



**THE NEWSPAPER OF THE WOKING COLLEGE CULTURAL STUDIES DEPARTMENT**



## Perché studiare Italiano?

ALFIE SEARS

Studiare qualunque lingua è benefico per tante ragioni. Però, per quanto riguarda studiare l'italiano, è, senza dubbio, la lingua più ricca culturalmente da essere studiata e capita.

Imparare l'italiano a Woking College mi ha fatto capire la cultura del paese e della gente sia nel passato che nel presente.

A Woking College, copriamo un'ampia gamma di argomenti rilevanti riguardo la società e la cultura italiana. Tutto questo mentre abbiamo il privilegio grandissimo di guadagnare una qualifica superiore in una lingua seconda che possa, in seguito, darci molte opportunità più tardi nella vita cioè, il lavoro internazionale e inoltre studiare all'estero.

**Struggling? The English translation can be found on page 6**



**A room with a view? The Duomo dominates the beautiful skyline of Florence, Italy**



**Protestors in Bristol topple the statue of slave trader Edward Colston in June this year**

## Defend or desecrate? The great statue debate

HANNAH AHMED

Statues have been used for centuries to represent the change and life within our world. They have been adapted to represent art, culture and express life through generations. It allows the youth to reflect upon significant moments that have shaped our history and remember and respect certain figures who paved the way for change, despite the pain or happiness caused.

These statues have proven significant in maintaining the heritage and culture within the society. For example, the Chinese were distraught after the cultural revolution where the Red Guard destroyed historical relics, including statues. That had a huge devastating impact, as it signifies the extent and the people who wanted change and formed as part of their culture. Statues allow people to feel proud and patriotic, honouring those who helped form the way that we live our lives today.

However, the society we live in where statues are recognised, fail to recognise the achievements of

other people that have gone unnoticed due to their class, gender or race. In the UK out of 828 statues recorded by the Public Moments and Sculpture Association (PMSA), only 174 of them were female, this is then further reduced by having only 80 of them named. This shows the inequality we are celebrating through our streets, which only reiterates the past centuries of gender inequalities that women have had to face, thus failing to represent the ongoing gender struggle.

Following this, some of these statues, openly being celebrated, do not portray the message of equality. For example, Edward Colston, celebrated for his philanthropy, supporting social reforms within schools, hospitals and churches has only just emerged in the media as a 'reviled slave trader'. His role as an active member of the RAC (Royal African Company), was built on a foundation of trading enslaved Africans for 11 years. This man does not deserve to be celebrated in a public area, as his racist attributes, relevant to centuries of pain surrounding slavery does not deserve to be openly commemorated instead it does deserve to be desecrated.

*(continued on page 2)*

## IN THIS ISSUE

**SPANISH CINEMA  
REVIEW: PAGE 7**

**FOCUS ON CHINA:  
PAGE 3**

**VIEW FROM THE  
AMERICAS: PAGE 9**



# The great statue debate

## Continued from page 1

To physically be party to selling and owning the rights to a person, based on a skin colour is despicable and should not be defended by the government due to his positive social change as those changes do not reflect the harsh brutality dark skin colours have faced.

In addition to this, statues have long been used to signify the class structure in Britain and the exploitation that comes with it. For example, the Winston Churchill statue in Parliament Square could lead future generations to remember his name as a saviour, when in fact it was the middle and lower classes who died sacrificing themselves for this war and are yet not made into statues, despite their heroics. Statues are a physical reminder where one person, a majority of the time being of a higher class, receives the glory, neglecting the other tens, hundreds, thousands, millions of people that also fought for change physically or silently.

Statues should be desecrated as they lead future generations to believe the story of individual figures. Instead of spending time and money producing a statue, action needs to be taken. Otherwise, what is the point of honouring those statues if change will never be reached? Statues represent the false hope of the government as if these changes were really significant the government would be constantly encouraging and promoting these changes but they fail to do so. Thus, desecrating these statues leads to the hopes of building a better society to correct the form of the prejudice and inequality of the traditional view of history where these statues are applauded.

As a society and a world, the aim is to erect new statues, not physical ones but life changing ones, correcting the mistakes of our predecessors and making a difference amending the inequality faced today. These statues should be an example for the world to do better and to be better.

Overall, statues provide the heritage and allow people to remember the sacrifices and change past generations fearlessly fought for, however the negative view around racist and unequal figures celebrated should be desecrated as they only present injustices which the public do not support.

Study A Level History to be involved in discussions and debates and express your views and opinions on various parts of history.



**Do you have a strong opinion about an issue, controversial or otherwise?**

**Contact The Woking Globe and perhaps see your words in print!**



**Penelope Cruz in the 2006 film 'Volver,' directed by Pedro Almodovar. For a review of the movie, turn to page 7**

Welcome the first edition of the Woking College Cultural Studies Department newspaper!

Whether you are an existing student at the college or whether you are in Y10 or 11 in one of the local schools, we hope you will find something in this newspaper to interest you.

If you want to test your language skills, this issue contains several articles in various languages (but don't worry, there are English translations too!). We have a special section on China this issue and the first of our regular 'Views from the Americas' features.

Woking College students, if you are interested in writing an article for the newspaper, please contact any member of the Cultural Studies department in person or via Teams. We are particularly looking for:

- film and book reviews (especially those related the CS department)
- bilingual sports reports
- your own thoughts on topics you have covered in your lessons

So get in touch and get writing!



**Cultural Studies:** Classical Civilisation; French; German; History; Italian; Latin; Politics; Spanish.

*The Woking Globe is the Cultural Studies department newspaper. Opinions within it do not necessarily reflect the views of staff in the department or Woking College as a whole.*

## Thank you!

### CONTRIBUTORS TO THIS ISSUE

The following people have contributed to this, the first edition of the newspaper:

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## SPECIAL FEATURE: THE PEOPLES REPUBLIC OF CHINA

***What I learned (and didn't learn) in Hong Kong***

CORA CHOW

When I first arrived at this college, I saw a wall with pictures from the Chinese Cultural Revolution, then I realized something very important - though I had studied in Hong Kong most of my life, the Cultural Revolution was never mentioned in school. It prompted me thinking, what kinds of history, political, or even 'patriotic education' did I receive?

Most of the history curriculum covers China, starting from the establishment of imperialism. Hong Kong, then a fishing village, played a very small role. Western invasion and colonialism towards the end of the Qing dynasty is covered extensively, during which Hong Kong became a colony of Britain. The Qing dynasty and the republic are also taught in detail, and Mr Sun Yat-sen, an instrumental figure in the revolution, first leader of the Kuomintang (Nationalist Party) and first provisional president of the Republic of China, was called "Father of the Nation," which I find ironic.

The beginning of the Communism Part, led by Mao Zedong, was also included in the curriculum, including the details of the two parties' conflict. However, or rather conveniently, compulsory history education ends at the beginning of WWII, when the two parties had to work together.

History since the establishment of the People's Republic of China under the Communist Party in 1949 is barely covered. The famines and the Cultural Revolutions were seldom mentioned in class, though many people do know these events happened. The coverage of Hong Kong history is even worse, as communist riots.

and development under the colonial government were not mentioned at all. I only learned colonial Hong Kong history from the internet.

However, everyone is aware of the Tiananmen Square Massacre. It is not officially in the curriculum, but in my secondary school, there was usually an assembly or announcement about it every year. (According to my former schoolmates, none of these happened this year even though Hong Kong schools had reopened)

On identity, from kindergarten, I was taught that I'm Chinese. ("people of China", not "people of Chinese descent") In primary school, there's usually poems and short texts in the Chinese language textbooks that strongly suggest students be proud that they are Chinese. However, due to the transition to more advanced language, these types of texts are not used after Year 4.

Also, there were occasionally talks about democracy and civil disobedience, which I did find interesting as a 10-year-old. In my secondary school, an outdoor flag-raising ceremony was held every month, which is usually followed by bilingual presentations on the economic or scientific development of China, which have positive views on China, especially on recent transportation links between Hong Kong and China. However, I do not find the ceremonies and presentations as "effective" as it was intended.



**Above; The 1997 ceremony, when Hong Kong was 'handed back' from Britain to China.**

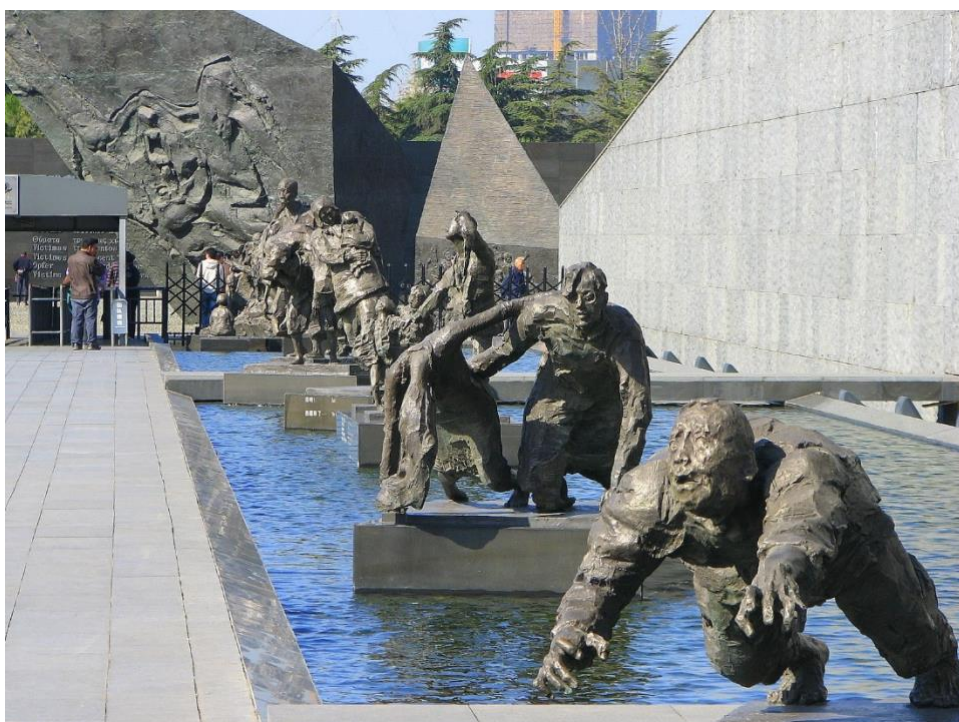
The political system of Hong Kong was taught starting from primary school, which only includes basic facts. Starting from Year 10, students must study Liberal Studies, which includes politics, sociology and psychology. In the Hong Kong politics module, more details of the Hong Kong political system and the key themes of the Basic Law are taught, and some teachers did add that the Hong Kong system is very unusual. According to the curriculum, China uses a "socialist system with Chinese characteristics", which is the official term used in China, though the meaning was never explained. There is also a module titled "Modern China", but I did not study it prior to my departure. In recent years, public exams have avoided political questions, though school mock exams still include those.

Despite the somewhat biased education, I don't think it had affected my judgement. The "great firewall of China" is not applied to Hong Kong so anyone can search what they missed in school. However, as China had increased its influence in Hong Kong, who knows what will happen to the education system and access to information. In China, many young people don't know anything about the Tiananmen Square Massacre, and I fear it may happen to Hong Kong in 2047, the year Hong Kong officially becomes "just another Chinese City."

**Left: Pro-democracy campaigners in Hong Kong in 2020**



**Below: A memorial in China dedicated to the victims of the Japanese 'rape of Nanjing' in 1937**

***Commemorating the Unspoken History of World War II***

JAYMIE ROBINSON

On the 2nd May 1945, the Third Reich surrendered after six years of war against the Allied powers. Germany was split first into four and then into two sections: Communist German Democratic Republic and Democratic Federal Republic. 4.3million German lives were lost during the conflict. The defeat of Germany ended the war in the west.

However, despite the 'westernisation' of the conflict it is important to remember that it was in fact a global war: 15,000 African soldiers lost their lives fighting for the imperialists' dominance of the continent, for example. Also less well-known is that 15 million Chinese died fighting Japanese expansion. Numbers alone show that the Chinese made up a fifth of total war losses and participation, yet when history is taught in British schools we are primarily shown the heroics of Churchill or the military-industrial complex of Roosevelt. More frequently have the Russians been taught about, but even then they appear to have been treated as lesser.

WWII started in 1937, with the invasion of Northern China by the Japanese Empire under the pretence of the Marco Polo Bridge Incident.

*(turn to page 4)*



(continued from page 3)

Shortly after the declaration of war, thousands of foreign troops entered China and began fighting back the recognised Guomindang Nationalist government, but also the Communist faction headed by Mao Zedong. Their aim was to subjugate and terrorise and two events more than anything show how they succeeded. When Nanking fell in 1937, the Nationalist government fled its capital and its armies, leaving them to the mercy of the invaders, who murdered, raided and destroyed the city. Secondly, Jiang Jieshi leader of the Nationalists, flooded the Yellow River Valley in 1938 to stop the Japanese advance. This move resulted in the deaths of almost 900 thousand people and badly degraded public faith in the regime.

The Chinese involvement in the Second World War was about so much more than one country fighting another for self-interest, as it was with the European powers; the nation was split amongst warlords, conservatives and communists, each with different goals and further divisions amongst them. Though it is highly likely that China would have succumbed to Japanese rule without the involvement of the Soviets and the Americans, this does not make the nation weak or unworthy of a mention in history.

There were some heroic battles despite the losses, such as Mao's Hundred Regiments Offensive and Jiang's Battle of Taierzhuang. Chinese soldiers, particularly those fighting for Communism, were fierce and developed effective guerrilla tactics to upset the Japanese occupation. These tactics were later to be used to win the Civil War against the Nationalists and also by the Viet Minh in resisting the French, Japanese and American occupying forces. The Second World War also severely weakened the Nationalists and allowed the Communists to gain strength – if it were not for the war and the events unfolding within it then world history would have been altered tremendously from 1945 onwards.

It is not wrong to focus on European history. As Europeans, it is our duty to know about our pasts and to not repeat the same mistakes. However, in a time of increased activism and awareness it just makes sense to be able to educate yourself and grasp a view of all important history and to understand why the world is the way it is today. China is now arguably the second-most influential superpower on this planet. To have gone from a failing empire to the dominant Asian force in little over a century is impressive and it is something that should be given greater credence than it actually is. Celebrate Chinese history and sacrifice. Celebrate their involvement in WWII. Celebrate the country it is now. Seeing history in black and white is wrong. Neither the USA or the USSR were the good guys in the Cold War and neither the Guomindang or the Chinese Communist Party were golden and perfect. Form your own opinions and educate yourself. Study A-level history and gather for yourself a greater appreciation of the world around you.



Fighting on the streets of Shanghai in 1937

## How did Mao come to dominate China after 1949?

RACHEL GARBETT

In 1949, after years of Civil War, the new People's Republic of China was established by the Chinese Communist Party (CCP) with Mao Zedong as the Chairman. Mao had led the CCP to victory in the Civil War against the Nationalist Government (GMD). The GMD had problems with corruption, hyperinflation and as a result had lost the support of the people. Therefore, Mao was seen as a liberator. He gained support in the countryside through his promotion of his ideology, Mao Zedong Thought which promoted mass mobilisation and a national revolution led by the peasants to overthrow the Nationalists and landlords. Mao also led a policy called land reform, where the landlords' land was redistributed among the peasants, helping him to gain widespread support. This support allowed the CCP to win the Civil War through strategies such as Guerrilla warfare. During Mao's time as Chairman he united the country under his ideology, industrialised, made social improvements, used propaganda and transitioned the country to socialism. A cult of personality developed around him; he remained dominant and popular even after the Great Famine.

In 1949 Mao already had considerable support because he was considered to be a revolutionary hero but needed to fulfil his promise of transitioning to socialism. He began by creating a 'New Democracy'; He established the 'People's Democratic Dictatorship' where the working class, the peasants and parts of the bourgeoisie had political rights, helping Mao to broaden his support base. But other groups such as those who were associated with the Nationalists had no political rights and had to be reformed. Debate was allowed among party members, but decisions had to go through the Politburo and be in line with Mao Zedong Thought. Party officials were regularly purged. Overall, the system was not like a Western democracy and it did allow Mao to keep control.

The CCP was selective and only just over 1% of the population were members in 1950. Members had to demonstrate their devotion to Mao and his ideology. Certain members were selected to become party

cadres (who received privileges). All Chinese citizens belonged to work units, supervised by the cadres. This was how they received food, housing and permission to travel. This strict regime kept the large population under control and made it easy to uncover party enemies.

One of the key ways Mao and the CCP consolidated their power was through terror. Mass campaigns were launched against Counter-revolutionaries (those with links to the GMD), corrupt party members, the bourgeoisie, foreigners and intellectuals in the 1950s. Many people were publicly humiliated and forced to make self-criticisms. This led to suicides. Some were executed or sent to labour camps. There were often quotas set on how many people had to be executed. The terror campaigns were crucial in allowing Mao to dominate over China because it ensured that party cadres were loyal to him and that there was no threat of revolution.



Above: Pro-Mao propaganda

But social reforms were also used to a great extent to try to win support with more limited use of terror. In the countryside, land reform continued – The Agrarian Law of 1950 resulted in 43% of the land being redistributed to 60% of the population but many landlords were executed. Mass campaigns improved public health and sanitation, increasing life expectancy. There were also reforms for women such as the New Marriage Law of 1950 which outlawed practices such as arranged marriages and improved women's rights. These reforms were limited but women could now own property and divorce. Finally, there were also educational reforms. The language was simplified

and school attendance increased. Mao also used schools to indoctrinate children into Mao Zedong Thought.

Mao also came to dominate China through his success in foreign policy. In October 1950 China entered the Korean War and forced the US into the biggest military retreat in history. This was a huge victory against Capitalism and was excellent propaganda for Mao as a great leader. There were still issues with foreign relations but China was no longer under the control of imperialist powers and they had the powerful ally of the Soviet Union.

In 1953, Mao and the CCP decided that the economy was now stable and that they had effectively consolidated their power so they began to transition to socialism. Mao continued to purge party members and introduced the anti-Rightist campaign in 1957, where intellectuals were persecuted. In 1953 Mao embarked on the First Five Year Plan to improve China's agricultural and industrial output, exceeding targets. However, Mao's Great Leap Forward (GLF) (1958-1961) was less successful. The poor agricultural techniques, focus on industry and lies about production led to a famine that killed tens of millions. Mao was partially aware of the devastation his policies had caused but did not end the campaign until 1961 and didn't take full responsibility for his actions. This did cause him to lose some support in the countryside but he was still mostly seen by the people as a revolutionary figure who had saved them from the GMD and other party members were blamed for the failings of the GLF.

Mao was seen as a revolutionary hero and many believed he could do no wrong. The extensive social reforms and the new system of government that he put in place were effective in winning support in both the cities and the countryside. The promotion of the ideology created mass thinking and the propaganda caused a cult of personality to develop around Mao. Mao then maintained his power by regularly purging opponents and other leading members of the CCP. Other leading party members were blamed for major failings such as the GLF and Mao remained powerful.



**SIDE BY SIDE – GERMAN AND ENGLISH TRANSLATION**

# Feste und Traditionen in Deutschland, Österreich, und der Schweiz

**ROSIE BROADLEY**

Es gibt so viele verschiedene Feste und Traditionen im deutschsprachigen Raum. Sie werden die Vielfalt dieser Festivitäten kennenlernen. Erstens gibt es Karneval und es wird nicht überall in Deutschland gefeiert. Man verkleidet sich und zieht bunte Kleider oder Masken an, aber in Süddeutschland, der Schweiz, und Österreich heißt der Karneval ‚Fastnacht‘. Am ‚Aschermittwoch‘ endet der Karneval.

Eines der wichtigsten Festivals ist das Oktoberfest, dass in München stattfindet. 7 Millionen Liter Bier werden verkauft und normalerweise gibt es 14 große Zelte und 20 kleine Zelte, aber oft muss man eine Reservierung haben! Es sind nicht nur die Feste, die in Deutschland bekannt sind, sondern auch deutsche Weihnachtsmärkte und mittlerweile gibt es 2500. Außerdem werden Sie auch Traditionen in der Schweiz wie Jodeln und das Alphorn kennenlernen. Diese Feste sind nicht nur beliebt und bekannt, sondern haben auch viele Vorteile und Sie werden sich über ihre soziale und wirtschaftliche Bedeutung informieren.



**Above: A Carnival procession**

There are so many different festivals and traditions in the German-speaking world. You will learn about a variety of these festivals. Firstly, there is Carnival, which is not celebrated everywhere in Germany. You dress up and put on colourful clothes or masks, but in Southern Germany, Switzerland, and Austria, Carnival is called ‘Fastnacht’. Carnival ends on Ash Wednesday.

One of the most important festivals is Oktoberfest which takes place in Munich. 7 million litres of beer are sold and normally there are 14 big tents and 20 small tents, but often you must have a reservation! It is not only the festivals which are famous in Germany but also German Christmas markets and by now there are 2500. In addition, you will also learn about traditions in Switzerland like yodelling and the alphorn. These festivals are not only popular and well-known, but also have many benefits and you will find out about their social and economic importance.



**Above: A beer tent during ‘Oktoberfest’**



**Above: ‘Oktoberfest’ takes place in Munich every October**

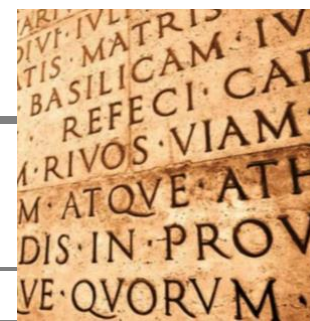


# Why I chose to study...

Do you enjoy history, but you'd like to study completely different topics? Do you enjoy learning about ancient myths and legends? Were you a fan of studying the Roman Empire in Y7? Do you enjoy English, but would like to read some more exciting texts? Woking College has the answer! A-level Classical Civilisation combines the study of Imperial Rome with other aspects of Ancient history and literature (all in English!). Two students below explain the appeal.

Do you currently study Latin at GCSE and are worried about the leap to A-level? One of our students tells you to set aside those concerns and get ready to get stuck in!

Do you currently study Latin or Italian at GCSE? Or do you study French or Spanish and would like to expand your language study? If so, then the door to A-level Italian could be open to you. One student who took the subject from scratch this year explains the benefits below.



## ...Latin

TOM MILLS

A common question I get from friends who took GCSE Latin is often – ‘why did you choose to continue the pain?’. The answer is that I found the GCSE to often stop short of explanations. Information was given to you to learn but not then explained as to why it was that way. For example, why is the subjunctive used with certain kinds of conditionals but not with others? A question that keeps many up at night, for certain. What was not explained to me was that this was because the subjunctive indicates a distance from reality – once you know that, the other uses of it become a little clearer. It was this kind of sweet, sweet satisfaction of understanding that I was looking for, and so, after many sleepless nights over gerundival attraction and the locative, that I decided to take A-Level Latin.

In material terms, it's still the same language as at GCSE. However, the expectations of how you use it simply go up. As Helen says, ‘the Latin makes sense, so your English must too’. This was upsetting, as at GCSE you could mostly take the literal translations of each of the words, string them together in way that made some sense, and there's your 9. Now, the words I said had to actually flow in English and convey the correct implications of the Latin. The Latin also became harder – more complex sentence structures, weirder forms of verbs, authors being smug by putting words in funny orders because (ha ha!) what kind of uncultured barbarian can't recognise a hyperbaton?

I love doing Latin. I would call it my favourite subject but I'm only a little concerned that my other teachers will read this and get jealous. It's a genuinely interesting subject that requires hard work to understand but is immensely satisfying when you do. The literature is varied and gives you an insight into some of the most interesting stories told and effective rhetorical styles – Cicero's speeches continue to be studied today by the likes of Barack Obama for their powers of persuasion.

## ...Classical Civilisation

ISAAC SCHWABE

I chose Classical Civilisation for my A levels because I have always enjoyed learning and reading about ancient culture and history, and have a past interest with mythology. So, I picked Classical Civilisation to further my knowledge on Roman and Greek culture and history. I had read texts such as The Iliad before deciding to pick up Classics as an A Level. In Classics you will be taught highly transferable skills for other essay-based subjects such as, structuring and writing essay-based answers whilst also analysing and writing about written and visual sources.

My favourite part of the course so far has been the Imperial Image topic this encompasses Roman Emperor Augustus' rise and reign in power, whilst also teaching about Rome's political system and current political climate at the time.

I would recommend Classical Civilisation to anyone whom enjoys learning about alien cultures from our own and learning about different periods of history. I would also recommend Classics Civilisation to anyone whom likes reading and then discussing it afterwards.

## ...Classical Civilisation

RACHEL CAMPION

I chose Classics A-level because I have always been interested in the Greek and Roman myths. When I was younger, I would read all the stories about monsters and gods as it was so exciting and different from the world we live in now. For me, Classics was a way of developing my understanding of the ancient cultures and continuing to learn about the things I have liked since I was a child.

My favourite parts of the course are the books, because as well as reading a good story, we learn about how the Greeks and Romans lived and can see how parts of our own society evolved from their values and way of living.

I would recommend Classics to others as the course is interesting, stimulating and is an opportunity to learn about something different from other subjects. As well as this, the teaching and support is excellent, and the course is broken down and made easy to understand.

## ...Italian

(translated

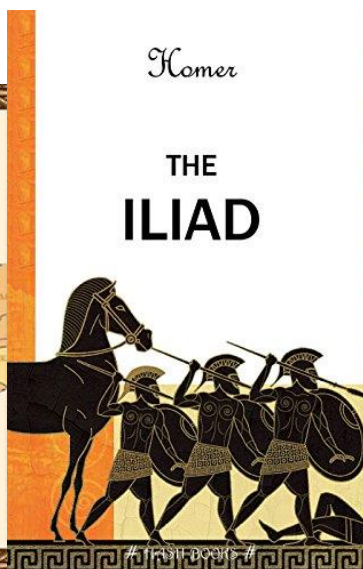
from page 1)

ALFIE SEARS



Studying any language is beneficial in a multitude of ways. But as far as studying Italian is concerned, it is, without a doubt, the most culturally enriching language both to study and be able to understand. Learning Italian at Woking College has led me to be able to understand the culture of the country and the people of Italy, both present and past.

At Woking College, we cover a wide range of topics relevant to Italian culture and society. All while having the immense privilege of gaining a higher qualification in a second language which can, in turn, lead to many opportunities later in life such as international work and studying abroad.

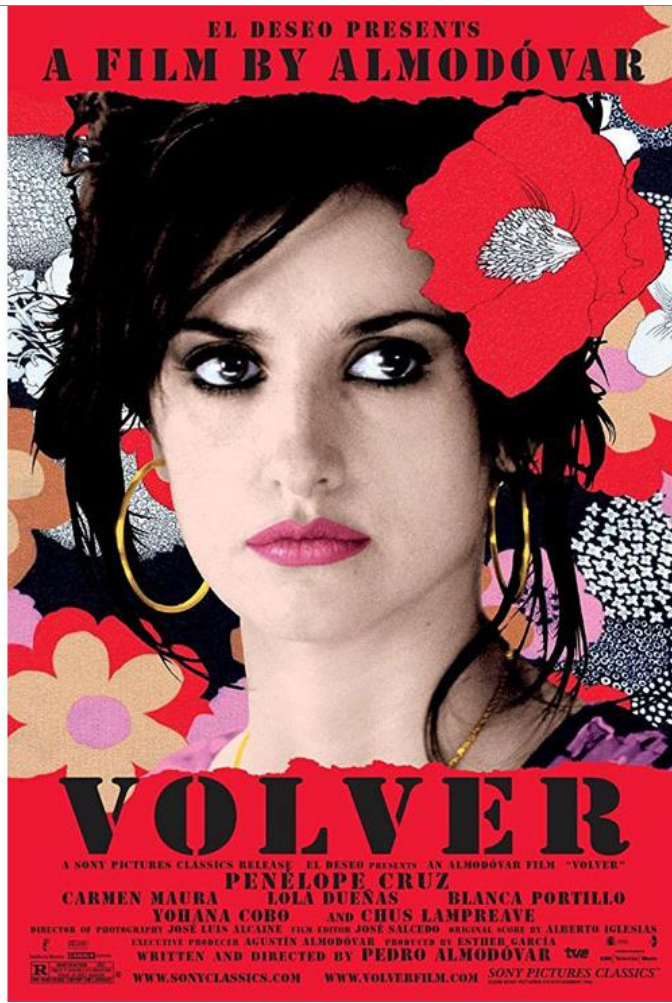




**Critica de cine:**  
**Volver**  
(English translation on page 12)

ROSIE BROADLEY

‘Volver’ se estrenó en 2006 y el cineasta se llama Pedro Almodóvar. Es una de las películas más emocionantes para estudiar. Lo bueno de esta película es la trama y los sucesos que ocurren a través de ‘Volver’ que son muy dramáticos y los personajes principales necesitan enfrentarse con muchos retos difíciles. Esta película está dominada por secretos y mentiras y muchos de estos secretos permanecen en secreto y afectan a las relaciones familiares.



La solidaridad de las mujeres es evidente y hay más hembras que varones en ‘Volver’. Hay un hombre peligroso y las mujeres tienen que mantenerse juntas además de la solidaridad entre la familia principal y las vecinas femeninas de esta familia.



Un tema clave es la familia y se puede ver una familia emigrante que vino de un pueblo a la ciudad para buscar una vida mejor porque en las regiones rurales generalmente no hay suficientes trabajos. En ‘Volver’ la familia principal vuelve a su pueblo antiguo, que está situado en la región rural de La Mancha, para visitar a sus familiares, pero vive en la gran ciudad de Madrid.

La muerte es un tema importante con dos muertes claves que son muy diferentes y también la superstición con los fantasmas. El título ‘Volver’ puede tener muchos significados y es volver de muchas formas. Lo mejor es que el director utiliza una variedad de técnicas cinematográficas como colores y movimientos de cámara para mejorar la trama.



**Are you interested in studying languages?**

**WOKING COLLEGE LANGUAGES**

If you already study a language at GCSE, there are huge benefits in continuing that study at A-level.

If you study Latin or Italian, or if you excel at French or Spanish, then why not take up A-level Italian?

If you study French, Spanish or German then you can continue your studies at Woking College.

If you want to continue with Latin, then we offer that at A-level too!

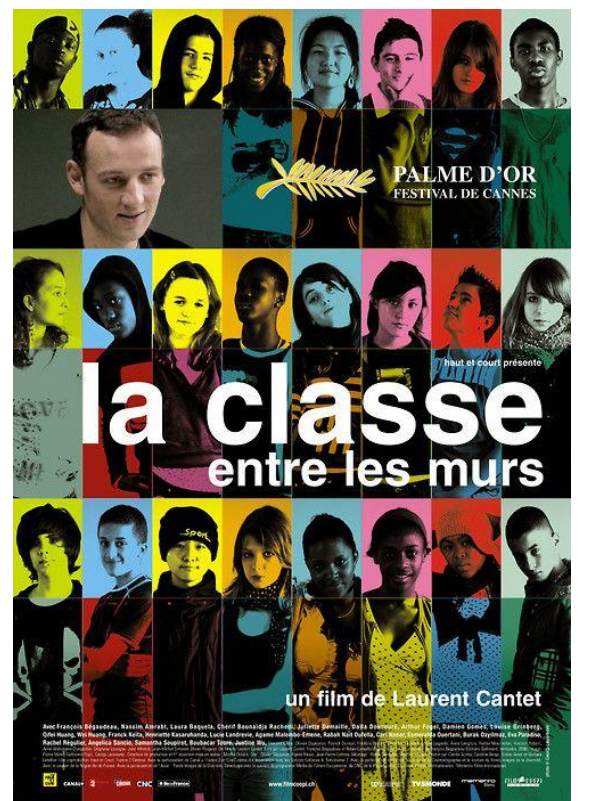


**Are you interested in European cinema?**

**WOKING COLLEGE LANGUAGES**

Whether or not you are proficient in European languages, you can always enjoy European cinema. Almost all non-English language films are available with subtitles, so you will be able to follow the plot!

If you aren't sure where to start, then try 'Entre les murs' (The Class), pictured below. It's a French film about a class of secondary school students and their teacher in a tough Paris school. The film deals with growing up, parents' expectations and racial tensions in modern France.





SIDE BY SIDE – FRENCH AND ENGLISH TRANSLATION

# Pourquoi étudier le Français?



KEIRA GOVINGDEN

Cette année j'ai étudié de nombreux sujets en français tels que la famille en voie de changement, la cyber-société, le bénévolat, le patrimoine culturel français, la musique française contemporaine et le septième art. J'ai aussi étudié un film français intitulé : au revoir les enfants !

J'ai vraiment apprécié de me pencher sur les sujets mentionnés ci-dessus parce que j'ai pu me sensibiliser sur le plan culturel en apprenant une foule de choses intéressantes sur chaque thème.

J'ai donc pu utiliser mes nouvelles connaissances et les assimiler en les pratiquant lors des discussions des stimuli, ce que j'ai trouvé bénéfique car mon expression orale a progressé de manière gratifiante.



En outre, le fait que nous ayons couvert ces thèmes à trois reprises m'a permis d'assimiler le vocabulaire essentiel de chaque thème. Cette répétition m'a permis de me rappeler des informations contextuelles indispensables. Ce faisant ce programme d'études a facilité mon apprentissage tant et si bien que je n'ai ressenti aucune appréhension au moment de passer mes examens. D'ailleurs cette approche s'est révélé vraiment utile parce que chaque fois que j'abordais les compétences de lecture ou d'écoute j'étais en mesure de comprendre le vocabulaire, et ce faisant j'ai pu obtenir de bons résultats et comprendre le sens de ces textes.

En outre, j'ai aussi étudié un film intitulé au revoir les enfants que j'ai trouvé passionnant car il se déroule à l'époque de la seconde guerre mondiale. J'ai pu donc m'informer sur cette période de l'histoire de France et sur l'impact de l'occupation allemande sur les Français. J'ai trouvé l'histoire du film fascinante car j'ai pu découvrir les personnages et les thèmes abordés dans le film.

This year I have studied numerous topics in French such as: changing family structures, cyber-society, volunteering, the French cultural heritage, modern French music and cinema. Furthermore, I have also studied a film called au revoir les enfants!

I particularly enjoyed learning about the six various topics because I learnt a lot about the French culture and interesting facts that came up in each topic.

I was able to use the knowledge I learnt in the topics and integrate them in when practising my speaking which I done often which I found to be beneficial because I have improved a lot in speaking from when I first started the course in September.

I found it very useful to cover the syllabus three times as well because it allowed me to learn the essential vocabulary in each topic and also so that I would remember key facts and information over time which allowed me to not be so stressed or worried for when I would have to do an exam. Moreover, it proved to be very useful because when practising reading or listening I was able to read or hear the keywords I learnt and be able to understand what was said/what I read.

Additionally, to studying the topics I also studied the film called au revoir les enfants which I found very interesting because it was set around the time of world war II so I was able to learn the French history of how world war II affected them. Similarly, the plot of the film was quite intriguing and it was fascinating learning about each of the characters and the themes that ran throughout the film.





## VIEW FROM THE AMERICAS/VISTA DESDE LAS AMERICAS

**‘Knock down the house’**

SOPHIE CROOME

Knock Down the House is a documentary directed by Rachel Lears that follows four American women who run against powerful politicians to be elected for Congress. The four women ran grassroots campaigns, supported by companies such as Brand-New Congress and Justice Democrats. These organisations recruit 'normal' American citizens to run against established, white, wealthy, male politicians, in an aim to remove the corrupt money involved in US politics. The four women nominated were Alexandria Ocasio-Cortez in the Bronx and Queens (New York), Paula Jean Swearngin in Coal City (West Virginia), Cori Bush in St Louis (Missouri) and Amy Vilela in Las Vegas (Nevada).

Alexandria Ocasio-Cortez is the youngest woman to serve in the US congress, previously working as a waitress in a Mexican restaurant in New York. Born and raised in the Bronx, she stated that she was inspired to run for the democrat candidate in New York's 14<sup>th</sup> district as she wants 'to stand up for the working people'. Running against the fourth most powerful Democrat, Joe Crowley, Alexandria states that in New York the political divide is between establishment versus 'whatever stray cat thinks you can stand up against them'. She then explains that the establishment will try to take down whoever runs against them and consume them. This is seen as she pushes those in New York, in an aim to get 10,000 signatures, despite only needing 1,250, to run in the Primary election. Alexandria and her team also meet with the Whitehead family to do 'petition cleaning', a process in which they sit and look over all the signatures, to prove they are valid and prevent the election board from taking them to court. In a local debate, Crowley was unable to attend and had Councilwoman Palma represent him, this made Alexandria look like a more respectable candidate. She also seemed more respectable as she spoke in Arabic for a short advertisement, due to a large Yemeni community, and spoke Spanish in another.



Paula Jean Swearngin grew up in the mining town of Coal City, West Virginia. She stated that women participating in politics 'are considered fragile' and 'shouldn't show your emotion' and 'we work harder because we are women'. In a drive around her childhood town, she points out all the homes she knows where someone has suffered from cancer, due to the toxic air and water they are drinking as a result of the mountain being heavily mined, from big corporations. Paula Jean Swearngin was running against Senator Joe Manchin, who had earned millions in assets from coal companies. Swearngin's mum makes an appearance to explain she is scared for her daughter's life in running against the senator and how those who run for senator against political officials become collateral damage. However, Swearngin, loses as Manchin won 69.5% of the vote, becoming the Democrat candidate. Swearngin and her team discussed whether she should run as independent, which if she lost meant she would suffer huge political consequences, but in the meantime, Manchin's office called her congratulating her campaign and offering her to work alongside her. Therefore, not an end to Paula Jean Swearngin's political career.

In Las Vegas, Nevada, Amy Vilela was running for the democrat candidate against Steven Horsford. Vilela's main aim was Medicare for all, as she had grown up in poverty and raised by a single mother and her sister had died of health complications due to unfortunately having no health insurance. This was Amy's main inspiration for running for the democrat candidate for congress. However, Amy had not secured the votes for becoming the democrat election and stated that 'the primary had ended but injustice had not', implying she may run in the next term, to fight for the 30,000 families a year who lose someone due to lack of health insurance.

Cori Bush, a woman of colour was running in St Louis, Missouri. This town has the highest amount of murders per capita, was in the top three for African American poverty, and had mass incarceration. She explained how the town of Ferguson was around a ten-minute drive from her. Ferguson was the town, where an African American, Mike Brown was shot, in a case of police brutality, which caused major protests, in August 2014. This is an issue that has only recently started again, after George Floyd's murder. As a nurse Cori Bush stated how the scene was 'like a battle zone at home' and she 'was wanting to see justice happen'. She decided to run for Democrat candidate against her opponent Clay as she was a woman of colour, nurse, pastor, and mother, looking like what the people of St Louis look like. Unfortunately, Bush's opponent Clay won 61% of the vote.

Overall, this documentary opened my eyes to how underrepresented some genders, races, and classes are in politics, specifically in the USA. It makes you wonder questions like Will the US ever have a female president? Will there be another president of an ethnic minority? Will there be more representation of 'ordinary' American people? Will there be an end to the major injustices in society? Will the reliance on corrupt money in US politics end? And will congress ever 'look' more like the USA? Justice Democrats and Brand-New Congress, and many other groups, give a little hope that society is gradually changing, for the better, specifically with the win of Alexandria Ocasio-Cortez as Democrat candidate, over a well-respected white, wealthy, male politician.



**Above: Alexandria Ocasio-Cortez campaigning**

In the run-up to the election, both candidates produced campaigns, Alexandria describes Crowley's like a 'Victoria Secret Catalogue' as it repeats 'defeat Trump' over again and does not get to the point, unlike Alexandria's. After the release of Alexandria Ocasio-Cortez's campaign video, her campaign blew up and her donations passed \$200,000. Three weeks before the primary election, Ocasio-Cortez organised a successful rally and caused Crowley to challenge her to a debate on live TV, five days before the primary election. Alexandria Ocasio-Cortez was successful in the debate, and on the day of the primary election, she petitioned people to vote. At 9 pm, when the poll closed, Cortez was on her way to a bar, accompanied by her team, and running towards the bar she screamed 'Oh My God' continuously as her face was planted over the news, winning the election, the crowd in the bar were also screaming with excitement. The documentary ends with Alexandria and her partner standing outside Congress in Washington D.C, as she explains she once visited her with her father, who had passed a few years ago, explaining that he once said all the monuments in Washington D.C are hers, as it was her government, an empowering statement showing that anyone could run for congress, despite gender, ethnicity or social class.



VIEW FROM THE AMERICAS/VISTA DESDE LAS AMERICAS

# ...and knock it down again!

FRANKIE TAYLOR

If you're a politics student or just curious about the wild world of the American political system, then give this documentary a watch. However, I do recommend you have a cursory knowledge of how Congress works and is elected (its completely different from the UK) as they don't bother explaining it. For example, before they have the election between party candidates they have a Primary to select who is going to represent the party. But despite this system seeming for democratic and allowing for people like Alexandria Ocasio-Cortez being voted in, the system is still corrupt.



Above: Alexandria Ocasio-Cortez on the streets of New York

What's also another interesting aspect of it that all the candidates followed are women and seeing as the time 81% of the 2018 elections congress was male. These women all come from different backgrounds, a miner's daughter living in west Virginia, a black woman wanting to stop police brutality and a New York waitress. Seeing all these women try and change the system stacked against them is inspiring even when they do fail. The main star of this documentary is Alexandria Ocasio-Cortez, it tells the extraordinary rise of US Politics newest star. And how she beat a ten turn incumbent, democratic caucus chair, Joe Crowley.

Due to the fact that the US is a two party system there exists a huge variety of opinions especially under the umbrella of the Democratic Party. There exist interest groups such as Justice Democrats who the documentary follows as they attempt to get Progressive Democrats elected. Their opponents are not supported by groups interested in creating a more representative congress and senates but by corporations and wealthy donors. It becomes clear that the conflict is between Corporations versus The Working Class.

This documentary is a clear demonstration in a shift of in American politics which was demonstrated partially by the 2016 election. Clinton was a long time politician and a part of the political institution where as Trump was preserved as an outsider. This trend might continue and is clearly demonstrated in this documentary.

Seeing this documentary is free on YouTube and on Netflix so definitely watch it over the summer. It's an hour and a half, so not too long either. Seeing that next year politics students are studying US politics it's important to read/watch around the subject and this documentary gives you that opportunity.

# La arquitectura precolombina

CHARLIE TOLLEY



La arquitectura precolombina (o mesoamericana) es los edificios y las estructuras que fueron construidos por las civilizaciones precolombinas que vivieron en 'Mesoamérica'. Mesoamérica es una zona histórica en Norte América y su arquitectura es un tema que nos provee con infinitas oportunidades de estudiar. Con solo un poco de investigación, cualquier persona puede ver que este estilo de diseño ha tenido una gran influencia en muchos ámbitos en el oeste, especialmente en las franquicias como 'Tomb Raider' en que unos aspectos del diseño de esta época están usados como inspiración para la escenografía. Sin embargo, aunque es prevalente en nuestra cultura popular, no sabemos mucho sobre este tema sin estudio independiente.

Esta arquitectura bonita estaba centrada en los imágenes y motivos; decoraciones iconográficas cubrieron los edificios además de pinturas de significancia cultural y religiosa. De hecho, hay ejemplos de estas construcciones que han tenido sistemas de escribir mesoamericanos, y los expertos los han usado para contribuir al entendimiento preexistido de la cultura precolombina.

*(pase a la página 11)*



Above: Olmec, Aztec and Mayan culture thrived right up until the 16th century. Many well-preserved ruins can be visited today in countries such as Mexico, Guatemala Belize and Honduras.



VIEW FROM THE AMERICAS/VISTA DESDE LAS AMERICAS

# La arquitectura precolombina

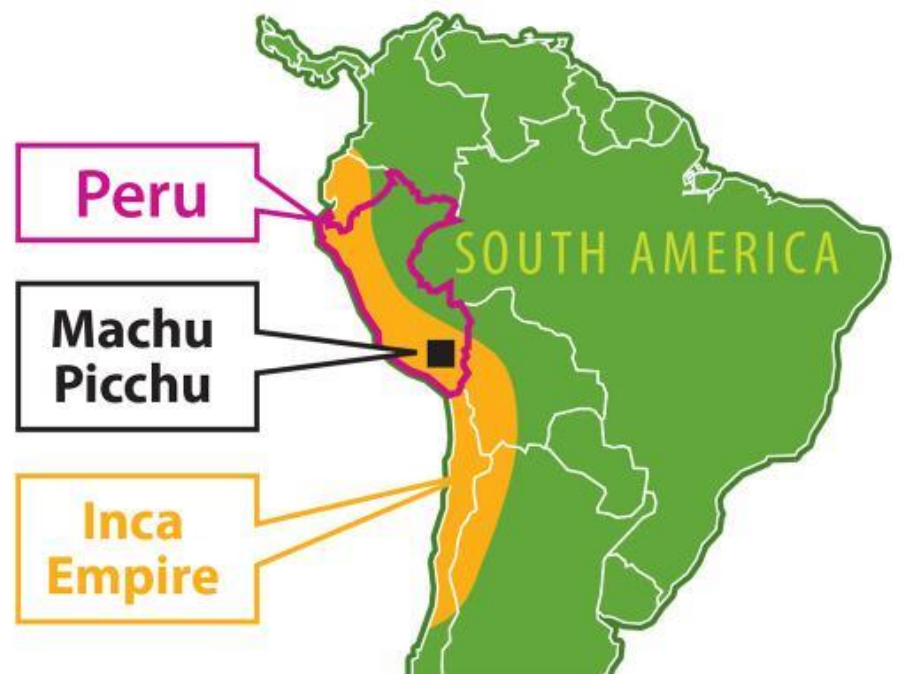
*(continúa de la página 10)*

La vincula fuerte entre la arquitectura y la religión nos muestra que ellos eran muy inteligentes. La mayoría de sus arquitectos diseñaron los edificios con la astrología en mente, porque sus diseños solían tener rasgos cosmológicos y así que podemos ver que tuvieron un vasto conocimiento del mundo.

Contrario a muchas creencias occidentales, las pirámides mesoamericanas no fueron construidas para desempeñar el papel de una tumba, como las pirámides egipcias, sino para servir como un lugar de importancia religiosa.

Es posible que el ejemplo más conocido y famoso es Machu Picchu que es una ciudadela del siglo 15. Existiendo unos 2,430 metros sobre el nivel de mar, Machu Picchu se ha convertido en un lugar de turismo popular, quizás como resulta de su belleza destacada de la arquitectura precolombina. Hay dos niveles - el nivel superior con el Templo del Sol, que sabemos ahora era una parte grande de la vida en Mesoamérica. El otro nivel es para la agricultura con edificios de almacenamiento y viviendas de las clases inferiores.

Machu Picchu solo es el comienzo, podríamos pasar toda nuestra vida investigando e experimentando la belleza de la arquitectura precolombina y sus mensajes y ideología, y con la popularidad de los estudios extranjeros esto se está convirtiendo más posible cada día.



Above: Many Inca ruins, including the spectacular 'Machu Picchu' (pictured below) are located in modern-day Peru.





# GLOBE SPORT

## Wanted: Sports writers

### Black Lives Matter: Where does 'taking a knee' come from?

ADAPTED FROM A BBC NEWS ARTICLE

Protesters around the world have been "taking a knee" at demonstrations following the death of George Floyd in police custody in the US state of Minnesota, while the UK's foreign secretary has been criticised for wrongly saying the gesture seemed to be taken from TV show Game of Thrones. Where and why did the practice start?



American Football quarterback Colin Kaepernick sat on the bench during the US national anthem to protest against police brutality and racism in a pre-season game on 26 August 2016. Kaepernick said at the time: "I am not going to stand up to show pride in a flag for a country that oppresses black people and people of colour." He discussed his motivations with Nate Boyer, a military veteran and former National Football League (NFL) player, who advised him to kneel because he thought it was more "respectful". Kaepernick switched from sitting to kneeling on one knee on 1 September 2016, generating national media attention.

Some fans were not happy with Kaepernick's actions, calling them unpatriotic and accusing him of disrespecting the flag. US President Barack Obama defended the player's constitutional right to make a statement, and pointed to the long history of sports figures protesting. But the following year, newly-inaugurated President Donald Trump said that Kaepernick, and any other players who joined him, should be fired by their teams. His comments divided opinion and led to scores of athletes, managers and coaches - across several sports - performing some kind of protest or gesture of solidarity in September 2017.

Taking a knee has become a common sight at demonstrations in the wake of George Floyd's death. Starting at the end of May in Minnesota, protesters took the knee and called on the police to join them. This practice has since spread 'across the pond' to sports events here in the UK. Premier League footballers, the England and West Indies cricket teams and prominent individual sportsmen, such as the F1 driver Lewis Hamilton, have all 'taken the knee' at high profile sporting events in recent weeks.

The Woking Globe team are looking for budding sports journalists to write about all aspects of sport. We're especially interested to hear from people who could write an article in English and one other language.

Woking College students, if you are interested, please contact any member of the Cultural Studies department in person or via Teams.

Not yet a Woking College student? Speak to your history or languages teacher about getting in touch with the Cultural Studies department at Woking College.



Left: Liverpool winger Sadio Mane. Premier league footballers and others have 'taken the knee' in recent weeks

### Volver (translated from page 7)

'Volver' was released in 2006 and the director is called Pedro Almodóvar. It is one of the most exciting films to study. The good thing about this film is the plot and the events that occur throughout 'Volver' are very dramatic and the main characters need to face many hard challenges. This film is dominated by secrets and lies and many of these secrets remain in secrecy and affect family relationships.

A key theme is family and you can see an emigrating family who came from a town to the city to look for a better life because generally in rural regions there are not enough jobs. In 'Volver' the main family returns to their old town, which is situated in the rural region of La Mancha, to visit their other family, but they live in the big city of Madrid.

The solidarity of women is evident and there are more females than males in 'Volver'. There is a dangerous man and the women have to stick together in addition to the solidarity between the main family and the female neighbours of this film.

Death is an important theme with two key deaths which are very different and also superstition with ghosts. The title 'Volver' can have many meanings and it is returning of many forms. The best thing is that the director uses a variety of cinematography techniques like colours and camera movements to enhance the plot.



### Mesoamerican architecture (translated from page 10/11)

Pre-Columbian (or Mesoamerican) architecture is the buildings and structures that were built by the pre-Columbian civilizations that lived in 'Mesoamerica'. Mesoamerica is a historic zone in North America and its architecture is a subject that provides us with endless study opportunities. With only a little research, anyone can see that this style of design has had a great influence on many areas in the West, especially on franchises such as 'Tomb Raider' in which some aspects of the design of this period is being used as inspiration for the scenography. However, although it's prevalent in our popular culture, we don't know much about this subject without independent study.

This beautiful architecture was centred on imagery and motifs; iconographic decorations covered the buildings in addition to paintings of cultural and religious significance. In fact, there are examples of these constructions that have had Mesoamerican systems of writing, and the experts have used them to contribute to the pre-existing understanding of pre-Columbian culture. The strong link between architecture and religion shows us that they were very intelligent. The majority of their architects designed buildings with astrology in mind, because their designs usually had cosmological features and so we can see that they had a vast knowledge of the world.

Contrary to many western beliefs, the Mesoamerican pyramids were not constructed to play the role of a tomb, like the Egyptian pyramids, but to serve as a place of religious importance instead. It is possible that the most well-known and famous example is Machu Picchu which is a 15th century citadel. Existing some 2,430 metres above sea level, Machu Picchu has become a popular tourist spot, perhaps as a result of its highlighted beauty of pre-Columbian architecture. There are two levels, the higher level with the Temple of the Sun, which we now know

was a big part of life in Mesoamerican cultures. The other level is for agriculture with storage buildings and houses for the lower classes.

Machu Picchu is only the beginning, we could spend all our life researching and experiencing the beauty of pre-Columbian architecture and its messages and ideology, and with the popularity of foreign studies this is becoming more possible every day.