

Off The Record

Navigating Success With A Secret Geographer

An interview with Ms Forster

Is Having A Boyfriend Embarrassing?

In conversation with
British Vogue

Girls Just Want To Have Lunch

Behind the scenes
in the school
canteen

An Adventure Begins

A farewell from
Mr Baker



Autumn

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2025

EDITORIAL INTRO



A MESSAGE FROM MS BANKS

It is with great pride that we are introducing you to the first edition of our new and entirely student-led school magazine, Off the Record. From a mere acorn of an idea the editorial team have developed a product and brand identity that - in their words - is 'a hybrid celebrating academia, culture and fun'! I am beyond impressed by the creativity, hard work and dedication of our students to produce engaging and informative articles about the world around them. The leadership and vision of Sophia Sutton and Isabella Payne as our Editors in Chief deserve special mention as they have worked tirelessly on the design, editing and organisation alongside their busy schedules in the sixth form. Their commitment to the concept and creative skill is inspiring and they have led the team with passion. This term's magazine sees contributions from a wide range of year groups, including students from Y7, Y9, Y10 and Y11 as well as the sixth form. I sincerely hope that you find something to enjoy and I look forward to hearing many more voices from across the school in future editions. Happy holidays, everyone!

Message From The Editors

SOPHIA & ISSY



Being given the opportunity to work on creating the school magazine has been such an interesting and exciting experience for us both. Not only have we learnt important skills in design and editing, but meeting and working with the team around us has taught us so much about the people and the values integral to our school community. We want to thank everyone who made this magazine go from drafting the front cover to printing the final copy and we especially want to thank Ms Banks. The time and effort she has brought to this project is incredible.

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Navigating Success With A Secret Geographer

We are so grateful to Ms Forster for giving us our first (of many!) no-holds-barred face to face teacher interview. We met her in her office back in early November and we felt she was thoughtful and open giving us a fascinating insight into what motivates her to lead our school. we hope you enjoy reading her answers.

-an interview with Ms Forster

What motivated you to become a headteacher?

I got a lot of joy from being a teacher, and I have always loved teaching. What I realised was that while as a teacher you have an impact on the students that you teach, as I climbed up the ranks (from Head of Year to Head of Sixth Form and then Head of Department) I was able to have an impact on a larger group of people. The hard part is that you lose a lot of that day to day contact with students, which is really fun. But as headteacher you are able to have an influence on so many things that perhaps people don't really realise. My joys as a head of a school come from recruiting new teachers that I know will then be really great in the classroom or supporting fantastic teachers that are already here. Even if you're not working with the students directly in the same way, you can see from a distance the positive impact your decisions are having.

What has been your greatest achievement in your career and what has been your biggest challenge?

I'll start with the challenge because I've actually been working on that today. It's one of the biggest challenges that schools are facing in the current climate: finances. The government fundamentally do not give schools enough money and therefore we are always looking to make what are known as 'efficiency savings'. We've already had to make so many cuts and these cost reductions inevitably have a big impact on the education of pupils. I came into education because I want to have a positive impact on you, the young people, and so the challenge I face is is not being able to spend the school's money in ways that I'd like to.

Biggest achievement? Oh, that's really hard. I think on a personal level I have felt really proud of being a deputy head and a headteacher while having a young son, because I faced a lot of barriers and challenges during my career where people told me that that couldn't happen. In my opinion you absolutely can be successful in being a parent and being at a high level in your career.

On a bigger scale we've got to be proud of being in the top 100 schools. We weren't in the top 100 and now we are which is a great achievement. So I'd say those are the first achievements that come to mind, personally and professionally.



If you're willing to divulge, what is your next big vision or project for the school?

Oh, I think this should be a drum roll moment! For me, IT in school isn't where I want it to be. And therefore, the project that we're working on behind the scenes is looking at improving this in three parts. Firstly, hardware which means working on our computer rooms. When we walk in they feel a bit archaic! So we are working on (I won't say where) a new and really state of the art IT suite. Alongside that, we're looking at upgrading the software packages that students use for example exam materials. We are also working on what we can bring in using AI that will help our students and help to reduce staff workload. Using AI to allow staff to work smarter in terms of achieving their goals. So, there are very exciting things in the pipeline ... with more to be revealed in the future!



What was the most interesting sight you saw?

In Iceland I would say it has to be the glacier because I found the physical geography part was really fascinating in terms of the impact of globalisation and pollution on the change in landscape. In Brazil, I would say it was the favelas. I remember walking around on an organised tour and seeing what was described to us as gang leaders at the end of each row of housing. I think it's really stark when you come from a country like the UK to see such poverty and different living conditions. It was interesting for me as well, maybe the social scientist in me, the way the structure of the favelas are set up so that the police don't currently have the control that they would like. It really opens your eyes to different perspectives and experiences.

What do you think is the biggest challenge for female leaders due to gender inequality?

Ooh, what a question. The one that comes to mind is imposter syndrome. By that I mean when people are successful they often, for some reason, doubt their success and doubt that they belong where they are. I see that in a lot of the students I speak to here at TGGS: these students have passed the 11+ and they deserve their place here, but they doubt themselves because they've suddenly gone from a primary school where they were often at the top of the class to being mixed with lots of other students who have also been the top of their classes. Research tells us imposter syndrome impacts males and females, but it also tells us it impacts females more, particularly with the more senior positions and a factor that affects that is that they're often in a minority amongst male leaders.

So that voice of the impostor becomes louder in women's minds. I think the way to overcome that challenge is twofold: to be aware of it and also look proactively for people that are good role models because there are lots of people that will support you on your journey, who have shared those moments of doubt.

Is there something that you would like the students here to know about you and why?

That's a really hard one! What would students want to know about me? My subject specialism is social sciences. I taught Psychology and Sociology before I became a headteacher. But, I'm probably a secret geographer and my interest is mainly in human geography. So, my hobby is travelling. I've been very lucky to travel to a lot of different countries and more recently, I've started to take my son along with me; he's seven. What stands out is places we've visited like China, Iceland, Brazil, which are really different and really fascinating countries. And if you catch me in the corridor, any conversation about countries to visit or trips to take are topics I can't walk away from.

In your position as head, you're very powerful in the school, but we're all human. So please can we ask what your biggest fear is?

I've got lots of fears! Gosh! Where'd you start? I fear I will get things wrong, I fear making a mistake and people not being forgiving, a fear of spiders, the fear of being trapped in an elevator in a dodgy car park! I have fears around my son and wanting to look after him and for him to be okay. I could go on!

Who is your current role model and have they changed from when you were growing up?

Whenever somebody asks about role models the person that always comes to my mind - she's passed away now - is my grandma. My grandma was a stand out role model to me because she always spoke the truth. She was a very strong woman and ahead of her time in terms of what women were expected to do and not expected to do. She didn't hold back from saying what she thought, in a respectful way, and what she taught me is the importance of having a voice. So often as women, we can hold back from saying what we think. Sometimes I think students here at TGGS are maybe scared to get the answer wrong in class or they're scared of saying what they think because it might not be the popular opinion. And what my grandma taught me as a role model is that it's okay to have an opinion, and if that's not the popular opinion, it's still okay. And if you get something wrong, it doesn't matter.

The playwright Samuel Beckett had the mantra ever tried, ever failed, no matter. Try again, fail again, fail better.

On that note, do you have any regrets and if so, what are they?

No, I don't think I have regrets. Thinking about the quote on failure and trying again, I think your mindset on failure is really important and that can really determine whether you're successful or not. What comes to mind is when I was living and working in London, I once went for a job and I didn't get it. I was really disappointed, but I listened to the feedback and when a similar job at the same school came up three years later, I went back and I'd worked on what the feedback was and I got it.

For me it's how you respond to failure that I think determines if you're successful or not and you just can't give up. If you really want something, you have to keep going. What makes you successful isn't that you're better than the next person it's how you respond to that failure. You have to learn from those mistakes. I don't like to think of things as regrets. think you just learn from when things don't go right.

Modern life feels increasingly difficult, and young people are facing so many challenges in their futures. What's one piece of advice you would give to young people going out into the world in 2025?

Wow, one piece of the advice?! Maybe I'll continue with the kind of thinking in the previous question. Know that successful people fail.

My advice is not to let any failure define you. Accept it as a normal part of life and when you fail at something, take a moment to reflect, reset, and then go again. If you've got a goal in life that you know is what you want and that it's going to make you happy then don't let one setback hold you back from achieving what you want to achieve.

By Sophia Sutton, Yr 13
By Isabella Payne, Yr 12

School Photos

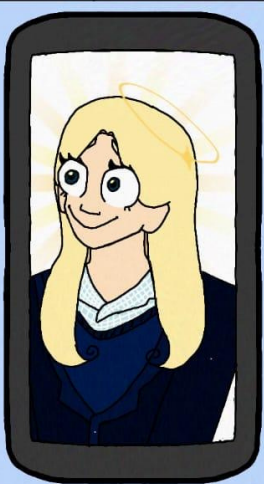
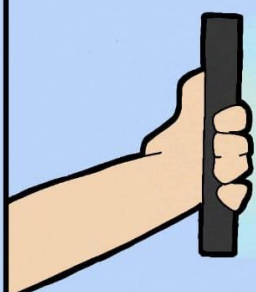
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... Wow. What a disaster. Let's see... I think I flinched, died, Chinned, did a backflip, locked out, drowned in my blazer, got out-mewed by a seagull, flinched, said cheeb instead of cheese, went pale, tried to smile but turned into a Mac donalds shake. So, OK.

THE NEXT DAY...



Mum-Vision



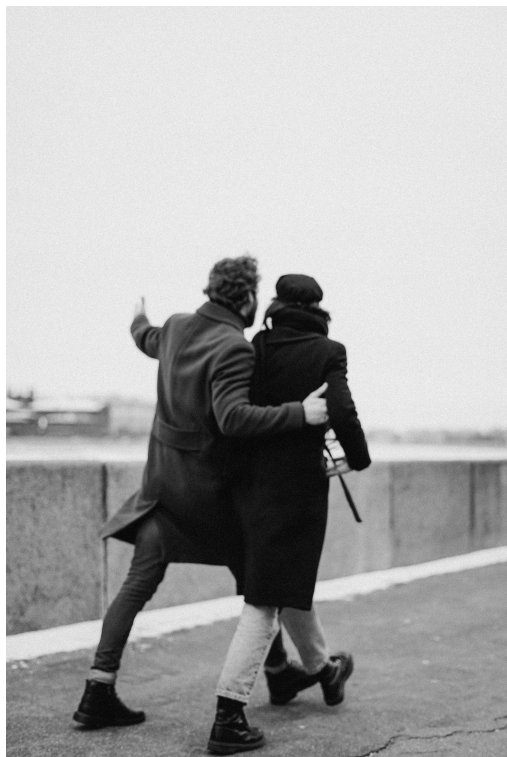
Kid Vision

Artwork
and
narrative
by Lucy
Phillips
(Y9)

‘IS HAVING A BOYFRIEND EMBARRASSING?’ -A RESPONSE TO BRITISH VOGUE

In a recent British Vogue article a historically heated topic that has always existed in the realms of popular culture was brought back into debate. As we continue to move forward in a world shaped by increasingly feminist ideals, conversations about relationships - and particularly, boyfriends - remain as complex as ever.

In her thought-provoking essay “is having a Boyfriend Embarrassing now?”, Joseph in British Vogue wonders whether being in a relationship has become “an almost guilty thing to do”. She argues that for various straight women, the dynamics has shifted and “Women...don’t want to be seen as being all about their man”, followed by a blunt statement of “being partnered doesn’t affirm your womanhood anymore; it is no longer considered an achievement.” This leaves us with the question of whether it is genuinely embarrassing -shameful even - to have a boyfriend. On one hand, the article contends that the visibility of relationships nowadays has become fraught, particularly in a culture where “boyfriends are out of style” and posting them on social media can feel “cringy and embarrassing”. On the other hand, love and partnership is still a concept that should remain deeply meaningful, and the real issue may not be having a boyfriend, but how the relationship fits into one’s sense of self and autonomy.



Now a seemingly obvious point here - one that I feel has sometimes gone under the radar previously- is that before committing to someone else, it is essential to first invest in yourself. Your personality, hobbies, character and the little joys and activities you have outside a partner. When you understand what makes you tick, and you appreciate the small things about yourself (whether it’s as simple as your calm Sunday morning ritual or curating new playlists on Spotify) you bring into a relationship, rather than being defined by someone else’s presence and piggybacking off their personality. To further this, if you haven’t built a life and identity of your own, you risk entering a relationship for dependence instead of strength. When you’re rooted in your own world, you’re free to choose someone who complements your life- as my friend Amelia calls it- “a walking advertisement for you”- not in a superficial sense but someone who people pick out in a crowd and immediately notice your shared ideals, naturally reflecting the energy, confidence and values you embody and evidence of the love and respect you’ve cultivated for yourself. Instead of shrinking in a relationship, if you’ve already discovered and spent the time to know yourself, you will grow with someone, building a foundation much more likely to flourish.

In today's feminist era, romance itself is arguably being rewritten. Love is no longer defined by losing yourself or needing saving as in the typical 'damsel in distress' archetype, it's about choosing connection without compromise. As British Vogue observes- "women...don't want to be seen as being all about their man", yet that doesn't mean rejecting love altogether- it means redeeming it. True equality in relationships is found when both people stand as complete individuals who choose to intertwine their lives, not merge identities. Modern feminism allows space for softness without surrender and likewise vulnerability without dependence. To have a boyfriend isn't embarrassing when your partner reflects mutual respect and shared independence; it becomes a statement of emotional maturity. Perhaps the real achievement is being so self-assured that you are capable of letting love in- not to define you, but to complement the person you've already become

To round up, modern love isn't about proving something to the world; it's about finding balance within yourself and sharing that stability with someone else. When both people enter a relationship with their individuality intact, love becomes less about validation and more about connection. Ultimately the so-called embarrassment around having a boyfriend doesn't come from the relationship itself, it comes from being the fear of being defined by it. The truth is, when you've done the work of knowing yourself, a relationship becomes an extension of that strength, not a threat to it. Having a boyfriend isn't a betrayal of independence; it's a reflection of it. As British Vogue suggests, we've entered an age where love is no longer proof of worth but an experience to be shared between equals. To love someone deeply while remaining entirely yourself is perhaps the most radical self-assured act of all.



Girls just wanna...

HAVE LUNCH

An interview with Chef Bea

Chef Bea, how long have you been cooking for different schools?

I have been to many different schools in different countries. I have worked for over 10 years and have won awards for my cooking.

How long does it take to make food for the school?

It takes all day, we start at 07:30 and we make all of the breakfast items from scratch. After breakfast we begin preparing for break where we make 400 hot items and 200+ cold items for one day. At lunch there are 250 home made, hot meals to be made and roughly 150 grab 'n' go items.

What is the most popular food?

Anything Caribbean or the Mac 'n' Cheese.

Will the menu ever change?

The menu will now change three times a year.

Is there anything you want to change about the canteen?

I wish more students would come and get the hot school meals. I can cater for food allergies and intolerances and provide suitable alternatives. For example, I now cook gluten free Yorkshire puddings so that our coeliac students can enjoy a full roast dinner. Students or parents can contact me anytime to discuss what we can offer.

Is there anything you are going to change about the canteen?

I am planning to re-open the Deli, which hopefully the students will be excited about. Some things will change about it and it won't be the same as it was because it will be designed for those who have a lunchtime club with new food and it will be made for easy grab and go.

WOMEN IN



For many years, Formula One has been a heavily male dominated sport, with only two female drivers ever starting a Grand Prix. But that is changing.

The last time a female racing driver drove in a Formula One Grand Prix, was Giovanna Amati in 1992. But this does not mean there can't be another one.

It has been thirty-three years since a woman has watched the chequered flag soar as they crossed the finish line, but that doesn't mean no improvements have been made.

Because, quite evidently, they have.



In November 2022, F1 Academy was launched, a program that strived to provide women with the resources that meant they could climb higher in the ranks of motorsport. Led by Susie Wolff, the first women to compete in a Formula One weekend since Amati. And while breaking down the boundaries that women feel prevent them from competing in such high ranks of motorsport can never be easy, it could be made easier through the right leadership. Susie Wolff broke the long-standing streak of women not racing in Formula One when she was the development and test driver for the Williams team. While her ambition of becoming the first women to race in an actual Grand Prix since Amati was never fulfilled, her other achievements do not full short. Now, she is the leading managing director of F1 Academy and inspires young girls through the program.

But women in motorsport doesn't just have to be through racing, it can be behind the scenes, in the pit lanes as strategists, in the garages as engineers or right at the head of the table.

An example is Laura Müller, who became the first female race engineer when she started in Haas with Formula One driver Esteban Ocon at the beginning of the 2025 season. Her position marks a significant milestone in the growth of women in Formula One, as the race engineer is a critical position responsible for a driver's technical success, performance and progress on track.

However, despite the progress being made, the road to Formula One still remains steep. The media, financial backing and sexist stereotypes still stand in the way. But lap by lap, the barriers are slowly vanishing.

By studying English, girls can now look into sports journalism. By studying STEM subjects, like maths, girls can achieve the right qualifications which mean that they can look into engineering. And this is shown to be true in Torquay Girls' Grammar School, too.

The next women to drive or work in Formula One could be in one of those F1 Academy seats now, or right here at school, and when she does take the opportunity it won't be down to luck, it will be down to years of determination, hard work and dedication.

The Colour of a Cheshire Cat's

Grin

By
Rebecca Fry, Yr 13

How did Alice fall out of her bottle,
As the wide sea of tears rushed by.
And how do I fall out of this entrapment,
Without catching the Cheshire cat's eye.
Can I write myself out of this inkless well?
Who knows?

But in my corrosive scorn, I find my strength
To tunnel down into the Earth,
And dig up flowers with my pen.

To write is to lay my heart upon pages of poetry and prose in hopes you will not
nick my

heartstrings as often as you myopically efface my words.

In the wren's wrath of these letters
I find apologies crumpled into my fist
And humans in my palm
Taking the place of people
With their 'shoulds' and 'musts,'
Their lies and pleasantries.

How peculiar it is to lunge oneself into the pages of a book
And beyond the expectations of appearances.

The more I read,
The more I write,
The more I climb
Out of this plight.

In fact, I write love letters to Earth.
Abstract as thought And gentle as moth wings,
When I see the sky careen into its daily routine.

The clouds paint themselves amber,
As the sun bids adieu
And blush to see the moon rise,
As she renders the starlit view.

While I fold into the page,
A pulse stutters along,
So I knot heartstrings round my middle,
To stopper this swan song.

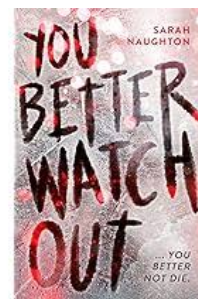
Perhaps I speak of the bumblebees I dot on
As they haphazardly flutter by.
Or maybe I remark of the snails I spot
Crawling along the pavement
Till a leaf guides them to a safer home in the grass.
But that's not always the case.
Sometimes it's too late.

And in those times I can only write of the ache in my heart when I find their shells
already crushed.
It is both a blessing and a curse to feel this much
For the tiniest of things.
Perhaps that's why almost everyone rightfully turns back to the matte grey picket fence.
-Everything I see becomes tinged with colour
-and warm with life.

So, I must ask,
Can you live as a poem and whittle yourself into nature in a world where feeling is foreign
and intensity is sickening
in the face of productivity and tunnel vision?
Or are we ridiculous in dreaming of a time where we may carry ourselves without fear of being
improper for our bouts of bad weather?
(because yes, I too am improper)
Instead, I'm dreaming of a time where it's ok that we might want be needed as much as we need
the sky and the bees and the moon and the rain.
As much as I need the pages of a book to tuck myself into every night after another illiterate day.
Is that too much to ask?
Apparently so.
So,

I crawl back into this bottle and watch the Dodo's endless race.
Wren's skip round and round,
Not sure of who they should chase,
While this parody of a cat
Flashes me an uncanny, lonesome frown;
His fur charred with soot and the crime of falseness.
Just like the rest of the animals.
I imagine a day where they'll knock over this bottle,
Before the cat objects,
And I'll scamper like a mouse
Up the rabbit hole
Aware of the Cheshire's vex.
But until that day,
all I can do is ask of you is to notice
when we slip away from the highlights,
and find colours in the lowlights

~~~~~ You Better Watch Out ~~~~~



You Better Watch Out: the countdown to Christmas has never been so terrifying...

You Better Watch Out by Sarah Naughton is a gripping, edge-of-your seat thriller/murder mystery book perfect for the festive season. This book is, without a doubt, one of the best books I've read - and I've read a lot of books - with a tightly-knit plot, relatable characters, and an amazing Christmas theme. This book makes even a simple advent calendar seem sinister. The use of the title 'You Better Watch Out' and the subtitle 'You better not die' was genius - taking a merry and cheerful Christmas song and twisting it into something ominous and threatening hooked me instantly and foreshadows the wondrous and skilful writing it contains.

You Better Watch Out has, as I said, a tightly-knit together plot, with many cliff hangers and slow reveals, enough to keep you reading. I've taken the following blurb from the book to help explain the plot, as I don't want to let slip any spoilers.

"Every day in December, a gift is left for Eleri in the abandoned tower block opposite her flat. At first, she can't help but be flattered, hoping that her Secret Santa is enigmatic Ras - a boy she has history with.

But with each day that passes, the gifts get darker and more dangerous. Is this a harmless bit of festive fun? Or does this have something to do with Nina's disappearance last year? If so...will Eleri be next?"

For context, Nina was Eleri's friend; she disappeared the year before the book was set. I'll just say this - you'll keep guessing and guessing, never expecting the plot twist at the end!

If I were to rate this book (which I am) I would say 5 stars. Easily. This book is BRILLIANT! Creepy and dark, yes, but with small elements of romance to keep the book more uplifting. It doesn't go into much detail, but it is still worth mentioning (it is a Y9+, just to remind you.) It is inclusive; with one of the protagonists - Beni - being a member of the Pride community; moreish, with cliff hangers and reveals galore, teasing and tempting you to keep going; and festive, making it perfect for those dark, long, winter nights. I would most definitely recommend you read this book. One word: amazing. Two words: read it! Three words: dark, moreish, chilling. Four words: You Bett

DISCLAIMER: This book is available in the library but is listed as a Y9+ book, so unless you are Y9 or over, or have a signed permission slip (see Mrs Holt for details) this book is not for you. Sorry! I'll do my best to write reviews for more age-appropriate books for you guys in future issues.

THE RETURN OF PHYSICAL MEDIA

EVERYTHING COMES BACK AROUND

Do you listen to music? Are you listening to music right now? If so, where is it coming from?

Music is everywhere. Whether you're in a shop, walking down the street, in your bedroom or in a car, music is accessible and more times than not, it's there. However, the way we consume music has changed over time with improved technology, a rise in consumerism and lifestyle habits all having an impact.

In the 60s and 70s, vinyls were a popular way to listen to music at home but in the early 90s people slowly started to move on to buying CDs instead of vinyls and cassettes. This was because CDs became the easiest way of listening to music since you could skip directly to the song you wanted to listen to, and you don't have to flip over the tape or disc for more songs on the other side.

However, from 2008 to 2019, CD sales fell by 10 million every year. This is due to the introduction of streaming services such as Spotify and iTunes. They allow you to be able to listen to an unlimited variety of music for a subscription fee and without needing a cd or record player. So why wouldn't you? Why would you continue to pay for separate albums when you could have them all in one place at the same time? Streaming looks like the obvious choice, but the recent increase in physical music sales says otherwise.

The year is 2025 and music is as popular as ever. There has been an increase in artists, genres, experiences and fanbases and with an increase in demand, comes an increase in product. In 2023, the BPI reported that over 5.9 million vinyl albums were sold in the UK which is the highest total since 1990. The same goes for CDs, sales are going up while digital downloads are going down. But why? Why is physical media making a comeback when technology continues to improve?

Vinyl variants range from alternate covers, different colour discs and bonus tracks. They have an aspect of collectability and create tangible ownership of the music both of which inspire people to buy them. Additionally, physical media often provides better audio quality compared to streaming. On the other hand, as a society, our spending habits have changed and evolved due to the ever-increasing market. Consumerism could be a factor into the increase in vinyl sales as people now have more options to choose from and sometimes feel the need to have them all. Fan culture also has an influence in the sales as people want to show devotion to their favourite artists, so by purchasing their music, it makes them feel like a loyal fan.

Physical media sales are rising however streaming platforms continue to gain subscribers so even though vinyl is coming back in style, they aren't going to replace these services since the enjoyment of collectability doesn't outweigh the practicality that comes with streaming services.

Do Children Grow Up Too Fast?

An overview of the sociology of modern childhood in the UK

By Rebecca Fry | Year 13

The UN (United Nations) defines 54 articles that outline the rights of children globally, ranging from their rights to education, rights to expression, access to healthcare, protection from violence and sufficient standard of living. These articles are in addition to the standard human rights of everybody, child or adult, where the right to live, be protected from derogatory treatment and have access to fair trial are just a few examples of the provisions listed. The Convention on the Rights of a Child was adopted by the UN on the 20th of November 1989 and since then has become what some sociologists claim to be a “march of progress” to childhood being an increasingly protected and separate time to adulthood. Social policy and laws surrounding child protection and safeguarding support this view, though other social scientists would beg to differ, saying that in actuality, the line between childhood and adulthood is more blurred than ever. Some sociologists like Neil Postman would even go as far to say that we as a society are experiencing the “disappearance of childhood.”

Timeline

Pre-victorian era (1500's to 1807):

Children's lives differed depending on the wealth of their family. Children were often taught by governesses at home and boys sometimes went to boarding/grammar schools before university. Girls wouldn't be as educated and would instead be instructed on how to sew, cook and manage a household.

For poorer families, children were put to work at a young age. Before the industrial revolution, children would be trained in their family's business raised to partake in agriculture. Post industrial revolution, however, saw children having to work in harsh unsafe factories, coal mines and as chimney sweepers.

The Victorian era and beyond:

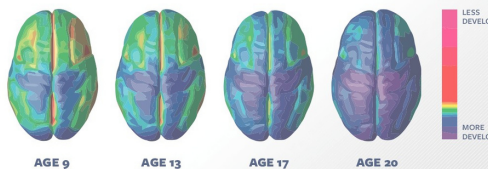
- 1878- Factory act prohibiting anyone under the age of 10 from being employed.
- 1880- Education is made compulsory for 5-10 year olds.
- 1889- Prevention of Cruelty to, and Protection of, Children Act which introduced criminal penalties for the mistreatment of children.
- 1918- Education is made compulsory for all children upto 14 years of age.
- 1951- O Levels are introduced as exams for students to take at age 16 and A-Levels to be taken at 18.
- 1963- The Children and Young Persons Act- an extension of policy from the 1933 act which also raised the age of criminal responsibility to 10.

- 1972- Education is made compulsory until age 16.
- 1974- Area child protection committees (ACPCs) are set up to safeguard children at risk.
- 1988- The education reform act is published to introduce the national curriculum, SATs, Ofsted and technology colleges.
- 1999- The Protection of Children Act ensured that vetting and barring processes were in place for all professionals who work with children in the UK.
- 2005- Professor Al Aynsley Green is appointed as the first children's commissioner to protect the rights of children in the UK.
- 2015- Education is made compulsory until age 18.

The Sanctity Of Childhood

"THIS IS BECAUSE THE BRAIN ISN'T THOUGHT TO BE FULLY MATURED UNTIL AGE 25."

...when it comes to planning, managing, decision making and impulse control -- is one of the last areas to full develop.¹

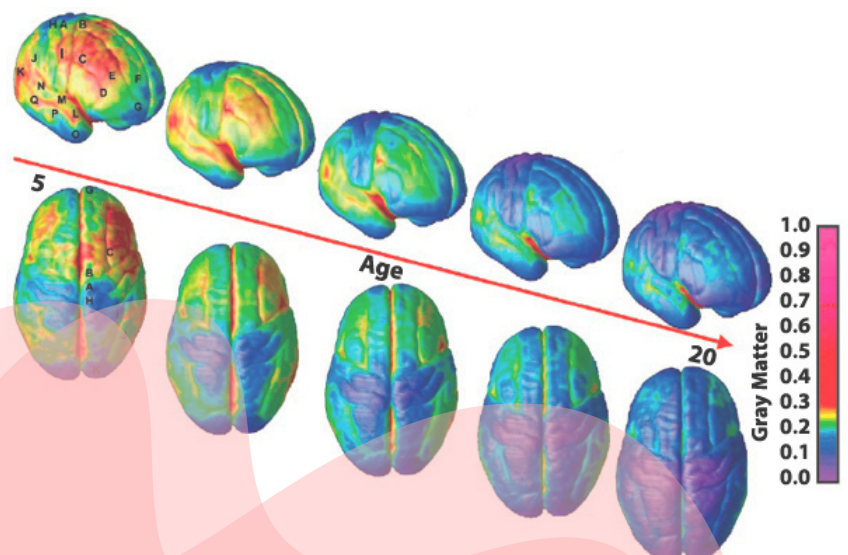


¹ Gogtay, N. Dynamic mapping of human cortical development during childhood through early adulthood. Proceedings of the National Academy of Sciences of the United States of America, vol. 101, no. 21, 8174-8179, doi:10.1073/pnas.0402808101

Moreover, psychological research into the development of the human brain during childhood informs this belief that we should treat children differently to adults as it marks a clear differentiation between the adult and child's mind. This is because the brain isn't thought to be fully matured until age 25. That's not to say that the brain stops developing and changing at that age, but simply implies that at age 25 the brain has reached a stage where the pre-frontal cortex (the part of your brain in charge of decision making, managing emotions and problem solving) is considered to be fully matured. That's partly why teenagers are so prone to impulsivity, mood swings and bad decision making- your brain hasn't fully developed!

Some sociologists argue that in the UK, childhood is more protected than ever, citing the plethora of acts and social policies listed above as evidence for this viewpoint. These special laws in place to protect minors specifically, stem from our understanding of children as being innocent, naive and inherently vulnerable due to their physical and mental immaturity. Even just the fact that the age 18 clearly separates status as an adult or a child in the UK draws a line between these two stages of life and impacts how much responsibility and reliance we place on minors.

Furthermore, within childhood, children do not have the same legal entitlements as adults but must pick them up along the way. For example, children cannot work until they're 14, consent until they're 16, or drive until age 17, which further sanctions them from the behaviour allowed from adults. Children cannot run their own lives and must be gradually socialised into responsibility and maturity, which is tightly controlled by laws and adults within the child's life.



THE BLURRING OF CHILDHOOD AND ADULTHOOD

In 1982, sociologist Neil Postman published the book "The Disappearance of Childhood" which remarks on the impact of media, juvenile crime rates and the growing exposure of children to adult knowledge and responsibilities on their experience of childhood in the UK. Sociologists like Postman say the line between adult and child is actually being strained because of children's widened access to information and experiences once reserved for adults only: the rise of TV and electronic media is hugely to blame for this. In the past, access to knowledge was contained within books taking years for children to acquire the reading ability necessary to tackle more mature books, meaning that they were introduced gradually to abstract ideas in an age appropriate manner. With the boom of television media post 1950s, more and more content began to be broadcast concerning crime, sexuality, strong language and violence. Did this force children to grow up quicker?

On the other hand, come 1964, Watershed broadcasting had been established, protecting children from harmful or upsetting content not suitable for their age, and this was hugely influenced by psychologist Albert Bandura's. Children were split into groups to watch adults interact with a doll. It was found that if the children had watched an adult behave violently towards the doll, they were far more likely to replicate the behaviour, particularly if the video showed no negative consequences or reprimands for the adult's behaviour. This was influential on the decision of what children should and shouldn't be allowed to watch at certain ages. This in turn supports the idea that childhood has become more protected, despite the increase in unsuitable content available.



However, restricting TV programs doesn't account for more recent times where the widespread use of social media means that there is a modern paradox forming; Children are treated like adults in what they see and know, but not in what they're allowed to do. This has led to what social science researchers, such as Sue Palmer, call the "toxic childhood".

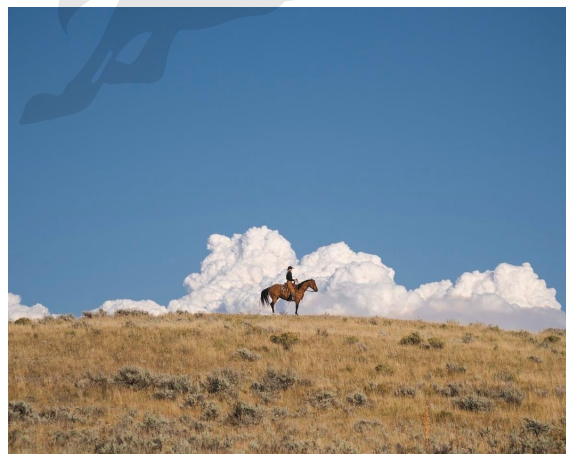
1. The decline of outdoor play linked to increased childhood obesity.
2. The commercialisation of childhood which is linked to children being exploited by adverts
3. The 'schoolification' of early childhood, limiting time at home and reducing independence.
4. The decline of listening, language and communication skills due to shortened attention spans, linked to the brain being overstimulated by media.
5. Screen saturation which reduces face to face interaction and development of social skills.
6. More tests, targets and educational pressure which increases anxiety.

It's fair to say that childhood has developed rapidly for better and for worse within the past century, and that with the defeat of old concerns, new problems have always arisen to take their place. By researching or simply just noticing the differences between the children of today and the children of yesterday, is it possible for us to help young minds adapt to this everchanging world of technology and innovation? Or alternatively have we coddled them too much from the reality of growing up?

Galloping in Sync : The Art of Equestrianism

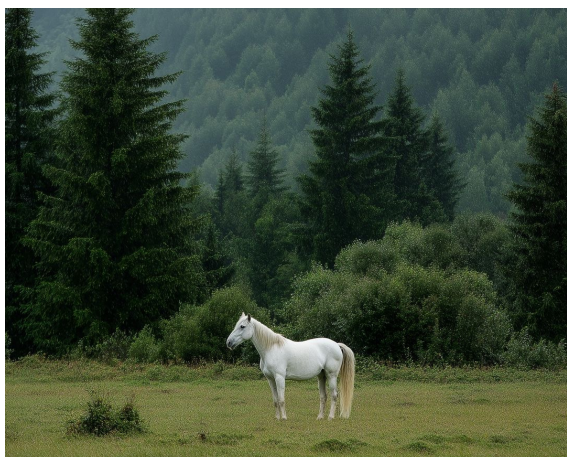
There's something magical about the connection between a horse and its rider. It's not just about reins and saddles, it's about trust, communication, and harmony. Equestrianism, often seen as a sport or hobby, is truly an art form. Riders don't just control horses, they dance with them, speak to them without words, and build a bond that can last a lifetime.

At the heart of equestrianism lies a silent conversation. Riders learn to read the smallest signals—a flick of an ear, a shift in weight—and respond with subtle cues. Horses, in turn, learn to trust their riders, responding with grace and power. This relationship takes time, patience, and mutual respect.



"The horse is a mirror to your soul. Sometimes you might not like what you see."

Buck Brannaman



More Than a Sport

Equestrianism teaches responsibility, empathy, and resilience. Riders learn to care for their horses, understand their moods, and celebrate their personalities. Whether competing or simply riding for joy, the bond between horse and rider is what makes equestrianism truly special.

Dressage: The Ballet of the Horse World

Fun Fact: Dressage comes from the French word *dresser*, meaning "to train." Often called "horse ballet," dressage showcases the elegance and precision of horse and rider working in perfect sync.

Show Jumping: Speed, Skill, and Strategy

Fun Fact: The highest recorded jump by a horse is 2.47 meters (8 ft 1.25 in)!

In show jumping, horse and rider must navigate a course of obstacles as quickly and cleanly as possible. It's a test of agility, timing, and courage. Riders must trust their horses to take off at the right moment, and horses must trust their riders to guide them safely.

"Winners are not people who never fail; they are people who never quit" – Ellen Whitaker

Cross-Country: Bravery in Motion

Fun Fact: Cross-country courses can span over 6,000 meters and include water jumps, ditches, and banks.

Cross-country is the most adrenaline-pumping discipline, where horse and rider gallop across natural terrain, leaping over solid obstacles. It's a true test of bravery, endurance, and trust. The horse must be bold, and the rider must be calm and confident.

"Cross country is about trust. You and your horse must believe in each other completely. That's the only way to fly over those fences." Michael Jung

Eventing: The Ultimate Test

Fun Fact: Eventing is often called the "equestrian triathlon."

Combining dressage, cross-country, and show jumping, eventing is one of the most demanding disciplines. It requires versatility, stamina, and an unbreakable bond. Riders and horses face everything from elegant routines to rugged terrain and high-speed jumps.

"Riding is a partnership. The horse lends you his strength, speed, and grace. In return, you give him your guidance, intelligence, and understanding." — William Steinkraus

Autumn Picture

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,
And still more, later flowers for the bees,
Until they think warm days will never cease,
For summer has o'er-brimm'd their clammy cells. —To Autumn, John Keats





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A SUPERCALIFRAGILISTIC SHOW

MARY POPPINS – AN INSIGHT INTO ITS SUCCESS



Our school's production of Mary Poppins was full of energy, laughter, and a sprinkle of magic from start to finish. The whole cast were absolutely incredible! Everyone knew their lines and songs, and you could hear every word clearly (even from the back of the hall). The actors used all parts of the stage, making sure the audience stayed totally engaged the whole time.

There were so many props and costume changes and the backstage crew were total heroes, working behind the scenes to make sure everything ran smoothly.

And let's talk about Mary Poppins herself – she was amazing! Her singing was beautiful, and she really brought the character to life. The entire cast worked so well together, especially in the group songs where everyone was perfectly in sync.

The sound and lighting were spot on too, with every cue timed just right.

It was great to see students of all ages taking part and supporting each other. From the youngest performers to the older leads, everyone played a part in making the show a huge success.

In short, the Mary Poppins performance was supercalifragilisticexpialidocious – full of creativity, teamwork and fun. A huge well done to everyone involved!

THOUGHTS FROM *the cast*

MARY POPPINS – THE CAST TELL ALL!

Hannah Walker

"I played Mary Poppins, and I had great fun playing such an iconic character. To prepare I practised my lines over and over to make sure I knew them inside out and also did lots of practice singing the songs with the backing tracks as sometimes the timings can be difficult. For me the most challenging part was learning the dances, because that was what I felt least confident about. I think the most important message in Mary Poppins is the importance of family and kindness and spending time with those close to you. I learnt that you could do things that you think you're not good at if you practise. I wasn't confident dancing and didn't think I'd be able to learn the dances, but I managed to in the end. I also learnt that community is really important, such a huge part of the musicals for me is getting to know and speak to people I wouldn't have otherwise met."

Martha Baker

"I played Bert. It was really fun to play, as in order to embody the character, I had to learn all these little movements and hand gestures that were specific to Bert, like learning the way that he walked and talked. To prepare for the role I watched other performances as well as rewatching the film about 5 times! I found the most difficult part of playing the character was definitely learning how to do a cockney accent, especially when singing, as I'm not very good at accents. I learnt lots of things from this play, but I think the most important thing I learnt was to persevere and to keep on going, because obviously not everything went perfectly well and it was important to pick ourselves up and keep on going."

Bonnie Skinner

"I played Winifred Banks, Jane and Michael's mum. I normally go for a more comedic character so playing her was a nice change! I enjoyed the chance to sing some more, and acting alongside close friends in other principal roles was really fun. However, her character was a bit of a push over – sometimes a bit irritating! The most challenging part for me was making sure I knew all my lines, I prepared mainly by learning my lines between lessons and listening to the songs whilst doing any schoolwork! My best advice is don't be afraid. Try new things, you'll never know what might happen. The most memorable moment for me was saying goodbye to everyone on the last night. As a Year 13, this was my last show after doing them since the very start. They've been such a significant part of my school experience and knowing it was my last show was a bittersweet feeling. I was exhausted after doing six shows in one week though. I'm afraid I won't be in the next production as have gone to university, but I will definitely try to come back and watch it!"

CHAIRING IS CARING

A PERSPECTIVE CONCERNING THE ASSEMBLY CHAIR DILEMMA

When I came back to school this year after a long and refreshing summer, I was ready for a new start to my school journey. Year 9! I was excited to start the last stage of KS3 for many reasons –

being able to borrow Y9+ books without a slip, starting the GCSE curriculum (maybe not too excited about that one) and CHAIRS. Now, in case you didn't know, in assemblies, Year 9 students get to – or got to – sit on chairs at the back of the dining hall. Now, I was eagerly awaiting this privilege that I felt like I – and my fellow Y9s – had earned by sitting on the hard floor for the last 2 years. So, you can imagine my disappointment when, on the first assembly of the year, we all filed into the dining hall and – to my bewilderment – there were no chairs!

Following on from the rest of the line, I sat down with a sigh. I had really been looking forward to being able to sit on chairs this year, and I didn't quite understand why there weren't any.

By Raine Ball
Y9

I asked my friend, who was sat beside me, where ON EARTH the chairs had gone and my bottom was already beginning to feel their absence, please tell me this is temporary? She informed me that this year's Y7s had indicated that they were feeling overwhelmed and intimidated by the Year 9s being on chairs at the back. Now, I completely understand their perspective – the first few days at TGGs can be quite intimidating and overwhelming, as much as the staff and fellow students make you feel welcome. Having the Year 9s, who can appear intimidating anyway, sat on chairs at the back looking tall and rather scary (we're not, I promise) isn't going to help. I understand that, really, I do. But taking the chairs? Are you FOR REAL? You've just turned a very pleasant Year 9 student into a very scary one.

Only joking! I'm nice! I'm sure the Y7s I know will agree with this. But seriously though guys – the chairs are there for a reason. The back of the dining hall is far away from the whiteboard and isn't any higher than the rest of it. It's a bit like in cinemas, they have levels going higher as you get further from the screen so you're not enjoying a very entertaining film of HEADS. The chairs are fundamentally there for this reason. Not to scare anyone, not to intimidate anyone, but simply so the Y9s can see the assembly. And so that we don't have to suffer any more numbness, like we have for the past 2 years, from cold floors. Year 7s (and 8s) this question is for you guys to take away with you: when you're my age, when you're Year 9, will you want to be able to sit on chairs? Because I bet you will. We all do, right?

We are your Head Girls 2025/6!



Isabella Shah

I love being Deputy Head Girl because it gives me the chance to support and represent a school that has shaped who I am. I first wanted to be part of the Head Girl team because I knew I could use my voice to make a positive difference—helping students feel heard, motivated, and proud of where they learn. In this role, I hope to encourage confidence, kindness, and ambition across the school, creating an environment where every student feels included and inspired to achieve their best. My vision is a school community that continues to grow together, celebrates everyone's strengths, and always strives to be better than the day before.

As I hope it came across in my campaign, the main reason why I wanted to be Head Girl is because of my love for this school. I've gained so much from TGGs - friends, confidence, skills and so much more - and I wanted to be able to give back to a community that has benefited me in so many ways. I hope I can spread joy around TGGs and hopefully represent the student body as much as I can, and I've really enjoyed visiting different forms and getting to know everyone, and I will continue this throughout my year! I hope everyone's looking forward to Christmas Entertainment: we've worked really hard on it and I hope it will be a big hit! ❤️



Olivia Cleveley

Introducing your *Heads of House*

Robertson



Zara Joseph

friendly, enthusiastic,
passionate



Charlotte Dell

bubbly, caring,
open-minded

"We will try our hardest to make sure Robertson feels like a family, maintaining our passion to help us even more. Encouraging more people to get involved, to bring a closer knit community by building friendships through different years to bring us together and chant even louder!!"

Wilkinson



Ella Halfyard

friendly, active, kind



Isla Mathews

great baker, calm,
collected

"Our flag is different from others as we don't have any picture of our house mascot, although this makes it unique, we would like to improve this and show our proudness. A competition to redesign might help us as a house collaborate and help others realise why they should love the house as much as we do."

Cross



Holly Ridgeway

Fun, empathetic, caring



Izzy Pace

Optimistic, bubbly, funny

"We want to make sure that we have the best dance moves, choreography and relevant music than all the other houses. Hopefully leading Cross with optimism that we will win again!!"

Jackson



Molly Moorman

strong, competitive,
compassionate



Mabel Brett

kind, focused, determined

"Following our big win at Sports' Day, we are going to keep focused on winning, and bringing home the medals for Jackson. We know we can do it!"

Omanyo



Dea Koyikkaro

encouraging, cooperative,
understanding



Izzy Ellis

determined, adventurous,
compassionate

"We want to start our new house with enthusiasm and dedication! Our small, yet so lively, group of Year 7s, will set the trend for our house. Along with a house that is inclusive, we will try our hardest to make sure everyone feels heard and proud to be in Omanyo."

Beal



Holly Pierce

**confident, authentic
approachable**



Melissa Batson

**friendly, creative,
supportive**

"I'm most excited for house shout as I think it's our chance to reclaim a Beal victory - we won it back in 2022 and, with the enthusiasm coming from forms this year, I think we have a good chance of winning again! Also I think house shout is the most fun part of the year, regardless of how we place. I think we are going to make Beal stand out by amplifying our house spirit - everyone will be decked in blue and chanting and screaming, with energy this year!"

"I'm definitely most excited for sports day because the energy is just unmatched - being able to scream our house chants and get covered in blue face paint is so fun! In terms of making Beal stand out I think that, although it's a very basic answer, we're definitely going to win something this year. Beal's losing streak has gone on for way too long and it's time to show the other houses what we can do!!"

Leadership in the Sixth Form at TCGS

by Charlotte Dell Y12

Sixth Form is a new and exciting time: not only for new academic studies and extra-curricular opportunities, but also a chance to represent and lead. At TCGS you can be voice for younger students as part of the Sixth Form Leadership Team. As you begin Year 12 and Sixth Form life, the opportunities for leadership roles soon arise and you can choose to apply for positions such as: Head Girl, Hub Ambassadors, Wellbeing Ambassadors, Heads of Houses and the Leadership Team. All candidates are first asked to write an application letter consisting of the reasons of why they think they would be the perfect fit for the role. Interviews are then held either singly or as a group to be able to show off your skills in real life scenarios. Finally the results are revealed and you will know if you have been successful or not and although the outcome is not always what you may have hoped for, the encouragement from staff to get involved with other aspects of the school is not one to miss. There are so many different opportunities for leadership. For the Head Girl and Heads of Houses this is not the final step. Days and nights of planning and thinking are spent preparing for the final hurdle: the hustings. From then it is up to the students of TCGS to use their voice to vote. For all candidates this process can be long and scary as well as exciting and new, so let's celebrate the achievement of the successful candidates of Head Girl and Heads of House this year and I hope this feature helps you to get to know them a little better.

Farewell, Mr Baker



When did you start at TGGS and how long have you been here?

Longer than I thought I would! I planned to stay here for about 3 years and that was 10 years ago. The staff and students here make it quite difficult to think about teaching anywhere else.

Will you miss writing the timetable for every student?

No (So, actually, secretly, I quite like writing the timetable but don't tell anyone as I have a street cred to protect..)

What are your favourite memories of working at the school?

TGGS is really good at all the fun stuff that makes schools great places to work. I fondly remember the trips: like taking Y9 to London and seeing the Lion King; going down all the slides at Woodlands during Activities Week; and I loved it when the dolphins came to say hello when we were on the ferry over to Brixham during the sponsored walk. I've also got loads of good(?) memories of being splatted and soaked during different Charity Weeks! And I have loved being part of the end of term assemblies and the Christmas Entertainment. But one of my favourite memories is singing karaoke with Mr Castillo - what a voice!

What will you miss about TGGS?

Probably Arbor...

No, I'm not going straight into another job so it's also the things I will miss about teaching in general. In teaching you can think you may have a plan for your day and then within the first 5 minutes of being in school your plans may have to completely change! And I really like the variety that this brings. I like the challenge of teaching and I think I will miss the mental challenge of trying to explain Quantum Mechanics to Y12 one minute and then how to light a Bunsen-Burner to Y7 the next, and then discussing a completely random EPQ with a student, and then going into a staff meeting etc. etc. I'll miss the range of different things I do on a daily basis. But specifically what I will miss about TGGS are the students and staff. It's got to be one of the best places to work as a teacher, full stop. Nearly all students here just want to do their best and have a great sense of humour which makes teaching here a joy. All the staff here are so supportive and kind - so it will be the people here I will miss the most.

What's the best meal you've had from the canteen?

It's got to be Fish and Chips Friday! I am also liking the BLT wraps at the moment, paired with sweet apple juice
- I recommend it.

What are your plans for the future?

It's really bittersweet that I am leaving. I do really enjoy teaching and love working here but I have also got the opportunity to do something I have been wanting to do for at least the last 25 years. When I was about 21 I went to America to do Camp America. I was the Hiking Director(!) which meant for about 3 months I had to organise the daily hikes that all the children - from primary school age to 16-year-olds - would go on. This was in Connecticut, and the trail I organised most of these walks on was called the Appalachian Trail. I didn't know anything about the trail when I first went over there but found out that it went all the way down to the south of America to Georgia and all the way up to the North in Maine, almost to Canada - a 2200 mile trail. Ever since then I have wanted to walk the trail and I finally convinced my wife and kids that it would be a good idea for me to do it. I am going to walk the trail in one go, a thru hike, next year. It will take me about 5 months and I'll be sleeping in a mixture of my little one man tent, wooden shelters along the way, and any hostel or motel that will take me. I'm going to do it as a big sponsored walk (although I think there will be more bears on the trail than there will be dolphins) and am going to try and raise money for Devon Air Ambulance as it is an amazing local charity that literally saves lives on a daily basis.



If you could have taught any other subject what would it have been?

I love teaching science. I really enjoy demonstrating new ideas and playing with practical equipment (obviously after doing the correct risk assessments). But if I had to teach something else it would probably be Music. I play the piano and the sax (not as much, or as well, as I would like to). Like science there is quite a bit of practical work and I like the mixture of theory and practical and guiding students to be able to explore and figure things out for themselves

Any leaving message for students?

Don't forget to keep using www.mrbakersciencestuff.com when I'm gone for all your physics revision! - and also - nobody has ever looked back at their life and said, "I wish I had worked harder".
Follow your dreams!



You can sponsor Mr Baker by scanning the QR code or using the link below.

<https://www.justgiving.com/page/bob-baker-1t>

ADIEU MISS JONES



When did you start at TGGs and how long have you been here?

I started working at TGGs in 2021 as a Covid Catch-up coordinator, meaning I was supporting students who were struggling or had fallen behind with their online learning during the pandemic. Then, I started to help out in the Languages department with some A level French speaking practise and really enjoyed this, so I decided to train to become a teacher. I had to leave TGGs for a few months during my teacher training but came back in spring 2023 for my second training placement. Finally, I qualified as a teacher and got my job as a Languages teacher at TGGs in September 2023.

What are your favourite memories of working at the school?

Everyday teaching my lessons was fun at TGGs but I have to say that my favourite memories all come from the special days like the sponsored walk, house shout and charity week. More recently, I went on the French trip to Paris with year 11 and year 13 where Mrs Bumby accidentally renamed our coach driver from Adam to Alain (much more French) and this stuck with him all week - we of course had to buy him a red beret to complete his new French persona.

What will you miss about TGGs?

The thing I will miss the most about TGGs is the hard-working, kind and ambitious students who are such a pleasure to teach every day. I will also really miss my lovely colleagues who have become good friends over the years.

What are your plans for the future?

As a Languages teacher, the thing that makes me the happiest in life is travelling, experiencing new cultures and, of course, learning new languages. I want to do more of this whilst I am still (quite!) young. Recently I've been learning Italian, so I'll be heading out to Italy after Christmas to really put my Italian to the test! In the longer term, I've got my sights set on Seoul, South Korea. Some of you may know that I enjoyed a trip to Korea in the Easter holidays and it has never left my mind since - it's my dream to live in Seoul and work as an English teacher so fingers crossed I can make this happen!

Any leaving message for students?

My message to students at TGGs would be to be brave and try new things even if they seem a bit scary. If things don't work out the way you planned, be resilient and always try again. Keep working hard and always giving your best, but don't forget to have fun and enjoy life too!

VOGUE 2025 QUIZ OF THE YEAR

1. Which popular social media app was temporarily unavailable in the United States in mid-January?
2. Which princess gave birth to her second child in January?
3. What did Kendrick Lamar wear during his Super Bowl performance that went viral?
4. In the Netflix show Adolescence, who played 13-year-old Jamie Miller?
5. When collecting his Oscar for The Brutalist, what did Adrien Brody throw at his girlfriend Georgina Chapman?
6. In April, an all-female crew including Katy Perry flew in Jeff Bezos' rocket — how long was their flight?
7. What is the name of the movie released in April about twins Smoke and Stack?
8. Which fictional cartoon character announced her pregnancy live on Good Morning Britain?
9. Following the death of Pope Francis, who was named the new leader of the Catholic Church in May?
10. Which country won the Eurovision Song Contest?
11. What are the viral collectible toys that come in boxes which everyone wanted this year?
12. What viral catchphrase did Justin Bieber create this year?

VOGUE 2025 QUIZ OF THE YEAR

13. Justin Bieber created a new viral catchphrase this year — what was it?
14. Love Island celebrated its 10-year anniversary this June, but who won this summer's series?
15. Which 90s rock band reunited for a tour and held their first performance since 2009?
16. Which band's concert kiss-cam exposed an affair between a CEO and the company's chief people officer?
17. Who won the Men's Singles at Wimbledon this year?
18. Which country won the Women's Euros 2025?
19. Which budget airline's advertising slogan went viral on TikTok earlier this year?
20. What are the two numbers that went viral towards the end of the year, with teenagers frequently saying them?
21. The Summer I Turned Pretty reached its dramatic conclusion in September — which Fisher brother did Belly end up with?
22. Which iconic high-street fashion brand announced it would be making a return?
23. What is the name of the AI actress revealed earlier this year who prompted heavy backlash from the acting community?
24. Who won the Women's Rugby World Cup?
25. Taylor Swift released her 12th studio album this year — what was it called?

The TGGS Magazine

QUIZ ANSWERS:

- TikTok
- Princess Beatrice
- Bootcut jeans
- Owen Cooper
- His chewing gum
- 11 minutes
- Sinners
- Mummy Pig from Peppa Pig
- Pope Leo XIV
- Pope Leo XIV (duplicate in source, but still answer)
- Austria
- Labubus
- "It's not clocking to you that I'm standing on business, is it?"
- Toni Laites and Cach Mercer
- Oasis
- Coldplay
- Jannik Sinner
- England
- Jet2 — "nothing beats a Jet2 holiday"
- 6 and 7
- Conrad
- Topshop
- Tilly Norwood
- England
- The Life of a Showgirl
- The Louvre
- West End Girl
- Zohran Mamdani
- Flesh by David Szalay
- Rage bait
- Lilo and Stitch