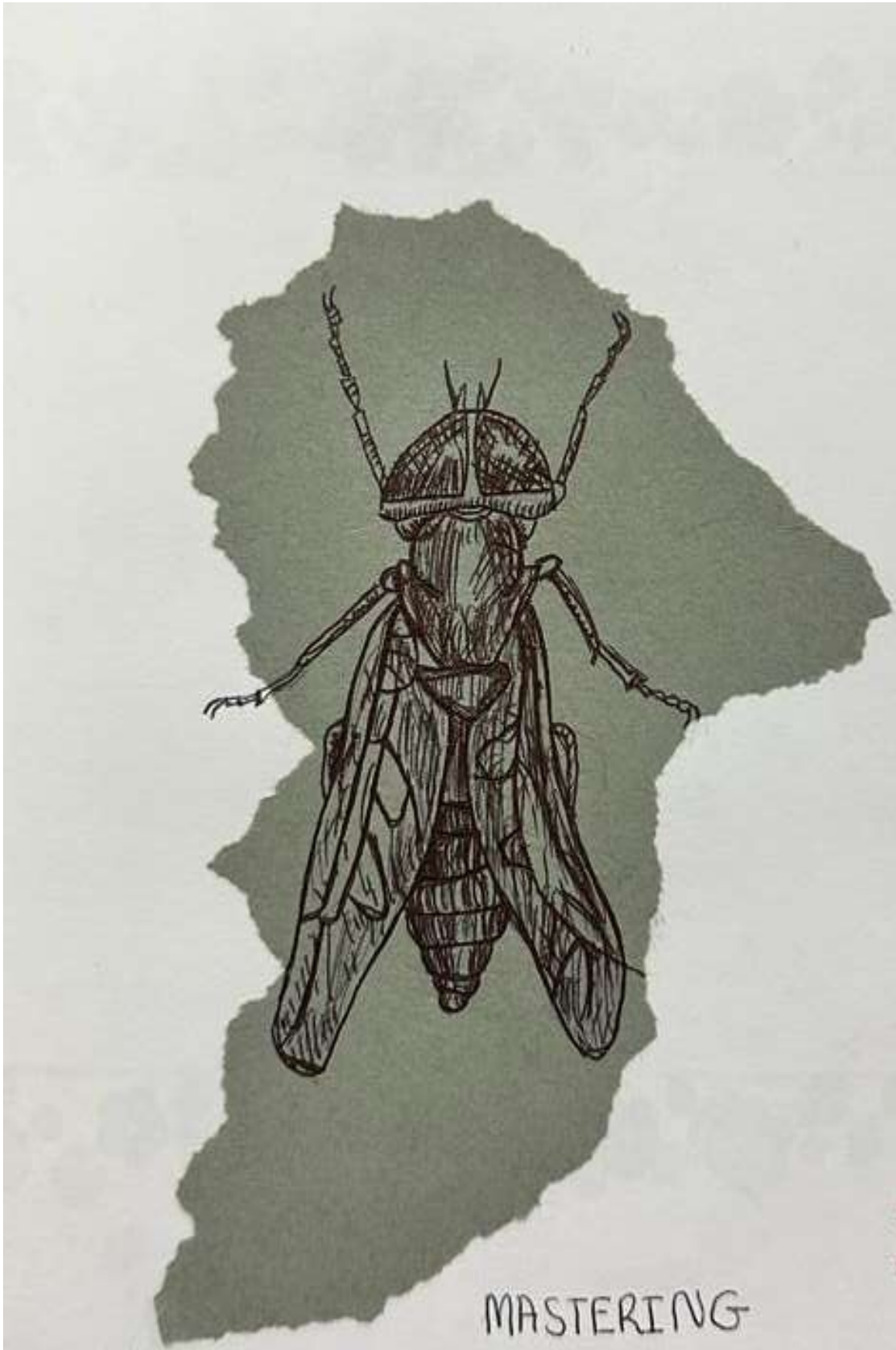
Lina Isa 11E



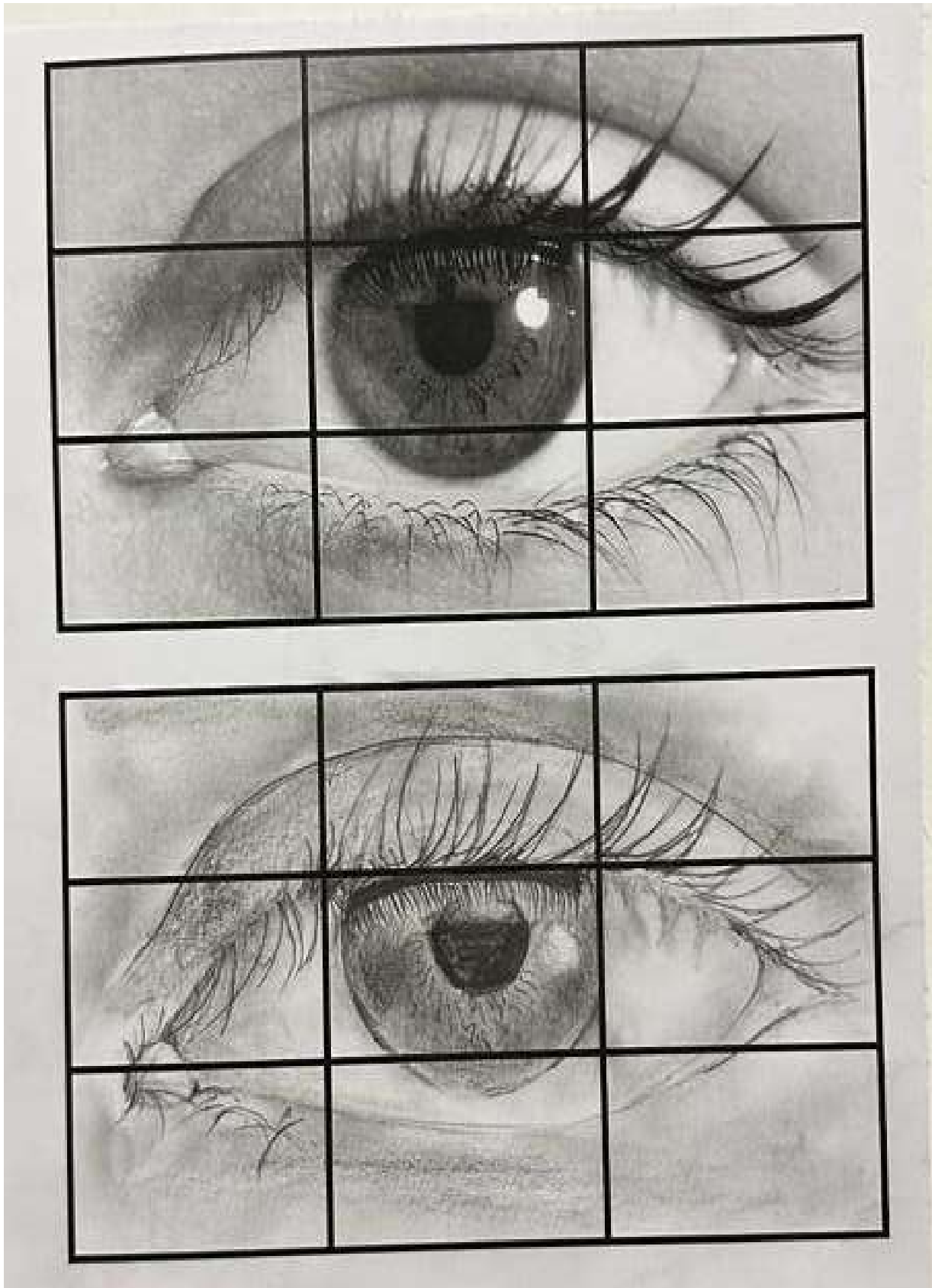
Mariam Gaad 12N



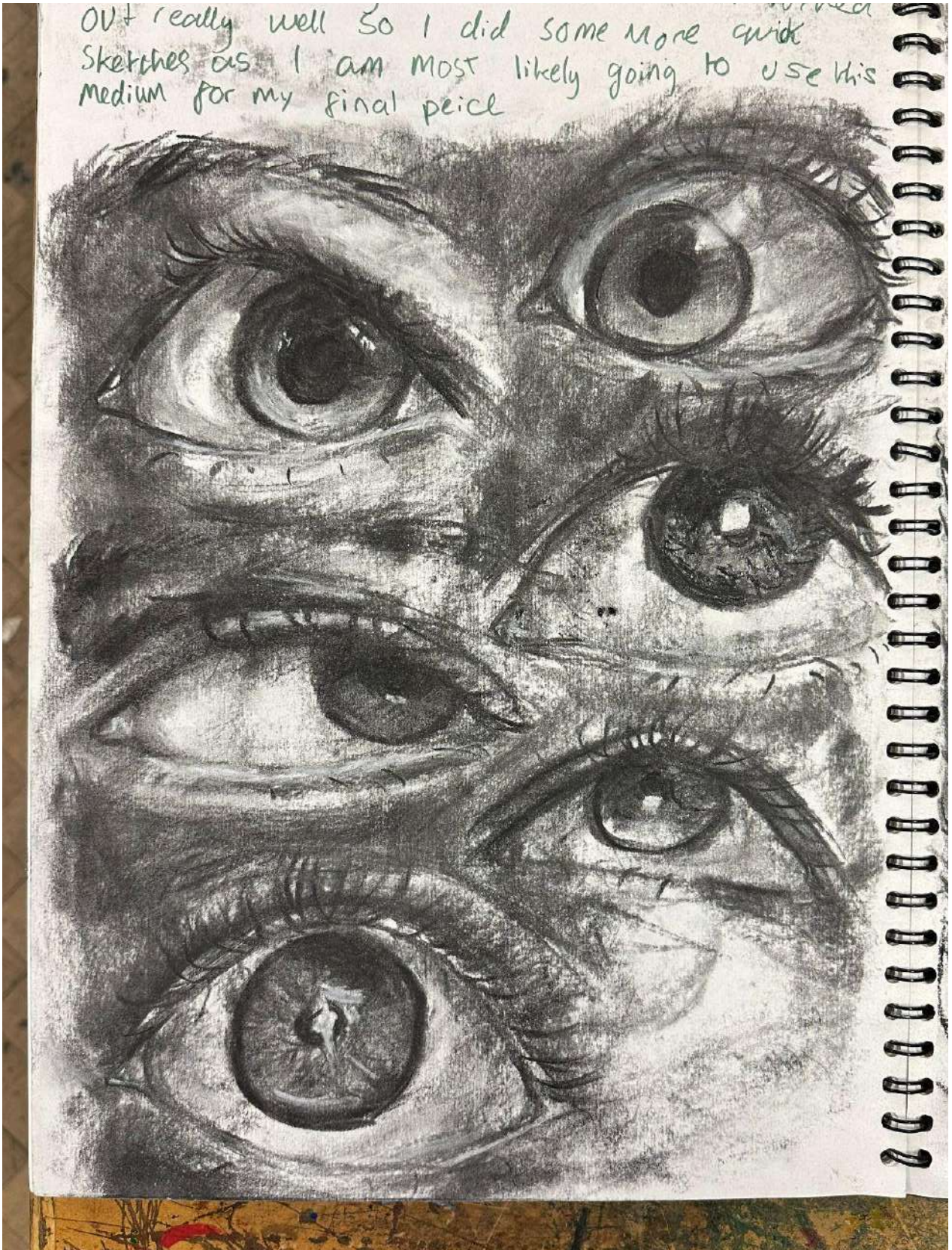
Alisheya Esson 8E



Tiana Patel 7N



OV+ really well so I did some more quick
sketches as I am most likely going to use this
medium for my final piece

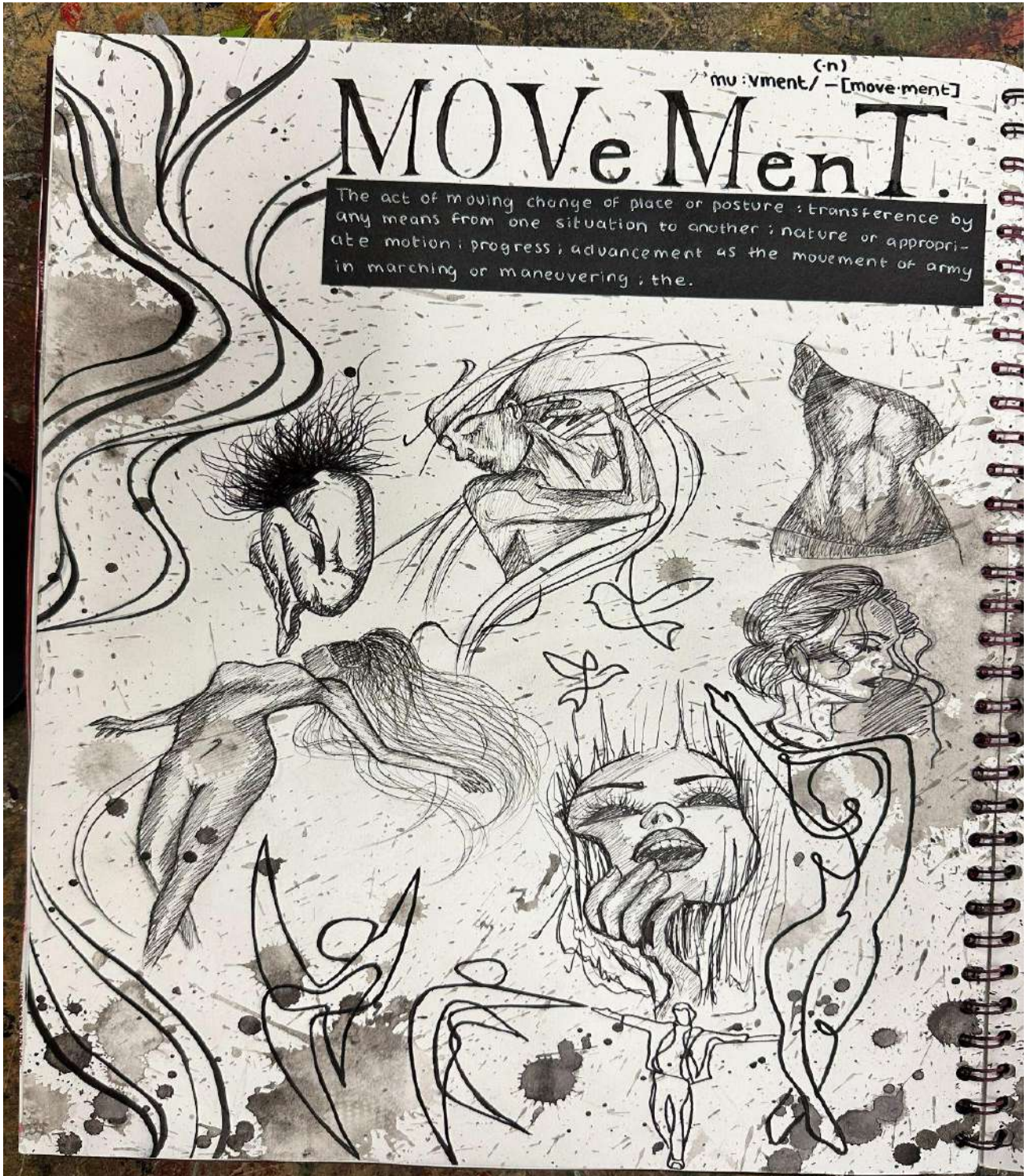


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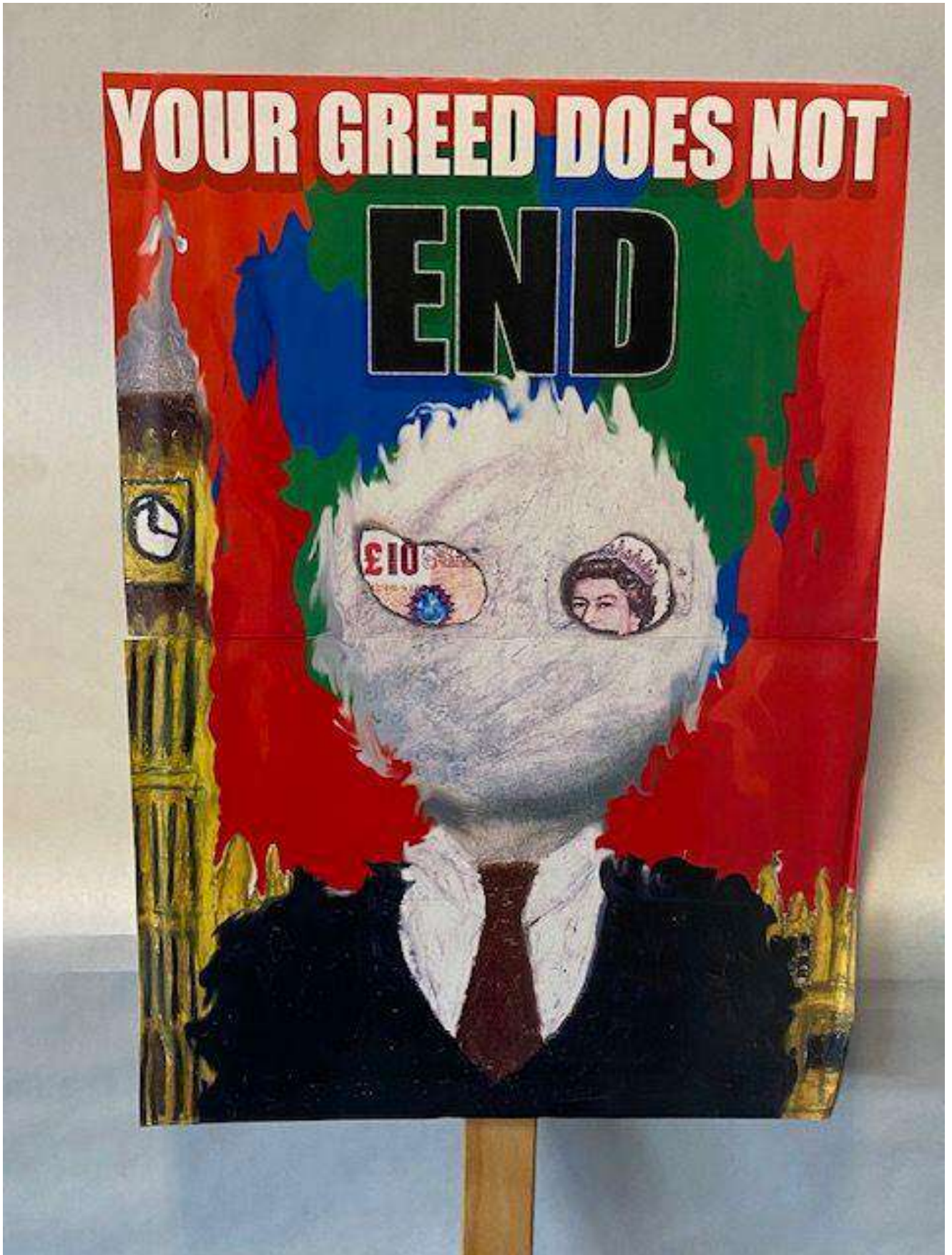
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MOVeMenT.

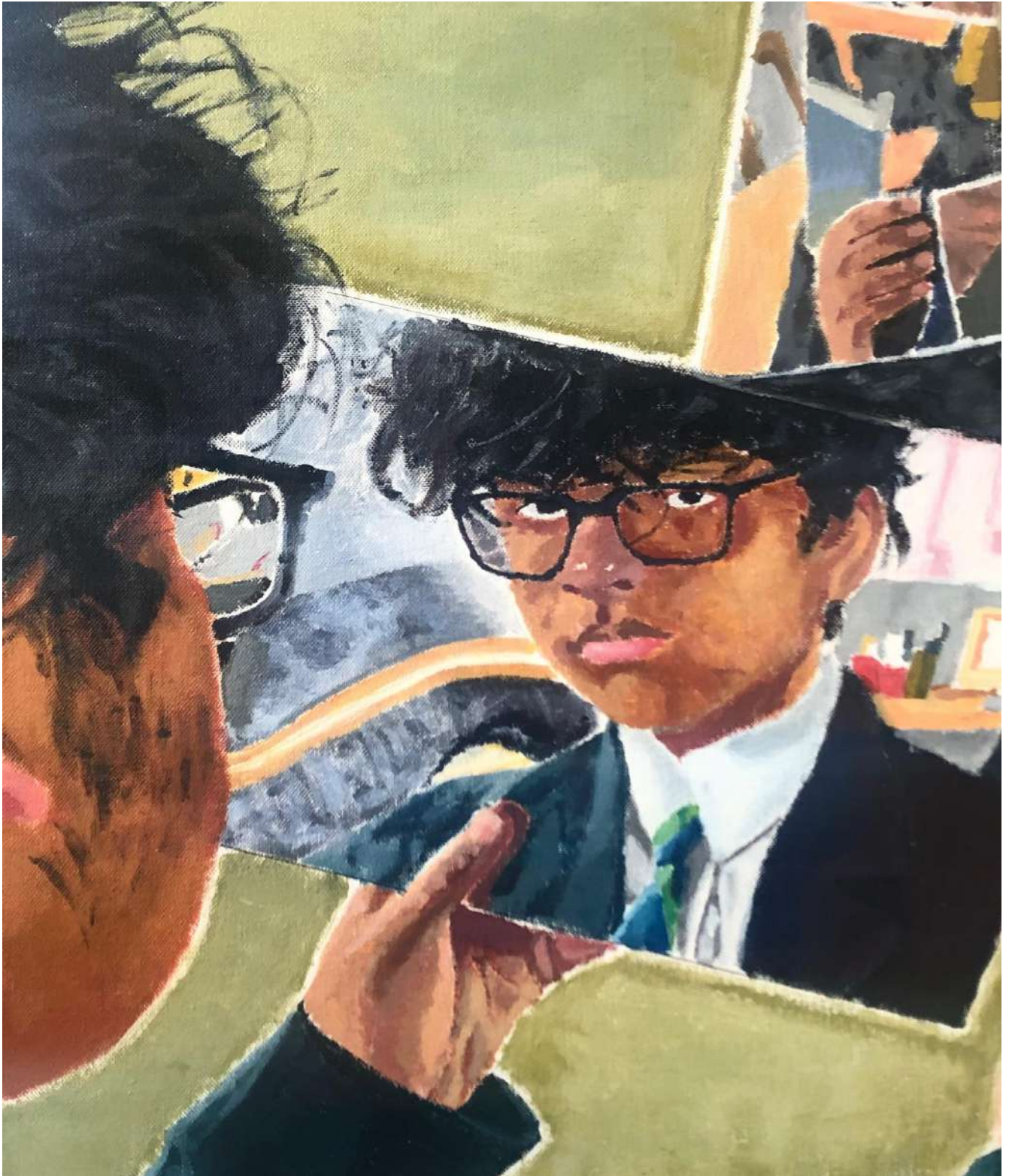
The act of moving change of place or posture ; transterence by any means from one situation to another ; nature or appropriate motion ; progress , advancement as the movement of army in marching or maneuvering ; the.



Sharon Stanley 12E



Aqsa Mughal 11A



Preston Manor Magazine

By Students, For Students

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New Submissions Desired: 2023-4 Issues

Art, Fiction, Opinion, Politics, Reviews & More

Contact the Magazine Team, Ms B Samaroo or Ms K Mayers to contribute.