

THE OFFICIAL GATEWAY COLLEGE MAGAZINE

# WORD ON THE STREET

SPRING EDITION 2015

ISSUE 7

## The Beautiful Game at Gateway



Economics And The Ice Bucket Challenge

The Gateway Fashion Show

The Nuffield Research Placement

Gateway Alumni: Tom Rand Shares His Successes

Meet the Creative Writing Winners

PLUS MUCH MORE

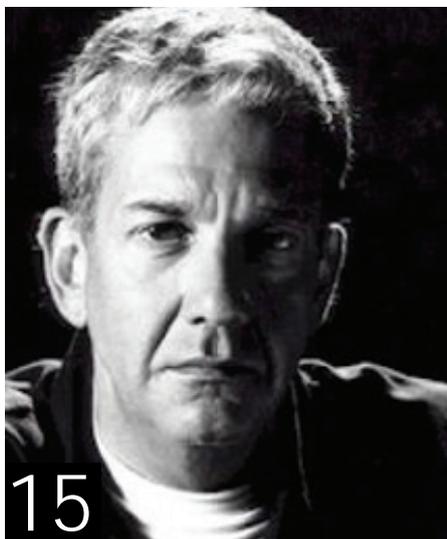
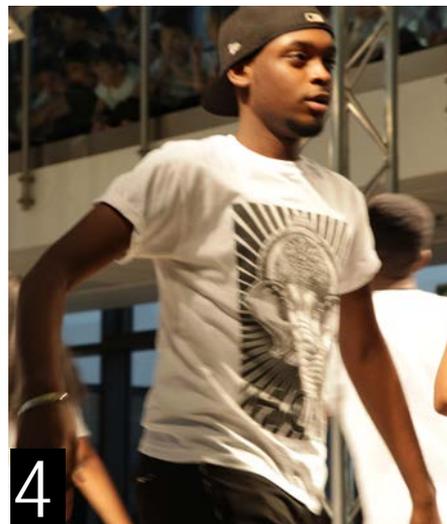


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spring 2015



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## Welcome To Word On The Street

Welcome to the spring edition of the Gateway College magazine which is written and designed by the students to keep you up to date with news and events. In this issue students from across the college share their experiences including work placements in a residential home, a science research placement in the city hospitals, designing and modelling for the fashion show and playing football at home for the first time.

We hope that you will enjoy reading the magazine and welcome any feedback or comments. Thank you to all of the students who have worked so hard writing, designing and photographing for this issue and a special thanks to Tim Jones, Teacher of English, and Blake Goddard, Teacher of Media Studies, for their continued support and perseverance!

Until next time, happy reading,

Jade  
Gateway Marketing and Promotions Officer

PAGE DESIGN  
MATTHEW COOPER

# ECONOMICS MAKE YOU THINK

For this feature we invited students to choose an issue from their chosen area of study and explain its importance in the real world. Here [Shivani Rayarel](#) celebrates Behavioural Economics by relating it to the [Ice Bucket Challenge](#).

The latest social media craze to hit Facebook and Twitter, the 'ALS Ice Bucket Challenge', follows the likes of the 'no makeup selfie'. So what's encouraged us to throw buckets of ice cold water over ourselves? The obvious answer would be for charity, but is that all there is to it?

The ALS Ice Bucket Challenge is a perfect example of the flaws of our standard economic model which assumes rational behaviour i.e. choosing the best option available to you and thus maximizing your utility or welfare. The time a person's willingness to donate to a charity and accept the challenge has been skewed due to a phenomena called 'social proof' or 'bandwagoning'.

After witnessing multiple ice bucket challenges on Facebook and Twitter with hundreds of likes and retweets, it's not hard to see why people tend to assume the actions of others reflect correct and hence rational behaviour.

The rational choice model states that you cannot be worse off if the number of options available to you is increased. However, using a simple scenario we can see that this is not always the case. For example, a toddler is in a sweet shop. He cannot choose the sweet he likes best so he gives up, or worse, just picks something which he feels unhappy with after he has eaten it.



In summary, lots of choices can make us feel overwhelmed and we make the wrong decision. This may be the case when donating to a charity. If one choice is presented to you, decision making becomes a lot simpler. After all, as many people take part in it, the general consensus is that it's the correct thing to do.

It is also likely that the millions of people who took part have been subject to 'knowledge bias'. This is the affinity of people to choose the option they know best rather than the best one. The popularity of the challenge has meant that more have become aware of what motor neurone disease is and how it affects those who are victims of it. But the costs of treating malaria are significantly lower than supporting someone through the final stages of motor neurone disease. So in practice, it is more cost effective to donate towards malaria as a small sum of money can save many lives.

In summary we can see why the standard economic model does not show us the full picture. It assumes we are always rational in our behaviour. "Why did no one see it coming?" asked the Queen at the height of the financial crisis in 2008. In other words, why did economic models fail to anticipate the crash? Was this on the basis of assuming human rationality? Could the solution for what the econometricians call "extrinsic unpredictability" be incorporating irrational economic behaviour in our economic models?

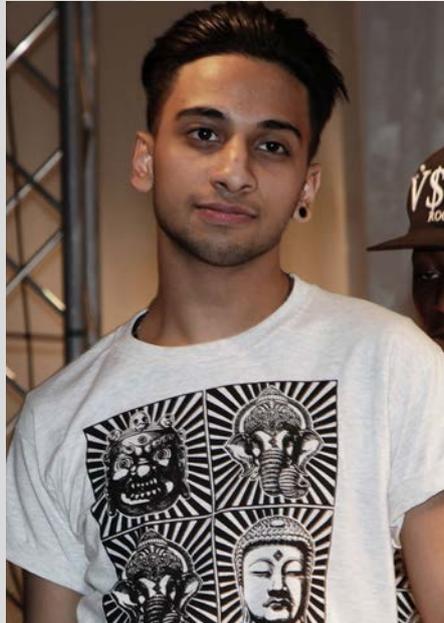
# GATEWAY FASHION SHOW

Gateway Sixth Form College was proud to host its tenth Christmas Fashion Show. I attended the annual event, which was hosted on Wednesday 14th December 2014, and it was looking better than ever.

WORDS **CHELVIA MUSSA**  
PAGE DESIGN **BUSHRA CHAUDHARY**



**ASCOT HATS**



**T-SHIRTS**



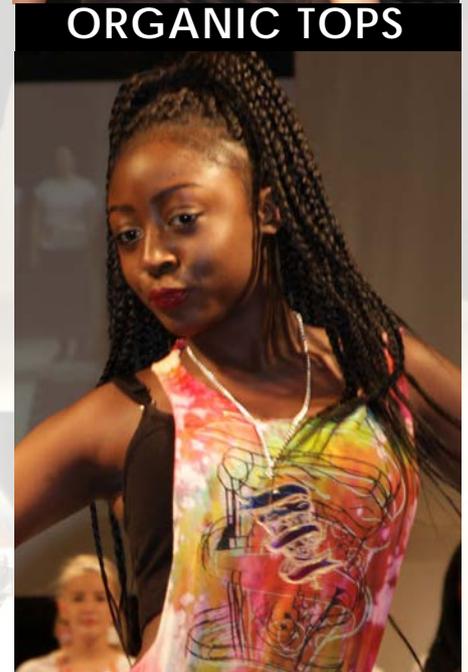
**ORGANIC TOPS**



**JEWELS AND PAPER**



**COATS**



**T-FOOD**

Every year the show features students' work from the Creative Arts and Technology department. This year they showcased more than 10 collections, which included both women's and men's wear. The show consisted of an extraordinary variety of themes, from Ascot hats to Tribal Print to Under the Sea.

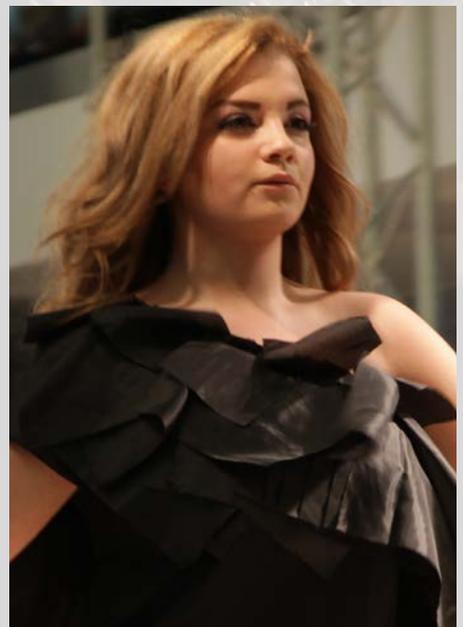
The collections sprang across the colour spectrum, infusing vibrant colours into classic feminine pieces, as well as adding a touch of elegance to modern menswear. If some of these pieces were to be showcased at Fashion Week without doubt celebrities and fashion bloggers would be going crazy to get their hands on them.



**UMBRELLAS/CAPES**



**UNDER THE SEA**



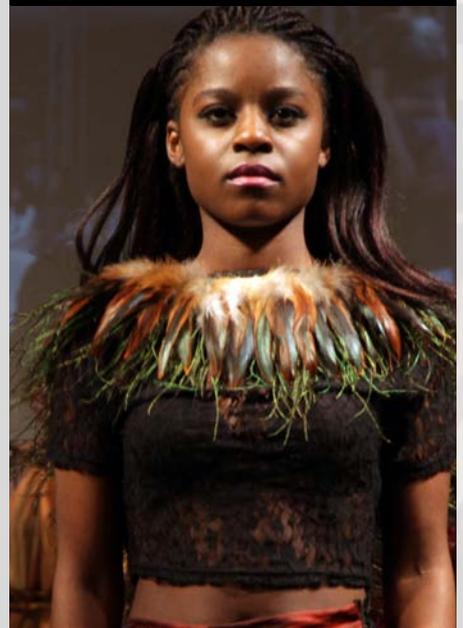
**GEOMETRIC 1**



**IND CREATE**



**TRIBAL**



**BRADGATE**

The show began showcasing the astonishing 'Ascot Hats', made from Sainsbury's plastic bags; the designs varied from large and dramatic to cute headbands with flowers.

The next collection was 'T-shirts', which consisted of various designs printed on the front of plain white t-shirts.

Next up was 'Organic Tops' by AS Fashion and Textiles students; the designs were incredible and extremely creative. My personal favourite was the sleeveless crop turtleneck with multi-coloured flowers.

'Umbrellas and Capes' by Foundation Diploma students was showcased next. The collection included printed plastic capes and umbrellas with applique, giving them a bold fashion statement.

The next collection was 'Under the Sea' by A2 Fashion and Textiles students. This collection contained long and short dresses with bright and vibrant ruffles. I must say the white mini dress with the blue and white ruffles was beautiful and one of my favourite looks of the show. The outfit included a matching face mask which was the cherry on top. What a statement!

Next up was 'Geometric 1', made by BTEC Extended Diploma in Fashion Design and Technology, which was monochrome based for both women and men. It was filled with patterned tops and sweatshirts.

'Tribal' by AS Fashion and Textiles was the next collection. It consisted of tribal printed bodycon and skater skirts. One piece that really caught my attention was a maize coloured skater skirt with orange, white and black patterns around; it was beautiful.

The next collection showcased was one of my absolute favourites: 'Inspired by Nature' by Foundation Diploma students. This collection was made up of evening gowns, consisting of crop tops and maxi skirts, miniskirts and mini dresses with long capes and maxi dresses. The outfits went from deep mustard to shimmery silver.

Next up was 'Individual Creations' by Foundation Diploma students, which consisted of various different designs for both men and women.

'Jewels and Paper' was next. This collection was by Product Design and BTEC Level 2 Art and Design students. The men all dressed in black from head to toe, giving prominence to the jewels, and the women all wore different patterned bodices.

The next collection was 'Winter Wear' by Ravi, Zainab, Natasha and Holly. It showcased the modern oversized boyfriend outerwear and midi-sized waistcoats for both men and women.

Next up was 'T-food' by BTEC National Level 3 Art and Design students. The models all wore a food image printed t-shirt and colourful knee-high socks. This collection was very playful and lively.

Next collection was 'Looking Forward Looking Back' by A-Level Fashion and Textile students. The outfits had a very traditional Shakespearean theme. My personal favourite was the cream with

shimmery blue ruffle dress; it was super cute and elegant.

The next collection was 'Geometric 2' made by Fashion Design Technology students, which again was very monochrome. The pieces were amazing and some were absolutely unique.

Last but not least was 'Militaire'. This collection consisted of traditional khaki and brown colours and it added a modern vibe to the military theme.

Both women's and men's wear were fairly modern with an elegant twist and strong statement accessories such as full face masks previously seen on celebrities such as Kanye West. The show was full of excitement and most importantly amazing pieces from every collection. The entire team did an amazing job, from the lights to the music to the models. I didn't think the show could get any better than last year's but I was certainly proved wrong.

Thank you for tuning in, until next time.





**T-FOOD**



**BEST OF 2013-14**



**LOOKING FORWARD  
LOOKING BACK**



**GEOMETRIC 1**



**MILITAIRE**





Before the fashion show I set out to interview **Ravi Modessa** who is currently studying BTEC Level 3 Fashion Design and Technology at Gateway College.

WORDS AITANNA GOMES  
PAGE DESIGN BUSHRA CHAUDHARY

# RAVI MODESSA

## **How did you develop your interest in fashion design?**

*As my dream career job which is in the music industry includes fashion, I thought I'd give it a try.*

## **What inspired you to make clothing?**

*I saw what amazing things Gateway offered in my first year and I thought it would be my time to shine. Last year I made a pearl outfit, which was the first dress I had ever made. I just like making things.*

## **Can you describe your style in 3 words?**

*Khaki, abnormal and mysterious.*

## **Are you looking forward to people seeing your new creation?**

*Yes, very much. It makes me happy when others compliment me on the artwork that I've created and just to know they appreciate the hard work that I have put into it.*

## **How do you think they will react to it?**

*I think it will be a good reaction because it's not easy making garments that bonkers. I hope it will challenge me to make more and more.*

## **Who is your favourite designer?**

*I don't have one as I like thinking of new ideas myself, but if I had one to pick then it would be Alexander McQueen.*

## **Why do you like Alexander McQueen's style?**

*The garments are so exaggerated and it just inspires me to make more things.*

## **Who would you love to see wearing your clothes in the future?**

*Possibly Beyoncé, Rihanna, and many other artists. I would like to design something new that relates to them all.*

## **Will you be modelling in the fashion show as well as designing clothes?**

*Yes, and our group get to organise it as well, so it's kind of stressing but a good opportunity.*

## **What are you going to model in the show, your own or someone else's creation?**

*I'm going to be wearing lots of my garments as well as others, since there are just a few male models.*

## **Are you excited about the fashion show?**

*Most certainly. It will be similar but different in a way to last year's show.*

## **What's going to be different about this year's fashion show?**

*As we have some of the management in our hands, we have chosen to extend the catwalk in the Street and also do more production work to make the show more professional than ever.*

## **As we know one of your other talents is dancing, do you hope to pursue a career as a dancer in the future?**

*I mostly want to go into the music industry, not for fame but for the pleasure in performing and showcasing my fashion styles by bringing new clothing out. My main goal is to inspire people the way Beyoncé has inspired me.*

# The Nuffield Placement



## WORDS SANDHIYA CHAVADA

The Nuffield Research Placement is a scheme run by LEBC for students in their first year of college (typically aged 16-17) who have ambitions to pursue a career in science, technology, engineering or mathematics (STEM). The scheme offers an extremely wide range of research placements all over the UK with each student producing and presenting a scientific paper to explain their research at the end.

I was lucky enough to be selected from 350 applicants for one of the 54 coveted placements. When filling out my application, I focused on making a career in the pharmacy department as this was something I thought I wanted to do at University. I was offered a 4 week placement at the UHL hospitals in Leicester working on how to improve the ward top up system at the General and Glenfield hospitals. Currently the hospitals spend a lot of money dispensing medications which go to waste and they wanted to work out how they could reduce this. My research discovered that there are numerous reasons why this happens; it could be the expiration day has passed on the medication, there is a sudden overflow of patients, or minimum medication requirements in the cabinets following the top up sheet checks are not used.

My experience over the course of 4 weeks gave me a valuable insight in to the day to day workings of a busy hospital pharmacy. When I first started I did not realise the amount of time and number of different people who contribute to checking and dispensing medication before going to a pharmacist to finalise everything. I learnt the varied roles that the pharmacy department offer, realising there is more behind the scenes than I had previously thought. In addition, I was able to learn how packaging of medication occurs as well as filling in request forms and learning how everything is processed. During my placement I was mainly based at the Glenfield hospital although I was able to work at the General hospital to compare my data and then write up a scientific report recording what I found out.

My experience on the Nuffield Research Placement has made me realise that pharmacy is not for me and I am more interested in working in biomedical sciences. I would not have been able to find this out if I had not had this unique experience, which is very difficult to have at my age and i am very grateful for. This placement has given me an insight of what science is like in the real world and after this I hope to study biomedical sciences at the University of Bath in the upcoming year.

# THE BEAUTIFUL GAME AT GATEWAY

WORDS **TIM JONES**

PAGE DESIGN **BLAKE GODDARD**



At many schools it is a route march to the football pitch, a pot-holed surface when you get there, and challenging icy showers as a reward for your endeavour. Good character building, perhaps, but scarcely the best way to sharpen those silky skills. I asked two of our first team stars, right back Abdul Ibrahim and defensive midfielder Albert Adu-Baah, what Gateway College has to offer.

Immediately adjacent to the college buildings, new students will find the smoothly surfaced playing pitch and a neighbouring training pitch which is equally well maintained. Level surfaces breed the confidence to develop skills, and there is plenty of opportunity to do so on Tuesday afternoon sessions with experienced and popular coach, Rob Hawkins. The college gym is open before college, at lunchtimes, and after four o'clock, so Albert and Abdul have a variety of opportunities to work on strength and fitness to support their work with the coach.



**THE GATEWAY FOOTBALL TEAM**

Our PE and Sports staff understand that students new to Gateway will be studying a wide variety of programmes and, although some will be very focused on a career in this area, others will be more orientated towards football as a recreation and a means of physical fitness. Albert's timetable, for instance, is largely composed of level three Business related courses, while Abdul is following level three Sport, supported by Health and Social Care. Some students will want to take advantage of the Wednesday afternoon Enrichment course, while others may intend to challenge for the first team.

With this end in mind, new students are invited to a three week trial period in which their skills and commitment will be assessed. The best footballers will make it into the 17 man first team squad.

The Gateway College first team plays about twenty games each season, but Adam and Abdul are keen to emphasise the rising excitement and pride in the team's achievement that derives from success in prestigious tournaments like the East Midlands Cup that culminates in Nottingham every year; this college has an enviable record as recent semi and quarter finalists. They also emphasise the value of attending training sessions at Carrington last year and soaking up a part of the Manchester United experience.

The Gateway first team has many enthusiastic supporters in the college, of both sexes. But what about girls who want to play? This year the college is engaged upon an exciting new project with the Leicester City coaching team. Girls will be offered specialist coaching and encouragement on Tuesday afternoon training sessions. They will also compete, alongside the boys, in the hugely enjoyable and keenly contested Varsity tournament at the University of Leicester, which also involves Wyggeston QE and Regent and Leicester Colleges. Coach Jonathan Dick has been encouraged by the number of new Gateway girls who want to develop their footballing skills and is hopeful that they will set up a team that will keep Albert and Abdul on their toes.

# GATEWAY WRITING COMPETITION

The Creative Writing team that brings you this magazine is active in other areas too. In addition to producing their own prose and poetry for display around the college, they organise several literary competitions a year with prizes provided through the kind offices of the Central Resources Area budget.

This term's competition asked contestants to celebrate a favourite cultural event, be it a film, a book, a mobile phone, or a clothes closet. All the entries showed imagination and a flair for the unusual. The three lucky winners: Nafeesa Khan, Lauren Raybould, and Aitanna Gomes celebrated taking the veil, self-esteem, and the novel 'The Fault in Our Stars,' and won £100 in Highcross vouchers between them. Read Nafeesa's winning piece below.



From L to R: Nafeesa Khan, Lauren Raybould, Aitanna Gomes and English Teacher, Catherine Gwinnett

INTRODUCTION BY TIM JONES

## My College Experience By Nafeesa Khan

This isn't about the brilliant college experience of a blond girl from a clichéd American movie where she walks in flicking her hair from left to right on the first day, while the boys forcibly have an eye blinking competition not daring to blink, and the girls flame with jealousy. Nor is it a five page essay about how great Gateway College has been. This is about my college experience: a unique, fascinating and interesting one.

Being a Muslim girl, who all her life attended an all-girls Islamic school, it was very difficult for me to come to a whole new environment i.e. Gateway College. I was scared because I was different, different from the rest of the Gateway students. I was feeling apprehensive due to the fact that I stood out like a sore thumb, and obviously the media had made matters worse for me due to the perception they were sending out to people of how Muslim people were, clearly leading to an un-wanted publicity.

"Be yourself" is what parents always teach their children, and it is what I was taught while growing up, but to come to think of it now, did my parents really believe in what they were teaching? A year ago I decided to start wearing a face veil. Everyone has their own perception of modesty and therefore they dress up accordingly; this was my perception of modesty and it was purely my decision to dress up in such a way.

I was not forced by my father nor was I beaten up by my imaginary husband to wear a face veil (as thought by many; it was what I wanted to do and, living in a free country (well they claim it to be), I wanted to dress up the way I wished to because I wanted to "be myself". However my parents, being the ones teaching me to be myself, were not in agreement with me wearing a face veil. In no way am I trying to say my parents were being hypocrites, but the worrying nature parents have and the untrue perception people have about Muslims due to the media, led my parents to think my religion and beliefs would prove to be a barrier between myself and the rest of the people in college, in hindsight affecting my education. My parents being Asian were not willing to let anything be an obstacle between myself and education and nor was I.

On my first day of college I was experiencing a cocktail of emotions; I was unaware of what people were thinking about me but I clearly made assumptions. I could feel people giving me sympathetic looks, thinking I was a mother of four with a violent husband; on the other hand I could also feel people giving me nasty looks thinking I was a terrorist sent by an extreme jihadist group with a bomb stuck to me somewhere. There was an obvious uncomfortable barrier between myself and the rest of my class mates. Every time I spoke in class it would lead to everyone turning around amused by the fact I knew how to speak English. Despite the exaggerated description I had about the perception everyone had of me, no one had segregated me. The teachers were not treating me differently, nor were the rest of the students making nasty remarks; perhaps they were too scared thinking I would call the Al Qaeda on them.

Once I had assured everyone I was not part of an extreme jihadist group, the next stage was to prepare myself for the long list of questions people were yet to ask me. You must be thinking they would have asked me what led me to make the decision of wearing a face veil. Or how it

feels to wear a face veil? etc, but no, they were rather unusual is the least I could say. Do you sleep with it? Do you eat with it? Do you feel warm in it? were the questions people were eager to know the answers to; I guess others wearing glasses could relate to a certain extent.

Despite being an odd one in college I was able to make loads of friends, well certainly more than I expected to. Regardless of the fact that I have more Muslim friends than non-Muslims, the very few non-Muslim friends that I do have started off with a very negative perception of me. They would get very surprised when they would see the bubbly and funny side of me. Every time I would laugh they would get the shock of their lives; perhaps they thought it was illegal for a "niqabi" to laugh or it could be they had just discovered I had a mouth somewhere underneath the face veil. At first they were very hesitant as to what to say and were very selective of what they said; it could purely be down to the fact that they thought pulling the wrong string might have caused offence, but luckily I was able to change that in a good way.

Besides learning about Chemistry, Maths, Biology and Psychology in Gateway, college has taught me many invaluable life lessons. The first one is clearly "do not judge a book by its cover". Although I might come across as a scary or shall I say dangerous individual (what the media thinks of me). I am a very nice, friendly and loving person and will never think bad of anyone, (just for a side note I am not cocky or big headed). The whole experience of Gateway can beautifully be summarised in one phrase, "if life gives you lemon you give it lemonade". Although at first I didn't know anyone and never knew I would end up knowing so many lovely people, I can now happily say if I leave Gateway College moving onto the next stage of my life I would miss it tremendously. Last but not least I would like to thank all my teachers and friends for treating me equally and for accepting me for who I am.



# WORK EXPERIENCE HEALTH & SOCIAL CARE

*"The G block display was created from the journals they kept of their experience, but they also learned about the business aspects of running a care home"*

WORDS BY TIM JONES

Visitors to the ground floor of G block will have enjoyed the colourful display created by Kushbukumari Lad and Mariam Haroon as a result of their two week work experience at Aigburth Methodist Home for the Elderly in Oadby. I asked the girls why they felt moved to celebrate their experience so vibrantly.

They admitted that before visiting the Home they would have preferred one of the placements working with children, and that they had been astonished at how fascinating and emotionally fulfilling the experience had been. They had enjoyed discovering so much about the residents' personal and communal histories – in particular the women's experience of traditionally male activities like driving and factory work in the War, and were delighted to discover that these elderly folk were equally interested in them. The extraordinary development in social networking by way of the tiny device of the modern mobile phone was always a source of amazement and the girls enjoyed explaining the mechanism to people who had experienced so much and yet were still eager to learn new things.

Sometimes behaviour could be challenging, but there was much to learn from experienced staff about how to cope with the sense of dislocation and loss that could arise from the sudden panics of dementia. Far more frequently it was possible to build upon memories of positive experiences with short journeys into nurturing natural environments like the sculpture park in the local botanical gardens, or to share in happy narratives from the past. The girls wanted to describe one lady who was wreathed in smiles when they set up a bird table, and another whose husband would visit her and quietly hold her hand through the afternoon while they watched TV.

This work experience took place as a component of the Health and Social Care level 3 course. The students attended the centre from 9.00 until 4.00 and took part in all the activities, from basketball and carpet golf to arts and crafts and community singing. The G block display was created from the journals they kept of their experience, but they also learned about the business aspects of running a care home and mastered contemporary theories on how to make most effective use of these years in an elderly person's life. Both girls hope to put this experience to positive use in their future careers, working in developing countries or with new procedures in cognitive therapy closer to home.



# TOM RAND

COSTUME  
DESIGNER

PROFILE

Tom Rand was a pupil at Gateway Grammar School for Boys, as it was known, from 1955-1961. He moved to London, aged nineteen and in a more than fifty year career has worked as a costume designer for film, television and theatre.

Known as an expert in period costume, Tom Rands dozens of feature films include, Ridley Scotts first film, 'The Duellists', 'The French Lieutenant's Woman' directed by Karel Reisz, 'The Shooting Party', 'The Count of Monte Cristo', and films directed by Franco Zeffirelli and Gerard Depardieu.

In the theatre, Tom Rand has done twelve productions working with Harold Pinter; and plays in the West End of London, New York, Los Angeles, Boston and many European cities. Tom Rands designs and costumes have been seen in museums all over the world and he has been nominated for BAFTA and Oscar Awards.

Gateway  
COLLEGE



<http://www.gateway.ac.uk>

<http://networks.futurefirst.org.uk/former-student-search>

Gateway Sixth Form College is celebrating its 85th year and supports over 1,500 learners from across Leicester, Leicestershire and Rutland providing a range of vocational and academic qualifications from Entry Level 1 to Advanced Level 3.

The College is based in Hamilton, Leicester on a purpose-built 12 acre site. Rated as being a 'Good' College by Ofsted, Gateway College enables students to have a personalised learning experience and aims to challenge, inspire and motivate, regardless of background or ability.

Gateway students are well placed to succeed in their chosen field whether that is further training, Higher Education or employment.

This is recognised through the growing Gateway Alumni Community.

Contact [marketing@gateway.ac.uk](mailto:marketing@gateway.ac.uk) for alternative formats. You can read this issue and all previous issues at [www.gateway.ac.uk](http://www.gateway.ac.uk)

