THE IDENTITY ISSUE

'TERM Re-fashioned'

APRIL 2025



TERM

TARPORLEY SIXTH FORM

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0:25



Artwork by Grace Latham

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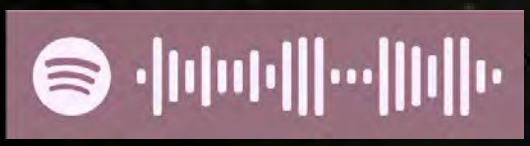
Photography by I zzy Grover

editor's note

For our 10th year of TERM, we decided we wanted to focus on one area that our sixth form team felt close to; our identity. Every day we wake up and make the fundamental decision of how we express ourselves. Whether that be through music, fashion or our hobbies, we take on the task of showing to the world who we are and what makes us that way. When you look at our sixth form, you'll see the fierce power of our passions and the unfiltered expression of our true selves. Not only here in Tarporley, but throughout society in recent years, we have seen the rise of individualism and the celebration of who we are. It is, for this reason, that when our 2024-25 Team began to produce our first edition we wished to reflect on what truly makes us and shapes us into who we are: the multitude of elements which have made us into the people we are today, and the ones that will continue to shape us into who will grow to become. In this issue we have decided to celebrate the components of our identity. You will find across each page a piece of thread ties this issue together showing that it is never just one thing that brings us together, but all aspects and the influences they have on our lives. I really wanted to bring forward the buzz and energy which has been felt within our team throughout this creative process. A buzz, which I can say on behalf of myself and the whole team, we have felt as we have learnt more about each others' core identities, fostering an ever stronger sense of friendship, and support for one another. As a team, when we began developing our initial ideas for TERM, we felt that music played a significant role in shaping our identities. Therefore we chose to embed notions of music throughout the magazine,, not only through dedicating it its own section, but we further chose to assingn each individual article a song lyric title chosen by each writer on what they believe truly reflects the piece. For many of us, it is music that we are able to relate to the most, so we felt that this addition created a unique personal touch to each and every article and the overall feel to the edition. These choices have been made into a playlist, available to scan below and on page. Finally, we chose to design the front cover of the magazine n the style of Spotify, moreover making music a key feature in this TERM edition.

We hope that this exploration into who we are and what's made us that way is mirrored through our 10th year edition of TERM : The Identity Issue.

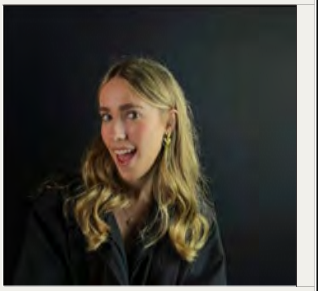
-Madeleine Aldcroft



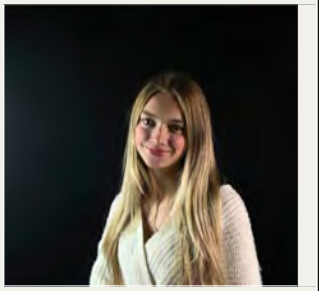
Meet the team



Grace Driver



Izzy Grover



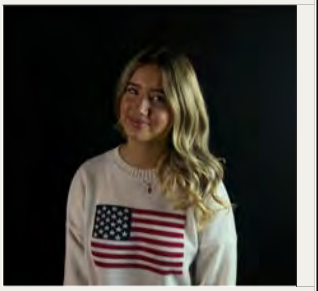
Seren Phoenix



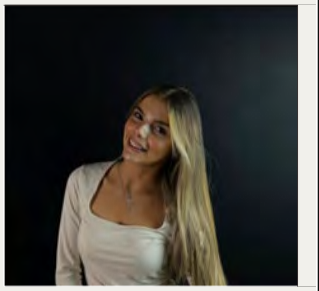
Sofia Bowers



Megan Atkinson



Martha Wagner



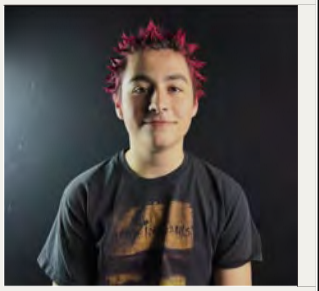
Sophie Hawes



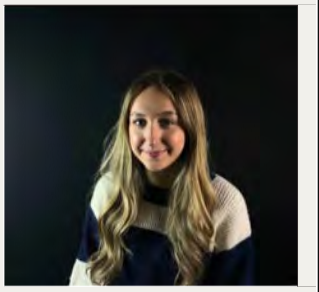
Sofia Harvey



Ava Venables



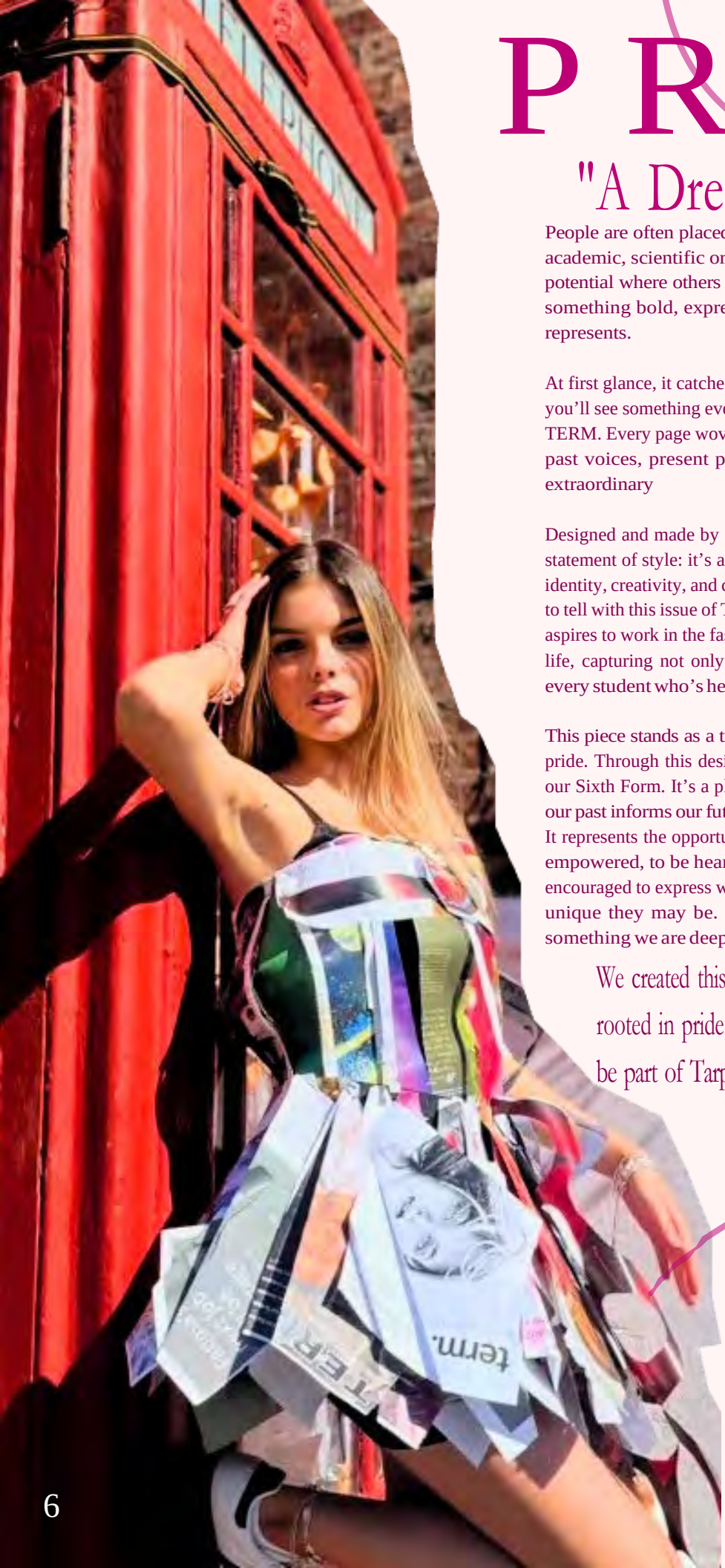
Teo Monsellato



Abi Smith



Nell Dunstan Steniford



PRIDE

"A Dress of Our Own"

People are often placed into categories and simple stereotypes- being creative or academic, scientific or artsy. But we believe that to be a true artist means to see potential where others see the ordinary. It means transforming the everyday into something bold, expressive, and powerful. And that's exactly what this dress represents.

At first glance, it catches your eye with its bright, joyful energy. But look closer, and you'll see something even more meaningful, it's crafted entirely from past editions of TERM. Every page woven into this piece tells a story of our Sixth Form's journey, of past voices, present perspectives, and future hopes. It is the ordinary turned extraordinary

Designed and made by Sophie Hawes and Martha Wagner, the dress is more than a statement of style: it's a symbol of who we are. The dress is a striking celebration of identity, creativity, and community, which showcases clearly the story we have aimed to tell with this issue of TERM. Sophie, a talented creative studying A-Level Textiles, aspires to work in the fashion industry. Her vision and talents brought this concept to life, capturing not only the energy of Tarporley Sixth Form, but also the spirit of every student who's helped shape its identity.

This piece stands as a tribute to our community—its creativity, its passion, and its pride. Through this design, we wanted to express how deeply connected we feel to our Sixth Form. It's a place where we're encouraged to embrace who we are, where our past informs our future, and where our identity is something to be celebrated. It represents the opportunities we are given—not only to learn and grow, but to feel empowered, to be heard, and to thrive as individuals. At our Sixth Form, we're encouraged to express who we are and to embrace our passions, however different or unique they may be. That freedom to explore and celebrate our identity is something we are deeply proud of.

We created this as a reflection of our community - a community rooted in pride, creativity, and shared purpose. We are proud to be part of Tarporley Sixth Form. Proud to stand out. Proud to be ourselves.

Written by
Madeleine Aldcroft
and
Izzy Grover

Photography by Izzy Grover
Dress modelled by Sophie Hawes





Photography by Izzy Grover
Taken on Tarporley High Street



Leaders Of Tomorrow

'Reach For The Stars'

S Club



Leadership. Seems like such a basic concept. It's a word that carries weight, yet we often throw it around as if it's a predetermined fate something decided by intelligence, university choice, or even gender. But when we talk about the leaders of tomorrow, do those things matter? Is leadership measured by the career someone chooses, or is it something deeper, woven into their character? Are there particular qualities that simply make someone exactly what we need a leader to be or is it different for every person?

Statistics show that 44% of university students work in a field completely different from what they trained for. Almost half. That means nearly half of those students, who once pursued their degrees with passion and certainty, find themselves on a different path. Life changes people. Ambition shifts. Priorities evolve. So, if even careers are unpredictable, can we possibly predict who among us will rise as true leaders? Would say, applying for head student, be an almost foreshadowing moment for later life? I would say that being in a leadership position when you were younger does, I think, give you the confidence to say to yourself yes, I am a leader. So, in that sense, yes. I think some things we do in our early years mold people into being leaders. It weaves itself into our identity.
Psychologists tell us that leadership isn't about grades or job titles. It's about internal qualities - self-awareness, emotional intelligence, vision, adaptability, integrity, and the ability to empower others. Notice something? Nowhere in that list does it say, "must achieve straight A's" or "must attend a prestigious university."

While academic success can be an indicator of drive and work ethic, it does not guarantee leadership. What I mean to imply is that being mentally gifted is one of the qualities we automatically associate with being a leader but in reality, it is so much more about who you are. How you identify, how you see the world.

Artwork by Megan Atkinson and Amelia Smith



I think we've all been told the analogy or asked the question: are you a sheep or a shepherd? It may seem simplistic, even clichéd, but at its core, it gets to the heart of leadership. True leadership isn't about being the loudest in the room or achieving the highest grades; it's about character. To be a leader people have to believe in you and what you stand for. A lot of it is about whether other members of society trust you to lead something. That's why we asked our team of students: "Who do you think is a leader of tomorrow?" and "What makes them stand out?".

Our sixth form is filled with ambitious, determined individuals, all with different dreams and identities. But if there's one thing, we pride ourselves on, it's dreaming big. And that's why I love the phrase: "Why can't it be you?"

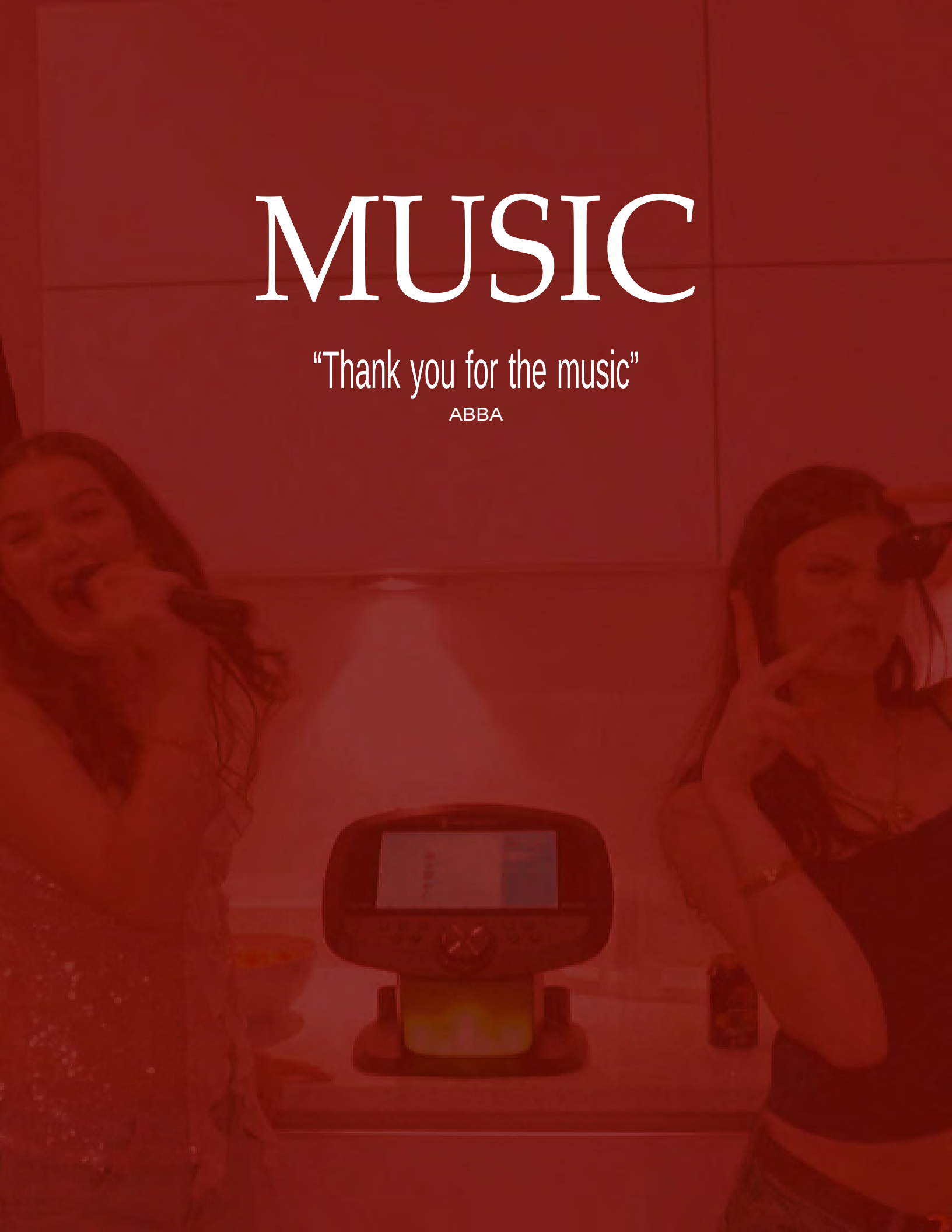
Being a leader of tomorrow isn't about fitting into a box or meeting someone else's expectations there is no category that says I am a leader. It's about knowing yourself, about refusing to let a bad grade or a single failure define your potential. It's about choosing leadership, every day, in the small moments as much as the big ones. Maybe our predictions about the leaders of tomorrow will be right. Maybe they won't. But recognition can be powerful. If someone sees leadership in you, maybe it's time to start seeing it in yourself. Because at the end of the day, your leadership potential cannot be up to anyone else it can only be up to you.

Written by
Nell Dunstan-Stentiford

MUSIC

"Thank you for the music"

ABBA





Photography and design by Izzy Grover















“Talking ‘bout my generation”

THE WHO

Discussing the parallels between generations of music, and how music has changed and influenced our lives over the years

If you spent just one day observing our sixth form community alone then you would soon come to realise, if you hadn’t already, that our world is centred around music. Our days are sound-tracked to our favourite bands and artists, and that is the way it has been since music first became available. I know I don’t just speak for myself when I say that music remains a highly prominent part of our everyday lives. It’s a force that breathes life into our daily routines, shaping emotions, identities, and even societal shifts and has been this way since its creation. This was furthered when the 90s arrived, and suddenly, Walkman’s and CD players gave people the power to carry their own personal soundtrack wherever they went. Music has never just been sound—it’s always been a cultural revolution. With the power to unify and divide, inspire and provoke, it adds vibrancy and colour to our world, whether through the anthems of a generation or the solitary escape of a favourite song in our earbuds, music continues to be a cultural force, shaping the world we live in.

In an interview with our TERM team, we asked our Headteacher, Mr Deakin, his thoughts about what music has meant to him and continues to mean to him, and his opinion on how it has changed over the years. Simultaneously, we interviewed our sixth form head student, Fin O’Rourke, to explore the parallels between their generations and the similarities and differences in their beliefs. We asked them both to reflect on their taste in music and their thoughts on what they believe has happened to the music industry of modern society. Mr. Deakin, our headteacher, remembered how music shaped his youth, but his feeling is that it simply doesn’t define young people in the same way it once did. Growing up in the 90s, he remembers how music was a cultural movement, bringing enthusiasm and flavour to society and carving out distinct identities. The rise of new genres introduced different “flavours of industry,” giving birth to musical tribes— each one fearless in its self-expression. In school settings, goths in black velvet and eyeliner stood apart from the leather-clad rockers, while the punk kids with their ripped jeans and studded jackets embraced rebellion through thrashing guitar riffs. These groups weren’t just about the music they listened to; they were about the way they lived, dressed, and connected with the world around them. The 90s, as Mr. Deakin describes, was an era of discovery. Without smartphones or social media, music was a social experience— people found themselves through shared mixtapes, record store visits, queueing for gig tickets, and long debates over which band was best. Festivals and gigs weren’t just events; they were gatherings of like-minded souls, a place to belong. But in modern society, music has become more fragmented and isolating.

Headphones and streaming have made music more personal than ever, but perhaps at the cost of the vibrant, tribal identities that once made it a cultural force, meaning that whilst modern day music remains as universal content, it is less about the experience. Often the only times that music is shared among our generation is when it is played in the background, talked over at parties and virtually ignored. Whilst this is not always the case, it is often.

When speaking with Fin, our Head Student, we discovered an interesting parallel between his beliefs and those of Mr. Deakin. Fin spoke passionately about how music has always inspired him, igniting a spark within him to explore his identity. For as long as he can remember, music has been a defining part of who he is. And much like Mr. Deakin, while he appreciates the wave of new artists emerging in recent years, his real passion lies in the songs of the past.

Fin and Mr Deakin shared the belief that it is definitely evident that some artists write and produce with passion and purpose, like Sam Fender who has become known as the 'Geordie Springsteen' and Fontaines D.C, who have become exceedingly popular recently, generally people are afraid of creating things with originality and innovation. Mr Deakin remarked how he doesn't feel invested in modern artists and feels that the music of today is not to his taste as "there's just no edge to it". Echoing Mr. Deakin's love for 90s music, Fin finds himself drawn to the 90s era's most iconic bands—Oasis, Blur, The Happy Mondays, Primal Scream, and more. Songs like Columbia and Mad Cyril instantly brighten his day, reminding him of the raw energy and unfiltered emotion that made that decade so special. "Each individual instrument and vocal comes together to create one unique, beautiful sound that can change your life forever," he reflected.

To Fin, these bands aren't just music—they're timeless inspirations, proof that great songs transcend generations, leaving their mark on those who truly listen. Fin shared his thoughts on contemporary music, expressing his belief that few new artists today are willing to take risks or create something truly distinctive and original. He feels that the music industry has fallen into a state of stagnation, with modern releases catering to a bland, uniform mainstream audience, lacking the diversity and bold experimentation that once defined past eras. In his view, today's music has become increasingly repetitive, prioritizing commercial success over artistic innovation. Fin described how he feels that the mood of music has shifted, and modern music has adopted a much sadder, more relatable sombre tone, perhaps acting as a reflection for society. Mr Deakin described how he believes that relatability and experience now drive the selling point of modern songs whereas in the past these themes were more underlying and disguised, with the focus of the music instead being the passion in the music itself. As well as this, Fin reiterated Mr. Deakin's belief, agreeing that many artists now play it safe, focusing on low-risk content rather than pushing creative boundaries. "Creativity has become stunted and eroded by judgment, criticism, and opinion," he reflected, suggesting that fear of public interpretation has made artists hesitant to challenge conventions. For Fin, this shift has diluted the raw energy and originality that once made music such a powerful force in shaping culture and identity. During the interview both Fin and Mr Deakin remarked on how their views can be related to the recent announcement of Oasis's long-awaited return, with their upcoming summer tour sending shockwaves of excitement through fans both old and new. Similarly, the return of Catfish and the Bottlemen has reignited a sense of nostalgia and anticipation among indie rock lovers. These Ticketmaster wars turned the world upside down and the growing hunger for music that feels raw, rebellious, and real—something that they and many others feel is missing from today's industry. However, rather than simply uniting fans, these revivals also exposed a competitive side to music culture and has displayed how instead of being something to share and celebrate, music has in some ways become possessive, perhaps because with everything so easily accessible, people feel the need to prove they were there first, that their love for an artist is somehow more authentic than someone else's. Some older Oasis fans have argued that younger generations shouldn't be "entitled" to attend, claiming they aren't "true fans" because they weren't around for the band's heyday. Mr. Deakin, however, strongly disagrees with this gatekeeping mentality, despite being an individual whose childhood was centred around the rise of Oasis, and the other iconic 90s bands, such as the Stone Roses and Blur. "Why shouldn't my daughter go to the gig rocking a pink Oasis bucket hat?" he said. "Music is for everyone to enjoy and shouldn't be gatekept." To him, the idea that only certain people have the right to enjoy an artist is completely against the spirit of music itself. Whether someone discovered Definitely Maybe on its release day in 1994 or stumbled across Wonderwall on a streaming playlist last week, the connection to the music is what truly matters. After all, if legendary bands like Oasis are making a comeback, surely that proves their music is timeless—and timeless music belongs to everyone.

"THE WORLD IS DESPERATE FOR A REAL ROCK AND ROLL BAND"

As a final thought, we asked both our headteacher and head student if for the rest of their lives they could only listen to music produced by, or involving one specific band, band members, or artist, who would they chose. Interestingly, their answers were rather similar. Mr Deakin answered The Smiths, New Order, Oasis or Blur, whilst Fin answered The Beatles, or the Stone Roses. So, what about you and what do you think?

Overall, we have discovered how music has impacted both our headteacher and our head student, illustrating how generations have been affected by music. Fin has always been a music lover and in more recent years has become invested in performing and a member of a band. Currently, he is involved in an upcoming band with his fellow students and close friends, Teo Monsellato and Hugh Adamson, collectively forming "Neanderthal", producing 'music for homosapiens'.

How do you think music has impacted and influenced who you are? Do you agree that music defines generations? Do you prefer the sound of the past or the present?

Written by Izzy Grover

Photography by Izzy Grover

“Sound that can change your life forever”

-Fin O’Rourke



“Generational Divide”
Photography by Sofia Bowers and Izzy Grover

“Please don’t stop the music”

Rihanna

Throughout the history of modern music, people have found community in their favourite genres and artists. Music plays a vital part in people’s personal identity and has greatly helped many become more comfortable expressing themselves, despite the mainstream agenda. But who are those behind this industry of creation?

The genres of alternative and indie music have been a dominant presence in the music industry. Reaching millions worldwide and helping many lost individuals find their place, the origins of these genres began all the way back in the sixties. Bands such as The Velvet Underground, changed the world’s perspective and their impact has continued to influence the music industry today, with bands and artists such as Fontaines D.C. and Wunderhorse keeping alternative music alive and becoming more relevant than ever. The constant increase in popularity means that these genres are allowing more and more people to find themselves.

‘Music goes beyond genres and tribes. Good music is just good music.’ Mr Nuttall, History Teacher, Assistant Head, Vinyl devotee.

With alternative music coming into play in the 60’s, Western society was undergoing a major cultural revolutionary period, which became a vehicle for independent music, characterised by freedom of expression, and an underlying represntation of non-conformity. The music scene then changed greatly in the 1990’s however, with Nirvana, one of the most popular alternative bands ever, allowing alt music to break through into the mainstream. With a cultural shift now occurring, many people resonated with this sudden catchy yet abrasive and raw form of music. Suddenly, millions felt that they could truly express themselves, daring to avoid the norm and not worry about outside perspectives. Nirvana was part of the grunge scene, along with other bands such as Alice in Chains and Pearl Jam, which were boosted into the mainstream alongside each other, creating an even bigger community for those who want to break free from the constraints of society and strive to find their place.

After the era of grunge, in the late 90s and early 2000s, new bands and genres began to develop around the world, one of the most prominent genres being Indie. Indie has always been considered more mainstream and easier to enjoy than punk or metal for most audiences, yet remained far enough from the general scene for people to be able to build a personal connection and resonate with the music. One of the first and most important bands within this genre was The Strokes, who began producing music in New York in 1998 and drew influence from many different genres such as soft rock, post-punk and alternative rock. This genre created an even larger impact on the U.K and inspired bands such as the infamous “The Arctic Monkeys” and “The Courteeners”, among many, many others. This stimulated the development of a new aesthetic for many British teenagers, allowing many to a sense of community to further flourish, with connections and relationships blossoming and built on their shared interests in the music they enjoyed.

This environment remains evident in today’s society, and paved the way for modern indie and alternative acts such as Fontaines D.C to create a whole new vocal and vociferous fanbase, willing to be brave and experimental. The new indie scene is taking aspects from many different subcultures and helping people form even more individual identities, creating unique, interesting and alternatively dressed groups to take the music world by storm. Some other exciting indie acts such as Idles are taking more rooted inspiration from punk and yet are still widely accepted by the mainstream and in this respect are creating a divergence in which more and more people to have access to a whole world of music; artists that would otherwise be hidden to them.

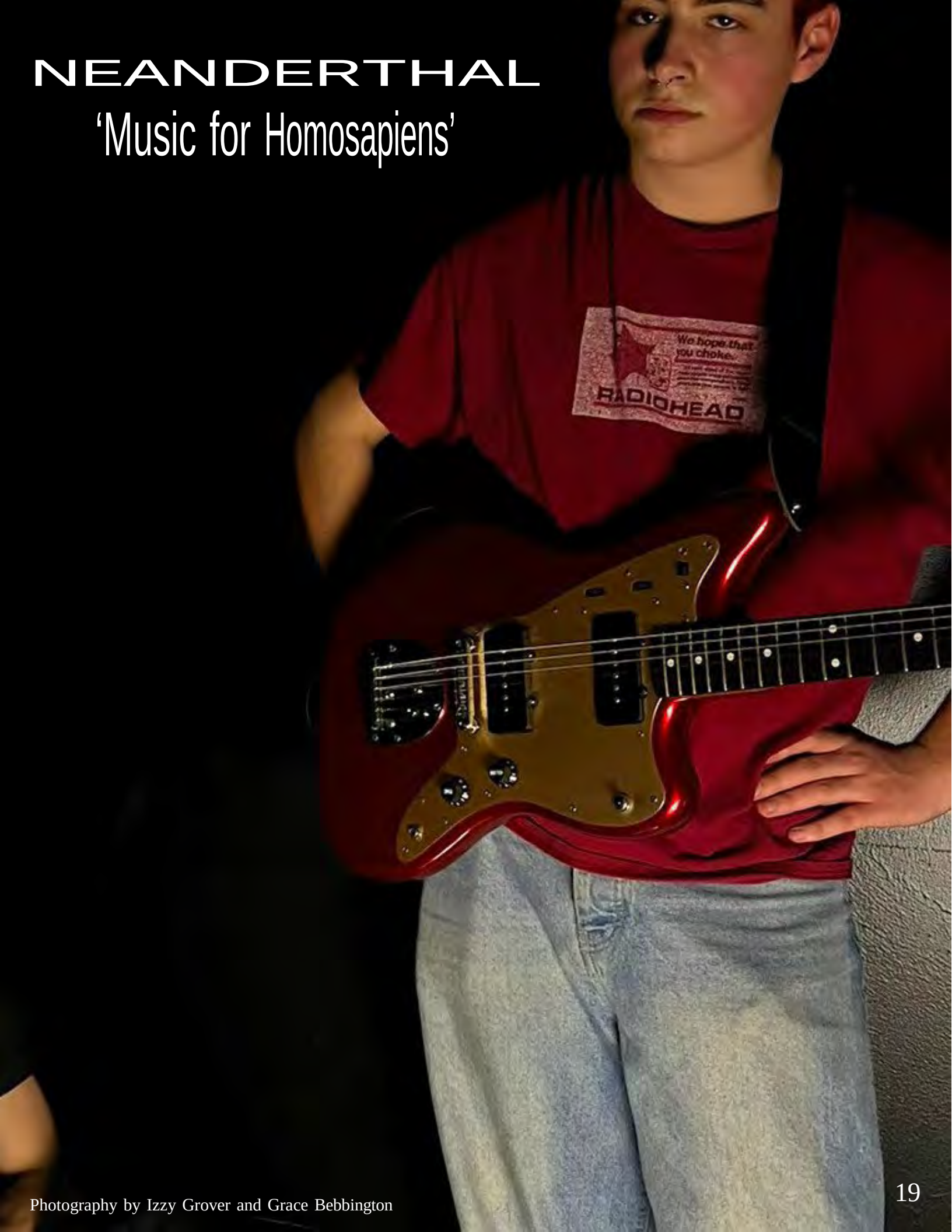
Written by Teo Monsellato, Fin O’Rourke and Hugh Adamson

Photography by Izzy Grover



NEANDERTHAL

‘Music for Homosapiens’

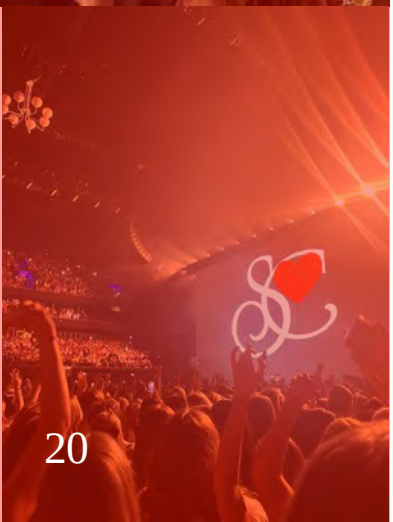


Photography by Izzy Grover and Grace Bebbington









“You’ve got the music in you”

New Radicals

Faculty Favourites

We think we know our teachers, we judge, categorise, separate them into groups. But are we misguided? Have we been blindsided by who we think they are? What do we actually know about the secret music taste of our teachers? Well, I can tell you, not much.

When looking at the different departments and their music taste, one really stood out to me – the English department. Shocked is the only way I can express how I feel. To think, that behind their light-hearted smiles, they were covertly head banging to Rock and Metal in the staffroom – I feel deceived. Nobody could have predicted this! They have disguised their true selves with patterned ‘below the knee’ length dresses and a collection of ‘Thank You’ cards displayed around their desk. I don’t think I’ll ever speculate again. (The only exception is our beloved Mrs McMillan – but we’ll get to that later!)

Well, let’s start with Science, shall we? To me, it’s no surprise that in this department there are some lovers of Rock music, including some, more specifically Scottish Rock (way to be patriotic Dr McNeil)! On a similar note, Geography has some more die-hard Rock fans. It’s always about the rocks in Geography! It looks like the Maths departments have gone off on a tangent (sorry for the pun) with tastes ranging from Hip Hop to Indie. What an assorted bunch! And likewise History with a random collection of favourites ranging from Indie to Country Music and also Brit Pop, with quite a diverse music taste. Finally, our Creative Arts. As their name suggests, we have quite a quirky preference here! Ranging from alternative Rock to Girls Aloud to Classical – they are definitely creative about their music choice.

Now you might be thinking the same as me – why do so many of our teachers like Heavy Metal and Rock? At first, I just thought “Maybe it’s just a teacher thing?”, but after doing some research , there is a surprisingly scientific reason for this. A study published in the journal Psychology of Music found that fans of heavy metal tended to score higher on the need to be unique and were more open to new experiences, which are both traits often associated with higher cognitive flexibility.



Additionally regular exposure to music, can actually shape the architecture of our brains, strengthening connections and enhancing overall cognitive function. Studies have shown that musical training can boost everything from language processing to spatial reasoning. Skills which our teachers use every single day. So, in conclusion, it seems that most of our departments simply cannot be categorised as it seems to be, each to their own. Anyway, there are too many 'head-bangers', they can't all fit into one department.

MOST EXTREMELY ECLECTIC

Now, we all know Mr Brownley and his charismatic, yet slightly chaotic personality, and his music taste doesn't stray far from it! Mr Brownley just can't seem to choose. From 80s Hair Metal, to Rock, to Indie, to Electro, to 90s Gangster Rap – his Spotify playlist goes on and on for days (just like his stories)!

MOST MONUMENTAL MUSIC JOURNEY

Mr Voyce described his musical journey as a series of geological layers. From a punk and Heavy-Metal mad teenager, to an Opera and Classical loving adult, Mr Voyce really has heard it all. His diverse love for music is something to aspire to.

MOST TRUE TO THEIR SUBJECT

Mrs Gildea is most definitely a French teacher through and through. Her favourite song being 'Love is like a Sunset' which she describes as a "musical representation of a journey to Paris from Versailles", just shows her utmost passion for French culture.

MOST OBSESSED SUPERFAN

The lovely Mrs McMillan is our most die-hard fan she simply "can't get Kylie out of her head"! Despite seeing Kylie three times already, Mrs McMillan's love for her has never wavered. Miss Mc has tickets for Kylie's next huge "Tension Tour" in Manchester, in June. She loves the camp theatricality of her shows and the extravagant production: "from Neighbours to my sixth form days my Uni nostalgia and her recent 'Padam' resurgence... her songs have so many fun memories and just bring camp, escapist joy- with the odd feather boa thrown in!"

Written by Megan Atkisnon

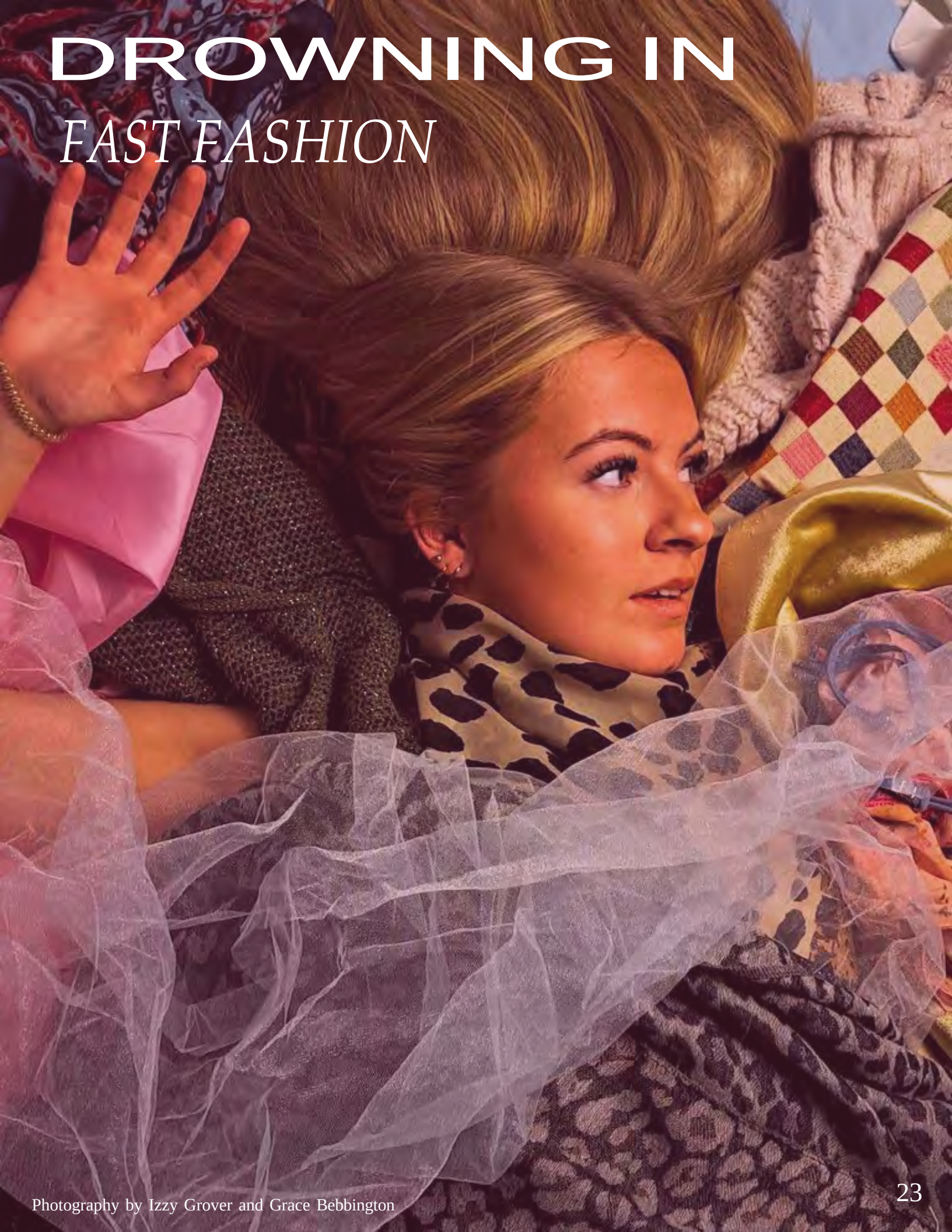


FASHION & BEAUTY



"Strike a Pose"
Madona

DROWNING IN *FAST FASHION*



Photography by Izzy Grover and Grace Bebbington

“We Never Go Out Of Style”

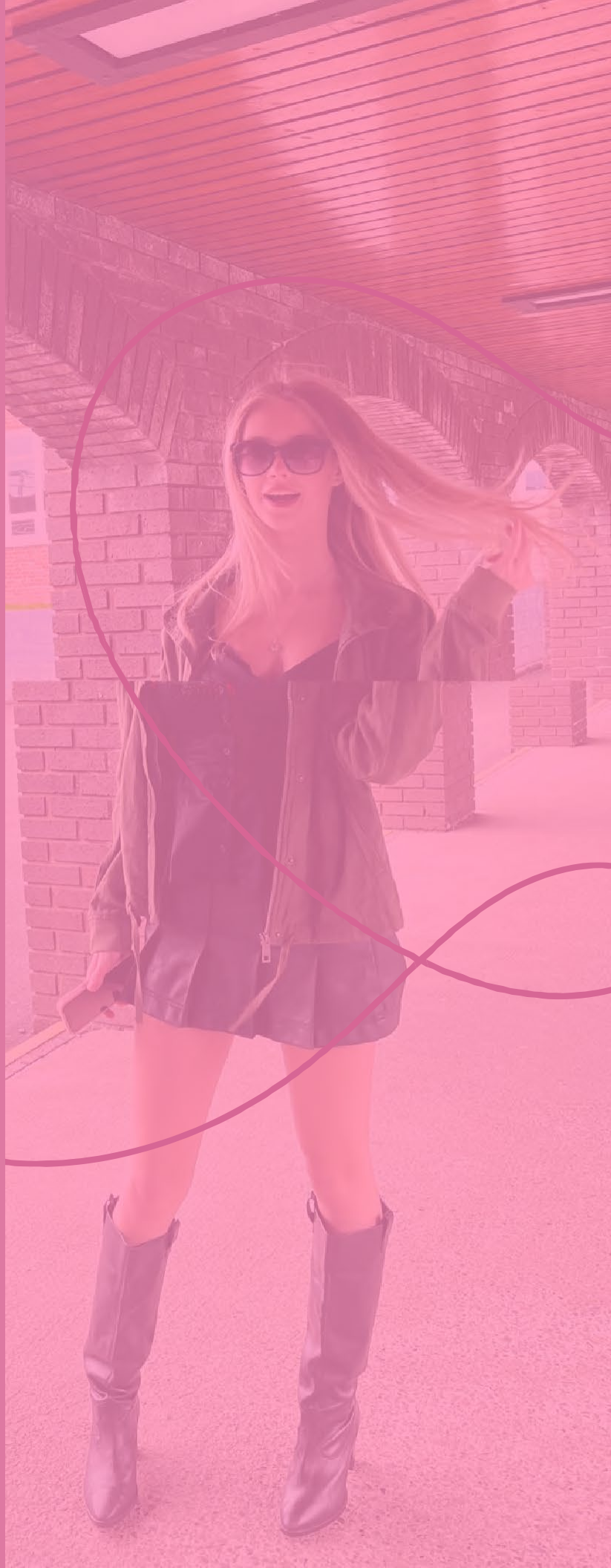
Taylor Swift

The move towards sustainable fashion

In our current society, waste has become something which almost comes hand in hand when thinking about fashion and its industry. The fleeting trends, the growing consumerism and the desire to be wearing the latest ‘it girl’ accessory, has wholeheartedly overwhelmed the industry. Throughout time, fashion has been ever-changing yet now it is at a rapid and unstoppable pace due to the ever-growing influence of social media. But why should we take it upon ourselves to stop this? We cannot erase the changes in fashion and styles. Fashion is something which will be part of everybody’s lives, whether you care for it or not, everybody asks themselves the age-old question ‘what shall I wear?’ (which is often followed by ‘I have nothing to wear’, but we’ll get to that later). It’s undeniable that fashion is relevant and therefore subject to change, and it is this which brings us to the idealistic concept: make fashion sustainable. Nobody is to say that we should not be able to keep up with the ‘latest trends’, but how can we do this whilst being sustainable and making it accessible and affordable? We sent members of our TERM team to prove the idea that ‘you can’t find something fashionable and current second hand’ wrong. Tasked with finding one repurposed outfit that would be stylish, the choice was surprisingly overwhelming as when looking inside the variety of charity shops, I found myself struggling for choice as for what to pick. Although, one issue remains: it is still much easier (and realistically more convenient) to walk into a shop where you can mostly predict what they will have in. Whilst yes, it does make it slightly more helpful, with the rise of online shopping for second hand clothing (such as Vinted and Depop), I would say this point is almost invalid, when you can get sustainable, and affordable clothing delivered to your house.

It is my belief that the excessive waste produced from the fashion industry not only has a significant environmental impact but also has a heavy weight on attitudes towards fashion. When showing a drive to enter the fashion industry it is often met with the response that it is something of a frivolous nature, centred around vanity and self-obsession pushing toxic ideals onto society. But it is not this, to quote Gossip Girl’s iconic Blair Waldorf: ‘Fashion is the most powerful art there is. It’s movement, design, and architecture all in one. It shows the world who we are and who we’d like to be.’ And this I believe to be true in every way. It plays a fundamental part in our expression on a daily basis and the aforementioned attitudes can be changed. By reducing the amount of waste there would be monumental benefits for the planet, but also change the way the whole industry is viewed. This change is not impossible, the foundations have been laid and we, as society, are at a point where it is down to a change in mindset. The issue with moving towards sustainable fashion does not come from its difficulty but instead from the stigma surrounding preloved clothing.

Written by Madeleine Aldcroft



RE-USE
RE-PURPOSE
RE-STYLE
YOURSELF



Photography by Izzy Grover
Modelled by Grace Driver and Seren Phoenix

BEAUTY





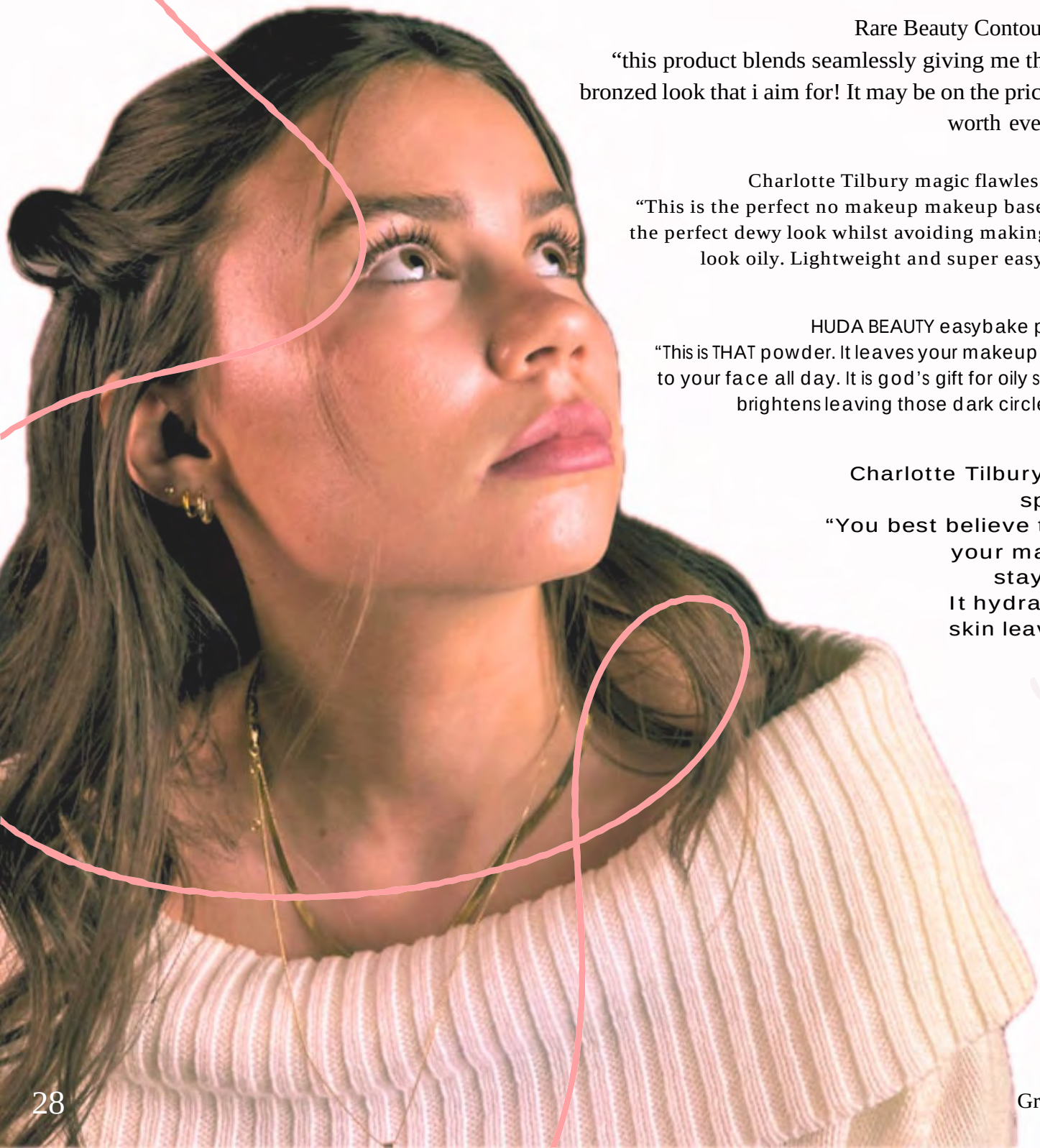
Photography by Izzy Grover

"Young and Beautiful"

Lana Del Ray

Tarporley's Top 5 Beauty .

MUST HAVES



Rare Beauty Contour stick £25
"this product blends seamlessly giving me that smooth bronzed look that i aim for! It may be on the pricer side but worth every penny."

Charlotte Tilbury magic flawless filter £39
"This is the perfect no makeup makeup base, it creates the perfect dewy look whilst avoiding making your skin look oily. Lightweight and super easy to blend."

HUDA BEAUTY easybake powder £34
"This is THAT powder. It leaves your makeup cemented to your face all day. It is god's gift for oily skin girlies. it brightens leaving those dark circles hidden."

Charlotte Tilbury setting spray £32
"You best believe this sets your makeup to stay all day. It hydrates your skin leaving it to glow."

Refy brow sculpt £18
"Holds my brows perfectly with no crustiness which is a definite plus!"

Written by
Grace Driver


Hollywood
FLAWLESS
FILTER
HUDA BEAUTY
AIR BRUSH
Rare Beauty



Photography by Izzy Grover


let the real you
shine

EXPRESSION

"Release your inhibitions, feel the rain on your skin! "

Natasha Bedingfield




GORILLAZ


DISCOVER WHAT
you ARE CAPABLE OF


Photography by Oli Neild

WOMEN IN SPORT

"Wondering if I'd get there quicker if I was a man"

Taylor Swift

Being a woman in sport isn't just about competition, it's a journey of self-discovery and identity. Picture the scene: a world where female athletes are sidelined, their achievements overlooked, and their talents dismissed. A scene of inequality, where the roar of the crowd is reserved for men's sports, and the spotlight rarely shines on the incredible accomplishments of women. Female athletes are forced to fight a constant uphill battle against society, while also promoting their own identity. Women train just as hard as - and if not harder than - men to achieve their dreams, battling stereotypes, unequal opportunities and unequal pay.

Stereotypes are extremely damaging to our society since they have a lasting impact on the preconceptions of those around us. Stereotypes such as "boys are faster than girls", "boys are stronger than girls" and "girls can't play sports" are the reason why so many women push the idea of beginning a sport to the side. Let's take the misconception that girls can't play football or rugby since it's too manly, for example. "Who's stopping them?", you may ask. Society has created rules which limit young girls' potential, influencing children by saying rugby and football is a "boy's sport" as it's "too rough, vicious and tactical for a young girl to play, girls are made to do sports such as netball and gymnastics". In a way, this concept could be argued correct, as netball was only created because women weren't allowed to play any other sport. As a netball player myself, from a very early age I was made to believe that it was the only sport I could play, and that it was just about acceptable. A 'Women in Sports' report reframing sport for teenage girls found that 68% of girls feel judged for playing sports and 61% lack confidence. These statistics paint an unfortunate yet realistic picture of what young girls face when partaking in sports, but let's not dwell on the negatives.

Significant progress has been made which we cannot ignore. For instance, the England women's Lionesses winning the Euros in 2022 inspired many young girls to join their local football club; "There are now twice as many registered female football teams in England as there were seven years ago", stated the BBC after the Lioness' success. As well as this, "The Thorns" - England men's netball team – are becoming more popular as well as mixed netball teams.1 believe that by shattering stereotypes of sports , it allows the freedom of identity. Women and men are able to play a sport they love.

To continue the lack of media coverage in women's sport massively effects the identity of female athletes. Media plays a crucial role in shaping public opinion and influencing society's norms. 4% of sports on TV is women's. Yep... that's right. 4%. Wow so much! Often women's sports are given less airtime, lower production values and fewer time slots compared to men's sports. When women's sport receives minimal attention it sends a message that their achievements and struggles are less valuable or important then male athletes. Less airtimes for women means it becomes challenging for young girls to see successful women in sports who they can look up to and aspire to be like. We've all heard of Ronaldo, Mo Farah, Messi. And their victorious stories repeated over and over again. But have you heard of Simone Biles, Serena Guthrie or Beth Mead?

Finally, equal pay has been a problem for years for women in general. And although it may be slightly getting better, for example now 83% of sports now reward women and men equal prize money. The sports industry is way behind. Did you know the average money a men's Premier League footballer receives is 60,000 PER WEEK. Compared to the average women's Premier League footballer who receives 47,000 PER YEAR. Men footballers get paid more in a week then women in the whole year. Furthermore, in the ranking of 100 highest paid athletes in 2023, only 4 were women. By increasing media coverage, this will allow more role models for young girls, but also more money brought into the sports through sponsorship and funding.

Imagine a world where women's sport is respected, celebrated, and given the recognition it deserves. A scene where gender barriers have been shattered, and women's talents admired by fans, media and sports organisations. A scene that inspires young girls to dream big and pursue their passions in sport, knowing they can achieve greatness.

Written by Amber Bebbington









Photography by Sofia Harvey, Abi Smith, Oli Neild and Izzy Grover

‘You’ve been my favourite for a long time’ Fontaines D.C

Tarporley teachers’ Book Recommendations

The creative arts shape people’s identity in so many ways. I asked some of our English teachers to delve into some of their favourite books including ones which they would recommend and ones which have changed their outlook on life. They reflected on the impact of literature on society but also on their own individual identities. I asked each teacher the following questions:

1. Has any book/author changed how you live your day-to-day life and if so, why?
2. Which book would you say everyone has to read at least once in their life and why?
3. Why is literature important in life/ what impact do you think it has on life?

Miss Bell:

Miss Bell is an English teacher at our sixth form (as well as at the lower school) teaching both literature and language- although English Literature is her favourite. Miss followed her A-Levels with an undergraduate degree at Durham, then a PGCE at Chester. Miss came straight to Tarporley and is currently in her 2nd year of qualified teaching. Miss stated that her favourite aspect of teaching at Tarporley is the relationship that students and teachers build.

1. For the first question, Miss Bell replied with ‘The Perks of being a Wallflower’ by Stephen Chbosky. The story is narrated through diary entries written by Charlie (the main character) to an anonymous friend and follows his high school experiences as a freshman. Miss expressed that the book reminds her to always realise that that something could be going on behind closed doors, so it is important and vital to always consider how you act towards people.

2. The book recommended by Miss Bell as a necessary read was ‘It's Kind of a funny story’ by Ned Vizzini, which follows “Craig, a teenager in a psychiatric hospital as he navigates his way through depression and discovers the importance of finding happiness and balance in his life”. Miss explained that she could relate to applying too much pressure on oneself (in her case feeling overwhelmed with the pressures of academic success) and how it’s important to try and find a balance in life.

3. As to why literature is so key in life, miss said that English encompasses many subjects. It teaches us about culture and presents a cultural understanding. She also stated that literature enforces emotional intelligence as it allows a person to be able to read about different lives and sympathise with them, acting as an almost emotional education. Personally, for miss, she said that literature is a form of escapism and brings her joy from the simple act of reading.

Miss Gallagher:

Miss Gallagher teaches English Literature and language as well as Media Studies. As Miss Gallagher is originally from America, her education was slightly different from her fellow teachers. She stated “I studied American Literature and World Literature as well as European History in Y13. When I went to University, I was an English major/ History minor and I was pre-law, meaning that I initially intended to become a Barrister. However, my English Professor encouraged me to pursue English.” Miss chose to be a teacher after spending some time teaching English as a second language in South Korea. She then came to England and trained as a teacher - teaching at Tarporley was her second teaching job in the UK.

1. Miss stated that “Everything Barbara Kingsolver and Margaret Atwood have ever written”, in particular ‘The Blind Assassin’ by Atwood- which changed the way she viewed stories. she found it radically different from anything she had ever read and made her re-evaluate the way meaning is created. “Alias Grace”. It made her question guilt and innocence- particularly with regards to vulnerable groups and Kingsolver’s “Flight Behaviour” made her re-evaluate what it meant to be a mother.

2. Miss’s mandatory read is ‘The Giving Tree’ but also ‘Great Expectations’ by Charles Dickens. This book follows Pips journey from a poor childhood into privileged adulthood and the power that money and social class must change him as he grows up. She found that the book offers much about the nature of love and what it means to be a family and the destructive nature of ambition.

3. Finally, Miss described the importance of literature as a tool that we use to understand. Miss stated “They can be deeply personal, but they are also shared, for an example when a parent reads to a child. I heard somewhere that our brains cannot distinguish between a dream, a story, and a real experience and that really struck me. “Fiction is the lie we use to tell the truth.” What we learn, feel and experience through reading is just as true as any “real” experience.”

Miss Jones:

Miss Jones is a teacher at our sixth form and lower school.

Miss Jones took 5 A-Levels – History, Geography, English Literature, Philosophy and Ethics, and general studies- did an undergraduate degree at the University of Reading, followed by a master’s degree at the University college London. She then took two years off, the first year managing a club in Reading, then managing a pub in London. She then started her teaching career by doing the teacher graduate scheme, and then at Tarporley High School and Sixth Form. Miss said that she loves Tarporley as many of the students are motivated to learn, and she feels challenged to be the best teacher she can be.

1. Firstly, Miss responded with ‘Down and Out in Paris and London’ by George Orwell, which is “a memoir on poverty”. The book describes a “firsthand account of the authors experiences living in poverty in Paris and London”, exploring the harsh realities of poverty and homelessness. Miss Jones reflected on how it taught her to respect all career paths and appreciate everything given in life.

2. Miss Jones recommended ‘Before I Die’ by Jenny Downham as a mandatory read. The book entails the story of a teenage girl battling leukaemia who has only months to live and explore her relationships with her loved ones and her personal feelings about being trapped in a “failing body” in a first-person narrative. According to Miss Jones, she thinks it is a necessity to read as it leads you appreciate every moment in life and reflect.

3. Miss stated that literature teaches us about the human condition and how understanding it is extremely important knowledge to have. Furthermore, the understanding of how we all have different lives and diverse ways of living them.

Mr Gildea:

Mr Gildea is the Assistant Headteacher, studied English Literature, Classical Studies at A-Level, then a degree in English Literature and Media Studies. Sir was a Head of English at a school in Manchester where he was a sort of ‘junior’ member of SLT, and was then looked for a full on SLT role. “Looking back, I just dropped lucky on a) seeing a job at such a wonderful school and b) getting the job. I’ve loved every minute of my teaching at Tarps!”

1. When asked this question sir’s book of choice was ‘Wuthering Heights’ by Emily Bronte. He said “There’s a few, for sure. Firstly, when I was in 4th Year (Year 10), our English teacher decided he wouldn’t follow the O Level syllabus until January of 5th Year. This was a time before exam performance measures. He taught us Emily Bronte’s ‘Wuthering Heights’. That book changed my life. Not immediately, but bit by bit over the years that followed. Prior to this I was a low achieving, disengaged student from a book-less home. I would say that the experience of reading that book was other worldly. I didn’t understand why or how, but it transported me out of my circumstances and showed me that there was another world I could inhabit. I suppose it could just be my first experience of great art from the hand of a genius, and this was just a response to it. But I’d rather think that there was some deeper magic at play.”

2. Mr Gildea's must-read is ‘The Catcher in the Rye’ by J.D. Salinger. This novel follows an account of 16-year-old Holden Caulfield and the two days after he has been expelled from prep school. It is said that the main message of the novel is protecting the innocent and isolation as Holden reminisces about his younger brother Allie who had passed away.

3. As to why literature is important in life, Mr Gildea quoted “Literature makes us more human. I think it makes us kinder, better people.”

Written by Emily Ebbage


MARGARET ATWOOD ALIAS GRACE
39
WUTHERING HEIGHTS
EMILY BRONTË
BARBARA KINGSOLVER
Flight Behaviour
GREAT EXPECTATIONS
CHARLES DICKENS
the CATCHER in the RYE
LITTLE, BROWN
IT'S KIND OF A FUNNY STORY
miramax books
HYPERION
Silverstein
THE GIVING TREE
Harper & Row

INK AND IDEALS

"You don't own me" Lesley Gore



Literary works often represent a multitude of different attitudes, whether that be the power of social status, the destructive nature of love, or the fallibility of the human condition, the contrasting depictions of each principle spark alternating viewpoints in society. However, I must say, in my own honest opinion, I just don't think these are that interesting. I mean, yes, they have their own relevance, but to write an article discussing the inevitable collapse of this existential reality would just be downright depressing, right? Well, in all actuality, I only really wanted to write about one (very significant and highly influential) idea. Any guesses? Of course, I can't read your mind, but if you said feminism, you would be correct. Feminism by definition is 'the belief in full social, economic and political equality for women' so, by association, feminism in literature is pieces of writing which support this goal. Not too difficult, right? This literary concept is explored through female representation in novels, but also amongst an author's own social identity and the crucial impact that such literature has on history itself.

Historically, the field of literature was heavily male dominated, with writers such as Charles Dickens, George Orwell and William Shakespeare – all being from different time periods yet very successful in their own compositions of literary works – shaping and influencing many generations of writers, leaving very little room for the female voice to be heard. I mean, how self-centred does that sound right? Not to do anything to belittle these guys, but had they ever heard of gender equality? Well, actually, probably not. Considering the context at the time of Dickens in the 19th century, for example, it would be seen as the norm for women to be submissive to men – the patriarchy was very much prevalent during those times. Women were quite literally expected to be docile, domesticated, and supportive for the men! Thankfully however, female novelists such as Jane Austen wrote literature as an attempt to compress down these 'idealistic' qualities of women (largely shaped by men may I add) and subvert these gender stereotypes. Feminist literature worked to challenge these constructed conventions as the texts often portrayed women pushed back against the restraints of the patriarchy. This shift in literature changed the landscape which lead to, quite obviously, questions about gender norms and 'a woman's place' in society- all for the better though I must add. Another factor however, relating to the very important yet sometimes trivialised topic of feminism, specifically in literature, would be the characterised representation of women by both male and female authors. It is seen that, more often than not; women are depicted as 'weak' and 'helpless'. I'm sure you will have heard of the phrase 'damsel in distress.' Well, that, amongst similar phrases, are often utilised in novels to convey a woman's own incapability and helplessness, implying that she would need a 'masculine' and 'strong' man to save her. This quite frankly is just not true. I mean, come on? Even nowadays, when gender equality has made significant improvements, some literature pieces still attempt to surpress women into these outdated societal expectations formed by the patriarchy. Is it just an unconscious way for men to establish their own power? May I just add- coming back to the portrayal of women specifically during the 18th century- that females are perhaps depicted in a powerless and inferior state due to authors showing reluctance to challenge society expectations.

A truthful way to represent people, especially women in compositions of feminist literature, would be to fully explore the complexities of the multifaceted character whilst not succumbing to stereotyping of the time period. Thinking about modern day literature however, it seems that the portrayal of women has improved from the singular notion of inferiority. In all honesty, the list of complex female characters was almost non existent before the probable collapse of the patriarchy so it seems this societal and literary switch up was necessary. So, to conclude, in this modern-day society, feminism is more prominent in literature, not just to combat against reinforced stereotyping, but to represent women in a more empowering light. This can also mean that more women are given a platform to express their own identity and ideas in ways that are not restricted by the patriarchy, which, trust me, is a force for extreme good.

Written by Seren Phoenix



Photography by Katie Drinkhall

Artwork by Abi Smith, Nell Dunstan-Steniford and Rose Daly-Shone







Finding an Identity Through Art:

"Express Yourself"
N.W.A

In a world where our identity is continually developing, art allows for a different and transformative space for exploration in our identity and expression. As we navigate the entanglements of each others' identities seen all over the media today, art becomes much more than just a creative outlet, it's a "Mirrorball" that reflects the layers of who we are, who we aim to be, and who we are becoming. Whether that's through the paint strokes on a canvas, the rhythm of literature, or the passion of movement in dance, we have historically used creative outlets to explore who we are as we get older, challenging societal norms and embracing cultures we now come across. Art has always served as a powerful medium for expression, where we can explore and communicate our identities and reveal who we are to our peers. Many people use the platform to break free from traditional assumptions. While this may be typical for teenagers wanting to grow up to quickly, it's a crucial part of forming our identity to becoming who we aspire to be after sixth form when we join a larger reality than what we know. Students do this through their artwork. Often I have seen (whilst exploring detailed and copious amounts of sketchbooks) themes of cultural diversity, our own identities and topics of feminism and campaigning. Touching topics such as these, creates a powerful lens through which we examine identity and express what we think with the little voice we have sometimes as young students. Therefore, through our work, we can bring attention to our underrepresented voices and experiences; by doing this through art it gives a meaningful sense of power by allowing us to take ownership of our narratives and challenge societal structures set up today.

"To me art is not just a hobby, but I hope that it's going to dictate my future career pathway"

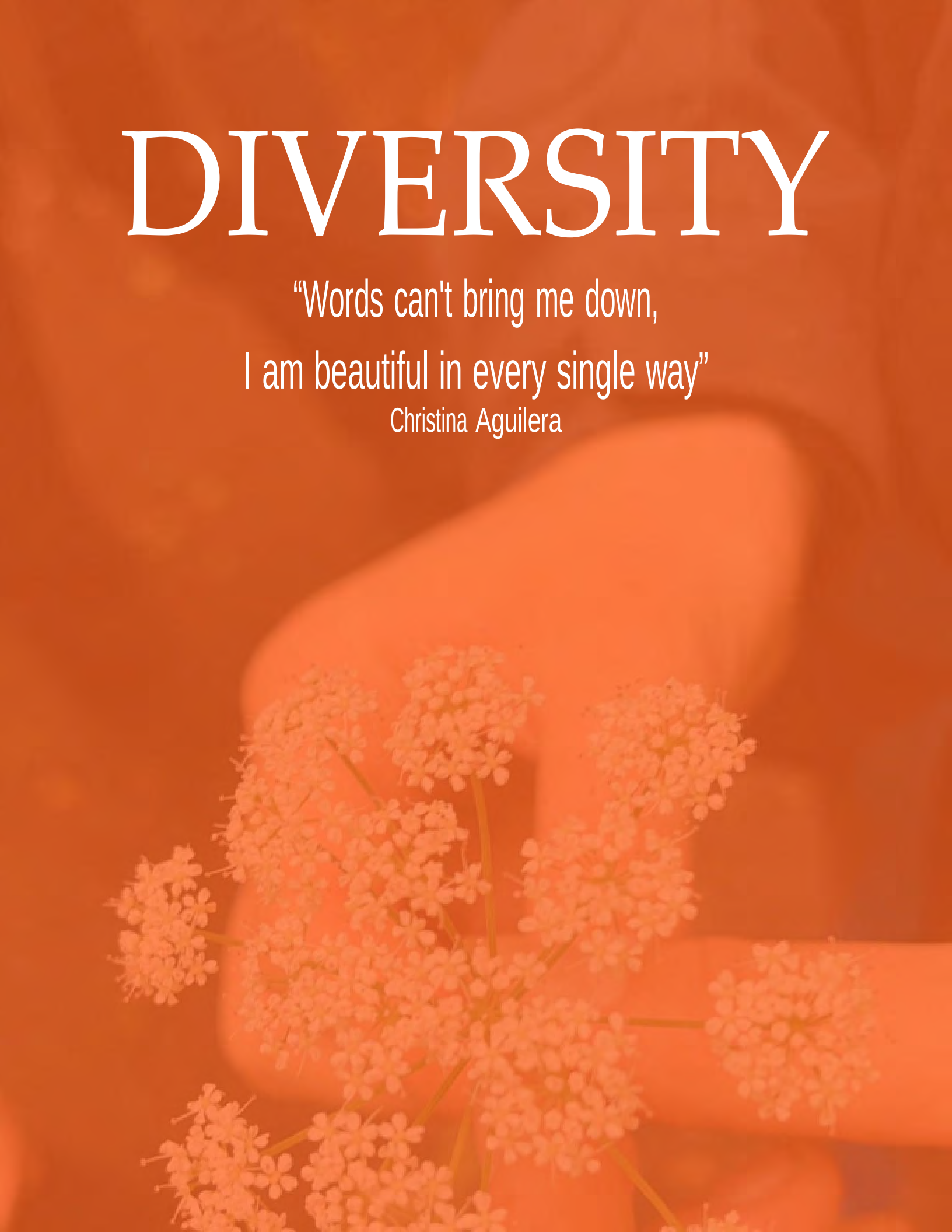
YEAR 12 ART STUDENT

How does passion shape an artist's journey?
Many, such as myself, see a future in art: a pathway that has multiple open doors to different kinds of great opportunities. As adults, this route can form our identities as we have chosen to do the art we show passion for. Passion plays a major role in how we express ourselves; we all have something we are passionate about that defines who we are as people. Art holds a lot of passion as the people who make it do too, reinforcing our individuality. Each piece an artist makes carries their own message and meanings which can create connections to others who enthuse about the passion too. The act of connection helps us find our identities as we build networks and branch out to find new passions that we can express ourselves through and develop our personal growth. Art is not just to express but it is an innovative tool for discovering and moulding our identity, especially when we are young. By being creative we connect with our values and experiences and can see ourselves in art all around us which we feel identified and represented by. As we continue to unravel our complexities as people, art will continue to be an endless way to express our most undisguised selves.

Written by Abi Smith

DIVERSITY

"Words can't bring me down,
I am beautiful in every single way"
Christina Aguilera



‘This is the part of me’

Katy Perry

An interview with Miss Marshall, English Literature Teacher - The importance of Culture.

1. What does culture mean to you?

You know it’s so intricate, isn’t it? For me, it’s obviously my heritage in terms of my parents, so my mum was born in India in Punjab which is in the North and my dad was born in Kenya but soon moved to Uganda. Although, his parents were originally from India from a place called Gujarat which is on the boarder of India and Pakistan. But then his dad moved to Kenya when he was 15 years old, because his uncle had a silk business and so he had a business to work in so there wasn’t anything else that lucrative in India. For me it’s not just about my Indian heritage as I also feel like the time my dad spent in Africa was really important because Swahili was one of the three languages that he knew growing up. It’s their heritage but also I‘m from South London and so I feel like the culture of living in South London, in a very multi-cultural environment is important too, with who I am in terms of upbringing.

2. What are some of the key things that have shaped your identity?

I think my parents where they’re from originally, I’d say where I grew up myself as well, I’ve also lived in Kent and then moved up here so just being in different parts of the country I think have shaped who I am as a person. Where I live now is interesting, I live in Wales, so I’ve earned loads about Welsh history, culture and identity as well. So I think it’s quite an interesting mix and evolution of different things that we experience where we live as well and not just our heritage.

3. What are your core values?

It’s really important to be respectful of each other; regardless of race, background , religion but basic respect for all people, understanding is really important- like not understanding something and being open to learning new, something different and just being inquisitive as well, wanting to find out more about a different thing, or things that you haven’t heard of, or things that your unaware of. As a teacher, learning is part of my core values, I always say to students as well that you’ll never know everything and everyday I’m learning new things. A student will tell me stuff and I’ll be like “I didn’t know that” so I feel like it’s really powerful to want to learn and evolve as a person.

4. What was your childhood like?

I mean it was full of big Indian weddings and gatherings and food (loads of food!). One of my uncles used to sing prayers in the temple, so we would go to the temple a lot and he would use his harmonium and there’s an Indian drum called a table which my cousins would play and my dad would play the bells. Everyone would laugh at my dad playing the bells because he couldn’t play anything else. Where I grew up, I just remember being able to play out really really late especially in the summer like climbing trees, riding on my bike.

5. What do you think Tarporley does well to showcase diversity?

So I think the art department , textiles and history do this well, as the different time periods across history that the students are taught. We also look at things during PHSE day. Also I know that there’s loads of information taught through RS and in English we have different units , the diversity unit in year 9 , but even just the different writers , we look at Refugee Boy now in year 8 which wasn’t taught until recently. So, I feel like all areas of the curriculum do touch on the idea of diversity, whether it’s race, religion, sexuality.

6. How do you think society needs to work on diversity?

Comparing what it’s like for me growing up to what it’s like today, there is obviously the acceptance of people’s differences, I’m not saying it’s perfect, but as a young person today I’d like to think that they are not afraid to say who they are and for there to be acceptance. I know that it obviously depends on where you live and your immediate surroundings. I like to think that in Tarporley they can especially feel like they can be themselves based on what we teach them. I feel like if you’re from a big town or city I can imagine its easier, but if you’re from a rural place I imagine it can still be quite backwards and I think that has to do with the community possibly not coming into contact with people from different races and background situations. I can imagine its still really hard for some people. Do people have to meet people physically to understand diversity? I don’t think so. It’s in our media isn’t it. But I feel like sometimes the only way people can learn is by being around diversity in reality, but I know that that’s not always possible based on the demographic of our country and how people live. Like if it’s a farming community it’s very unlikely that people from different races are going to move to these communities. So its quite complicated but again I think it goes back to education and what people are taught by schools. It’s important what people learn from their families, but if there families aren’t experienced in a certain thing then how can they teach? How can they disseminate that information to their children? They can’t necessarily do that. So I think that education is important.

7. How do you keep culture alive in your home?
Music, definitely, I'd probably say music is the most important thing really it's probably the easiest way especially when it's busy. Through film as well, food is probably the main things moreover then music. It's a good way of explaining it to my children especially where things come from. Holidays and trips out, travel.

8. How has working in education shaped you?
When I first trained as a teacher, I worked in South London and it was an really eye opening experience to say the least, then I taught in Kent and again it had a lot of challenges to do with the demographic. So in south London it was very diverse and had a wide range of ethnicities; working in Kent it was white working class very deprived backgrounds, so they were very anti-authority and anti-academia and then coming to Tarporley was a completely different setting in relation to people's attitudes towards education. Whereas where I taught before, in South London, many children and students didn't want to go to college or sixth form and this was before the time where you had to stay in education until 18. Whereas when they did have to stay, a lot more of the students who never applied to sixth form did. So seeing loads of students go to university for the first time like the first people in their families to go to uni was amazing to see and then going to Kent where nobody wanted to go to uni , college or sixth form and then coming to Tarporley .

9. Do think that women, especially women of colour, are oppressed in the publishing industry and in media in general?
I do think that women of colour often face barriers within their own communities when wanting to pursue writing as a career. I originally wanted to be a fashion journalist and found my own parents struggled with my choice of career.
I do think society is evolving, the mainstream publishing industry is finally keeping up with societal shifts. I think this is mainly due to the option of self-publishing, giving writers sole power and control over their work instead of the large corporations. As a result, the publishers have had to be ahead of the curve in order to make money.
I originally enrolled and completed the first year of BA Hons Fashion Promotions degree at the Kent Institute of Art and Design, now known as UCA. During my first year I found working with the fashion industry exciting, yet eye opening. I always had positive interactions with the various people I met and would like to think I would not have faced any barriers within the fashion journalism field. When I graduated after completing a degree in Media and Cultural Studies at Kingston university, I worked for the Nature Publishing Group as a Junior Production Controller in 2008-2009. The scientific journal industry is full of diversity as many of the scientists and writers are from diverse backgrounds.

10. Have you noticed that schools and newer generations are celebrating diversity more openly?
Most definitely, I believe the internet plays a vital role. I have an ambivalent relationship with technology and 'un'-social media, but I will openly admit that there have been many positives (despite negatives) that have developed as a result. Young people are able to see people like themselves or people they identify with far easier than I did when I was a child. I didn't see myself on TV unless it was a stereotypical character. It was only when Goodness Gracious Me was aired in the late nineties that I finally saw a realistic and humorous representation of Asian culture.

11. Why do you think cultural diversity is important in education?
Cultural diversity is reality. Teachers play a vital role in the shaping of young people's minds. I have retained and recycled what my teachers taught. We have one of the most influential jobs in society; we have an obligation to challenge, develop and broaden the horizons of students on a daily basis. If we don't do this, we aren't doing our job.

12. How can the world of education learn to be more inclusive?
An open and honest dialogue is key in improving understanding and awareness within communities. In turn, this fosters acceptance, and ultimately inclusivity. Schools have an obligation to include diversity throughout the curriculum, within PSHE lessons, tutor time, assemblies, extra-curricular activities and trips. I love the idea (my own idea) of schools from totally different communities being twinned with one another in order to develop cultural links. I used to work at the only high school on the Isle of Sheppey in Kent (this was an experience!). I wanted to create a link with the only high school on the Isle of Skye in Scotland. My close friend lives there and I have been fortunate to have visited the island twice. If you haven't got it on your bucket list, it needs to be added instantly!
The link between the two schools never came into fruition, but I really wish it had. Both communities were so alike, yet so dissimilar at the same time. It would have been a very eye-opening experience for both sets of islanders.

13. Does it feel isolating being the only women of colour working at Tarporley high school?
I feel proud that I am able to share my culture and heritage with a predominately white-middle class community. Some of the students are intrigued at the fact that I'm originally from Croydon in South London. Sadly, it doesn't feature too positively in the media, which is a shame as it's actually a very beautiful place beyond the concrete jungle.
I remember a current sixth former's parent sending me a heart warming email a few years ago thanking me for not only teaching their daughter English, but for broadening her world. The syllabus had a large part to play, but I added my own salt, pepper and chilli sauce to the lessons!

Written by Sofia Bowers



Artwork by Grace Fullerton

THE TRUTH ABOUT LIVING WITH ADHD

"YOU SHOOT ME DOWN, BUT I WON'T FALL — I AM TITANIUM"

SIA & DAVID GUETTA

EMOTIONS, EMOTIONS, EMOTIONS.

Attention Deficit Hyperactivity Disorder—better known as ADHD—is a term that has entered the modern discourse. It is a concept that I feel is still misunderstood. When you imagine the typical "ADHD'er," the image is probably a child in a classroom who is loud, obnoxious, fidgety, and has the inability to concentrate. ADHD, though, is more complex than this. People with ADHD exhibit a multitude of symptoms that are not exclusive to lack of concentration. I want to paint an image of it that is multifaceted. I want to tell you how I navigate life with it. I hope it is a source of relatability for people who have ADHD.

Hyperfixation is defined as a state of intense focus on a particular activity or interest that can make it difficult to focus on other things. Many of the symptoms of ADHD often intersect with other neurodivergent disorders, such as autism, dyslexia, and dyspraxia (which I have).

Hyperfixations vary from person to person, but let me tell you mine: History, politics, books, and more recently, films and TV. It is often that you will see me listening to the Rest is Politics podcast or reading a book—whether it's fiction or political history. Sometimes I do both at once. Strange, I know, but my brain is wired differently. My friends are probably annoyed when I repeatedly recommend them to read The Great Gatsby or to watch Pulp Fiction, for example. Looking at this from an outsider perspective, I act like a salesman, where every time I talk about it to people, I get a commission. Unfortunately, I don't. If I did, I would be very rich. The reason I do it is that I ardently love them, and if they indulge in my recommendations, we can talk about them.

The specifics of my passions I discovered because of serendipity. My two most recent TV show discoveries—House and Peep Show—both surprised me with their perfection. I start watching them, thinking they would be good, but they are perfect and resonate with me. I see a lot of myself in Mark Corrigan, the main character in Peep Show, played by David Mitchell.

Discovering Peep Show and consequently telling my friends about it led to a running joke that continues to crop into conversation. We were talking TV shows, and when asked which one was better, I said, stupidly, "Well, it's not Peep show, is it?" Impulsiveness is ingrained into ADHD (I'll touch on it in more depth later). It came up again today; we were talking about House, and one of my friends said, "Well, it's not Peep Show, is it"?

To sum up the hyperfixations, I thought it would be rather fitting to conclude them with Mark Corrigan's own words: "Maybe he doesn't mind. Maybe nobody minds about things as much as me."

Impulses. It is, in my opinion, one of the worst things that comes with having ADHD. I know that all neurotypical people have impulses—buying shoes you can't afford—but the extent is much greater in ADHD people. For me, the effect on my impulsivity boils down to two phrases, which unfortunately describe me all too well: "you need to start thinking" or "you have no common sense." This is my worst character trait, or, to use the Aristotelian term, my hamartia; the fatal flaw that leads to the downfall of the protaganist. It's not just what I do or my inaction; it affects the level of stupid things I say and do, which is too often. Most of the challenges I've encountered because of my ADHD, I have handled well, but the impulsivity is the one I cannot seem to overcome. My brain is always in a 100-meter sprint, where I always have to be quickest to come up with an idea or answer, which results in me doing or saying stupid things. As a result, I gain nicknames. For example, people in my family occasionally call me "Rodney." To contextualise that, Rodney is the name of a character from the TV show Only Fools and Horses, and Rodney is a very dopey character.

How old habits die hard.

My memory is weaved with contradictions. My short-term memory is tragic. Before I go into a room, I tell myself, for example, "I need my wallet, keys, and my phone." But when I enter the room, I, typically, would freeze, confused, trying to remember why i entered the room in the first place. Episodes like this happen to me very frequently. It is a symptom of people with ADHD, as we struggle to remember instructions or follow them in order. For example, someone could ask me to put something away, and straightaway, the instruction would dissipate into thin air, making them have to repeat the instruction they just gave me seconds earlier. It's annoying for people to have to repeat instructions.

The other weave of my contradictory memory is my long-term memory. This, unlike my short term, is excellent; it's my USP (unique selling point), if you will. I can recall some facts that I know without hesitation. Most of the facts I can recall, though, are random and useless. I wish my memory was that good for exams; I'd get 3 A stars on results day. Let me give you an example. In one of my history lessons, we were learning about the USSR, and when someone asked when the USSR officially dissolved, I answered instantly, "26th December, 1991." My teacher was impressed. I won a sweet.

ADHD does have its quirks. Emotions, emotions, emotions. One of the fundamental features of the human condition that I struggle to express and understand. Me having ADHD means that I cannot understand subtext. This struggle is further exacerbated by the fact that humans are complex creatures. It goes back to the saying, "People don't say what they mean and don't mean what they say.". Neurotypical people can read the room and can easily decipher the subtext. This doesn't mean that

I'm emotionally inept. If the person is crying, smiling, or visibly angry, I can recognise that emotion; if a person is feeling more complex emotions, such as being angry with me without visual signs, I would not know what to do. I don't pick up on sarcasm because I take everything literally. Over time, I have learnt to understand sarcasm better, which allows me to have banter with friends and family.

RSD (rejection-sensitive dysphoria) is a thing that I suffer from. It's a term used to describe the intense emotional pain people with ADHD experience when they feel rejected or criticised. RSD is horrible. Being rejected or criticised is painful, but it's a normal part of life. Unlike most, rejection will stay with me for a long time; my self-esteem and confidence shrink. When I'm trying to sleep, the moments replay continuously in my head. My brain operates at a million miles per hour, which makes it worse.Having ADHD has made my life hard to navigate, trying to fit in and make friends. Looking back from when I was diagnosed with ADHD to now, I can say that I'm happy I have it because it's who I am, and I'm proud of the person I've become. Despite the setbacks it brings, it creates a lot of positives. Instead of being defined by the struggle I face, I use it to forge a path in my life that allows me to pursue my passions, and friends and family can come on the journey with me.

Written by Callum Siddall



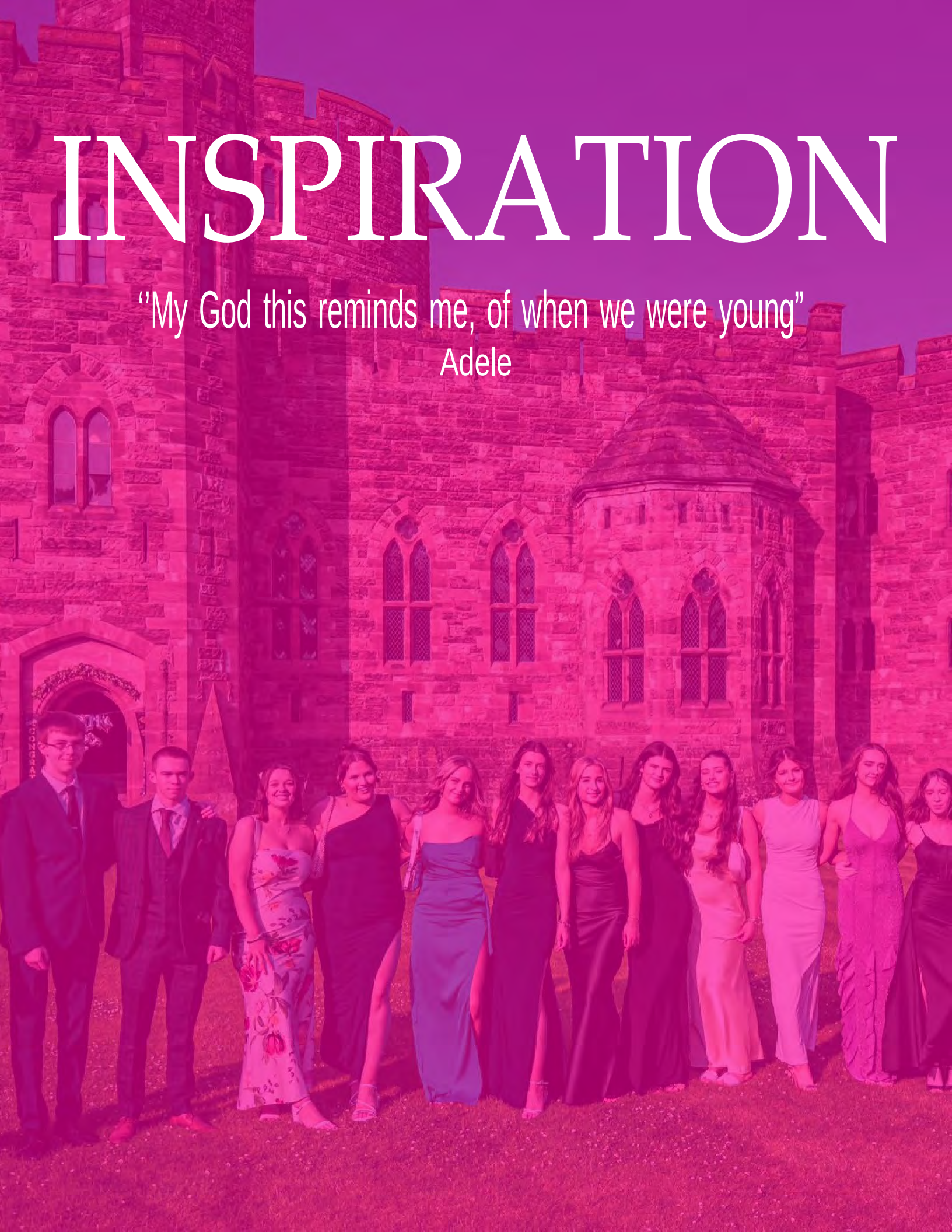


Photography by Izzy Grover

INSPIRATION

"My God this reminds me, of when we were young"

Adele




Emily Badger

‘Does it ever drive you crazy, just how fast the night changes’

-One Direction



Izzy Rigg
Manager at Terrarium, Tarporley

Since leaving Tarporley Sixth Form, I have been working full time in a restaurant and bar, taking the role of a supervisor. Before even finishing my A Levels I knew that further education wasn’t for me, so I decided to take a year out, save money and travel. Initially, when leaving Sixth Form, I felt a bit left out that my friends got to experience the uni life and I didn’t, but as we’ve gone further through the year I’ve realised this is the right path for me. I’ve acquired abilities in the “real world” and – despite my fears - I’ve managed to maintain a social life too.

I was scared of missing out on the university experience but I’ve gained the best of both worlds as I’ve visited my friends at university such as Emily Pawlett in Loughborough 3 times, allowing me to momentarily live the uni life. I’m going travelling around South East Asia and once I’m back from my travels, I plan to get an apprenticeship. Although it may seem daunting and stressful not knowing what you want to do straight away, don’t force yourself to go down a path you know isn’t right for you, however be mindful to keep your options open and have an open mind. I wouldn’t change the route I took after Sixth Form for the world.

WHAT COULD MY CAREER AND FUTURE LOOK LIKE?



Emily Pawlett
Loughborough University – Media & Communications & England Netball

Having left Tarporley Sixth Form in summer 2024, I began studying at Loughborough University in September 2025. My degree is Media, Communications and Design. I chose Loughborough University as I liked the detail and theoretical side of the degree as well as the fact that Loughborough is the base for my England Roses Netball Academy training and Loughborough Lightning’s NXT GEN netball team who had offered me a place for the 24/25 season.

I have thoroughly enjoyed my time at University so far. I enjoy my course, the independence and ability to explore my interests, and my work so far has been graded as a first. Although it can be daunting leaving home and living on your own with new people, I found that making the effort and initiating conversation and attending social events early on, really brought my halls / flat together, making it easier to settle in. I’ve made some great new friends through this and also through being part of the university netball team. I was also asked to coach one of the BUCS netball teams and have really enjoyed the coaching aspect of netball - something I never thought I wanted to do. Taking part in these aspects of uni life and saying yes to things you might find silly or nerve wracking initially is so important and the best piece of advice I can give to anyone considering university. Whatever you goals or focus, I feel Uni really does give you so many new options, skills and opportunities and I wouldn’t change my experience so far for the world.

WHAT COULD MY NEXT STEP BE?

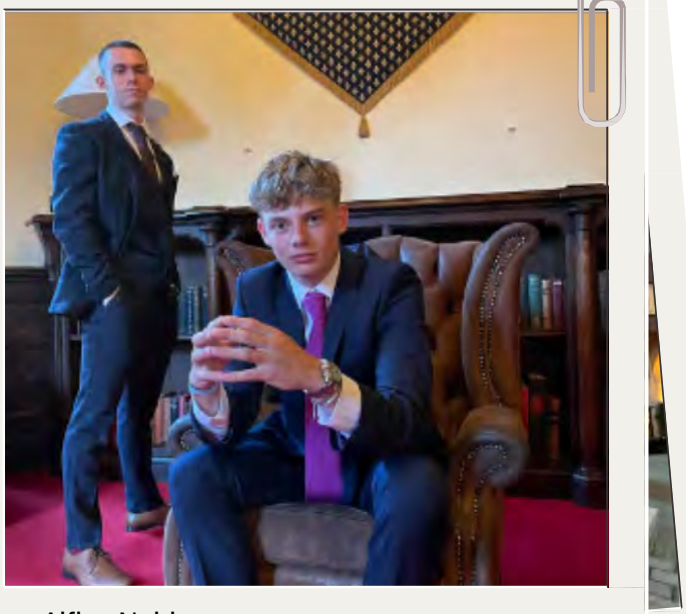


It feels like only yesterday I was doing my A levels at Tarporley – I never thought I would actually be missing it!!! My journey after Sixth Form has begun with studying Journalism, Media and Culture at Newcastle University. Throughout school, I always had an inkling that I wanted to continue onto higher education. After lots of research, open days, tough decisions, I found the perfect course and location for me in Newcastle. Just six months in, my plans are already developing. Now, I am considering a placement year to gain some more firsthand experience and good contacts in the ultra competitive media industry. Halfway through first year, I am loving my time at University. In terms of my course, the content is exactly what I was looking for, I have made great friends and really enjoyed living right in the city centre. My goals are to enrich my CV, build a solid portfolio, put myself out there as much as possible and enjoy my time here along the way.

The main advice I would give to those looking to apply to University, is to research the courses in lots of depth. Courses with the same names can be worlds apart in terms of module content, how they are assessed, contact time and more. It sounds really obvious, but I realise now that a mix of practical, theoretical and academic work is the perfect mix for me. It is all about thinking of what you enjoy currently, what your future career might require and what you are really interested in learning.



Ruby Wilkinson
University of Newcastle Media & Communications



Alfie Noble
Apprenticeship at Dorchester Hotel, London

LOOK TO YOUR FUTURE.

I chose to do an apprenticeship rather than going to university and it was the best decision I have made. At first, I had assumed that my social life would be far less exciting than that of my friends at university and that I would not be able to enjoy the same things they do, but that is not the case at all. I got to enjoy fresher's week at several different universities and then attend my own this January - all while earning my own money and gaining a degree in the same amount of time as my other friends. For me it felt like there was no better decision, especially as I was not totally convinced of what I wanted to do in the future, why get yourself into debt for a degree you are not certain you want? The work isn't easy however, you need to be dedicated and willing to put a lot of effort in, balancing your time to not only enjoy yourself in your time off but also complete assignments before deadlines and juggle your workload at your job too.

With that said, I took a great risk for my apprenticeship, moving to the other side of the country with no family or friends within nearly 100 miles. But I get to say that I'm 19 living alone in what's been voted as the best city in the world 7 years in a row and at the best hotel in the world. However, don't take for granted T-Mc being on your case about UCAS and the support system you have around you, you'll often want to tell them to leave you alone and stop bugging you, but once that network is gone you'll truly miss it. Don't think that uni is the only option though, take the time to think about what you want to do, not what you think others want you to do. Give yourself as many options as you can and then decide when you're ready. It's far better to be able to say no to an option rather than have that privilege slip from under you. T-Mc will always have your back, as long as you put in the same effort that she does!


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The Path Ahead

Written by Bel Wordsworth

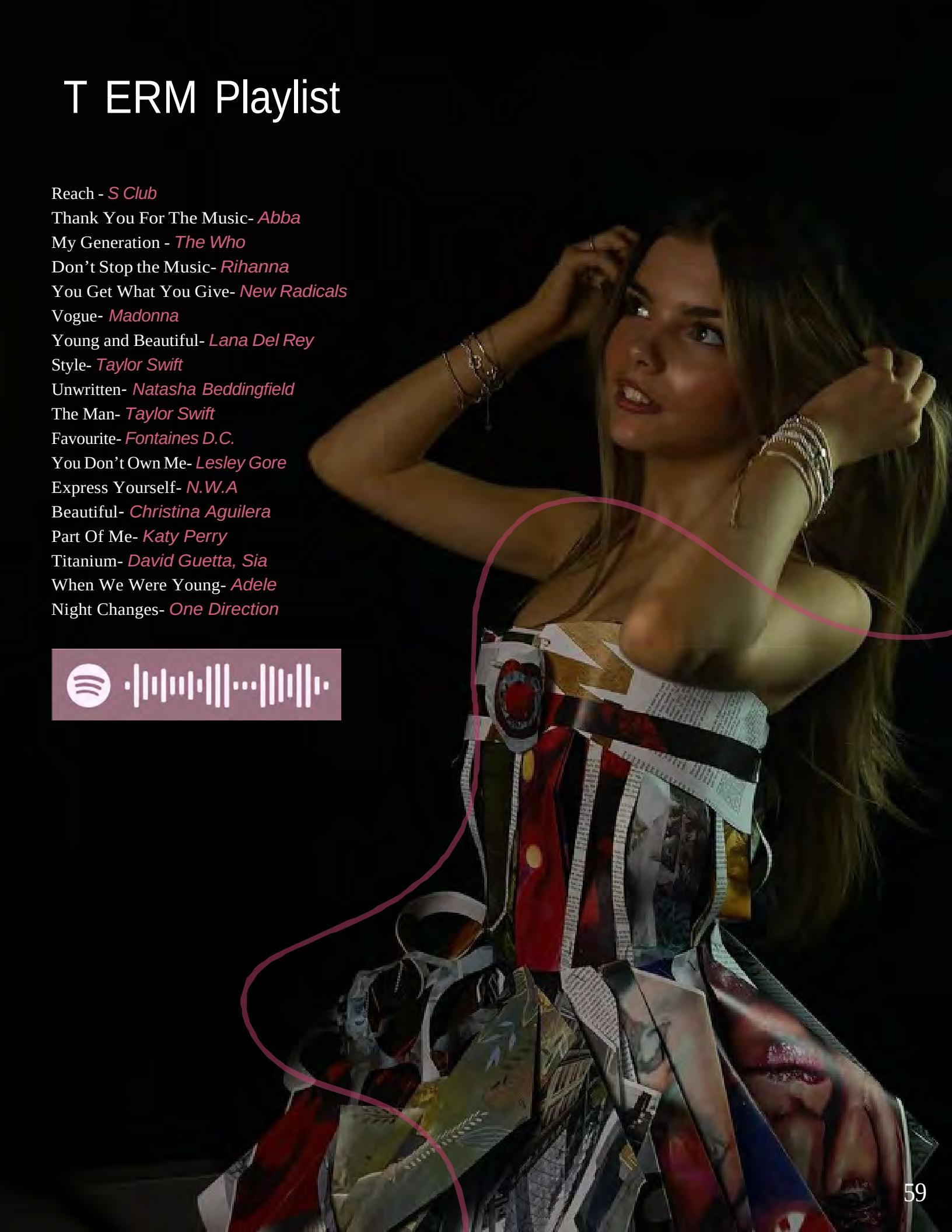
Through crowded halls we make our way,
With dreams that call at the break of day,
Books and plans, exams to face,
Each moment helps build our future's place.

The pressure is high and the stakes are real,
But here we learn, we strive, we feel,
Through every challenge and every test,
We push ourselves to d0 our best.

Sixth form life, a fleeting climb,
A bridge to dreams, a moment in time,
So seize it now, be bold in our stride,
The future awaits you on the other side.

T ERM Playlist

Reach - *S Club*
Thank You For The Music- *Abba*
My Generation - *The Who*
Don't Stop the Music- *Rihanna*
You Get What You Give- *New Radicals*
Vogue- *Madonna*
Young and Beautiful- *Lana Del Rey*
Style- *Taylor Swift*
Unwritten- *Natasha Beddingfield*
The Man- *Taylor Swift*
Favourite- *Fontaines D.C.*
You Don't Own Me- *Lesley Gore*
Express Yourself- *N.W.A*
Beautiful- *Christina Aguilera*
Part Of Me- *Katy Perry*
Titanium- *David Guetta, Sia*
When We Were Young- *Adele*
Night Changes- *One Direction*





This 10 year anniversary edition is dedicated to everybody who has been involved in the last 10 years of Team TERM, and to everyone who will shape its future.

♡ From the 2025 team ♡