

THE ILLUSTRATOR

Issue 7

THOMAS GAINSBOROUGH SIXTH FORM STUDENT PAPER



Thursday 21st October, 2021

3

6th Form Update

5

Fast Fashion-The
True Cost

9

Cycling Land's End to
John O'Groats

13

The Impact of Music
on Productivity

14

What is the Best
Chocolate Bar?

15

Creative Corner-
Eleni Brinkley

16

Creative Corner-
Jemma Sargent

17

Creative Corner-
Olivia Pomphrett

18

Jack the Ripper: An
Unsolvable Mystery

20

The Ins and Outs of
University and Living
from Home

23

Learning to Drive:
Mishaps, Lost Gaps
and False Apps

26

The Duke of
Edinburgh's Award

28

Recipe Corner: Pasta
Arrabiata

29

Make a Charisma
Save: Using D&D As A
Social Instrument

32

Our Thanks

6TH FORM UPDATE



We have had an extremely positive packed start to the Autumn Term; welcoming back our Year 13 students and meeting our biggest ever Year 12 cohort! Year 13 have been focused, not only on their academic subjects, but also their UCAS applications, Morrisby profiling, EPQs Mentoring as well as some relevant Work Experience opportunities.

We currently have five Oxbridge applicants and two medics diligently completing their applications in readiness for the October deadline and we wish them well.

The forthcoming November Mock Examinations gives our students the opportunity to experience a 'real-life' examination scenario in preparing them for the actual examinations in 2022. However, with the added pressure of examinations, it is also important to note the wellbeing of all of our students, and staff and to remember that the Sixth Form Team are always available to listen and support. Our sixth form 'Oasis' wellbeing room is nearly complete, which is another space that our students can use when everyday life sometimes gets too much.

Year 12 have started sixth form life well and are getting used to a more independent way of learning. Their positivity and enthusiasm are noticeable, which was reflected in their set of reports.

We had a well received KS5 Parents Forum Evening recently, where students, parents and guardians were exposed to a wealth of information about academic subjects, wellbeing, EPQ, Apprenticeships, and the UCAS process from the 6th Form Team. Insights into how TGS can support, and what routes are available, as well as a plethora of parental discussion points, was invaluable.

Our Super-Curricular Wednesday afternoon sessions, initiated by our former Head Boy (George Dunn), has been a great success, with a variety of activities taking place.

Joe Potter, our D of E Ambassador, has led assemblies to raise awareness of what TGS offers and our Sixth Form students continue to access external virtual opportunities to enhance their 'next steps'.

Our forthcoming Sixth Form Open Evening on Wednesday 10th November, will be another opportunity for potential students and their parents/guardians to see just how great our Sixth Form really is.

Thanks to our brilliant students and staff for all their hard work so far.

Well done everyone!

Kenny Alexander
(Director of Sixth Form)

FAST FASHION- THE TRUE COST

Fast fashion refers to producing high volumes of clothing which replicates regular trends. These frequent changes in trend with new styles coming out each week and then becoming unpopular again means products are regularly discarded. Up until around the mid-1960s the fashion industry only had about 4 seasons a year. This meant that products were more versatile and could be re-worn multiple times. It was a few decades later when fast fashion really started to become popular. There is a demand for this as customers want runway style clothes but at affordable prices due to the desirability of these types of clothes as presented by the media.

To keep up with consumer demand, companies now have about 52 micro seasons a year or a new collection a week. Each brand producing this same volume of generally temporary clothing continues this cycle of disposal and waste. Generally, these companies' compromise on quality to reduce production costs which means that the products have a much more limited lifespan. About 84% of clothes produced in the US each year end up in landfill. Polyester takes approximately 200 years to decompose, nylon takes 30-40 years. While these materials decompose, they also release microplastics into the soil which can pollute it.



Fast fashion chains make 1 million garments daily which leaves a massive carbon footprint. It is the second biggest polluter in the world after the oil industry. It contributes to around 5% of the world's greenhouse gas emissions due to the production of synthetic polymers. Fast fashion is also a huge water consumer. It takes 2700 litres of water to make one cotton t shirt as cotton needs a lot of water to grow. One ton of dyed fabric can take up to 200 tons of water to produce. Additionally, untreated factory wastewater often ends up being disposed of into lakes or rivers as the companies prioritise economic gains over environmental and social issues. This kills sea organisms and can pollute the drinking water of local inhabitants.



In terms of working conditions, the industry employs around 300 million farmers and factory workers in areas where labour costs are as cheap as possible. These sweatshops manage to run illegally and have lots of underaged children working there who have to live in completely unacceptable conditions. This exploitation of vulnerable people who are just desperate to make some source of income to feed their families is immoral, demonstrating an apathetic response from larger companies.



An example of a company that is attempting to improve the issues associated with fast fashion is Fashion Revolution. The Fashion Revolution movement campaigns for a clean, safe, fair and transparent fashion industry. It was established after the Rana Plaza collapse in Bangladesh on April 24th, 2013. This occurred due to structural failures evidencing a lack of care for employee safety. More than 1,100 people died and another 2,500 were injured making it the fourth largest industrial disaster in history. Fashion Revolution wanted people to ask the question 'Who made my clothes?' in order to recognise the production process that clothes go through before reaching the consumer. This in turn should promote increased consumer demand for sustainable fashion. Campaigns like this one will help to create a more ethical fashion industry which cares for the safety of employees and the environment.



Companies like H&M, Topshop and Zara are some of the main contributors to fast fashion. It is understandable that some people may not be able to afford clothes that have been sustainably made in better conditions, however buying staple pieces or clothes from charity shops which have been repurposed is much better for the environment than buying from these companies.





How you can help-

- Purchase less clothing, don't just buy things because its trendy at the time. Invest in some staple pieces that won't go out of fashion and only buy it if you know you will continue to wear it again and again.
- Buy from environmentally conscious brands who follow sustainable business practices.
- Donate unwanted clothing, repurposing so they don't end up in landfill.
- Raise awareness of the negative effects of fast fashion.

By AMY ALLITT

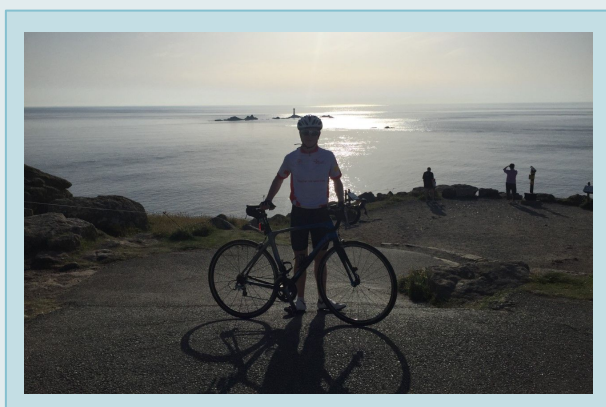
CYCLING LAND 'S END TO JOHN O 'GROATS

To cycle from one end of Great Britain to the other may seem an odd decision, but in fact a few thousand people attempt the journey each year. The shortest route is around 874 miles and typically takes around 10-14 days to complete. The record time stands at 43 hours 25 minutes and 13 seconds, set by Michael Broadwith and his road bike in June 2018. The fastest unicycle attempt was set by Roger Davies and Sam Wakeling in September 2009: 6 days, 8 hours and 43 minutes. The penny-farthing record was broken in 2017 by Richard Thoday with 4 days, 11 hours and 52 minutes, beating the previous record of 5 days and 1 hour, which stood since 1886.

We wouldn't be breaking any speed records, nor riding penny-farthings, but my brothers and I were very excited to begin the 'End-to-End' challenge (AKA holding up traffic for 1000 miles).



We made a 1050-mile, 14 day route which avoided the busiest roads and included some really amazing scenery. We would camp at the end of each stage, with most of our kit in the car to minimise weight.





- Land's End -

The first two days through Cornwall were both spectacular and the most challenging. The 30-degree heat and steep, long hills, unlike anything in Suffolk, were absolutely exhausting. In Scotland we could see a hill approaching long in advance, but on the narrow and enclosed roads in Cornwall it was much harder to get into a low enough gear in time. On these days we had to fill up our water many times a day and (mostly) avoided heatstroke, but it was pretty unbearable.

We were on quiet roads and cycle paths for the first few days, so crossing Bristol was quite an experience. We all wore cycling shoes which allow you to clip into the pedals, but really aren't

Designed for the start-stop of busy city traffic, so we had to get good at clipping in and out quickly in tight situations. Between Bristol and the Severn Bridge into Wales was the worst section of the journey. Cycling 10 miles on a dusty, bumpy main road with a continual stream of HGVs going past us as 60mph was not at all pleasant, but we eventually turned onto the impressive Severn Bridge; looking out across the vast Severn estuary and crossing national border number one.



- The Severn Bridge -

Now back into England we were for the first time heading in the right direction: North! By this point we were fairly well in rhythm and the miles evaporated quickly as we passed through the busier stretches around Bolton and Blackburn. On day 8 we decided to have a small crash and entered the beautiful Lake District, where we made ourselves very unpopular with car drivers by sailing past gridlocked traffic in Kendal and Keswick, but the enormous steep hills in the hot weather soon got their revenge.



- The halfway point on the edge of the Yorkshire Dales, moments before crashing -

We entered Scotland circuitously via Carlisle and Gretna, then up through



- Near Loch Ness -

Dumfries and Glasgow, where it seemed there was more pothole than road and I really worried that something would break from the impacts. Slightly bruised, we set off again for Balloch and made rapid progress beside Loch Lomond and fixed our only puncture at the Green Welly Stop. On the winding road through the dramatic scenery of Glencoe I reached my highest ever speed of 49 mph; which I do not recommend. We followed the Caledonian Canal path and climbed (and I really mean climbed) around Loch Ness to Inverness, then to our penultimate end point, Lairg (a thrilling name I know).

On the last day we stayed on one windy road throughout and saw more sheep than humans. I hadn't been to the extreme-North before.

It's vast, bleak and hard to know how far you have come. As I discovered, there is nothing more soul destroying than reading 'John O'Groats' on a sign ahead, then getting closer and reading '37 miles.' Finally reaching John O'Groats was slightly euphoric (and cold) and I forgot how exhausted I felt. A few cars beeped their horns and people paused to watch us go by (though they were probably admiring the procession of lycra). We had cycled 100 miles, for a total of 1050.

I recommend taking on LEJOG wholeheartedly. Each day we met really interesting people, experienced amazing places and grew closer together in our shared experience. It was a huge physical and mental challenge, and I hope to one day do it all again. We rode for the East Anglian Air Ambulance and were humbled on several occasions when we heard of the impact these services have on communities. We would like to say a huge thank you to everyone who supported us and so generously gave to our fundraising effort for the EA Air Ambulance. We are delighted to have raised £2189 for this fantastic charity.



- Pretending I had won the Tour de France or something -

THE IMPACT OF MUSIC ON PRODUCTIVITY

Do you listen to music at sixth form or when you are studying? Ever wonder how it impacts your productivity?

Music stimulates multiple areas of your brain, which is why you might find yourself suddenly feeling more cheerful after listening to an upbeat song, or feeling worse after listening to a sad song. Listening to music releases dopamine in the brain - dopamine being a major player when it comes to feeling satisfied or pleasure.

Listening to music also has a number of health benefits. It reduces stress, decreases pain, and improves immune function. Music therapy has also proven beneficial for dementia patients, as it helps them recall memories and emotions.

Here's what different types of music can do to your productivity:

- Ambient noise improves concentration and creativity
- Pop helps you accomplish tasks more quickly and with fewer mistakes
- Classical music improves accuracy
- Dance music improves proofreading speed by 20%.

Though music can help you get in the zone and drown out noisy distractions, it's sometimes beneficial to change the station or turn off the music completely. For example, learning new things requires your brain to remember instructions and facts, and listening to music with lyrics can interfere with your ability to process and retain new information.



WHAT IS THE BEST CHOCOLATE BAR?

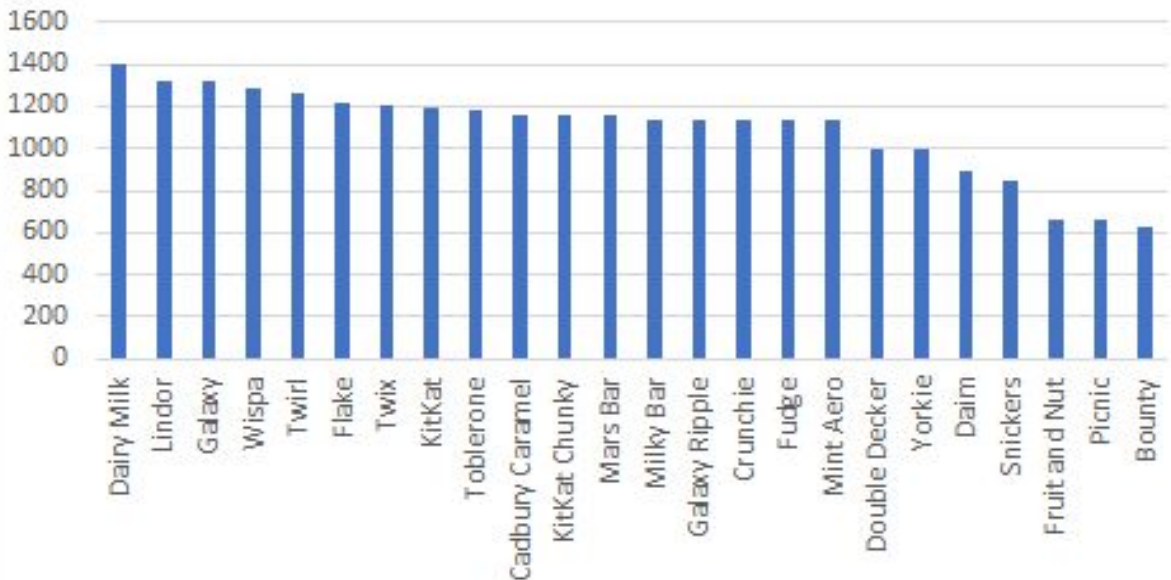
The Illustrator was set up by the students of this Sixth Form and has allowed people to have a voice in areas that they normally would not. This can be seen by raising an issue, asking a question or talking about their great achievements or that of our peers. With this in mind, I thought I'd try and answer one of life's big questions: What is the Best Chocolate Bar?



I gathered a shortlist of 25 of the best selling bars in the UK and asked you all to rate them on a scale of 1 (awful) to 10 (perfect), to see which one came out as the victor. To work this out, I multiplied the number of votes for each number by the score itself to get an overall value with which to rank them. We had 161 and replies in total, meaning a max score of 1610 if everyone gave a bar 10/10 and first place got a total of 1405, making it the clear favourite.

The winner was... Cadbury's Dairy Milk! Lindor and Galaxy followed with scores of 1316 and 1315 respectively. As for the bottom of the pile, Bounty came a clear last with 627, narrowly beaten by Picnic (with 662) and Cadbury's Fruit and Nut (666). Interestingly, Lindor was leading for most of the way as the replies came in and still ended with the highest amount of 10/10 votes (26 more than the winner), but many of you disliked it and gave it a low score, bringing the total down. We conclude therefore, that even after decades and millions of pounds spent on developing different chocolate flavours; most love the original as it is, with other varieties being a love it or hate it affair. Please see the full results overleaf.

What is the Best Chocolate Bar?



By SAM WAINWRIGHT

CREATIVE CORNER – ELENİ BRINKLEY

Eleni is really good at art and design and helps with the formatting, which would otherwise be rather bad. The following images are architectural designs, modelled and rendered using Sketchup and Vray (whatever that is). We think they are pretty cool.





CREATIVE CORNER – JEMMA SARGEANT



Jemma was in the 6th Form only last year, and alongside Katherine Chapman was co-founder of this magazine. You can read her article on page.... She is a first year photography student at the UoS, and has sent in this photo from a recent project.

CREATIVE CORNER – OLIVIA POMPHRETT



JACK THE RIPPER: AN UNSOLVABLE MYSTERY?

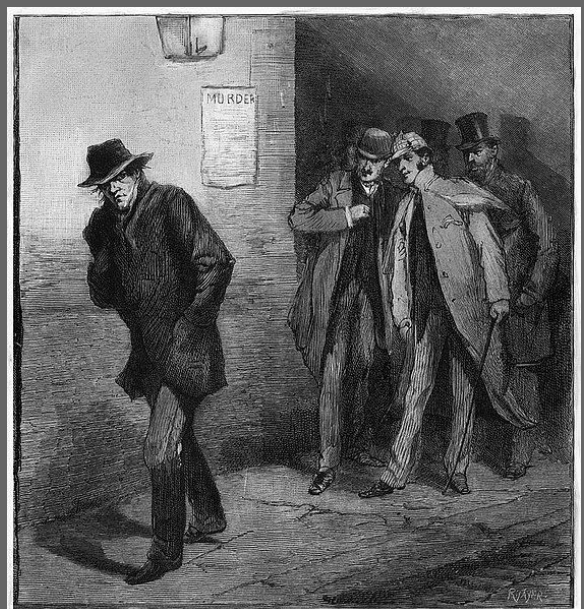
Who was Jack the Ripper and who were his victims?

Some mysteries may remain forever unsolved. Some criminals will never be caught. One example that I find fascinating is *Jack the Ripper*, alternatively nicknamed the *Whitechapel Murderer* or the *Leather Apron*, who was a prolific serial killer operating in the impoverished district of Whitechapel, East London during the late 19th century, where he killed at least five women. He remains one of the most infamous criminals to have never been identified, as a lack of forensic and DNA evidence has meant that any suspect claims have been heavily disputed.

Whitechapel as an area was incredibly overcrowded due to rapid immigration, particularly from Irish and Jewish communities. By 1888, 80,000 inhabitants were packed into 1.44km²

The dire housing and economic conditions led to very high rates of robbery, alcohol dependency, and child mortality (which stood at 55% before the 5th birthday). The desperate need to survive forced many women into prostitution, and it was this demographic from which the Ripper would take most of his victims.

Like many killers, Jack the Ripper had a distinct *modus operandi* (pattern) within his murders which often included stabbing, throat cutting, mutilation of the abdominables, strangling, and sometimes robbery and likely sexual assault.



Legacy of Jack the Ripper and Portrayal in the Media

The City of London police conducted extensive investigations into Jack the Ripper following his murder spree. Large teams of policeman conducted door-to-door questioning and interviewing of over 3000 people around Whitechapel. Driven by the Media's obsession with the case, hundreds of people have been suggested as the Ripper's identity, including as Queen Victoria's grandson.



The horrific nature of Jack the Ripper's murders thankfully brought lasting social change.

Public disgust encouraged the demolition and improvement of the insanitary slums within the following decades.



The Ripper has infiltrated his way into the British public conscience as a “bogeyman”. He features in hundreds of stories, many outright fiction. More recently, Jack the Ripper has been subject to controversy over whether the use of his name to attract tourists to museums and “Jack the Chipper” restaurants is trivialising violence against women, something which is paramount considering the Murder of Sarah Everard. So, who is Jack the Ripper? Unless things change, the only identity Jack the Ripper has is that of a cartoon villain-esque tourist mascot.

By CALLUM RYAN

THE INS AND OUTS OF UNIVERSITY AND LIVING FROM HOME

I chose to study at the University of Suffolk for two reasons; it had an excellent course and it was close enough to travel to, meaning that I would save money on not having to pay for accommodation. I really suggest that if you are planning on travelling to university that you make sure that you have plenty of time to pass your driving test, unless you want to use public transport. Talking from experience, it doesn't always go to plan. I didn't start learning to drive until I was nearly 18. What we didn't know at the time was how the pandemic was going to play out, and I ended up taking my first test in April 2021 due to several lockdowns meaning that driving tests were not taking place for anyone. This also meant that I couldn't take any lessons with an instructor until 13 days before my test. I'd been practicing with my family as much as I could and I could drive... so I thought.



My next test was in June, then August and I passed in October. (I got to the end of the 2nd and 3rd tests but the pressure got to me). The waiting times for a test were months ahead and even with cancellations, the closest I could get was two months ahead.

For my first few weeks of university I was relying on an old friend who luckily is on the same course to drive me to and from. The freedom that passing your driving test gives you is just incredible. If you are driving yourself in, make sure you have applied for any parking permits you may need and give yourself plenty of time in the mornings to get ready and get to university. There is nothing worse than traffic and finding a parking space making you late. My day is wake up at 06:00, leave at 07:30, get to university between 08:15 and 08:45 depending on traffic and my first lecture doesn't start until 10:00. The cheapest car park at the University of Suffolk is £2 a day and is normally almost full by 08:30, hence why we aim to get there an hour and a half early.

Starting your day like this gives you time to do work in the morning before lectures start and just get to know the different spaces around the university in the first week or so.



Note: This is not Jemma or her 'old friend'

Before I started my course in late September, I looked around on social media to try to find people that were on my course. I found Facebook to be the most useful as it tends to be where universities post the most content and Facebook groups allow anyone to ask questions and of course everyone can answer. We had a group chat to get to know each other before induction began. Please make sure you are confident that everyone in the group is on your course before making one. What I found quite interesting is that around $\frac{1}{3}$ of my classmates are mature students (over 21 years of age) and only another $\frac{1}{3}$ came straight from College or Sixth Form.

It is quite a diverse class with people from completely different backgrounds and with different skill levels. Before I started my course in late September, I looked around on social media to try to find people that were on my course. I found Facebook to be the most useful as it tends to be where universities post the most content and Facebook groups allow anyone to ask questions and of course everyone can answer. We had a group chat to get to know each other before induction began.

Please make sure you are confident that everyone in the group is on your course before making one. What I found quite interesting is that around $\frac{1}{3}$ of my classmates are mature students (over 21 years of age) and only another $\frac{1}{3}$ came straight from College or Sixth Form. It is quite a diverse class with people from completely different backgrounds and with different skill levels. My first year is very grounded in the sense that it goes over the basics, some of which I never knew... particularly using Photoshop.

My course is quite intense, we are doing three modules in the first term one 8 week and two 4 week modules with different lecturers for each. The 8 week one runs alongside both of the 4 week ones which follow one after the other. But at the same time they manage your timetable in such a way that gives you time away to go over what you've learnt and create work that goes toward the module goals.





LEARNING TO DRIVE:



MISHAPS, LOST CAPS AND FALSE APPS!

Compared to most other students I've gotten off to a late start with driving lessons as I had trouble with my provisional licence: I was scammed 140 quid when I first tried to apply for it through a website which I later realized was not the official government site which only charges £35! I then lost a further £160 when this expensive application was lost in the post! I tried calling the DVSA to ask for a new license to be sent to me but yet again I made the mistake of not using the government site and the phone call cost something like £3.60 per minute and I was kept on hold for two hours!



Fergus didn't provide a photo, but we imagine his 'whip' looks something like this.

So, despite my unusually expensive and inconvenient start, I was quickly able to book my driving lessons and get underway. I am currently on my third lesson and so do not have too much experience to speak from here, but I can disappointingly say that I haven't crashed (yet). However after buying learner plates, provisional insurance and getting behind the wheel of our family car, a large 7-seater people-carrier, I did have a couple of minor incidents. One example of which is when I was practicing parking in an empty local carpark with my uneasy



dad in the passenger seat. As I was maneuvering into the slot he suddenly shouted "Stop!" At this point I was still a rather uneasy driver of our family car and so I then panicked in turn and slammed on the brakes, causing the car to stall and lurch like a rocket about to take off. Somehow this caused one of the hub-caps to fly off the wheel (this is a pretty old car we're talking about) and into a bush.

Despite that foreboding experience I was not put off and will continue attempting to



- Live scenes from Fergus' driving lessons -

drive our family car, but I am a little worried about taking it onto the roads as unlike my instructor's very modern car it's big and clunky and the clutch has a very hard biting-point to detect, meaning I regularly stall it. Perhaps I'll stick to car parks for now!

On a more positive note my lessons themselves have been extremely helpful - I've made rapid progress in the past three weeks, beginning with some pretty shaky driving around the Sudbury industrial estate, where I stalled on a roundabout! Somehow my driving instructor was still willing to let me loose on the roads in my following sessions, which actually allowed me to make rapid progress; we were both surprised!



All in all I'd say my ongoing journey behind the wheel is, despite the few inevitable incidents, going extremely well. Now that I'm getting used to our rust-bucket of a family car I doubt any vehicle in the future could pose a challenge to me... famous last words! But on a serious note I couldn't



- We expect to see this scene recreated in the near future -

recommend getting as much practice in as possible, on top of the lessons, because then you can make quicker progress and really you want to be on the roads by yourself as quickly as possible. Now the next thing I've got to worry about is the theory exam... Better get revising!

DRIVING THEORY TEST – HOW DID YOU SCORE?

Please find answers in bottom left of previous page.

You're driving on an open road in dry weather. What distance should you keep from the vehicle in front?

- *A two-second time gap*
- *One car length*
- *Two metres (6 feet 6 inches)*
- *Two car lengths*

You're approaching a red light at a puffin crossing. Pedestrians are on the crossing. When will the red light change?

- *When you start to edge forward onto the crossing*
- *When the pedestrians have cleared the crossing*
- *When the pedestrians press the button on the far side of the crossing*
- *When a driver from the opposite direction reaches the crossing*

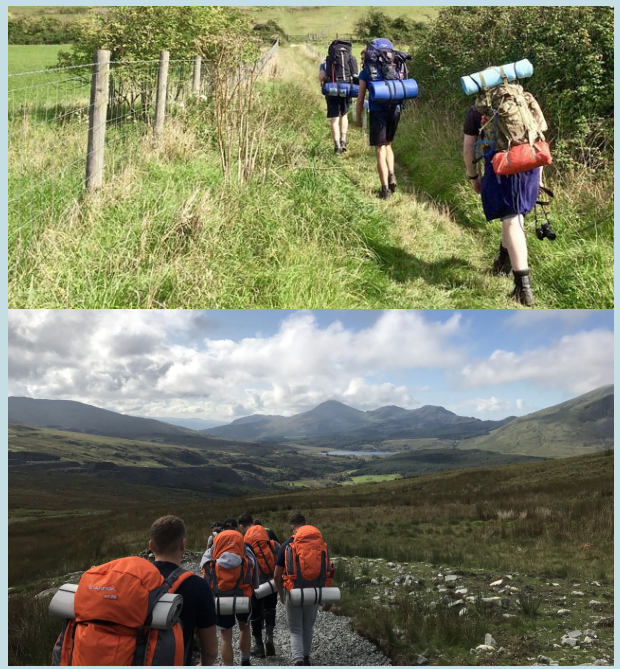
THE DUKE OF EDINBURGH 'S AWARD



First of all I would like to talk about what the DofE is and tell you its story. The Duke of Edinburgh's international award was founded by the late Duke of Edinburgh in 1956, and intended as a means to support young people's self-development, regardless of their background, culture, physical ability, skills or interest. Concerned that young people's development was being held back, The Duke of Edinburgh created a programme that would support young people on this journey, helping them find their purpose, passion and place in the world. The purpose and principles of DofE are best explained as follows:

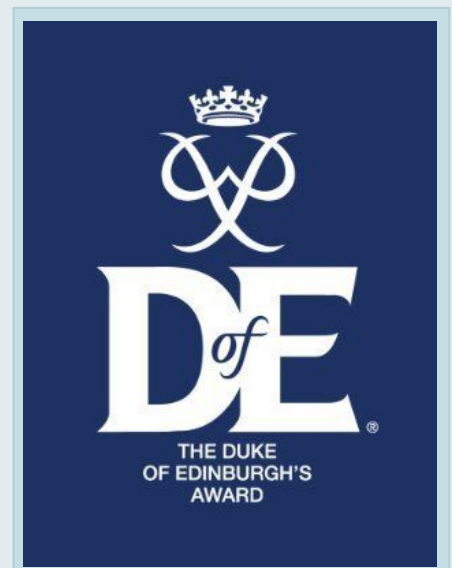
"Young people growing up in this modern and complicated world have many difficulties to face, and opportunities for personal achievement are often limited. At the same time, parents, teachers, voluntary organisation leaders and employers who recognise their responsibilities towards young people also have their challenges. The Award is intended to help both the young as well as those who are concerned for their welfare. The object is to provide an introduction to worthwhile leisure activities and voluntary service, as a challenge to the individual to discover the satisfaction of achievement, and as a guide to those people and organisations who would like to encourage the development of their young fellow citizens."

The DofE has allowed me to follow my passions and develop new skills throughout my time at school and has pushed me further than I would have ever thought possible. I believe that DofE is a great opportunity for all young people to make a difference to their local community whilst learning a broad range of soft skills which can be showcased to universities and employers.



I have completed each level of DofE (apart from Gold which is soon to be finished) and from my time on the award I have gathered crucial experience and learnt a broad range of skills which are irreplaceable. I would highly recommend beginning DofE at any level (Bronze, Silver, or Gold) and if after reading this you are interested in starting the award, please get in touch with me or Mrs Crawford and we can make this possible.

BRONZE Volunteering 3 months Physical 3 months Skills 3 months Expedition 2 days 1 night	SILVER Volunteering 6 months Physical one section for 6 months, the other for 3 months Skills Expedition 3 days 2 nights	Plus an extra 6 months in the Volunteering, or the longer of the Physical or Skills sections if you haven't got Bronze.
GOLD Volunteering 12 months Physical one section for 12 months, the other for 6 months Skills Expedition 4 days 3 nights Residential 5 days 4 nights	STARTING AGES: Bronze Year 9+ Silver Year 10+ Gold 16 yrs	Plus an extra 6 months in the Volunteering, or longer of the Skills or Physical sections, if you haven't got Silver.
All Awards must be completed by the participant's 25th birthday		



RECIPE CORNER: PASTA ARRABIATA

BY BRANDON HOWARD

Pasta: the best friend of all students, foodies and marathon runners. This multi-shaped, universal foodstuff can be found at the heart of all budget meals, and heart-healthy carbohydrate dishes. I, personally, love pasta. Different shapes and sizes respond to different sauces very well, but in something as simple as this (a dish so lovingly named 'fiery pasta'), any kind of pasta will work. This dish is centred around using what you have, and being healthy, nutritious, and filling. Use what pasta you have, but, in my opinion, wholemeal penne works best for flavour, fibre content and sauce-compatibility.

DIRECTIONS

Cook the pasta in a large pot of salted boiling water per packet MINUS 1 minute.

When pasta is ready, scoop out 1 cup of pasta cooking water, and drain pasta.

Heat oil over medium high heat. Add garlic, stir until fragrant, then add the tinned tomatoes and chilli flakes, simmer on medium for 5 minutes.

Add pasta into chosen sauce with 3/4 cup pasta cooking water. Toss pasta until sauce thickens and sticks to pasta (called "emulsifying" the sauce), 1 - 2 minutes. Use more pasta water if needed to loosen sauce.

Season with salt and pepper to taste. Toss the parsley through the pasta and serve with grated cheese (parmesan if you have it)



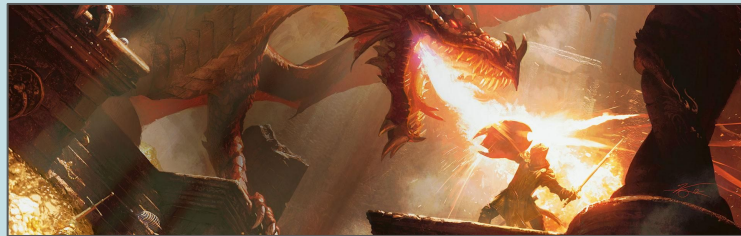
INGREDIENTS

500g dried pasta
60ml extra virgin olive oil
2 crushed garlic cloves
600g tinned tomatoes
2 tbsp chilli flakes
60g chopped parsley
(or just use a lot of parsley)

MAKE A CHARISMA SAVE: USING D&D AS A SOCIAL INSTRUMENT



Put your hand up if you have heard of Dungeons and Dragons. It has recently come into the spotlight as a byproduct of our growing fascination with the 'retro' aesthetic of the 80s. Some of you may remember the 80s from your childhood. Some of you may have even played the original D&D game and not picked it up since, some of you may be diehard nerds for life, some of you may have just heard of the game from the misfit teens of *Stranger Things*; scenes of Will Byers bugging his friends to just go home and play again.



Regardless of how well acquainted you are with this tabletop role-playing game, most of us understand the basic principle: roll some dice, make believe. In my 3 short years of playing this game I have become head-over-heels obsessed. I have countless sets of multicoloured polyhedral dice, some to match the characters I play, and speaking of characters there is a list as long as my arm for unplayed ideas that I am just dying to try out. So, how did this fanaticism start?

Picture the scene: I am 14 years old at my friend's house, his conservatory is filled with more board games than you could imagine. Out of the pile I spot Hasbro's Dungeons and Dragons board game.

'Oh, I've always wanted to play that!' I say, excitedly.

'That's just an adaptation of the real thing, if you like, my mum runs tabletop games all the time, we could set up a game for our friends.' he replied.



Artwork by Molly Menzies
(ex-student), banner for
our game

Skip a few years and here I am now, I know my Pathfinder from my Dungeon World from my Warhammer 40K, we are still playing the same game we started, with the same people, since that day, and my character, Boulder, my brash and brutish ranger, has grown with me. So, what am I trying to say with this? I have found that, in real life, D&D has become a crucial tool in my box for everyday social adventures. Every persuasion roll that I needed to make, I have acted out in front of my friends, and every puzzle, every conspiracy, every mystery, has been an opportunity to learn about human behaviour, and how to better read them.

I started running my very own game shortly after I joined this Sixth Form last year, and our group is still going strong. With every tale of intrigue I need to weave, and every character I need to make for my players, it makes me think about their personality, how they behave, and it makes me more confident when dealing with actual people, as I can understand them better by drawing these comparisons.

I have also heard that some people use D&D as therapy and I can truly see the merits of this, making yourself with the system in place, and highlighting your flaws and attributes all the way down to your strength, wisdom, intelligence, dexterity and charisma, it is much easier to see, and accept, yourself. With that, you can reimagine difficult situations in this entirely fantastical way, a difficult boss can be a wyvern deep in a dark lair, or a lie you have been told could be seen as a deceitful mimic posing as a treasure chest, which gives a good frame of reference for how to then 'defeat' these problems.



All this put aside, D&D is also a good social tool, simply because it is a social game. I have met so many fantastic people that I would otherwise have never spoken to before, and as we share and create the story of our campaign together, we grow closer. As the organiser of this game, the amount of pride I feel when I hear my friends discuss last week's game and how excited they are for this coming session cannot be overstated. Something that I never thought I would look forward to: interacting with groups of people, and speaking in front of them, has become a big part of my life, as all of my circle is just as fanatic about the game as I am. Having something as personal as this, where we are free to shape this world of fiction as a group, is one of my favourite things, and as our friendship is knit closer and closer, I can't wait for the next session either.

BY BRANDON HOWARD



Thank you to all who contributed to issue 7!

Brandon Howard
Eleni Brinkley
Samuel Wainwright
Charlie Wilson
Amy Allitt
Callum Ryan
Bence Halasi
Fergus Dark
Max Herbert
Jemma Sergeant
Olivia Pomphrett
Mr Alexander

**With special thanks and best wishes for university to Jemma
Sargeant and Katherine Chapman, the co-founders of
The Illustrator Magazine.**

Did you enjoy the Illustrator?
Want to get involved?

We are a student team which aims to
create one issue each half term.

There are lots of roles on offer, including
regular writers and designers.

We also really appreciate one-off pieces!
You could write about your hobbies, a story,
or a biographic piece, interview someone,
review a film, recommend a recipe, submit
some artwork or photography...

Please click the [Link](#) or email
theillustrator@tgschool.net for more
information.

Thank you!

Email: theillustrator@tgschool.net
Thomas Gainsborough School,
Wells Hall Road,
Great Cornard,
Suffolk
CO10 0NH



Instagram: theillustratortgs
Telephone: 01787 375232
enquiries@tgschool.net
www.tgschool.net