



DCGS
CHATTER

WHAT'S
INSIDE?

- Valentines Bistro
- Year 7 Learn Life Saving Skills
- Chatter Debate

And many more events
from around the school



EDITION 25

ISSUE: Spring - March 23



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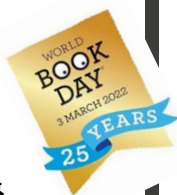
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Words from the Editor

Hello DCGS Chatter readers & welcome to Chatter 25!

We have, as always, so many delightful articles within this spring edition! The Chatter team have been busy reporting on all of the busy events that have been happening across the school since we returned in January.

We have reports on the ever popular Valentines Bistro, and some Japanese cooking. There is more sporting news from the many successes of students & staff including the Under 16's Girls Kent Cup Final win! An update on the fundraising that has happened across the past couple of terms along with the schools World Book Day story created by some very talented students.

We hope you have as much fun reading as we have had putting this edition together, perhaps whilst tucking into a chocolate egg or a toasted hot cross bun. Enjoy the break and we will see you all back in school on Monday 17th April 2023.

The Ed



This Editions Chatter Team...

Year 7 Team - Jecca, Dot, Christopher, D'Angelo, Winter

Year 8 Team - George, Lily, Megan, Caitlin

Year 9 Team - Anezka, Ralph, Sophie,,

Year 10 Team - Abigail M, Oliver, Cameron, Abigail V, Michaela, George, Hayden, Hadley

Year 11 Team - Joe

6th Form Team- Libby, Amelia, Ella, Tasneem, Gabriella, Tia,

With a little help from Mrs Finlay, Mrs Cronin, Miss Purdy and Mrs Rogers



Year 7: Life saving training



20th & 21st February 2023



On Monday 20th & Tuesday 21st February, the whole of year 7 had CPR & defibrillator training which can be life saving in the events of a cardiac arrest.



Here is what we learnt in case of an emergency:

1. Check for danger
2. Check if the patient is responding; do this by tapping their shoulders and saying open your eyes
3. If they don't respond, open their mouth and tip their head back. This makes it easier to breathe.

4. Yell for help.
5. If someone comes, tell them to call an ambulance and that there is someone who is not responding and not breathing.
6. Tell them your location and ask the ambulance to tell you where the nearest defibrillator is and start chest compressions.
7. To do a compression you need to push down hard and directly over the heart. This will act as a mechanical heartbeat.
8. Do not be scared to break a rib as the patient would probably much rather be alive than be dead.
9. When they come back with the defibrillator switch roles (they do the chest compressions and you work the defib).
10. Once the button is pressed the voice in the machine will tell you exactly what to do, when to stand back and when to do the chest compressions.



This can be life saving information in a cardiac arrest (not to be confused with a heart attack) and remembering these instructions will make a safer planet.





Creative Writing



By Dot - Year 7

Black and White



**Why associate a crow
With horror and woe?
When you associate a dove
With happiness and love.
Why judge them by their looks and name
When they are nothing but the same?**

**Why lock a crow up in a cage
Because you think he's full of rage?
When in reality he's not
He's sweet and gentle quite a lot.
He's just the same as "good sweet dove"
He bubbles up with joy and love.**



**Why let a dove run wild and free
Because you think she's so happy?
When in reality she's not
She's full of fury quite a lot.
She's just the same as the poor old crow
Who'd given up hope long ago.**

**The birds and bias should not be paired.
For even though they aren't shown or shared,
The emotions of the crow and dove,
Are just the same.
They're joy and love.**

A poem about racial stereotypes.

By Dot Syme.



Poetry Live

**By Cameron, Abi & Oliver -
Year 10**

A group of year 10 students had the amazing opportunity to go to London on 3rd February for the poetry live trip and listen to several poets read and discuss their poems. We heard Simon Armitage talk about a few of his war poems discussing the idea of PTSD, Carol Ann Duffy talk about onions and many more.

The event took place at the Emmanuel Centre in Central London, with views on the way including the Shard, the Gherkin, Big Ben and the Houses of Parliament. Not only did we have the opportunity to listen to the poets, we had talks about how to answer the dreaded questions on GCSE poetry- Talking about an unseen poem and comparing two unseen poems.

After the long journey to London, we were introduced to the poets one at a time, starting with Imtiaz Dharker, and finishing with Simon Armitage- with many poets in between (Carol Ann Duffy, John Agard, Daljit Nagra and many others). Some of the poems we heard were War Photographer, Valentine, The Manhunt, Remains, Living Space, Tissue and Checking Out Me History.

Poetry Competition

The Canterbury Festival 2023, Schools' Poetry Competition

Here is an exciting opportunity to take part in a local poetry competition with a chance to win £50! The 2023 National Poetry word is REFUGE, and poems should be inspired by or based around the theme of REFUGE, according to each entrant's own interpretation.

All shortlisted poets will be invited to read their poem during a presentation evening on **Thursday 5 October, 5.30-6.30pm**, at The Gulbenkian Arts Centre, University of Kent, during which the winners of each age group shall be announced and awarded their respective prizes. T

1. Each poem must be no more than 40 lines in length and writing should be legible
2. Each poem to be loosely based on the theme which can be interpreted according to the entrant's own choice
3. Each poem must be on one side of A4, illustrations are welcomed
4. No alterations can be made to the poem once submitted
5. Each entrant should clearly write their name, age and school on the front of the poem
6. All submissions must be entrants' own work and submitted by Friday 14 July 2023
7. Entries must be written in clear English, not previously published or broadcast

For more information:

<https://canterburyfestival.co.uk/our-under-18s-poetry-competition-is-returning-for-2023/>

There will be a box on the library desk for all entries, or you can email them to finlay@danecourt.kent.sch.uk

Good luck!



Grease - DCGS Summer show



By Caitlyn- Year 8

As you may or may not know, Dane court has a yearly production that takes place in summer (with the exception of the past few years due to covid). This year's production is Grease.

Rehearsals

Almost every week after school the dedicated students in Grease (Including the main roles, ensemble, the dancers, tech, and some others) get together to do a rehearsal. What we do can vary from choreography to running through scenes. This time is basically preparation for the performance later in the year.

The performance

Grease will be performed over four nights (5th, 6th, 7th, and 8th of July). It sounds like it's quite a long time away, but it's actually only a few months.

The tickets will cost £5, and be on sale soon. So feel free to come and support the show in July!



National Reading Champions Quiz

This year, Dane Court has entered two teams into the National Reading Champions Quiz. Heats for it have been held in the school library since late February. They will be continuing till the end of March. The quiz is all about books - as in, the characters, places, plot details and authors. *If* we get past qualifiers, we have the chance to go up to London and go up against other teams in an in person quiz.

There are many statistics that support the importance of enjoying books. In fact, they say that children who enjoy reading books are three times more likely to have good mental wellbeing than those who don't. They are also six times more likely to read above the level expected for their age than those who don't open a book. Therefore, taking part in this challenge is more beneficial for children than it would initially appear.

Well done to all the students who took part, and for all your wonderful enthusiasm. As a school we won the Southeast Participation Prize, aka the Cheerleading Prize for the best team spirit, largely helped by a group Macarena dance! Despite sitting separately and only working within their teams, both teams came joint 11th out of 25 schools, with 44 points each - a fantastic achievement.

We will definitely take part again next year - it was such a fun morning.





Chatter Debate



Women's football

With the women's world cup coming up this summer and the success of our own Under 16 Girls football team, team Chatter decided to hold a debate as to whether ***Women should have equal rights in the football world and therefore should have equal pay.***

Here are the main points raised during the debate:

**Women's teams score less- Perhaps a set pay for effort & additional pay for performance?
A pay for investment - time spent training etc.?**

Winter - Who would judge the effort and if the players were injured would they still get paid the same?

Lily - Men & women put in the same amount of effort-

Hayden - but they get different results?

More men's football is watched- they should be paid more due to revenue generated- ticket sales & on media platforms

**Sponsorships- Male teams generate more revenue through sponsorships so are able to be paid more-
Women's teams don't generate this revenue**

**If women aren't given the opportunities through promotion of women's football, this will always remain the same. Mens teams have been around longer and more popular in general so will always be a factor in that sponsorships shall want to gain revenue from this.
You can't force companies to sponsor female teams.**

England's men's football team money goes into charity- Women's may not but that is because they don't get paid as much.

**Men could always compensate their pay to the women as they do in the American Basketball league.
Equalise the pay evenly**

**Max - Biological differences between men & women- affect the ability to participate the same ways in sport.
I.e. men can run over 2 seconds faster than women etc. Hormone differences, muscle mass, height differences, kick force due to foot size.**

For mixed teams:

Swimming, tennis, athletics etc mixed so why not?

Coaches could choose their teams based on effort & performance

If it would mean a new league then more revenue?

Against mixed teams:

Could have mixed teams but would mean rule changes- you could open up whole new challenges to sexual assault charges etc Would men feel comfortable for example pushing away a female player across the chest? - You would have to make the rules fit but then would the sport actually be the same?

More men in the sport currently than women- could make the game unfair.

Would mixed teams solve the pay problem though?

Conclusion

Equal rights - majority yes.

Equal pay- majority no, but paid more.

Mixed teams - majority unsure due to implications and fair play.



Japanese Cooking

By Libby

yummy!



In our IBCP Language Development class, we had a Japanese cooking lesson and made two different Japanese noodle dishes. The steps to both of the recipes were simple and easy to follow. We worked well together as a group to make chicken udon noodle soup which was my personal favourite and soba noodle. The soba noodles were noodles served with dipping sauce.

Fin and Amy said 'It was really enjoyable. The dishes tasted very nice and flavoursome and everyone ate lots of it. It gave us an interesting and fun insight on a common dish they eat in Japan'. Ms Myers commented 'It was great to see the students enjoyed cooking and tried the Japanese noodle dishes. Some students asked me to share the recipes as they wanted to make it again! I hope the lesson encouraged the students to be open minded to try something new from other countries. Well done, everyone.'

The recipes are on the next page, if you would like to make these dishes. Most ingredients are available in supermarkets or online.





Japanese Cooking cont.

By Libby

Soba Noodle Recipe: 5minutes

Ingredients: (3-4 servings)

- 3 bundles of Soba
- **Tsuyu soup base**
- finely chopped spring onion
- Wasabi (optional)



Method:

1. Bring a pot of water (approximately 1.5L) to the boil.
2. Add 3 bundles of soba noodles, reduce the heat and simmer for approximately 5 minutes. (Keep an eye on it as it may overflow)
3. Drain in a sieve, rinse under running cold water, drain again and serve on a plate.
4. Dilute **Tsuyu soup base** with an equal amount of water. Add **spring onion** and **wasabi** if you like.
5. Dip soba noodle in the sauce and enjoy! ☺

Chicken Udon Noodle Soup Recipe: 25 minutes

Ingredients: (3-4 servings)

- 3 packets of Udon noodle
- **Dashi Stock 1 packet (5g)**
- water 600ml
- **Shoyu (soy sauce) 3 tablespoon**
- **mirin (seasoned rice wine) 3 tablespoon**
- **sugar 1.5 teaspoon**
- **salt 1 teaspoon**
- **leek cut in 1-2 inches**
- **diced chicken**
- finely chopped spring onion



Method:

1. In a pot, empty one packet of **Dashi stock powder** and add **3 tablespoon soy sauce**, **3 tablespoon mirin**, **1.5 teaspoon sugar**, **1 teaspoon salt** and 600ml water. Mix well and bring it to the boil.
2. Add **leeks** and **diced chicken (*vegetarian version: use sliced fried tofu instead)** to the pot and lower the heat. Cook for 10 minutes.
3. Meanwhile, put 600ml of boiling water in another pot and bring it to the boil again. Add 3 packets of udon and cook for 2 minutes. Drain in a sieve and place it in individual serving bowls.
4. When the chicken is fully cooked, pour the soup over the udon bowls, place chicken and leeks on top, sprinkle over the **finely chopped spring onion**.

Enjoy ~ !!

➤ Vegetarian version... Use sliced fried tofu instead of chicken.





The Windsor Framework

By George - Year 10

On the 27th of February, Rishi Sunak, with Ursula von der Leyen (the President of the European Commission), announced the Windsor Framework. The Windsor Framework is a revised version of the Northern Ireland Protocol, which was agreed upon with the EU by Boris Johnson and became part of international law on 1st January 2021. The Windsor Framework marks the next stage in an attempt to solve what has been a significant issue for successive conservative governments on their quest to 'get Brexit done'.

Why is a Deal Needed?

The necessity of a deal arises primarily from the geographical position of Northern Ireland and its socio-historical context.

Firstly, it must be made clear that Brexit not only meant leaving the EU. But also the Customs Union and Single Market of the European Union. These are organisations which ensure regulations on the quality and safety of goods remain uniform across all participating states to facilitate simple and easy trading and transportation of goods across countries.

Therefore, Northern Ireland's border with Ireland, an EU country, generates post-Brexit problems as these regulations will cease to be uniform, meaning easy trade and transportation of goods is no longer practical. However, checks and inspections on the border, which may be the assumed quick fix to the issue, are not practical either, since this is where the significance of its socio-historic context emerges.

This contextual implication is entrenched in the conditions of the Good Friday Agreement, agreed in 1998 to end the violence of the Troubles, which contains provisions for cross-border cooperation between the UK and Ireland. Of which an important part included the removal of checks on the border, or a 'hard border' as it is sometimes referred to. Additionally, the social significance establishes since there are an estimated 110 million border crossings a year, at least 30,000 people are estimated to commute to work across the border every day, and services e.g. health and education are often accessed across the border. Consequently, if a hard border were to be enforced, serious disruption would undoubtedly be caused.

Rishi Sunak's Solution

The Northern Ireland Protocol, which is currently in place, means that goods sent from England, Scotland, or Wales have to undergo checks and inspections at ports in Northern Ireland, even if the goods will remain in Northern Ireland. This process has attracted complaints from businesses about additional costs and delays, but more importantly for Rishi Sunak, this practice has significant opposition amongst unionist political parties – who are supportive of Northern Ireland remaining part of the UK. This opposition originates from their belief that these checks create a so-called border in the Irish Sea, distancing



The Windsor Framework cont.

By George -Year 10

Northern Ireland from the rest of the UK. Leading them to have argued the Northern Ireland Protocol was in breach of Article 6 of the Act of Union 1806 which states “The subjects of Great Britain and Ireland shall be on the same footing in respect of trade”. However, the High Court and the Court of Appeal did not agree. Contrastingly, this new deal aims to significantly reduce the number of checks, by means of creating a two-lane system. This includes a green lane for goods remaining in Northern Ireland, which will see checks and paperwork scrapped, and a red lane for goods destined for the EU, which will see the checks and paperwork remain. Additionally, Northern Ireland will no longer have to abide by some EU rules and regulations. For example, bans on the entrance of certain products like chilled sausages from Great Britain will be removed, and EU rules on VAT and alcohol duties will no longer have to be followed. Also, the UK’s medicines regulator – the MHRA – will now regulate all medicines on sale in Northern Ireland rather than the EU’s regulator, which was the regulator responsible under the previous protocol.

The new framework also includes a new mechanism called the ‘Stormont Brake’, which allows the Northern Ireland Assembly to object to any new EU law which would automatically apply to Northern Ireland if the law is “significantly different” from the existing rules. If the brake were to be pulled, then the UK government would have the power to veto its application to Northern Ireland, but von der Leyen commented that this was an emergency mechanism that would hopefully not be needed. She added that the European Court of Justice would be the “sole and ultimate arbiter of EU law” in Northern Ireland and will have the “final say” on single market decisions. And the EU would be able to take “appropriate remedial action” if Northern Ireland diverges from EU goods rules to the point that the Single Market is impacted. This is important as previously the Northern Ireland Assembly had no influence over EU laws which applied to Northern Ireland. The importance is reinforced by the weighting placed by the Democratic Unionist Party and certain members of the European Research Group on the jurisdiction of the European Court of Justice. And their belief that EU law should be eliminated from Northern Ireland, claiming the continued application of EU law made Northern Ireland a “colony” of the EU.

Unfortunately for Sunak however, recently the leader of the DUP, Sir Jeffrey Donaldson, said “The Windsor Framework, while undoubtedly representing significant progress across a number of areas, does not deal with some of the fundamental problems at the heart of our current difficulties. It is my current assessment that there remains key areas of concern which require further clarification, re-working and change as well as seeing further legal text”. He highlighted that concerns over the protocols “harm” to Article 6 of the Act of Union 1806 remained and that protecting the place of Northern Ireland in the internal market of the UK was “unfinished business”. This was joined by further concerns raised over the continued application of EU law in Northern Ireland. But it must be said that hope remains, with Donaldson also mentioning “We have already commenced discussions with the UK Government on a range of issues where we require further clarity and where we believe more work will be needed. We will continue with that engagement to ensure that we get an outcome that works”.



Creative writing



The Rabbit By Michaela Year 10

There were no clouds, no fog, no mist, just bright and crystal clear air. It was that strange time of day where night and day seem to merge together and distinctions cannot be made. Dazzlingly, vibrant burgundy bled into pale orange and strong yellow all fading into a soft pink that swirled and mixed with the midnight blue that indicated night time. Time appeared frozen, paralyzed for moments then minutes completely unaware of the globe that continued to spin. The strange lighting that cast shadows and luminescent embers breathed life into the earth, man-made constructs full of transience wielding no power over nature. Burning coral caught ignorant ceruleans and emeralds unaware and turned marrons into pools of liquid gold. Long, obsidian shadows danced through the viridescent green grass that swayed in the slight breeze. A small and compact cottage lay by this peaceful, tranquil picturesque scene.

Through thick panes of transparent glass there was a silhouette of a figure simply watching as the day slipped by, musing to himself about possibilities. He noticed a bush slightly shaking as if it was quaking in fear outside of the familiarity of his home bubble. The figure startled minutely but not enough to be perceptible to a person simply glancing in their rough direction. To investigate or, if necessary, assist, he carefully walks through the wooden house. Mechanically, quietly, slowly he stepped onto the sun-kissed porch crossing the threshold of the door, taking a minute to observe before taking a tentative step forward. His eyes locked on a hedgehog peeking out, their tiny black button nose twitching and beady eyes glossy with fright. Speculatively the figure assumed that the creature was either very brave or very confused, similar to the majority of the population. Both the creature and the anonymous figure pause for a moment, their eyes interlocking. In seconds an understanding is reached or perhaps just an illusion of one for neither can understand the other's language. Rapidly the hedgehog scurries away. The figure soon senses an abnormal presence that results in the atmosphere shifting to one with a more supernatural tendency. A sense of mystery and enchantment permeates the setting almost like you were transported to a fantasy world. This is despite the lack of creatures in the coniferous forest encircling his home. That's when he saw a flash of fur. A small rabbit caught his gaze. The colour of the rabbit's fur was indescribable due to the flickering light and fading sun. Yet the bunny's eyes were clear; you wouldn't mistake what he was looking at for anything other than a midwinter colour ebbing ever so gently from cement. Instead of adding an unnatural and creepy perspective to the rabbit it accentuated every feature, the fur glistening like stars that burnt furiously in space and dipped in platinum.

There were so many ways to describe the grey that belonged in the bunny's eyes. It was the grey of the last ashes on a fire, tossed up in the breeze; the grey of a pigeon's wing, soft as dawn; and the grey of the ocean an instant before dawn's first rays struck the water. But the creature's eyes were also a variation... They were the shiny darkness found on a beetle's wing, a deep and lustrous darkness, like a forest pool under the shade of ancient oaks. Eyes that reflected a foggy path or heavy clouds promising a thunderstorm. While the boy considered this the bunny nudged an egg decorated in bright patterns that fit together like pieces of a puzzle towards him. Perhaps if the boy was not so struck by the rabbit's appearance he may have questioned the lack of fear the small creature had for another organism clearly larger than it. His eyes flickered to the strange almost silhouette of an animal, cautiously reaching for it almost like he was making sure that the egg was for him. The rabbit only signified the truth to his assumption with a dip of their head, again if the boy had reflected maybe he would have noticed the peculiarity of the situation. Turning around without another gesture the benevolent creature hopped away leaving the boy to his many tempestuous thoughts. Wordlessly, the boy left a carrot wrapped in a red ribbon in the garden, but by the next morning the carrot was gone, leaving the boy to ponder the rabbit's existence and his own actions.



Valentines Bistro

Year 9's cooking success



Year 9 held a Bistro for family & other guests across terms 3 & 4. We started the project by planning what we were going to make, created our own invitations and menus for our guests.

Each bistro was a great success. Guests all arrived on time, the food was fully cooked, there were few disasters but overall the guests had a great time.

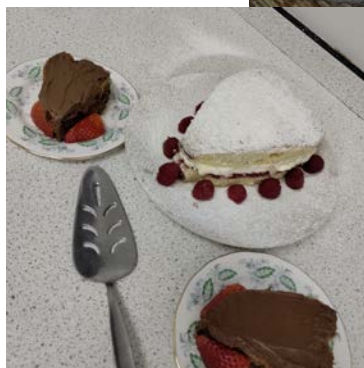
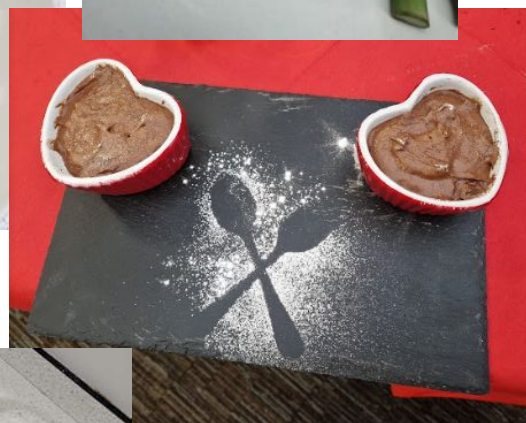
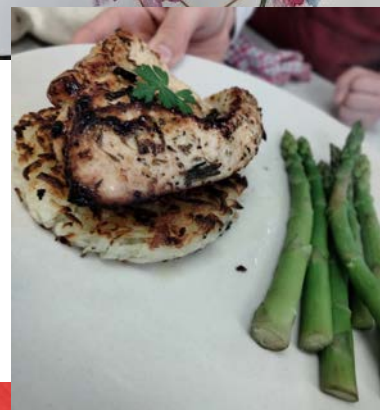




Valentines Bistro



Bulgur salad with Scallops





To Bee or not to Bee



By Gabriella - Year 13

Culture can be defined as behaviours that are learned socially. Once thought to be a concept limited to human experience, as believed until the mid-20th century, scientists have found that bees, specifically the UK-native Buff-Tailed bumblebee, can learn from each other; indicating that they can have their own culture.

In a recent study led by Dr Alice Bridges at Queen Mary University of London, scientists used experiments demonstrating that individual bees could pick up a new skill by watching a more experienced mentor; allowing them to conclude that this transfer of knowledge and technique mirrors the spread of culture. “This is an animal with a brain the size of a pinhead, and still they could achieve similar things [as] primates or birds, which is quite remarkable,” says lead author Alice Bridges. The new study builds on prior findings that bumblebees can learn complex behaviours in the lab, too, such as accessing rewards by pulling strings or rolling balls to play a sort of insect-football.

Using a newly-developed puzzle box, specific for the tiny participants, bees could either push a red tab clockwise or a blue tab counterclockwise to access a sugar solution. Researchers selected demonstrator bees to teach others, training half the demonstrators to access the reward under the red tab and half under the blue tab. Once back in their respective colonies, the demonstrators proceeded to open the boxes in the way they had been taught and that the other bees learned to do the same by watching them. Bumblebees, like people, have different personalities when it comes to work, from highly motivated to lazy, Bridges says. Some go-getter individuals took just one day to begin mimicking the demonstrators’ behaviour and solving the puzzle, whereas others took up to four days. On occasion, a bee would stumble on the solution for opening the other coloured tab that the demonstrators in its colony hadn’t been taught to push. But the researchers found that this behaviour would not stick and that those individuals would always go back to opening the tab that corresponded to their demonstrator bees’ behaviour—that is, to their colony’s culture.

As bumble bee colonies collapse before winter, there's little chance a tradition could get passed down from generation to generation. So Bridges is planning future work on insects that live in colonies that last for years, like stingless bees.

So, next time you have trouble solving a difficult puzzle, consider asking a nearby bumblebee!





Dane Court's environmental footprint



By Christopher - Year 7

During my interview with Mr Bowen on the 9th March 2023 we discussed a few of our schools ecological problems and solutions.

Things we are already doing

Ways in which we are improving our school eco footprint with nature.

- (1) *Nature*- Mr Bowen explained that the school is thinking of incorporating Swift boxes into the school so birds feel more welcome.
- (2) *Solar panels* -solar panels are a good investment but we're working up to that.
- (3) A filtration system, we are actually thinking because the council wants large areas of land put to good use instead of a lot of the water just going down the drain and into the ocean it could lead onto the field where it soaks down until it reaches bedrock becoming groundwater.

The school grounds.

- (1) *Litter picking* -you may have noticed some people litter picking and you would like to join in and help please go to Mr White's office or alternatively I'm sure if you went to the caretakers office and ask (**politely**) they can give you supplies (e.g a bin bag and litter pickers)
- (2) *Food waste bins*- this is an idea me and a lot of other people liked the sound of however upon discussing it with Mr Bowen I learnt about 'contamination'. This is where if there was a single piece of plastic inside a food waste bin it would be 'contaminated' making it un-compostable. The recycling company would then charge the school extra and the waste might just be added to the general waste.
- (3) *Recycle* A really interesting idea from one person is that we could use the leftover windows to make a greenhouse for various biology projects however the windows have been recycled as everything was put into one of the big yellow skips you may have seen (I know there was one by the Fairfield Road gate) and so it may be a future investment but right now we are unsure.

Changes you may have noticed

Recently we have had more efficient energy saving boilers installed being over 20% more efficient. We have replaced all of the old window panes with double glazed windows keeping heat trapped inside. Recycling bins for bottles. Biodegradable materials in most of the canteens items.

Conclusion

Dane Court is taking leaps and bounds to becoming eco friendly and we're well on our way. Of course we are not perfect, no one place, thing, school, building or institute is, but we are making progress and that is all that matters.





Farewell staff leavers

Mrs Rogers

Well what can we say, Mrs Rogers we can't believe you are leaving! Whether we had the pleasure of your help in English, in the PSO or for Chatter- you are going to be sorely missed. The last three years you have been a huge support to students wherever they have crossed paths with you and the school shall not be the same without you smiling at whoever passed you in the corridor. Whether it was in the SEN office, classroom or in your new home of the PSO you have tried hard to support everyone, staff & students alike.



From all of us across the school community but especially us here at Chatter we wish you the best of luck in your new job supporting many more lucky students.



Words from Chatterers from different year groups:
Thank you for being an amazing teacher - you have helped me so much in English this year. Good luck in the future.

Thank you for being a great teacher this year! The class really enjoyed you teaching us and wish you the best. You're a great teacher, thank you so much for everything!
Thank you for being an amazing teacher - both in English and PSHE.
Thank you for everything that you have taught us.
Thank you for being the best English teacher ever.
Thanks Miss Holland, best of luck in your new job!

Miss Holland

Mr Pleasant

All of us in year 12 and year 13 are very sad to see that Mr Pleasant will be leaving us, although just like us he'll be beginning another chapter of his story. Mr Pleasant joined us at the beginning of our sixth form journey and has seen it through to the end with us (almost!). He has been such a brilliant psychology teacher, even for those who weren't personally taught by him and wherever he's going next will be so lucky to have him teaching them everything he knows. I'm sure that Mr Rye will be absolutely delighted to be marking all of our IAs and papers on his own now! Mr Pleasant has been such a great support when it came to helping us with any problems we had with university, UCAS applications and even if we just needed a chat, and I know Mrs Jolley and Mrs Bowen will miss you so much. So from all of us in sixth form, good luck Bonita!

Good luck in your new job from all at Team Chatter!

Mr Letty

Everyone throughout the school who has had the pleasure of being taught by Mr Letty whether it be in a Psychology lesson or as part of his form, will miss not only him but also his sarcastic sense of humour along with his exceptional hearing (especially for the muttering at the other end of the classroom). Although only being at DaneCourt a short amount of time, he has made a great impact on not only his classes but also the school community. He has helped students by getting involved with the Duke of Edinburgh Award and teaching a small group of others about the mechanics of a car, when they have started their driving lessons. Thank you for being the energetic caffeinated teacher you are, ensuring no-one ever has a boring lesson taught by yourself.

Best wishes and good luck in your next steps from all across the Dane Court community.



Reviews

Pokemon- Scarlet & Violet

By Ralph Year 9

Pokemon Scarlet and Violet may have had the rockiest Pokemon release of all time. Although I have only seen one or two bugs in the game, their releases were definitely not perfect. From Pokemon hiding in walls to your bike lizard levitating infinitely and background characters running at 4fps, the glitches were not pretty. HOWEVER, the game itself is great, perhaps even on par with Pokemon Black and White/Black and White 2. The score, BY TOBY FOX(!) and the regular music producers like Masuda, is amazing. (AREA ZERO is my favourite track btw).

The story is almost flawless, even though it took me longer than one day to complete (hey at least It's better than SW/SH) All in all it's another Pokemon game to play. Definitely recommended though.



Movie Review- A silent Voice

By Abigail V - Year 10

A Silent Voice is a really good movie. It's focused around Shoya Ishida and Shoko Nishimiya, and them making amends over their past in middle school. It's such a sad film, but it's one that you can watch over and over again, without being bored or finding it repetitive. Also, the style of the film itself is beautiful. It also does a really good job at turning most of the novels into a film.

The manga itself for a silent voice is great too! It goes a bit more into depth for some parts, and actually goes a little further on than the film, which is good. But the art is really fantastic too, all the different panels are all so well drawn with great detail.





Game Reviews



Final Fantasy VII By Anezka Year 9

NOTE: THIS GAME IS 16 RATED

Final Fantasy VII is a video game about ex-SOLDIER Cloud Strife, who joins the eco-terrorist group AVALANCHE to stop the mega corporation Shinra from using the planet's life essence as an energy source. Eventually, the events of the game have Cloud and his group pursuing Sephiroth, a former member of the cooperation who wishes to destroy the planet.

There's quite a big difference between the original 1997 game and the 2020 remake game, so both will be talked about here.

There are other pieces of content for FF7, like the two books ("On a Way to a Smile" and "The Kids Are Alright: A Turk's Side Story") as well as a prequel game (Crisis Core), a movie (Advent Children) and a game that takes place after the movie (Dirge of Cerberus), but I won't be talking about those here. Also note that **this article will contain massive spoilers for both the original Final Fantasy VII and the Final Fantasy VII REMAKE.**



FINAL FANTASY VII



The original Final Fantasy VII takes roughly 36 hours to complete (longer if you're doing many of the side quests) and it took me about that long to complete it myself on my first playthrough. You get to explore many of the places in the world, not just the main city Midgar. You also get to meet many of the characters who join your main party throughout various points in the game. Unfortunately, two characters (Yuffie and Vincent) had to be optional characters in the game, as the creators (Square Enix) didn't have enough time to add them to the game properly.

The fighting style of this game is quite different from the remake's style, as you have a maximum of 3 characters and you choose if they attack, use magic, defend, use an item, use their limit break, etc. They'll do that either then or after someone else/the enemy has fought. It definitely threw me off a little (I had no idea what its style was like as I only knew of remake's) but it's very easy to get used to. For boss battles, the fight music changes and it really helps create that atmosphere.

When travelling to different places once you've left Midgar, you have this world map you can travel on and you go to the little model of the place, walk into it and then you're there. I'm not sure what they'll do in the remake or if they'll keep this nice little map. I definitely have some favourite places in the world, including the Gold Saucer and Cosmo Canyon. The music in both places are amazing, but with the Gold Saucer, I adore the Chocobo Betting minigame; you make 3 bets of which 2 of the 6 chocobos will win the race (order of 1st and 2nd doesn't matter) and I love watching the chocobos run around!

In terms of story, there were certain things I knew when going into this. For example, I knew about a couple of little things like that you could find Vincent in the basement of the Shinra Mansion in Nibelheim. I also knew of what is considered the biggest Final Fantasy VII spoiler ever: Aerith's death. I didn't know when that would happen, but when it did, from that point on her theme has felt so different. The small handful of times it was played after felt incredibly impactful and were a nice reminder that Aerith's memory is what helped push the main crew to do the best they could.



Game Review Continued

Overall, despite its graphics, I adore the original Final Fantasy VII. It's an incredible game and I can't wait to see what the completed remake is like. Speaking of...

Final Fantasy VII REMAKE is the first of a trilogy of games that will make up the whole Final Fantasy VII story, this game being only the time you're in Midgar, and it explores so many things that the original couldn't. For example, there's loads of side quests to do for extra content, and the Avalanche Trio Jessie, Biggs and Wedge get a whole chapter where you're just with them to help build their characters.



It isn't a direct copy of the original story. For example, Sephiroth appears for the first time in Chapter 2, whereas he doesn't appear until much, much later in the original (you'd left Midgar by the time you meet him). I saw a joke somewhere that explains it quite well actually. It appears that Sephiroth has gone back in time; it's basically just you (as in Cloud and Co.) against Sephiroth on his new game+ run. He's trying to undo some of the things that caused his downfall in the original game in the hopes that he can win this time around. However, despite him doing that, we can expect the story to follow roughly the same path, but with some differences that still make it seem new. For example, we'll likely still go to all the same places in the same order, but maybe some of the interactions are a bit different.

One thing that is going to be massively important in the remade game is the survival of Zack Fair. You only find out about even just the existence of Zack much later on in the original game (again, you'd long left Midgar). Him appearing at the end of Remake and surviving the events that killed him is very significant. He was not intended to survive those events (and if the whispers had any say, they would've kept it that way) as those events triggered Cloud to become the way he is now.

Cloud was never a SOLDIER at all, let alone a 1st Class SOLDIER; that was Zack. However, due to the mako poisoning he suffered, Cloud believed he had been a 1st Class SOLDIER (and even had some memories of Zack's that he shouldn't have); the only reason he was given that idea, though, was because of Zack dying. Zack's dying words were that Cloud was his living legacy, and that all of his hopes and dreams were now Cloud's. With Cloud being so out of it, he genuinely believed it.

So, Zack surviving is going to cause some quite significant changes, even if the story does follow roughly the same plot as the original story had. It's implied he's alive in another timeline, not only from when it shows him pass our main crew, but also that Stamp is a different breed of dog. How this could impact the game, I'm really not sure, but I think Aerith sensed him there when it showed him passing our main crew.

Overall, Final Fantasy VII REMAKE has been amazing so far and I can't wait to see what REBIRTH and the currently unnamed third and final game of the trilogy will bring.



The Last of Us (TV) - A Brief Overlook

By Joe- Year 11

This is a review by a year 11 student. This is their own review & opinion.
The tv series has content that may not be suitable for your child, parental guidance is advised.

Following the recent trend of TV adaptations of games, Naughty Dog's 'The Last of Us' is the most recent example of this. Despite the somewhat bad reputation that video game spinoffs have in regards to storytelling, The Last of Us manages to strike a perfect balance between faithfully following the games nuanced and deeply emotional story, and also distancing itself enough to not be called a direct clone. The lead actors Pedro Pascal and Bella Ramsey both give career high performances in what is definitively the best video game TV adaptation to date.



Set in a post apocalyptic 21st century, the story follows a middle aged survivor, Joel, who is tasked with smuggling a 14-year-old Ellie to a rebel stronghold nearby. Whilst a seemingly simple concept, the plot quickly thickens to create a deeply powerful and harrowing story that can only really be experienced by watching or playing through the games, or now the tv show as well.

HBO does an amazing job of portraying the characters of Joel and Ellie, and the world that they have adapted is deeply immersive and one of the best examples of tv storytelling to date. Druckmann (Director of Games and Series) has done an amazing job adapting this masterpiece of a game, I wait in anticipation for season 2.



Book Review- Dune



By Sophie - Year 9

As it's the beginning of a brand new year, I thought it would be a good idea to review a *really old* book. To be specific, a book that was released 58 years ago. *Dune* by Frank Herbert is a brilliant science fiction novel - a fact that has been proven by the number of times there has been an attempt to create a tv show or movie from it.

Quick warning, there may be some very minor spoilers within this but nothing that will fundamentally ruin it.

Many find it pretty hard to get into *Dune* to the rather slow beginning, which is perfectly understandable. It does take a while. At the beginning, it's not necessarily particularly interesting as Herbert focuses on the politics, which means you have to properly concentrate. He created such a complex society with so many underlying stories, he surely could have written a book entirely on the hierarchy on the planet Arrakis. Maybe he has as I haven't actually read all his books yet. But once the book gets going, it becomes extremely interesting. Fantasy meets sci-fi when prophecies combine in a futuristic society set somewhere around 20,000 years in the future (the year 10,191). You follow the devastatingly smart 15-year-old son of Duke Leto Atreides, Paul Atreides, as he discovers his prophesied role in the native legends on his new home, Arrakis.

The book definitely picks up pace in part three- there's a timeskip of somewhere around two years, and in those two years an awful lot happens. I won't go into detail but I will say I was quite surprised by it. I love the way the book was written though.

The tone throughout is formal, which matches the book's storyline and complements its focus on the power struggle and hierarchical society (though admittedly, that may be because of when it was written, rather than a decision of the writer).

To conclude my review, I thought that this book was really good and interesting. I would totally recommend it to any sci-fi fans, or anybody who likes a good story. By the way, the movie is also definitely worth watching once you've read the book. And yes, the first fifteen minutes is a bit slow!

Quick Easter Recipe and Craft

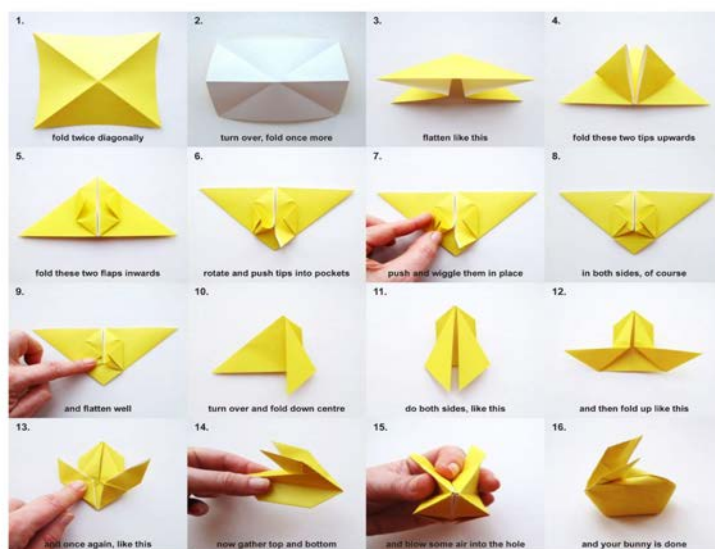
Chocolate Nests



Melt together 50g of dark chocolate and 50g of butter in a bowl over a saucepan of simmering water, being careful not to get any water in your ingredients. Take it off the heat and add 50g of castor sugar and 2 tablespoons of the golden syrup. Stir it all together. Pour in rice crispies or cornflakes or crushed shredded wheat. Divide the mixture between paper cases, using a spoon to make indents in each. Then add 3 mini eggs to each nest. Enjoy!

cute little inflatable origami easter bunnies

Shown with 15 x 15 cm. origami squares here, but see PDF below for 12 x 12 cm. square designs, easy to cut out for smaller bunnies, such as shown on the blog. Make sure you work with the printed pattern side facing outwards. The inflated bunny needs a few well placed dents and a bit of bending to the ears, try for yourself, and see if you can get that proper bunny expression. Happy easter!



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World Book Day Story

Student Writers

Every year Dane Court celebrates World Book Day with a story created by amazing KS4 & 5 students, of which one chapter is read out per lesson. This year's world book day fell on 2nd March, which was a strike day but this didn't stop us! We just moved it by 24 hours and the story was read on the 3rd March instead. The story is below for you to enjoy.....

Chapter 1 (Period 1)

Later on, Arthur would think it was strange how such an odd day could start in such a same-old, regular way.

The bus - a rickety old thing that struggles in traffic, on hills and around corners - had arrived at the stop at its usual time. It was filled with the usual amount of people, and piloted by the usual bus driver. There was the usual amount of congestion on the roads and the bus arrived the usual five minutes late. Usual is one of those funny words that start to make no sense if you say it enough times.

The gates at Dane Court are already open by the time Arthur arrives, and he goes about his usual routine. He makes a beeline for the Year 11 lockers, dumps his grey coat, and locks it shut behind him. The plaza is quiet, the plastic outlines of the city on the wall obstinately unchanging. Sometimes he thinks the school will never change; in a way, it's much more static than anyone inside it. Even more so than Mr Towe. Arthur thinks Mr Towe will never retire. He says he will, but he's said that every year that Arthur's been here, and he never actually does. He is a rare figure of permanence in a transient world.

Arthur crosses the plaza to the bathroom. He's surprised it's not 'Closed due to vandalism'. Arthur has to admit that he's never seen any vandalism himself, but the signs always say that someone's done it, and who is he to question a sign with a mechanically-themed minion on it?

The mirror is murky and smeared with dried soap, and one of the lights isn't turning on, casting a slight shadow over his face. He runs a hand through his dark hair, all tufted up from the beanie he wore on the way to the bus stop. Some year seven students walk into the bathroom. They're about half his height; he swears they get shorter every year. The school is slowly starting to fill up. The mediaeval banquet is today - they've hung the old tapestries and the whole ground floor seems to have a light dusting of straw strewn across it. Dust motes dance in the air tempestuously. His violin should already be in the hall, under his seat.

'Bool'

He sighs, half-joking and half real exasperation. 'Good morning, Georgie. Nice to see you too.'

'Hey!' They shrug their bag back onto their shoulder. Georgie only reaches up to Arthur's chin. On a good day. When they're wearing platforms. They fall into step as they climb the main staircase in the Heart. Georgie stops abruptly at the landing, leaning a little too far for comfort over the railing. 'They're really going all-out this year, huh.'

'It's the best one we've had in a while. Since our one, I reckon. Look, they've even put the stocks back up.'

The plaza bustles with activity. The pips haven't gone yet, but they're about to, so most of Year 11 is crammed into a space that isn't really meant to contain them. It's loud, and the air seems to buzz with a strange cocktail of anxiety and excitement. What a strange time to be alive. Arthur isn't sure where the thought comes from, but shakes it off.

Soon, the pips go in the regular way, and while Year eleven streams through the double doors and out onto the landing. Arthur says goodbye to Georgie and slips down what once were the sixth-form steps, only narrowly missing the Cerberus-like Miss Jessiman and her Reign Of Terror over the recently-reformed Fire Exit. He slips onto the staging blocks and finds his seat in the busy fray. The Year 7s have already started finding their seats. Their costumes are all rough hessian and burlap sack; the whole hall is done up in various shades of yellowed beige.



World Book Day Story continued

Student Writers

The one outlier, of course, is Mr Baker. His robes are ermine-trimmed purple and verdant green, and the plastic crown he's been wearing since Miss Channing was a rambunctious student here shines brighter than ever in the mellow light. Arthur makes eye contact with him across the hall, and Mr Baker smirks. The whole room seems to go icily silent for a minute. Arthur lays his violin back down on the seat, and slips off the low staging, amongst vague protestations from Miss Fox, the conductor. They'll make do without him, his violin is already in tune.

'Arthur.' Mr Baker says, as he is running up the steps into the backstage area. One of the privileges of being in the orchestra is that you can get away with being backstage; the maze of wires, chairs and broken staging is normally Georgie's haunt.

'Mr Baker.'

'Nonsense my boy! Today I am King Andrew - you know that!'

Up close, the robe is definitely faux fur, and the label reads Marriott Hotels. The flimsy crown is bejewelled with some plastic gems that wouldn't look out of place at a tacky wedding, or a pound shop.

'How is the revision going, Arthur?' He's gone straight back into the familiar Mr Baker. 'On track with the timetable you set up?'

'Of course, sir.' This is, in fact, a bold-faced lie.

'Glad to hear it. So, if you're so confident, tell me - when did the Korean War start?'

'25th June 1950.'

'And when did the Vietnam war end?'

'April of 1975.'

'When did Kaiser Wilhelm the second come into power?'

'1888.'

'When did Elizabeth I come into power?'

'1558.'

'And between which two numbers did the population rise over the course of Elizabeth's reign?'

'Between three and four million.'

'And when-' his voice rose dramatically, booming across the hall. Suddenly everyone was looking at them.

'-did Nixon announce the withdrawal of troops from Vietnam?'

'1969.' 'Well done, Arthur. Clearly you have been, you know, getting on and revising and such.'

Mr Baker takes the crown from his head and rubs a smudge with finger and thumb. The metallic paint flakes off, revealing dull plastic. 'Here, Arthur, can you fix this?'

'Uh, sure, I'll give it a go.' Mr Baker seems almost...sinister? But Arthur takes the crown anyway, without really thinking about it, and tries to reattach the cracked paint. By the time he looks up, successful, Mr Baker is talking to one of the Tech Team, a few feet away.

For a joke - just a joke, that's all it was ever supposed to be - Arthur puts the crown on.

It may well have been one of the worst ideas of his life.



World Book Day Story continued

Student Writers

It feels like being struck by lightning, and simultaneously being dropped from the side of a seven-story building. All of the breath is thrown from his lungs with a violent, angry force, so hard he thinks, for a moment, that he might never be able to breathe in again. He can feel bruises from the crown of his head to the back of his ankle, every muscle in his body aches like he's just swam the Channel.

He struggles, half-dazed, to his feet, and stares around in gaping-mouthed awe. The whole school is transformed. Where previously he had been in a corner of backstage, he now stood in what he guessed was supposed to be the Heart. It was close to unrecognisable.

Chapter 2 (Period 2)

The school's clinical, cold walls were now dusky varnished wood, bedecked with tapestries of all descriptions, threaded with gold fibres and hung from birch rods bolted with heavy iron fixings to the walls. There were six of them, arranged around the Heart in a horseshoe shape; a leaping dolphin in cerulean and indigo, writhing in frothy waves; the majestic resplendent Delphi Dragon, lying atop its pile of bright silver coins in its caliginous lair; a baying silvered wolf surrounded by luscious flora; the King, the Neuchatel lion, bright bronze mane surrounding the vicious face; the vermillion Phoenix that almost seemed to melt into its own flames; and last, the sunkissed tiger, crouched and tensed, ready to pounce in a violent flurry.

On the wall hung a copy of the Magna Carta, but unlike the one he'd seen at the British Library with his grandparents, this one looked fresh and new, without the yellowing stains of age.

Surely he hadn't... what year was this, anyway?

Only lit by candlelight, the school was dark and hard to navigate. Disoriented, Arthur stumbled towards the only source of bright light, golden rays which spilled out from the N plaza, overflowing the gap between the doors and the frame and gushing out like a treasure chest. Transfixed, he climbed the stairs and found himself in front of the great pair of doors.

Imposingly, opulently, authoritatively; the grand oak door was all that protected him from the tumultuous shouts behind. Trembling hands traced delicate inscriptions in the ancient wood, patterns that arched and twisted, each weaving a different tale, but all etched there for centuries. The vivid memories contained could be recited for hours, days, maybe even weeks on end. Metallic, bronze hinges, rusty and worn, ground with displeasure after each hesitant touch.

Endeavouring to push the colossal door open, he braced himself for the scene that had been corrupted by his imagination. Expecting the worst, his eyes examined the plaza he thought he knew, but discovered it to be vastly different from the one imprinted in his memory. Instead, splintered mahogany benches organised in chartered rows on an ascending scale dominated the now chamber.

As he strode over the threshold, the aristocratic atmosphere engulfed him, inflicting a sense of unfamiliarity and inferiority that lingered on his tongue as a pungent bitterness. He ascertained the origin of the cacophonous noise with great intrigue: before him stood an army of English teachers hurling a lethal and intimidating array of language at each other.

Engraved in the wall bordering the parting of the two sides, he uncovered the source of the dispute: 'This House Believes that human nature is inherently animalistic and violent.'

A vociferous voice boomed across the chamber in vehement opposition, gallantly defending humanity's morality, generosity, and community. His eyes raced around the chamber, locating Ms Haslam almost dancing with excitement as she launched this impassioned and mostly-intelligible defence. The faces of her opponents became aghast with disbelief and offence. Unintelligible clamours emerged from the opposing benches as they attempted to defy the argument before them.



World Book Day Story continued

Student Writers

Witnessing their cyclical debate, Arthur struggled to refrain from voicing his beliefs, but their emphatic nature triumphed. With great and passionate eloquence, he interjected, "How can such a preposterous argument be made with such seriousness, Ms Haslam? Ms Jessiman's compelling point makes this debate pointless, as the conclusion is evident. Fundamentally there is no such concept as true altruism as we are innately competitive, especially in our communal nature as you have highlighted. Human beings can never be naturally good."

Pervasive silence encompassed the chamber, but then a single set of hands began to clap. Anxiously, Arthur looked up to see Mrs Channing smiling at him, seemingly silenced for the first time in her life. Infectiously, the applause spread to every corner of the chamber. Mrs Channing purposefully approached him and paused before bestowing a bookmark into his care. Confused, Arthur conducted a closer inspection, only to find that it was not any generic bookmark. In the middle was a string of symbols, letters that failed to resemble any comprehensible order. He turned to question the teacher on the bookmark but found the chamber empty, devoid of any form of life but himself. He stared dully at it, wondering if the bookmark held an encrypted message Perhaps this bookmark held the answers: perhaps it would explain why he had suddenly been transported to this familiar but unfamiliar place. A sudden thought struck him: if he couldn't find the answers, he might be stuck in mediaeval England forever.

Chapter 3 (Period 3)

Motivated by this thought, he triumphantly trekked up the flight of stairs before arriving at another plaza decorated with shades and tints of vermillion and crimson. He instantly recognised his surroundings as the place where numbers lurked, ready to pounce on those unwary visitors who had forgotten their calculators.

Vivid memories haunted his mind as he began to venture into the depths of Sorrento. Endless once white sheets of parchment, now stained with obsidian ink, were haphazardly strewn across the floor. Crowded in one corner was a cluster of individuals, facial expressions all mirroring each other as they hunched over an obscured object. The spirit of enquiry possessed his actions as he advanced towards the hive of frantic activity. Finally, the provenance of their puzzlement became abundantly apparent. A lone piece of parchment transfixed them, its every blank space covered by operators and numerical values. As he observed the problem, he felt a strange sense of befuddlement arise as, although it was indescribable in length, the symbols on the parchment seemed to harbour such simplicity.

Arthur attempted to use contemporary language to make him better understood: "Greetings studious fellows, if I may please enquire as to the source of your bewilderment, I feel I may be able to offer some assistance in your quest for answers."

The leader straightened, removing his hood to reveal a face twisted with anger.

"Dost thou intend to insult my capabilities, foolish child?" Mr. Buttery violently exclaimed, frustration leaking into his voice.

"Absolutely not, sir, I cannot help but sympathise with the plight that maths has brought you to, as I have often found myself in your very position," replied Arthur, defending himself.

His words were clearly successful. Mr. Buttery, recognising a fellow scholar, implored Arthur to help them. Arthur agreed, but only if Mr Buttery agreed to help him in return. He presented the strange and enigmatic bookmark to Mr. Buttery, who studied it intensely before a grin lit up his face: he had clearly deciphered the bookmark's secret code.

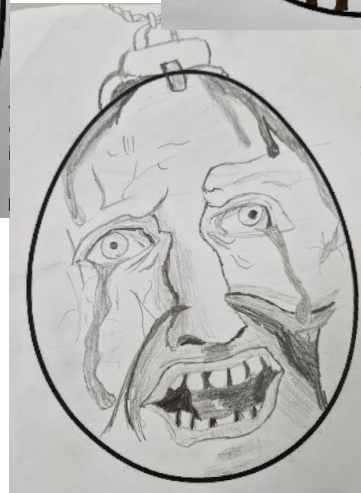
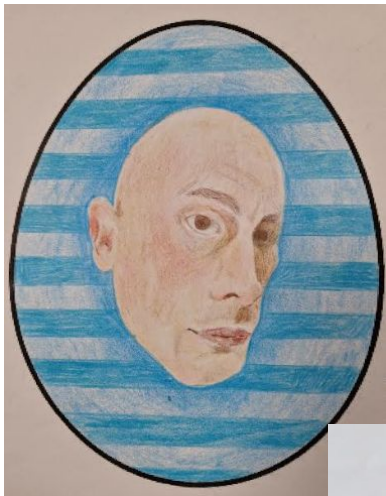
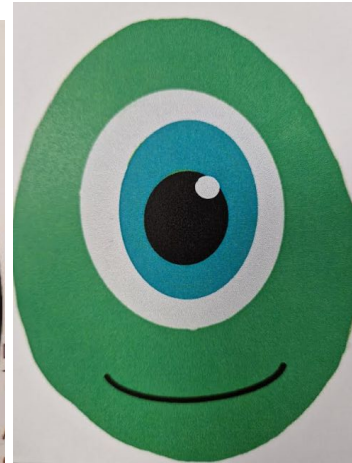
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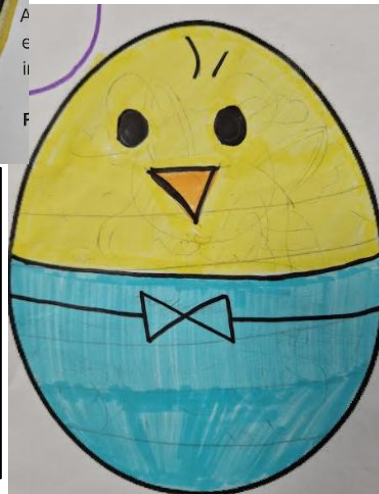
Chatter 25- Competition entries



The competition for this edition was to design an Easter egg, here are the entries we received.



There was one winner from each year group. All entries received a merit & winners received £5 Cash.





Languages- Onatti Theatre Reviews

Spanish Theatre reviews



Mi personalidad (My personality)

On Monday 16th January, during period 4, students from year 8, 9 and 12 were able to enjoy a play performed in Spanish in the theatre. The entertaining and funny play was easy for our students to understand, with the actors using body language and gestures to help our understanding of the characters and the story.

In this play we saw the development of the character Fernando's personality as he endures his first few days of university. He uses the guide of a mysterious character to try many personalities however it ends in laughter for those watching. In this play there were two actors playing multiple characters throughout the play, each portraying different characteristics and traits.

One 9S student said "It was absolutely fantastic and it was very funny and enjoyable."

9H student George Eales commented that "it was a very interesting piece of theatre."

"We were happily surprised to see how engaging the show was. There was a good balance of educational and entertaining aspects." - Year 12 ab initio students.

"It was so entertaining and really easy to understand and follow." - Year 9 student.

"It was very funny, the comedy was perfect and the props were really good". - Year 9 student.



By Lily & George Year 9

A few weeks ago, a stage company called Onatti came to Danecourt and performed a Spanish play for the year 8s and 9s, called 'mi personalidad'. The play is

about a boy who meets a girl he likes, and wants to impress her, so with the advice of another girl who appears through the window every day, he tries out a few different types of personalities, but hilariously none work, until finally the girl asks him on a date. It was all performed in Spanish, and classes 8B, 8N and a couple year 9 classes were watching. (I don't know which).

I asked a few people in the audience what they thought of the play, and most people thought it was decent. A few people say it was very understandable, because of their actions.

"It was very Spanish, which is a good thing." Bella from 8N says.

Molly in 8B rates it "82/10. I would rather be doing that than maths."

A few students were asking for an encore.

"Me gusto mucho!" Says Iris, also from 8B, which translates to "I liked it lots!"

Overall, it was a brilliant experience, very understandable, and a lot of effort from the two performers. Many people would want to watch another like it!



World Book Day Story continued

Student Writers

Arthur understood his responsibility now: he had to hold up his end of the bargain. He reached into his blazer and drew out his calculator, preparing to amaze the audience that had amassed before him, as he was aware that this modern technology was a concept far beyond their grasp. He carefully scanned the parchment and typed the figures into his calculator: the attention and pressure fixated on him felt almost suffocating. Each movement of his fingers was painstakingly considered, but also met with growing amazement amongst the amassed crowd. At last, he had completed the gruelling task and with a final tap of relief onto the equals button, the answer was produced.

The multitude of spectators gasped in awe at the number that had materialised, and a silence descended as the struggle that had tormented them for so long was vanquished. Mrs. Gadd approached Arthur benevolently beaming, profusely expressing their collective gratitude and appreciation towards him. In recognition of his reciprocal obligation, Mr Buttery finally revealed the solution of the bookmark's code to Arthur: it transpired to be an encrypted message, encoded by a Caesar cipher familiar only to Mr. Buttery.

Finally, the message was deciphered, and an ominous message revealed: to continue a choice must be made, choose a language or this opportunity will fade.

Chapter 4 (Mentoring)

Darkness had entirely obscured Arthur's vision, distorting his view of reality. The message was etched deeply in his mind: "a choice must be made, choose a language or this opportunity will fade". He knew what he had to do: he chose to disregard the sinister undertone and potential danger at hand and instead proceeded down the stone steps.

He found himself in a long corridor, its walls adorned with mahogany panelling and the faint remnants of golden detailing, now partially concealed by a draped crimson veil. Each distinct fold of the fabric was brought to life by a central beacon of light, casting a faint shimmer on each imperfection and sign of age. As Arthur walked down the corridor, he noticed its significance. Here he had spent many years hiding from the booming exclamations of Mr Sunderland and the results of forgotten vocab tests, and now, he noticed something unfamiliar. Spanning entire walls, vast inscriptions and symbols were etched into the rich wood, bearing a striking similarity to those on the bookmark. Upon closer inspection, Arthur realised that someone must have been recording something, otherwise endless numbers of tallied points would not be necessary. It hit him. Bons points. He thought, have teachers really been using the same system for this long? I guess some things never change.

Arthur, momentarily unconscious, was unaware of the disruption to his once silent and uninterrupted environment. He had reached an empty doorway, but the classroom, dull and dingy, was not empty. A cacophony of noise exploded and voices started to rise, the speech unintelligible like the average listening exam, yet one voice rang out clear and familiar.

Arthur knew. It was Georgie.

Chapter 5 (Period 4)

Georgie came bouncing towards Arthur with unreciprocated joy and almost immediately led him to a seat in the back of the room.

"Georgie! You're here too? How are we ever going to get home?"

Georgie failed to reply. They were, instead, asphyxiated by the entrance of an individual with a grand posture of authority. Mrs Birkett. She entered with undeniable superiority, disregarding the futile proclamations of other students and fixed her gaze upon Arthur's hazel eyes. In any scenario, this would never be a good sign. His heart dropped, but his stare was unfazed. Fake it until you make it - something he had always lived by.



World Book Day Story continued

Student Writers

"Arthur" she addressed him directly, something he had to replicate.

"Bonjour-" Arthur's polite response was disrupted by the aggressive placement of a chalkboard on his desk, a common occurrence, which usually indicated a game of Mind Readers. Mind Readers was a simple game: you simply guessed what number sentence your opponent had written down. But it was a task Arthur could never seem to win. After a barrage of questioning other students and their subsequent failure, Mrs Birkett extended the opportunity to Arthur. Reluctantly he formed a clear white figure despite the incessant squeaking of the chalk. He held it up. 8. A bewildered expression contorted his teacher's face which revealed genuine surprise.

"I hope to see you in my class next year!"

Transported by the rapturous applause from his triumphant success, Arthur immediately found himself separated from Georgie, once more encased by elaborate mediaeval decorations, and, yet again, plunged into a void of darkness. This was becoming more and more sinister - the fabric of this reality seemed unstable. Arthur knew he had to find the final pieces of the puzzle soon, or he might never escape the mediaeval world.

Surrounded by viridescence and verdant shades, Arthur couldn't help but hear an aggressive voice from the corridor he'd just walked through.

'You ill-nurtured, soulless scoundrel!'

Arthur knew that voice, the voice of Mr Bundock. He also knew, in fact, that such a phrase could only be aimed at one other person. As he thought, he saw Mr Wade, the rival of Mr Bundock, with a look on his face that could mean many things. Plotting, frustration, it was a glare of many implied meanings.

He wanted to intervene, but he feared coming between these belligerent and powerful combatants, and tried to remain hidden - unsuccessfully, as it turned out.

Mr Bundock approached him in a volatile manner: 'You!' he thundered. "Come with us."

The two scientific rivals seemed to have put their differences aside for the time being. Once his heart had returned to his chest instead of sitting in his throat, Arthur started to think of ways he could weave words to save him from his predicament. Arthur had a way with words, yet at this time, his voice only failed him. Trying to stutter an excuse as to why his face was suddenly all in a glow, both the science teachers hooked his arms around theirs and dragged him out to an empty field.

In the distance, nearing the horizon stood a wall, which seemed to resemble a wooden palisade. Arthur only could make an estimated guess as to why this field and palisade were there.

'Trebuchets,' Arthur observed. Ignored, he stood and pondered why they had brought him here.

The teachers released him. "Since you're so clever, I'm assuming you know how to build one. Only by constructing a weapon which can outstrip ours will you earn the final clue."

Arthur could only gasp for air. He knew the fundamental scientific principles behind it, but could he actually build one? Building a trebuchet was slow and arduous even without a crew. As if in answer to his prayers, he saw Georgie running towards him through the gathering gloom.



World Book Day Story continued

Student Writers

Putting the base together was simple, raising the sling arm and counterweight was difficult, but they managed it in the end. Arthur hoped what he read about these machines of war were correct. If they had built their trebuchet correctly, Arthur and Georgie should hopefully pass the test with flying colours. Of course, they were up against two scientists, but with the power of more advanced technology and knowledge on their side, surely they would triumph?.

Finally, the test began. Had they succeeded? All the answers were the pull of a rope away. Arthur stood up to his trebuchet, Mr Bundock to his. Both pulled their ropes, the release mechanism triggered, the counterweight fell and the sling arm fired up. Both slings loaded with a 300 kg payload released, and even at this distance, Arthur could see that only one had hit the palisade.

In disbelief, Mr Bundock congratulated the winners.

“You are skilled in the scientific arts. Look to other Arts to find the final answers that you seek.”

Finally, a clue that was decipherable. As they left, Arthur and Georgie felt unstoppable.

Chapter 6 (Period 5)

As they entered the Art chamber, seeing colour after such a beige existence was almost overpowering, Arthur found himself awestruck by the intricate golds, blues, reds and pinks of the chamber. Creativity swirled within the coloured plaster of the ceiling, a siren’s song of calling forcing him to deepen his presence within the room. Distracted eyes fell upon the industrious creation of such beauty, lines of students crammed side-by-side, bleeding hands endlessly carving away at weakened lumps of wood, detailing letters of old which faintly resembled the illustrious and unknown letters of Channing’s bookmark. He twitched, attempting to ignore the solemn and dirtied facies of the miniature creators, watching as an imposing figure edged down the seated students with affluent prowess.

Before him stood the creative mind of Mr.Brooks, dressed in a feathered black cap, his body draped in elegant golds and reds, fabric so precious it seemed to glow in its own beauty. He exuded a terrifying atmosphere of warning to those not working diligently. In the corner sat Miss Whicker, needle between her teeth as she silently prodded a tapestry depicting the beheading of an unfinished figure. It was enough to make his hairs stand on end. Fear-stricken, Arthur knew he needed to find the clue and leave before he was ensnared into the endless labour of creativity and a lifetime of serfdom to Lord Brooks of the Manor.

And then he saw it: etched into the corner of the tapestry. In English this time, but in the same runic style as Mrs Channing’s bookmark.

“The answer to your ancient fix lies in choosing a noble six.”

He raced out of the elegant artistic lair, back into the dimly lit halls. The final clue. The way to get back to the present. But what did it mean?

Out of the shadows strode a trim and elegant figure, his hairstyle unmistakably avant-garde, even in the middle ages. Mr. Pleasant stood calmly, observing Arthur critically. He seemed thoughtful.

“So, Arthur Have you decided yet? Choose correctly, and you will be allowed to return to the present. Choose wrongly, and...” Mr Pleasant paused, and his eyes glanced at the murderous weaponry arrayed along the walls of the stone corridor.

Arthur gulped, and stood in bewilderment for a moment, grappling with uncertainty. Decided what?



World Book Day Story continued

Student Writers

Then it struck him. This was where it had been leading. This was the puzzle he needed to solve: his sixth form options.

Arthur nodded, fear convulsing him, and responded robotically:

“Yes, sir. Higher English, Higher Physics, Standard Maths, Standard French, Standard Art, Standard History.”

Too late, he realised his fatal error. THREE highs, three standards, THAT’S what made up the Diploma.

Arthur watched the pained disappointment spread across Mr Pleasant’s eyes, and followed his finger towards an unapproachable hooded figure, whose hand now reached for its axe. As the hooded figure approached him, Arthur found himself slipping into unconsciousness.

When he awoke, Arthur’s wrists hung limply through the rough twine that constricted him, the sharp twang of needles splintering through the echoed pores of his tired flesh. Shame rang through his body, electrifying every instance of life he dared breathe in. He was no longer indoors: instead, he found himself slumped on a raised wooden platform beneath a tattered fabric roof. Around him, the space of the freezing town square was overwhelming.

Stubborn birch protruded from the pulsating heart of the municipal district, placing his aching body atop a pedestal as his curved spine buckled beneath the weight of the dense entrapment he was bolted into. His legs cowered without his permission, flinching at the gaze of insatiable eyes as they consumed the strength left within him. Falling boldly onto his knees, he draped his head and hands pathetically through the pillory. Bound enough already, his head was guided by a secure hand down onto the parabola of the dish. His chin was roughly lifted against the cold granite, forcing his neck to straighten out despite the futile protest of his poetically-raised arms - the embodiment of humiliation.

There was no time to be alive.

Arthur had been dragged backwards through a tsunami of unrelenting torment that day, trembling through the houses of linguistics, the arithmetic, the sciences and the arts. He understood the purpose now: through all the immeasurable hours of revision and occasionally tumultuous lessons back in the present day, he had achieved the height of comprehension. He had mastered the true theory of knowledge - but it was all too late.

As the click of harsh soles moved across the wooden pedestal, he began to miss the mellow embrace of 21st Century Dane Court. He missed the annoyance of bustling through over-crowded corridors. He missed the structured and never-ending days - days he would never see again.

Arthur’s gaze finally met that of his executioner.

He was dressed in black, flowing robes, and clutching the axe of his victim’s expiration. Polished iron, honed to a point so infinitesimally sharp, it could cut through the core of the earth. The figure approached Arthur, looming over him with a knowing, unearthly competence. There was a shine of recognition in those sinister eyes, one so strong Arthur felt his stomach sink. Off came the hood, in a dramatic unveiling of the end of days.

And there he stood: Mr.Forward, an unpropitious smile across his face.

“Farewell, Arthur.”

For a man stuffed so incomprehensibly full of an oversized and heavysset lexicon, it was ironic how little he spoke in those final movements. Strangely, this was the detail Arthur focused on as the axe fell. The crown of the king fell from his skull, tumbling breathlessly to the floor with a merciful crash.



World Book Day Story continued

Student Writers

For a man stuffed so incomprehensibly full of an oversized and heavyset lexicon, it was ironic how little he spoke in those final movements. Strangely, this was the detail Arthur focused on as the axe fell. The crown of the king fell from his skull, tumbling breathlessly to the floor with a merciful crash.

Arthur blinked. The pillory had gone: the town square had vanished, and the familiar sight of the theatre greeted him. The sea of Y7s were still clad in their Hessian sacks, but their glinting watches left no doubt about it: he was back in the present day.

Tenderly, he felt his neck, and found it unchanged, unharmed, and most importantly, still attaching his head to his shoulders.

Arthur's eyes fell to the crown now shattered on the floor, and he vacantly stared at the disgruntled plastic gems as they scattered like petrified mice.

Mr Baker watched him with amusement, a grin of contempt stealing across his face.

"Well Arthur, I hope that this experience has been a valuable one. Would you care to share what today has taught you?"

"Yes, Sir. No doubt about it. I suppose I will take Higher Level History next year."

Well done to our brilliant student writers from year 10,11 and 12

COMIC STRIP

**By Corporation Cliche and
Assassin:N, Year 7**





Comic Strip Continued





Comic continued



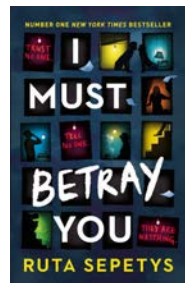
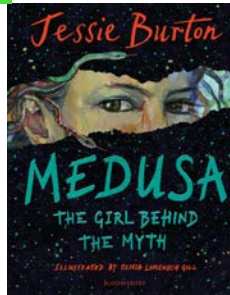


Library Update



Mrs Finlay

Carnegie Book Club



We have just started our Carnegie Shadowing Book Club, where we help judge for the Yoto Carnegie book award - the Yoto Carnegies are the longest running children's book awards that highlight outstanding reading for young adults.

We meet every Tuesday lunchtime to chat about the books in the shortlist and post reviews online. Our online reviews will be read by the judges so we are helping to choose the winner!

We are very lucky to have a zoom meeting planned with the judge from the Southeast, so we can ask lots of questions about what they look for in a winning title.

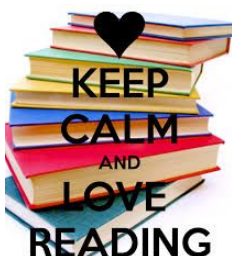
If you would like to take part please do come along. The shortlist of books was announced on March 17th and can be seen above.

DONATIONS

The Pilgrims Hospice shop in Margate were very happy to receive 25 boxes of books donated from Dane Court English department - these were books that we no longer study for GCSE or IB English. We also gave several boxes of books to Cliftonville Primary that were suitable for younger children. It was great to recycle the books in a positive way.



Thank you to everyone who came along and supported the Scholastic Book Fair that was held in the library during the last week of this term. Were you lucky enough to win one of the £5 vouchers to spend at the fair? I hope you enjoy reading your lovely new books over the Easter holidays - happy reading everyone!



Our digital library is open all year round - there are hundreds of books to choose from, just head to

<https://danecourt.eplatform.co/>



Library Update



Mrs Finlay

The Big Book Swap!



On Friday 3rd March we held a Big Book Swap in the library to help celebrate World Book Day. Thank you to all the staff and students who brought in book donations and to all of you who supported the event. Every table surface in the library was covered by books, and we managed to create a table just for gothic books, started off by Ms Jessiman's donations! It was wonderful to see the excitement and enthusiasm for all the lovely books on display.

And it was great to hear everyone chatting about the books and recommending favourites to their friends. Throughout the day there were so many happy students (and staff) carrying away piles of books.

If you didn't get a chance to visit the book swap, or forgot to bring in any books, don't worry we will be holding another Big Book Swap in the summer!



War Through Children's Eyes Creative Competition

Create a piece of artwork inspired by themes of war and peace and/or create a short story depicting war through the eyes of a child.

The story should be between 500-1000 words.

This is for all students up to the age of 17.

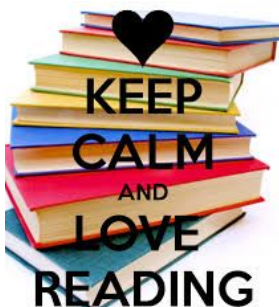
The closing date is 15th May.

For more information:

<https://www.warthroughchildrenseyes.org.uk/>

This is a chance to win £100 in Amazon vouchers and £200 worth of art supplies!

Please ask myself or your parent/guardian to submit your work.





Macmillan Coffee Morning



By Tasneem Year 12

On the 2nd of February, a collective of students of various skill sets came together to produce a spectacular coffee morning and bake sale for the whole of Dane Court. Everyone had a particular role and they all conducted it to complete perfection, making the morning one to remember.

A number of students, teachers and parents contributed to the morning bringing a variety of sweet and savoury dishes for everyone to enjoy, from sausage rolls to every kind of brownie you can think of, from gluten free to vegetarian, there really was something for everyone.

A group of decorators banded together to create an eye-catching scene in the heart, with bunting all over promoting Macmillan and a mass of colour to catch people's attention. Each table was thoroughly thought out, with unique arrangements on each one.

And finally to top it all off, the school dressed in green and white, which really brought the community together, all supporting one charity at the end of the day.

At the end of it all we managed to raise a grand total of £1,200, from both the bake sale and non-school uniform money. We owe you all that donated so generously an enormous thank you, for achieving this massive feat. The day went smoothly and wonderfully and we hope to produce more events that bring the school together throughout the course of the year!!





Sports news



UNDER 16 Girls Kent Cup winners



On Friday 3rd March our U16 girls took on St Gregory's school from Tunbridge Wells in the Final of the Kent Cup. This resulted in Dane Court winning the Kent Cup Final 8-3, the first time since 1999. We are so proud of the hard work, camaraderie and persistence the girls have put in over the last 3 terms to achieve something so big.

The girls worked really hard to keep possession of the ball and score at every opportunity, even winning a free kick to score the last goal of the game. We wish the girls every success in their football pathways and hope the year 10's carry on this great work in the new academic year.

A special thank you to all the parents of our players, for all your support with bringing the girls to and from matches and picking them up from training to help make this all possible and for all the Dane Court staff members that allowed students to leave lessons early to play fixtures.

Miss Metcalfe's Marathon Mission

This April, DCGS PE teacher Miss Metcalfe will be taking on the challenge of running the London Marathon this year, to raise money for the Charity Ambitious about Autism.

The charity works closely with Autistic people and their families to create opportunities, champion their rights, run specialist education services and provide training to raise awareness and understanding about Autism.

Miss Metcalfe gave us her reasons for running for this great cause. "My eldest nephew is Autistic and I have seen the challenges he has faced and the things that he is capable of achieving as well as the amazing, kind and knowledgeable boy he is turning into. I believe all Autistic people should be given all of the opportunities in life that neurotypical people are able to have, without feeling like they don't belong."

If you would like to sponsor Miss Metcalfe, please follow the link below.

<https://2023tcslondonmarathon.enthuse.com/pf/dannielle-metcalfe>





Pele: The King of Football



By Oliver - Year 10

Pele, one of the greatest footballers ever, was born on 23rd of October 1940 but sadly has died on the 29th of December 2022 at the age of 82. Although he is known as Pele, that is not actually his real name, which is actually Edson Arantes de Nascimento. Pele is regarded also one of the greatest footballers of all time, he is currently Brazil's top goalscorer and until recently was the all time top goalscorer, he scored a total of 1279 goals in his career.

He won 3 world cups in his career being the only player to do so, he is also the youngest ever world cup winner and goalscorer. He has been named athlete of the century for the 20th century. After his 3rd world cup win he was given the nickname of 'o rei de futbol' meaning the king of football.

In his career Pele played for only two clubs, the first one being Santos where he spent most of his career winning many trophies with them, his second club was the american side Santos.

Pele was one of the most famous football players ever, especially as he was from outside of Europe when at the time football was virtually unheard of from anywhere other than Europe.



Pele helped spread the game of football to other countries outside of Europe especially in the continent of south america where Pele spent most of his career, ever since Pele some of the greatest players ever have come from south america like Lionel Messi, Ronaldo and many more.

Although it has been so long since Pele last played football it is still clear that to this day Pele is still one of the best football players ever and his influence on the game is still around to this day.



Chatter Fundraiser

**Well done
total amount
raised this year
so far is a huge
£ 379.42**

Wear Headwear Day

**Well done
total amount
raised
£71.72**

Chatter decided it would be a great idea and a bit of fun to organise a day where anyone can wear what they wanted on their head with the exception of headphones or earphones. It was suggested a donation of 50p to charity to let people do it, and by the end of the day an amazing **£71.72** had been raised, all the money was going to the 4 charities that had been chosen to support this year.

Many students participated, it was more popular with the KS3 students, although the students in later years (year 10 11 etc) did participate. Some people constructed their own hats, however I decided to wear a baseball cap.



Easter Raffle

**Well done
the total
amount
raised was
£108.50**

Term 4's Chatter fundraiser was an Easter Raffle.

The Chatter team worked hard to get donations from local businesses & asked departments to club together to donate an egg or similar to the raffle.

There were some amazing prizes up for grabs including a £10 Morelli's voucher, entry for two to Revolution skate park or climbing wall, entry for two for Lillyputt Golf Broadstairs, 1kg Pick & Mix from Mr Lemonhead Broadstairs and a fabulous hamper donated from Asda, along with more Easter eggs & chocolates.

The raffle was drawn on Tuesday 28th March at lunchtime & all winners received their prizes before the end of term. A huge thank you to all that donated prizes, bought & sold raffle tickets. An amazing £108.50 was raised to be added to the total amount raised for charity this school year by the team at Chatter.

Our Term 5 fundraiser is a 'Coronation' themed bake sale on 9th May 2023. More details on Page 44





PTA News



DCGS Boot fairs Return

Do you need to clear out some unused items? Dane Court's PTA are holding their boot fairs again this year, it is a 6am start for stallholders and 6.30am for the public. No need to book, just turn up. The dates are as follows:

Saturday 13th May
Saturday 10th June

Saturday 15th July
Saturday 9th September



For more details, please see danecourt.kent.sch.uk/boot

Please also don't forget that the PTA also sell on the first Tuesday of every month good quality 2nd hand Dane Court uniform at great prices. This is held in reception.



An interview with Miss Liddell

A new chemistry teacher

By Jecca & Dot Year 7

This is an interview with one of DCGS newest teachers Miss Liddell, she is a new addition to the science teachers this year.

Did you always want to be a teacher?

No I didn't think I could be a teacher because I couldn't talk to people when I was younger

Why did you become a teacher?

Because I realised that I enjoyed science and wanted to share my enjoyment of it and a friend suggested it

Why did you become a teacher at DCGS?

I was lucky enough to come here and teach during my training . so when i saw that DCGS had a job opening i had to apply

What did you do for your A-Levels?

Biology, business and geography

What's your favourite part of your job?

Doing practicals, I particularly like the one that I make aspirin with year 13 in.

What house are you in?

Helsinki

What is a strange fact about yourself?

I do my own nails and I am half scottish

Where did you go to university?

Kent university



Calling all future journalists!

Chatter needs you!!!

We are looking for more students from across the school Years 7 through to sixth form to get involved in Chatter.



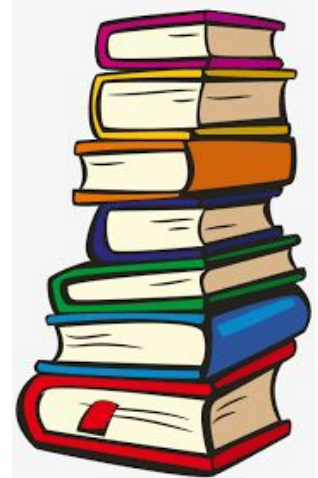
If you are considering a career in journalism or publishing then this is the perfect place to start, and sixth formers you can get CAS hours (Service & Learning) at the same time!

Please come along to the library at lunchtime on Mondays and Fridays if you would like to help.

We want to hear from all members of the school community who would like to be part of this great team.



**This is your
chance to shine!**





What to look forward to in the next Chatter edition...

CHATTER 26
Out 20th JULY 2022

Chattering ahead

The DCGS Medieval Banquet, has been running as an annual event for nearly 28 years. This years held on 27th March 2023 went smoothly as planned, it was great fun, enjoyed by all. Read the full report in the next edition of Chatter.

- **Iceland trip- Students Year 10 & 12**
- **Sports Day news**
- **Year 9 Ypres trip**
- **Grease production in picture**
- **Make it my Business - Careers final**



Cakes fit for a King!!! Coronation Bake Sale

On Tuesday 9th May 2023, team Chatter are going to be holding their final fundraiser for this school year- a Charity Bake Sale @ breaktime in the Heart.

This shall be regal themed to celebrate the King's Coronation held the weekend before. On the day there shall be plenty of cakes & biscuits available to purchase from the price of 30p upwards

DCGS Chatter are having
a Bake Sale
to celebrate the
King's Coronation

9th May 2023 @ Breaktime
In the Heart

Cakes priced from
30p - £1

Come along and
help raise money
for
TAG pet rescue,
Oasis Thanet,
Kent Green
Action & RICF

yummy!
TAG
Pet Rescue
KENT
GREEN
ACTION
Oasis
RICF