

PARK
GRAMMAR
SCHOOL

@oakwood

April - 2022



Dear Parents, Carers and Students,

Welcome to the latest edition of @Oakwood. As ever I am very grateful to the publicity team led by Mr Peacock who spend a lot of time and effort in compiling this publication.

It has been lovely to see the return of so many activities this term with the science club attracting a lot of interest with a range of fascinating activities.

Many congratulations again to our Year 12 pupils who won the Debating Matters competition, fending off competition from international teams.

I greatly enjoyed seeing the U12 football team emerge victorious as winners of the Kent Cup defeating Norton Knatchbull Grammar School 4 – 2 in the final.

There are many other activities described and reported here which I am sure you will find enjoyable and entertaining.

With best wishes

Mr K.W. Moody - Headteacher

The Great Chemistry Bake Off

On the 24th, our Chemistry teachers allowed us to practice our practical skills in a much more interesting way than usual.

This was done through the use of baking as a substitute for regular chemistry, which not only allowed us to follow a method, but also create a final product that was not only usable but also delicious. Overall we made roughly 100 cakes, which allowed us to construct the periodic table out of the cakes. In the end, this allowed us to refine our ability to follow a method (recipe) and make our own risk assessments related to the hazards found in the kitchen. Finally, with our variety of cakes, we were able to have an impromptu bake sale for charity where, as a school, we were able to raise an additional £90 for Young Minds Charity.



Year 12 Debating Team International Winners

Covid may have closed down schools, but it also opened up opportunities for using technology to connect across the world.

This included the opportunity for the OPGS Debating Team to compete on an international stage for the first time and to win.

OPGS has a strong tradition of debating and public speaking. For every year from 2014 to 2019, for example, the teams have won in either GCSE or A level category of the Winston Churchill Public Speaking Competition, beating both private and state schools from across the UK. The Debating Matters competition, however, has been a harder task as it involves the teams taking on adult experts in the fields on which they are speaking. OPGS has previously made it to the finals held at UCL, but never won. This year, however, the team of six Year 12s worked their

way up to compete in the international finals against Navrachana School in India. The OPGS finalists had to argue against restricting hate speech, which was definitely the harder side. Ashwin Knight and Isabelle Stone stood their ground, using freedom of speech and the fear of censorship to support their points. The wait for the judges decision seemed interminable, as they were split in their views. In the end, however, it was the resilience, clarity and tenacity demonstrated by the team that gained the judges' approval. Claire Fox, a cross-bench peer from the House of Lords, presented them with their awards and invited the team to have tea with her in the House of Lords. Ashwin Knight was also awarded Best Individual of the competition.

After a long absence, Sixth Form debating in the flesh returns this term to OPGS opening with a debate on whether NATO should intervene militarily in the war in Ukraine.



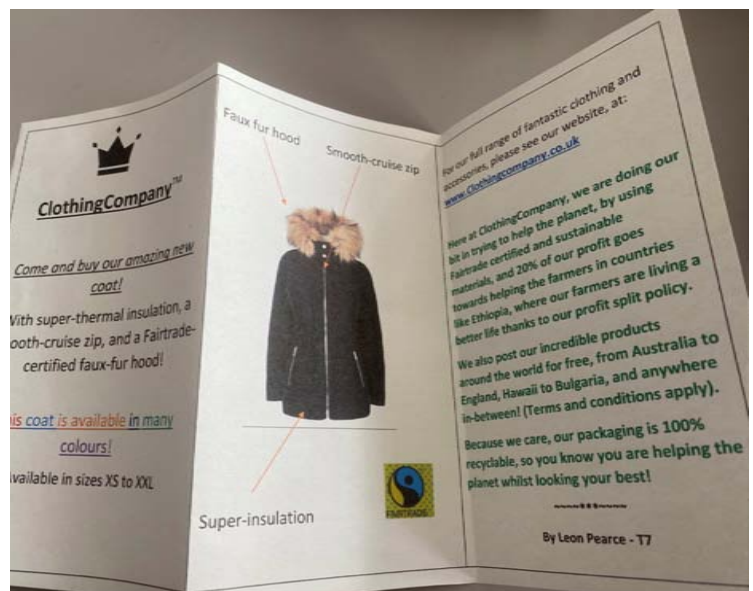
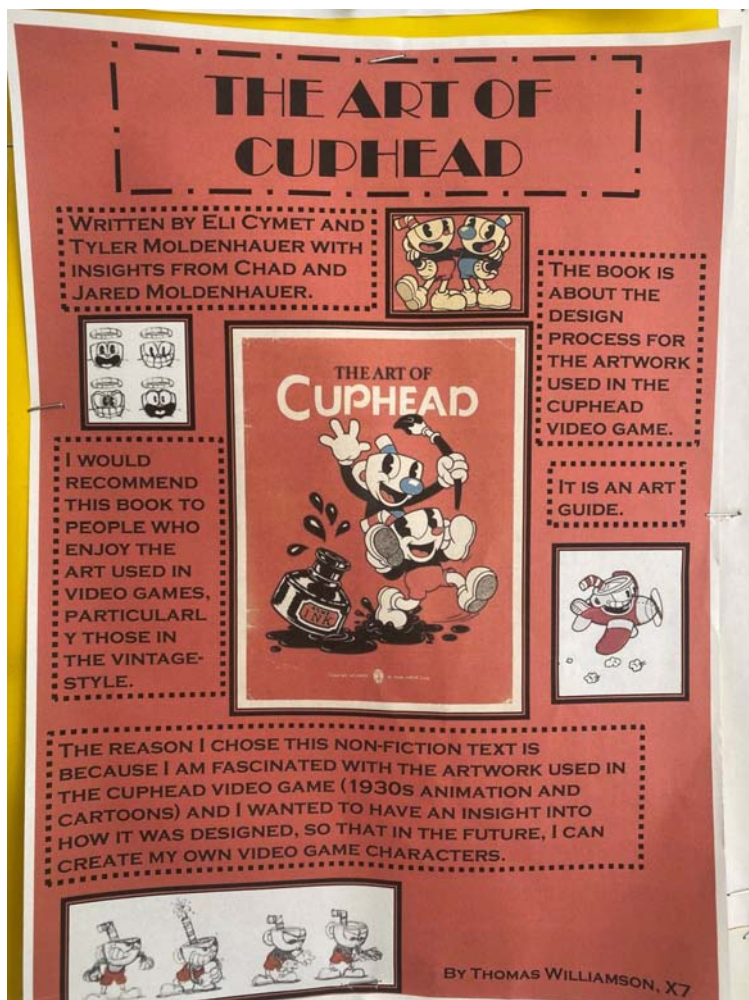
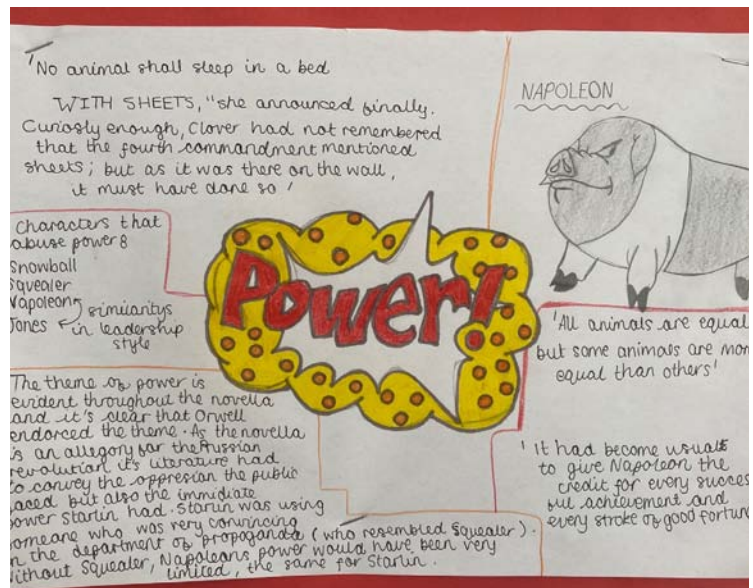
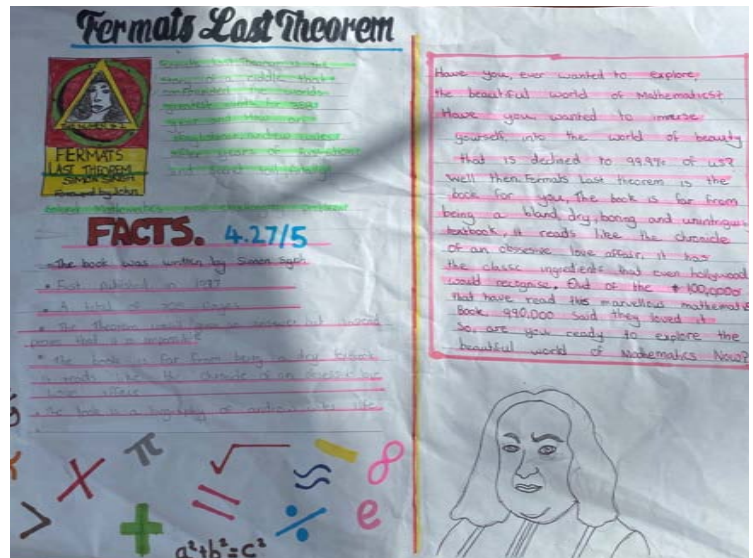
English – Outstanding Work

The KS3 students have been studying Macbeth, Animal Farm and Non-Fiction writing over the last term and have produced some fantastic work in class and for homework.

Ewan Masson's poster explores the theme of power in Animal Farm and how the three characters: Napoleon, Snowball and Squealer abuse it.

Keon, Alan, Thomas and Leon's posters are on their favourite non-fiction texts. They were asked to produce an information poster and to write a short piece of persuasive writing to convince people to read their favourite book.

The work they have produced is fantastic and can be seen in the images. Well done to all and keep up the good work.



How to enter:

- Submit 1 photograph only
 - Only 1 entry per person
 - Must be clearly labelled with name and tutor group
 - Based on the theme of – **‘Celebrating The Arts’**
 - Must be original – no filters, editing etc.
 - Categories including:
 - Yr7/Yr8/Yr9/Yr10/Yr11/Yr12&13/and Staff
 - Hand in a **printed copy** (maximum size A4)
- to Ms Bates by **Friday 22nd April, (box for entries in Music department)**
- clearly labelled with your name and tutor group

- Judged by Ms Bates, Mr Edwards and the Hazlitt prefects
- Earn a point just by entering
- Points will be scaled to Bronze/Silver/Gold in each category
- The overall winner will win extra points for their house
- Winning photographs will be displayed in school

OPGS Photography Competition

Hazlitt House April Challenge

Young Cooks!

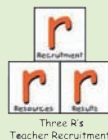
£500
prize
money

Your invitation to be a Young Cook



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To find out more or enter visit
kmcharityteam.co.uk/youngcooks

LEGO Builders' Challenge

A wide range of creative and original crane designs were received in response to this term's LEGO Builders' Challenge.

Using only LEGO and a piece of string the challenge was to build a crane capable of lifting a structure also created from LEGO. Well done to everyone who took part.

We are pleased to announce the winning entries:

Years 4-6:
Matthew, Year 4 at Lenham Primary

OPGS Year 7:
Henry Dharmalingam, 7S

A new challenge will be set at the start of next term!
For further information regarding this challenge please email legobuilderschallenge@opgs.org



Prefect Team raise £1178.36 for Charity MIND

As a school, between the Charity Cake sale and the Non-uniform day we managed to raise a total of £1178.36!

Both of the events that we organised were extremely successful. First the Charity Cake Sale had an amazing turn out with students ranging from year 7 – 13 purchasing multiple cakes and even some of the teachers. Everyone taking part thoroughly enjoyed the experience and loved the opportunity to raise the school morale while helping an amazing organisation. In regards to the Non-Uniform day the majority of the school were seen in their own clothes with each individual bringing in money to support the cause. Posters could be seen around the school and energy levels were extremely high as everyone engaged with each other.



Mind is a mental health charity who campaign to change the new problems surrounding mental health that have been caused by the pandemic. They help push for reforms of the outdated Mental Health Act and campaign for those aged 11-25 to get the right support for their mental health along with many other changes that will help society develop.

Link to their page: <https://www.mind.org.uk/news-campaigns/campaigns/>

In this edition of @oakwood we report on some of our alumni who have, following their degrees, chosen to study or work abroad.



Top Left
Rory Weal

Top Right
Ben Gowers

Left
Evan Lewis



Our first role model is Rory Weal who left OP GS in 2013 gaining a place at Queens College, Cambridge to read History. Rory was momentarily famous for getting a standing ovation at the Labour Party conference in 2012 and was voted by his peers as the student 'Most Likely to Be Prime Minister'. He won other more distinguished OP GS prizes for best academic performance in Politics, History and English. After leaving university, Rory has devoted himself to fighting social exclusion. He was public affairs officer for Rethink Mental Illness and then senior policy officer at the homelessness charity St Mungo's. Now he works as Senior Policy Manager for The Trussell Trust which provides food banks and which campaigns to end hunger in the UK. His first research trip to the USA was when Rory was a Fellow for the Winston Churchill Memorial Trust for whom he did research on homelessness in Virginia. Rory is about to leave the UK again to take up a fully paid scholarship via the Thouron Award at the University of Pennsylvania for a Social Policy masters. Those of us who taught Rory, follow his journey with interest. Who knows, perhaps his peers will be right? Watch this space.

Our second alumni focus is on a student who used

his talent for foreign languages, rather than politics, as his passport to working abroad. Head Student Ben Gowers left OP GS in 2017 after studying A levels in French, Spanish and Philosophy for a degree in Modern Languages at Merton College, Oxford. As Head Student, his team had raised £5000 for Mind and as an undergraduate he continued to work as fundraiser for his college. Ben spent time in France and Spain as part of his degree and became a Merton Scholar at Oxford. He graduated with a first class degree and now works as a Research Associate at the Business of Cities. Within the first month of working with them he finds himself in Mexico's largest cities to advise their governments on future strategic plans to cope with the demands of their massive populations.

Our youngest alumnus heading abroad is Evan Lewis who left in 2019 to take up a place at UCL. While in Year 12, Evan was OP GS Football Captain and also worked with a team of OP GS students on a lottery funded film 'The Enemy Within' about the Kent miners' strike, which was shown at Maidstone Odeon and the London School of Economics. Evan also was elected by students of Kent to represent them as a Member of the UK Youth Parliament. He is now in his third year studying History with Spanish at University College London. The degree offered a year abroad studying in Chile, but sadly the pandemic led to a cancellation. His determination to experience life in the Americas led to him applying for the prestigious Fulbright Scholarship which provides British students with full funds to attend a top USA university for a Masters degree. Evan was successful and will travel to Minnesota to study Human Rights at the Humphreys School of Public Policy in September 2022. Another British Fulbright Scholar with whom you might be familiar is Rishi Sunak. Evan's ambitions, however, lie more with the United Nations rather than as Chancellor of the Exchequer.

All three of the alumni above are active contributors to the OP GS Sixth Form community, speaking at our UCAS events and Sixth Form Tasters to encourage current students to explore all opportunities available to them. Applying to a university for a degree with a year abroad is a good place to start. IN addition, OP GS students can apply to the Year 12 version of the Fulbright Program and attend a university summer school in the USA. Applications are competitive, but as the alumni above will tell you, if you do not try, you will never know!

Primary chess enthusiasts come in and take on OPGS pupils!

On Tuesday 15th March, we opened our doors to 18 primary school pupils who helped us to launch our Primary Links Chess Meet.

It was fantastic to see so many students from local primary schools joining us. Some of those joining us were just getting started on their chess journey, whilst others were very experienced and clearly have a huge talent for the game. Every chess ability was welcome and everyone enjoyed themselves. Mrs Prior and Mrs Craig very much enjoyed seeing the primary school pupils take on some of the OPGS boys and give them some very challenging games! A massive thank you to our students who helped run the session, and our amazing Umpire, Raghb Beadle.

Our Chess Meets take place every other Tuesday and offer a great opportunity for young people to meet people with similar interests, whilst at the same time giving them an opportunity to come in and visit our brilliant school. If our OPGS families have younger children at primary school and are interested in attending our Chess Meets, please email [Mrs Prior. JPrior@opgs.org](mailto:Mrs.Prior.JPrior@opgs.org)



UKMT Intermediate Maths Challenge

On the 3rd of February, 120 students sat the UKMT Intermediate Maths Challenge.

The students who managed to get an award are, in surname alphabetical order by year:

This is a competition for students mainly from the UK but is open to schools from around the world, which will test their outside-the-box mathematical thinking and problem-solving skills.

One favourite question from the challenge is this, as it is perhaps counter-intuitive.

17. The first figure shows four touching circles of radius 1 cm in a horizontal row, held together tightly by an outer band X.



The second figure shows six touching circles of radius 1 cm, again held tightly together by a surrounding band Y.

Which of the following statements is true?

- A X is 2 cm longer than Y
 B X is 1 cm longer than Y
 C X and Y are the same length
 D Y is 1 cm longer than X
 E Y is 2 cm longer than X

The awards were given as follows: the top 50% get a bronze, the top 17% get a silver, and the top 8% get a gold certificate. So to even get any award you have to do better than half the country!

A list of students who achieved a certificate is included at the end of the article.

Students who achieved a gold certificate in Year 10 or 11 are invited to the next stage, called the 'Pink Kangaroo.' Also, the top Year 9 and below students were invited to the 'Grey Kangaroo.'

We had 7 Year 11's, 2 Year 10's, 4 Year 9's, and 1 Year 7 who progressed to their respective next stages. Further examples of questions of these competitions are at the end if you wanted a try.

We are waiting on the results from the Kangaroos but should receive them in the next couple of weeks. However, just being invited to participate is an outstanding achievement as this means you are in the top 8% of mathematicians across the country! The top 25% of this top 8% will then receive a Merit certificate, I'll leave you the task of working that out as a percentage of the country.

A massive congratulations to our incredible mathematicians!

The Junior Maths Challenge (for Years 7 and 8) will be on the 27th/28th of April.



Year 7 – Gold

Isaac Wenborn

Year 9 Gold

Marcus Choi

Year 10 Gold

George Parker
 Jakub Talaska

Year 11 Gold

Finley Armstrong
 Ryan Livingston
 Rayyan Mughal (HS)
 Jacob Price
 Krishna Sookun
 Luke Sutcliffe (HS)
 Sam Wilson

Year 9 Silver

Joshua Bruce
 Arthur Mak
 Dominic Teodorescu

Year 10 Silver

Daniel Airey
 Johann Ajish
 Lucas Dick
 Reagan Harriss
 Austin Lam
 Hallee Lou
 Ethan Prior
 Edward Scarr
 Ben Stockham
 Joe Stone

Year 11 Silver

Josh Alchin
 James Atkinson
 Chandler Castellani
 Gabriel Charles
 Josh Couchman
 Lennon Cox
 Harry Curd
 Jamie Dickson
 Ali Eddama
 Dylan Greenwood
 Tom Larchet
 Braiden Martin

Aidan Miller
Flynn Rainey
Brandon Stirman
Jacob Whittaker

Charlie Razey
Daniel Rose
Oscar Salida-Howard
Ethan Woodward

Year 9 Bronze

Dylan Horner
Ted Norris
Nathan Peake

Year 11 Bronze

Cyrus Aryan
Freddie Coles
James Cooper
Fabian Crowe
Kyle Dolan
Para Giri
Dip Gurung
Mayvin Gurung
Benjamin Hanush
Tom Harker
Joshua Harman
Freddie Harper
Evan Harris
Adam King
Jenson Mathew
Etienne Parsons
Alex Smith
Isaac Smith
Luke White
Jake Wright

Year 10 Bronze

Aly Ahmed
Saad Ansari
Bailey Barnett
Morgan Bluck
Adar Boyraci
William Brooks
Freddie Fagg
Joseph Fisher
Adam King
Davis Lalichan
Raye Loveday
Julius Peters
Liam Phelan
Alistair Prigg



Such a long and accomplished list just shows how gifted our boys are and it is great they have this opportunity to celebrate it against the rest of the country.

Congratulations to you all,

The Maths Department.

Here is an example question from the Grey Kangaroo:

21. What is the smallest number of cells that need to be coloured in a 5×5 square grid so that every 1×4 or 4×1 rectangle in the grid has at least one coloured cell?

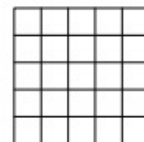
A 5

B 6

C 7

D 8

E 9



And my favourite from the Pink Kangaroo:

18. A certain city has two types of people: the ‘positives’, who only ask questions for which the correct answer is “yes” and the ‘negatives’ who only ask questions for which the correct answer is “no”. When Mo and Bo met Jo, Mo asked, “Are Bo and I both negative?” What can be deduced about Mo and Bo?

A Both positive

B Both negative

C Mo negative, Bo positive

D Mo positive, Bo negative

E impossible to determine

Mathematicians History

In January, we received many fantastic write-ups from our students about mathematicians and their accomplishments.

We have selected 3 interesting stories below from the students' submissions.

Girolamo Cardano

Girolamo Cardano was born on 24th September 1501 in Pavia, Italy. He had a difficult childhood due to his father (a skilled mathematician and friend of Leonardo Da Vinci) being overbearing. After his depressing childhood, Girolamo studied philosophy and science at the University of Pavia in 1520. He received his medical degree in 1526 after his studies. After being a lecturer of mathematics in 1534 and a professor of medicine in 1543, Cardano published a book called *Ars Magna*, which contained some of his best achievements. Including the solutions to the cubic and quartic equations.



In Cardano's later life, he was imprisoned for his writings on astrology and as a result lost his job as a professor of medicine at the University of Bologna. However, once he was released from prison he received lifetime payments from the Pope to the end of his life 6 years later, on the 21st September 1576 at the age of 74.

By Alexander Holmes.



Bernhard Riemann

Riemann was born on 17 September 1826 in Breselenz, a village in the kingdom of Hannover. He grew up in poverty, his father Friedrich Bernhard Riemann wasn't well off and worked as a pastor to keep a roof over his head. As a child of 6, he was shy, anxious and had suffered from mental breakdowns in his younger years but despite this showed exceptional talent in the field of mathematics.

In 1842, he attended high school at the Johanneum Lüneburg. In high school, Riemann studied the Bible intensively, but he was often distracted by mathematics as it was his passion, and his

teachers were very aware of his talents. His father, after scraping the barrel for enough money, sent Riemann to the University of Göttingen to study theology. Despite this, Riemann would always be studying mathematics and ended up delivering his very first lecture in 1854.

After a long time, Riemann came up with the Zeta functions which was extremely useful in the field of number theory in investigating prime numbers. Here is a simple explanation to his idea... When $x = 1$, this series is called the harmonic series, which increases without bound—i.e., its sum is infinite. For values of x larger than 1, the series converges to a finite number as successive terms are added. If x is less than 1, the sum is again infinite. In 1900, a German mathematician called David Hilbert called the Riemann hypothesis one of the most important questions in the history of mathematics, as shown by its inclusion in his list of the 23 unsolved problems with which he challenged 20th-century mathematicians to solve in their lifetimes. He is truly an intelligent and valued man in the field of mathematics and is not known enough about by the general public. A true genius...

By Ryan Murphy.

Scipione Del Ferro

Del Ferro was a building block of quadratic maths by “inventing” the negative, as it was a disused term and not required for simple math that it originated from, e.g. counting crop yield, currency etc. He had spent years dedicated to maths and went to the university of Bologna (The oldest university in the world today!) The negative version of the cubic is called the depressed cubic, which had no known method to solve. He did not leave any public markings or books to make a record of his discoveries. The mathematician Omar Khayyam rearranged it 19 times leading to a mathematical revolution of being able to re-arrange formulas, yet the depressed version was not solved until Del Ferro.

An example of a depressed cubic equation is $x^3 - 3x + 2 = 0$



After this he passed this information to one of his lesser pupils, called Antonio Fior. Fior bragged about his knowledge of solving the depressed cubic, despite him not doing so. The mathematician Niccolò Fontana Tartaglia, hearing this, came up with a solution for the depressed cubic by rearranging physical squares to represent the sizes of a^2 and x^2 in the equation. They both went head-to-head in a 13th century “maths showdown” for the same job, each setting each other 20 questions.

Fior set Niccolò only depressed cubics, confident he could not solve a single one, and hoping he could solve at one least problem himself. However, Fior struggled to solve any of his problems and Niccolò confidently solving all 20 of Fior's.

By Ewan Tweddell.

Oxford Computing Challenge

The results for the Bebras (Oxford Challenge) are out. Well done to all students who participated.

This year we had lots of students who qualified and more students achieving a merit in this round.

The certificates have been given out to students in lessons.



We are well and truly back in the swing of Science Club, which runs for Year 7 every Wednesday lunchtime, 1.25pm, in room 55. Science Club is run by our 6th form Science Prefect Team, supported by staff and Year 9 and 11 helpers.

For our first session back in January we made slime, and this was so well attended by the Year 7s, we had to use two classrooms. Since then, we have made peg pistols, lava lamps, discovered rainbow fizz, made our own armpit fudge (yum), and learned how to make sparklers and methane bubbles. At the start of this term, we learned about potential and kinetic energy by weaving together giant lolly sticks so that when we let them go, we got a multi-coloured explosion of lolly sticks in the air.

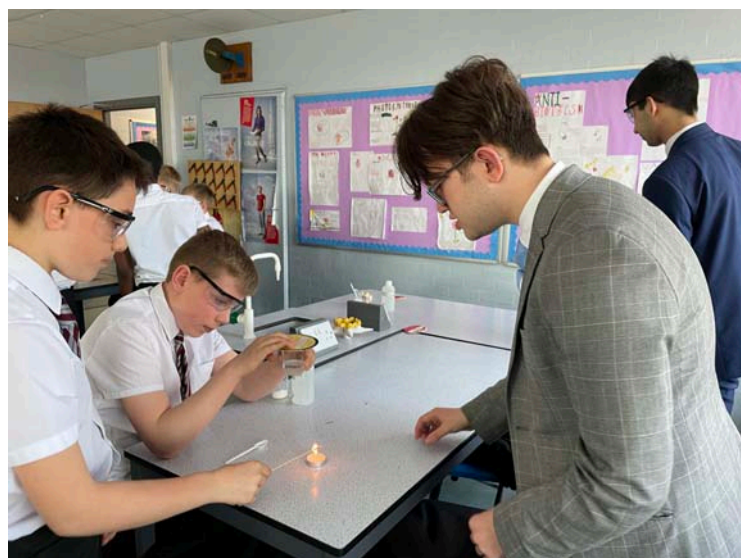
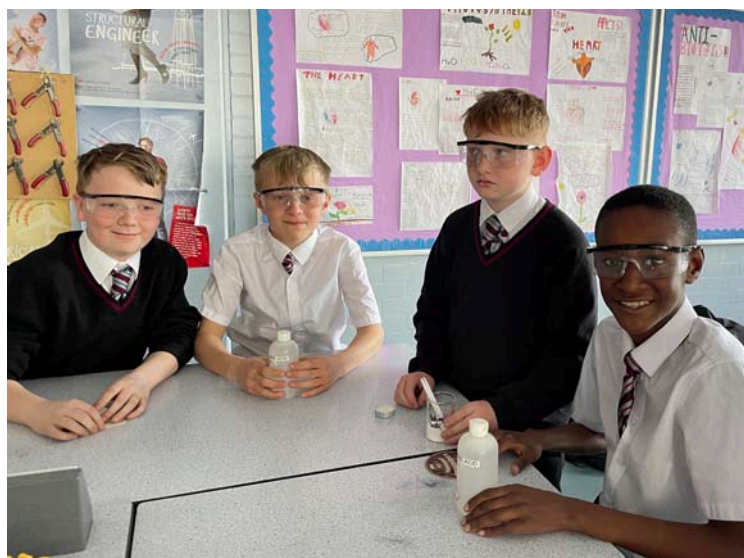
Today we made fire extinguishers after watching a particularly ferocious Whoosh bottle blow some ceiling tiles out of position.

Pupils mixed acid with bicarbonate of soda to release carbon dioxide, which can be poured onto a tea light to extinguish the flame. No liquid is poured, only the invisible gas. The gas must be tipped from the side, not from above, otherwise the carbon dioxide will be carried upwards. This is why CO₂ extinguishers instruct users to aim the gas at the base of any fire they are tackling.

Our last activity this term will be to discover who can build the highest tower made of newspaper and Sellotape that will support a cream egg. Up to 10 teams will compete to win all the cream eggs. It could get messy, but it will be lots of fun.

We have a full programme planned for next term, if any Year 7 students would like to join, please just come along.

MRS BURNS
PHYSICS LABORATORY TECHNICIAN



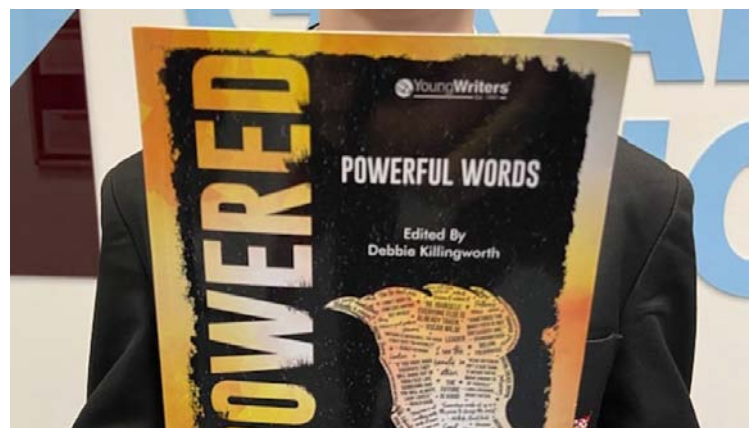
Young Writers 'Twisted Tales'.

Last term, English and Creative writing club students submitted their entries to the Young Writers 'Twisted Tales' competition.

Students were asked to write a short saga - less than 100 words - from the perspective of a villain. Students were tasked with the challenge of giving a voice to the villain all in a short number of words. We are delighted to announce that over 50 of our entries were requested to be published in the Young Writers Twisted Tales book. Our department and club are so proud of our students for this achievement, and we look forward to sharing the

book with parents and students when it arrives. A huge congratulations to those who were selected, and we thank every student who took part.

Following our success in the Young Writers Empowered poetry competition, students were delighted to receive their copies of published work this term. With more than 40 entrants from OPGS, we took the opportunity to have a photo with some of the selected winners. Unfortunately, we could not fit all 40 in the photo, but we are greatly proud of every student who took part and became published poets!



OPGS Win Kent Schools Cups Final – Saturday 19th March 2022

The Gallagher Stadium is one of the largest football stadiums in Kent with a capacity of over 4,000. It was here that the Kent Schools Cup Final between OPGS and Norton Knatchbull was to be played. Oakwood had got to this stage in the competition through hard work and total focus.

The atmosphere in the stadium was incredible and you could feel the passion from students, parents and supporters.

We had already discussed our tactics for the match, so it was time to settle the nerves and focus on the difficult challenge ahead. As we took our first steps onto the pitch the realisation and shock of the noise, and number of people watching, added to the excitement.

All the anticipation and excitement that had built up over the previous few weeks disappeared when the whistle blew, and with a roar from the crowd, the game had begun.

We settled quickly into the game putting lots of pressure on our opponents, until disaster struck,

and we conceded a disappointing goal from a free kick, leaving us devastated but even more determined. We knew it was now or never to get back into the game. After the restart we found ourselves in a threatening position as we edged our way closer to their goal, firing in a low cross to front post where Marli was able to find the back of the net. Close to half time, through good positioning and pressure, Marli scored another great goal.

After the break we came out confident with our lead but later into the second half our opponents equalized. We scored a third thanks to our centre-mid Ezra and we were back in the lead and in control. It wasn't long until the end but we knew that there was still work to be done. It was a serious mental game now to keep our heads and not throw away our lead.

As the game was coming to an end, nerves were building up and doubt was creeping in as to whether we could sustain our lead and see the game through. It was a hattrick for Marli and a fourth goal for Oakwood that gave our players the opportunity for a massive celebration as we knew now we could seal the win, and be crowned the winners of the Kent Cup.



When History becomes the News:

Miss Aldous, Subject Leader for History:

On the 24th February the invasion of Ukraine by Russia began and we found that many students understandably had worries and questions as this conflict began to unfold live in front of them on the phones, social media and TV screens.

Younger students had questions about how the conflict might escalate and what could be done. Students with family connections in eastern Europe and Russia were understandably concerned. Our GCSE and A-Level students found that suddenly people, places and organisations they had learnt about from textbooks were now on the news and very much current again. NATO was being discussed and called upon to help Ukraine. The power of autocratic rulers and the role of warfare was evident. As people were displaced, attacked and the nuclear threat level seemingly raised, historians were called on in the media to evaluate the threats and look forward to a potential resolution. We consider that History is a key part of our students' curriculum as it underpins, compliments and enlightens other subjects by helping students understand the world around them. History always has relevance to the present day and unfortunately the events of this past month have shown this all too clearly. We continue to support students to develop the knowledge and skills with which to contextualise, analyse and understand, as far as possible, this developing situation in Europe.



Martin Nunn, GCSE History student:

In our Cold War unit, we learnt how NATO was created in 1949 by the United States and its allies in response to the Soviet 'sphere of influence' established in eastern Europe as the Nazi regime was defeated in 1945. This means that as a founding member of NATO, Britain is bound by Article 5: 'The Parties agree that an armed attack on one or more of them in Europe or North America shall be considered an attack against them all'. As a result, no NATO member country can send combat troops to Ukraine, for example, without risking an escalation of the conflict to directly involve NATO members and Russia. Seeing NATO discussed on the news evokes the question of NATO's purpose, whether it is an organisation of aggression, as viewed by Russia or of peacekeeping and defence, as viewed by the countries involved. It has been shocking to see war in Europe again. Measures taken by European countries to prevent war in Europe since the end of the Second World War, especially the establishment of NATO, have been successful in averting war here, but the invasion of Ukraine reminds us of earlier invasions. I was also reminded of Hungary in 1956 due to similarities between the reaction of the people of both countries, bravely taking up arms to defend their nation from aggressive Russian invasion. History has helped me understand events because we can sense patterns between past events that we see before our own eyes and we can see similarities between actions taken by our own government today to those in the past. As Mark Twain says, 'History doesn't repeat itself, but it often rhymes.'

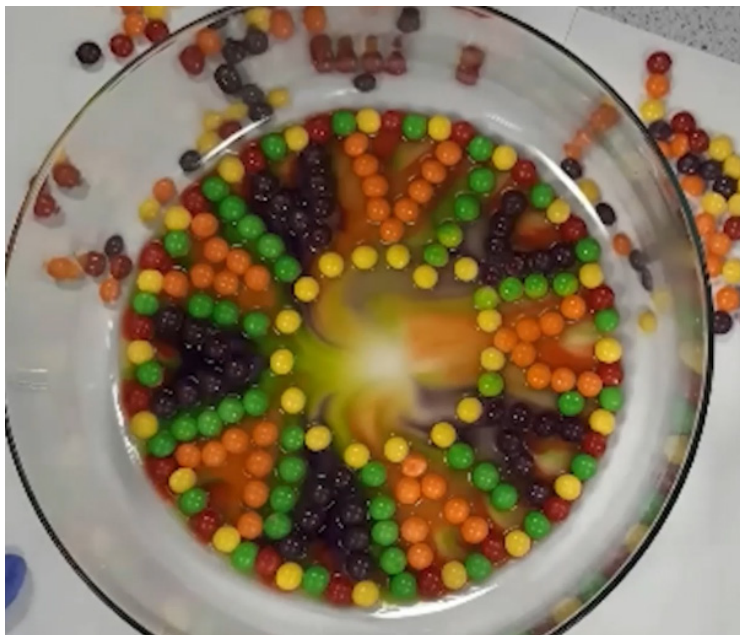
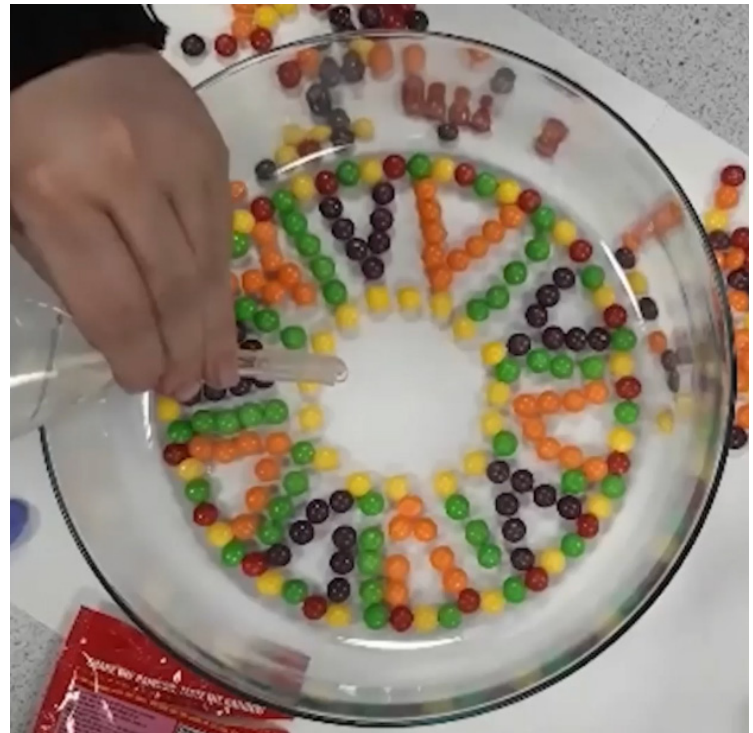


Sadler Skittles Art Challenge

This term's House Challenge in line with National Science Week was to create a Skittle (yes the sweets) piece of Art by creating a pattern of skittles on a plate and then adding hot water. As the skittles dissolve, they create a rainbow of colours.

Well done to all who entered. The results are as follows:

- 1st - Keon Thomas & Ewan Twedde
- 2nd - Lucca Bell
- 3rd - Maximilian Patton & Logan Baxter



Exam Revision Tips:

It is that time of year again, when the exam season will soon be upon us, although once again it has not been a normal year.

As a result, it is even more important to ensure you are making the most of the time left to revise in an effective and efficient manner. As a result, we hope these few tips and tricks will help you to tune into your preferred learning styles and condense down the key information into bitesize chunks, which you can actually remember and retain for the focus of revision for each subject.

□ The exam boards have released 'Advanced Information' for each exam. Make sure you look at the exam boards website for information about your exam.

□ Watching online videos, exam walk throughs and YouTube tutorials, can be a great way to get your head around the exam format and how to approach those key questions.

□ Find ways to test yourself or a friend to identify your own strengths and weaknesses within a subject area. Writing a personal target for each topic can help fill in any gaps in your knowledge in an achievable way.

□ Over the Easter holidays, for school night evenings and weekends, create a revision timetable.

□ Be sure to build in rewards for all your hard work: a tea break, snack, exercise, an episode of the latest show you are binge watching or some time on social media. Revision only works well if you schedule in regular breaks. Try to make your time on your studies focused so that when it comes to having some mental down time, you have most definitely deserved it!

□ Make your revision activities active, below is a list of some of the study skills you can use, to ensure you are not just staring blankly at notes but help something 'go in' by engaging your brain:



- Map it – using different types of mapping techniques
- Journey it – Remembering a list of information by placing images along a journey
- Index It – Put information on to index cards
- Story it – Create a story using the key points
- Mnemonic it – Using the first letter of key words to create a sentence
- Teach it – Create a presentation
- Flip it – Questions and answers on cards
- Timeline it – Place key points along a line
- Sing it – Place key points to a piece of music
- Record it – Explain the key points and play back
- Post it – post it notes around the room
- Comic it – Create a comic strip with key points

Revision Tips 



- Set up the perfect study space**
Make sure it's well lit, not too hot or cold and is quiet enough for you to work.
- Start with the biggest or most difficult**
Single items easier to deal with the smallest and easiest first but by tackling the biggest, most challenging topics first you'll feel more confident in the long run.
- Look ahead and make a plan**
Look at your exam timetable and create a revision plan based on it. It'll help keep your revision organised.
- Use the best methods for you**
Single items easier to deal with the smallest and easiest first but by tackling the biggest, most challenging topics first you'll feel more confident in the long run.
- Take regular breaks**
It's important to ensure you take regular breaks, you need to help your brain to process the information you're learning. Arrange time with friends and family or watch a bit of tv (but for sure not to binge watch a whole series).
- Eat healthily**
Make sure to eat three healthy meals a day and that your caffeine and sugar intake. Power foods for your brain include blueberries, salmon and nuts, so be sure to stock up!
- Move distracting apps out of view**
Your phone can be a huge help for revision, but also a distraction. Move any apps that are likely to distract you to the last page, so you aren't tempted. Add apps that can help you (like the GCSEpod app) to your phone's home screen as a reminder to keep up your revision.
- Exercise**
A healthy body = a healthy mind. Try to do at least 30 minutes of physical activity a day to help improve focus and stay relaxed.

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Tips to Reduce Exam Stress


Exercise Regularly
Doing at least 20 minutes of physical activity a day can help to improve focus and keep you relaxed. Light cardio, yoga, or Pilates will help to reduce stress right before your exam.

Think Positively
If you work hard and stay focused with positive energy, stress will be reduced. Believe in yourself and have the confidence to succeed.

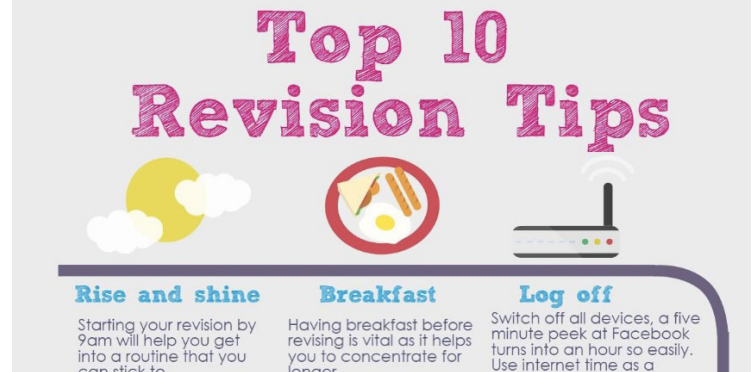
Eat Right
Eat three healthy meals a day and limit your consumption of caffeine, sugars and alcohol. Power foods for your brain include blueberries, salmon, and nuts.

Get Organised
You'll feel more confident and in control if you make a list of everything you need to study and create a schedule.

Get Enough Sleep
A good sleep of eight hours the previous night helps you have a relaxed and well-rested mind and body.



Top 10 Revision Tips



- Rise and shine**
Starting your revision by 9am will help you get into a routine that you can stick to.
- Breakfast**
Having breakfast before revising is vital as it helps you to concentrate for longer.
- Log off**
Switch off all devices, a five minute peek at Facebook turns into an hour so easily. Use internet time as a reward on a break.
- Past papers**
Past exam papers are a perfect way to get used to exam pressure. Time yourself and use past papers to improve your confidence.
- Get colourful**
Keep your notes organised and bright. Use different fonts, pens and diagrams. Colour coding your areas also helps.
- Stick to the plan**
Make a revision timetable, it will help you prioritise your areas. Plan for different ways of learning (mind maps, essays, fact cards)
- Take breaks**
Take a short break (5-10 minutes) after every half hour - It's important to get away from your work area. Adding breaks into your timetable is vital.
- Teach**
If you are confident with a subject, teach it to your friends and they can do the same for you.
- No last minute revision**
Cramming 10 minutes before an exam doesn't work, planning your time and working hard does!

Breathe!
You'll be great!

Ecole Globale - International Girls' School
www.ecoleglobale.com


HOW TO REDUCE EXAM STRESS?

Try These Tips

- Stick to a proper routine**
- Get good sleep**
- Don't let social media & other stuff distract you**
- Avoid junk food & eat a well-balanced diet**
- Never skip taking rest**
- Mini rewards are a must: Watch TV or listen to music**



5 Tips To Help Your Prepare For CSEC EXAMS



- LIMIT RECREATION TIME**
Reduce Time on Gadgets & Internet
- START YOUR DAY EARLY**
Energize your Mind & Get a long Day
- MOTIVATE YOURSELF**
Have a Never-Give-Up attitude
- MODULES OF LEARNING**
Split into Smaller Modules
- RELAX YOUR MIND**
Ease your mind to Grasp & Memorize faster
- LEARNING METHODS**
Use different Patterns & Methods

Managing Exam Stress:

Wednesday 23rd March marked two years since the country went into its first lockdown in response to COVID-19.

Restrictions have only just started to ease with a return to some type of normality. So, as well as working towards your end of year assessments, it is important to recognise this is a stressful time and can be seen as more so because of these crazy circumstances.

Remind yourself, a certain amount of stress is a good thing and can be an effective form of self-motivation. Use the emotion to improve your performance. Having said this, we need to strike up the right balance, between taking this culmination of our school career seriously and not stressing out too much!

If you do start to feel yourself being overwhelmed, then be sure to talk to someone. Talk to friends, family or teachers about the things that are worrying you, no matter how big or small you think they are. There is the age old idiom, that a problem shared, is a problem halved but it really is true that once you are able to articulate what is bothering you and get it off your chest, so to speak, you will feel better about the situation. Besides, all these people love you or form part of your wider support network; everyone wants to see you do well, and so rest assured they are there to help you and will be happy to do so. Talking to them will help you realise you're not alone in your anxieties and if your peers are struggling with similar issues, you can all support one another. On the other hand, your teachers or parents are likely to have a different perspective to you. They can help you problem solve and find practical solutions.

Another way to help one another out, is to revise with friends. This can be great as you keep up your social life and you don't feel isolated and alone.

An obvious way to combat the assessment period is to take regular breaks. We are not just saying this, it really is important to your mental wellbeing. We cannot concentrate on one topic for a prolonged period of time in an effective way. If you try, you are likely to switch off. As a result, create a timetable that schedules in that all important down time to ensure you do not burn yourself out. One way to



do this, is to listen to your current favourite playlist or practice mindfulness and concentrate on your breathing. This can be a good way to help centre yourself and not get too worked up over things. Being at one with the moment and grounding yourself with the breath in your body can help. Try closing your eyes, breathing in for 4 counts and breathe out for 7-8. Repeat this at least 3 times.

Here is a good website from the BBC with some ways into mindfulness and meditation, as a place to start: <https://www.bbc.co.uk/programmes/p09668p5>



Ten Top Tips For Revision Success!



Before you start, plan

We've all done it, spent so long revising the really tough stuff leaving no time for the remaining 90% of our revision. Plan, stick to it and don't panic!



Be realistic

We'd all love to be Superman and get our revision done in 5 minutes but it isn't going to happen. Working 24 hours a day won't help either. Make sure your plan is manageable in the real world not Metropolis!



The early bird...

Catches the worm, or at least has a sensible revision plan. The earlier you start, the less you'll have to do in each block.



A Room of One's Own

Or corner, or desk, or sofa... Find a good place to revise, whatever works for you, be that a quiet library, your desk, or under a tree.



Mix it up a bit

There are different ways of revising like there are different ways of memorising information. Rather than just copying out, try drawing diagrams, reading aloud, sticking it on post-it's on the wall. Whatever helps!



Look to the past

This doesn't involve a time machine, just checking out old exam papers. It can help you plan, revise, and calm you down!



Take regular breaks!

Don't head for information overload. We're not designed to work flat-out and work far more efficiently if we take regular breaks. Try to get up and move around, have a dance if you want. Don't just close the book; make the most of that time off!



Feed & water regularly

Like a car, if you run out of petrol you're not going to get very far. A fed and watered revision brain, is a happy, efficient revision brain revving its highly tuned engine!



Testing times

Don't just input, check what you know. You can do this with friends, family, or on your own. Testing is a great way of combating those nerves by confirming what you know, and filling in the gaps!



Early to bed

It's the night before the exam. Now you've done all that work it's time to give your brain a rest, so you're in tip top condition for sitting that exam. Good luck!

HISTORY HOUSE

COMPETITION

- ***2 Truths, 1 Lie***

Find 2 unbelievable facts about history, and make up one lie!

The most amazing fact, and most undetectable lie wins!

- ***Riddle!***

Come up with a riddle about a historical figure! Whether it's a poem, haiku, limerick, cryptic, anything! The more creative, the better!

- ***Create an artpiece (painting, model, etc.) of a historical figure/event***