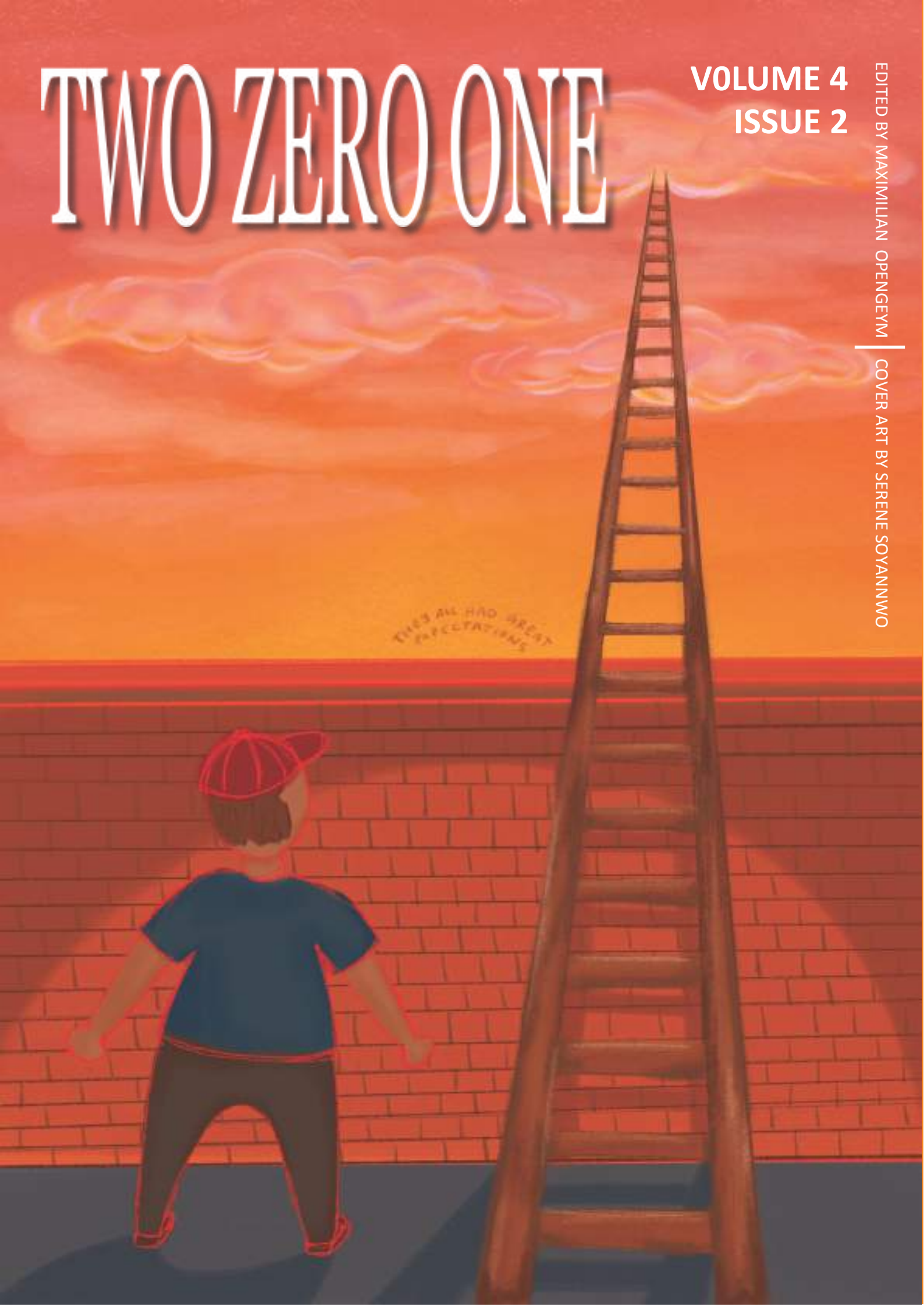


TWO ZERO ONE

VOLUME 4
ISSUE 2

EDITED BY MAXIMILIAN OPENGEYM

COVER ART BY SERENE SOYANNWU



EDITORS' NOTES

So what is it to **you**? Is it the sweet taste of the year's first advent calendar chocolate bite? The smirk that you struggled to hold back while pretending to sleep as the first tunes of "Happy Birthday" entered your bedroom door? The sound of popping popcorn? The dress rehearsal before the school play?

We grow up counting down, hoping, imagining, expecting, until we, at some point, are told to stop. We learn, usually the hard way, not to expect too much; we learn that we will only be disappointed. The butterflies of anticipation in our stomachs are replaced with weights on our shoulders, lumps in our throats, and expectations become less synonymous with dreams and aspirations, and more with pressure. The more we grow, the more courage it takes to expect.

Let's grow back a little. As I prepare to hand over the editorship of Two Zero One, I feel like it is time to embrace my 'Great Expectations' about its future. If Alia had said this last year, I would have freaked out. "I can't wait to see what you guys do next" was the sentence that concluded her final editorial; at the time, I felt nervous knowing that her expectations were high, but now, I cannot thank her enough. The motivation that it gave me to keep improving is the reason that I hope to leave our new team – Chief Editor Laetitia de Belgique, Publishing Editor Maximilian Opegeym, writers, artists – with 'Great Expectations', too.

Two Zero One has come impressively far in the past three years. I joined with no expectations, and by the end of last year, I got to attend the national Shine School Media Awards ceremony in London, where we won 'Best Artwork', were highly commended for 'Best Cartoon', and shortlisted for 'Best Magazine'. Our team has grown, readership broadened, and I have had the pleasure to work with two inspiringly committed teachers: Ms Adams who first welcomed me into the team and without whom Two Zero One would not exist, as well as Mr Huckle, who joined us this year with tireless and contagious energy, never expecting less than the very best of us.

Let's not fear 'Great Expectations'. I think they are exactly what we need to keep moving forward.

Vivianne Zhang Wei
Chief Editor

We all have expectations, be it high expectations about our school aspirations and career paths, about future technological developments or even what the menu for lunch will be like. Our society thrives on the aspirations and hopes of each individual.

With this issue, 201 seeks to elicit a response from our readers to look towards our future and the great expectations we hold for it. A perception of this can be seen through Lucia's riveting article "A vision of 2020", or Max's view on the future of technology. Follow all the interviews, stories and facts about the most recent senior play to get an insight into the expectations of the arts at Bromsgrove, or even attempt our new crossword.

As you can see, this issue is abundant in content, which will hopefully keep your expectations high for future articles. To have great expectations is much more than just hoping for an auspicious future, it's about visualising and going beyond our expected capabilities. Flip the following pages for a full view of our articles, stories, poems and illustrations.

This edition is also setting great expectations for the future of 201. As Vivianne will be handing over her legacy to our new team, and I will be taking on the role as senior editor, I am looking forward to pushing the magazine beyond the expectations of our capabilities and I am beyond thrilled to demonstrate more of the talents our students have to offer through the magazine. In the words of our talented editor, I hope 201 will continue to incite new perspectives everyday. Vivi, thank you for what you have done for the magazine, I hope we will make you proud.

Laetitia de Belgique

Assistant Editor

Expectations surround us, there is no getting away from them. While the previous teams have set a high bar in terms of production and content quality, our current team will do our best to go beyond that and deliver more than ever. The whole team is expecting a great deal to be achieved this year and so far it has not disappointed.

Maximilian Opegeym

Publishing Editor

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Art by Julia Sturz

Expectations on the Young



The generation of our grandparents fought in the second world war and survived years of turmoil in the wake of a global atrocity. The generation of our parents invented the smartphone and put man on the moon. The bar has been set, and it has been set to the highest standard. The generations before us created the telephone, invented cars, brought artificial light to humanity, developed a way to permanently capture a fleeting moment in a photograph – and so, the list continues.

So, where do we begin? Topping any of that seems like a Herculean task. It is impossible to feel anything but inadequate in comparison. The advancements in both diplomacy and our new weapons of mass destruction makes another world war seem impossible, as it would be over in minutes and end everything. We are pushing countries to be more diplomatic, not out of desire but out of fear. Whether action will ever need to be taken out of necessity again is completely unknown and it is highly unlikely that there will be another

generation to fight and survive a world war.

What is also important to remember is that whilst we want to succeed on a global scale, we do not want to solely be remembered for solving a problem that we created in the first place. We should strive to be a memorable generation that achieved something unimaginable, while also striving for personal success.

Our hunt for personal success is both our strength and our weakness. The desire we have, as a community, to accomplish and to achieve, is what drives the progress of the human race. But the same desire can also bring our downfall, if failure becomes intolerable as a result. Failure should be taken as positive feedback and we should learn from it, but our society is more cohesive with the notion that success and failure are mutually exclusive, and that success is the infinitely favourable option.

The desire and need for success has never been more prominent; exams are getting harder, universities more selective and jobs fewer. This generation strives not only for academic success, but also social, extra-curricular, all-round success. At some point between the age of 6 months and 5 years, we are placed on the assembly line that is education right until the age of 16. The message we receive is the following: to succeed, we must be successful in our academics. We should successfully finish high school and then 'hopefully' move on to higher education: that is, university or an apprenticeship.

Whilst we battle to be as academically prosperous as possible, we also have to be socially successful. We need to have friends, enjoy life, spend our free time doing productive things. It is not good enough just to be smart. A sport would be useful, preferably also an artistic activity or perhaps a passion for performance on top of it.

There are great expectations for this generation – both individually and collectively.

Emily C



Art by Polina Vagner

Great Expectations

The 2020 election follows nearly 4 years of Trump's presidency, yet it feels more like 40 years to some people. Throughout his term, we have witnessed countless controversies, recounted sufficiently by our Headmaster Mr. Clague. With the Republican Party scrapping primary elections in states such as South Carolina, Nevada and Kansas, Trump will most likely be the dominant figurehead of the Republican party for this year's election.

Who will be opposing him?

Out of the 10 nominees in the Democratic Party, there are two notable nominees: Joe Biden and Bernie Sanders. Bernie Sanders' 2016 election loss to Hillary Clinton makes him a compelling character to observe this time around.

One glimpse at Sanders' website reveals the radical policies which he sets out to achieve as President. A great number of these policies are highly attractive to the younger demographic, including:

- **Eliminating all student loan debt, totalling \$1.6 trillion**
- **A "Green New Deal" to transition carbon-based energy to more renewable sources**
- **A "Medicare for All" to cover all medical procedures for patients without charge**

In spite of his idealistic goals for the presidency, one key question must be addressed. What are his chances to become President?

As of January 31, Sanders is supported by 23% Democrats, in contrast to 29% for Biden. He has had a great deal of success in Iowa, polling 30% of Democrat support, in contrast to 21% for Biden, according to the Emerson College Poll (but more realistically 24% and 20%). In addition, he has raised more than \$34.5 million in the fourth quarter of 2019, more than any other democratic candidate in a single quarter during the primary race; this is made even more impressive by the fact that he has sworn off accepting funds from billionaire donors, a point raised by Sanders during the December debate against his opponents Biden and Buttigieg.

However, Sanders still faces a multitude of difficulties from both his democratic opponents and most importantly, against the incumbent President Trump.

Firstly, while Sanders has strong support from the younger electorate in Iowa, he still needs to appeal to the older bloc: according to the Independent, one third of voters over 65 years old are planning to vote for Biden instead.

for a ‘Great’ America?



Moreover, while the policies laid out by Sanders (and by extension Elizabeth Warren) are sound, some voters fear that they are too radical for the rest of the country. With Biden’s record as Vice President to previous President Obama, he seems a safer bet to a large number of African American voters in the state of South Carolina: A poll by the Washington Post states that 48% of black voters will choose Biden, as opposed to 20% for Bernie.

Finally, yet most importantly, Trump faces the greatest challenge to a potential presidency under Sanders. Whilst one would believe that he would be an unpopular candidate in comparison to any democratic candidate by a long margin, he has maintained a rough 40% of support from the start of his presidency. Additionally, Trump has a staggering \$102 million of cash at hand to utilise during the presidential race, owing to his early campaigning during his presidency. Furthermore, even if Sanders does win the Democratic primaries, he will face a significant challenge in justifying his brand as a “socialist” to the electorate, since Americans have often attributed such a name to the likes of the USSR amongst others. This point will be hungrily grasped upon Republicans, with Trump stating that Americans “believe in freedom”, and not socialism.

Sanders’ alleged victory in Iowa as of February 4, 2020 marks the first step towards his road to the presidency. Nonetheless, this marks but one of many hurdles; whether he does gain the Presidency, and achieves his various ambitious goals, remains to be seen.

Matthew C

The Great Expectations of Kindness

The “Angry Generation”. Such is the name given to us by our current society. amidst the abrupt political changes, the threat of climate change and the rest of the extensive list of issues faced by our generation, it is not difficult to see why we are frustrated. We are simply seeking for a better and stronger world.

These expectations and hopes for a better future are great. Yet, my attention has turned towards the great expectations of kindness. Kindness in our current society has become unwanted, often neglected as we concentrate on our busy lives. To me, the story of George Salines and Azdyne Amimour has always been a grand testimony of the power of kindness.

November 13, 2015, the day the lives of George and Azdyne changed forever. All so suddenly, the men suffered a parent’s worst nightmare: losing a child in the prime of life with no time to say goodbye. Their children were both 28 and died on the same day, in the Bataclan concert hall in central Paris.

The two men, despite their similarities and shared grief, were separated by an unfathomable gulf. One child had been killed by the terrorists, and one had been the terrorist. The scars of the night remain embedded in the city’s history.

It was found somewhat incomprehensible to see a smile appear on George’s face. Where one would rather expect anger and recrimination, against the man who raised one of France’s most notorious mass murderers, there was only warmth and amiability. Kindness and peace appeared so simple despite the atrocity that brought these two men together.

Salines’s daughter Lola was gunned down on a balmy evening, after having planned to attend a rock concert with a friend. The American band Eagles of Death Metal launched into a song called Kiss the Devil, as Amimour’s son Samy strode into the hall accompanied by two other



Kalashnikov terrorists, instantly creating the most nightmarish bloodbath. Meanwhile, other members of the terrorist group launched attacks for the so-called avengement of Syria all around Paris, killing thousands. Amidst the chaos and terror that France experienced in the following months, it is clear to see that it carried the heavy weight of having too great expectations of kindness. The world seemed bland, empty. How could one expect forgiveness to thrive in a world of such hatred and annihilation?

Azdyne first contacted Salines in February 2017, when the latter was the president of a victims’ group called 13onze15 (the date of the Paris attacks). The first meeting was tense. Afraid of what to expect and the judgment he might face, Salines agreed reluctantly. The men recall their first introduction:

“I, too, feel like a victim and want to explain myself”, said Azdyne.

Both recall that any mutual misgivings were dissolved; Salines was impressed by Amimour’s “humanity, love of life, tolerance” and the terrorist’s father of the other’s warmth and open-mindedness. The pair decided to write a book together to illustrate their experiences.

Yet, the meeting had profound significance. The men sought to understand why such unhappiness had been caused, understand the motives and complexities behind Samy's actions – how does one become a terrorist?

“There was a political motive too. I wanted to send a message to French society, which is if we two can talk to each other, all is not lost.”

There was a sign of hope. Kindness appeared to be the strength, the force that could rekindle and seam the rupture that our society had experienced. Salines aimed to continue his beloved daughter's legacy.

“She had this ability to accept people without judging them.”

Despite the anger and sorrow that was felt, judgments were suppressed. Amimour “hoped to lift the lid on radicalisation.”

The men looked back at their children's upbringing, which had ended so abruptly in 2015.

“When Samy was small, he was adorable, kind, shy - an angel,” said Amimour.

“He didn't know how to say no so we nicknamed him ‘Oui’ (Yes). ‘Are you coming with me Samy? Yes. Do you want to sleep the night here? Yes.’ He was very easy to influence. That may have been his downfall. I'm a victim and he was too, of manipulation.”

Salines, however, still did not comprehend the motives behind Samy's attacks.

“We are always the fruit of our upbringing, education, people who we meet, but we have our own free will and can resist manipulation”, says Amimour. “But you can't always resist”, he then adds.

“I did despite living through poverty, humiliation, disdain, racism, prison at 11 years of age in Algeria. I took another path. But others cannot.” The father says about the

mental complexities one faces growing up and living amidst constant conflicts and violence. “I'm still struggling to find reasons. He had everything in his childhood, all the things I didn't have. It's true I travelled due to work but I can't say I was an absent father,” he tells me.

Samy was a good student and passed his baccalaureate first time to start a law degree, but there were early signs of unhappiness when he told a doctor at 15 that he didn't like the fact that his parents didn't pray.

Samy quickly spiralled under a sweep of terrorism, wanting to make his new resident country (Belgium) an Islamic state. He found himself wrapped up in a tyrannical system which took him to Syria as an Isis fighter after he had been arrested in France on the basis of suspicion of demonstrating extremist behaviour. Azdyne and his family members heard nothing for months, despite their attempts to contact their son and save him from these horrors. The day that the news of the Bataclan attacks broke out, police instantly informed the family and took them into questioning.

“I did not shed a tear,” Amimour writes in the book. “I felt a mix of sadness, hatred, anger, tiredness and thanklessness.”

Does their family feel the guilt of their son's attacks? “Of course I do,” says Amimour, who wrote a letter to Lola in which he and his family apologised “a thousand times” for his son's crime.

The family still struggles to talk about the burden they bear, and the wounds remain profound. However, Amimour and George's relationship has helped both families progress through the darkest periods of their lives. With forgiveness and kindness as the focus of their mission they hope to raise awareness about the issues of radicalism and racial division in Europe, using the power of their story as inspiration.

“Upholding the freedom of expression is essential. Terrorism is all about trying to shut people up. We must keep talking.”

Laetitia D B

Great Expectations: The Director's Take

As a cast member of the senior production of Great Expectations myself, I sat down with the director, Mr Norton, to discuss his thoughts on it.

What made you choose great expectations?

“It has a very large cast, which can make the plot of the piece very alluring to an audience. Additionally, it is not entirely unknown to either the potential cast or audience. I wanted to do something very different from Grease but still exciting; another option would have been a murder mystery, which may have been much funnier but probably equally complicated.”



What is the biggest challenge when working with students?

“The fact that they are busy and not autonomous, as they answer either to house parents or their own parents. It’s difficult to make students understand that they have to take responsibility for themselves when people constantly make decisions for them. Some students need to grow out of the habit of having someone else do everything for them.”

What is your favourite aspect about doing the senior play each year?

“One always hopes that students will discover something about themselves that they didn’t know before. What is the most rewarding is to see people finally realise the importance of working hard and giving it your all when taking part in a production.”

What was the biggest challenge you had to overcome in this production?

“The biggest challenge, by far, was to convince people to work as hard offstage as onstage, and obviously to cope with fixing certain scene changes. The second big challenge was to realise that we were still trying to tell a story and that it wasn’t purely about moving pieces of furniture, and I’m not quite sure that the cast has managed to fully embrace that yet.”

If you could change something about the final product what would it be?

“Something that I always wanted to do is to include more ensemble moments. I was very resistant to having a chorus to come and read out bits of description from the novel. Whilst every other stage adaptation does that, and I felt we could tell a story anyway and have never been a huge fan of people standing around and just “speaking” words. There is a fantastic adaptation of Nicholas Nickleby by David Edgar that was astonishingly successful in creating chorus involvements without having too many people just narrating on stage. It had been split in two parts and lasted for about seven and a half hours. There were a lot of ensemble moments but I was determined to try to get this below two hours of running time. I would have liked to engage the ensemble more, but it took a very long time to get people together, but I hope that the members of the cast are proud of what they have achieved.”

What would be your advice for someone who is considering joining the senior production next year?

“Understand the commitment that you have to make – not just in terms of time but also priorities. Don’t be frightened by it, though. For example, there’s an awful number of students in the Upper Sixth who I would have loved to have in the production but was disappointed to not see in it. Many felt far too busy, which of course is true, but it is also a healthy thing to be busy. The school makes a great effort to try to balance everything for students. In fact, it can be very manageable, even though I appreciate that not everybody can deal with the massive pressure. However, it is important to keep in mind that ‘it will all be over by Christmas!’ Are you really so busy that you can’t do something that might be one of the most exciting things you could do at your age?”

My thoughts on taking part in the production

What the production teaches you is not just how to be a good actor or a couple of lines to memorise. In fact, it is less about acting than it is about learning discipline. You realise that people are relying on you, no matter how minute you think your role is, that one small thing can impact the entire production. This was visible on many occasions when people couldn’t make it to rehearsals; scenes simply wouldn’t flow without that person moving the hat stand. Personally, I felt more empty than relieved when the production came to an end. I was used to seeing the people in the cast on a regular basis and we formed lasting bonds and friendships. The play gave me a sense of belonging and family. For me, it wasn’t a chore; I was actually excited to come to rehearsals, even when we would get told off for not following instructions for the fifth time in a row.



Ioana V

Great Expectat



Not to sound pessimistic, but it seems this year has not gotten off to a great start. As proof of this we needn't look further than the memes cluttering Instagram on the morning of the 3rd of January, saying that Australia was on fire and that WW3 was trending. Now it seems that there is a virus sweeping across the world.

Not good.

With the Headmaster's Routh speech still emanating in my mind, I am reminded that now is not the time for pessimism. Adding more negativity to an ever-critical social climate is hardly the way to inspire motivation for improvement. But come on. It's February, it's miserable, the sky is dark and the air is damp and all you really want to do is crawl back into bed and

sleep until a time where climate change has been fixed, a time in which the buffoons parading as politicians have retired, and the rain finally stops. Surely we are entitled to a little bit of pessimism?

Yet, within his reflection, the Headmaster did have a point. Why are we suddenly so pessimistic when we were meant to be hopeful at the beginning of a new decade? It is a time of possibility, the months stretching out in front of you like a canvas, ready to be sculpted and painted into any form that you want. Whether it is having a healthier lifestyle, more climate action, writing a stellar report, having a darker tan or a more positive mindset, we have such great expectations.

Expectations for 2020



Joker Movie 2019, Warner Brothers

Expectations, despite what your parents or teachers tell you, are not constructive. In the literal sense, the word derives from the verb ‘to expect’, which otherwise means ‘to wait’. Therefore, rather than setting a goal and working towards it, this word implies that we are simply waiting for the goal to be delivered without actually doing something to ensure its achievement

However, hope is something entirely different, although this may not be apparent to everyone. The Cambridge Dictionary defines the term as ‘wanting for something to happen’, but it is so much more than that. Whilst expectations can be passive, idle, aimless; hope is... inspiring. The source of this difference can be found in just one word - ‘wanting’. That is because ‘want’ suggests true desire and motivation to make something happen, rather than just passively waiting for the universe to deliver your success on a silver platter. Whilst expectations come from a place of entitlement, hope comes from a place of optimism, which makes it much more effective in achieving a goal.

This is not just for 2020. This happens every year. By mid-February, a cloak of depression hangs over all of us. People’s resolutions – and, indeed, spirits – are shattered, waiting until New Year’s comes around again and we feel the motivation to pick up the pieces and rearrange ourselves once more into the “new” 2021 versions of ourselves.

So, if we are all doomed to fail, if our great expectations are bound to not be met, might it be better to not expect anything at all? I’m starting to think so...

The more I ponder on this, the more I find that there is a difference between hope and expectation.

So, as 2020 remains young still, I hope you do not give up on it yet. It may not have lived up to your expectations, but that does not mean that we cannot continue to hope that it may do. We cannot expect for cancer to be cured or climate change to be fixed, much like we cannot expect to be transformed into The Rock by 2021 or become some meditative yoga guru, but if we maintain the hope, then the desire to succeed is kept alive, and the goal may still be achieved.

So, do not have great expectations. Have great hope. This way, we can ensure that 2020 will truly be the best year so far.

Lucia G

A Cup of Coffee...



When we go for a cup of coffee in a local coffee shop, is it really a hunt for the one made from the most environmentally friendly ingredients? Or do we not even stop for a second to consider its environmental impact?

Nowadays, coffee is more than a beverage that gives a boost of energy: it is a huge industry and a fundamental part of society. Developing countries perceive it as a crucial business, but everything is not as positive as it seems. It might not be surprising that the coffee industry harms our environment, but the scale is shocking: farmers have destroyed one-fifth of the Brazilian jungles for plantations. Every year, a medium sized cafe uses, on average, 18 to 36 thousand disposable cups, and in the UK, over 2.5 billion cups are thrown out. The growing demand for the hot drink leads to deforestation, destruction

of jungles, and the need for aggressive pesticides and fertilisers, as well as tonnes of water.

The journey from a coffee bean to your cup of coffee can be separated into four significant steps:

- 1. Growing of the coffee beans**
- 2. Processing of the beans**
- 3. Roasting the beans**
- 4. Preparing the drink**

Let's have a brief look at each stage and the problems faced in them:

or a Cup of Waste?

GROWING OF THE COFFEE BEANS

Every hour in Brazil, 4 km² of trees are cut down, which is equivalent to about four football pitches. This replaces enormous areas of tropical jungles with tree plantations. Of course, this is advantageous for business, as the trees gain a lot of sun and minerals from the soil. However, it only takes one season for the minerals to deplete, creating a need for fertilisers. Another obvious effect of jungle clearing is the destruction of the local ecosystem; tropical jungles are about 10% of the Earth's land mass, and are home to almost half of all known species, some of which will be at risk of extinction.

Another problem is coffee grown directly under the sun, usually ending up as low-quality bases for instant coffee due to their poor smell and taste. However, trees grown under shade, such as those in Mexico, Guatemala, Indonesia, Ethiopia and Salvador, are both tastier and more sustainable.

PROCESSING OF THE BEANS

During natural processing, coffee beans are dried under the sun so that their outer layer can be easily peeled off. Countries with high humidity use another method, where the upper layer is taken off immediately upon collecting the beans, which are then fermented by dry or wet processes. For the second method, beans are then placed in water reservoirs. The problem is that the water's pH is lowered from 7 to 4-5 by the acidic coffee beans. The waste water is then thrown out into the jungles, oxidising the soil and destroying the land.

SERVING OF COFFEE

The processes of roasting and preparing the drink are both relatively sustainable. But there is a problem left to address: plastic. In the previous issue, I discussed the problems of plastics and mentioned the excessive use of plastic cups. Here is another problem: plastic containers are inherently unsafe, since when hot coffee interacts with them, micro-doses of harmful substances are emitted, interacting with the coffee and impairing its taste.

And most importantly, even small doses of the material adversely affect health. In its pure form, plastic is brittle; therefore, to increase strength, toxic and carcinogenic stabilisers are added. Next time you hold a Café 1553 'paper' cup, notice not just the plastic lid, but also the thin layer of plastic on the inside.

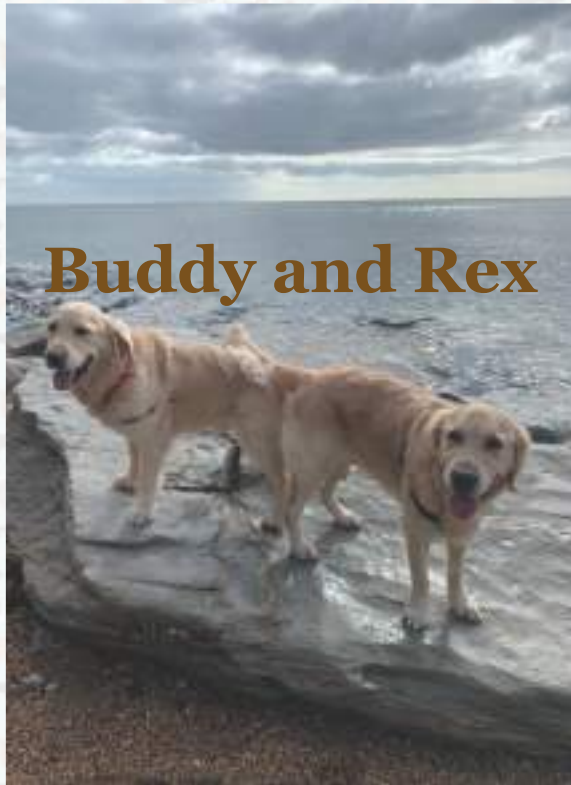
The most urgent danger of plastic cups is, however, not immediate health problems. But over time, micro-doses of toxic and carcinogenic substances accumulate to generate severe illnesses. To protect both yourself and the environment, opt for mugs made from stainless steel, glass and ceramics instead.

I sense hope in the fact that modern-day society has started frowning upon the use of plastic cups with the rise of a zero-waste lifestyle trend. In big cities like London and Moscow, I see more and more people abandoning plastic cups in favour of reusable ones. Our community as a school, however, lags behind. Despite the extensive use of reusable water bottles, reusable cups or mugs have not entered the picture yet.

What I hope that you take away from this article is that your actions matter. You are not alone, but a part of an enormous mechanism: whilst you alone are responsible for your actions, they will end up affecting others.

Tatiana M

Dogs of Bromsgrove



Buddy and Rex

Owned by Mr L Mullan and Mrs Mullan
Age: 5
Breed: Golden Retriever
Lived with Mr and Mrs Mullan for: 2 years
Personality: Sometimes anxious and scared!

We...

- are twins
- were rehomed at 3 years old
- hate fireworks
- really like roses



Paddy

Owned by Miss Baker
Age: 5.5
Breed: Cockapoo
Lived with Miss Baker for: 5 years
Personality: Loves humans, but not so keen on other dogs

He...

- loves cuddles
- barks at Happy Birthday and clapping
- has a rugby ball as his favourite toy

Ziggy (Stardust)



Owned by the Health Centre
Age: 3 ³/₄
Breed: Australian Miniature
Labradoodle
Lived at the Health Centre: since
he was 8 weeks old
Personality: Caring, social

He...

- demands a banana every morning
- is named after David Bowie
- is PAT (pets as therapy) trained, so he can tell when people are struggling
- loves the Health Centre and gets excited whenever people come in
- has Wendron Gordon as his favourite house

Jasmine



Owned by Mr Noble
Age: 3
Breed: Flat Coat Retriever
Lived with Mr Noble for: 2 years
and 10 months
Personality: Independent, sassy

Loves to...

- eat
- run away to Clint Hills Vet where they give her treats
- destroy things, including rubbish bags and toilet rolls
- graze her food

Liza V & Leonie S

Great Expectations: The Future of Technology

The future may seem ever so distant, but is it really so? We may not even notice how quickly we catch up to what would have only been faint expectations a couple of years ago. In the previous issue Matthew and I discussed the pros and cons of the EU's Article 13. Well, big corporations like Alphabet (parent to Google and YouTube) have now had a big sigh of relief, as the UK Government has decided not to apply the law once Brexit is carried out.

When we think about the life that awaits us in the future, we often forget about the things that actually shape it and make it possible. How on earth are humans able to build giant bridges and worldwide communication systems? One of the main reasons for that is new, constantly evolving technology, which we develop using our scientific findings.

So, what exactly can we expect from the future? What is the currently unimaginable technology that will become an integral part of our daily life, just like mobile phones did in the late 90's and early 2000's? To answer this question, we need to look at the technology which is just advanced enough to enter complicated use cases, such as AI. Sure, the technology has been used successfully in many cases, but only fairly recently have its prototypes demonstrated results comparable to humans, if not exceeding them in incredibly complicated cases, such as medical surgery, where AI algorithms are used to convert a surgeon's manipulations to much more precise ones on a smaller scale. This means that complicated AI can help not only in manual, fully practical cases, but also Governmental decisions. This raises an ethical question, can we trust a machine, that we cannot all fully understand? This is a personal choice for everyone, but I find that it is useless to resist progress at all cost. On the other hand, we can try to make AI as humane as possible to aid it being accepted into our lives easier.

I also am sure that the synthesis of energy will



Art by Polina Vagner

improve overtime and that humans will be able to generate humongous amounts of power, to supply the technological advancements. There is, however, one aspect which I disagree on with most people. I do not believe that electrical cars are the future, far from it even. Why, you might ask? Simply because hydrogen is much better suited to our current economy and requires less energy to be used productively. All these predictions, are simply my best guesses. How could I know for sure what awaits us? But, it is sure interesting to contemplate what we could possibly see in the future.

This is exactly why I asked a few individuals, including teachers and students, to write a short paragraph about their expectations and concerns for the future:

Mr Andrew Laskowski, Physics Teacher

“The future will be what it has always been: the struggle of defining ‘progress’. The tool that is technology will advance like

entropy: it knows no other way. Artificial Intelligence will dwarf us in size and speed, economies will grow like fractals, medicine will turn death sentences into trifles.

The question is: will we use those tools with humanity at heart? If courtrooms use AI to give minorities longer sentences, should the world approve it? If businesses achieve impossible profits through untold human suffering, should we allow it? If treatment is hoarded by the wealthy or 'deserving', will that not just compound and entrench their power?

I do not doubt our children will pave space with rockets and sky hooks. Their fusion reactors will power nations like pocket suns. And the pace of their world will demand an interconnectedness and commensalism between people and AI in every facet of life that may make them more different to us than we are to the Neanderthals. And, like all tools, they will be abused by those, who think themselves deserving.

This is the future, and I am both frightened and hopeful.”

Konstantin Chistyakov, Year 11

“I believe that the dependence of humans on technology will only increase in the future and can bravely say that the most impactful breakthrough on humanity as a species will be the integration of general artificial intelligence into society. Although exactly what it may bring, for now, is subject to speculation, I believe it may very well be a sort of 'God' for many people. This is because with the right goals set (hopefully aligned with us as a species) AI can end world poverty and establish prosperity for all, let us discover and populate galaxies that we haven't even discovered yet and even allow us to pass time in personal simulations, all based on code where we can live with no restrictions.

Yes, AI could bring havoc and the destruction of humanity, which will happen sooner or later anyway, but I do not believe that this could happen in the near future if we act wise as a species. AI isn't the only impactful technology that I see

coming though. I believe that soon we will also have bionic implants: chips in our heads through which we can call someone with a simple thought as well as many other things. This change may only come in the next 50+ years though and I think that if done right, people will be able to watch a TED lecture through a chip in their brain, all in the comfort of their own living room. This does bring a scary thought to mind about the 'Big Brother' and the government following us wherever we go with no consent, but I don't see that in a utopian future where socialism works and there is no corruption (of course, such is only the vision of a madman).”

Edmund Buckley, Year 12

“It would be nice to think that in a few years' time we will all be living in a happy and lovely utopia with hoverboards and robots doing our homework, but the reality may not be so optimistic. With recent advancements in AI and robotics, it will be safe to assume that mechanical helpers will have an increasing relevance in our day to day living. For example, we could see robots taking over menial and/or manual labour jobs in our society such as factory work and janitorial roles. This would mean that many people without higher education would be out of jobs as they are being replaced by mechanical counterparts. This is something we are already seeing happening today, as robots do not have to get paid or have regular breaks to be productive. Ethically it may be hard to justify this, but if a robot has similar or greater computing power compared to a human brain, surely it deserves equal rights in the workplace to a human? How is the future population going to solve this issue?”

Well, not quite as optimistic as is envisioned in most utopian novels, is it? However, what lies ahead is not to be feared, but to be created. There is no doubt that we will all shape our own future to an extent. Some – on a personal level, others – on a global, and it may be up to the few of us to create the wonderful technologies and defeat the global problems facing the population. This is exactly why you should be thinking about the future and whether you want to contribute to it now. If so, **how?**

Maximilian O

Why The Vagina Museum is needed... and why it shouldn't be.

In November last year, a new museum opened in London. Its name was not 'The Vajayjay Museum', 'Pocketbook Museum', 'Lady Garden Museum' or 'Front Butt Museum' but – plainly, dysphemistically – 'The Vagina Museum'

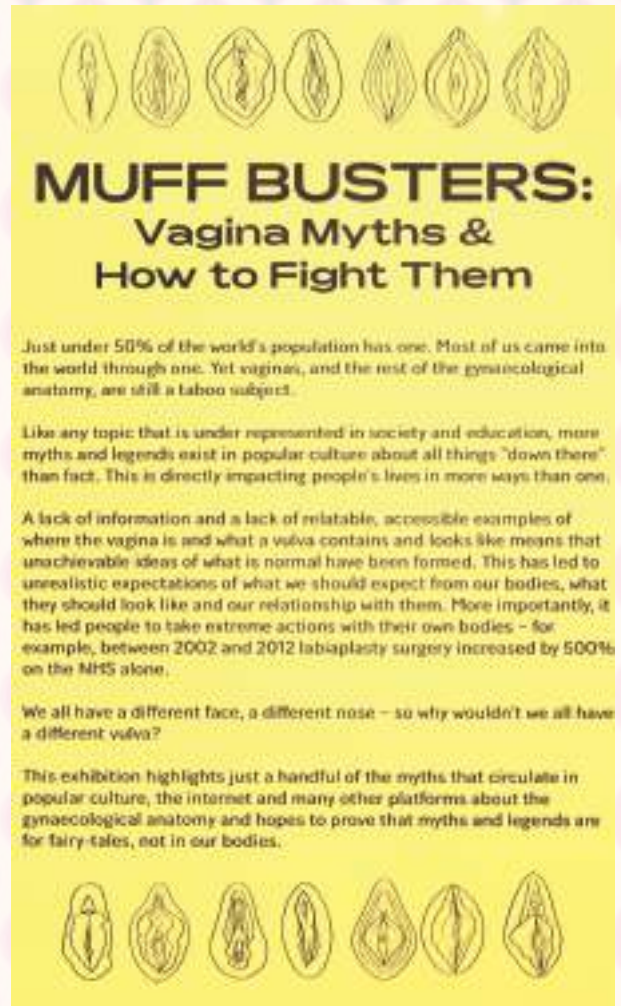


As the first Vagina Museum in the world and a brilliantly sassy response to Iceland's Phallic Museum, the small brick-and-mortar museum's opening attracted quite some attention in the media. I, of course, had to jump on the bandwagon and pay a visit. My expectations were not that high, though. After all, I had conducted thorough research beforehand:

"Sure, it's educational, however, it's literally just a room with posters, some souvenirs (mostly cards) a big moon-cup and a tampon" a disappointed local guide writes on Google reviews. "Just a room with some posters... Booooooo" reads another 1-star review.

I visited nevertheless, and I beg to differ. The Vagina Museum is indeed a room with posters, but it is such an important room, with such important posters.

"Just under 50% of the world's population has one. Most of us came into the world through one. Yet vaginas, and the rest of the gynaecological anatomy, are still a taboo subject", it says on the poster that introduces the inaugural exhibition "Muff Busters: Vagina Myths and How to Fight Them".



No, not all women have vaginas. No, you do not lose your virginity if you use tampons. No, Coca-Cola is not an effective method of contraception. These are apparently only a few of the countless myths about sex and vaginas that circulate in popular culture due to the lack of information and stigma around the topic. The Vagina Museum, although small, sparks an ever so important conversation. Mothers and daughters were talking period cramps, partners were talking contraception, and hopefully, they went home to tell everyone about this new Vagina Museum that they had visited. Situated amidst Camden Market's quirky cult cafés and eccentric vintage shops, the museum really seemed to represent the elephant who had, finally, been welcomed into the room.

But as satisfying as it was to witness these myths being debunked and stigmas shredded, it was also worrying to know that these conversations could not take place elsewhere, too. And as impressed as I was by the potential of the Vagina Museum, I also felt concerned that this information was not already common sense. How come a 700-square-foot room with posters is providing sexual education of higher quality than the British education system?

When I talked to the museum's director Florence Schechter, she spoke optimistically about the changes that England's Department of Education had announced for sexual education in March.

Here is the deal (starting September 2020):

- All secondary schools in England will be required to teach Relationships and Sex Education
- All primary schools in England will be required to teach Relationships Education
- It is recommended that all primary schools have a program of sex education tailored to the needs of their pupils
- Health Education will be introduced as a compulsory subject in all state funded schools in England.

Nice!

So, do we just roll our thumbs until September? Don't worry – I asked Florence whether there is anything that impatient teachers at Bromsgrove School can do already.

“Go to a sexual education charity! Sometimes it can be quite overwhelming when you are a teacher and have to figure it all out yourself, but there are lots of places like Brook and FPA that have full lesson plans, all ready to go.”

Clearly, there are no excuses. And clearly, those two pages in our GCSE Biology revision guides and the once-a-year Head of Year sessions are not going to be enough.

“At the moment it is very varied, there are some schools that do it very well and others certainly have room for improvement.” Florence said about the current quality of sex-ed in UK schools.

Bromsgrove, like most, still has a long way to go, but we should expect the school to make the most out of the opportunities ahead. Not just stick in a couple more Head of Year talks to fulfil the requirements, but actually review how, what (and whether) we are being taught about sex and relationships. Is it really effective? Inclusive? Engaging? Cramming 200 teenagers into an arena for an hour on Monday afternoons is, probably, not ideal.

This is 2020, and it is about time that we have greater expectations on the sexual education we receive in school. Should not the “happy, creative, moral citizens” that Bromsgrove School seeks to produce at least be able to hear the word “vagina” without bursting out in uncontrollable giggles?



Vivianne Z W

You will find The Vagina Museum at Units 17 & 18, Stables Market, Camden, NW1 8BF.

*Find out more on their website:
www.vaginamuseum.co.uk*

The Age of Reckoning

From the winning team of the 2020 Research Competition

The Stone Age, the Bronze Age and the Iron Age. Arguably, the most distinctive ages, but what is an age? Is an age just a name given to a time period? Is it based purely on what was successful, on what worked out in that time period? Is it always positive, or in the very least neutral? Perhaps, the Ages are named for the general achievements of the decade or through a resource that the human race managed to harness positively. Or, an age may be defined by the changes that occurred during the time period.

Reckoning is 'a time when past mistakes or deeds must be paid for'. Is this the Age of Reckoning? If waking up on January 2 to news (memes?) saying Australia was on fire doesn't say 'paying for mistakes of the past', I don't know what does. Current affairs depict three huge and urgent issues. We wake up and fall asleep to the environmental, political and social issues that seem to plague the world.

Socially, perspectives are divided. Arguably we are the most tolerant generation, but you could also argue the contrary. Sexism may have become unlawful, but legislation cannot and will not end the social prejudices that still remain in the world. However, this generation is not only aware of these issues, but ready to fight against them. In the 20th century, the suffragettes and the suffragists fought for the legal rights for women. Today, our generation continues the fight, in the hopes of removing gender discrimination. The #MeToo campaign began over 10 years ago, by Tarana Burke who sought to 'spread a message to survivors'. The movement resurged in 2017 when the actress Alyssa Milano called to action on Twitter, encouraging people to share "#MeToo" if they had experienced sexual harassment or assault. Milano's aim was to "give people a sense of the magnitude of the problem." It is safe to say that the word is out; people are talking, and awareness has been raised. #MeToo is now in viral rotation in over 85 nations, and comparable local campaigns exist in dozens more.

Diplomacy can be defined as the profession, activity, or skill of managing international relations, typically by a country's representatives abroad. It was introduced by the Vienna Convention on Diplomatic Relations, which was an international treaty signed in 1961. This occurred as the world gradually understood that international relationships are crucial to the prevention of war and survival in an anarchist world. The main aim of the convention was to enable cooperation and negotiation between nations and ultimately uphold peace. This is a liberal move. An example of the importance of diplomacy is how Trump is trying to maintain diplomatic relations with Iran and the Middle East. Two world wars have taught us the consequences of failed diplomacy. In my view, the development of it is the past decade's most valuable achievement. Future generations in future decades will be able to build on these relationships further, and bring us closer to peace.

This age has also exposed the environment as a non-renewable resource, and we have recognised that most of these issues are caused by humans. This generation is seeing an unprecedented increase in efforts towards solving the problems that we, the human race, have created: global emissions increased by 36 billion tonnes in 2017 alone and 50% of wildlife has been lost in the past 40 years. This generation's youth – a previously obedient demographic – has brought the rise of climate activism, especially in cohesion with the rise of Greta Thunberg and Climate Marches.



International policies and agreements have also played a major part in the quest of a solution to environmental issues. The Millennium Development Goals of 2000 and Sustainable Development Goals of 2015 have gathered signatures of 193 nations, and both included goals of a more environmentally friendly world. Social awareness has improved with the rise of social media, but also through brands such as Patagonia and Tesla which contribute to a more sustainable consumerist society.

Prince Charles recently delivered a speech at the World Economic Forum in Davos, in which he said the following:

“After all, ladies and gentlemen, do we want to go down in history as the people who did nothing to bring the world back from the brink in time to restore the balance when we could have?”

I think this statement perfectly summarises the pressures on our generation: this is the age that will make or break us. Will we, like our predecessors, simply build higher and higher on top of cracking foundations? Or will we have the courage to admit the brokenness of our empire is, and continue the work that the current generation has already begun?

Lucia G, Liz A, Emma S, Emily C

Creativity flowing through Bromsgrove School

The 'Great Expectations' on the arts at Bromsgrove school

As the years have passed, our students have flourished in the richness of the artistic activities offered at Bromsgrove. Be this through banging your head at a Rock and Roll concert, through the creation of harmonies in House Song, your emotive performance mourning the death of Miss Havisham, or even practicing Mozart's acclaimed Piano Concerto No. 21 in C Major – Bromsgrove has always provided students with outlets for expressing themselves through art.



Our school has recently opened a new archives centre which exposes every aspect of the lives of previous Bromsgrovians. As we have also recently put on its yearly senior play, our attention turned towards the great expectations on the arts at Bromsgrove School throughout the years.

As we dug through the many boxes of documents and pictures, we were exposed to a variety of performance leaflets illustrating the various concerts students would organise throughout the year. One dated back to 1939: the music concert

performances of "Hiawatha's Wedding Feast". This was likely to have been performed on Commemoration day, just before the war broke out. Another demonstrated the various texts and plays which students would analyse, including some of Shakespeare's classics.



Dusty black and white images portrayed the various dramatic performances put on in school, initially with the cast mainly filled with boys, but quickly developing its capacities with the addition of some girls. Over the years, the school's performing art's facilities have grown more and more, and produced a variety of performances, ranging from 'Macbeth' to 'Les Miserables' to 'Grease', and finally to Dickens' famously acclaimed 'Great Expectations'.

Over time, casts have grown, costumes have embellished, lighting has adapted and plots have thickened. The opportunities we have access to everyday become greater and greater, all supported by the foundations installed by daring and visionary old Bromsgrovians.



Laetitia D B

To catch a glimpse of colour

**The window is tactfully positioned
so that one must crane the neck to
peer
to wonder
at the hues cast by the sun.**

**To the left,
the curdled milk yellow,
spilt across the dregs of midnight,**

**The rare frothing of pink clouds
warming the day's new blue
and blushing the trees.**

**To the right,
framed by green,
the moody slinking of the sun
from the sky's hold,
grey clouds giving way**

**To a sudden spray of tones,
before collapsing to black.**

**After days of stubborn drizzle
the sky opens
and out tumbles the sun's light,
warming the sodden grass
picking out the moss on trunks**

**Beckoning to be outdoors
in its warmth**

The mind wanders

Art and Poem by LV

Title in Progress

Thought by now I'd be flying high
reaching way beyond the sky

Instead I'm constantly drowning
People say I'm always frowning

And honestly, I'm tired of this rhyme
hard to find a word to use each time.

Probably should be studying
But I'm tired of suffering.

With all these expectations
And unexpected complications

I kind of need a vacation
To get back my motivation.



Maxwella F

It was a glorious day. The sun was smiling down on all her little friends below, the sky a deep blue, the fluffy white clouds moving like snails across Poppy's view, out of the large glass windows of her classroom.

The teacher rattled on and on (about what, Poppy had no idea), and the ticking of old Father Time high up on the wall grew louder and louder, slower and slower. Would this lesson ever end? Finally, after what seemed like an eternity, the school bell rang, a shrill sound like mum when she was being naughty. Like her friends, Poppy packed away rapidly.

"Finally", she thought. "Finally it's home time, time to see whether the letter has arrived."

Chairs scraped the floor like sharp nails on a chalkboard, and the door was flung open so many times that the teacher thought it would fly off its hinges and land on the other side of the classroom.

The brass buttons on her new coat were done up like armour to fight off the cold. With her scarf wrapped tightly around her neck, Poppy skipped all the way home as fast as her legs could carry her, the excitement building with each step that she took. When she finally reached the bright red front door of 15 Gargery Place, she pushed it open and slipped inside, calling out, "Mum, Dad, I'm home!". Her parents, Joe and Biddy, appeared from the living room. In her mum's hand was the letter.

They all sat down around the sturdy oak table in the kitchen with their steaming hot mugs of tea, unsure what to do next. Dad reached forward tentatively, took the letter from Mum, tore open the envelope and began to read.

"Dear Mr and Mrs Philips,

We are pleased to inform you that your offer on Satis House has been accepted, and now you have the all clear to go ahead with your move. I wish you all the best. The proposed date is the 27th of March. Do not hesitate to contact me if there are any problems.

Kind Regards

Mr M Jagers

Solicitor"

Mum squealed with delight. As she and Dad embraced lovingly, Poppy was beside herself. She danced around the kitchen for at least 10 minutes, before the reality sunk in. In a matter of months she would have to leave the only home she had ever known, and venture out into the wilderness, away from her childhood and all of her friends who were a part of it, to a new house, and a new life. The colour drained from her cheeks as she dwelled on whether to have great expectations for the future or not.

The months went by as if they were mere segments of the vast expanse of time that would follow, until the dreaded day came.

The alarm went off with a beeping sound, like the M5 had been redirected through her room, and Poppy awoke with a start. It was moving day, and all she could think about was: “what if something goes wrong?”.



Poppy jumped out of bed, pulled on some clothes and went downstairs for breakfast. While she was munching her Frosties, men were coming in and out, taking with them the dresser, the sofas, her nightstand – and even her bed! Once everything had been packed into the white van, Mum, Dad, Poppy and Estella, the puppy, all got into the family car, and off they went. As she looked back at the crumbling brick walls, weathered windows and faded door, Poppy felt a tear slide down her cheek, just like the rain that was sliding down the windows.

They drove for what in reality was only 20 minutes but seemed like forever, until– eventually– they reached an imposing set of iron gates with leafy green vines and pretty pink flowers intertwined in them. Dad got out and punched a code into the keypad and the gates swung open, revealing a stony driveway, with a vast expanse of lawn surrounding it. They continued down the driveway, and came to a stop outside a red brick mansion with whitewashed windows, and a bright yellow door. The entire house was covered in golden flowers, and the birds sang in harmonious melody on the branches of the enormous trees outside.

Looking up at the house, Poppy could not believe her eyes, and all her worries dissipated away. As she climbed the stairs to her bedroom, after mum had unlocked the large oak doors to Satis House and pulled them open, she thought:

“I don’t know why I was so worried, this house is everything I have ever dreamed of. I definitely have great expectations now!”

Charlotte H

Are you a real Bromsgrovian?

The Headmaster and the Heads of School have created a crossword for you to test your knowledge about Bromsgrove, from its founding to the latest news. Do you accept the challenge?



Down

1. Head Boy's Privilege (4)
2. Sir Thomas (6)
3. Second word of the School motto (4)
5. Bromsgrove's poet laureate (7)
6. Monday morning meeting (5)
8. OB commemorated in Biology department (7)
9. Mixed boarding house (4)
11. T in BIST (8)
13. Packed lunch crisps (7)
14. Chinese sister (7,5)
15. 201 (7)
18. Black, yellow, grey (7)
19. Final act of the year (4,4)
20. Home to previous Headmasters (9)
24. House, popular sunglasses (6)
25. The Headmaster's predecessor (2,7)
27. Oxford college linked to Bromsgrove School (9)
29. Built in place of the shooting range (3)
30. Owner of the Archive sled (5)
32. Site of athletic excellence (6)
33. Commemoration anthem (2,4)

Across

2. Home to thespians (6)
4. Six of them apart (6)
7. Before "House Song" (6)
9. Homework (4)
10. Footless birds of our crest (7)
12. Canine therapy (5)
16. Youngest House (7,4)
17. First House to recycle (2)
21. School's Faith (8)
22. Feed us (7,4)
23. Commemoration Day topping (6)
25. Commencing Term (10)
26. Mr Windo's training ground (3,4)
28. School's WWII home (9,5)
31. Are Art pupils "reactive" (anagram) (8)
34. The E in EPQ (8)
35. Spit it out (3)

*Given up?
Email Vivianne for the answers.*

