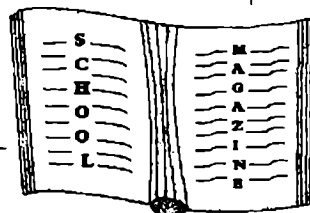
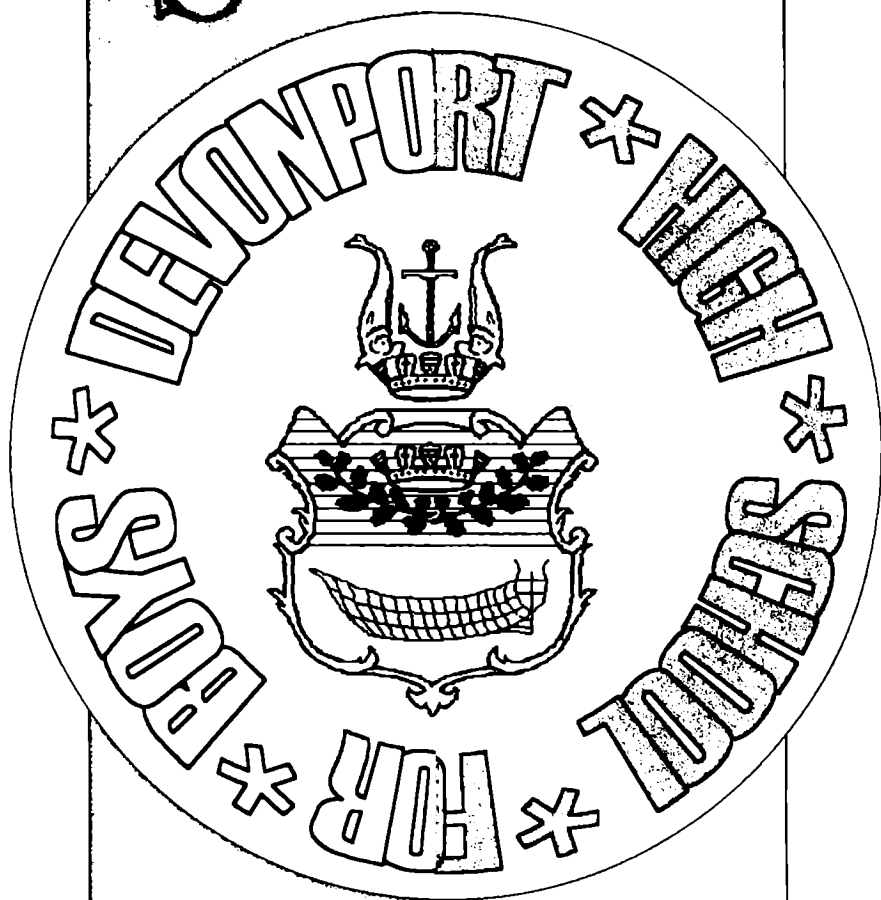


School Magazine



1999

EDITORIAL & TEAM

The Editing Team

EDITORS

- David Coombs
- Nick Savage (& Publishing)
- Pyrouz Alinia
- Terrence Newnham

Nick

The whole school has chipped in for this year's edition. We thought, as an editing team, that with the new Millennium approaching, it was time for the publication to show a real piece of the school's character, so everybody helped...from the youngest initiates, to the confident post - GCSE pupils, and not to mention the dedicated staff. We were exceptionally pleased with the reaction we received from the pupils, and the articles were a pleasure to type. Our school has never let its guard down, and that is why we are up with the front-runners of this country's schools. In our school, the saying "always aim for the highest" (printed on each of the pupils' planners) is still held with honour, and we are proud to present to you the Millennium Edition of your magazine.

David

We have taken on board the comments from the Old Boys Association and the Headmaster and are particularly grateful to Peter Fielding and Tom Orchard for their valuable contribution.

The articles are divided into two sections - school life, and school activities. Combined, these provide a broad and delightful insight into the school and what we are doing now. We

EDITORIALS & TEAM

apologise for not including articles from past magazines, but we simply ran out of room! Finally we would like to say how delighted we were with the overall response and willingness to write from the school itself (everyone from year 7s to staff). I think that this illuminates the community atmosphere that surrounds the school in all it does.

You may have noticed the dramatic makeover the magazine has had (sorry - I got a bit carried away! - Nick) and have tried to make the format as lively and exciting as possible.

Terrence (affectionately known as 'Tez')

I shall keep this editorial brief, for there are many far more interesting features to be viewed in this years' edition of the school magazine. Also because Nick has already written all that I wanted to say.

Anyway, it is good to see that the school is still thriving in terms of not only academic but sporting success. The school is also expanding physically, what with the impending construction of the new school canteen - something which I daresay the whole school shall welcome - along with the promised sports hall (all done in a time where funding is becoming all the more scarce).

However, the school will always continue to evolve in the way it is run, especially regarding the VI form. The 'Student Council' has announced the introduction of the VI Form Fund where each student will contribute £1 per month in order to improve the quality of what is increasingly becoming known as the Common Room. A daunting prospect, I imagine, for the senior members of staff.

Well, that's just about all that I have to say, other than thanks for reading and I hope that you enjoy the rest of the magazine!

EDITORIALS & TEAM

DHS Old Boys Association

• By Peter Fielding, Chairman.

President—Headmaster

Chairman—Peter Fielding

Treasurer—Tom Orchard

Membership—Dennis Rowe

Social—Colin Whitby

Minutes—Alan Porter

At the third AGM of our reformed Association on the 13th July, our first Chairman, Alan Porter, stood down in accordance with our constitution and received a hearty vote of thanks for his sterling work since our re-launch.

It was resolved to maintain the annual subscription level as before and this covers, amongst other things, the cost of this magazine.

By its nature, an Association such as ours, needs constant renewal if it is not to die and there has been a fall in the number of subscribing members. We are promoting the cause with new leavers, but in reality, it is older "Old Boys" who are more likely to have the most time and interest in re-establishing contact with their former school mates. These folk must be the core of our membership and we do ask that you do all that you can to help recruit subscribing members for any Old Boys with whom you have contact.

A number of social events, most notably a super boat trip on the Tamar, have been held but we still feel that we have not found the magic formula as far as most of you are concerned. We are keen to give you what you want from the Association, so please

EDITORIALS & TEAM

do not be shy about telling us what that is—the idea of a Reunion Dinner seems popular, but we need to know at what time of the year and what type of venue would suit you.

An item we have not been able to include in this and previous magazines, is a "Where are they now?" section. I, for one, would be delighted to find out what has happened to my school mates from some XX years ago! Please drop us a line.

--- The 'year' System

It has been suggested that an explanation of the 'year' system is in order, what with most of the readers being used to the previous expressions of '1st former, 2nd former' etc. It is quite simple, really (although nobody really knows why it was changed). The only real difference is that the years continue from primary school, and so starting from 'year 7'. Also, there is no longer a 'middle sixth', just upper and lower. So:

- 1st former = 'year 7'
- 2nd former = 'year 8'
- 3rd former = 'year 9'
- 4th former = 'year 10' (pupils begin GCSEs)
- 5th former = 'year 11' (pupils finish GCSEs)
- Lower Sixth = 'year 12' (pupils begin 'A' levels)
- Upper Sixth = 'year 13' (pupils finish 'A' levels)

EDITORIALS & TEAM

— The Journey

• Nick Savage, year 12

It can easily be said that editing the school magazine is good for a person's CV. However, I learned a long time ago that the reward is not found there. While this is very useful, it is only a line on a piece of paper at the end of the day. Instead, I became one of the editors because it is a lesson that can't be learned in a classroom - and undoubtedly a lesson that shall never be forgotten.

This philosophy is quite simple - nothing goes by that isn't an experience to learn from. It is something that has taken me through my teens without a problem because whatever happens there is always something productive to come out of it, and that builds character. If this philosophy is lived by, nothing can really be depressing and looking back, I have had an eventful time to say the least and as a result, I will look back without regret.

The point of this small article is to show that a school does more than teach a person maths and physics - it helps to build the core of a person. It will give the gift of insight and start us all on our intellectual journeys, and I for one am willing to say that the teachers are the unsung heroes that have dedicated their life to this cause.

What have I learned at school? The value of respect, honour, loyalty, friendship, experience, and more recently, dedication (a large chunk of this last one was due to the magazine). I have also learned about the great pieces of literature and art, a basic explanation of the universe and what it contains; the list would continue for pages. Somehow these lines on a CV don't seem so important anymore...

Enjoy.

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A Note from the Head

• Nic Pettit, Headmaster

The past year has been another period of significant change - some by design, as we see through to completion some of our long-term plans - and others that have been forced on us by new legislation. The governors, staff and I have worked hard to ensure that, for the pupils at least, the school "sails gracefully onwards" without them noticing the furious legwork below the surface as we manage these changes.

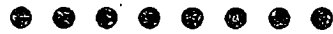
Whatever else we have achieved, the public exam results this year have done the boys (and their teachers) proud: at age 16 the boys achieved an average of just over 60.1 points (10 grade B's each) and at A-level the scores were the best ever with an average of 25.7 points (better than 4 grade B's each). Nine boys achieved "perfect" - i.e. 100% top grades: at GCSE David Coombs achieved a perfect set of A*'s while at A-level eight students, Marcus Goffin (Imperial College), Simon Hopkins (Cambridge), Philip Jones (Bristol), Russell Middleton (Cambridge), Simon Richardson (Cambridge), Jon Baggs (Oxford), Bruce De Groote (Bath), Christopher Monk (Oxford), achieved straight A's. In all 10 of our leavers have taken up places at Oxbridge - showing that 1999 was an exceptional year. WELL DONE.

Our extra-curricular achievements are mentioned elsewhere in this magazine but I would like to congratulate the individuals and teams on their success and achievements - and to acknowledge the high degree of leadership shown by the staff as they give up their time to lead the extraordinary range of activities available to our pupils - sport, safaris to Africa, mountaineering, art exhibitions and concerts.....

SCHOOL LIFE

With our capital projects the school has made some very good progress, completing the complete re-furbishment of the technology workshops in the Astor building, including additional computers, now all linked to the internet. We have completed the major re-pointing works and the quadrangles have been re-surfaced. On October 11th the new canteen was commissioned, being built behind the guardhouse to replace the "temporary" HORSIA erected in 1947! We hope to be in on June 4th 2000. Our plans for the new sports hall, here behind the Edgcumbe building, proceed and there are few obstacles left for us to overcome - surely?

The forced changes include us changing our status to Foundation Status - the Governors retaining all aspects of management, ownership of the site, employment of the staff and the admissions, but, a BIG BUT, with significantly reduced funding as we return to Local Education



*"At age 16 the boys achieved
an Average of just
over 60.1 points"*



Authority levels of budget allocation. Because this was foreseeable, we have not had to make any staff redundant, but capitation - money that covers departmental teaching costs - has been reduced by 74%. A great shame for the school after a period of real progress and investment in the education of our pupils. The Local Education Authority now also has a greater role in ensuring that standards are maintained and so we once again have an "attached advisor".

As I look to the Year 2000 I expect another set of appropriately good exam results, and am sure that I will again be able to report on a "kaleidoscope" of other successes and opportunities enjoyed by the pupils. My thanks to all who help me to realise these targets.



A Hitch-hikers Guide to D.H.S

- Ben Kershaw, Year 7

So here we go, the truth, the whole truth, and nothing but the truth. Surely I can't be the only one in the school carrying a private library on my back to every class. And the gorgeous Buffy (the very desirable heroine of 'Buffy the Vampire Slayer' on channel 2) doesn't come to visit me! My brother tells me that in addition my daily locker run is early training for the Duke of Edinburgh Award!

Every week, Monday to Friday at 12:25 pm, we're hauled into the lunch hall to shovel food down our necks, fearing the inevitable "Food fight!" - that's if we haven't already been ousted by the year "We're not the youngest in the school anymore" 8s.

*"By my calculations
I've already notched
up 492 000
seconds at D.H.S"*

As for my social life, it doesn't exist anymore! I get home just after

5 pm, refuel, and then launch into a three-hour flight to bedtime. The plane is a paper one and contains one hundred and eighty minutes worth of homework and that's only a domestic flight! Long hauls usually operate on Saturdays.

By my calculations I've already notched up 492 000 seconds at D.H.S at the time of writing (not accounting for homework). That leaves 33 087 000 seconds for me to build up my rucksack muscles and conquer my fear of flying!

Flight D.H.S. is now taxiing down the runway... enjoy your flight!

Echoes of the Future

- Rawi Basis, year 12

The last two years at this school have seen leaps and bounds within the Information Technology department. The extension of the 'C' block computer network has enabled the school library to give full internet access for research at lunch time. Similarly, the movement of the history department has provided not only more room for itself, but also the 'A' block computer network. This has led to a total of 104 computers now accessible to all the pupils.

● ● ● ● ● ● ● ●
'With the 'Cyber Cafe' opening in 'A' block on Wednesday evenings, the boys will be able to 'surf' the web to their heart's content - a privilege enjoyed by few.'
● ● ● ● ● ● ● ●

This IT revolution at DHSB includes a system modem, which allows all the boys to have a separate 'username' with access to e-mail and the internet at any computer in 'A' block plus those in the library. The use of the internet is expanding ever still, with the 'Cyber Café' opening in 'A' block on Wednesday evenings, allowing boys to 'surf' the web to their heart's content – a privilege enjoyed by few.



Finally, the Devonport High School for Boys website is nearing completion, with a team of pupils aiding it's construction, it is hoped that it will be finished for the Millennium. The Website can be accessed at:

www.DHSBOYS.ac.uk

Thoughts of a first year

• Dominic Wu, year 7

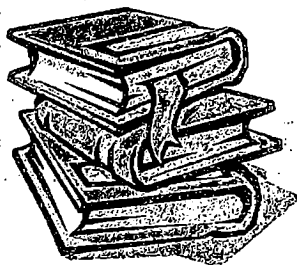
When you start a new school you ask yourself a lot of questions and have many different feelings. You feel sad that you are leaving primary school and happy that you are going to a new school. You feel nervous about the subjects and teachers. Will they like you or not? Will the subjects be hard or easy? Are your friends going to go with you or are they going to leave you behind? Are you going to make new friends or are you going to be alone all the time? Are you going to get bullied? I thought and felt all of these things when I started my new school. I have now started my new school and I am enjoying it so far... I guess only time will tell!



Rising Results = Rising Youth

• David Coombs, year 12

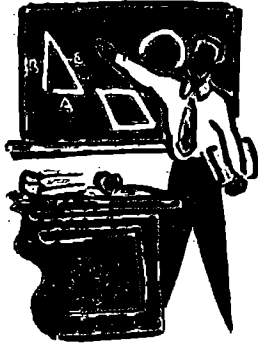
Every year the publication of the external exam results provokes a flood of articles and headlines declaring falling exam standards. Every year the writers ignore the boards' insistence that standards are maintained and grades are consistent with government criteria. And every year they fail to praise the pupils themselves for industriousness, diligence and intelligence, by far the most likely explanation for a rise in results. It is a chronic case of misinterpretation.



A typical student will take 10 GCSEs

SCHOOL LIFE

followed by four A-levels, each worth two years' work and examined over a one month period when the student will sit twenty plus exams. Hence the need for effective time management and revision techniques is paramount.



Couple this with a broader, larger course expecting a thorough knowledge and understanding in exams. Then add coursework. Coursework encompasses fieldwork, experiments, in-depth studies and analyses of the subject, prepared over the two years in the student's own time. Generally, it accounts for 25% of the marks and is extremely beneficial for those who cannot perform in exams. However, it is difficult to juggle coursework deadlines. Coursework requires a long-term commitment and is expected to be of higher quality

than exam-work. Thus, the time spent on coursework is disproportionate to the marks awarded.

*"We are seeing a
change in
attitude...hard work
is no longer 'un-cool'"*

So if the courses are so demanding, why do results rise? The reasons are threefold.

Firstly, students are more familiar with the public examination environment, taking SATS in years 6 and 9. Internal examinations and tests are also more frequent, preparing the pupil for the exam style and set-up. Secondly, we are seeing a gradual

Throughout the Magazine, there will be captions like this containing ACTUAL answers from GCSE pupils in their exams (not from this school, thank goodness). You may assume that they probably failed.

SCHOOL LIFE

change in attitude towards achievement. Hard work is no longer "un-cool" and whilst Britain has not yet attained the continental outlook, where success is universally praised, it is less likely to be derided.

Lastly and perhaps most potently, there is a greater emphasis placed on qualifications. Such is the importance of GCSEs, that Universities base their offers in part on these and the predicted A-level grades. Students begin careers' advice in year 9 and this is pursued with a vengeance in year 11 when they attend work experience. This all provides an impetus towards achievement and motivates pupils to work harder.

Though this is not without repercussions. In a survey by the Daily Telegraph's teenage supplement, T2, examinations topped the list for causing angst in teenage girls, and came fifth for boys. Students can be under immense pressure to achieve, from school, peers and parents. Schools have responded with study skills seminars and counselling sessions.

All of these explain the rising success of young people today. The exam results are a clear reflection of this, irrefutable evidence of our achievements. I suggest that the journalists disparage examinations through fear. Fear of our phenomenal energy that ultimately threatens their positions. Watch out world, we're coming at you.

GCSE answer #1 -

"Moses led the Hebrew slaves to the Red Sea, where they made unleavened bread which is bread made without any ingredients.

Moses went up on Mount Cyanide to

get the ten commandments. He died before he ever reached Canada."
(Hummm...not a good example of the article above - Nick)



The Young Author

- Michael Savage, year 12

Writing a book during school life can be fraught with danger. Of course, I don't mean danger in the traditional sense (dispel any images of axe-wielding mobs chasing their local novelist through the streets). It can be dangerous to the mental well being of the young writer. It also gives the Author an insight into human reactions.

Let me give you some examples of this, from my own brief experience. Picture the scene, there is a study period and you're eager to make a start on chapter three. The completed part of the book is pulled out, the top flipped off your pen and after a deep breath in anticipation of the great ride of emotion, one starts to write. It is at this point that the interest of a neighbouring student is aroused, who, due to an attack of apathy, had been writing some witty comment on the table in front of him. Looking up and immediately realising his folly, the Author will return his glance to the page, but it is too late: the student's attention has been secured. He tries to ignore him as he edges forward, but his intrigue has grown and being a good-natured fellow, the Author looks up to greet him.

"There are five A-levels to complete, plus other commitments...writing a book in ones school years is detrimental to ones health"

"What are you doing?" he asks.

(I know now that it's necessary to lie)

"An English essay", one says, or (if in an inventive mood),

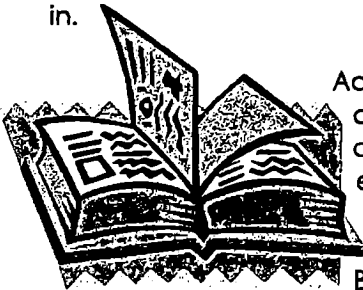
SCHOOL LIFE

"an essay discussing Homer's influence on contemporary writings",

The intrigued neighbour will slump back, disappointed. He will, no doubt, return to his intricate doodles., but no! As an innocent naïve writer, one replies, *"Well, actually, its part of a book I'm writing"*. The intrigue of the boy will now double. "A book!" he exclaims in amazement. One can forget all ideas of writing chapter three now. Worse still, the dreaded question is just moments away... *"what is it about?"*

'after over thinking the concept, the Author starts to realise that his 'brilliantly undefinable' book is actually a rewrite of a bad film'

Any novelist will tell you, they do not wish to answer this, because they like to believe that their book is brilliantly undefinable, but even after the interested boy has returned to his desk, the question sticks in his mind and after over-thinking the concept, The Author starts to realise that his "brilliantly undefinable book" is actually a rewrite of a bad film once seen on daytime TV! And, thus, madness and paranoia set in.



Add this to the fact that, as well as writing a book, there are five A Levels to complete, plus other commitments, it's easy to see why I can claim that writing a book in ones school years is detrimental to ones health.

But what of my book? Well, like most good novelists, it will probably never get finished. *"What is it about?"* the reader cries, ironically. Well, save me a fit of hysteria, you may draw your own conclusions.....

"You've never taken a risk in your life" she spat accusingly. Her words started to echo in my tired mind as it they had struck a chord somewhere,

SCHOOL LIFE

deep in my psyche. Time seemed to stand still, as I considered the words, as if it was urging me to find meaning in them. I flicked from indifference to anger. Then I was overcome with a realisation and time began its beat again. Clearly, this woman had no idea of what I was like. Well, either that or, or

It was at this point that I was forced into admitting it: maybe somewhere along the way, I had completely forgotten who I was, what I was doing, where I was going, who I liked, who I avoided and every other individual definition. Was I anyone at all? I still existed, I was sure of that much. I sat down, my legs unable to take the weight of my deep thought.

I looked at my future wife and found a further revelation: there was not a single person with whom I wanted to be, no-one I longed for, no-one for whom I found an interest. My parents were unaware that they had a second son and my fiancé was a mere necessity. Necessity? As I thought of this, I instantly saw its stupidity, but why only now? Suddenly, I became aware of the surroundings of my flat. How had I come to be here? When did I buy this very sofa?

In another moment, this burst of analysis was complete: I had become a non-person, a face in the crowd. What had happened to me? Was there anyone out there who knew Tom Reed? Anyone? I set out one day as him and arrived back as a different person. I had achieved nothing but anonymity. How had this happened? I was angry but a determination struck me. This was not right. This was not defeat and at that moment, in that small second, I recaptured a lost motivation. In that moment, my mind was clear. It was not time to die; it was time to retrace my steps. Time to find Tom Reed, whoever he may be. In other words, it was time to leave.

GCSE answer #2 -

"The Bible is full of interesting caricatures. In the first book of the Bible, Genesis, Adam and Eve were created from an apple tree. One of their children, Cain, asked 'Am I my brother's son?'"

Interviewing Niko

- David Coombs, year 12

Niko Downie is studying German, French and Economics. German is his favourite subject, which he says, "comes naturally" to him. He enjoys reading foreign literature and hopes to study modern and medieval languages at Cambridge University, though he admits that he'll have a lot of work in store if he wants to go there. Afterwards, he hopes to join the Diplomatic Service, working abroad, (also in London), and jokingly talks of maybe becoming a high-powered UN Goodwill Ambassador!

"Organisation is imperative. If you're not organised, you'll collapse under the strain"

During the Sixth Form, he has taken all his opportunities to travel, participating in the German Exchange and spending a weeks work experience in a Breton Primary School. He was also the Managing Director of the Young Enterprise Company, "Loco". He has a keen interest in the Performing Arts and is involved in musical productions, in and out of school. (He played the Lord Councillor in "Iolanthe"). He has a Saturday job at Waterstones, the bookshop.

One thing that stands out about Niko, is a little green badge marked "School Captain". He explains how he was selected:-

"There was a vote in my year, to see who the new candidates would be. The staff then showed their support and all this influenced the Headmaster's decision. I never really thought about wanting to be School Captain and then, one day, I was offered the position. I was very surprised but thought, this was definitely a worth-while thing to do".

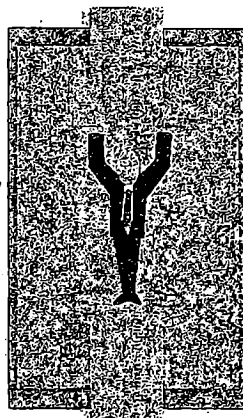
SCHOOL LIFE

As School Captain, he has to organise the Prefects for the School functions and Parents Evenings.

Niko says, "There are hot and cold periods, when I have lots of events to organise in one period and then later I will have nothing".

He feels that "Organisation is imperative. If you're not organised, you'll collapse under the strain".

He also has to speak at Speech Day. "Writing a speech is a daunting task. Especially a long one that has to be given in front of so many people, but I will be up there with one of my deputy's (Jeremy Pannell) so I won't be alone; it should be all right".



Niko's keen to stress that he will focus on the achievements of all the students in school, not just the Sixth Form.

"People often think I'm Captain of the Sixth Form and have nothing to do with the rest of the school. My speech will cover all aspects of the school so far".



GCSE answer #3 -

"It was an age of great inventions and discoveries. Gutenberg invented removable type and the Bible. Another important invention was the circulation of blood. Sir Walter Raleigh is a historical figure because he invented cigarettes and started smoking. And Sir Frances Drake circumcised the world with a 100 foot clipper."

When weighing up the School Captaincy, his only problem is disciplining the other Prefects.

"I'm not a very authoritarian person. I enjoy praising people for the help they give".

On the plus side, he says, *"It's more about the sense of achievement you get out of it. I thought the novelty of it would wear off within a couple of months but I still walk around and people acknowledge me as a School Captain and I think, wow! I am I'm School Captain!"*



Year 9 SATS: a victims' report

- David Rose

The SATs or 'Standard Assessment Tests', are the first major tests for pupils to undertake in their school careers. I am aware that the

general attitude between year 9 pupils is not very good towards them (of course there is never a particularly good attitude to any tests) but there are, of course, many benefits in taking SATs. They help us

to prepare for the later, even more

important tests in a few years, providing us with a target to aim for and so knocking us from our somewhat cosy year 8 lives into the much more ruthless life of the GCSEs. They also act to give a good gauge to the progress of us in comparison to the rest of the country, to find out what we are good at and what we are not so good at.

"They provide us with a target to aim for, knocking us from our cosy year eight lives into the much more ruthless life of the GCSEs"

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Although I can understand their point of view, no one likes tests and I don't blame them for it, I don't like them much myself, but they're just something we just have to do. So after looking closely at the available facts, at the risk of being extremely unpopular, I would have to disagree with the rest of my year for they probably do far greater good for us than the short-term inconvenience.



GCSE answer #4 -

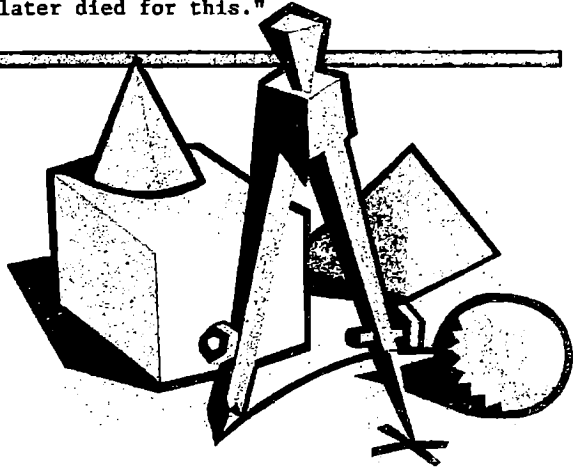
"Solomom had three hundred wives and seven hundren porkupines"

GCSE answer #5 -

"The Greeks were a highly sculptured people, and without them we wouldn't have history. The Greeks also had Myths. A Myth is a female moth."

GCSE answer #6 -

"Beethoven wrote music even though he was deaf. He was so deaf he wrote loud music. He took long walks in the forest even when everyone was calling for him. Beethoven expired in 1827 and later died for this."




SCHOOL ACTIVITIES

Our school is not only a school of academics - it has been frequently proven that our students are the recipients of many more honours than simply GCSEs and A-levels. Such honours and activities include the Duke of Edinburgh Award, the Young Consumer competition, chess championships, and many others...

- Nick

Duke of Edinburgh Gold Award

- Jeremy Panel, year 13



Bit of a sportsman? Fancy trekking across 80 km of barren terrain in torrential rainstorms? Fancy yourself as a pianist? Always possessed the urge to spend the week with unfamiliar people or give up your Saturday morning working for charity? Looking for something that offers all this and is loved by most Universities? If so, then look no further than the Duke of Edinburgh Gold Award Scheme.

The Scheme is an 18-month programme, aimed at people between 17 and 25 with a *spirit of adventure* and with the desire to *discover and develop personal interests and skills*. It looks for commitment within young people (as most higher education institutions regard this as a rarity, they are particularly impressed when someone has it boldly typed across their CV). Yet, it isn't merely designed for impressing admission tutors at top Universities, it really does have other benefits: in fact, the advantages are limitless. A sense of achievement once received when the minibus is in sight at the end of their expedition is *immense*. This is only

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equalled by the sense of fulfilment when one spends a year voluntarily contributing to a worth-while charity cause, or the sense of happiness when you return from your week in the Scillies having made a network of new friends from across the country.

Even though the award book lists a number of aims that it hopes the individual will achieve through completing the scheme, the over-riding aim is to provide fun and enjoyment over a wide range of activities.

Personally, my residential trip was the most satisfying. I took part in a number of physical and creative challenges meeting people from a variety of life styles and learning

valuable leadership skills. I developed new talents yet, at the same time, learned to appreciate my weaknesses. Most of all, however, I developed satisfying inter-personal relationships.

'Fancy trekking across 80km of barren terrain in torrential rainstorms?...If so look no further than the Duke of Edinburgh Gold Award'

I recently completed my expedition in the Dales having had an eventful training course in Wales. I work at the Aquarium for my service and have completed nine of the twelve months there. I used Young Enterprise as my skill, and football as my chosen physical recreation. Ideally, the entire scheme will be finished by March, so if you fancy the prospect of sustained commitment with rewarding consequences, sign up with Mr. Adams.

(This isn't an advertisement, merely a way of saying that the Award is really beneficial.....and you get to shake hands with

GCSE answer #7 -

"Actually, Homer was not written by homer but by another man of that name."

SCHOOL ACTIVITIES

My time in the Yorkshire Dales

- James Warrick, year 12

In June a party of VI form pupils joined by Mr. Adams and Dr. Petit visited the Yorkshire Dales. The majority of participants were there to complete their Duke of Edinburgh Gold expedition. This involved the set of lads walking over 50 miles in four days being completely self-sufficient. There was also another group of students comprising of Ten Tours walkers who completed a similar route. The weather was not perfect, but after a short stay the expedition for both parties commenced with few suffering from blisters. Over the four days both groups were successful in trekking to the top of the three peaks, Ingleborough, Whemside and Pen-y-ghent. The trip was enjoyed by all and the future looks bright for next years trip (particularly with the enthusiasm already shown!)



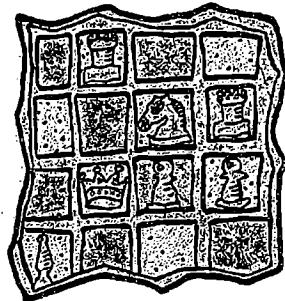
Chess...a lesson learned

- Henry Baker, year 12

Chess is slowly gaining its place in our school as a worthwhile activity.

There has been increasing interest this year with the introduction of inter-house competitions where newly acquired chess skills can be used to earn much needed house points.

There are even more opportunities to enter outside tournaments via the school or enter



SCHOOL ACTIVITIES

tournaments run specifically for schools. One such tournament is the "Saitec" mega-final for schools in the South West, in which I participated. A league was set up in the school where top scorers were awarded a place in the Regional Mega-Final, and I was lucky enough to be one of the candidates chosen to attend my first proper chess tournament.



*"Of course, this quiet boy
turned out to be the captain
of the Devon Chess team
and I was promptly
annihilated"*



It was slightly daunting for me, because I was the only person from my year to attend the Mega-Final. When I arrived, I found the majority of competitors were under ten years old, with hardly anyone in my age group.

My first game was against a quiet boy who spoke so softly that I hardly understood what he was trying to tell me about point scores and rankings. Of course, this quiet boy turned out to be the Captain of the Devon Chess Team and I was promptly annihilated! Not quite the start I was looking for, but certainly a lesson of sorts.



Paris Choir Trip

• Richard Norman

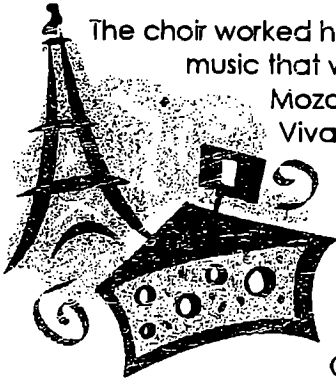
July 1999 saw over forty students from Devonport High School for Boys, Devonport High School for Girls and Plymouth High School, tour Paris as part of the Friday choir, under the inspired leadership of Mr. Trevor Farrow.

Many in the party saw the week as a way of averting their

SCHOOL ACTIVITIES

attention from forthcoming exam results, and the mood was congenial and incredibly relaxed. Mr. Farrow was more than ably assisted by Mrs. Lesley Farrow, Mrs. Laura Nye, Mr. Chris Gomez and the perennial accompaniment section, Mr. Paul Phipps.

● ● ● ● ● ● ● ●
*'One of the highlights
was our trip to
Euro Disney, where
we spent a day getting
in touch with our
inner-children'*
● ● ● ● ● ● ● ●



The choir worked hard throughout the year to develop the music that was to be sung in Paris. This consisted of Mozart's "Requiem", and Schubert and Vivaldi's "Gloria". These pieces were

practised every Friday of term after school and upon performance, were honed pieces of ambrosial bliss.

Throughout the year, the choir presented these pieces a number of times at important events, such as in St. Andrew's Church.

In Paris, there were a number of opportunities to visit the sights and take in the ambience of the City. While people's itineraries differed, the Friday Choir was represented at many of Paris' most prestigious attractions, including Notre Dame Cathedral, Arc de Triomphe and the Eiffel Tower. One of the many highlights of the week, was our trip to the Magic Kingdom, that is, "Euro-Disney". Full of expectation and armed with our day-passes, we spent a day getting in touch with our "inner children." Even though the queues for the best rides were as long as predicted, it provided light entertainment from the important business of the concerts.

The entire experience was a welcome contrast to the previous year of hard work and this year's choir is looking forward with anticipation towards next year's adventure in Ireland.



SCHOOL ACTIVITIES

Spies in the Young Consumer Competition

- Tom Kershaw, year 12

The Young Consumer Competition is a quiz event that tests teams' knowledge of consumer issues. Students who anticipate taking part in the challenge of becoming "Young Consumer of the Year", should be aware that it's not an easy ride, (as this year's team will confirm!) The "hapless few" who undertook this year's challenge were, David Coombs, Nick McAleer, Michael Richards, Simon Venner, (reserve member), and myself, (Tom Kershaw).

When we started out, all that we knew was that the competition consisted of five rounds: – Food and drink; finance; health and safety; consumer law and general knowledge. There were team, individual, and buzzer questions. (We were somewhat

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.....
*"We were somewhat
astonished and intimidated
by the volume of knowledge
that last year's team possessed"*

astonished and intimidated by the volume of knowledge that last year's team possessed.....). At this early stage, it dawned upon us that it would be a "serious" commitment.

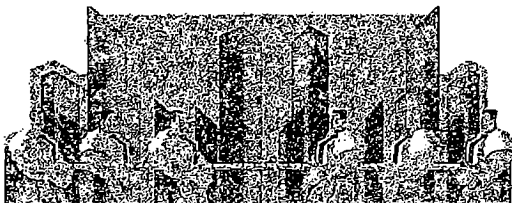
Thus followed weeks of dedicated lunchtime practice sessions and a couple of supplementary sessions over weekends, all under the guidance and encouragement of our splendid Mentor, Mr. Guswell.

We spent hours priming ourselves on the buzzers; practising with questions from previous years and honing our buzzer reflexes, so

SCHOOL ACTIVITIES

that we could predict the answers to questions from the facial contortions and mouth-shape of the questioner about to sound the first syllable of the question. We were good - we were very good!

Of course, we developed favourite questions, like, "What's "MSG"....." (The answer being monosodium glutamate, of course!) Other questions ranged from firework regulations to the percentage meat contents of various food items that found a place in Michael's heart. (We tended to leave the figures to him as well).



By the Plymouth round, we had slipped into top gear. We were outstanding throughout the competition, demolishing Notre Dame, and following this up with

a resounding win over the DSHG, doubling their score in the final. Victory and a rather groovy personal stereo, were ours. But the war was not over.

In the ensuing months, as the energy sapping heat of summer drew closer, internal espionage and secret under cover plans were launched as we staged an underground war against the girls school. Practice sessions were conducted between the girls

GCSE answer #8 -

"One of the causes of the Revolutionary War was that the English put tacks in their tea. Also, the colonists would send their parcels through the post without stamps. Finally the colonists won the War and no longer had to pay for taxis. Delegates from the original 13 states formed the Contented Congress. Thomas Jefferson, a Virgin, and Benjamin Franklin were two singers of the declaration of Independance. Franklin discovered electricity by rubbing two cats backwards and declared, "A horse divided against itself cannot stand.". Franklin died in 1790 and is still dead."

SCHOOL ACTIVITIES

and us. Natalie Hatswell, (Plymouth City Council's representative for the competition), tried to gain information for us from other quarters, and our mini battles against the girls continued in after school sessions, (where spies swapped many secrets).

As the fateful day drew closer, we knew that we could beat the girls' front line but we didn't know the size of their "arsenal", and it was *this* that we vastly underestimated.

We both qualified from our respective group matches when we met with Torquay Grammar School and Claysmore School in the final. After a shaky start, we settled down and it soon became apparent that in order to obtain a victory and win the chance of going to Edinburgh to compete in the final, the battle was between the girls, and us!. Right up until the last buzzer round of 25 general knowledge questions, we were just ahead on points, (with "ooh's" and "aah's" from the crowd, reflecting the closeness of the affair).

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*"We knew that we could beat
the girls' front line but we didn't
know the size of
their 'arsenal', and it was this
that we vastly underestimated"*

With only five questions to go, we almost captured the girls' colours, taking full control of the battlefield, when all of a sudden, it seemed that our buzzers ceased to work. The girls, (who knew that they had ground to make up), buzzed in at the most impossible of junctures, getting all the questions right. The final outcome was extremely close. After an agonising wait, the final scores were revealed and our heads slumped with disappointment. We were defeated by one point! The girls wounded army took us from behind and stole the spoils right out of our hands. We were devastated!

Even so, everybody knows that in the long run, BOYS ALWAYS BEAT GIRLS! And next year.....?



SCHOOL ACTIVITIES

Stop Mocking the Court

- Daniel Edgcumbe, year 13

One of the things about observing *real* Court cases, is that one gradually becomes acclimatised to a much slower pace of activity. Indeed, at points, one begins to wonder if even the "laid-back Caribbean types" in court could even be bothered to invite the Judge to get a move on.

I was in Court as part of the preparation for the Bar Council Mock Trial competition. Whilst the sun was blazing outside, I was listening to, frankly, a rather "uninteresting" case, during which the foreman of the Jury returned to the bench to ask:



"Would it be possible to have a dictionary, your Honour?"



.....
*"Imagine about four days of
daft exchanges and you'll
have some idea of what a case
in the Crown Court is REALLY like"*



"We need to look up a word, your Honour".

"And what is that word?"

"Grass, your Honour".

"Well, you may have a dictionary if you need it for the purposes of spelling, but if you need it for the purposes of meaning, then I'm afraid that would not be possible".

Now, if that isn't a perfect example of the occasional absurdity of the judiciary system, then I don't know what is! (If you're still finding this hard to grasp, imagine about four days of similarly

SCHOOL ACTIVITIES

daft exchanges in juxtaposition and you'll have some idea of what a case in the crown court is really like).

Fortunately, the *mock trial*, (unlike real Courts), had strict time limits, and penalties for over stepping the mark were severe. Imagine how much money could be saved if all trials were conducted along the same lines as the 45-minute competition?

There were a large number of roles up for grabs for those who were interested enough to participate in the pre-competition practices or too dozy not to step back when everybody else did. The "crème de la crème" role though, was that of *Barrister*.

It is the Barrister's job to put forward the case for his side and then, (the most fun part) cross-examine the witness of the opposing side. During cross-examination, it is easy to make the witness look really rather silly by becoming the ultimate pedant. In short, this means that it's necessary to pick up on every meaningful statement and unintentional blunder. Of course, there are times when merely remaining silent for a protracted period of time, causes the witness to launch into a stream of consciousness which completely destroys the case which he is supposed to be assisting.

There's a saying that "*Law is the art of making white appear black and black appear white*" and this is entirely possible by means of some cunning use of rhetoric and debating.

GCSE answer #9 -

"The greatest writer of the Renaissance was William Shakespeare. He was born in the year 1564, supposedly on his birthday. He never made much money and is famous only because of his plays. He wrote tragedies, comedies, and hysterectomies, all in Islamic pentameter. Romeo and Juliet are an example of a heroic couplet. Romeo's last wish was to be laid by Juliet."

SCHOOL ACTIVITIES

If being a Barrister doesn't sound like your kind of thing, then there are a number of other alternatives. These include, being *witnesses* (marked on acting skills); *court clerks*, (who must read set pieces to the court) and *members of the Jury* (who, happily,

are not obliged to do anything other than sit in the Jury box and be entertained by the performance which unfolds before them).

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"Even though we were expected to don 'dead sheep' on our heads and wear formal gowns, we succeeded in all of our cases, except one."

○ ○ ○ ○.....○ ○ ○ ○
In the end, we came pretty close to winning the competition, which was actually held at Plymouth Crown Courts. Even though we were expected to don "dead sheep" on our heads and wear formal court gowns, we succeeded in all of our cases, except for one. The Judge told us that, as an "ex-pupil of Devonport High School for Boys", he couldn't possibly award the winning points to us!

Despite the "in-built bias" of the Judge in question, we couldn't help but enjoy ourselves during the competition.

If this article has inspired even the remotest of interest, I urge you to find out more information from Mr. Allen and you'll discover how truly stimulating and worthwhile the *Bar Council Mock Trial* competition can be.



As well as the *Mock Trial Competition* for the VI formers, there's also a similar competition run for year 9's by Mr. Davison. One of the positions that the court line up demanded, was that of the "local news reporter". We're proud to say that we have secured two articles from the budding journalist, Tom Easterbrook (year 9)...

- Nick

SCHOOL ACTIVITIES

The Great Music Robbery

- Tom Easterbrook, year 9

Student Cleared of Theft Charge

An imaginary situation!

THE CHARGE

Student Marty Wilde, 18, was charged that on the 19th December 1998, he stole two audio compact disks from the Record Maxistore. The CD's were by the popular group Boyzone, and lesser known Sea Horses. Both disks were valued at £7.99.

THE PROCEEDINGS

On Saturday, 19th December 1998, Marty Wilde and a group of his friends were shopping in the City Centre. They all wore black, and called themselves "The Black Pack"; three of them were carrying black back-packs. The Black Pack were in a Record Maxistore on the pretext of Christmas shopping, and were looking at a display of CD's by the cash desk. People buying CD's sometimes change their mind just before they have to pay, and so a small pile of CD's had mounted up by each of the tills. Because it was so busy with the Christmas rush, the cashiers didn't have time to put these CD's back on the shelves in their correct places.

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"He saw the bag, picked it up, and headed towards the door aiming to rejoin his friends at the burger bar. This was when Store Detective Ceri Jones detained him."
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Wilde said that he and his friends soon left the Maxistore and went to the Burger Bar a couple of doors away; there was no record of

SCHOOL ACTIVITIES

anything having been bought. It was at the Burger Bar that Kim Barton, a member of the Black Pack, realised that she had left her bag (also black), at the Maxistore. Wilde volunteered to go back and retrieve it, but Barton said it wasn't important. Wilde insisted and went back to the Maxistore. He saw the bag, picked it up and headed towards the door, aiming to re-join his friends at the Burger Bar. This was when Store Detective, Ceri Jones, detained him under

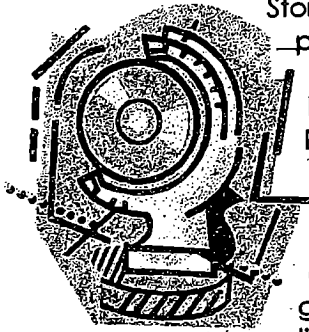
suspicion of theft, as there were two CD's in the bag. Wilde, 18, said that this wasn't true, but stated that the Shop Manager must have planted the CD's in the bag to frame him and his friends. This, said Wilde, was because the Manager had accused the gang of making a nuisance of themselves when they were in the

Store. Wilde also said that the bag he had picked up was not Barton's after all because hers was black but this one was a very dark blue, lined with aluminium foil. Store Detective, Ceri Jones, and Cashier Nicky Ives, stated that the group of friends had split into two groups. One group had made a lot of noise, and attracted the Cashier's attention, whilst two members of the other group took two of the CD's from the discarded pile and put them into Barton's

bag. This bag was then placed out of the way for Wilde to pick up later. Wilde said that this was untrue and that Barton accidentally dropped the bag before leaving.

In Court, Wilde was escorted to the witness stand by the Court Usher, and pleaded "not guilty". The Defence and Prosecution lawyers questioned him at great depth, but his version of events was accepted by the Magistrates because the bag containing

.....
'His version of events was accepted by the Magistrates...the prosecution was rejected even though the theory was that the bag was intended to fool the security sensors.'



SCHOOL ACTIVITIES

the CD's was clearly dark blue, lined with aluminium foil and not black. The case presented by the Prosecution lawyer was rejected, even though his theory was that the bag was intentionally lined with aluminium foil in order to fool the store security sensors. He considered that this ploy was the mark of a professional criminal and not of an 18 year old student. Nevertheless, Wilde was found not guilty and was free to leave the court.



———— (Literally) Taking a Ride

- Tom Easterbrook, year 9

City Man Charged With Theft

An imaginary situation!

On Friday 18th December 1998 at approximately 1:30am, unemployed Charley Toner left a party with car mechanic Leigh Delamare along with some other friends. They intended to visit a friend's house in order to extend the evening's drinking session. At the party, however, student Mickey Hall, 18, had spilt drink on some of Toner's prized compact disks, resulting in an argument between the two. At that point, Hall, Delamare and Toner decided to leave the party and move on. Toner went with Delamare in her car and Hall in his own. Hall being low on fuel, stopped to buy petrol at the Red Lion filling station, with Toner and Delamare following suit. Toner, who is interested in cars, said to Delamare "I have some unfinished business" and went over to admire Hall's car, which was in good condition for its age. He used this as an excuse to make amends for the argument at the party. He also asked if he "could have a go" in the car because it's marvellous condition caught his eye.

SCHOOL ACTIVITIES

Hall, who was somewhat taken aback by this reaction, said "yes", but said that *Toner must not drive it because he (Hall) was the only person insured to drive it.* Hall then went to the pay booth, to pay for his petrol, and left Toner, in his red Ford Escort; he had forgotten to remove the car keys. A

third car had arrived in the forecourt, with loud music blaring out of it. It was at this time the Leigh Delamare realised that she didn't have any money to pay for the

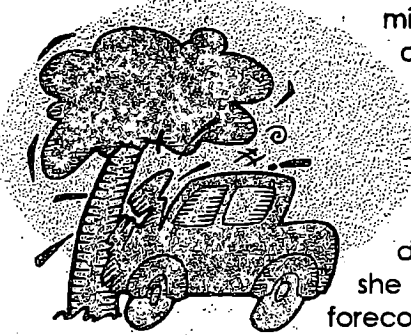
petrol she had used. She panicked, and so she screamed to Toner, to get out of Hall's car and get into hers. She then drove off at speed without paying for her petrol. Hall's version of events was that he went into the booth to pay for his petrol, and also to buy some milk. The assistant, Paula Andrews, 18, who was working the late shift on her own, left her position behind the counter

and went to assist Mickey Hall in finding the milk. There was no security T.V. in

operation at the garage, and so Paula Andrews had no record in a ledger of the car registration numbers as they entered the forecourt. She was too far away to notice the number, or other details, of the third car. Neither did

she have a clear view of the forecourt. Paula and Hall were alerted

to what was going on by hearing the screeching of Delamare's tyres. Paula ran to the window, and looked out in time to see all three cars leaving the forecourt but could not see who was driving each car. Hall stated, however, that he could see Toner driving his red Ford without permission. Toner insists that he was not driving Hall's car but riding in the same car as Delamare; if this is true, the only person who could have been driving the car



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was someone from the unknown third car. Halls' car was later found abandoned and badly damaged; Toner was seen running away from the Ford by PC Gerry Dennis who had been alerted to the crime and was looking out for suspects. Toner was then arrested by P.C. Dennis. Toner's alibi was that he was walking home from a friends house, when he recognised Hall's car and went to see what had happened.

The Trial:

Toner was escorted to the Witness Stand, and pleaded "not guilty". He says that, by saying, "I have some unfinished business", he meant he was going to apologise, and the argument he had at the party was because he was trying to impress his girlfriend. He was cross-examined by both the Defence and Prosecution lawyers. Owing to a lack of evidence, the case was not proved and Toner was found, "not guilty". He was later released from police custody.

GCSE answer #10 -

"The sun never set on the British Empire because the British empire is in the East and the sun sets in the West"

An Encounter with an Elephant

- Carl Fazackerly, year 12

It was then that it hit me, the housing with its ramshackled tin roofs and mud walls and the dirty trickle that travelled down the side of the road. The images of the housing and the people as I left the capital, Nairobi, will stay with me for the rest of my life.

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Kenya was more than a world away from the reality that I knew back in Plymouth.

The whole trip began way back in the Autumn Term of 1996, when in Assembly, Mr. Orkney announced a very adventurous idea to take 30 students to Kenya for 10 days. As you can imagine, there was plenty of interest and I was one of the first to place my deposit.

Unfortunately, due to tensions surrounding Presidential Elections of October 1997, leading to flared racial hatred, the trip had to

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"The group were able to see
a 'television' sunset with the
huge sun creeping down
over the horizon"

be postponed; which was a huge disappointment, as it only happened a few weeks before we were all set to leave. Finally, the departure date was set as the 26th March 1998 and we were off on a mammoth 21-hour journey before arriving at our destination,

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Greensteads School, Nakuru.

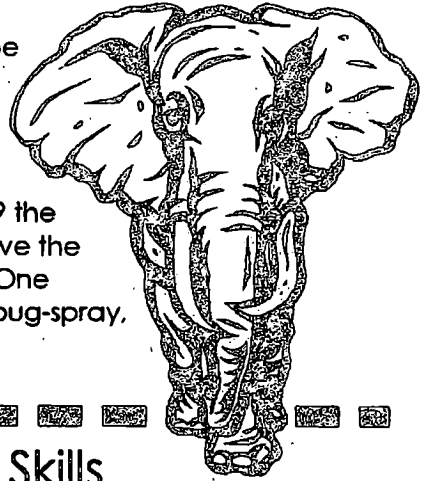
Travelling in Kenya was an experience; the roads are bad to say the least! But upon arrival in the Safari Parks, it was all worth it. The most memorable of the Parks was the Masai Mara National Reserve; it was absolutely teeming with wild life of many different varieties. The animals were so beautiful and seeing them in their natural habitat was absolutely amazing, observing them as they interacted with each other.

One of the most memorable incidents for me came on one particular evening; as we left the Park, the group were able to see a "television sunset", with the huge sun creeping down over the horizon, magnificent to see! But the most spectacular event occurred after this, as thunderstorms had rolled in and the track down to our Camp had become too muddy to take the Safari

SCHOOL ACTIVITIES

truck down, so we all had to get out and walk. Just a minute or so after we started walking, the Kenyan in front of me suddenly turned, began to run back and shouted, "ELEPHANT!" Of course, I managed to get in his way and was knocked to the floor: he grabbed hold of me and dragged me towards the truck as we all ran to safety. I'll never forget how funny it seemed at the time and the realisation later of the danger that we were all really in.

Kenya was an experience that will be with me for the rest of my life and I hope to return in the future to a country that in my mind is spectacularly beautiful. I would like to wish the Kenya expedition of 1999 the best of luck and I hope that they have the same wonderful experience I had. One piece of advice.....don't forget the bug-spray, you'll need it!



Year 7 Study Skills

- Michael Richards, VI form

As the new pupils who come to this school have all learnt different skills throughout their primary education, it's important that they all share the common techniques that are needed over the following years. To this end the school has been running a programme during the Monday tutorial periods with the aim of teaching pupils skills such as how to present work and how to use a dictionary.

SCHOOL ACTIVITIES

Every Monday morning, two Year 11 pupils join up with each form tutor in an endeavour to teach "the basics" to everybody. This enables individual tutoring as well as a chance for the Year 7's to get to know some of the older members of the school.

Over the weeks, I, as a Year 11 pupil, got to know the class better. By the end of the study skills project, I was



planning and taking the sessions myself. One of these sessions involved an outstanding test of memory, designed to encourage clever methods to remember a series of letters. A prize

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'By the end of the study skills project, I was planning and taking the sessions myself' accomplish this feat. However, a problem arose when the

● ● ● ● ● ● ● ● letters were not rubbed off of the board well enough; enabling every pupil to get the

right sequence without any need for recall whatsoever. However, I felt that the students were being particularly devious, so they got their prizes anyway.

SCHOOL ACTIVITIES

Those few months were a lot of fun and everyone who took part got a lot out of it. The Year 7's learnt many new skills while we learnt one of the most fundamental (and probably one of the best) methods of teaching – bribery.



Enrichment Week

• Pryouz Alinia, year 12

For the first time, last summer, the school ran an 'Enrichment Week'. Students in years 7, 8, 9, 10 and 11 were given the opportunity to participate in an outdoor activity which would prove challenging and provide the students with great enjoyment. The pupils could decide to try something as relaxed as canoeing or attempt something more exciting such as rock climbing or windsurfing. Whatever activity the students decided to take part in, every one of the students experienced a week of fun and excitement. The school hopes to arrange another enrichment week as it proved so popular with the participants of these activities last summer.



"The event involves the participant in climbing across a ledge which hangs high above the sea"



The picture attached to this article is one of a group of 20 pupils who took part in one of the more exciting activities – coast steering. This event involves the participant in climbing across a ledge which hangs high above the sea. This ledge could be a simple walk but more often than not it is a long climb across jagged rocks hanging off mountains. There are many more activities that were enjoyed over the week, and each group was accompanied by at least one member of staff...see if you can guess which one is behind the mask in the picture

SCHOOL ACTIVITIES



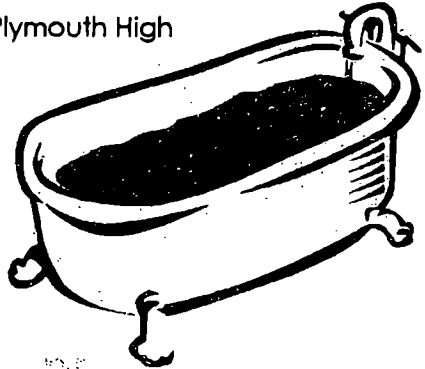
SCHOOL ACTIVITIES

Mr Allen Found in Bath With Students!

In March • Paul Dixon, year 13

this year,

delegates from the Devonport and Plymouth High Schools attended the United Nations Conference in Bath. Famous for its eponymous Roman hygiene facilities, rugby team and for bungled negotiations with the German Chancellor at the height of the Exchange Rate Mechanism crisis, Bath provided a picturesque setting for fervent debate.



And there was no such bungling of negotiations on this occasion, with Messrs Briffa and Norman mesmerising the assembly with their Koletsky-inspired economic pontifications. My opportunity to flex the diplomatic muscles of the mighty Ecuador was

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"Fortunately, the deployment of a NATO peacekeeping force in Kosovo barely two months later confirmed my suspicions that 299 out of 300 ambassadors just might be wrong."

exploited less successfully. Rather it was shot down in flames, spat on, scoffed at and angrily consigned to the waste-paper basket. My characteristic manner of equipoise and Socratic irony went largely unappreciated. Apparently, the resolution I proposed infringed on (sic) the national sovereignty of great

● ● ● ● ● ● ● ●
global powers of Brazil, Venezuela and the Democratic Republic of Congo. Fortunately, the deployment of a NATO peacekeeping force in Kosovo barely two months later confirmed my suspicions that 299 of the 300 ambassadors just

SCHOOL ACTIVITIES

might be wrong.

The Bath Schools Mock United Nations Conference, to give it its full title, is one of a series of similar ventures hosted annually by schools across Europe. Their purpose is to give young people some experience of international diplomacy, enhance their awareness of current affairs and teach them valuable lessons in the art of public speaking.

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"...the United States delegates subjected a bemused assembly to hilarious comic routines on 'Jello'..."

Predictably, this can prove a task fraught with potential pitfalls and banana skins. Not only must delegates speak eloquently and argue convincingly, they must also display an awareness of

interests particular to their respective countries. More importantly, the politics of seeking majority support in the various assemblies and pandering to the various aspirations of influential allies are critical to a delegates' success.



● Even so, this is offset by the chance to occasion astute verbal assaults on the most lofty of Etonian intelligentsia. Their obsequious shenanigans during the lobbying phase of the conference proved incentive enough to subject them

to all manner of derision come General Assembly.

As always, it was eccentric stateside histrionics that won the day. Flying in the face of convention, the United States delegates subjected a bemused assembly to hilarious comic routines on Jello (anyone?), exhuming delighted guffaws from the lamentably conspicuous US fraternity. Smacking of Ben Crenshaw at the Ryder Cup, they exhibited a complete disregard for accepted rules and regulations with unrestrained

SCHOOL ACTIVITIES

congratulations. Worse still, this wasn't golf – it mattered.

Damian Briggs aside, the DHS delegates exercised rather more restraint. Robert Stevenson made some valuable contributions in General Assembly, as did Alex Trew on the Commission for Human Rights. Combined with the riotous social scene and affordable accommodation in the Epicurean YMCA a short coach trip away, the Bath United Nations Conference is an irresistible opportunity to sample the boundless delights of a weekend in the company of one N. Allen Esquire. Heartily recommended.

GCSE answer #11 -

"Johann Bach wrote a great many musical compositions and had a large number of children. In between he practiced on an old spinster which he kept up in his attic. Bach died from 1790 to the present. Bach was the most famous composer in the world and so was Handel. Handel was half German half Italian and half English. He was very large."

Robot Revolution

• David Coombs, year 12

Visitors passing the school electronics room might be perturbed by the strange computer mice following white lines, projectile hurling catapults and especially the vicious chainsaw-wielding robots. But fear not, these are merely a part of the departmental drive to take over the world...I mean, an enriching and educational opportunity for boys interested in computer controls and electronics to enter three robot competitions.

'Micromouse' is a competition we have entered in previous years and is perhaps the most useful, for it has a practical application. It tests a robot's ability to follow a line through a maze, thus advancing the research into domesticated robots that can do

SCHOOL ACTIVITIES

cleaning or accompany the elderly or disabled. Boys from year 10 work on the project, with the assistance of Dr Mark Norman, a computer controls programmer for Merlin Systems.



Telephone 2000 is a new competition in which robots are required to complete a series of five programmes including speed races, stair-climbing, throwing and even pole-vaulting!

"But fear not, these are merely a part of the departmental drive to take over the world...I mean, an enriching and educational opportunity"

These are athletics based, in the search for the robot that can outrun Linford Christie (and has nothing to do with the creation of a super-race).



The final competition is a little ore well known, because of its weekly slot on BBC 2. It is 'Robot Wars' – the artificial equivalent to 'Gladiators'. The digital demons face a number of daring tasks, dodging flame-throwers and jumping the assorted fiery pits dotted around the arena, all the time hampered by the continuing attacks of the other competitors. Unfortunately, many of the entries are designed by professionals in their 20's and 30's with access to university equipment and funding. We are, however, determined to complete.

Clearly there is nothing sinister in these activities, as Mr. Drane and his seven robotic clones assure me. Thanks are particularly addressed to Dr Blofeld for his sponsorship, though a little puzzled by his insistence on secrecy...

CLASSIFIED



SCHOOL ACTIVITIES

'HSBC' - School branch

• Simon Venner, year 12

On Thursday 7th of October the school bank returned from its summer break to embark on its second year of trading. Part of its re-launch was the name change from 'The Midbank' to 'HSBC - School Branch' as a result of the 'Midland Bank' name change. The accounts open to students remain the same for this change, as do the offers. The under sixteen 'livecash' accounts offer competitive interest rates and easy access and control of the pupils' finances (not including the bribes, like the free CD single vouchers and personal organisers for all new accounts opened). The only change this year is that the parents or guardians for pupils wishing to open new accounts must fill in a form. For the 16-19's an account for them offers instant access to cash as well as the tempting offer of driving lesson vouchers.

The "School Branch" was run successfully last year by a team of year 10 and 11's and our ever enthusiastic Latin teacher Mr. Healy. David Coombs will be using his numerical abilities once again to organise the cashier's section and hopefully continue his clean sheet of not once being unable to balance the books! I (Simon Venner) will undoubtedly embark upon another year of pestering the lower school in assemblies to open new accounts and thus bring in many more customers week upon week and Tom Kershaw will continue to come up with ever more witty poster campaigns. In addition Thomas Woolway has, and will continue to, handle the customer enquiries and bring some new recruits to be trained to take over at the end of the school year.

The aim of the school branch will be (as always) to encourage pupils to get into a good savings routine and to provide them with access to banking facilities for those who would not otherwise be able to get to a high street bank.



RESULTS- EXAMS

Last year was an exceptional year for the school in terms of results - both with exams and with sports. These results could not have been achieved without the hard work of the boys and the **very** dedicated staff, who got the boys to work hard! Thanks must be given to Pyrouz Alinia, who went to great pains to obtain the sports results at the last minute!

————— 'A' Level results

Overall pass rate at 'A' Level	- 93%
Number of grades at A and B	- 46%
2 or more passes at 'A' Level	- 99%
3 or more passes at 'A' Level	- 95%
4 or more passes at 'A' Level	- 80%

STUDENTS OBTAINING THE HIGHEST SCORES WERE -

	Total	Grades
Marcus Goffin	50	5xA
Simon Hopkins	50	5xA
Philip Jones	50	5xA
Russel Middleton	50	5xA
Simon Richardson	50	5xA
Chris Parish	48	4xA, 1xB
Adam Tidball	48	4xA, 1xB
Michael Dean	46	3xA, 2xB
Tim Steer	43	3.5xA, 1xB
John Baggs	40	4xA
Damien Coles	40	4xA
Bruce De Groote	40	4xA
Chris Monk	40	4xA
Dominic Smith	40	4xA
Dean Briffa	38	3xA, 1xB
Andrew Daily	38	3xA, 1xB
Ben Jenkinson	38	3xA, 1xB

RESULTS- EXAMS

GCSE Results

(NOW INCLUDING THE SHORT COURSE'S EQUIVILENT TO 1/2 GCSE)

Overall A*-C pass rate at GCSE	-	93%
Number of grades at A* and A	-	39%
Gaining 5 or more A*-G grades at GCSE	-	100%
Gaining 5 or more A*-C grades at GCSE	-	99%
Gaining 7 or more A*-C grades at GCSE	-	94%
Gaining 9 or more A*-C grades at GCSE	-	75%

STUDENTS OBTAINING THE HIGHEST SCORES WERE:

	Total	Grades
David Coombs	88	11xA*
Michael Clark	87	10xA*, 1xA
Kevin De Groote	80	5xA*, 4xA, 2xB
Tom Kershaw	79	9xA*, 1xA
James Waterfield	77.5	7.5xA*, 2.5xA
William Clough	77	7xA*, 3xA
Louis Wise	77	7xA*, 3xA
Michael Savage	76	6xA*, 4xA
Henry Baker	75.5	5.5xA*, 4.5xA
Carl Fazackerly	75	5xA*, 5xA
Hamish Pearse-Danker	75	7xA*, 1xA, 2xB
Stuart Jones	74	6xA*, 2xA, 2xB
Justin Thamthong	74	5xA*, 4xA, 1xB



RESULTS- SPORTS

Sports Results

A summary of the years sporting achievements. In terms of individual and team achievements, this has been the schools most successful year for decades. The school runs and organises a variety of clubs and practices, the successes of which are listed below:

RUGBY

The school regularly fielded U12, U13, U14 and 1stXV rugby sides last year. The U15 teams unfortunately failed to find fixtures. The 1stXV won 9 out of 10 games, with Captain Lam Trivett playing for Cornwall Schools and Bath U19. The U14 team won 6 out of 8 games, winning the West Devon 7s and 12 a side competition. The U12's have started well, winning 3 games out of 4. This season, to date, the U13's remain undefeated, the U14's have won 5 out of 6 games, The U15's have won all their 5 matches, and the 1stXV have won half of all their matches.

Individual successes –

H Pearce-Danker picked for the Devon Schools U15; J Weeks, S Gunn, G Williams, J James and P Michaelides were chosen for the West Devon Schools U15; and finally D Rutherford was picked for the Devon Schools U16.

FOOTBALL

The school runs U12, U13, U14, U15 and 1stXI soccer teams. Last season the U14s won the Plymouth Schools League B and finished runners-up in the Plymouth School's Cup. This season is also proving successful with the U14s reaching the Plymouth Cup semi-final and the U15s having won all of their 6 games so far. Individual successes have been remarkable with the highlight being Matthew Strobe's appointment as the ESFA U18 National Team Captain. M Strobe, D Laugh, T Steer, chosen for the Devon Schools U16; S Sims, C Maskell for the Plymouth Schools U14; This year – B Sobey for the Devon Schools U18s; S Sims, C Maskell, J James for the Plymouth Schools U15s; M Lyons was picked for the Plymouth Schools U14s.

BASKETBALL

The school runs U13, U14, U15, U16 and Senior Teams. The U16s went unbeaten last year and the Seniors won 8 out of 9 games. The U14s played 8 and won 7. D Murray-Jones represented Devon Schools and John Peake represented South West Schools.

CROSS-COUNTRY

The school has re-established its cross-country club and fields teams at junior and intermediate level. In the recent Plymouth Schools Cross-Country Championships, the school finished 6th with R Wittaker 12th and Ben Neale 21st. Matt Down qualified for the

RESULTS- SPORTS

English Schools Competition, representing Devon and finishing a creditable 79th overall.

ATHLETICS

In the Plymouth Schools Athletics Championships, the school performed tremendously well finishing in 2nd place at U12, U13 and U14 level and 4th at U15 level. The schools also finished 2nd in the junior Championships. Josh Green finished 10th in the English Schools Athletics Championships in the long jump and Russel Billingham also represented Devon in the 400m in the same competition.

CRICKET

The school fielded U12, U13, U14 and U15 teams last term but poor weather and OFSTED reduced the amount of fixtures played. S Horner and D Farris were selected to represent Cornwall Schools.

SWIMMING

In February the senior swimming team of A and P McNeill, J Northcote and B John qualified for the National Finals in Wolverhampton. The team performed tremendously well and finished as the 8th best in England. In this season's South West Championships the school fielded junior, intermediate and senior teams. The juniors finished 2nd in both of their events, the seniors 3rd and the intermediates 3rd and 4th.

TENNIS

Plymouth Schools Tennis 21/11/98 - this event was the 97-98 Championships which was rained off on the original date in July. The junior DHS pair of Jack Fletcher and Jonathan Shepherd won this event. The senior DHS pair of Eamonn Bownes and Matthew Short won this event. Finding teams in the winter term was not easy and several first choice players were injured or not available, so the players that did represent the school did exceptionally well. We also entered a second pair in the seniors of David Brown and Chris Murphy (still a junior) who played well to finish 4th. The seniors have now won the competition 4 time in 5 years.

SPORTS DAY

This event again proved to be successful with a large number of boys participating at the Brickfields track. School records were broken by J Johnston (javelin), and S Rowe (high jump). Awards were presented by the BBC television personality Natalie Cornah.

INDIVIDUAL SUCCESSES

As well as successes with the school, students have often progressed in a variety of sports. The list below shows these successes with pride:

Barakzia A, Y8

- 3rd in the British Middle Weight Green Belt Tae Kwon Do finals.

SCHOOL ACTIVITIES/SPORTS

Holman D L	- Part of Plymouth sailing association Yachtsman of the Year 1998. Selected for British Laser Class World Championships.
Phillips J, Y11	- Silver medal in junior national Judo Championships in Sheffield: Selected for British Junior squad: Gold Medal in international Championships in Holland.
Phillips S, Y13	- Bronze Medal in Judo national Championships in Sheffield. Selected for British Junior Squad.
Riley P, Y9	- Selected for Devon U14 Hockey Squad.
Houghton S, Y9	- Selected for the South West Swimming squad for National Championships.
McNeill P, Y12	- Selected to swim for Devon in the inter-counties competition.

SPONSORSHIP-

IF ANY PARENTS, OLD BOYS, FRIENDS OF THE SCHOOL OR LOCAL BUSINESSES WOULD BE INTERESTED IN SPONSORING TEAM KITS (RUGBY AND SOCCER) THEN PLEASE CONTACT MR. ORKNEY - WE WOULD BE VERY GRATEFUL!



A letter from the Mayor of Uzel, France

"I am eager to provide you with our views of 'La maison des Anglais' in Uzel.

Your establishment has become a veritable part of the village. The pupils are warmly received by the villagers and to this day, nobody has ever criticised the school or me for its creation.

Your busy minibuses in our streets have become a familiar sight and we would truly miss them, were they to disappear.

Yet most of all, we hope that the pupils profit from their stay in Uzel and are able to perfect their knowledge of the French language, culture and traditions.

I would also like to take this opportunity to transmit my best wishes to the teachers, especially Mrs Pierpoint, without whom this would not be such a success."

We heard you wanted...

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