ED HOPKINS
European Junior Cycling Tour

STUDENT FINANCE
FACTS - WHAT YOU NEED TO KNOW

CREATIVE WRITING & EXTENDED READING

EXAMS
FEED YOUR BRAIN + TOP STUDY TIPS
Editor’s Note

Welcome

Hello and welcome to another edition of our School Magazine, Sapere Aude. As before, the editorial team have collected news, articles and opinion pieces which we felt could be relevant and interesting to the students of Lutterworth College.

So, in this edition, we’re covering topics including book reviews for each Key Stage to keep you all reading, a creative writing section about the tragic life of Virginia Woolfe, and an original poem about the author’s life and death.

We’ve also got hints and tips on Student Finance for anyone thinking of University in the future, and some healthy eating options to get you through the GCSE’s looming in the next few months.

If that wasn’t enough, check out the reflections and experiences of one of the editorial team when she attended a taster-day at Cambridge University, and finally, meet our very own Bradley Wiggins!

Happy reading

Eleanor - Editor / layout

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Special thanks to Mrs Downie for her help and guidance to the editorial team.
LUTTERWORTH ACADEMY TRUST PROUDLY PRESENTS...

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Book at lutterworthcollege.com
Creative Writing and Extended reading

As a editorial team, we all really enjoy writing and we especially like reading books! So, we’ve put together some book choices, one for each Key Stage that we have enjoyed reading and which you can find in the School Library. Happy reading!

On the following 2 pages, one of our writers who is an A level English student, has produced an article and an original poem about the author Virginia Woolfe, as pieces of creative writing. We hope you enjoy this work.

By Elizabeth White, Year 12 and Samuel Crowsen, Year 7

Ideal for KS3
Genre - Dystopian
The Hunger Games by Suzanne Collins

The Hunger Games has got everything a book needs. From action and adventure to romance and politics. It hooks you right from the start and never fails on surprising you at any point in the story. There are 3 books in total and all of them are a good read.

5 out of 5 stars for this book.

Ideal for KS4
Genre - Gothic/horror
Rebecca – Daphne du Maurier:

Rebecca is an elegiac gothic tale following a young woman, our narrator, who finds herself marrying a widower – the ever enticing, ever enigmatic Maxim de Winter. Du Maurier’s nameless heroine is quickly thrust into a new and unfamiliar life in her husband’s grand estate, Manderley. The house serves as an ever-present reminder of Maxim’s wealth and former life, which he shared with his late wife, Rebecca de Winter, and plays host to the spectral and sinister housekeeper, Mrs Danvers, who profoundly adored Rebecca, and thus, profoundly detests Maxim’s new wife. In the novel, du Maurier paints compelling pictures with her exhilarating, haunting and poetic language, imposing upon us the labyrinthine experience of our protagonist; we feel every pinch of complicated love, every twist of fear, every twinge of insecurity.
“du Maurier paints compelling pictures with her exhilarating, haunting and poetic language, imposing upon us the labyrinthine experience of our protagonist.”

Ideal for Post-16  
Genre - Horror  
IT – Stephen King:

One of King’s longest novels, it would be easy to take one look at this book and turn it away, immediately. Despite its length, King affords every page, every line, every word the same sinister atmosphere and tendon-tearing tension, making for an unforgettable experience. The shapeshifting being, termed by the preteen Losers Club ‘It’, most commonly takes the form of the “fun-loving” clown, Pennywise, whose tufty red-hair, garish clown suit and paralysing smile torments the children of the town of Derry. King’s dual time frame alternates between the Losers Club as both children and as adults, making for heart-wrenching parallels and tear-jerking moments, shared with characters who we come to regard as family. Not only does King construct iconic characters, but the language and imagery he uses to bring them and their story to life is unique and irresistible – albeit often gory and intense. This horror story is not one for the faint hearted, and may well keep you awake at night, but it is certainly worth the read if you’re dedicated and… brave enough.
Virginia Woolf

By Elizabeth White, year 12

What do you know about Virginia Woolf?

Most people would simply answer ‘writer’ – perhaps ‘feminist writer’. Some may even remember her struggles with mental health following the deaths of her close family. As a young girl, Virginia had a happy, healthy life.

She lived at her family’s home in London and often frequented their holiday home in St Ives, Cornwall. It has been reported that Woolf held a particular skill in rounders as a child and was affectionately referred to as ‘the demon bowler’ by her family. Things soon began to decline for Woolf as the unexpected deaths of her parents and her favourite brother in 1906 triggered hallucinations, such as birds singing in Greek, random phrases like ‘there is no crime’ and ‘there is no death’; these were later used as hallucinations of the character Septimus Warren Smith in Woolf’s 1925 novel, Mrs Dalloway.

Leaving her childhood home which family friend and writer, Henry James termed ‘that house of all the deaths’ marked a point of decline for Virginia; she was forced to grow up very quickly. Virginia married Leonard Woolf in 1912, and their fruitful, happy marriage allowed her mental health issues to diminish, and she was happier than she had been since her early childhood. This period of contentedness didn’t last long, however; in the advent of war, Virginia’s mental health began to decline again, and during the Second World War, she battled with anorexia, insomnia, bipolar disorder and even began to hear voices again. The destruction of two of her homes by German bombs led to an intense breakdown which spurred Woolf to put stones in her pockets and wade into the nearby River Ouse, drowning herself.

Her hat and cane were found on the bank of the river, but there was no proof of her actual death until many days later, when her body was discovered by a group of children, playing near the river. The note she left to her husband Leonard is heart-wrenching and reads:

Dearest,
I feel certain that I am going mad again: I feel we can’t go through another of those terrible times. And I shan’t recover this time. I begin to hear voices, and I can’t concentrate. So I am doing what seems the best thing to do. You have given me the greatest possible happiness. You have been in every way all that anyone could be. I don’t think two people could have been happier till this terrible disease came. I can’t fight any longer. I know that I am spoiling your life, that without me you could work. And you will I know. You see I can’t even write this properly. I can’t read. What I want to say is I owe all the happiness of my life to you. You have been entirely patient with me and incredibly good. I want to say that – everybody knows it. If anybody could have saved me it would have been you. Everything has gone from me but the certainty of your goodness. I can’t go on spoiling your life any longer. I don’t think two people could have been happier than we have been.

Virginia Woolf
The following poem is a creative interpretation of Virginia Woolf’s tragic suicide and the tumultuous emotions she may have experienced through her struggles with mental illness.

The Death of Virginia Woolf

A fresh young girl embraced by life, 
Now withered in the arms of fate.

Leaving that house of all the deaths, 
My sense of self began to wane:
“There is no crime, there is no death,”
The birds sang in their Greek again.

But meeting you, my dear, I changed
The song did cease, the torture fade,
But straining to clutch onto peace
Yields only hurt one can’t evade.

The twine that tied we two as one –
Attached by law, fixed by shared pain –
Was weakened by that frightful song
Then snapped by war and frayed again.

The war! That beast to whom we’ll lose!
To war, I did my life resign –
And O! The waves! The waves! The ooze,
The Ouse! No crime no death but mine.

My dear, if anybody could
Have saved me it would have been you,
But on the ground, I saw the stones;
I picked them up – they’d have to do.

Beneath the roaring surface now,
The sound is muted, pulled back bare.
Through lips, through teeth, the waters reach
My throat, now roaring, thrashing there

So I thrash too! I thrash and fight,
Entrenching lungs I expedite –
My tendons, tuning forks, ring tight
And savour each sweet stinging bite.

Letting not fear nor tear mix in,
I ope my throat and ready choke;
Extinguishing infernal sin
I close my eyes and shake the yoke.

Your name inside my mouth I hold
But spluttering, I thrust it free.
I feel much safer as the cold
Waspish waters wash over me.

In the bed of the Ouse, I sleep.
Pity me not. Yeart for me not.
I am not here, so in my stead
In the bed of the Ouse, I lie,
As peacefully as once I did –
I leave you one last pleasant thought:

I don't think two people could have
Been happier than we have been;
From hereon, both our souls fly free.
In life and death, love always. V.

“Beneath the roaring surface now,
The sound is muted, pulled back bare.
Through lips, through teeth, the waters reach
My throat, now roaring, thrashing there."
A Trip to Trinity College

By Liz White, Year 12

In October, I was lucky enough to access a place on a mixed-subject taster day at Cambridge University’s Trinity College. Anyone might look forward to the event with healthy anticipation and excitement, but I couldn’t shake a sense of fear I had as the day grew nearer. What if they’re all posh? What if they’re all geniuses? What if I make a fool of myself?

When I arrived at the college, my fears were half-dispelled as I peered through the surprisingly small door of what Cambridge calls ‘the Great Gate’ – the entrance to Trinity – an ancient stone-wall engraved with intricate patterns and gargoyles, compared to which, from a distance at least, the tiny wooden door was almost imperceptible. I felt like Alice in Wonderland, gazing through the tiny door to the seductive and Elysian Secret Garden, feeling simultaneously as though it was the last place I should be allowed to enter, yet the only place in the world I wanted to be.

The Winstanley Lecture Theatre was my first destination, which I eventually found after exploring a labyrinth of low-ceilinged corridors and being guided by a multitude of hastily-assembled “Year 12 Taster Day” signs at every junction. It was a small, modest lecture hall, and there were fewer students there than I had expected; I couldn’t tell if this made me more comfortable or more intimidated. After sitting myself down and watching a handful more Year 12s filter in, a lecture began, about life in Cambridge.

We were told about the application process, seminars, class sizes, supervisions (tutorials), workloads, colleges, accommodation and finances (I was surprised to discover that Cambridge is one of the most affordable universities to live in).

The following talk was all about neuroscience, dreams and sleep paralysis, and was led by an
The following talk was all about neuroscience, dreams and sleep paralysis, and was led by an eccentric but highly likeable lecturer – Baland Jalal.

While most of the Sixth-Formers I spoke to were really pleasant and personable, one girl I met stood out from the others, and not in a good way. She offered the impression of acting nice but not being particularly sincere, and it was borderline cringeworthy how rehearsed and hollow her received pronunciation seemed – especially levelled against the Brummie, Leicester and London accents which populated the room. The girl was far too quick to share with as many people as she could that she owned a pony, went to a grammar school and was predicted top grades after a sweeping success at GCSE. I suppose it would have been easy to be intimidated by her, but I felt reassured that, even she, who seemed to represent the archetypal Oxbridge student, seemed out of place at this college. And also a little sad that the girl felt she needed to put on such a front to fit in.

Lunching in the college hall, the unavoidable comparison was made to Hogwarts’ Great Hall. Long table stretched ceaselessly from one side of the hall to the other, and, although smaller than the hall from Harry Potter, a grand stained-glass window still towered on the back wall, while a string of portraits – evidently of very important somebodies – lined the long walls which ran parallel to the tables. After a quick lunch, we were rounded up again and split into groups: one to go to a chemical engineering lecture; another, to visit the office of Dr Anne Toner, Trinity’s English fellow. Around ten of us were shunted into the tiny office, which seemed centuries old, and deposited ourselves on various sofas and chairs arranged in a horseshoe about Dr Toner’s desk. We all listened silently and attentively as the worldly professor guided us through a close reading of extracts of Mary Shelley’s Frankenstein. She even showed us copies of the original manuscript, to which corrections and alterations had been made, scribbled in by her husband, Percy; it was fascinating to see the differences he made – how the change of one word could affect the overall tone of a paragraph.
After an hour of analysis and discussion, the ten of us shuffled along another labyrinth of stocky corridors and up a few tangled flights of stairs, punctuated by busts of more very important somebodies, until we finally reached the Wren Library. We entered, and our footsteps noticeably cut through the silence. The floor looked like an engorged chess board and, to the left and right of the walkway, a countless collection of enormous bookshelves jutted out into the room, creating little cubicles where ancient tables and chairs were sequestered by the towers of antique books. The librarian, who I could tell enjoyed his job immensely, wore a smirk of pride and glee as he took us through the miscellaneous treasures he had sprawled out on a fold-out table. A gargantuan statue of Byron as his backdrop, the librarian showed us manuscripts and letters from Mary and Percy Shelley, as well as first editions from Lord Byron, Bram Stoker and the Shelleys. I was in heaven.

After a few minutes of staring in wonderment and hesitantly thumbing through the texts, holding them like new born babies, we were allowed to explore the other exhibitions the library housed. These included: a cabinet holding Sir Isaac Newton’s cane, pocket-watch, notebook and even a lock of his hair; another, housing a 1623 publication of Shakespeare’s Complete Plays; and a glass case holding both a first edition and a manuscript of Milne’s Winnie the Pooh. It’s safe to say that, once we were called to return to the Old Combination Room, I was reluctant to leave.

The day was concluded by a short tour of the college, which took us across the beautiful grounds, including Nevile’s Court where we were made aware of a fascinating fact; in the farthest corner of the courtyard, under a sequence of stone arches, we were asked to clap, so we did, and we were quickly met with a crisp echo, beating back to us. Here was the exact spot where Newton first attempted to measure the speed of sound, we were told. We were then shepherded to the little college chapel, which housed gorgeous paintings climbing up every wall and across the ceiling, as well as milky marble statues of renowned alumni, such as Newton and Tennyson.

Before long, the clock struck 16:00 and it was time to depart. It was difficult to walk out the “Great Gate”, the idyllic scene flashing in my short backward glance before the door was shut. The place was gorgeous, brimming with history and academic renown, and I wanted more than anything to stay there forever, but there was something about the place which made me feel small, but not in a bad way; here was a cluster of grand buildings and halls, leather-bound scripts, alabaster statues and some of the best professors in the country – and here was I, so insignificant and alien in comparison. Aside from the existential contemplation, the opportunity was fantastic, and I would urge anyone who has the chance to visit an Oxbridge college to take it with open arms.

“Nevile’s Court where we were made aware of a fascinating fact... Here was the exact spot where Newton first attempted to measure the speed of sound.”
As possible students of the future, it is vital to understand student finance, what it is and how it works. The main displeasing feature of University in general is the cost and possible debt you would walk out with. Although, students have a reputation for being, ‘broke’, most Universities offer loans that help with the cost. There are two types of loans that are available to students in England: a tuition fee loan, and a maintenance loan.

How much you will be offered depends on three things:
1. How much your University charges
2. Whether you’re studying at a publicly or privately-funded University/ college
3. When you started your course

Extra money may also be available to those who are on a low income, have children, or are disabled. And if you decided to do a part-time course rather than full-time, you may still be eligible for a loan if your, ‘course intensity’ is 25% or more.

In regards to repaying these loans, once you have finished your course, you will only begin to repay when your income is above repayment threshold (the current UK threshold is £25,000 per year, or £480 per week). If you are over the threshold, then you will repay 9% of your income.

How to apply:

Most full-time and part-time students can apply online to Student Finance England. You will need to register at your University/ college before Student Finance England can make your first payment (this is generally done within the first week of your course).

1. The first step is to create a student finance online account
2. Then you would need to login and complete the application form (include household details if necessary, confirmation from a parent/partner may be asked)
3. Finally, sending proof of identity may be required

If applying online is not possible there is an alternative option using the ‘form finder’ to get the forms you need to apply.
As possible students of the future, it is vital to understand student finance, what it is and how it works. The main displeasing feature of University in general is the cost and possible debt you would walk out with.

To avoid added difficulty and stress, there are a few strategies that you could apply to make living more pleasurable:

1. Prioritising costs is essential when you have little money to play with. Work out how much you need to set aside each week to cover all costs of the bill, then if money is left over then that is extra spending money. This will allow you to manage your money and reduce the chances of spending too much and not having enough left for the bills.

2. Predicting the problems, if you were to predict and expect any possible problems that may occur, for example; your car needs new tires, or the money it will cost to travel to possible placements. Setting aside a bit of extra money for added problems like these, means you would be prepared for such scenarios.

3. Finding extra income, earning more money than needed is always a luxury when at University.

4. Borrow wisely, it is rarely a smart idea to borrow money, however if it is needed then make sure you will be able to pay it back within a few months.

5. Talk to experienced people, before University or during University there will be people available to talk to and advice about student finance. At most Universities there will be a student money advisor whose job is to provide suggestions about ways to budget and offer advice on how to pay for necessities.

6. Stay social, it is essential to stay occupied and social throughout University as it will be difficult living in such an isolated environment. If you have little money to go out like most students do, there are other opportunities to socialize. Taking part in free/low cost events, sports and hobbies and volunteering will allow for a social lifestyle without the cost.
Exams are coming up, and life can seem like a never-ending struggle. Motivating yourself to study can be hard but with these fabulous tips you will be knowing the photosynthesis equation in no time.

Here are some of my study tips:

Don't let your thoughts get the better of you
Many students let down so many amazing opportunities by letting their mind control them, NEVER doubt yourself and your potential, always strive above what you can do. Your mind may tell you, 'your not good enough' or 'you can't do this' ignore this stress. Worry never helped anyone - it only takes away confidence in yourself.

Work smart
We are told the more we put in the more we will get out of life, but this isn't always true. A recent programme on BBC called ‘The Twinstitute’ conducted a study proving that planning revision and doing it is a lot more productive than cramming two days before. For example, a student who revised for 2 hours a night gets an '8' and the student who revised for 4 hours a couple of nights before a test only got a ‘4’. As you can see it's not about the time you spend going other the topic; it's about what you are doing to learn it - be a planner not a crammer!

It's not all about memory
Imagine you have just learn't the photosynthesis equation (6CO2 + 6H2O---C6H12O6 + 6O2) and your absolutely confident that if a question comes up in the exam about photosynthesis then you can flaunt your knowledge at the examiner. However, exams aren't all about memory you have to be able to apply your understanding to the question that is the difference between memorizing something and learning it, as with the photosynthesis equation they may ask ‘Whey are leaves of a plant green', surprisingly this question is actually about photosynthesis and chlorophyll.

Don't forget about sleep
Sleep is so so important, and I found this out the hard way - don't spend all night going over your revision notes! In fact science has shown that if you go to bed earlier and wake up earlier you are more likely to retain that information. For example, on the night before your exam go to bed at 8pm and wake up at 5am this may sound crazy but believe me you won't feel tired in the morning as you have had the extra hours of sleep to make up for it.
We are told the more we put in the more we will get out of life, but this isn’t always true... be a planner not a crammer!
So the biggest cycle race in the world is the Tour De France, Right? Well not if you are between the ages of 8 and 18. In July 2018, Ed Hopkins competed in the Youth Cycling tour in Assen, the Netherlands. This is the story of how Ed became one of the top 25 riders out of 700 (all of which came from 19 different countries!).

This road race consisted of 5 days of events including time trials and races - to do well you have to perform consistently well throughout the week so that you can finish high in the Grand Classification:

Day 1 - Prologue
This involved a 1.7km time trial and would determines which riders get to wear the coloured jerseys on day 2. Ed finished at 36th - only 5 seconds between 10th and 40th place!

Day 2 - Criterium road race
This a multiple lap race of a closed circuit. Ed remained in a great position throughout the laps, however, he got caught behind a crash on the last lap pushing him back to 36th place. This meant that he was 35th on the Grand Classification.

Day 3 - Classic
The ‘Classic’ is a traditional 29.5km road race from Grollo to the Wielerbaan - riding towards the front of the peloton the whole time, he finished 18th. This meant that Ed had excelled to 34th place on the Grand Classification!

Day 4 - Time Trial Race
A 13km time trial in the village of Lieveren. Ed finished 26th taking him up to 25th place in the GC.

Day 5 - Omloop road race
This race is located in teh small village of Kostvillies and includes a notorious cobbled section - making this race quite brutal (2/3 riders were “broom-wagoned”(picked up)). Ed finished in the front bunch moving him to 23rd place overall.

Day 6 - Final Day
A Criterium race around the Wielerbaan. Ed finished in the front pack taking him up to 22nd place in the CG overall leading him to get a well-deserved trophy.

Ed outlines how life-changing this race was for him:

“It was the most fun I have ever had on a bike. I cycle as part of the British Cycling regional school of racing in their junior development squad. I spend about six hours a week on my bike. It felt so professional with all of the support vehicles around us as we raced.

I definitely have ambitions to do the Tour de France in the future and am continuing to train hard this year. I will be younger in my age group this year as I have moved into the Under 16s development year group.”