



# The BOSCO BUGLE

EDITION #1



## MCKELLAN SPARKLES AT THEATRE ROYAL

Earlier this month, Year 12 and 13 English Literature students were fortunate enough to go to Windsor Royal Theatre and see a live production of Shakespeare's infamous 'Hamlet' starring the one and only Ian McKellan! The designer Lee Newby created a dark wooden walkway which ran high above the stage, and we were all seated amongst this, ensuring we had a view better than anyone of the audience! Hamlet (if you aren't an English Lit student!) is most often played as a young man to reflect his naivety in love, yet 82-year-old McKellan took on the character, of which we were all initially sceptical. However, students felt it worked remarkably well, considering his lover, Ophelia was in her twenties. McKellan is too accomplished an actor to mimic being young, yet he deflected the attention from the physical character to the important speeches he made. Watching McKellan play Hamlet helped year 13 students to consolidate their knowledge and introduce year 12 to the complicated character Hamlet is.



The other actors were also extremely impressive. Alis Wyn Davis was a fiery, guitar strumming Ophelia who was exceptional in portraying the extent to which the feelings

of love had affected her. Polonius was also fantastically played, reflecting Shakespeare's interesting original depiction of the character. Students felt seeing the characters on stage, performing their lines helped bring to life the storyline and key moments of the play, such as the powerfully performed soliloquies.

Seeing Hamlet performed in a theatre reignited the students' love for studying English literature and brought some life to the rather long and difficult play!  
*OLIVIA FAIRCLIFF - Editor*

## TEXT SPK: PLAGUE OR POWER?

The rise in the use of technology begs the question: are the internet and social media ruining the English language?

Firstly, the use of abbreviations and "text speak" have become a concern. Originally, text messages were like tweets: limited by character where people would have to pay if over this limit. This therefore led to the abbreviation of certain words, such as "laugh out loud", now communicated as "LOL". However, most phones now don't limit characters, creating less of a need to abbreviate. We just do it either through habit or convenience. Does that make us lazy?

Similarly, the creation of new words has rocketed since technology and social media have been generated. New words are called "neologisms", and some people would argue they cause problems within the English language. The word "selfie" didn't exist 20 years ago and is a direct result of technology.

It is safe to say that technology has deeply impacted our language use, provoking great linguistic variation. However, that has not answered the question: is technology ruining our language?

There are two sides to this debate.

Those who believe that technology is bad for language are referred to as "prescriptivists". They may also believe that we should always follow all language rules, and that language has no need to change.

On the other hand, those who believe that technology's impact on language is important are referred to as "descriptivists". People who agree with descriptivism argue language change is natural. Limiting a language due to its harsh rules and regulations is stunting its growth. Descriptivist linguist David Crystal famously said that "language itself changes slowly, but the internet has speeded up the process of those changes, so you notice them more quickly". Do you think this is true?

*NANCY SCOTT*

## THE PETROL PANDEMIC

In the past few weeks, the petrol pandemic has hurled the country into hysteria, chaos, and panic buying. But do we really need to be racing for petrol?

On 30th September, more than 2,000 petrol stations were left lacking fuel supplies. The problem stemmed from a lorry driver shortage - many have claimed this is a result of BREXIT changes. However, what was meant to be a short, manageable problem has now become out of control, as drivers have fled to petrol pumps, queuing for hours just to top up their tanks.

So how did this small problem catapult into a national disaster?

The moral panic that has come from a flurry of social media posts and news reports have only added fuel to the fire! With people racing onto social media to share their concerns, inevitably fear has been instilled into those less educated and unaware of the current issue, causing roadblocks, queues, and petrol pandemonium.



Whilst petrol is not technically running out, the ability to transport it is proving difficult thus causing the current confusion and uncertainty in society. Prime minister Boris Johnson has made regular statements, claiming that the shortage is beginning to 'ease' and is claiming the government are starting to implement army soldiers to drive fuel tankers on Wednesday in the hopes that it will help calm the situation.

This is yet another example of the media conveying mixed messages surrounding a public problem. Looking back on COVID-19, the continual dissemination of false news was apparent, and this has only led to a lack of cohesion and solidarity at time when we needed it most.

ALISIA WILLIAM

## INTERESTING INTERVIEWS

- Ms Wilsher -

**What first sparked your interest in social sciences?**

I had the opportunity to study social sciences in further education or study makeup and beauty. I chose social sciences, despite not knowing anything about it because it seemed something new and interesting to me.

**Why did you want to become a teacher?**

When I left college, I got my degree in Behavioural Sciences. After this, I had no idea what I wanted to go on to do with my life. But, with the encouragement of my

mum, I wanted to first thank my teachers and the college I went to. Out of the blue, my old teacher asked if I'd be interested in doing some teaching at the school on a Wednesday afternoon. Even though it wasn't something I had ever considered before, I took the opportunity and started a bit of teaching. I found I actually quite enjoyed it and decided to take it up full time, properly.

**Why did you want to teach at Salesian?**

Before teaching here, I had never heard of Salesian before. I was working in further education and wanted to join somewhere more fulfilling, where I would feel more part of a community. That's when Salesian came up. I told my friends about the job opportunity, and they knew about this school. They told me it was fantastic and I should definitely apply. So, I did! And here I am...

**What is your favourite social science and why?**

I find Psychology the most interesting because humans never cease to amaze me.

**If you didn't teach, what would you do instead?**

I imagine myself working with animals, perhaps doing animal therapy or rescuing animals.

**Is there anything particularly interesting about yourself outside of education?**

I have been skiing, parachuting, paragliding and water skiing.



# SALESIAN'S FIRST XI PROGRESS IN NATIONAL CUP

On Wednesday 22nd September, the mighty Salesian First XI geared up for the first round of the National Schools Cup, against St Peter's College in Guildford. A strong starting line-up was epitomised by stand-in keeper - Jack Gemmell, who made up for a lack of experience with a sensational display between the sticks.

The Salesian boys dominated the first half with perfectly weighted lofted balls from the backline and intricate build up play from the midfield hallmarks of a classic Fullbrook formation. Despite dominating the first half, Salesian failed to put one away thanks to St. Peter's keeper's first half heroics; things were finely poised at 0-0 by half time.

Fullbrook wrung the changes at the interval, with Charlie Reuby entering the fray. Elliot Chisholm dropped into the midfield four and Lucas dropped into play at 10. Salesian began to dominate. Eugene McEvoy's looping throw from the left found 'The Flying Bosomean', who made no mistake. Moments later, McEvoy's perfect corner was met by Charlie Hawkins, who buried his header and gave Salesian the two-goal cushion their dominance deserved.

The Man of the Match was awarded unanimously to Gemmell – whose performance was truly inspired. In the next round, Salesian face Hampton School in a 'David and Goliath' contest.

LUCAS CLARKE

