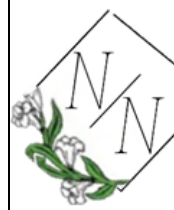


July 2023

ISSUE #2

Notre NEWS

Notre Dame Sixth Form Newspaper



Welcome to the second edition of Notre News! We have another eclectic mix of articles written by our dedicated editorial team, who have worked hard even through the challenges of exam season. In addition to our amazing editorial team, thank you to Mrs King and Mr Saunders who have lent their support.

As we move to the next academic year, we will be looking to hand over the reins to our new Y12 students, though I am sure there will be plenty of opportunities for the new Y13s to be involved as well.

Thank you all for reading and have a great summer!

Hannah Green

Hannah Green (Lead Editor)

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Izzy McGrail, Freya Goodwin, Charlotte McCole (Production & Circulation Lead), Eve Lear, Isobel Poirrier, Laurie Forsythe, Alice Martin, Ben Davies, Susanna Francis, Lucy Grady, Alexandra Garnett, Tim McDonough, Alex Faulkner, Jacintha Ison

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Fostering in the UK

Alice Martin

With nearly 70,000 children living with 55,000 foster families across the UK, the demand for new foster families creeps up every year.

By the end of March 2021, data from the Department for Education revealed there were 468 fostered children in Sheffield– the highest number for at least a decade. Trends suggest this number will increase in a difficult time of inflation and uncertainty, creating a scary backdrop for those already within care and for all those yet to come. If one thing is clear, the need for more support has never been greater. Thankfully, across the country, around 6,070 new loving households were approved by local authorities to foster in 2020/21, and the number of children able to access the help and support they need increases every year. After becoming part of one of those families myself back in 2012, when my family fostered a total of four children over five years, this topic is one very close to my heart.

I spoke with twelve-year-old Daniel (*name changed for privacy purposes*), who has been in care from a very young age, about his experiences in care. When asked what being in foster care meant to him, he summed up his experience as ‘*stressful*’. He commented on how he feels his differences to other children at his school led to unfair assumptions such as that he would ‘become a drug addict’ and many cases of bullying which felt rooted in his experience in care. In fact, statistics back up these preconceptions, suggesting that compared to their peers, former foster youths are more likely to end up in prison, and less than three percent (3%) of former foster youths go on to obtain a college level degree. This begs the question of why such disparities exist, and what exactly can be done to stop this vicious cycle of preventing promising talent from being fulfilled simply due to background. Despite the stereotypes, Daniel continued to talk proudly about a highest-

ranking police officer he had heard of, who had grown up in care like him and expressed how one day, he too would love to pursue a career in policing or acting, demonstrating how he saw no limits to his future despite his past. He listed his achievements, ‘*I won a Star Awards trophy [social care awards scheme], I’m nearly a black belt, and people said I can’t do anything because I’m fostered! I play in music concerts, and I play solos. I’m an excellent swimmer and I’m a student leader*’. He seemed hopeful and determined that he was looking forward to a promising future.

Beyond the external prospects for foster-experienced youths, just under one third of children (31%) stay in care for at least two years, and roughly one third return to their parents after two years. However, a child’s age can be a huge factor for the courts and the system that determines their next steps. With children aged 0-2 years old more likely to be adopted than any other outcome, there is a clear division within the children’s prospects, simply due to their age. With foster-experienced teenagers being perceived as more difficult than babies, their chances of being adopted dramatically decrease, as do the willingness of foster-families to take them in, only worsening the teenager’s isolation and distrust that they are alone against the world. Although the support offered by social care departments can be very good, stretched and limited resources can mean that many children slip through the cracks. For some, this serves to further disadvantage already disadvantaged children.

Not all is bad. Whilst many cannot be adopted, more than half of the children entering care aged 7-11 remained in stable and long-term care. This provides a sense of stability and a foundation for individuals who otherwise may have been passed from home to home without any sense of security. Twelve-year-old Daniel has been in long-term foster care from a young age, and he describes many happy memories of this time, notably a weekend trip to London where he got to eat lots of McDonald’s ice cream with his current carer and getting his

favourite teddy bear ‘Stitch’ on his birthday. Daniel remains in care whilst he prepares to think about his GCSE’s and continues pursuing multiple talents including music following exam successes, and hopefully an imminent black belt.

It is easy to overlook the importance of social work when it does not impact on our daily lives, but the relevance for so many cannot be ignored as the numbers entering care in Sheffield grow every year. It is estimated that close to 8,000 more fostering families are needed across the UK, including 989 in Yorkshire and Humber alone. Retired CEO of the Fostering Network, Kevin Williams, says people should not be dissuaded from fostering by thinking they are not the right fit for it, and this could not be more relevant in a time where the help is so desperately needed.

If anyone you know has ever considered fostering, now is the time to get in touch with your local fostering service and find out more. Foster carers are the bedrock of children’s social care. They are vital in our society and our young people rely on their care, dedication, passion and skills to support them when they need it most.

If you have any queries regarding Sheffield’s social care system in general, see here:

<https://www.sheffield.gov.uk/social-care/children-social-care>

If you have any queries regarding becoming a foster carer and changing a young person’s future, see here:

<https://www.sheffield.gov.uk/social-care/fostering/becoming-foster-carer>

Rewriting the Narrative: Conversations on English at Degree

Izzy McGrail

I was never going to be a woman in STEM, and that's fine by me.

As someone whose passion has always lay with words over numbers, books over sums, libraries over labs, it's discouraging to see my future plans discarded before I'm even truly in reach of them.

The apathy towards the arts in recent years has become infectious. From Gavin Williamson's infamous comment on creative 'dead-end' degrees to Sheffield Hallam's suspension of the English Literature programme, there is an explicit neglect of interests that don't align with the modern definition of profitable. Profitable being, in the wake of modern-day technology, the newfound priority of STEM.

So, when I answer the ever-increasing questions on my future with my plans to earn an English degree, the reaction is predictable. More times than not, I am faced with an assumption of my non-existent aim of teaching, or a grimace at my ever-reducing future salary.

When researching the current disregard of English at degree, the discovery of an article written by English Literature undergraduate Christopher Tang consolidated my irritation. In his words, an English degree is 'not just a gateway into some fancy job,' but something to 'pursue for the sake of pursuing.' This, then, makes the degree fundamentally different to the multiplying practical courses pushed with an aim of filling gaps in the job market. Therefore, it makes sense to approach the degree with a nuanced perspective, rather than becoming so passive towards it. Tang further expressed the current creative climate as 'the demise of the arts,' portraying the ignorance towards ambitions outside of the present template of success. With success often equated to money, the rise of the internet and recent pandemic have meant that technological and scientific roles are now more funded than ever, and therefore deemed superior and deserving.

With this narrative in mind, I arranged contact with current English undergraduate students at the University of Sheffield to discuss the reality of the degree, its experiences and careers prospects. Through this, I hope to bring attention to the value of the subject and undo the misconceptions on its lack of potential.

The initial overview of reading English at degree is that it is an 'amazing base

for various futures,' and a course that deals with 'history, sociology and psychology as much as the English language.' Often, the first and subsequently only impression of English as a subject is that it involves heavy amounts of reading. While this is obviously true, perhaps the focus should shift to the insight and skills gained from such heavy analysis of literature, which are highly generalisable. English provides an opportunity on the surface for a deep exploration of 'the meaning behind beautiful lines,' but equally 'connects all of us' and provides context for the way in which 'unconscious things are impacting the choices we make in speech' and 'everyday conversations.' Thus, the communication and empathy gained from the course are integral to any individual navigating their way through society.

I then asked what career paths students hoped to achieve using their degree. Primarily, there is a long-standing presumption that English at degree is a step towards teaching or unstable employment. However, the Higher Education Statistics Agency found in November 2022 that only 13% of English graduates who entered employment secured a role in teaching. Furthermore, only 7.3% of graduates were unemployed immediately after graduating. In confirmation of these statistics, a range of plans were presented.

One student mentioned that they are 'hoping to enter the film industry,' particularly interested in writing or 'working with scripts.' Another candidate revealed their plans to 'start up a clothing company for tall girls.' Others expressed interest in continuing their studies further (either gaining a PGDE or MA) to enable them to teach English abroad as a second language or enter the editing and publishing industry. Clearly, this demonstrates the diverse passions that English stimulates and encourages: the abilities required to complete the degree are highly applicable and sought after outside the world of teaching, or the assumed role of unfulfilled artist.

Another question I was eager to explore was the knowledge and experiences exclusive to the degree. Creative courses are often deemed as inferior and less objective; however, the credentials earned throughout the course are integral to understanding the world around us, provoking intense skills in elaboration and resourcefulness. Among the interviewees, there was a consensus that the subject has thoroughly 'enriched' their 'understanding of the world.' Whether through 'light discussions' or opinionative essay writing, the freedom to express and explain individual perspectives was described as 'empowering.' A student further shared that 'every idea you have and explore is unique because you've thought it' - hence, reading English

encourages the development of new outlooks essential in amending our society.

However - to focus on the more objective side of the degree - it was recited that the core content of analysing language is intertwined with 'problem solving.' This paired with the further comment that there is an 'intense focus on evidence and clarity' highlights the more methodical elements of the degree, which are often overlooked.

My final questions were centred around the initial pursuit of reading English at degree, and the things that future students should anticipate. Regarding the daunting application process, it was agreed that there is a need to emphasise a 'personal love of English' and that online videos can be 'immensely helpful' in crafting a personal statement.

When asked what they wish they'd known prior to their degree, students' answers ranged from comments on the high levels of independence required (speaking of the 'expectation' of pre-developed writing skills and 'very limited guidance' during exams) to advice on exploring texts and modules during the course that may be uncomfortable or unfamiliar. Accordingly, the best way to deepen the experience of the degree is by embracing the opportunity to 'open a new door' within literature, and approach everything with an open mind.

Perhaps the most profound response received was on the reality of encountering the subject you are passionate for in its most neglected state. In line with the noted circumstances of the degree, it was said that English is 'very underfunded' which is 'incredibly disheartening.' Despite this, both tutors and students remain 'evermore passionate' as they 'fight for fair opportunities' and for the subject itself.

Therefore, there is only confirmation that governmental schemes and modern-day priorities are letting down the arts in a plummeting trend of underinvestment and negligence. However, even in such unjust conditions, the same core significance and resonance of the subject remains. It is the ever-blossoming diversity of literature that keeps it dynamic and continues to ignite the passion of millions of people - students and tutors alike - each year.

America's Conflict between Secrets and Patriotism:

The story of Jack Teixeira

Alex Faulkner & Ben Davies

In April of 2023, classified foreign intelligence documents were being widely viewed on Twitter, Telegram, and 4chan.



These documents comprised of information about the War in Ukraine from operational briefs from the Joint Chief of Staff within the Pentagon. In a NYT interview a Senior Western intelligence official said that 'the release of the material was painful and suggested that it could curb intelligence sharing'.

Jack Teixeira, a 21 old Massachusetts Air National Guard Airmen, has been charged with unauthorised retention and transmission of National Defence information and unauthorised removal and retention of classified documents or material.

Jack, a recent High School graduate, showed interest in military operation and organisation from an early age, according to a source in Jack's former High School. This source told the CNN that Jack had 'had a fascination with the military, guns, and war.'

A more sympathetic student told the CNN that they took Jack's fascination with the military as 'a form of American nationalism' and was thus surprised by the allegations against him. This source went on to suggest how they 'didn't think Jack would be capable of doing something like this'.

Once he had graduated from High School, Teixeira joined the 102nd Intelligence Wing of the Massachusetts Air National Guard; his job was as a Cyber Transport Systems journeyman.

Although being low rank in the air force his position in the Intelligence Wing allowed him access documents that were classified.

The New York Times suggested that many of these documents (released by Teixeira) revealed how Russia's security and intelligence services had been infiltrated by the US, providing the ability to warn Ukraine about planned strikes and supplying an assessment of the strength of the Russian army.

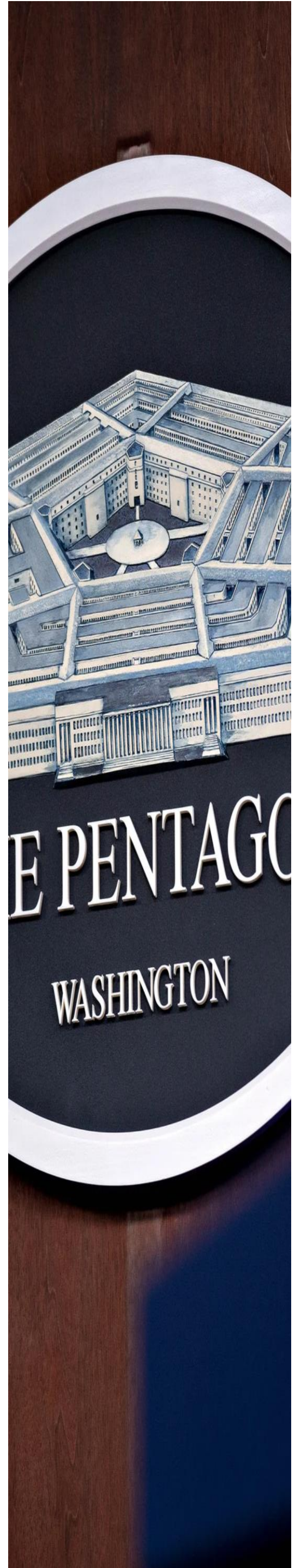


After Teixeira's arrest he was quickly charged with two offenses:

- violating the Espionage Act of 1917 (a 10-year maximum prison sentence)
- the unauthorised removal and retention of classified information (a 5-year maximum prison sentence).

On May 19th, due to the risk that Teixeira posed, a judge ruled that he would be held without bail until trial. This risk was believed to be that Jack, whom may have more classified information, would flee to a hostile country in attempt to escape his punishment. Hence, this case proved to be a tricky predicament from start to finish.

Jack has pleaded not guilty and as of July 2023 there has been no sentence.

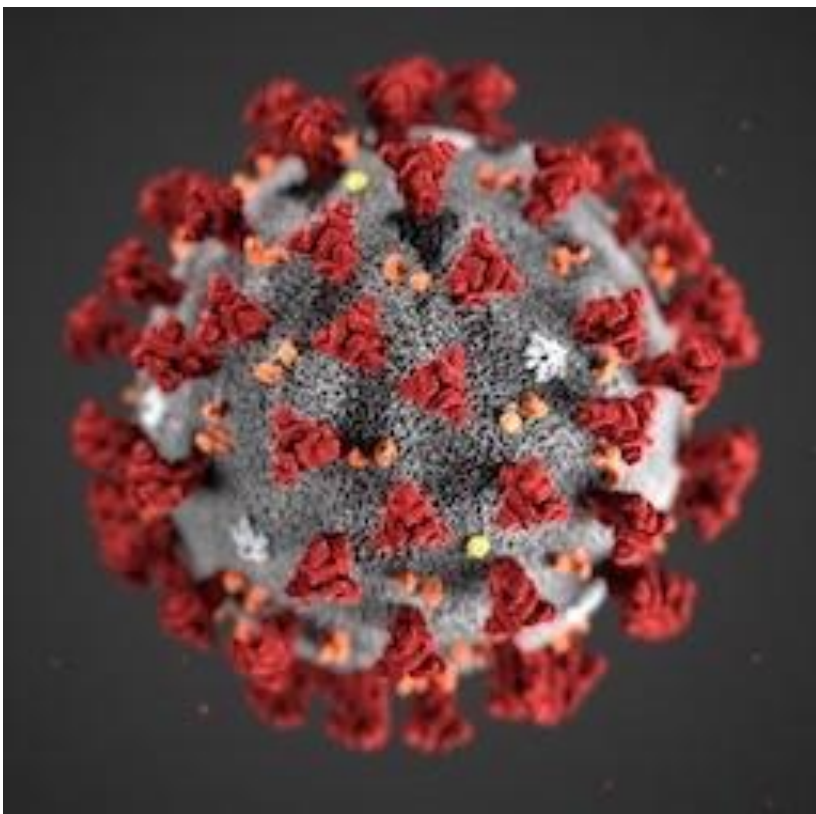


COVID-19: How It Infiltrated the Healthcare System

Lucy Grady, Susanna Francis & Jacintha Ison

Burundi, a country in East Africa, is said to have handled COVID-19 the best. They had the fewest number of deaths per one million people, which averaged around 3.1.

However, initially things were not looking good. The former president refused to put bans into place on public gatherings, declaring that their country was protected by God. When he died in June 2020, there were high levels of speculation that this was due to COVID-19. The current president then stepped up. He stated that COVID-19 was the country's "biggest enemy," and implemented stricter measures. This prompted the world bank to then approve \$60 million in support of the government's steps to detect illness, treat and protect the citizens.



At the same time, the UK was in chaos: people spilling out of hospitals, testing backlogs, and NHS staff being overworked in appalling conditions. The UK has now been criticised for its "too little, too late" approach, failing to adapt its restrictions from the previous influenza pandemic measures. In the UK, a mitigation strategy was applied, which meant increasing restrictions when cases rose in an attempt to flatten the curve as the situation worsened.

It has been argued that an elimination strategy (where strict restrictions are imposed early on) would have

prevented a wave from the start. In comparison to an influenza epidemic, where the incubation period is around 2-3 days, COVID-19 has an incubation period of 5-6 days. This prolonged period provides an advantage for the tracking and self-isolation of individuals who are potentially infected.

With hospitals reaching their full capacity early on, social care workers were left waiting hours for ambulances with inadequate PPE available to provide even the most basic care to those at risk. As a result of their private ownership, care homes had to purchase their own PPE - this put a strain on the funding they had available for other necessities. Key workers were mounted with enormous amounts of work, often sacrificing their own mental and physical health for the sake of their residents.

Despite their tremendous efforts, our key workers during the pandemic were - and continue to be - underpaid.

NHS workers are now taking 20% more sick days compared to before the pandemic. Are working conditions sustainable for their workers? Increased stress during the pandemic has highlighted the poor conditions that workers face. Mental health is now being prioritised as much as physical health. Whilst the NHS may have reached their 75th anniversary recently, the long-term effects of Covid raise the question of whether it will reach its centenary anniversary.

According to the British Medical Association, "timely and decisive actions save lives." What could have been done better? The UK had its first Coronavirus related death on 30th January 2020, but only officially went into a national lockdown on 23rd March 2020. When our approach is compared to a country like New Zealand, also an island, the UK seems relatively laid back in their attempts to control such a fatal virus. For example, a complete travel ban was introduced in New Zealand, leaving the country protected in its own bubble, whereas the UK never fully banned travel in and out of the country.

Although the WHO (World Health Organisation) has declared that COVID-19 is no longer a "global health emergency," the effects are still very prevalent within our global and local communities. Upon reflection, it is clear that, with thorough planning and efficient decision making, the catastrophic impact of the pandemic that shook our nation could have been reduced.

Lessons from Auschwitz: Visiting the Nazi death camp of Auschwitz– Birkenau

Hannah Green

A simple Google search defines the Holocaust as the Nazi persecution of six million Jewish People. Using broad, generalised facts in this way can mask the horror of the holocaust and overlook its dehumanising impact.

The Second World War (1939 to 1945) happened so long ago it is easy to confine it to the history books, however there are lessons we can and should learn from the atrocities of this time, there are lessons we should seek never to forget.

The Lessons from Auschwitz Project (LFA) is based on the premise that *'hearing is not like seeing'* and seeks to support young people in their exploration of the universal lessons of the Holocaust and its relevance to society today. The LFA project has an aim to *'increase knowledge and understanding of the Holocaust for young people and to clearly highlight what can happen if prejudice and racism become acceptable'*. Since 1999 over 41,000 students and teachers have taken part in the project. Preceding and following, an organised educational visit to the former Nazi death camp Auschwitz-Birkenau (in Poland), students are supported through online module teaching and given a rare opportunity to hear from survivors of the many death and concentration camps which existed across Europe.

With the support of staff at Notre Dame four students, including myself, were selected to engage in the LFA project this year. It was an eye-opening experience, and we valued the opportunity. During the Second World War the Nazi regime established concentration camps and ghettos, the first in March 1933 following the appointment of Adolf Hitler as Chancellor of Germany. Initially, marginalised groups were targeted (including political rivals, people

of Roma heritage and homosexuals) but the advancement of the Nazi regime saw an increasing focus on the Jewish population across Europe. Historians estimate that 1.1 million people died at Auschwitz alone in the 5-year period (May 1940- January 1945) it was operational – the majority (1 million people) were Jewish.

Following a very early flight from Leeds to Krakow (Poland) the LFA project leaders guided us on our journey to the sites of Auschwitz 1 and Auschwitz-Birkenau. One thing that strikes you is the sheer size of the place ... it stretches on, and it is almost incomprehensible to grasp not only the size of what you see but also the knowledge that the Nazi regime had plans to extend the site to make it even larger. I recall standing on the train tracks which led so many victims to their death, looking out to the end of the line but never seeing a definitive end.

The determination of the Nazi regime, and the commitment they had to what they wanted to achieve is unmistakable. I cannot imagine what it must have felt like to arrive on a train, with your family, friends and minimal possessions not knowing what lay ahead of you. It is true to say that there is an eerie silence to the vast sight – lacking animal or bird noises, despite trees peppering the periphery. By visiting the site of such atrocities, the numeric statistics start to become more personal, the victims are more visible, and the daily trauma is more real. This was far greater than a series of mass killings, it was an attempt to obliterate a cultural heritage.

Listening to a survivor of the Holocaust is a hugely emotional and humbling experience - listening to Janine Webber's testimony was particularly striking as her account individualised the experiences of the Holocaust. Janine shared how she was left alone; she survived but her family members did not. She reflected on how she witnessed the death of some family members as a young girl, and despite this unimaginable trauma, she seemed resolute in not holding any kind of vengeance for

those who had murdered her family. This shows incredible faith and strength of character, as when asked if forgiveness is ever possible for her, she answered:

"I don't really believe in revenge. I believe in justice."

Janine revealed how a Schutzstaffel (SS) officer murdered her seven-year-old brother in front of her, and without mentioning Hitler once throughout her testimony, she demonstrates that it was not the regime that left an impact on her, it was the direct act of one human being's violence to another.

During the closing ceremony of our visit to Auschwitz- Birkenau a Rabbi reflected on how the Holocaust was the murder of humans, carried out by other humans. In understanding this, it is essential that to humanise the victims of the Holocaust, we must also humanise the perpetrators. For a contemporary audience, looking back on the horrors of the Holocaust, it is important to comprehend that to prevent something so atrocious from ever happening again, we must acknowledge that if the human beings of Nazi Germany were able to inflict great levels of pain and suffering upon others, it is not inconceivable to imagine it happening again. Janine's hope for justice in the world must empower us all to act on her words and look to build justice in aspects of our own lives and surroundings.



So many people feel that the holocaust is a footnote in history – something that will never happen again. But only education and knowledge will prevent it from happening again. Apathy will not. In fact, we must all stand against discrimination and prejudice to ensure that we have learned from our human history and chosen to carry these lessons forward.

Getting to Know Your Teacher: Mr Saunders - Head of Politics ... and New Dad!

Isobel Poirrier & Alexandra Garnett

Wondering why your teacher chose the subject they did, and how they balance that with their own personal life? We asked Mr Saunders these very questions.

Picking the subject of politics came with accepting it being “*a bit of an underutilised sort of subject area.*” Mr Saunders states “*history and politics are important*” in the sense that he feels “*to access society you need to know about the past and politics,*” - even for when you watch “telly” as it allows you to generally understand cultural references, as well as the modernising society we live in. “*Watching ‘The Simpsons’ where they talk about Richard Nixon being a crook, unless you know about Watergate through studying politics/history, you won’t know*” or understand.

As Politics is somewhat a key subject area to comprehending the state of the modern world, there is a debate surrounding whether the subject should be extended to GCSE study. In schools that Mr Saunders has previously taught at before joining Notre Dame, he reflects how they had a carousel of the subject - like we have for Design Technology in year 7 and 8. He suggests how he does not think that “*age is massively a factor*” on whether a student should be educated specifically in Politics.

Politics is such a prevalent subject in the world, and so, in order to be educated on it, it just needs to be somewhat engaging. Those who have been taught by Mr Saunders will know that his lessons are always fun and engaging; he believes that students tend to prefer a “*juicy debate*” stating that “*if we want to engage young people in politics, maybe we need to interact with these debates- but sometimes teachers are a bit nervous.*”

With everchanging political circumstances, it seems understandably difficult for politics teachers to follow through on their efforts to remain politically neutral. However, Mr Saunders suggests that “*the academic study of politics is not as controversial as some might think,*” so, in his eyes, “*giving an opinion on the House of Lords reform in the class is not really that controversial.*”

Mr Saunders, who is the Head of the Politics department, acknowledges that it is a rather small department only consisting of himself and Mr Scriven. In this way, being in the politics department has “*become part of (Mr Saunders’) teaching identity*”, in the sense that it’s a current area of study so when elections happen people speak to him directly about doing assemblies and activities around school.

While Mr Saunders does not teach A-Level History, he does teach it as a GCSE in lower school. Revealing how he had initially trained to be a history teacher but had always felt immensely passionate about politics (perhaps stemming from his time at Uni and undertaking a Joint Honours Degree), it is true that Mr Saunders’ passion for the area is conveyed both inside and outside of the classroom.

Mr Saunders had varied career aspirations before becoming a teacher, reflecting upon how he thought of “*becoming a lawyer for a bit*” after partaking in a mini pupillage (where you spend two weeks with a barrister). The case that the barrister was working on was “*a really hyperbolic, horrible, child sexual abuse case*”; it was so intense it made him realise it was not the career path for him.

Continuing an interest in legal support, he undertook a brief internship with a charity offering legal aid to asylum seekers in Manchester; he acknowledges the current pressure of the immigration crisis across Europe and UK government policy at the moment. It can only be said that if we were to attempt to make a teacher an MP, Mr Saunders would be at the top of the list!

Finding the issues surrounding refugees and asylum seekers quite upsetting, he thinks he may “*have the stomach for it now*” and thinks that maybe he should have been a little more resilient with pursuing said career path.

Teaching aside, **Mr Saunders is a new dad!** He shares with us how he was (understandably) rather nervous about balancing being a new dad alongside his teaching position but adds, “*I think it’s been a lot more straightforward than I thought. I think I was also nervous about being so tired that I would have a bad temper and take it out on 11-year-olds. Instead, I found that it’s mellowed me a little bit; I think I have a bit more patience because of it - that sounds a bit odd and it’s very early days*”.

One of Mr Saunders’ passions is reading. It altered when becoming a dad due to tiredness at the end of the day, but he is “*back at it now*”, using his good old trusty Kindle. Mr Saunders finds that “*the best nonfiction writers make it a story,*” and this helps with teaching subjects such as History and Politics, because “*students don’t really always remember the technical bits.*” Students remember instead things of a story, so non-fiction reading still finds its way of being something of a story.

To finalise our conversation with Mr Saunders, we asked the million-dollar question: ‘what was your first impression of the newspaper?’ After the first release of the newspaper, Mr Saunders shared an encouraging enthusiasm, liking it because those involved “*don’t shy away from the difficult things that need to be discussed.*”

After the first edition he was a great confidence boost for the editorial team and has been an active supportive and creative presence in the team ever since.

“I just think it is really impressive that you guys want to do something like this and are passionate about it. It’s amazing.”

Monkeys in Sheffield

Laurie Forsythe

On 9th June 2023, the Arctic Monkeys returned to their hometown of Sheffield ... performing for two nights (9th-10th June) at Hillsborough Park, and celebrated by a total of 74,000 people, which is just over 7% of Sheffield's population.



Despite the buzz and thrill that the band returning to Sheffield for the first time in years created, many have criticised the distance the band has put between themselves and their fans from Sheffield. We can all say that we had hoped the band would try and spark a special connection with fans in their hometown, but many have claimed the band failed to interact with the crowds.

In contrast their main support act, The Hives, connected with the audience building to the entrance



of the Arctic Monkeys ... people are left debating the new and more distant image the band has taken on.

Setlist
1. A Certain Romance <small>(Tour debut, first full band... more)</small>
2. Brianstorm
3. Snap Out of It
4. Don't Sit Down 'Cause I've Moved Your Chair
5. Crying Lightning
6. Teddy Picker
7. Four Out of Five <small>(Followed by piano interlude)</small>
8. Why'd You Only Call Me When You're High?
9. Arabella <small>(outro with War Pigs by Black Sabbath)</small>
10. Sculptures of Anything Goes
11. Cornerstone <small>(New Arrangement)</small>
12. Fluorescent Adolescent
13. Perfect Sense
14. Do I Wanna Know?
15. Mardy Bum
16. There'd Better Be a Mirrorball
17. 505
18. Body Paint
Encore:
19. I Wanna Be Yours <small>(John Cooper Clarke cover)</small>
20. I Bet You Look Good on the Dancefloor
21. R U Mine?

Leaving behind their distinctive 'high energy rock anthems' noticeable in their earlier albums, fans have come to criticise Alex Turner and the bands evolution to a different sound through their most recent album, 'The Car'. Thus, many are left grieving the rock of 'AM', as the band lean into the melody and styling as what some come to describe as 'an 80s David Bowie styling'.

However, it is true that although Alex Turner may not be the most engaging front man of the century, his performance is truly outstanding, and it seems as though nothing will ever get in the way of the mosh pits buzz for anthems such as '505'.

On his second night at Hillsborough Park, Alex (rather comically) did appear to address the crowd about the technical difficulties as a fan questioned why the iconic mirror ball had initially failed to appear.

Despite this criticism, many were thrilled by the line-up that included their more traditional songs, such as 'Fluorescent Adolescence', igniting the crowd to sing so loudly there was difficulty to hear the band.

This was perfect as many had gone to the concert to simply hear the classics; some recognised the new songs, but overall, the crowd seemed more enthralled with their older ones.

Now, we can await to see if 'Tramlines' will also enchant the city.

Setlist
1. Brianstorm
2. Snap Out of It
3. Don't Sit Down 'Cause I've Moved Your Chair
4. Crying Lightning
5. Teddy Picker
6. From the Ritz to the Rubble
7. Cornerstone <small>(Followed by piano interlude)</small>
8. Why'd You Only Call Me When You're High?
9. Arabella
10. Four Out of Five
11. Pretty Visitors
12. Fluorescent Adolescent
13. Perfect Sense
14. Do I Wanna Know?
15. Mardy Bum
16. There'd Better Be a Mirrorball
17. 505
18. Body Paint
Encore:
19. Sculptures of Anything Goes
20. I Bet You Look Good on the Dancefloor
21. R U Mine?

The Rococo Era: Fashion and Flair

Freya Goodwin

The Rococo Era emerged in 18th century France, through King Louis XV's reign. There was a swift transition from the Enlightenment Era to the Rococo

Era when King Louis XV took the crown from the strict reign of his father, King Louis XIV.

He quickly gained a reputation as a "great lover of art, essentially a lover, and nothing more". The change in ruler not only relaxed the obligations of the French Aristocrats, but also shifted the social and moral paradigms,


therefore shaping the art of the early 18th century; Royalty were no longer the main commissioners of art.

Through what was originally a style of painting, the Rococo Era then developed into the fashion and architecture that we can appreciate.

A Timeline

The 1720s marked a distinct change in silhouettes from the two preceding decades. Full skirts of men's coats contrasting women's loose-fitting dresses worn over dome-shaped hoop petticoats – which emphasised verticality and heaviness.

1720s



This era of Rococo Fashion was characterised by volume as well as pattern, as it displayed a particular floral finesse that captured the contemporary style and affluence for Parisians that spread to the rest of Europe.

1730s




1740s

Rococo fashion was all the rage in the 1740s along with the robe à la française worn as the primary gown for both formal and informal occasions. At the same time, men's fashion remained just as full as the 1730s.



The height of Rococo influence on women's dress; colourful floral-patterned silk gowns and matching petticoats with three-dimensional trimmings. Men's three-piece suit-coats became slimmer, losing the fullness of the 1730s and 1740s, and the waistcoat shortened to mid-thigh.

1750s

Although wool was favoured for daywear, especially among Englishmen, embellished silks and velvets lace were still obligatory for formal wear.



More informal styles became fashionable for daywear, marking a decrease of the robe à la française for daily wear. For men, the narrowing of the coat continued in this decade, and a low standing collar was introduced.


1760s

1770s fashion simplified the earlier decades styles for both womenswear and menswear, leading to new fashions that exemplified the 'casual' aesthetic that had taken hold.

1770s

Essentially, the minimalist trend of the 1700's.





My Personal Favourites

My personal favourite originates from the late 1750s to early 1760s – with its signature embellished patterns of lace and silk, even velvet, and rich colours that ranged from blushed pink to deep orange.

I appreciate the ruched details and the fullness of the skirt that add to the ambiance of the era, giving the contemporary women a princess type charm, and I especially adore the intricacies of the handsewn decorations and ornaments.

Even the highly luxurious undergarments – that were partially on display – not only showcased status but showcased elegance and beauty with its designs, patterns and colours.

Furthermore, I am intrigued by the enormous colour pallet, and I can't help but be drawn into the elaborate, regal embroidery.



Cookery Corner

Want to Cook? Try my Salted Caramel Brownie Recipe!

Charlotte McCole

If you like baking (like I do) you might want to try this recipe ... it's pretty easy and you won't be able to resist it!

Salted caramel ingredients

200g regular sugar
90g unsalted butter
110ml heavy cream at room temp
½ tsp vanilla extract
1tsp sea salt (fine)

Brownie ingredients

240g unsalted butter
30ml vegetable oil
260g caster sugar
200g light brown sugar
4 large eggs
1 tbs vanilla extract
¾ tsp salt
130g plain flour
100g cocoa powder
200g roughly chopped dark chocolate



To make the caramel:

- 1- Make sure the butter and cream are at room temp
- 2- Make sure all ingredients are measured out and next to the stove top
- 3- In a medium source pan add all the sugar and melt down over a medium heat
- 4- Whisk occasionally – it should take around 15 min – as lumps start to form whisk constantly until completely melted down (around 15min)
- 5- Once melted it should be golden in color. Stop whisking and allow color to ‘caramelize’ and darken. Be careful it only takes 1-2 min!
- 6- Take off heat and quickly add the butter and whisk for 30 sec
- 7- Quickly pour in the cream and whisk again until completely smooth
- 8- Finally whisk in the vanilla extract and salt and put into a glass container
- 9- Careful it will be very hot!
- 10- Leave to the side to cool

Brownie recipe:

- 1- Preheat oven to 180oc
- 2- Grease baking tray with butter and line with parchment paper
- 3- Melt the butter in a microwave at 30 sec increments
- 4- Combine the melted butter, oil and sugars together in a large bowl
- 5- Add in the eggs and vanilla and beat until light in colour
- 6- Sift in the flour, cocoa powder and salt and fold into the mixture until just combined
- 7- Fold in ¾ of the chocolate chunks
- 8- Pour the batter into the preproperated baking dish
- 9- And add the rest of the chocolate chunks
- 10- Use a tbs to add over as much salted caramel as desired
- 11- Bake for 30-40 min depending on how fudgy you like the brownie
- 12- After complete in the oven pour over remaining caramel (you can save some and save for later as the recipe makes a large batch)

Leave to cool and cut up into desired sizes ... and now **enjoy!!!**