

SPRING 2023

OPEN HOUSE

H B K S I X T H
F O R M
M A G A Z I N E

**WHAT
STUDENTS
HAVE TAUGHT
TEACHERS**

Uni open days
REVIEWED



**HBK STAFF
ACHIEVEMENTS**

MATILDA
behind the
scenes

SIXTHFORM

UNI

REVIEWS



Thank you for picking up the first copy of *Open House*. The magazine has been in development since November 2022 and is the creation of sixth form students at HBK. However, that is not to exclude staff or students in years 7-11 at all! We want everyone to find something of interest here. There are some staff contributions inside, and we hope to have more in future issues.

Our small team has covered a range of subjects to get the ball rolling. This time, we look at politics, science and take a peek at the rehearsals for *Matilda*. Keep turning the pages and you can also find out a little bit more about the HBK teachers, as we include an interview with Mrs. Melchor-Bailey and her archaeological finds. Meanwhile, Mr. Hine shares his journey to becoming a successful writer of fiction. We know that there are other members of staff out there who have been keeping quiet about their achievements and we just need to get them to share!

We also include an appraisal of the

January Film and Media trip to the Harry Potter Studios by **Harry Knox**. **Celia Benson** also gives us an excellent review of her experience of university open days. We also have art, poetry and more.

We are a small team though, and there are lots of things that we would like to cover in future issues, including much more on the creative subjects, school sports, opportunities, work experience and current affairs. What else would you like to see in future issues? More sport? An agony column? Cartoon strips? Short stories? If you have any suggestions, or would like to write or draw something, or you know someone who should be interviewed, then please let us know.

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Contents

- | | |
|--|--|
| 3. Matilda Rehearsals | 13. Hinchbrook House Poetry |
| 4. Science News | 14. Desert Island Disco |
| 5. What's Going on in Music? | 15. New Year Resolutions Survey |
| 6. Art Gallery #1 | 16. What Students have Taught Teachers |
| 7. Science & Law Opportunities | 17 Well, What do You Know? |
| 8. A Visit to the Harry Potter Studios | 18. Mrs Melchor-Bailey: Archaeologist! |
| 10. Uni Open Days Reviewed | 20. Mr Hine: the HBK JRR Tolkien |
| 12. Uni Tips | 21. Art Gallery #2 |
| 13. Hinchbrook House Poem | 22. A Return Visit to the 2022 World Cup |
| | 25. Art Gallery #3 & #4 |
| | 26. Who Gets Your Vote? |

“We'll be revolting children 'Til our revolting's done!”

The 2023 HBK Production of *Matilda* is Under Way. **Maggie Jakes** pops into a rehearsal

Going in to watch this year's rehearsals of *Matilda*, I was initially unsure of what to expect of such a large variety of people involved in the play. However, upon seeing even a small snippet of the funny, imaginative production, I found myself pleasantly surprised and engrossed. The organisation and intense enthusiasm that so many of these young aspiring actors have portrayed in rehearsal brings a fresh burst of energy that will produce, what I expect to be, a great start to 2023.

The show is entirely captivating from the very beginning, by engrossing the audience with funny twists. Intense choreography and some belting vocals further solidify the fact that this is most certainly a production that all will love. The sheer, unabashed confidence that the students have in themselves, their teachers and each other further goes to

highlight the enthusiasm and wholesome passion that they have for this adoring classic of a musical.

This is especially so after the many drawbacks that came with Covid, which

has prevented any productions for the past few years. With that in mind, *Matilda* is the solid starting point in preparations for the many great productions that are yet to come.

In the rehearsal that I watched, there were a couple of kinks that were in the process of being ironed out. By the time you read this though, and after the many hours of rehearsals a week, the finished show should be wonderful. The loving community of future actors that make up this theatre group create an atmospheric professionalism within their performances that is astounding and looks extremely promising. The team of drama teachers have been working tirelessly behind the scenes, encouraging the students with glowing reports at the ready.

With the insane amounts of time, effort and dedication on all parts, I am genuinely excited for the outcome of this production. I will be waiting with anticipation for the debut of this sophisticated performances. Quite frankly, it would be a crime not to see the HBK *Matilda* at least once.

Overall thoughts: extremely dedicated, light-hearted production, very impressive and SO much ENERGY!!



A peek at the *Matilda* Set in progress

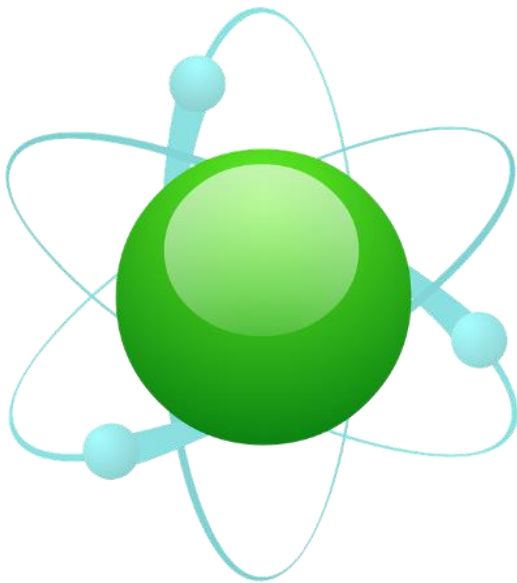
Show Dates: 7-9th Feb

Science News

By **Georgia Warner**

JAMES WEBB TELESCOPE

Popular Science magazine this year named NASA's James Webb Space Telescope the Innovation of the Year.



Webb is an infrared observatory that will complement and extend the discoveries of the Hubble Space Telescope, with longer wavelength coverage and greatly improved sensitivity. Webb is a unique mission with ambitious science goals, which required the development of several innovative and powerful new technologies ranging from optics to detectors to thermal control systems.

Webb has seen early galaxies and peered through dusty clouds to see stars forming.

BIOLOGICAL RESEARCH

A group of Yale scientists this summer that they succeeded in reviving cells in the hearts, liver, kidneys, and brains of pigs

that had been lying dead in a lab for an hour.

The researchers, according to *The Times*, hope their breakthrough eventually will help increase the supply of human organs available for transplant by letting doctors get viable organs from bodies long after death. The technology also might be useful in limiting damage to hearts from heart attacks, and to brains from strokes.

SPACE

NASA this year proved with its Double Asteroid Redirection Test (DART) mission that it has the ability to deflect a giant space rock off a collision course with our planet. NASA sent the 1,100 pound DART spacecraft slamming into a 525 foot diameter asteroid, Dimorphos, at 14,000 miles per hour to see whether the impact force would be enough to change its trajectory.



Images: Public Domain

After DART slammed into Dimorphos on Sept. 26, astronomers clocked its orbit time at 11 hours and 23 minutes, 32 minutes shorter than before, signalling a significant change in its path.

Hitting the Right Note – What’s Going on in HBK Music?

By **James Miles**

“Music produces a kind of pleasure which human nature cannot do without.” — Confucius

We are very proud of our music here at Hinchingsbrook School. We always have lots going on and lots for you to get involved with. An example of this was the Christmas concert, which was a blast! With a packed PAC, we saw an awesome arrangement of our students working together to create a cacophony of beautiful sound resulting in the Christmas spirit felt throughout.

“Music is the wine that fills the cup of silence.” — Robert Fripp

Looking forward, we have even more opportunities to partake in and watch. For



Images from the 2022 HBK Christmas Concert

example, in the upcoming musical performance of Matilda (starring Year 12

Tia Lewis as

Miss Honey), there’ll be on display the gripping story of Roald Dahl’s 1988 novel where a small girl, Matilda, finds



herself in an uncared-for situation, both at school and at home – her only safe spaces are the town’s library and in the vicinity of her teacher, Miss Honey, who identifies that Matilda may not be all that much of the standard 5-year-old girl, but a genius, restricted from success. See the review of rehearsals on page 3.

“Music expresses that which cannot be put into words and that which cannot remain silent.” —

Victor Hugo

What’s more, the music department invites you to come down and represent your house this term as part of the ‘Music Festival’ school interhouse. No matter if you’re just a beginner or a music-master, you can participate against similarly competent students, playing similar instruments to yours, to earn points for your house. These points will be added to the overall tally, determining who lifts that beautiful house trophy at the end of the year!

“I like beautiful melodies telling me terrible things.” — Tom Waits

The music department has many incredibly talented students, all with their

own impressive strengths – but we would love to give an extremely special shout out to **Lauren McMaw**, a clarinetist, who has worked especially hard over the last term and a bit to achieve multiple scholarships to schools of music around the country.

“He who sings frightens away his ills.” — Miguel de Cervantes

Finally, one last opportunity for you is the Senior Choir; join people around your age and older who share a passion for singing much like yours. The senior choir is on during Friday lunchtime in room 201 and is open to all people who want to sing. The group even sing at concerts or festivals like Glastonbrooke later in the year. Mrs Cooke cannot wait to see you there!

Art Gallery #1 Curated by **James Miles**



'Nameless' by Maggie Jakes

The art students' aim in the exhibition in this issue was to 'appropriate' artwork already around the house, so as to change and create a new meaning to an artwork, whilst still incorporating and showing inspiration from the pieces.

'I created this piece of art in order to emphasise both the loss of identity of these women, that I have appropriated from art within the house, during their lifetime, but also to recognise the loss of identity in death also. These women were oppressed into becoming copies of one another, losing their identity to the Patriarchy. I hope to have created a piece in

which represents this, whilst also recognising the real people that existed within these paintings.' **Maggie Jakes**

Upcoming Opportunities in Science & Law

By Georgia Warner

Work Experience

-MEDICINE

- **Inside the dissection rooms**

The opportunity to explore the dissection rooms in London, tutored in brain anatomy from world's leading authority in neuroanatomy using medically donated brain specimens. The course consists of lectures in anatomy and functions of the brain. A certificate of completion will be provided at the end.

More information on the **Pre-med projects** website

- **Aspiring Medics Programme**

A week long course and work experience week. Students will gain hands-on simulated experience with real medical cases, under the guidance of NHS doctors. Students will also take part in expert sessions to enhance medical school applications.

More information on the **Medical Projects website**

-STEM

- **Springpod**

The Spring pod website is hosting a programme consisting of three live webinars for anyone interested in a career in tech and engineering. It will include talks from pro software engineers explaining how they got into the industry and sharing tips. The course is 10 hours

long. Information on web development and design, data science, computer science and programming are available.

More information on the **Springpod website**

-TEACHING

- **Springpod**

Explore reasons why people want to pursue teaching, learn about lesson delivery and safeguarding. Hear from teachers from primary to university level to decide what pathway suits you. This course is a 10 hour long virtual course.

More information on the **Springpod website**

-LAW

- **Springpod**

Learn about key roles and responsibilities of law practitioners. This course will also direct you on how to apply, and what institutions you should consider for your further study. This course consists of three live webinars and is a 10 hour course.

More information on **Springpod website**

WHERE AND WHEN

All Springpod programmes: February 13th-24th 2023. Application deadline 3rd February online

Dissection rooms Latest: July 12th, 2023
London

Aspiring Medics programme

Multiple dates (check website). E.g. 19th-25th Feb 2023/20th-26th August 2023

“We could all have been killed — or worse, expelled.”

Hinchingbrooke House might *look* like Hogwarts, but there’s never a house elf about when you need one! We don’t have a pensieve either. Luckily, **Harry Knox** was willing to share his memories of the Film and Media visit to the Harry Potter Studios on January 10th, 2023.

When we arrived at the studio, we first went into the main foyer, which they call the hub. This has posters, figures, a large hanging dragon, food and drink, and (because of the time we went) it was still ‘Hogwarts in the snow’ so the whole studio was decorated for Christmas.

To get into the studio, we went through a few rooms. The first had notes on the wall from the first book, and then more posters of the characters and the original set for the staircase that Harry lived under in the first few films.

We then entered a ‘waiting’ room, which

had posters from each movie on screens and then into a third room, where one of the staff spoke to us about the studio and then showed a video of previous visitors and why they loved the studio. Finally, we went into a cinema room, where the actors of Harry Potter, Hermione Granger, and Ron Weasley spoke about their time in the studio.

Finally, the large golden doors were opened, and we entered The Great Hall, which had tables full of food, robes for each house, and an ice sculpture from Harry Potter and the Goblet of Fire with multiple Christmas trees behind it.

Next, we were let into the Interior Sets section which contained all the original sets, including the Gryffindor common room, Hagrid’s hut, Dumbledore’s office, Snape’s potion room and many others. Within every section are stamps you can collect for the Hogwarts passports we were given, and also several hidden golden snitches, which you can attempt to find.

All Aboard! Photo by **Joe Howells**



In the corner of the Interior Sets area there is a Green Screen Experience where you can have pictures taken in a wanted poster, sit in the Weasley's flying car or ride a broomstick all in any of the four houses' robes. You can get a free digital version of this photo or buy physical copies.

The next part is the Dark Arts section, which has many sets from the Ministry of Magic, Voldemort's dining table, and Umbridge's office. The next area is The Forbidden Forest, which is relatively new, and you can see a Hippogriff, Aragog, and his spiders, and experience a thunder and lighting simulation.

In between, this and the next area is a small gift shop that had Christmas decorations and small trinkets. Next, you enter Platform 9 and $\frac{3}{4}$ which has the train used in the film, which you can walk through. Each carriage is decorated to represent a carriage from each of the films. There is also a second green screen experience where you do small activities within a carriage.

After this, there is the Backlot Café which sells a variety of food, Starbucks drinks, and the iconic butterbeer. In the outside area is the backlot, which has the Hogwarts Bridge, the Knight Bus, the Dursleys' house and the new Professor Sprout's greenhouse, containing mandrakes that you can pull out of the soil and hear scream.

When you go back inside the studio, there is the creative effects section, where you can see how characters like Dobby were made. This section is really interesting. The second to last set is Gringotts Bank, which has models of the elves from the film. You carry on in this set to go into the

vaults, which are filled with gold, jewels, and the sword of Gryffindor, before being confronted with the huge dragon which breaks out of Gringotts. It looks very realistic and is quite scary for young children.

The last set is Diagon Alley, where Ollivander's wand shop and Weasleys' Wizard Wheezes can be found. There is then the Art Department filled with small models of the buildings in the film and drawings from the film. Lastly, there is a large model of the whole of Hogwarts, which was covered in snow and looked really pretty. To end the tour of the studio, there is a large gift shop where you can buy wands, clothes, sweets, plush teddies, and lots of accessories and trinkets.

Overall, a trip to Harry Potter Studios is definitely worth a visit! You get a real insight into how the film was made, and getting to see all the sets and props used is really interesting. There are staff in all the sections and they know the ins and outs of the film, so if you want more information, it's really easy to get it. Plus, you can find out secrets about the film production. Each time I've been, there is always something new, so even if you've been before, it still has the same feeling of excitement going again.

HBK or
Hogwarts?
It's hard to
spot the
difference.
Photo by
**Harry
Knox**



The Beginning of a Great Adventure

University Open Days Reviewed

One of the things that the Open House team felt would be valuable information for year 12s staring down the barrel of UCAS was a review of University Open Days. It's a big decision, involving planning, travel arrangements and time. It can be daunting. **Celia Benson** shares her experience.

Firstly, I visited universities in the interest of humanities subjects – this varied from Theology or Social Anthropology to Middle Eastern Studies. My main advice to all university applicants is to 1) pick a course that you *truly* love and are excited to study. Ask yourself if you feel excited at the idea of learning increasingly about this chosen subject for three or more years; if yes, then you have a good course in mind. 2) Listen to your instincts when you visit the universities; do you feel comfortable and excited when you're there? If not, then you simply need to keep looking, and that's perfectly okay.

University of Cambridge: Murray Edward's College

I visited this college in Cambridge after being invited for a day of sample lectures and seminars in History and Modern Languages. The grounds were beautiful, and the professors were very approachable, with the standard of teaching being incredible.

The only downside was the student atmosphere that was present at the college, which will invariably vary between each Cambridge college; there was a sense that their academic life was not a central focus of their overall student life. Depending on what you're looking

for, this could be a good thing, but for me, it wasn't what I was looking for.

Also, it is worth noting that Murray Edwards College is a female-only college.

University of Durham

I attended this open day to view their Theology Department and I hated it, for lack of a better word. I had heard that it was a great alternative to Oxbridge, but this is not what I found. The students were unenthusiastic. Of course, this may have been only my department but there was a strange atmosphere across the whole university; despite the town itself being run-down, most students were from upper-middle-class backgrounds, and the university was seriously lacking in racial and ethnic diversity. In general, it felt like I walked into a secondary private school, and it all felt clique-y and not worth the praise it often gets.

Editor's note: Do remember that these are Celia's impressions of one department – there are many students (and staff!) who have had a fantastic time at Durham University.

After returning home from the open-day, I read a lot on The Student Room (which is a great forum for all students, particularly for Sixth-Form and University students) about the exact same things I had felt when I was there.

<https://www.thestudentroom.co.uk/>

Overall, the quality of teaching was poor from what I experienced and there seemed to be incredibly poor diversity. This certainly did not make my list of my top five universities.

University of Oxford

I have applied to St John's College at Oxford for Hebrew Studies, so my faculty-based experience is limited to the Asian and Middle-Eastern Studies Faculty. As each Oxford college has a distinct atmosphere, I have chosen two to contrast them.

St Anne's - This was the first college that I visited and, despite it being one of the smallest and least-funded, it was still incredible. If you're looking for a liberal-minded and easy-going college, this is the one! They have two libraries but are relatively small, but the accommodation for all the years was spacious with a good atmosphere. For me, however, I felt that I would miss out on the traditional Oxford experiences, like having formal dinners in our gowns, as well as the college not being able to offer as generous bursaries as at other colleges. The college bar was a big plus, as it had some of the cheapest prices available across all the colleges.

St John's - This ended up being the college that I chose for my Oxford application, and it is difficult to express how much I loved it here. I was blown-away by the immaculate gardens, the extremely generous bursaries for all students there (for example, each student gets £400 to fund their textbooks), as well as being able to access the Oxford traditions, such as Formal Hall. The modern library is open almost all hours of the day, with incredible architecture. Honestly, when I walked into the library, it was the most beautiful and exciting atmosphere, and I knew that this was where I wanted to apply. Because St John's is one of the most popular colleges, student life is exciting with lots of activities, but if you're already applying to an over-subscribed course, it's up to you whether you want to take that gamble.

The first-year accommodation rooms are also each shaped in a hexagon (the block of rooms is called The Beehive), so that's a plus if you have a particular aversion to normally-shaped rooms.

The only down-side that I gauged from my Oxford Open Days is that Hebrew Studies, is an incredibly small course compared to others in the same faculty, like Arabic or Classics. This means that they had no representatives for the Hebrew course there at the Open Day, and the Hebrew and Jewish Studies Library was also shut on the day. However, this is more of a critique of what happens when you apply to a less-subscribed course, rather than that of the university itself, as no matter what course you do there, most activities take place in your college.

I think it's important to stress that at Oxford, of course there is a percentage of students that attended private schools, but all my tour guides and student helpers were from state schools – I felt very welcomed and comfortable there, and I didn't for a moment feel like it was a university that is only open to those from wealthy backgrounds. My favourite part about Oxford overall is that your academic life is the central focus of your student life, which the university heavily facilitates for you. Of course, if this is not what you're looking for, then UCL may be an amazing alternative:

University College London

I applied here for Hebrew and Jewish Studies, and after experiencing how relatively forgotten this course was at Oxford, I wasn't expecting much. However, this course has its very own faculty and department of rooms and libraries, which I loved. The teachers love their subjects, and I felt a great

atmosphere there. In terms of my specific course choice, the year abroad is the exact same programme as the one at Oxford, so UCL makes for a great second choice (with Oxford at St. John's being my first).

On a different occasion, I stayed in the Garden Halls Accommodation block of rooms at UCL, and it was of high quality. All rooms get their own bathroom, with a double bed, and floor-to-ceiling windows. Unlike Oxford, it is more encouraged for students to cook their own meals using the communal kitchens, which can be positive or negative depending on what you're looking for.

University of St. Andrews

I think right off the bat, it must be said how far away and difficult it is to reach this university. It is a four-hour train ride,

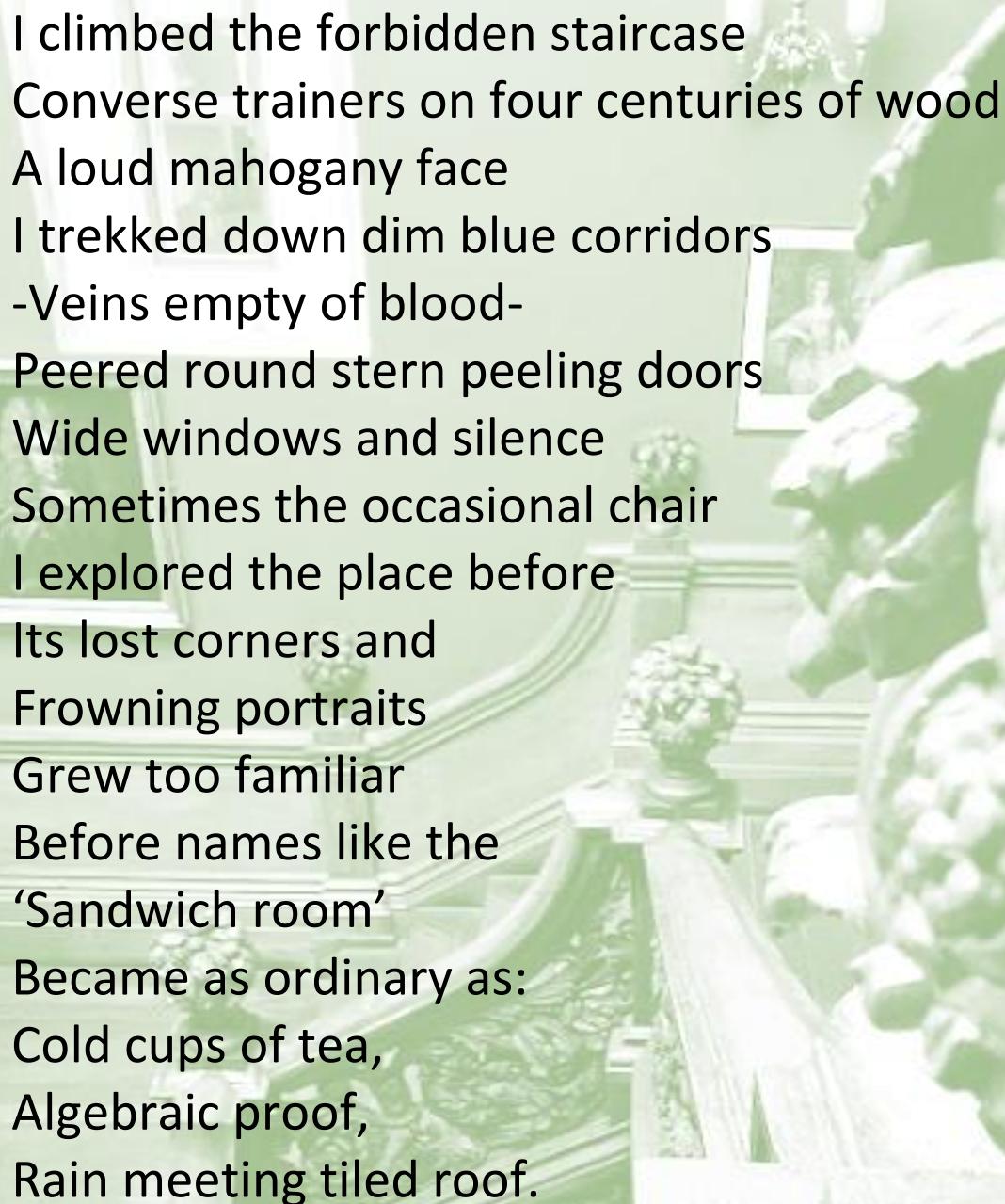
then another four hours on a bus, to take you a lot further north than Edinburgh. Unfortunately, because this university is in Scotland, it is often left off a lot of university league tables and is not considered a 'Russell Group' University but it actually ranked higher than Cambridge and Oxford this year and is often in limbo between Oxbridge. The university is small, and right by the sea, which very much appealed to me. It gives a similar atmosphere of tradition to Oxford, but there is a higher proportion of private-school students at St. Andrew's - the ethnic and racial diversity was fairly good (not as good as Oxford or UCL, but not as vacant as at Durham). Like Oxford, there are also quirky traditions that the university holds, like Raisin Weekend and May Dip. For me, these traditions would certainly enrich your university experience into a unique one.

Uni Tips

By **Georgia Warner**

- Apply as soon as possible: Student funding arrangements mean that as offers are made and places fill up, some courses may only have vacancies for students from certain locations.
- Usually, Oxford, Cambridge and med school applications have a much earlier deadline than other unis, so it will be **October 2023**
- Other (most unis) application deadlines will be in **January 2023**

Hinchingsbrooke House



I climbed the forbidden staircase
Converse trainers on four centuries of wood
A loud mahogany face
I trekked down dim blue corridors
-Veins empty of blood-
Peered round stern peeling doors
Wide windows and silence
Sometimes the occasional chair
I explored the place before
Its lost corners and
Frowning portraits
Grew too familiar
Before names like the
'Sandwich room'
Became as ordinary as:
Cold cups of tea,
Algebraic proof,
Rain meeting tiled roof.

Poem by **Stella Leach**

HBK Desert Island Disco

Crank up the gramophone! Mrs Rix guides us through the records that she would save from a shipwreck.

When I asked Mr Lloyd in November to assemble a crack team of Sixth Formers and relaunch the Sixth Form Magazine, I naturally promised that I would contribute an article to the first edition.

Remembering the advice from a previous headteacher, 'Never ask anyone to do something you would not do yourself', I felt it was the least (and he, most probably) I could do to help.

The Premise: You are told that you are going to be marooned with 10 friends on a desert Island for 6 months. You will have the necessities to stay alive and stay well. You have no way of communicating (it's getting better) with the outside world, but you *are* allowed a record player (solar powered-humour me, please) and 6 records. (Yes, it's a version of the BBC Radio 6 one).

The question- what would your 6 records be and why would you choose them?

Next time, Ben Lemmon is the DJ (he doesn't know yet) and he will tell you about his 6 tracks. But for the time being- here are mine:

Track 1- Right Here, Right Now- Fat Boy Slim-

When it's cold and dark and I'd rather stay at home, this track persuades me to get my trainers on and hit the pavements for a Saturday morning/weekday evening run. This will get everyone off the sand and out

of the sea (on my island- are you paying attention?)

Track 2- Crash- the Primitives

Which of my desert Island mates wouldn't have wanted to be the lead singer of the Primitives, or at least be in the Primitives in the 1980s- 1990s? This, their most famous song (err.... Can't remember any others), was a big hit in 1988 ('*The perfect song by the perfect band*'- *The Melody Maker*). The band played my freshers' fair – not telling you which year- and we loved the song so much, they played it twice in a row- YAY; but the boy I was with broke my heart BOO. Don't worry... I got over it.

Track 3- Near Wild Heaven- REM

After my A levels, two of my desert island guests and I went Interrailing – in other words we bought a train ticket for the whole of Europe and went wherever we wanted for a whole month. We lived off £10 a day (the cost of a Wendy's) did not contact home and amazingly came home in one piece. This song was playing on my Walkman one day when we hopped on a ferry to a Greek Island called Poros. The scenery was simply breath taking- I remember thinking I could not imagine a more beautiful place. REM are one of my favourite bands. Love Michael Stipe, but this would be perfect on a desert Island. By the way- forget Magaluf and go Interrailing please.

Track 4- Don't Start Now- Dua Lipa

Let's face it. Dua Lipa and her music, this song in particular, will be great on a desert island. I read somewhere that she

worked really well all through sixth form and didn't go out anywhere and just studied...

Track 5- *A design for life- The Manic Street Preachers*

This is my version of a slowie. All discos had slowies when I used to go. I had to have a Welsh track on my desert Island and it was between the Manics and the Stereophonics. But I went with the angrier of the two bands. If you don't know this song- find it and listen to it. 'Libraries gave us power'- then why have so many closed??

Track 6- *Heard it through the Grape Vine- Marvin Gaye*

Simply the best song ever written- what more do you want- Really clever lyrics, sublime instrumentals, iconic vocals. Oh, and a really memorable advert in the 1980s.- ask your parents/carers. I could have picked from a number of Marvin Gaye choices. 'What's going on?', 'It takes two', 'Mercy, Mercy Me'. What's not to love?

Anyway, I hope you like the sound of my Desert Island Disco. I have written it in haste, but if I had more time, I don't think I would have changed many of records. Looking forward to hearing Ben's choices!!!!

WHAT IS YOUR NEW YEAR'S RESOLUTION?

By **Robyn Cobain**

1 What do you want your 2023 to look like?

- B. Adventurous
- C. Creative
- D. Mindful
- E. Productive

2 What does your weekend normally look like?

- A. Watching Netflix
- B. Hanging out with friends
- C. Scrolling on social media
- D. Procrastinating schoolwork

3 What is your biggest challenge?

- A. Being healthy
- B. Focusing on goals
- C. Being present
- D. Being organised

4. What is your biggest flaw?

- A. You don't enjoy exercise
- B. You don't like change
- C. Your screen time is high
- D. You are forgetful

F. What do you want to get rid of in 2023?

- A. Laziness
- B. Negativity
- C. Bad habits
- D. Clutter

6. How would you describe your 2022?

- A. Relaxing
- B. Uneventful
- C. Boring
- D. Exciting

See page 16 for your 2023 advice!

“When the student is ready the teacher will appear. When the student is truly ready, the teacher will disappear.” - Lao Tzu

What Students Have Taught Me – in Praise of the EPQ. By **Mr Lloyd**

One of the real privileges of being based in the Hinchbrook sixth form has been as a teacher, advisor and marker for the Extended Project Qualification (EPQ). I will refer you to the prospectus and the [HBK Portal](#) for information about how the EPQ benefits student (the short answer: it will aid your university study **A LOT**). Here, I want to look at this from the other end of the telescope and share what the EPQ has taught me.

The nature of the course is about how to facilitate students to shape a project that appeals to them. Many times, I have seen several finished results that I never would have predicted at the start of each year. Past projects have ranged from debates around misogyny in UK grime music to complex discussions of aerodynamic wing shapes in commercial aircraft.

The most popular approach to the EPQ is the dissertation. From these, I have learned about the genetic engineering of crops, housebuilding in Huntingdon, driver safety in Formula One Racing (twice!), the history of forensic science, immigration rules and the shape of horses' legs. At the point when that last subject came up a second time and I was able to have a conversation about horse conformation without sounding too ignorant, I knew that I had learned something.

This year, I have assessed projects on the long-term effects on public trust of UK government spin, which brands of surfboards suit different waves, the potential medical benefits of the controversial drug Thalidomide and debates around whether Shakespeare was a potential feminist.

When I sit down to discuss proposed or ongoing projects with students, I am sometimes able to advise from a position of prior knowledge. For instance, this year, I have been asked for help with work on Chinese cinema and the work of Alfred Hitchcock, so I am firmly on home territory there. Other times, I know nothing and any guidance I can give is more on clarity for the non-expert audience. However, with HBK having such a wide range of staff with a huge bank of subject specific expertise, it has always been possible to send the student to the right specialist.

Over the years, I have read some outstanding work on terrorism, corruption in football and the quest for a perfect society. These have led to fascinating debates on all sorts of issues. Historical work has covered wartime Nazi collaboration in Norway, the real power behind historical British monarchs and campaigns for electoral reform. I've also read a lot of work on psychopaths, which suggests that the Criminology teachers are having an influence.

The EPQ also offers options on performance, investigation and creating an artefact. The artefact is particularly interesting, with students having produced hand drawn animation, photographic exhibitions and, once, a model of a pair of human lungs. Overall, whether or not I have even heard of a subject that is proposed by a student at the start of their EPQ, it is rare to be disappointed by the result. It is a privilege to have been taught so much by students.

New year's Questionnaire Advice

Mostly A's: Be healthier and more active

Mostly B's: Find a new skill/hobby

Mostly C's: Use your phone less

Mostly D's: Be more organised and productive

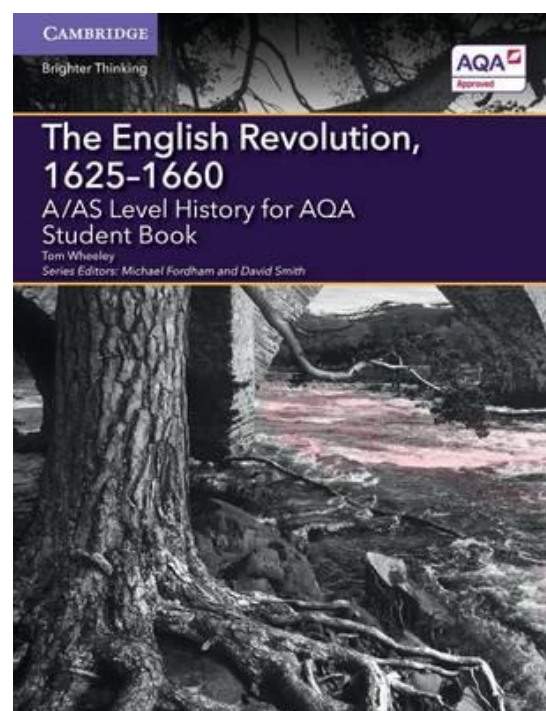
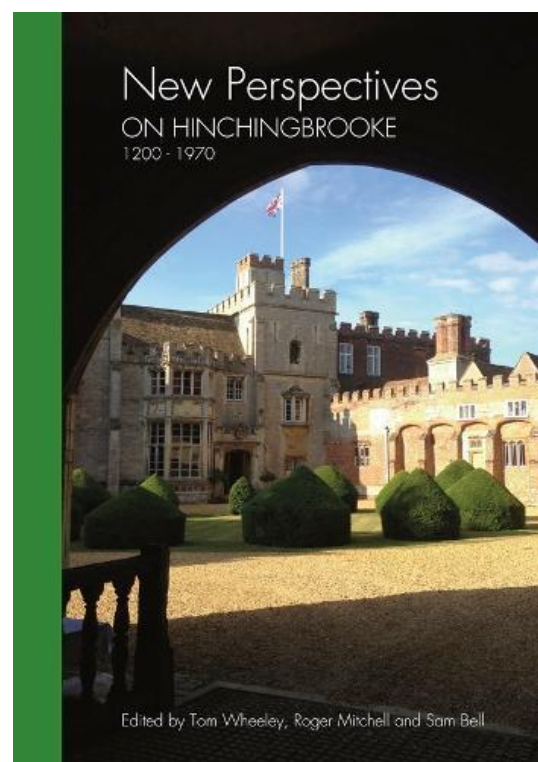
Well, What do *You* Know?

HBK teachers are a good bunch. Everyone is an expert in their subject area, having qualified in the relevant subject area. However, one of the things that the Open House Team really wanted to find out about was what some of the HBK staff had achieved in advancing their fields of expertise outside of school. While a few were happy to share, we know that there are others out there who might need a bit of coaxing for next time. Please let us know!

Over the page, **Mr. Hine** and **Ms. Melchor-Bailey** share their achievements in archaeology and successful fiction writing. However, **Mr. Wheeley** seems to have come top in the sheer number of publications he has put his name to. These include:

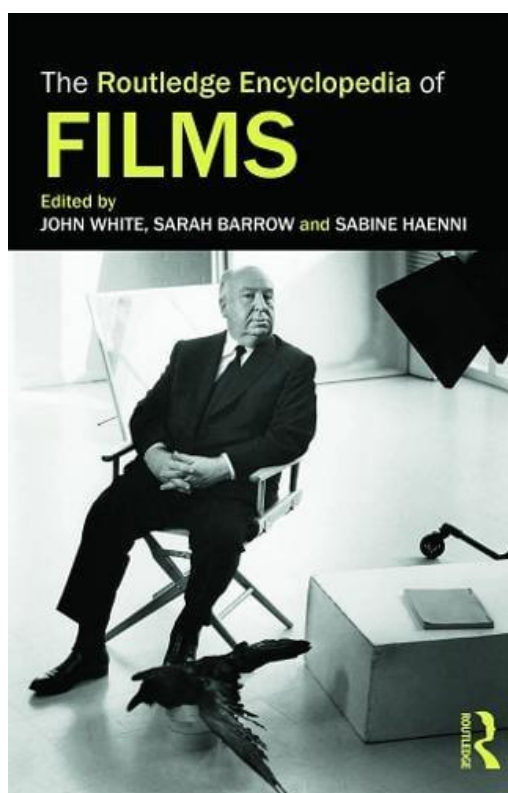
- 'Requisites of a Considerable Trade': The Letters of Robert Plumsted, Atlantic Merchant, 1752–58: S. Smith and T.R. Wheeley, published in *English Historical Review* (Oxford, June 2009). This was Mr Wheeley's undergraduate dissertation!
- *Hinchingbrooke House* (Privately printed, 2011) -a guidebook.
- *The English Revolution* (Cambridge University Press, 2015) – the current A-level textbook on the subject.
- 'Personal Rule to Restoration' in *War and Society* (Hodder, 2016) – a chapter of the current GCSE textbook.
- *New Perspectives on Hinchingbrooke, c1250-1970* (2022) – as editor. This is a compilation on new research on Hinchingbrooke's history.

They do call him Mr. Hinchingbrooke for a good reason, you know.



Two examples from Mr. Wheeley's large bibliography

Over in Film & Media, **Mr. Lloyd** is another published academic, having contributed nine chapters to The Routledge Encyclopedia of Films (Taylor & Francis, 2013), edited by Sabine Haenni, Sarah Barrow and John White. The book analyses 200 of the most important, influential, innovative and interesting films of all time. Mr. Lloyd was initially asked to write three chapters but ended up writing nine when other contributors missed their deadlines. His chapters cover some of the great films from Weimar Germany, the former Soviet Union, China, Japan and France. He says to point out that there is a copy in the school library.



Meanwhile, bouncing back and forth between English & RPE, we find that **Ms. Rider** has a dramatic past in leading education at The Gordon Craig Theatre in Stevenage. While in this role, she took a production up to the Edinburgh Fringe Festival. She also appeared in the BAFTA nominated 2005 CBBC show, *Rule the*

School and is currently writing a non-fiction travel book about Route 66 and a detective novel. That is keeping busy. She also says that she has taught every level of education from year 3 to year 13. Have any other HBK teachers managed to influence the education of such an age range?

Spanish Treasure

James Miles interviews **Mrs. Melchor-Bailey** about her journey from Spain to HBK and her amazing archaeological finds.

As part of the Hinchingsbrooke community we have a plethora of engaging and enthusiastic teachers. But what is going on behind the scenes? What lives have these teachers lived? Well... all these questions will not remain unanswered as I uncover the secrets behind some of the most exciting teachers and their even more gripping pasts.

Our first prime example is the inspiring Mrs. Melchor-Bailey. Having done a history degree at the University of Valencia, as I discovered, she has many tales waiting to be told – the most poignant being the one in which she helped uncover the history of the stunning seaside town, Cartagena, in one archaeological dig. The excavations took place beside an old amphitheater with the excuse of trying to find potential ancient treasures before new flats covered these mysteries instead.

Excitingly, plenty of interesting things were unearthed by Mrs. Melchor-Bailey herself; coins, pottery, Roman jewels but most notably a pendant with a 'little, tiny face' of the Roman god of freshwater and the sea, Neptune. This extraordinary find

is now proudly displayed in the Museum of Cartagena to be looked at alongside other remarkable finds.



Taking part in this archaeological dig was important to Mrs. Melchor-Bailey as it 'opened [her] eyes' to the importance of all the parts of a team, whether anyone's job seems small or unimportant they're still part of the 'whole army of people, with all sorts of skills which are equally valid'. This enlightenment of interdependence would later frame how she now teaches and works alongside other teachers, admins, cleaners and other 'amazing' people who tend to remain as hidden heroes behind the scenes - 'What would we do without them?!' Melchor-Bailey had aptly exclaimed.

Having come over from Spain shortly after finishing university Mrs. Melchor Bailey

has had great experience in both countries as a worker and general living, when asked what it was like to work overseas, she replied, 'it was a bit of a struggle... it was really hard' as the language barrier provided some 'embarrassing moments.' However, it was a time of great support and 'working with English people is really good' and she still always advises to have a year out, 'going abroad and seeing different cultures' is important for everyone.

Out of all the jobs which Mrs. Melchor Bailey has had she excitingly confirms that 'teaching has been the best', all the 'songs and the little comments and the little jokes' make 'being in the classroom... a highlight' and she 'wouldn't change it for anything else'.

Mrs. Melchor Bailey is looking forward to a time in which she has the opportunity to volunteer and help out the wider community – especially 'with older people', she claims that if she didn't work with children, she would've worked with older people instead.

Finally, a piece of advice which Mrs. Melchor Bailey would like to pass on to students just about to go and live out in the real world - 'Don't limit yourself to anything, just keep your mind open... keep your options open and go for it!'



Teachers! Working late again? Or is it Mr Wheelley tapping out another history textbook into the night?

Let the Open House team know what you do after hours! (Not

“A Tantalizing feat for the Mind and Soul”

– Amazon Reviewer

Mr Hine's

Amazon reviews are a thing of wonder. Then there's the glowing comments on Goodreads and further excited anticipation for more novels spreading across the Internet to give him an ego boost when he

needs it! **Robyn Cobain** interviews the popular novelist and HBK teacher.

What are the Hearthmark chronicles about?

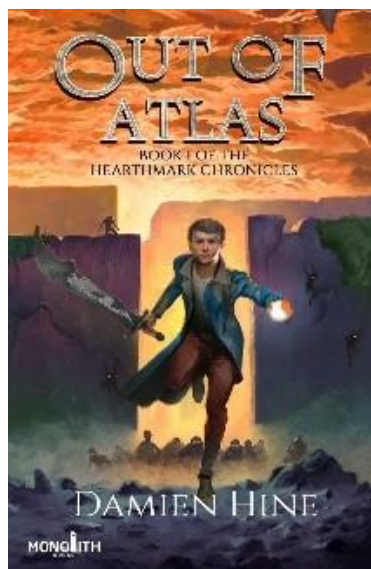
It's An epic fantasy trilogy, brimming with fun, magic and adventure. It's about people trying to find their place in the world.

What is the biggest challenge of writing a novel?

I find writing novels relatively straightforward now because you learn how to get in a groove of writing in-depth characters and plots. But the most difficult part of writing a novel is getting it published.

What was the inspiration behind it?

There were three main things that inspired me: the books I have read and really loved, traveling and seeing the world. There is a section in the third book



which is based on Icelandic and Norwegian cultures, and a lot of my own beliefs and what I think is important, like encouraging young people to follow their dreams.

How have your books impacted readers?

They are tremendously popular on amazon; I get to talk to young people in schools and I've spoken in conferences. But what encourages me the most are the smaller stories. Last summer a woman approached me and told me that she gave my books to a boy with autism. He loved the books, and they inspired him to have more conversations with people and encouraged him to make friends.

How did you become a published author

Around 2015 I sent off my books to different agents, who went: no, no, no, no. I kept persevering to publish my books this way. During lockdown, I thought that I needed to realise something about my novels which was preventing them from being published. I contacted a friend who had a son, around ten, who was a voracious reader. I asked her to print off the first three chapters of my first book and take off my name so that I could hear



his honest opinion. He read the whole book in 24 hours, and he loved it! We revealed to him that I wrote the book over a zoom call, and he was in utter disbelief. We took the reaction video to a publisher and within a few days the publisher took on all three books. And that's where it all began...

What advice would you give to aspiring authors?

Write the stories that you think you would love if you read them. Don't think about trends or what you think is going to succeed. Write, first of all, for yourself. Write stories that bring you joy, stories that get you excited, because if your story affects you, it is likely to affect other people. That's the best way of coming up with something truly unique.

Art Gallery #2 Curated by James Miles



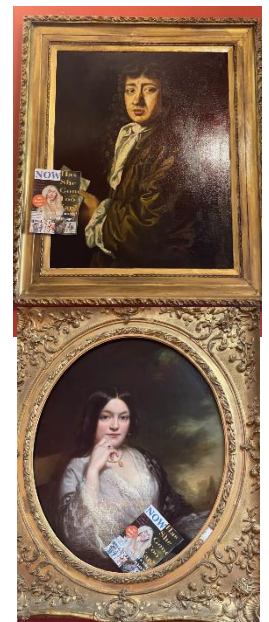
'Would Mary the 7th Countess of Sandwich Want to Look Like This Now?'

by **Lucy Hucklesby**

Lucy's image and use of language comments on the negativity towards women common in mainstream media.

'I focused on merging different media and contrasting time periods, modern vs old, and how the beauty standards have changed over time from the 17th century to the 21st.'

Lucy Hucklesby



The World Cup Runneth Over

With a backdrop of human rights and alleged corruption controversies, the 2022 FIFA World Cup was unusually timed over winter. Ethan Stanbridge evaluates the England national team's performance. Spoiler alert: football isn't coming home yet...

After two devastating tournaments, England went into the 2022 World Cup having finished fourth in the 2018 tournament and runners-up in the 2020 European Championships (held in 2021 – thanks Covid!) England had qualified comfortably from their group, having won eight of their ten games.

England were one of the favourites, along with France and Argentina. They had a favourable draw for the group stages, facing the USA (ranked 16th in the World), Wales (19th) and Iran (20th) in group B. England's first game was on the second day of the World Cup; their opponents were Iran, the best team in Asia, according to the Fifa rankings. England started the game on the front foot, but the first half was disrupted by an injury, with the Iranian keeper Alireza Beiranvand receiving treatment for over ten minutes.

Despite the stoppage in play, England were able to continue their pressure on the Iranian goal, with youngster Jude Bellingham kicking things off with a header, before Bukayo Saka struck in a powerful volley following a corner. Raheem Sterling's clever finish made it 3-0, with the Iranians completely out of the game before the first half had ended. England's domination continued into the second half, where Saka and Marcus Rashford scored, either side of a Mehdi Taremi consolation goal. Substitutes Jack

Grealish and Callum Wilson linked up in the 90th minute, with the former tapping in to make it a humiliating 6-1. Taremi's late penalty reduced the deficit to four goals, as Iran suffered a humiliating 6-2 defeat.



Image: Public Domain

Going into the second game, England had a good chance to qualify for the last 16, with a win against the USA sealing it. The US side had previously drawn 1-1 with Wales in the previous matchday, so they did not shy away from the challenge as they pushed for a win. In a massive contrast to the game against Iran, England played sluggishly and it was the Americans who created the best chances; Weston McKennie spurning a good chance and Christian Pulisic almost scoring a stunner, as his left footed effort crashed off the crossbar. The second half was not much better for England as their build-up play was slow and lethargic, with Matt Turner the US goalkeeper being largely untested. The game ended 0-0, a disappointing result for both sides, but England still went into the third matchday top of the group on four points, one ahead of Iran who had defeated Wales 2-0 in the other game.

England's qualification was all but secured in the final group game, as they had to avoid defeat to last-placed Wales by a four-goal deficit or more, while a win would guarantee them first place.

England's performance had improved drastically compared to the previous game, but nine shots on the Welsh goal in the first half were unsuccessful and the game was goalless at half-time. Eventually, the Welsh defense was beaten, with Marcus Rashford scoring a wonderful freekick, a powerful knuckleball shot past Danny Ward. Wales crumbled from this moment onwards, with Ben Davies giving away the ball to his clubmate Harry Kane, who crossed the ball to Phil Foden, who made it 2-0 in the space of under two minutes. Rashford scored his third in emphatic fashion, latching onto a lobbed ball over the top from Calvin Phillips. He took the ball down comfortably before twisting past a defender, then lashing in a finish through the legs of Ward, a shot that the keeper will be disappointed not to have saved. With a confident victory, England went through to the round of 16, where they would face the runners-up of Group A, Senegal.

Heading into the World Cup, Senegal were the highest ranked team from Africa, but they were missing Sadio Mane, the best player in the Africa Cup of Nations that Senegal had won earlier in the year. Having begun their campaign with a loss, being overpowered by the Netherlands, they bounced back, comfortably beating the hosts, Qatar, in a 3-1 victory. In their final game, everything was on the line, as both Ecuador and Senegal sat on three points. Senegal took the lead just before half-time, but Brighton midfielder Moises Caicedo was able to pin them back. Chelsea defender Kalidou Koulibaly grabbed the winner just three minutes later, as Senegal ran out 2-1 winners and to ensure a spot in the last 16.

Senegal put England under a lot of pressure in the first half hour, spurning

two big chances to go ahead. Ismaila Sarr, the Watford winger, looped a chance over the bar after the ball had fallen to him. Boulaye Dia forced Jordan Pickford to make a big save, following a mistake from Saka.

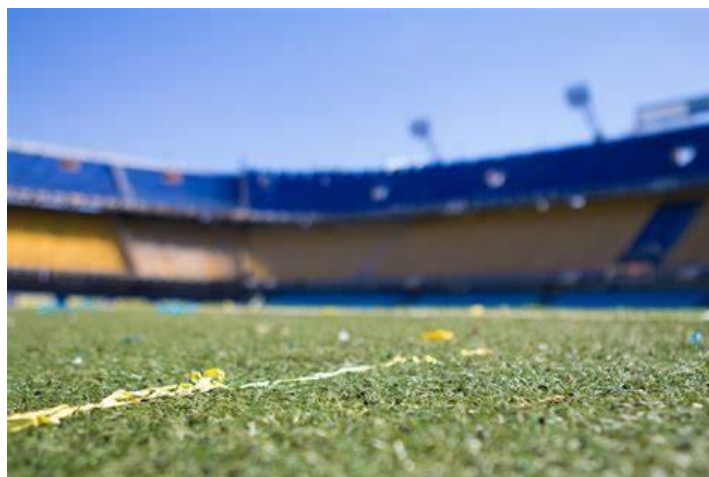


Image: Public Domain

Despite this pressure, it was the English who would find themselves ahead. The move began with England passing round their defense, before a few smooth passes down the left-hand side led to Jude Bellingham slipping through the Senegalese defense, where he was able to cross the ball across to Jordan Henderson who was able to coolly slot the ball past Edouard Mendy. Against the run of play, England's qualification was all but secured but Senegal were caught out on the counter attack. Bellingham latched onto a loose ball in the middle of the park and drove up the pitch, before releasing Foden, who in the 2-on-1 situation squared the ball to Kane. The Spurs striker fired past a helpless Mendy to score his first goal of the tournament. Saka got his third of the tournament in the second half, clipping the ball over Mendy, from a Foden cross. Senegal had a few attempts late on, but the game was well and truly over at that point and England had set themselves up a tie with the holders, France.

France would be England's biggest test yet, with their squad having world class players in all positions. They had comfortably got through their group, defeating a disappointing Denmark and steamrolling Australia. They did suffer a shock loss to Tunisia, but they had fielded an underpowered side. In the round of 16, Kylian Mbappe starred in a 3-1 victory over Poland, with the young forward being involved in all three goals.

The game began with England falling behind in under twenty minutes, Aurelin Tchouameni firing past Jordan Pickford from range with a powerful drive. Despite the shocking start, England fought back in style, registering numerous attempts on the French goal. Just ten minutes in the second half, England found themselves with a massive chance to get level when Bukayo Saka drew a penalty from the goal scorer Tchouameni. Known as one of the best penalty takers in the business, no England fan was in any doubt of the outcome of a Harry Kane penalty, and the striker did not fail deliver. Kane dispatched a well place penalty past Hugo Lloris, to draw England level.

Following the goal, the English piled pressure on the French goal, but they were unable to test Lloris. Up at the other end, Olivier Giroud forced a good stop out of Jordan Pickford, with the ball going out for a corner. From the subsequent corner, Antoine Griezmann's initial cross was cleared. However, his second one was inch perfect and Giroud was able to guide a brilliant header past Pickford. England responded well though, and just six minutes later they were given a massive chance to go level, after Theo Hernandez bundled over Mason Mount in the penalty area. Kane stepped up to the penalty spot for the second time and fired his effort to

Lloris' right for the second time. But his penalty was well overhit and it went flying over the bar. That was the last big chance that England would get, as they went crashing out in the quarter final.

Space to fill



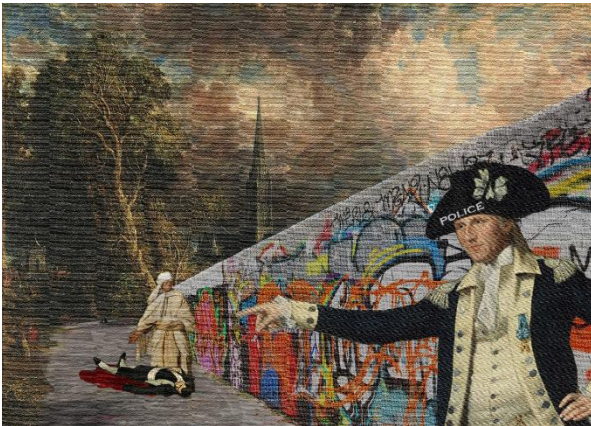
Do you have anything you would like to share in our magazine? The Open House Team are keen to publish a range of stories, art, journalism, reviews and plenty of other things that we haven't thought of yet.

Contact **Mr. Lloyd** at pl@hbk.acesmat.uk



Art Gallery #3

Curated by **James Miles**



Omai the Murder and Boris Johnson the Unnoble Nobleman

by **Rhys Cullen**

'Using photoshop I changed the paintings/images to have a modern meaning/narrative whilst also incorporating their history.' **Rhys Cullen**



Greed, (nameless) and Headless by **Cedric Regalado**

'In my art project I looked into the

context of the Hinchbrooke paintings, specifically what it was like in the 17th century in England. I was particularly interested in the history of Oliver Cromwell, and using inspiration from artists such as Andy Warhol and Barbara Kruger, I tried to investigate how society at the time viewed economy and what was seen as the norm.' **Cedric Regalado**



Who Gets Your Vote?

Current sixth formers are likely to be able to vote in the next UK general election and your vote counts. Ethan Stanbridge takes a balanced look at what the two main political party leaders are offering. One of them is almost certain to become the next PM.

A turbulent 2022 saw the UK Prime Minister change twice and inflation reach its highest level in forty years. After scandals such as Partygate decreased the public's trust in the government, it is now up to Rishi Sunak or Keir Starmer to restore faith in the government.

The two leaders of the UK's main political parties, Conservative and Labour, both made New Year's speeches, just a day apart from each other. Rishi Sunak, the current Prime Minister, held his on the 4th January. Mr. Sunak was given the difficult task of leading the Conservative party after numerous scandals. To mend his predecessors' mistakes, he has made five pledges- halving inflation, economic growth, reducing national debt, cutting NHS waiting lists and passing new laws to stop small boats.



Image: Public Domain

Sunak's promise to halve inflation was a safe pledge to make, with economists

already predicting that inflation will drop, after it peaked in late 2022. His second promise was on economic growth. It is not easy to measure such a pledge, but he will likely be far more successful at carrying out that promise than his predecessor Liz Truss. He also wishes to make sure national debt to decrease, in order to secure the future of public services. This is a safe thing to say, as the Office for Budget Responsibility (OBR) already aimed to do this, and is the debt is predicted by the OBR to fall.

In light of the current issues with NHS waiting lists, the Prime Minister wants to prioritise reducing them. His final promise was to stop small boats by passing new laws. He announced that there would be legislation this year intended to stop people from illegally entering the country. Another major topic he covered was the education system, more specifically wanting to make Maths compulsory for all pupils up to the age of 18. Mr. Sunak believes that this will be a necessary move to tackle the issue of innumeracy that the UK has.

His opponent, Keir Starmer, currently looks set to become the next Prime Minister, according to opinion polls. In Starmer's speech, his main point was the "take back control bill," a deliberate reference to the Brexit slogan, as a title for his plans. He believes that devolution is a necessary move, as it will give local communities more control over matters such as housing and transport. This idea of shifting some power away from Westminster is not unique however, with Michael Gove of the Conservative Party

having similar plans on devolving the UK further.

Another one of his main points was how Labour would steer clear of the “sticking-plaster politics” he links to the Conservatives; rather his party would go down a route of improving things in the long term. He also said that his party will not be “getting its big government chequebook out,” as he believes that Labour cannot spend their way out of the “mess” made by the Conservative government. This was a hint at the perception that some previous Labour governments had used spending as a way of getting out of troubles. There will possibly be a general election this year, and certainly before the end of 2024, with Mr. Sunak pushing forward a government orientated on economic growth, with less intervention and therefore less taxation. To deal with the NHS, he wishes to rely on

the private sector to provide health care, rather than more investment. As for Sir Keir, he will take a different approach with closing tax loopholes used by some very wealthy individuals and probably more general taxation to tackle the crisis that the NHS, with more investment into healthcare.



Image: Public Domain

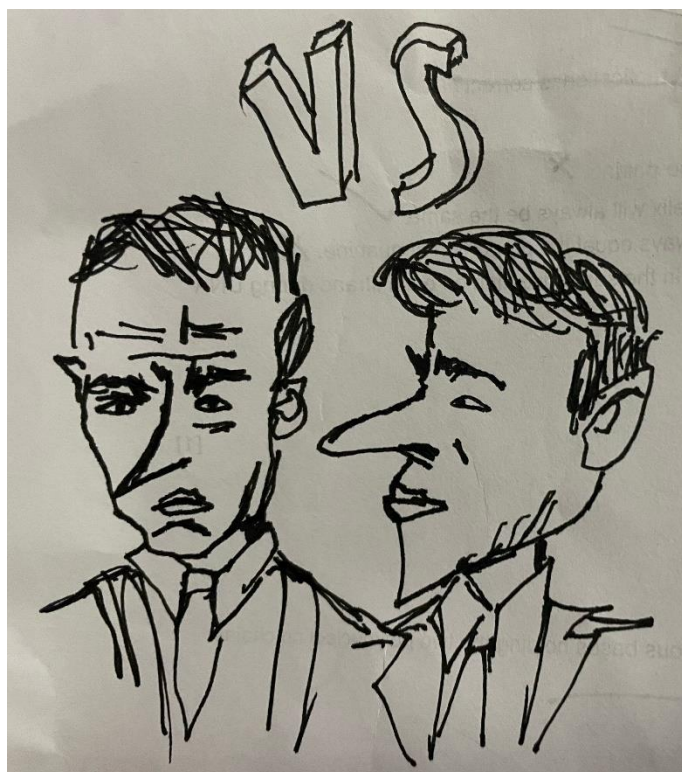


Illustration by **Stella Leach**

Whichever party you support, please make sure that you **use** your vote in elections. Turnout for the younger demographic is traditionally much lower than for older people.

If you like none of the candidates, then a spoiled ballot is at least better than apathy.

If you want your voice to be heard, use your vote.

Advice from year 13 to Year 12

Compiled by **Robyn Cobain**

**What do you wish
You had known at
the start of year 12?**

- “Start revising straight away”
- “Keep on top of your homework, complete it the day it’s set”
- “Make all your flashcards in year 12”
- “Spend more time looking into post-18 options”
- “The content and layout of my exam papers”
- “Useful ways to cope with exam stress”
- “Efficient study methods”
- “Listen to advice from teachers”
- “Never be afraid to ask for help from teachers and pupils”
- “Study over the summer holiday”
- “Get more sleep”
- “Get more Involved in the opportunities provided by the school”
- “Don’t be scared of getting to know new people”
- “Decrease my hours at work”
- “Learn all that you can, so that when your exams come around, you are better prepared”

