

May 2015 Issue 2

world student

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HOW IT AFFECTS YOU

Plus: Win Sentinel trilogy
books, COBIS 2015 poetry
winners announced and news
from students worldwide

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YOU!

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8 YOUR TRAVELS



30 YOUR EXPERIENCES



40 YOUR ACHIEVEMENTS



18 YOUR VOICE



54 YOUR NEWS



68 YOUR FUTURE



61 YOUR INSPIRATION

FEATURES

- 05 **Welcome**
- 07 **COBIS & World Student**
Colin Bell
- 08 **A global perspective**
Sage de Brum
- 11 **Puzzle pieces**
Liisa Toomus
- 14 **Snap happy!**
University of Edinburgh
- 18 **Stand up for women**
Valentina Stefanile
- 20 **Media Multitasking**
Astrid Nardecchia
- 22 **Votes at 16!**
Mita Desai
- 25 **Book review: Ruins**
Sophie Davies Jones
- 26 **The dim light that shines upon us**
Aleksandre Gorgadze
- 30 **Settling in**
Megan Kuhlman
- 32 **Okiagari Koboshi**
Yunji Hwang
- 34 **A global community**
Luke Addison
- 38 **10281.8 Kilometres**
An Truong
- 40 **Capturing Science**
ABC International School
- 44 **The best of both**
British School of Brussels
- 48 **Promoting peace**
Luke Addison
- 50 **2015 Poetry Competition**
COBIS
- 54 **World Student news**
- 61 **People, pens and paper**
James Wren
- 64 **Olympic Glory**
Guin Batten
- 66 **Surviving the IB**
Francisco Moreira
- 68 **Interpreting & Translating**
Helen Crompton
- 70 **Want to study medicine?**
The Medic Portal
- 72 **Is there more to sport than winning?**
Guin Batten

world student app



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Welcome!

Welcome to the second issue of *World Student*. After the success of issue one, *World Student* is back with more inspiring articles that are influenced by you, your opinions and your interests.

When we launched the very first issue of *World Student* last year, we wanted to produce a magazine aimed specifically at students in international schools around the world; a magazine that can inspire you to think ambitiously and positively about your future. We also wanted to provide you with a platform to share your views and opinions with other young global citizens.

We are therefore delighted that this second issue features more articles written by you, and would like to thank the students who have taken time out of their busy exam schedules to share their views. We are also delighted to feature articles written by influential young people, on issues that matter to you. Mita Desai, Chair of the British Youth Council, tells you why she is campaigning for Votes at 16, and how it affects you! Luke Addison, who wrote about his work with PeaceJam in the first issue of *World Student* is back to report on the success of his university's first PeaceJam conference.

In addition to more stories and experiences written by you, we've also provided you with more opportunities to get involved. We've added a news section on page 54 'World Student News', which invites you to write short articles on events going on in your school. We've also got an exciting Twitter feature lined up for the next issue, so head over to page 60 to see how you can get involved. Or if you fancy being in with the chance of winning the first two books of the young adult fantasy trilogy *Sentinel* flick to page 24.

World Student is published termly, but we're on twitter all year round – so feel free to tweet us @WorldStudentMag with your thoughts on this issue, and let us know what you'd like to see in future issues. As you flick through the magazine, you'll find social media links under each article, so if you like what you read – tweet, share and talk about it!

And don't forget to download the app version of the magazine for free! Search 'World Student magazine' in the Apple App Store or on Google Play for Android devices.

World Student magazine is created in partnership with COBIS, we would like to thank Colin Bell and his team for their continued support and partnership. Thank you also to students, alumni, teachers, international officers and organisations who have contributed to the creation of this issue.

If you are interested in contributing to the next issue, please email editor@world-student.com with your ideas.

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world student

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COBIS AND WORLD STUDENT MAGAZINE

Welcome to the second *World Student* magazine. This edition includes articles from all around the world so thank you to everyone who has contributed. The breadth of the articles in these pages shows the diversity of what inspirational students like you are achieving every day, all around the world. I hope you enjoy reading about these successes and, if you haven't already, that you will share yours by contributing in the future.

COBIS is a student-centred organisation; providing opportunities for students from all around the world is at the heart of what we do. Bringing students at COBIS schools together in the spirit of competition and celebrating achievement is one of the best aspects of being part of the COBIS family. COBIS runs an increasingly wide range of student competitions, awards and events throughout the year. Competitions now cover art, film, poetry and science and COBIS also holds world class annual events in debating, sport and now, with the inaugural COBIS Senior School Music Festival in Prague this June, music. We all look forward to this event with much anticipation and thank Prague British School for hosting.

We are also eagerly awaiting the COBIS Student Games, which will be held at the Olympic Centre in Athens this year. The event will bring together 32 teams from COBIS schools in Egypt, France, Germany, Greece, Hong Kong, Kazakhstan, Luxembourg, Nigeria, Norway, Portugal, Qatar, Romania,

Russia, Spain, Switzerland, The Netherlands, Turkey, UAE and Uganda in a competition which promises to showcase fantastic international friendships in the birthplace of competitive sport. A further 12 schools will also compete in Primary and Secondary Invitation Cup competitions in Alicante, Spain, and Prague in the Czech Republic this May. Thank you to the schools involved and good luck to all students competing; we hope you achieve in your sports and that you meet some great friends for life.

The winners of the Annual COBIS Student Achievement Awards will also be announced shortly. These awards celebrate individual successes by students at COBIS schools, in both academic studies and outside of school. The standard of entries continues to impress each year and we look forward to being astounded once again!

So with this academic year already nearing an end, we turn our thoughts to next year. Watch this space to learn details of new COBIS competitions next year - we hope to see faces old and new at COBIS student events so make sure you engage and participate. The dates for the COBIS Student Leadership Conference have recently been announced so be sure to mark 9-11 October 2015 in your diaries. Once more, the event will take place at King's College Madrid and we thank our colleagues at the school for their continued support of this excellent weekend.

Finally, COBIS, together with other international school associations

worldwide, is committed to representing the interests of students through the professional development and training of school staff, curriculum support and development and the promotion of student welfare, safeguarding and child protection. All COBIS schools must undertake training in child protection and safer recruitment and demonstrate their commitment to the students in their care. It is only when schools are a safe, nurturing environment, that students like you can achieve.

We hope you enjoy reading your *World Student* magazine. Your contributions are welcomed for next time and remember that each and every one of you are valued members of the growing international schools student community!

With all good wishes
Colin Bell, COBIS CEO

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A GLOBAL PERSPECTIVE

SAGE DE BRUM TELLS WORLD STUDENT HOW MOVING

COUNTRY CHANGED HIS PERSPECTIVE ON GLOBAL ISSUES

Being from a sea level atoll in the Marshall Islands, climate change is something that is of greater significance to me than people from places of higher altitude. Hearing about things like the population of the Kiribati Islands (an adjacent country) preparing to move to Fiji, because relocation is becoming more of a reality due to the ocean gnawing away at their land makes me pay attention to climate change a little more, especially when living in a similarly vulnerable area.

In the Marshall Islands, the land is being slowly swallowed. I had never left my island, let alone the Marshall Islands, before going to United World College USA, I had seen how the tide has changed over time and that the frequency of water washing ashore has increased. In the summer of 2013, three or four houses were ruined because of the waves getting onto the land and the families had to be moved. In about March of 2014, the Marshall Islands was intruded by the 'king tides' as the Marshallese called it. The king tides encroached the land, replacing nearly 1,000 inhabitants with salt. I find it hard to feel completely safe from the ocean, as many parts of the island, including where my house is, are so thin that the land is only wide enough for a two-lane road with a building on each side. On

the outside of the buildings is the ocean, which stretches endlessly.

Attending climate change meetings, I found that there are ways of defending ourselves a little against the push of the waves. However the Marshall Islands is not an economically-stable country, so we cannot afford to build walls and other forms of protection along the perimeter of each island. Whatever sea walls we already have are also being eroded away by the waves.

I believe that Marshallese, and the Oceanic people in general, bring a sense of reality to the issue of climate change in UWC. However, for me, attending UWC also brought the issues of the rest of the world closer to home.

Living the first 17 years of my life in the Marshall Islands, I would hear about shootings and wars in other places around the world but they were spoken of only in the news. As important as they were, the more pressing matters in the Marshall Islands are mainly the ones that directly affect us, in the same way that those in spacious, high-altitude countries do not focus as much on sea level rises and instead on problems that affect them directly. There is nothing wrong with this, for issues affect people differently from person to person. I believe that as long as each

person works through their respective issues then it still counts as progress.

I stayed for a week with relatives in Arizona, USA, prior to starting at UWC to get used to living out of the Marshall Islands. What I noticed was that problems seemed a lot bigger now they were closer. When I watched the news in the USA, crimes in or near where I was staying definitely remained in my mind for longer than they would have remained had I heard about them in the Marshall Islands.

I had held the land within my country's border to be what I considered 'close to home' and once I reached UWC, I realized that that was true for other people too. People I talked to at UWC felt a little more affected by rising sea levels because they got a closer perspective from conversing with me. It is often harder for people to imagine the scope of a problem when it is something that they do not experience or hear about from a first-hand perspective.

Instead of defining 'close-to home' as being within a state or country, I found that looking at the world as one community helped me to realize the importance of all the worlds problems from so many different places. Knowing and fully understanding a problem is always the first step to resolving it.

Attending UWC and meeting people with experiences from so many different countries really opens one's eyes to how serious problems are. There have been problems that I learned of that had been happening for years, but living so far away, I had not heard of them before. This is the same for some of my peers. As overwhelming as it does get sometimes, being alerted to all these issues is a big first step, especially when you discuss them face-to-face with someone who is personally affected.

Social media like Facebook and Twitter are places where people can express themselves and say whatever they may want. These sites are, though, places where things are not always taken as seriously as they perhaps should be. They are definitely places where information can be shared to a huge mass of people.

Sometimes people cannot solve problems on their own. Sometimes, people need to reach out, notifying others of what is happening in their world and hoping someone out there may be able to help. The internet is a place where people from all over the world can communicate with each other. It is a place free from restrictions, a place where people can learn of what is happening in another place as it is happening. The great thing about

the internet is that communication across nations is made much easier and information can be spread to many people from just one person. The hard part about it is being able to transform a social media notification into an action.

What I hope does happen when people interact with others is that they take what they learn of other places, and speak not only of the good but also the problems there. Albeit this is a generally melancholy topic but if they tell those who they meet a little about the challenges other people face, then the problem becomes more understood. When it feels like it gets hard to work on a problem, ask for help or spread the word. There may be those who do not care, but there are always those who do. I have a vision that, as long as every person helps a little in whatever way they can, be it helping to resolve or extend knowledge of a problem, significantly positive change worldwide would happen a little more. ●

Sage de Brum is currently studying the International Baccalaureate at Armand Hammer United World College in Montezuma, New Mexico.

 UWCUSA
 @UWCUSA

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I have a vision that, as long as every person helps a little in whatever way they can, be it helping to resolve or extend knowledge of a problem, significantly positive change worldwide would happen a little more.



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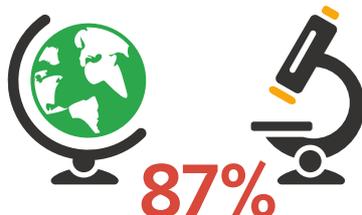


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PUZZLE PIECES

LIISA TOOMUS, A STUDENT AT THINK GLOBAL SCHOOL, EXPLAINS HOW TRAVELLING TRIGGERED HER PUZZLE PIECE SYNDROME

When I was six, seven, and eight, there were always two men or women dressed in medieval costumes selling roasted almonds in a wooden wagon on the main square of Tallinn. Nothing was better on dark and freezing winter days than these warm and crispy treats, and I think it is fair to classify them as the best roasted almonds of my life. To this day, I still can't go anywhere in the world and eat almonds without reminiscing sadly that they are nothing like the ones from a wagon in Estonia.

It might seem ridiculous, but I genuinely believe everything we experience etches onto us and helps to shape us into new beings. Therefore all the opportunities we have, big or small and even the ones we miss, help to define us in one way or another. The roasted almonds of my childhood were just a warm-up for what else my travels would bring, and how they would come to define my behavior and perception of belonging.

Over the years, I can attribute many of my habits in life to my travels. Example being: incapability to drink chai lattes after having about a million cups too many in India, constantly clutching on to valuables in public after being mugged in South America, and a general confusion when it comes to grasp left and right side traffic after travelling internationally. While away, I have also outgrown my old favorite jeans and started to feel too mature for my leather-look-a-like jacket from my old school, which I carefully put hundreds of metallic studs on only a few years ago. I now see my old clothes and room with new eyes, and I am questioning how I can feel so remotely unrelated to items and rituals that I so cherished while still living in the town that I grew up in. I start to question if I have always been this out of place when I realize my political views no longer necessarily match the ones of my family, or when I struggle to make small talk in my own language during a coffee break at work.

More than ever, I start to identify myself as a part of the puzzle that doesn't fit in anywhere. Every time I leave for a new destination and return, the symptoms seem to intensify.

Coming back home after travelling, I often feel like a puzzle piece in the wrong box or a lot like my jammed suitcase that requires jumping and sitting on until, reluctantly, it begins functioning normally again. Because, really, coming back to a place so familiar after such a long time always leaves me feeling like a faraway alien asking, "Is this it?" Even though I sometimes feel like a stranger to what used to be the core of my identity -my hometown- I know deep down inside that I still remain nothing more than a visitor in remote countries due to my light blonde hair and thick accent. Therefore, I am forever destined to be

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part of a minority of walking, talking, and travelling human puzzle pieces solemnly hoping to find home. Considering the many people I've met at airports, vivid slam poems by friends, and informational "third culture kids" video clips on Vimeo, I can at least sigh and say, "well, at least I'm not the only one."

Equally perplexing, I keep thinking what it means to be under the "Puzzle Piece Syndrome." Maybe the goal is to finally find a place so perfect that you may stop looking any further. Maybe the goal is to adapt yourself to the puzzle, to truly tear yourself apart and enter a new shape, then justify yourself as a fitting member of the new puzzle. Another theory is that we should keep scavenging, not for puzzles, but for puzzle pieces. If we are meant to create our own puzzle solemnly with our own pieces, mine would consist of travellers that became friends and friends who became family. In that case, my puzzle would best be described as colorful, optimistic, and open for growth.

To justify all of this though, I should be able to start a puzzle at home. For this reason, I will work as hard as I can to find



meaningful puzzle pieces and cautiously place them together, knowing that one day I will insert the final piece and create a wonderful picture. I can already assure you that the result will be exceptionally different from the one I have created through travel, but I would not trade the many layovers, cases of jet leg, culture clashes, and wisdom for anything in this world. ●

This article was first published at thinkglobalschool.org

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Coming back home after travelling, I often feel like a puzzle piece in the wrong box



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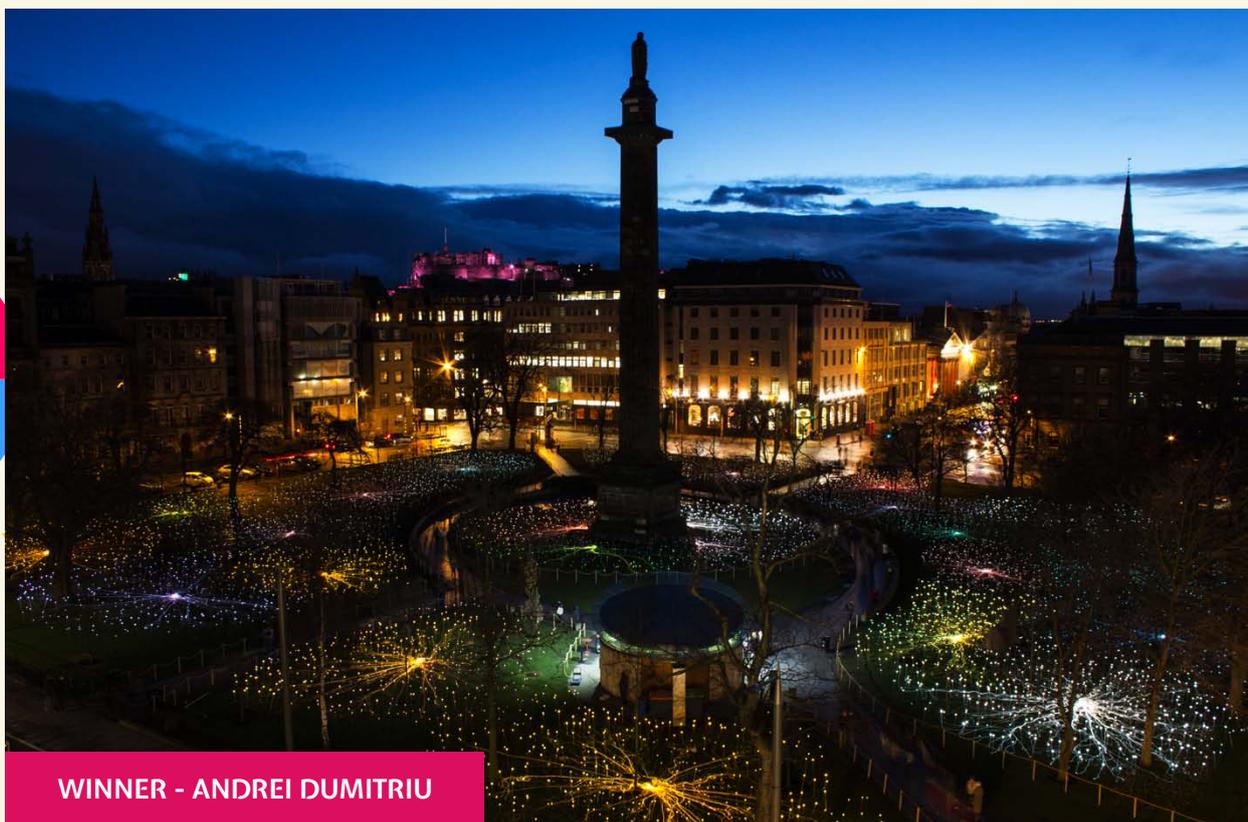


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The University of Edinburgh is located within a vibrant city that provides a study experience that is rich in culture and diversity. One third of the university's population is made up of international students, therefore to celebrate the diversity of both the students and the city, the university holds an annual photography competition for international students. The competition aims to explore and celebrate the diversity of Edinburgh from an international students perspective, and portray an honest, unique picture of university life in Edinburgh.

Here, World Student showcases a selection of winning entries from the 2014 competition. To view all of the photos from the competition visit - www.ed.ac.uk/studying/international/photo-competition

 [photocompetitionUoE](https://www.facebook.com/photocompetitionUoE)



WINNER - ANDREI DUMITRIU

St. Andrew Square, Edinburgh

Bruce Munro's Field of Light exhibition came to St. Andrew Square in Edinburgh last year, and what a magical sight it was – especially when seen from above! After taking a few shots at ground level, I really wanted to look at it from a different angle. When I saw the iconic Edinburgh castle against the clouds, glowing in purple light, I knew I had found the perfect spot. This image shows just one tiny fragment of what makes Edinburgh such a beautiful city. As a student and amateur photographer, I love living here!



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SECOND PLACE - WITIWAT BEST



Calton Hill, Edinburgh

This photo was taken with Edinburgh Photo Society on Calton Hill, on a trip called Night Photography. We used steel wool on fire to create the light painting in front of the Roman-structure monument. I wanted to capture the dramatic spark and fire in front of the iconic landmark of Edinburgh. I also wanted the photograph to evoke a sense of enthusiasm and strength through the orange spark, and create a contrast against the purple sky. The sparks fly, leaving bright trails as they fall to the ground. The gigantic monument also gives structure to the photograph as it stands tall in the background under the ray of the moon and twilight.

**WINNER OF ABROAD
CATEGORY - EVA SEIWERT**



The Mingsha Shan dunes in the Taklamakan Desert, near Dunhuang, China

I took this photo just before climbing the dunes to watch the sun set over a small lake in the middle of the desert. Having already spent approximately two weeks travelling on the Silk Road, the moment I saw this caravan was the first time that I felt a real connection to the ancient trade route – I could really imagine Marco Polo seeing a similar scene 700 years ago.



STAND UP FOR WOMEN

VALENTINA STEFANILE, A SIXTH FORM STUDENT AT ST GEORGE'S BRITISH INTERNATIONAL SCHOOL, ROME, SHARES A SPEECH SHE DELIVERED IN A SPRING ASSEMBLY ON THE IMPORTANT ISSUE OF WOMEN IN SOCIETY

I stand before you today to discuss the role of women in society – an issue that should be dear to the hearts of all those listening. “Why all?” you may ask. Surely there is a large number of women present who do not feel as though they are being mistreated in such an egregious way. However, look around you. How many of you are white? Heterosexual? Cis-gender? Middle class? From where I stand, in a lecture hall filled with university students, it is a very high percentage. The first thing to consider when speaking for an oppressed or mistreated group of people is where one stands in relation to the group. Already, as women, you stand within it. But there is the important and not always marked matter of privilege.

As a white woman, you are privileged. As a heterosexual cis-gender woman, you are privileged. As a middle class woman, you are privileged.

You have opportunities and rights that are not afforded to less fortunate women in other parts of the world. I myself possess all of those privileges. But for me to say that I do not feel oppressed – that, in reality, I have rather a pleasant life – and that therefore women are not mistreated people... That would be a grossly selfish misrepresentation of the female gender.

Allow me to present you with an example. Sonali Mukherjee was an 18 year old Indian college student who was attacked in 2003 by three of her neighbours. The three men had sexually harassed her for more than two years, and their aggressive behaviour culminated in a vicious, horrific attack. They threw acid on her. The skin on Sonali's skull, face, neck, chest and back was melted

away. Twelve years later, this young woman is terribly disfigured as well as blind in both eyes and partially deaf. The punishment for the perpetrators of this crime? Bail from the High Court, the opportunity to continue threatening Sonali's life and, in all likelihood, to assault more women just like her.

Consider Sonali's case. Consider her terror, her pain, her anger. And now, imagine being Sonali's sister, or her friend, or even a woman who has no acquaintance with her, but who lives in the same country, the same town, and has to live with the fear that, one day, this could happen to her.

We are lucky enough to live in a country and a society that punishes such brutal crimes, but I would like you to consider the psychology behind this kind of senseless violence. Have you ever walked down the street and had to endure catcalls, vulgar gestures, crude jokes about your body from surrounding men? Of course you have. It is rare to find a woman who has gone through puberty and has not been verbally harassed by unknown men on the street. “Well,” you may say “it *is* flattering that they appreciate my body.” In fact, that is many women's first reaction. But now ask yourself this. A man you do not know, have never interacted with, and who you will probably never see again, calls out “nice ass” as you walk past him. Is that a compliment on a feature of your particular body? Or is it a comment that exemplifies the way many men have grown to view women – as nothing *more* than a body, a sexual vessel, a blow-up doll, free for their own manipulation?

And what of the women who remark “Well, in those shorts, she was asking for it”? As if respect for women's bodies is



something circumstantial, that we must earn, instead of a basic human right. This is the mindset that allows men such as Sonali Mukherjee’s attackers to commit atrocious acts without a shred of guilt. It is the mindset of a savage child with a cheap toy, it is the mindset of a cat with a mouse, it is the mindset of countless slave owners with defenseless slave girls. It is the mindset of a rapist with his victim.

For those of you who are still unconvinced – who are thinking “Well, I’ve never been raped, and I don’t know anyone who has.. it can’t be *that* common” – I’d rather not give you statistics and numbers. Here is something I’m sure you *can* identify with. How many of you here have ever, at any time of your life, been unhappy with your appearance? How many of you have ever thought “Oh, God I’m so fat” or “My nose is too big” or “My thighs are too thick”? My guess is almost all of you. Why do women have this insecurity? Why do we never feel as if we are “good enough”?

It is because we have been set a standard that is impossible for us to reach – namely, perfection. Just take a look at the billboards, the TV adverts, the magazine pictures. Ninety five percent of them portray images of the same exact thing: a slim, young, white woman. An extremely small percentage is made up of women of colour. An even smaller percentage is women over the age of 30. And virtually none of them are women over a certain weight.

This is all well and good for the slim, young, white women of the world – but what if you aren’t naturally slim? What if, perhaps, you’re curvier than the average woman? Why, you go on a diet of course – because otherwise you’ll be uncomfortable in the changing room, at the beach, on the sports fields, in front of all your other slimmer classmates. Because your co-workers won’t take you seriously; because a jury is statistically more likely to convict you than they are a slimmer woman; because, in any and all cases, you do not fit the norm, you do not fit society’s definition of an “acceptable” body.

And what if you’re past what the general public has deemed to be your “prime” (as though you’re a product that must be sold within a certain date)? Because supposedly, once you’re past a certain age, no man will want you. And isn’t that *every* woman’s primary aim? Doesn’t every woman live to reach the standards that her man has set for her? Well, not to worry ladies, there’s all sorts of nasty processes you can subject your body to in order to be more appealing. Because, of course, though you

may be lesbian, aromantic, or simply not interested in pursuing this kind of beauty, you couldn’t possibly have any reason for taking care of yourself other than to please a man... right?

Thirdly, what if you aren’t white? The average woman of colour in American society lives in a world where she is “other” – where she is very clearly distinguished from the rest not just by the simple colour of her skin, but by an entire culture that caters very exclusively to white girls. She is expected to fit into the racial stereotype that has been built for her and more often than not deals with extremely offensive offhand comments or inquiries from her white peers. While perhaps not being malicious in their intent, these still serve to make her feel set apart from the rest, which, especially at a young age, can be extremely difficult to deal with.

And finally, transgender women. Many of you may not actually know what this word means. Let me explain: a transgender person is someone who does not identify with the gender they were assigned at birth. A transgender woman has the body, or sex, traditionally associated with a “man” but is of female gender. For too many people, the automatic response to this is “Well, then she’s not a woman.” But who are we to decide what does and does not define gender? Why should this woman be ostracized from female-oriented projects, simply because her body does not match yours?

There is something fundamentally wrong with a society that puts women in these restrictive boxes, that molds and shapes us until we are all expected to essentially be cookie-cutter copies of the “perfect” woman. It is extremely hard to break out of these restraints, and even harder to reject the internalized misogyny we are spoon-fed from such a young age. The rigid parameters of our physical appearance, the objectification of our bodies in public, the rape and harassment of so many all over the world, are all products of the oppressive patriarchy we live in.

So, ladies. What am I trying to say to you?
I’m saying that this *cannot* go on.
I’m saying that you, as women, hold a responsibility towards the rest of your gender.
I’m saying that you, as women, *can* stop this.
Always remember that you deserve respect.
Thank you. ●



MEDIA MULTITASKING

ASTRID NARDECCHIA EXPLORES HOW JUGGLING MULTIPLE
MEDIA DEVICES AT ONCE AFFECTS YOUR MIND

If in this moment you are reading this article, “Whatsapping” a friend, browsing Facebook and Twitter simultaneously, pause and ponder. According to a study published by *PLoS One* on September 24th 2014 there is a negative correlation between media multitasking and the volume of grey matter in the brain. Media devices have become central to people’s everyday life and often we find ourselves using more than one device at a time. New research from The University of Sussex stated that using several media devices concurrently may be altering the structure of the brain.

Media multitasking with its growing predominance in modern society has been associated with decreased cognitive control abilities and minimal attention as well as negative psychosocial impacts such as depression and social anxiety. In the study carried out by Kep Kee Loh and Dr Ryota Kanai it was found that grey-matter density in the anterior cingulate cortex was negatively correlated with the amount of media multitasking activity. Grey matter is one of the two main parts of the central nervous system, and it refers to all the neural cell bodies in the brain and along the spinal cord. It decodes all the sensory information the body receives into chemical data that the brain’s synapses can interpret – it does indeed matter.

We tend to use more than one technological device at the same time unconsciously, perhaps thinking we are being efficient, however that may not be the case. “Media multitasking is becoming more prevalent in our lives today and there is increasing concern about its impacts on our cognition and social-emotional well-being,” Kep Kee Loh, a neuroscientist at the University of Sussex said. These findings support previous studies that found links between media multitasking and inattention as well as anxiety and depression, according to the release. However, the release also noted that training and learning new things such as juggling, or taxi drivers learning the map of London, can boost grey matter density in certain areas of the brain.

The University of Sussex’s researchers recruited 75 healthy adults with an age average of 24.6 who were given a questionnaire on their habitual usage and consumption of media devices. By studying their media usage, they began to determine if there was a connection between media multitasking and grey matter volume in the anterior cingulate cortex, which is associated with cognition and processing. The researchers at the University of Sussex’s Sackler Centre for Consciousness Science performed functional magnetic resonance imaging (fMRI) to examine their brain

structure. The researchers found that the people who engaged in more media multitasking also had smaller grey matter density in the anterior cingulate cortex which is notably known to be responsible for cognitive and emotional control functions.

The neuroscientists Kep Kee Loh and Dr Ryota Kanai suggested that multi mediataasking decreases the grey matter and consequently affects cognitive abilities and mental health. Moreover, as media multitasking activity is closely linked with personality traits (i.e. neuroticism and extraversion) it is habitually predictive of structural differences in the brain. However, the neuroscientists scrutinise that a long term study is needed to fully understand whether decrease in grey matter is a consequence or a cause. It is still unclear whether high media usage leads to structural changes in the brain or whether people with less – dense grey matter tend to media multitask more. ●

Astrid Nardecchia graduated from St George’s British International School, Rome in 2014 and is now studying Neuroscience at The University of Sussex.

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MITA DESAI, CHAIR OF THE BRITISH
YOUTH COUNCIL, TELLS *WORLD STUDENT*
WHY SHE IS CAMPAIGNING FOR VOTES AT 16,
AND HOW IT AFFECTS YOU!

The British Youth Council has fought the case for votes at 16 since 1998. When I first heard about the campaign, I decided to support it because it made sense to me. The existing laws which determine that various decisions we can take for ourselves at 16 or 18, are hypocritical and contradictory. For example you can do things that appear to require more maturity, at 16, than voting at 18. As a member of the youth parliament said in the House of Commons:

“At 16, we can marry our MP, we can sleep with our MP and we can have children with our MP. We can sign up in preparation for fighting and potentially dying for our MP, but we are not mature

enough to vote for them. What an absolute disgrace!”

It was only when I thought about what the implementation of Votes at 16 would mean, I became excited. I became excited because I realised Votes at 16 with political education, could empower a society to use their lived experiences to inform decision making therefore transforming people's lives.

A little far-fetched? It is perfectly logical and here's why. I don't believe a country should ever be led by a dictatorship, even if it were by the likes of Gandhi or Mandela. A dictatorship is led by one value system, one way of interpreting facts and one way of deciding what is best for everyone.

I believe in true democracy because individuals are the experts on themselves. Everyone has different experiences which shape the way we interpret information. For instance the fact that 18-25 year olds are the least likely group to vote could be interpreted in two different ways depending on your perspective. If you are someone who has read negative media reports about young people, you may interpret the low turnout as indicative that young people are apathetic about politics. If you are a young person that cares about social issues but lives in constituency where you believe that your vote makes no difference to who will be elected because it is a majority constituency where first past the post has always shown this, you might assume that the political system is apathetic to engaging young people. Policy should be decided as a result of all people being consulted as to what the best policy is based on their lived experiences.

However, currently we don't live in a true representative democracy. Voters as individuals, have little opportunity to be consulted on what they individually believe the best policies are to govern our society. Currently we only have two spaces to understand, question or engage with politics. The first is our social groups and the research from the Social Integration commission has shown we generally don't socialise with those who are “different” from us. When we are only exposed to one way of thinking, we inherit a view of politics. Therefore rather than being able to weigh up evidence and think for ourselves, our social groups influence us to think a certain way.

The second space is the media, who focus more on how politicians present themselves than the actual policies they are working to achieve in a democratic system. When policies are discussed, there is a lack of space to explore what it means or different ways of understanding it. This is because the media exists to make money, and the only way they can do this is by reporting

something newsworthy. In one article/news presentation you cannot unpack history, create a balanced debate and make it something which sells. The media sells best when it has an angle – but we do not choose this angle. Our beliefs are therefore constructed by a source of information which is intrinsically biased. How can we possibly make an informed decision when we only know the angle the media constructs?

The referendum the UK was given on our electoral system (AV) is a prime example of this. Most of the population had not had the opportunity to understand the strengths and weakness of our own electoral system let alone consider the Alternative Voting system. The media created short bursts of information yet this was not enough to make a decision on what we wanted. To have made an informed decision on whether the population wanted this system, they needed to have the unbiased space to understand and debate it. Only then could society be in a position to make this decision.

Three awesome things happen when 16 year olds are given the vote with political education.

We create a society that is educated on politics. At 16, most of us are at school meaning we have the space to learn and debate. This would provide the space to think for ourselves and be empowered to voice what really matters to us at the ballot box. This is why in Scotland 16-17 year olds had a higher voter turn-out than 18-25 year olds where a special syllabus was introduced. Without this, our democratic system will continue to be the combined reflection of our social class and what the media constructs.

Politicians will have to start listening to the voices of 16 year olds. No longer will draconian cuts to young people be tolerated!

Voting at 16 creates a culture of habitual



voting. Therefore votes at 16 will increase voter turnout for them and subsequent age groups – which can only be a good thing for all of democracy.

I'm a strong believer one can only fight for something if engaged with the strongest arguments in opposition. The case against Votes at 16 is comprised of two arguments. Firstly the same arguments used against women having the right to vote i.e. adults know what is best for 16 year olds who currently don't have the knowledge or will to vote. The Scottish 16 and 17 year olds impressed the country by voting with intellectual maturity and a high turnout, proving what was possible if encouragement and education are provided.

Secondly, related challenges that we agree need to be addressed, but are not against the principles of why we need votes at 16 – e.g. low voter turnout between 18-25 year olds; understanding how politics is linked to the social issues young people care about; and the disillusion young people (and many others) have with the major political parties and system. Just to clarify we have always proposed Votes at 16 as part of the solution - we still welcome other solutions that young people have

asked for to fix these other problems such as: political education in schools, campaigns to increase voter registration and democratic structures for young people to engage with such as UK Youth Parliament.

As the Chair of the British Youth Council, I am so happy the common sense argument is finally prevailing! What are your thoughts? Tweet @bycChair ●

Mita is a Social Policy graduate who first signed up to a youth service when she was 16, and has since been constantly inspired by the power young people have to make a difference. She received an Outstanding Contribution award for her dedication to mentoring with charities such as PASS, The National Citizen Service, DebateMate and Envision and was an ambassador for Britain in the 2009 European Youth Exchange. Mita was elected onto the BYC board of trustees in 2012, and currently works developing the curriculum for NCS with The Challenge.

To find out more about The British Youth Council, and how you can get involved visit www.byc.org.uk

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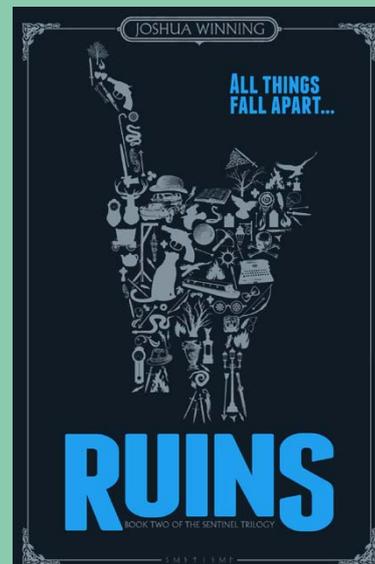
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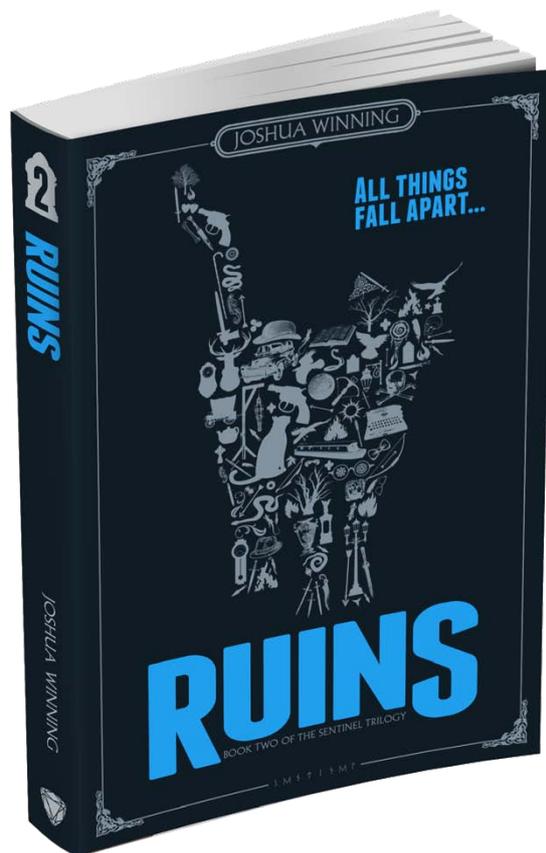
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RUINS

SOPHIE DAVIES JONES REVIEWS

THE SECOND BOOK OF

THE SENTINEL TRILOGY, *RUINS*



The exhilarating conclusion to Winning's first book *Sentinel* seemed a tough act to follow, however the second instalment *Ruins* does not disappoint! Winning continues his captivating blend of magic and folklore whilst running parallel to everyday life – the ultimate combination for any successful teen fantasy. By putting the Sentinel world in our normal one, Winning ensures the concept of a sentinel universe is relatable enough to be believable. Similarly, by having the protagonist be a 15-year-old boy, the trials and tribulations he suffers reflect the anxieties of being a teenager – although on a much grander scale!

The second book continues to follow the adventures of teenager Nicholas Hallow, and particular emphasis is laid upon the emotional upheaval the revelation of the Sentinel world has caused him. As Nicholas is faced with new challenges, he is supported (or sometimes not!) by some familiar characters. The friendly and stubborn Sam is given a more detailed backstory whilst Jessica's character is developed considerably – is she strong, fragile or a mixture of both? But don't worry, it's not all dark pasts and moral dilemmas, Isabella, the old-woman turned cat is always ready to offer a sarcastic punchline.

Winning also introduces some new characters, most importantly Rae and Dawn who join Nicholas in his fight against evil. These two new characters act to successfully represent the anxieties in the life of teenagers, Dawn suffers from being overweight and isolated whilst Rae deals with intense loss. Putting aside their differences, the three characters combine their various strengths in order to tackle evil. With these new characters a deeper insight into the Sentinel history is revealed, which allows a little more context and creates a better understanding of the issues presented in the book.

No fantasy book would complete without a magnificently horrific villain, and Winning does not fail to ensure this. Unlike the rather far-fetched Diltraa from the previous novel, the villain in *Ruins* is grittier, darker and more realistic. This is mainly because he (I'm not giving names!) is not presented as an unfamiliar, supernatural monster but almost more disturbingly, a distinctly human-like villain.

The ending is particularly good and, as ever with the second in a trilogy, rather frustrating. Just as all previous questions are answered and the plot reaches its dramatic climax, the novel abruptly ends. It gets to the most exciting point then offers new questions which are yet to be resolved.

Overall, the second instalment has proved to be a worthy sequel to book one. The introduction of the two female teenagers is particularly effective as the series now covers issues faced by both genders. The dramatic ending leads the reader to wish for the final book with much anticipation. Joshua is indeed Winning! ●

Ruins will be published by Peridot Press on 18th May 2015, and is available to pre-order on Amazon, £6.99

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THE DIM LIGHT THAT SHINES UPON US

WORLD STUDENT SHARES AN ATMOSPHERIC SHORT

STORY WRITTEN BY ALEKSANDRE GORGADZE

FROM ST GEORGE'S BRITISH GEORGIAN SCHOOL

Hello? Is anybody there? Hello? Can you please answer me? Why is it so cold in here? Wow...

A girl opens her eyes and sees a dim light shining through a crack in the thick, cold, layer of ice which is just above her blonde hair. Looking around she realizes that she is in a tunnel of ice which looks like it was dug by a giant mole. Ice stalactites hanging in the ceiling, stalagmites rising from the cold floor, and right there, on that same floor, there is a path leading through the stalagmites to a door handcrafted from wood, no peephole, no planks, no handle, just a door.

It's so beautiful over here. Wait. What's that? Is that a door? Should I go in? Can I go in? What if someone lives there, what if I disturb their peace. But I really want to... Fine I'll go in.

Step. Step. Step. Step by step the girl keeps moving toward the unusual door which the dim light shines upon. Closer and closer and closer with every step, the door gets bigger and bigger until she finally reaches it. She lifts her hand up until it's a little higher than her shoulder, a little lower than her chin. She puts her fist together, tightens it, and...

Wait! What should I say if any one answers the door? What should I do? Say my name? Shake their hand? Wait! What's my name?! Oh right it's Chloe, Or is it Autumn? Or is it Allison? What's my name?! All right, it's all going to be all right, I'm a smart girl I'll figure something out. Maybe I'm not. I don't know! I don't remember!

Gathering up enough courage for something so strange and so scary is pretty hard, but our main character still did it. Finally after a few moments of thinking she knocked.

Knock.

Knock.

Knock.

Nothing...

Hello?

The girl trips on her red shoe-lace with a black aglet which is coming down from her untied, black, high, ankle-boots, with a white sole. The girl accidentally pushes the door open and there, she sees something, so mysterious, so powerful, something friendly but dangerous, cute but homely, something playful but serious, a huge polar bear staring right at the girl which seems so small, so untouched and so harmless.

Roar.

The girl stands up strong, on both feet, looking at the bear's black nose and sharp fangs, not minding the loudest roar she has ever heard.

- Hi.

No answer.

- You're funny, he-he.

Still, no answer.

At that moment it seemed that the bear was staring down right into the girl's soul. And without blinking the staring continued and continued, no blinks, no breaks.

Finally he spoke in a very deep and loud voice.

Hello there, little one.

Still not moving the eyes off the bear the girl opened her little mouth and her little pink lips and then...

Blink.

Darkness...

No more dim light, no more cold and ice, no more door and no more polar bear, just never-ending darkness.

Eyes wide open.

Sun shining through the window, dust flying only where the sun shone, dark red curtains covering only a small part of the window, near the window there was a small coat-hanger with one yellow, dusty coat, that's been hanging there for ages untouched, unsullied. There were a lot of different painting on the walls, some were colorful, some were colorless, some were abstractions and some were landscapes. There was a desk in the room which had a laptop on it and some shelves, the shelves had all kinds of meaningful things glued to them and on them, some were photos of friends, some were little souvenirs, but the most appreciated and favorite things to the girl were gifts from friends, which she kept very dearly and neatly in one of the drawers in a small metal box which had one word engraved on it:

"Empathy."

In the opposite corner to the door there was a wooden stand which had a very old music box on it. Made from a white oak, which was already not as white as it was before, but still, it looked as beautiful as ever. Every morning the musical box somehow went on and started playing the same lullaby over and over again, the lid opened and two little figures started slowly coming up from the bottom of the box and then started spinning round and round, until the girl shuts off the box by herself.

Finally her mouth opens and four words come out of it:

- Oh right, it's Georgia.

Georgia... What a beautiful name for a beautiful girl like herself. Long, blonde hair, going halfway alongside her back, also blonde eyebrows a little above her dark hazel eyes surrounded by long eyelashes, her celestial nose reaching to her upper chin, her bow-shaped lips were heavenly, those were the kind of lips a person would want to kiss and never stop, she had a long neck and a gorgeous body with a very smooth skin. That my friends was Georgia.

She sat on the bed and started mumbling something.

- What in the world am I doing in my old bedroom? Wasn't I in the car with my parents? Where are my parents?

Georgia started looking around the room which brought back many of her dearest memories... All the times she and her mom used to sit down together and start painting. Little Georgia always envied her mom, in a good way of course. All the beautiful and alluring landscapes and abstracts her mom used to paint. At the end of the painting session they would always hang the winner painting in Georgia's room, which of course was her mom. Just by looking into the second drawer from the bottom she remembered all the great places she and her friends had spent their childhoods at: the cafe at the end of the street, the playground at the furthest side of the town, but the best place in the whole world for them was the small ravine right under the bridge near Georgia's old home. Jutting out of the ravine's left side there was a big boulder, which was the friends' gathering place. They used to sit there for hours and hours and talk to each other about their problems, troubles, complications... They used to tell each other good news and bad news. At the end of the day they all exchanged gifts to commemorate this day and forever and ever remember it. Those gifts were exactly what Georgia was keeping in the metal box under the name of "Empathy". Finally she got to the music box and opened it. Whilst the lullaby was playing the two figures started lifting from the bottom of the box and stopped at the point where they were supposed to be, in a blink of an eye they started

spinning round and round and finally stopped...

- Mom, dad, where are you?

A tear shed from one of her beautiful hazel eyes and kept slipping down her pink cheeks right to her chin and then it hit the wooden floor and sprinkled smaller tears across a very small radius.

All of a sudden there was a mysterious voice coming from the outside of the room, which got Georgia very intrigued and also frightened.

- Over here, just come closer, little one.

It suddenly got very cold and dark in the room. After each step that Georgia had taken towards the hallway it got colder and darker until...

Eternal darkness...

Crack. One tiny sound coming from above the hallway which should have been in two different colors: A green carpet on the floor and a dark red wall. Instead of the left wall there should have been a handrail leading almost to the end of the second floor and finally a gap between a corner and the handrail where the staircase set. On the right wall of the hallway there should have been three painting replicas from different artists and above each of them a small wall-light. But instead of all of this there was only eternal darkness.

- What was that cracking sound? - Georgia thought to herself.

Crack.

- There it is again!

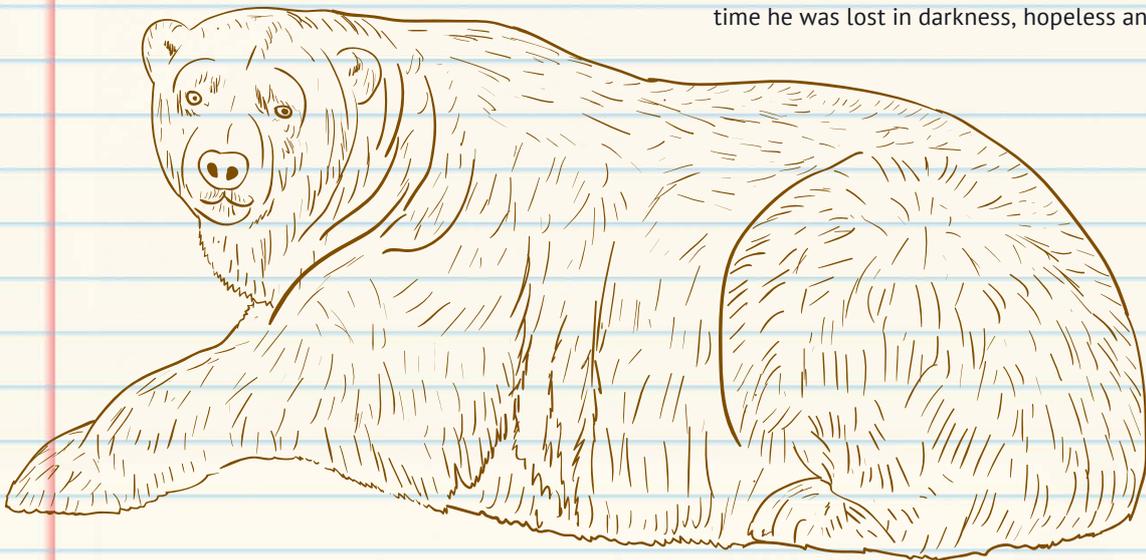
And finally with the third and last crack, the ceiling let in a dim light to fight against the darkness. The light shone upon a mirror at the end of the hallway right beside the staircase. The girl had never seen the mirror before and was curious where it came from.

The mirror was in the shape of a circle surrounded by a golden frame with different kinds of carvings. The mirror had no edges, it was wholly and entirely circular.

At the exact same second the light shone at the mirror it was reflected and Georgia saw the most beautiful thing she has ever seen. The light reflected onto thousands and thousands of mirrors which seemed like diamonds and shone brighter than sunshine. The room was fully lit and the eternal darkness faded away.

After Georgia had finished admiring the millions of diamond like mirrors she looked back at the lonely mirror and there she saw the thing that had asked her to get nigh to it. Georgia had a very weird feeling it was similar to the feeling she got when she met the polar bear. But this feeling was a little more different than the one before. This feeling had a pinch of anguish, despair and sorrow added to it.

Georgia saw the same polar bear in the mirror but this time he was lost in darkness, hopeless and helpless.



Hello there, little one. - Said the sad polar bear.
Who... What happened to you? - The girl asked staring into his dark eyes which looked like they have only seen pain and suffering.

It doesn't matter who or what did this to me, little one.
- the bear answered in the same deep and loud voice.
But... But, the last time I saw you, you were so funny, full of joy and when I looked into your eyes I saw something... I saw a future.

A lot of time has passes since the last time you and I last saw each other. Since then you have grown a lot. But I dreamt of you last night! Don't you remember?!

No little one. That was just a memory from the past you had forgotten a long time ago. Last night's dream was just you reclaiming your memory. The last time we really saw each other was when you were four years old... Don't you remember when your mother used to read you a book of wisdom? Where the two brother bears fought for a future with their loved ones? You dreamt of me the same night your mother finished the book. - The bear told the girl slowly and calmly, while he lowered his voice with every second.

But I don't understand! Who is responsible for your current state?!

Nobody is responsible for this but dark feelings and actions, actions and feelings that led to this which were managed by you, little one.

Me...? I am the one who did this to you?

No, little one. You did not bring this to me... You brought it onto your own self... Don't you get it yet? I am you and you are me...

NO! I don't believe you! I can't believe you!

When I was in my white form, I was your re-incarnation, I was you, in a different dimension... Kind, selfless, full of joy... But then, then it happened... - The bear was slowly lowering his voice as the girl was rising hers.

What happened?!

Your parents fell to their death... This version of me is weak, miserable, selfish... This version of me is full of hatred and evil, this version of me is your current self little one... I was yin and you made me yang... I was light and you made me dark... I was the full moon and you made me the new moon... You made me the complete opposite to what I was... I'm truly sorry but that is just the way it is and always will be... - The bear's voice slowly lowered and lowered until it became one with the wind.

No... No... It can't really be... Mom? Dad? Where are you?

Georgia was suddenly paralyzed from head to toe. She couldn't move, couldn't do anything as the bear slowly drifted away and away until there was nothing left of him but the mirror which he was in.

Crack...

Crack...

Crack...

Burst.

Everything burst... Every mirror in the room burst and shattered, the light became dimmer and dimmer with every shattered mirror. Eventually the small shatters fell to their destiny to the newly born eternal darkness... Only one crack left right above Georgia, the crack where the last ounces of hope came in from, where the last ounces of promise, conviction and faith came in from, where the dim light came in from... But all of this was still not enough.

Drop...

Drop...

Drop...

Every single moment, a tear shed through Georgia's big hazel eyes, every single moment, every tear slipped down her pink cheeks, right to her chin, and every single moment, a tear dropped onto the eternal darkness and sprinkled smaller tears across a very small radius. Not a single moment missed.

Every day, the music box turned on by itself and kept playing the same lullaby over and over again, eventually after the lid of the box opened, two figures would start rising from the bottom of the box and stopped at the point where they were supposed to, in a blink of an eye they would start spinning round and round and didn't stop until the little girl got up and shut it off herself. Every single day... But one.... ●

 **bgstbilisi**

SETTLING IN

MEGAN KUHLMAN, AN AMERICAN STUDENT AT ST. MARY'S UNIVERSITY

IN THE UK, TELLS YOU HOW SHE SETTLED INTO UNIVERSITY LIFE

When I first arrived at St. Mary's University in Twickenham, I was severely jetlagged and incredibly nervous. As a small town American girl, I had never been so far from home and so far from the comforts of family and close friends, and in my first few weeks in my new surroundings, I had a difficult time in settling in. There were so many new people and places that I felt overwhelmed and afraid of opening up to anyone. This feeling, however, didn't last very long at all with the help of encouraging housemates, friendly lecturers, and a safe-feeling environment, and, in no time at all, I was soon delighted with everything London and my university had to offer me.

I believe that one of the most important things about choosing a university is its size. St. Mary's, compared to some, is very small and close-knit. My halls in my first year had no more than 15 people, and that made getting to know everyone so effortless. Many of my housemates became like my adopted family, and we did almost everything together. My room was very seldom empty because people would constantly stop by to

chat and hang out. The loneliness that I had experienced in my first couple of weeks had completely diminished. Having good friends so close that I could rely on made adapting and feeling like I belonged so much easier, and all I had to do was step out my door to achieve this.

The same feeling can be felt throughout the entire campus of St. Mary's. Because it is a small university, walking to class means that you may run into several different people that you know. If you go to the campus café, Dolce Vita, chances are you'll see a friend in line or at a table. This made being a first year and a foreigner feel so much less formidable and lonely. You're constantly surrounded by people you know and like, so you never have to feel like the odd one out.

Another perk of intimate St. Mary's is the closeness you feel with your lecturers and any staff you meet along the way. Since the classes are small, you get more individual attention which makes learning and doing well on your coursework easier tasks to achieve. Each lecturer encourages you to see them and talk about any problems or questions you have, and you see them so frequently on campus that little chats and passing 'hellos' are not abnormal. As a foreigner, having this closeness made life much simpler. Because there are many little differences in how the grading scale works between America and England, I was at first totally confused, but having lecturers that encouraged one-to-one discussions made me feel at ease when addressing them with any questions and concerns that I had.

Of course, there's more to university than just studying, and St. Mary's is great for that too. It offers a large variety of different clubs to join to enhance your experience and to help diversify your friendship group. I joined volleyball in the second semester of my second year, and they made me feel completely welcome and comfortable the second I arrived. It also enabled to me to make some great new friends and meet a whole new group of people that would continue to grow with every semester. Most clubs have socials that allow you to get to know everyone better and meet even more people from other clubs in a lighthearted, fun setting.





Joining clubs is a great way to make friends and stay active

Because St. Mary's is situated in such a convenient area between London, Kingston, Richmond, and more, it was never hard to keep entertained when I had free time. From campus, the train station is only a five minute walk away which makes it easy to get to great shopping, food, and events all around the area. Central London is a quick 40 minute, one-stop journey away for sightseeing and endless fun, and being so closely situated to so many different towns and cities helped to keep me busy and also was great for finding a part-time job. Of course, within walking distance, there is still a massive amount to do. The university is situated, almost evenly, between the two towns of Twickenham and Teddington, which is great for quick food trips or a coffee tete-à-tete.

Being a foreigner so far from home is never easy at first. There are different difficulties that other students won't experience and hard times that make home feel so far away, but being in such an amazing place and being surrounded by such incredible people help to make each struggle so completely worth it. You'll meet friends for life, learn how to manage your future, and truly have an adventure worth bragging about. St. Mary's has offered me the best years of my life, and if you're willing to put yourself out there, take a risk, and immerse yourself into all that is available at your fingertips, you are in for a spectacular few years. ●

 **yourstmarys**
 **@YourStMarys**

TOP TIPS

TIPS FOR STUDYING ABROAD

- Socialise! Don't be afraid to put yourself out there and meet new people.
- Join clubs! It's a great way to make friends and keep active.
- Branch out! It's tempting to stick with people who are from the same country as you, but finding friends from different backgrounds is a great way to immerse yourself in your new environment.
- Explore! It's good to know where you can go, find things for any off campus needs or even just a place to relax when things feel stressful.
- Skype! While it's great to make new friends, keeping in touch with people from home can help to keep you grounded.
- Think Ahead! If you're in your first year, start looking for a good place to live as soon as January; flats and houses go fast.
- Have fun! Doing well and getting good grades is important, but don't forget to take time out for yourself too.

OKIAGARI KOBOSHI - HAKUBA GETS BACK ON ITS FEET

YUNJI HWANG, A STUDENT AT THE BRITISH SCHOOL IN TOKYO, VISITED

NAGANO PREFECTURE, JAPAN, FOLLOWING AN EARTHQUAKE IN 2014

Aroly poly toy, 'Okiagari Koboshi' in Japanese, is a child's toy that rights itself when pushed over. Its Japanese name means 'getting up daruma' and it symbolises the ability to overcome adversity. The response of the Hakuba community during and after the earthquake at the end of last year is a great example of this.

A caring community pulls together to ensure 'limited social damage'

On the 22nd of November 2014, the earthquake that struck Nagano Prefecture caused severe damage in districts to the east of Hakuba, such as Horinouchi. It was fortunate that a relatively small number of victims were badly affected, but some are still suffering psychologically from the fall-out as a number of older residents lost houses in which they had lived for 60 or more years. Thankfully however, no deaths were reported and a fast, efficient response was put into action, largely due to sensible planning, good organisation and the selfless work of a close-knit community.

Pre-organised scheme and sustainable recovery plan

The Hakuba local government has for many years instructed the districts within Hakuba to create a 'disaster map' in preparation for just such a natural disaster. This map is updated every year with the details of the number and age of people living in each house. This information enabled every single elderly resident to have a designated household nearby which would help in case a disaster arrived.

This pre-organisation certainly proved effective. Hiroshi Kamakura, 61, the representative of Horinouchi district explained: "When the earthquake happened, everyone acted in the way that we had planned so we were able to carry out the evacuation fast."

On a local level, the volunteer centre (non-governmental) continues to be an essential help in regards to the victims' mental well-being. Volunteers have carried out counselling and encouraged the victims to talk about their worries. They follow a NIED (National Research Institute for Earth Science and Disaster Prevention) monitoring system which was also used for the Tohoku Earthquake in 2011. This system allows the mapping of the affected houses with their personal information and all are colour coded according to their condition.

Although this monitoring system is ongoing, it has already proved its worth. Tomoko Kusamoto, 45 year old volunteer comments: "We can easily see how the victims are all doing and it allows us to give greater attention to those who need more thorough monitoring with their social and mental wellbeing."

Additionally, the volunteer centre involves a professional to assure that they are providing knowledgeable assistance. A member of Megumi Japan, (Disaster Relief NPO) Miyuki, who was involved in the 2011 Tohoku earthquake relief efforts, ensures that the team do not make any mistakes in the support process. For example, when the victims moved into the temporary houses, the centre arranged to set up a programme where volunteers will continue to visit the victims and keep track of their social wellbeing. Following the much more destructive Tohoku earthquake, Miyuki warned that they had witnessed people succumbing to behavioural problems and depression in the aftermath of the tragedy, a situation the residents of Hakuba are determined to avoid.

Close knit community

One of the most severely affected districts was Horinouchi, a very small, old neighbourhood where everyone knows each other located to the east of Hakuba.

Stewart Adamson, 46, a British local told me, “We all had an idea of the number of people in the houses, so we didn’t waste any time searching empty houses which meant fast evacuations and rescues were possible.”

Hakuba has only one fire service station manned by professionals, so young men join the fire crew as part of their community responsibility in each district. This resulted in an efficient rescue process as the local volunteers knew the area intimately, were all well-trained and knew exactly what to do.

One of the fire fighters at the scene (Northern area, Hakuba and Otari based fire station) said, “When I first arrived, the locals had already pulled out three people. All the rescue groups went to different areas so I could only bring one troop to Horinouchi. I was very grateful and amazed at the locals who were already carrying out the rescue themselves.”

Charlotte Blanche, 16, an exchange student attending Hakuba High school said, “Coming to school was great as everyone, teachers and students alike, would be checking on each other asking ‘daijyoubu, anata daijyoubu?’ (alright? you alright?). This gave me a sense of safety, filling in the gap for my family back in France.”

Additionally, resorts in Hakuba volunteered to receive victims to provide temporary accommodation. Hiroshi Tomihara, 63, the owner of Hotel Sierra Resort in Hakuba said, “This was

not a ‘volunteer’ act, but a ‘natural’ act. I originally come from Niigata (a neighbouring prefecture) and when I first came to open this hotel in Hakuba more than ten years ago, people were very accepting of me and I felt it was natural to help the victims when they were in need for help.”

Moreover, those unaffected in the west of Hakuba immediately volunteered to help out. This allowed fast recovery and fast action in the days immediately after the disaster. It also eliminated any additional burden to the village as there was no need to provide accommodation for volunteers from outside.

Before visiting Hakuba, having seen all the media reports, I imagined scenes of devastation and intended to write a piece to inspire the outside world to offer support. What I actually found was very different. Damage had been confined to an area to the east of the village and the local response had been immediate and highly effective. There had been little call for external intervention.

Thus this piece became an appreciation of a mutually supportive community working together in adversity. My few days in Nagano, staying with a wonderfully welcoming host family, proved to be inspiring. I learned just what a community can achieve when everyone is genuinely prepared to look out for each other. ●

 [TheBritishSchoolInTokyo](#)
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Yunji Hwang with her host family



A GLOBAL COMMUNITY

LUKE ADDISON TELLS *WORLD STUDENT* WHY WORKING WITH YOUNG

PEOPLE IS ONE OF THE MOST INSPIRING ACTIONS YOU CAN DO

Rotaract is a unique international service organisation for people aged 18-30 and is the younger branch of Rotary. The clubs can be university-based, which allows the ability to engage students studying volunteering or those geared towards social change. A club can also be community-based, allowing for young professionals to access the club and bring in their own potential from the working environment. Clubs can also be a mixture of the two, these clubs tend to incorporate all of Rotaract's values and allow for a diverse and hugely effective group of young people to form.

Rotaract serves to provide opportunities for young people, of all backgrounds, to improve their leadership and communication skills and develop social responsibility. They develop the necessary skills and knowledge to make a positive change in their local community and internationally deliver service projects through a framework of friendship and service.

The Rotaract goals are

- To develop professional and leadership skills
- To emphasize respect for the rights of others, and to promote ethical standards and the dignity of all useful occupations
- To provide opportunities for young people to address the needs and concerns of the community and our world
- To provide opportunities for working in cooperation with sponsoring Rotary clubs
- To motivate young people for eventual membership in Rotary.

Originally founded in the United States in 1968, Rotaract came to the UK in the early 1970s. There are just currently over 60 clubs in the Great Britain and Ireland, and more than 7,500 clubs across 155 countries worldwide. Rotaract has grown into a major Rotary-sponsored organisation of over 9,500 clubs spread around the world boasting in excess of 200,000 members.



“Rotaract” stands for “Rotary in Action”, although the name originally comes from a combination of “Rotary” and “Interact” (International & Action), the school level program created by Rotary International in 1962. After being approved by the club, prospective members are ‘inducted’ to become members, also known as ‘Rotaractors’.

I was the founding President of Winchester Rotaract in 2013. My own personal involvement with Rotaract came following a course, led by a charity who strives to create ‘future leaders’ called Common Purpose, at the University of Winchester. The course was designed to improve leadership and on the final day two members of Winchester Rotary spoke as guest speakers. I



had never heard of Rotary before but was so inspired and taken aback by such passion for serving the local and international community. Me and several other students immediately offered to help them the following week with 'Kids Day Out', a national Rotary event whereby Rotary take children from Special Needs schools to a theme park for the day. The day was amazing and the Rotary showed such interest towards us that we knew we would be happy to stay. We helped on several more events and were eventually told about the concept of Rotaract, we used the first day of University term as an opportunity to have a stall and recruit members and on our first interest meeting over 40 members turned up!

The club took off amazingly, and we have been involved in local and international projects. It was thanks to Rotaract that my eyes were opened towards the incredible work that those in Rotary and Rotaract do. This developed a huge passion towards the wider world outside Winchester and this was the moment I found myself wanting to make a difference not just in my local community but the world too.

I discovered that a member of Winchester Rotary, John Wilkinson OBE, has a charity called Education Uganda which improves education in the Kasese District schools in a range of practical



Rotaract is an amazing journey to live that would inspire anyone for a lifetime. It develops leaders while creating a positive impact in our society, both locally and internationally, but also while creating long lasting friendships - Marion Greenbam, President of Rotaract Club of Westminster

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and powerful ways, including through the use of writing boards (slates) and chalk. John's own Rotary connections allowed him to establish the charity and receive a tremendous amount of help from the Kasese Rotary Club. Following Johns' presentation, I made contact with Rotaract President, Farouk Kibaba, and a great friendship was born. We twinned our clubs internationally with an official agreement and are now working on future joint projects. When I learned that John was travelling to Kasese in October 2014, I knew that I had to be part of the project to not just help a remarkable charity but to meet Farouk and the rest of the club in person. Needless to say the experience was one that has changed my life, and would not have been possible had it not been for the continuous and over-whelming support that Winchester Rotary shown towards me. I have also just spend my New Year in Calcutta, India on an exchange with the Rotary Club of Calcutta, but that's for another article altogether!

Rotaract not only engages young people within the club but also creates huge potential for those involved to make contact with other areas of youth in their community. Since forming Rotaract, we have collaborated with local schools for events such as the Clarendon Marathon, assisted children in getting free ice-creams at the Cycle-fest, raised funds for children-centred charities such as Naomi House and we created a 'Kick Arts – Family Fun Day', where we hired the Winchester Cathedral and used the societies of the university to interact with those involved, we had the Circus skills society teaching young children and painting their faces.

This shows the potential that being involved in Rotaract has not just for those actually in the club, but also those who interact from outside. The more we discuss future events and projects the more we see youth at the centre of that planning. I believe that young people, working with other young people is one of the most effective, and inspiring actions that can take place. Not only do we provide ourselves as role models but it gives younger beneficiaries a comfort zone of getting to interact with those not much older than themselves

Rotaract provides engagement with the youth of the community and benefits those in Rotaract just as much as those they interact with. I passionately believe that Rotaract is instrumental in not just creating, but positively guiding the future leaders of tomorrow. ●

Luke set up Rotaract as a society whilst studying at The University of Winchester and was voted President of the club for the first year. Since graduating in 2014 he retains membership in the club and is now a District Rotaract Representative, which means he oversees many of the clubs in Hampshire. To find out more about Rotaract visit www.rotaract.org.uk

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Luke with the Education Uganda team

10281.8 KILOMETRES

AN TRUONG, AN INTERNATIONAL STUDENT AT ST EDWARD'S
SCHOOL, OXFORD, WRITES ABOUT SETTLING INTO BRITISH
CULTURE AND FINDING THE COMFORTS OF HOME ABROAD

10281.8 Kilometres, this is the distance that I am away from home, living and breathing the English air. I have never lived anywhere else other than my home country, until one day I realised I was drinking Yorkshire Gold while watching Downton Abbey. From the usual oriental cuisine, I suddenly switched to fish n' chips and Sunday roasts. I was given strange grins and blushing faces when I complimented people's 'pants'. It was also a bit of a heat shock, having lived next to the equator prior to living where the winter is long, cold and wet, just like the summer. Good news: I am still alive and well.

British people, society and food

Generally a very polite subspecies of Homo sapiens, British people may be found saying "sorry" and "thank you" in the same sentence. It is not difficult to befriend a British person, no matter who you are. That is if you are good at conversing about the weather (I'm kidding). As with people everywhere, there are different types of British people. Especially as a teenager, there is always a type for you, whether you enjoy conversing about political movements or physics research at Cambridge or whom you are going to Oktoberfest with.

The society in the UK is very diverse and cosmopolitan. In order to fit into

society there is no perfect formulae, or rule book: you are already doing it (besides probably watching out where you're walking; they drive on the wrong side of the road). Although, one may find their behaviours change slightly while being surrounded by very cultured and traditional British people such as allocating a specific time of the day for tea, consuming an excessive amount of Jaffa Cakes, or using words such as 'chuffed' or 'grub' instead of their more internationally accepted versions. But if you find yourself genuinely lost, don't worry about it; you live and you learn. Plus there are plenty of books about British culture that you can pick up (I recommend 'Very British Problems' by Rob Temple).

Most importantly we need to speak about food. I mean, who doesn't love food? British food is not overly difficult to get used to. Besides their tradition with plenty of meat and lots of potatoes, British people eat a range of adapted international food. You may see many British people discussing their favourite curry place, having Chinese takeaway on their birthday, ordering pizza delivery on a regular basis or standing in line at a doner kebab truck. Although it might be worth mentioning that all these foods are modified to suit the palate of British people. My Asian friends and I have had

many words about how bad the local Chinese restaurant is, yet people loved it anyway. Many people just decide to bring their own food from home, or cook their own meals. I mean, whatever floats your boat, it can't suit everybody.

British school

I had a term of being slightly lost at school, especially as a boarding student. It is a new experience seeing your teachers 15 hours a day (not very fun if they are chasing you down for missed work, but otherwise tolerable). In my experience, it was a surge of attention from all the teachers and the staff. In a boarding school, they are your teachers and parents at the same time. You will suddenly find your English teacher asking whether you're eating well, or your Chemistry teacher asking what your exact plans are for the weekend. As a trained 'peer listener' of the school, I've had many people complain about how it feels like a prison, how there's no flexibility concerning rules and restrictions. To be completely honest, no such prison that would give you free flowing food exists. Get used to it.

If you are from a country where academic ability is put ahead of all else, like me, you will see that the response here is a bit more, well, British. As a member of the sixth form, I have had my ups and

downs. I would be very hard working one week and very slothful the next. Sometimes I felt the compulsive need to do some work over the holidays, at least some consolidation, but also the desperate need for sleep during term time. My grades were slipping at times. Yet everyone told me to “chillax, it’s only the mocks”, “take the weekend off, enjoy the holidays”, “you have plenty of time”, “we have faith in you”. Although they do urge you to do your best, they understand that the number of questions you answered correctly given two hours isn’t your entire life. But don’t think of this as being able to slack off, fuff around and get away with it. Oh no, you will end up spending frequent teatime with your tutors and teachers if you don’t pick yourself up.

Country societies

Even though the kids at my school are predominantly British, we do have a sizeable amount of international students. And of course, we like to embrace our own nationalities and ethnicities. In general, we have a group of students in the overseas committee, who help our overseas coordinator organise events for all the overseas students such as cultural trips, just-for-fun trips and formal dinners. We have had many successful trips, when we visited Bath we learnt a lot about the historical value of the place and also had a good day out for shopping, or a fun day having our bodies hung upside down on accelerating wheeled receptacles at Thorpe Park.

Under this large society of all the overseas students are branches of many smaller societies: Russian society, Asian society, African Society, and so on. Some small societies may decide to be nationality-exclusive, where you must be Russian to join the Russian society. This is because it’s a good way to surround oneself with the own kin, being able to use your mother tongue again that would otherwise be useless



on a day-to-day basis. Although some societies may decide to invite everyone, including the British kids, to come, enjoy and embrace the culture. These branched societies would have smaller, more informal events such as cooking sessions, movie nights, or game nights.

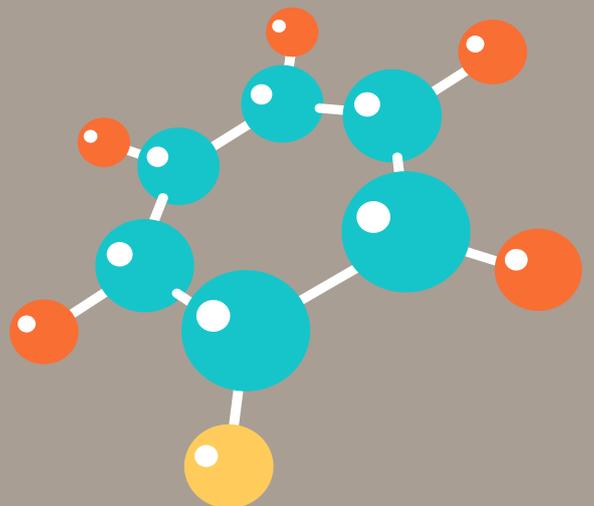
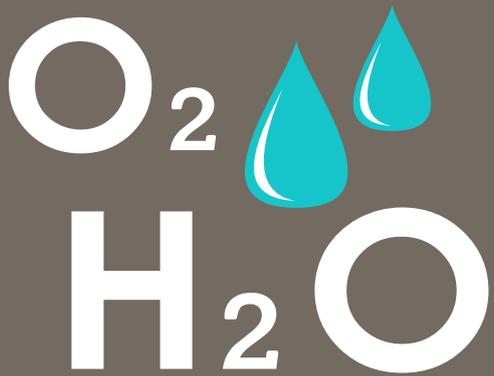
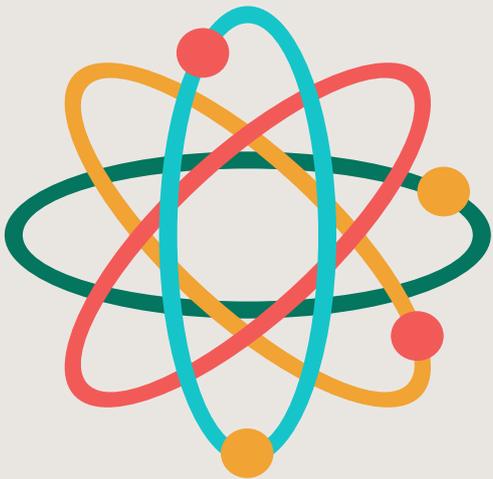
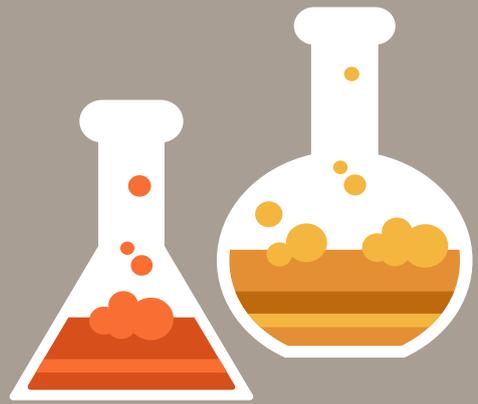
Will I survive this place?

Of course you will. With a good supply of nutrition, a good facility for sleeping and other daily necessities and good climate, you should (although I cannot guarantee

you the last condition, the weather is quite temperamental). I kid.

It requires a bit of adapting and adjusting, but once you’re used to it, it is a lovely place. You will settle in fine with people you like, things you enjoy doing, food you find tolerable. It won’t be too much of a disaster. ●

 @TeddiesOxford



CAPTURING SCIENCE

SCIENCE STUDENTS FROM ABC INTERNATIONAL SCHOOL (HO CHI MINH CITY, VIETNAM) TELL *WORLD STUDENT* ABOUT THEIR AWARD-WINNING FILMS FOR THE 2014 COBIS YOUNG SCIENTIST FILM COMPETITION

Electrolysis of Brine - “Best Overall Key Stage 4-5 Film ”

When we were working on our science film, we were in Year 10. Our group consisted of four members: Jean Paul, Katy, Chihiro and Kevin. Now, we are currently in Year 11 and going through our IGCSE courses. Out of the three science subjects that we could have chosen, we decided that we wanted to focus our video on the topic of chemistry. As a group, we chose the topic of electrolysis because it was a subject that sparked our interest; it was one of our favorite topics during that term. Although not all of us study chemistry, it was an opportunity for the two chemistry students to teach their teammates something new. Jean-Paul demonstrated high quality editing

skills and provided our group with amazing shooting equipment. Kevin was there to make that sure everything was completed on time and that we followed our scripts to the letter. All of our footage was shot at the ABC International School and with the help of our teachers we were able to use the facilities to carry out our investigation.

But what is the electrolysis of brine all about? Well, the electrolysis of brine is a large scale, industrial process used to make chlorine (Cl), sodium hydroxide (NaOH) and hydrogen (H) from a solution called brine, which contains sodium chloride (NaCl) and water (H₂O). To separate these elements from the brine solution, we use a process called electrolysis. This process involves a direct electric current (DC) being passed

through the brine solution. This will cause chlorine, sodium hydroxide and hydrogen to individually separate from the solution. These three elements are inevitably indispensable in our daily lives; in fact, without them, we would find ourselves in big trouble. Chlorine, for example, is used to make plastic and is also used as a disinfectant in swimming pools. Sodium Hydroxide, again very useful, is used in processing food products, manufacturing paper and removing pollutants from water. Hydrogen, is used in rocket fuel and is also used in the hydrogenation of fats and oils (for example, making margarine). As you can see, the electrolysis of brine is very important and extremely relevant to our daily lives as some of the products we use every day will definitely contain



one or more of the elements extracted using electrolysis.

Overall, the making of the electrolysis video was a great opportunity to dig deeper into the world of science and learn more about the fundamentals of large scale, industrial processes that provide us, humans, with the necessary resources that we need in order to live – including the electrolysis of brine

process. The science behind the process was our main motivation to make this video, as this process is very intriguing and fascinating. This project was very enjoyable to complete, and our group learned many new things. Earning the title of “Best Overall Key Stage 4-5 Film” was such a pleasant surprise and we believe that we deserved it. We plan to submit a new video to this years competition on another topic and we

hope to be as successful, if not, more successful than last year.

Team members: Jean-Paul, Chihiro, Kevin and Katy



WATCH VIDEO

<http://goo.gl/3V4Fm3>

What is Oobleck? - Runners up “Best scientific theory explanation”

In March of 2014 we were encouraged by our teachers at the ABC International School, in Ho Chi Minh City Vietnam, to submit an entry to the COBIS Young Scientist Film Competition. Due to our love of science, we were very interested in participating. And thus we decided to take part in the competition and submit a short video explaining the science behind oobleck.

The video we submitted was named “What is Oobleck?” In deciding which topic to base our video on, we searched both the internet and our science textbooks for a topic that interested us. It was then that we found a fascinating video on YouTube about a peculiar liquid called oobleck. With in-depth research we soon found out that oobleck does not possess the properties of a ‘typical’ fluid; it is a non-Newtonian fluid (if you want to know more, you can watch our video on YouTube). At the time we did

not know much about non-Newtonian fluids, so we wanted to find out more about it. We then decided that the topic of our video would be oobleck and non-Newtonian fluids. We wanted to teach others about oobleck and show people how simple yet captivating different aspects of science can be.

Our whole group was really excited to work together to make a video about oobleck. Our group consisted of four members: Anna Noij, Caroline Nguyen,

Arpita Bansal and Catherine Duong. We agreed to meet up after school to plan, film and edit our video. The planning stage was the most difficult part of the process, but we enjoyed the challenge. We had to assign roles, sort out our equipment, write out our method and create a storyboard for our video. After completing our plan a couple of days later, we were given permission from our teachers to carry out and film the oobleck experiment in one of the chemistry labs. Filming the experiment was very enjoyable because we got to observe first-hand the strange properties of oobleck. By the end of the session, we were left with tons of footage and a tub of oobleck (which was a lot of fun to play with). Editing the entire video was tedious due to the abundance of footage we had to condense into two and a half minutes. Throughout the making of the video, we were very thankful to have assistance and support from both our parents and teachers.

We were very proud of our video when it was finally finished. It was hard work; we spent hours trying to convert our footage into the correct format, we didn't always agree on ideas and we often got distracted... at one point, we were on the brink of giving up. But we're all glad that we didn't. In fact, we had a tremendous amount of fun. It felt so rewarding when we found out that we won runner up for the best scientific theory explanation. We couldn't believe it!

Overall, the making of our short science video was a great experience for us. We learnt a lot about oobleck and non-Newtonian fluids in general. We were also reminded of a few valuable life skills, such as the importance of being patient and never giving up. It's safe to say that we thoroughly enjoyed participating in the COBIS Young Scientist Film Competition. So for all of you who are thinking about participating, go for it.

It's a great opportunity to get involved in science outside of the classroom and to improve your team skills – all while having fun! You might face problems, like we did, but trust us when we say it's worth it. Never give up.

Team members: Anna Noij, Caroline Nguyen, Arpita Bansal and Catherine Duong ●

Jean-Paul, Chihiro, Kevin and Katy are now in Year 11 and are studying IGCSE Biology, Chemistry and Physics.

To find out more about COBIS young scientist film awards visit - www.cobis.org.uk/COBIS_Science_Competition

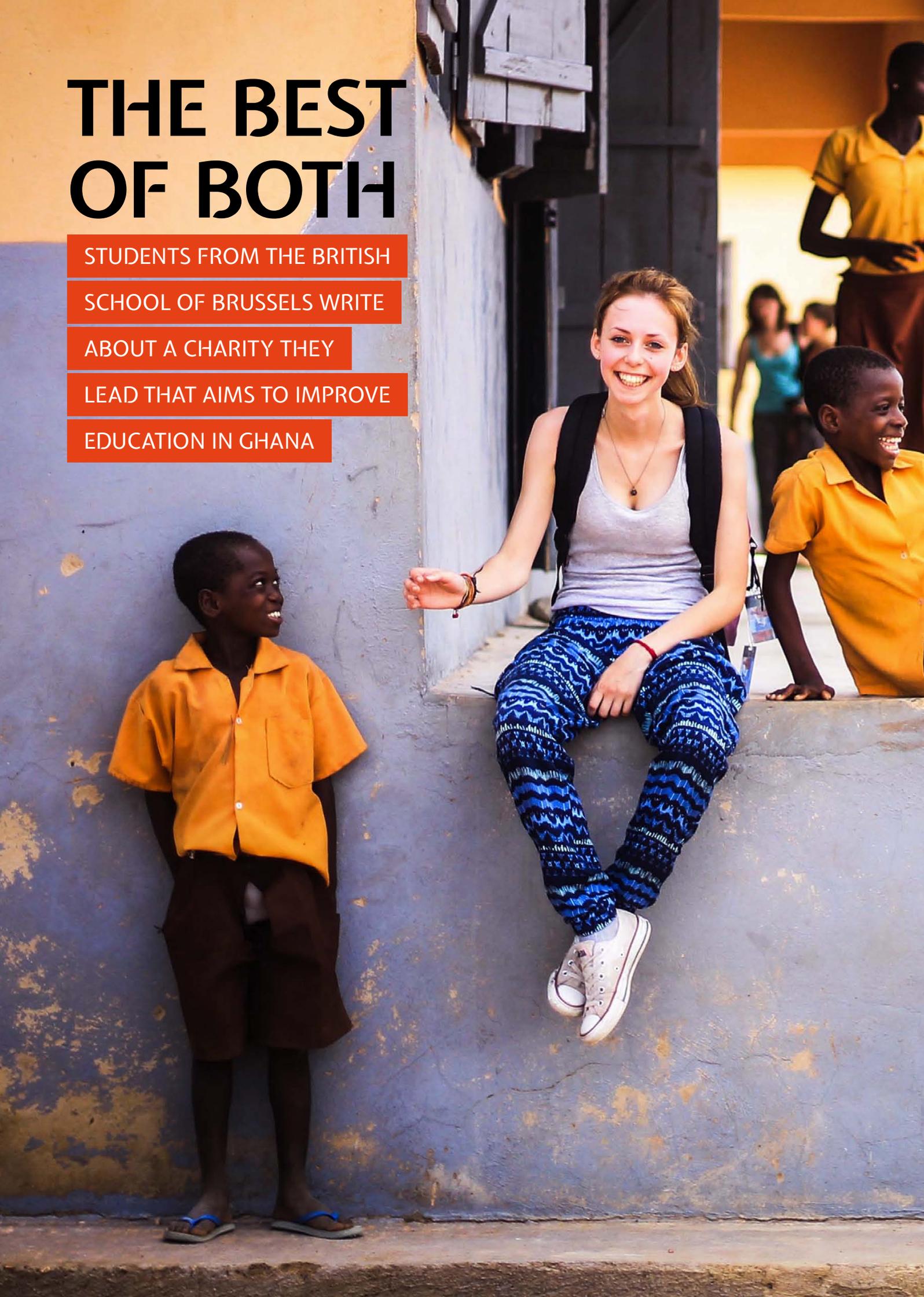
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WATCH VIDEO
<http://goo.gl/CDDLMD>

THE BEST OF BOTH

STUDENTS FROM THE BRITISH SCHOOL OF BRUSSELS WRITE ABOUT A CHARITY THEY LEAD THAT AIMS TO IMPROVE EDUCATION IN GHANA





The Best of Both charity began in a geography classroom when students were studying the issues of poverty in Northern Ghana. Students were sceptical that the Millennium Development Goals would be achieved by the 2015 deadline and wanted to learn more about the problems and the cultures involved. Students were inspired to create the Best of Both charity to work with schools in Bolgatanga, the region in the textbook, to try and achieve these eight goals.

The aim of the Best of Both is to develop educational partnerships and share diverse cultural heritage. We wish to educate students and encourage them to make a difference, by doing this we hope all those connected to the organisation will be more open and aware of different cultures. We have previously achieved many goals such as introducing working school gardens and boreholes into schools, and this has provided sustainable schooling for many children in the Bolgatanga region. We want to focus on deeper issues beyond basic needs and are now focusing on problems like physical and learning disabilities of students and how they are viewed in their school community. We also hope to expand the twinning programme by not only involving schools in Belgium, but across Europe. We wish to make our twin schools in Ghana self-sufficient so they no longer have to rely on aid from our school. On our next student visit in 2016 we will be working with the charity Child Vision who will train us to give eye tests and fit glasses for students in over a dozen Bolgatanga schools.

We are unique in emphasising student involvement in all aspects of the charity, from meeting lawyers and businessmen, designing the website, logo or brochures, or partnering with large and small NGO's such as the World Food Programme or TRAX Ghana we gain real world experience. Not only this, but the Best of Both, throughout the schools, ensures the charity educates and raises

awareness of the positive aspects of rural Ghana which encapsulates our model. Here in Brussels, we also face up to tricky issues such as; 'do we source locally if child labour is used' and 'how do we respond when we see corporal punishment in a partner school'. On the issue of corporal punishment we have invited Margaret Tuite (EU Commission coordinator on the rights of the child) to give a conference presentation on this issue and to help us create a position from the charity, students and school.

Working with real problems and global issues is difficult for anyone, and as we are a young charity not in possession of



the funds to make major change our youth and enthusiasm becomes our strength, whether it be through fund raising or raising of awareness events, our members are sure to leave a great impression on those they meet. The challenge that comes with inexperience we solve through engaging with other charities and asking them for advice on how to approach issue. Finding the time to participate and contribute to the charity is another challenge all in itself and we are often busy due to extra-curricular activities or homework as well as working towards exams in the summer and each year many of us leave for university and a new group takes over.

We draw inspiration from the words of Harriet Lamb, CEO of Fairtrade: 'Development as a universal agenda: something not just practiced in poor

countries far away, but also right here at home.'

The Best of Both hopes to achieve the following goals in the future. First, and most importantly the Best of Both would like to continue a well sustained partnership and relationship with the schools we are currently twinned with in the Bolgatanga region of Northern Ghana, but also with schools in Western Europe. One of the ways we envision doing this is by developing effective means of communication between students in each twinned school, through letters, e-mails, or even Skype. Since we have started the charity, two of the schools in Ghana have lost the support of a feeding program. We are currently working on trying to establish a new food program which will eventually increase attendance rates in the schools, but will also reduce the burden placed on the family of the students. This is part of our wider plan to promote sustainable development. This involves the basics of each partner school in Ghana having easy access to a borehole, a garden and a feeding program. Another large focus of our time and effort has been spent planning ways of helping children with disabilities in the partner schools. We aim to involve more European schools in order to expand our work in the Bolgatanga region of Ghana, currently we have the support of Antwerp International School. ●

Many thanks to Daragh Comerford and the following students from The British School of Brussels for their contribution to this article: Ivet Andres Munoz, Lucy Bentley, Catherine Boland, Nicolas Coenen, Maximo Cravero Baraja, Trystan Davies, Robert Hunt, John Lavender, Thomas Sandler, Thomas Thorpe, Georgia Warnes and Parth Zaveri.

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PROMOTING PEACE

LUKE ADDISON, WHO WROTE *INSPIRING YOUNG LEADERS* IN THE FIRST ISSUE OF *WORLD STUDENT*, IS BACK TO REPORT ON THE SUCCESS OF THE UNIVERSITY OF WINCHESTER'S FIRST PEACEJAM CONFERENCE

It is with immeasurable pride and a smile rivalling that of the Cheshire Cat's, that I can announce that the University of Winchester successfully hosted its first ever PeaceJam conference in March.

The conference itself began with a public talk on the Friday evening which was very well attended by many members of the public, Winchester Rotary Club, the Mayor of Winchester and the Vice-Chancellor of the university, Joy Carter was also there to greet the Human Rights champion, and Nobel Peace Prize winner Jody Williams.

The American activist, who won the peace prize in 1997 for her work towards banning and clearing anti-personnel mines, delivered an incredible speech and hosted a question and answer session discussing both international issues and those a little closer to home. Following the talk, the weekend kicked off with students, teachers and secondary school pupils from across Europe meeting on campus for a full schedule of activities, workshops and presentations over the whole weekend directed towards conflict resolution, peace and friendship.

It was over-whelming to see the support from local organisations, groups and young people from around Winchester. Around 20 young people took on the roles of mentors for the pupils participating, these were young people who got in contact with me over the last months

to register interest and attend training sessions detailing how to work with the pupils and also how to make the most out of the conference for themselves.

Alongside the mentors, the support offered from PeaceJam itself and also from the university staff was incredible. Mark Owen, the head of the Centre for Peace and Reconciliation at the university offered his full support from the beginning acting as the university's representative. Caroline Millman acted as the Rotary representative and took me to several club meetings to deliver presentations as well as manning stalls and spreading the word herself. Sally Milne, who acted as the main PeaceJam UK liaison was also on hand making sure the conference went ahead without any problems.

We had drivers on hand, people preparing food from the early hours, T-shirt

distributors, you name it, and we had it! But amongst the controlled chaos was the undoubtable ambiance of teamwork, friendship and a positive attitude which was felt by all and truly made this conference an enormous success.

Jody said herself "I have been part of PeaceJam since 1998 and every PeaceJam weekend has its own spirit and energy. But I have to say that the Winchester weekend was off the charts." And continued, "That is because every single person who worked so hard to make this first Winchester PeaceJam possible and every single person who participated in the weekend was fully engaged." The structure of the conference was a combination of controlled 'family groups', these were mentor sessions in which the pupils were split into groups of around ten and were assigned to a pair of mentors, who would initiate ice-breakers, divulge into discussions and enthusiastically

"WINCHESTER UNIVERSITY'S
PEACEJAM WEEKEND WAS OFF THE
CHARTS" - JODY WILLIAMS, NOBEL
PEACE PRIZE WINNER, 1997"



© Magdalena Lepkowska CG Media

entertain the young people. It was in these sessions the pupils were able to be completely open and honest with their experiences of the conferences so far. In between family sessions were a series of workshops, activities and service projects.

For the service projects, we contacted several local and national organisations who each delivered such individual, inspiring sessions. We had activists from Amnesty International speaking about the importance of women's rights, the London-based rapper Potent Whisper who held a poetry workshop exploring the importance of expression through words, local organisation Tools For Self Reliance held a hands-on session of refurbishing tools which will be shipped off to countries that need them and lastly, Adrian Brewer from Walk for Water popped over to deliver an engaging, yet thought-provoking workshop on the importance of water purification and also the struggle those who carry water for many miles have to face.

Following the projects, the young people then got to hear an incredible speech by

Jody, outlining how they are the pioneers of change, you could feel the atmosphere in the room pass from student to student as Jody delivered passionate advice straight from her heart. Never before in my life have I seen so many people so touched by such a powerful demonstration of encouragement and support. Jody changed lives that weekend and it has certainly been felt in the weeks following the event.

Alongside service projects, we had workshops, which were hour-long engaging sessions for both the pupils and the mentors. Student hubs spoke about the international volunteering, Simon Keyes from the St Ethelburga's Centre spoke on dialogue, the World Wide Education Project set up a refugee tent in their room, Surya Arts were entertaining kids with a Bhangra Dance workshop and a powerful workshop from the local Theatre Royal.

We then held a music evening organised by the mentors allowing local musicians to come and take the stage to entertain those at the conference. Dubbed the

PeaceJam 'Jam', it went incredibly and truly showed not only impressive talented young people but also the generosity of the performers to come down and play and give up their Saturday evenings!

Overall, you could not fault the weekend. From start to finish it has to be one of the most amazing things I have ever been involved in. The impact it had on everyone who attended and especially me is something that I will never forget. The mentors and organisers have agreed to stick together, and continue putting together fundraisers and events. We have also had confirmation from the university that there will definitely be a PeaceJam Winchester 2016. ●

If you would like to find out more about PeaceJam, how you can help, or to find out more about their conferences from an educational or voluntary level visit www.peacejam.org or contact Luke Addison on luke.peacejamuk@gmail.com

 [PeaceJamFoundation](https://www.facebook.com/PeaceJamFoundation)
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COBIS POETRY COMPETITION

STUDENTS WORLDWIDE SUBMITTED POEMS TO THE 2015

COBIS POETRY COMPETITION. HERE, *WORLD STUDENT*

REVEALS THE WINNERS POEMS

All entries explored the theme 'The funny side of life' and were judged by Ian Bland of *Poetry for Primary School Children*, *COBIS* and *John Catt Educational*, the publisher of *World Student*. The judges were highly impressed with the wide range of poetry skills that were presented, and the creativity in which all students approached the theme. Congratulations to all!

MY KITTEN'S A BURGLAR

ERIN DUTTON FROM THE BRITISH SCHOOL IN THE NETHERLANDS, WINNER OF THE 10 YEARS AND UNDER CATEGORY



My kitten's stolen many things,
Alarm clock bells and diamond rings,
A pencil that belonged to Keith,
Once it was even Granny's teeth!
Smelly socks and cuddly toys,
A poster of the Backstreet Boys,
Lou d eu's maths book, Clara's pen,
A tiny little clockwork hen,
She'll hide them in her basket, then,
I'll find her - and tickle her.

My kitten's
A burglar



WHEN I GET TO BE IN CHARGE OF MY PARENTS

ELLIE YEOMAN OF DOHA COLLEGE, WINNER OF
THE 11-14 YEARS CATEGORY

When I've chosen their nursing home and sent them away
With instructions of how to behave each day
I'll ration their sweets and make them brush their hair
Using the phrase: "It's because I care!"

They'll have to chant tables even though they're no longer at school
I'll make them learn spellings and all of that 'droot'
And if they dare argue I'll send them to bed
And declare for tea they'll have water and bread
I'll try my hardest never to be fair
Using the phrase: "It's because I care!"

I'll limit time spent on iPads and phones
And make them do exercises to strengthen their bones
I'll force them to watch educational telly
And shower everyday so they don't become smelly
False teeth should be brushed twice a day
And if they backchat, they'll have to pay!
I'll completely dictate whatever they wear
Using the phrase: "It's because I care!"

I'll ensure that they never stay up beyond eight
And eat all the vegetables put on their plate
No fast foods or fizz will pass their lips
And special occasions only for chips!
I'll vet all their friends and ban rude words
No references to Corrie or Wham shall be heard
Trips out of the Home will be rare
And I'll be constantly saying: "It's because I care!"

(I really hope you found my poem fun,
But kindly ask that you never tell my dad or my mum!)

THE FUNNY SIDE OF LIFE

RÍA PRIYANI MANGHANI FROM THE BRITISH SCHOOL OF GRAN CANARIA, JOINT WINNER OF THE 15-19 YEARS CATEGORY

I stand here alone beneath the crimson sky,
As dusk prepares to leave and kisses me goodbye.
Where seconds ago it was dark as night
Now shines an amazing and pure bright light.
Is this then the funny side of life?

I close my ears as a red Ferrari zooms by,
Passed a hungry orphan waiting to die.
Pale is his face; solemn are his eyes.
And his lips mouth: "This world is full of lies."
Is this then the funny side of life?

I overhear conversations where the lies are sweet,
Bitter are the truths that no one can eat.
I am a citizen of a country where corruption rules,
If you don't follow the norm, you are part of the fools.
Is this then the funny side of life?

If you merely adhere to what you are told,
You are tedious and orthodox and probably old.
Yet if you argue and quarrel and purely blame,
Disobedient and arrogant you are named.
Is this then the funny side of life?

The man you love romantic promises makes,
The next thing you know, your heart he breaks.
If you reject his brainchild calling it baseless,
He'll rant at you, calling you brainless.
Is this then the funny side of life?

If you shower in make-up, people call you fake,
Unpleasant comments about you they make.
Yet if you be yourself and show you don't care,
They gawk at you and simply stare.
Is this then the funny side of life?

It's doltish to think God will eradicate your pain,
Ignoring beggars with pneumonia drenching in the rain.
They say you live once and you die one time,
And I'm trying to make this poem rhyme.
This is the funny side of life.

ON THE FUNNY SIDE OF LIFE

FERNANDA OLIVARES FROM THE EDRON ACADEMY,
JOINT WINNER OF THE 15-19 YEARS CATEGORY

I remember endless spins of carousel rides from when I was young
the smell of buttered popcorn and the sugary fluff of cotton candy
as it drifted through the air, fluttering away
like the gossamer wings of invisible butterflies.

I remember the crystal-green eyes of carnival horses,
they must have seen a kaleidoscopic life
and I think that if I try, I might just still see them staring at me,
for they alone watched with crystal-green eyes the childhood days
drift through the air, flutter away
like the gossamer wings of invisible butterflies.
Because often the finest things
are born
and exist
and die unseen.

Such bitter souls; such young ages,
if only I could tell them about the glory they so seek
I, too, have sought it and found that it all fits into a thimble,
all the glory in the world is just a smidgen of golden glitter.

If only I could turn the sky upside down so that I could swim in a pool of starlight,
the sweetest tintinnabulation follows the stroke of one's arm,
the jingling of star sheaves as they are swept to one side, to the other...
All around a darkness envelops, a splendid cape of jewels and silver bells
If only I could turn the sky upside down
and swim in the stars
and run
and hide
and escape.

An epiphany is possible in the midst of the deepest melancholy;
so as I stand here once again, in the intersection between the starlight and the clay
I fasten my tears with ribbons
to keep them from running away;
I know there's still rain somewhere in my heart
but I burst a million helium balloons
to make the storm clouds laugh.

I stand here now and it's funny
because I've always chosen the clay
but this time
I think I might just choose
the starlight instead.

world student



FROM THE NETHERLANDS, TO KAZAKHSTAN,

TO EDINBURGH ... NEWS FROM STUDENTS LIKE

YOU AROUND THE WORLD

TEACH THE UNREACHED!

This year Haileybury Almaty partnered with United World Schools (UWS) to fund a project in Cambodia. United World Schools' slogan is 'Teach the Unreached', and the project involves building a school in Cambodia for children who live in remote, undeveloped areas, without any access to education. The students at Haileybury Almaty held different fundraising events, such as movie nights, so that the building of the school could begin.

"This school will give children an opportunity to do something with their lives, when before they would have spent it doing unfulfilling and underpaid work."
- Hadi Khan, 12PB

"We do not realize how many people out there do not have access to education. I am thankful that our school gave us the opportunity to reach out and dramatically change people's lives." - Ualikhan Abdraliyev, 13SED

The students are being taught benevolence and hospitality, as well as teamwork and respect. They work together to fund the project, which involves a lot of hard work - from informing the whole school about the UWS by doing dramatic presentations, to creatively brainstorming about which fundraising events need to be held.

"Our students are taught how to become global citizens and that we need to help those, who are less fortunate than ourselves." - Dariya Kobylatskaya, 13KN

The students of Haileybury are full of pure joy now that the project is up and running. We are making a change in the world and granting the children in Cambodia the greatest gift anyone could wish for - education.



"Children, who never ever got a chance to understand life, can understand life now."
- Tejas, 7TMC

The school in Cambodia will open this summer and hundreds of children will be able to change their lives and pursue their dreams. Later, some of our students will also have an exceptional opportunity to visit the school and witness how the unfortunate lives of

Cambodian children turn into hope for a brighter and happier future.

"Education should be accessible to every child and we cannot wait to see the fruit of our efforts!" - Caroline Carter, 10NG

Nicole Chen and Karina Tukanova are year 12 students at Haileybury Almaty

 [@HaileyburyKZ](https://twitter.com/HaileyburyKZ)



DO YOU HAVE NEWS TO SHARE?

We're looking for students to write short news stories for Issue 3.
Email us at editor@word-student.com to find out more.



THE HAGUE INTERNATIONAL UNITED NATIONS 2015

THIMUN 2015 took place in the World Forum in The Hague, Netherlands and delegations from all over the world flew in to attend this incredible event. The Hague Model United Nations is a conference in which students from all around the globe can debate and discuss global issues as if they were real politicians in the United Nations. It is an amazing experience and it acts as a take off platform for many bright students who wish to continue working in that ambit in the future.

It was an honour for The British School in The Netherlands to represent the Russian Federation this year, and all our delegates did a fantastic job by working hard throughout the five-day conference.

The first day, we met everyone in our committees and collaborated in order to create the best resolutions possible, there were so many people that it was difficult to come to decisions as a whole group but in the end we all managed to create resolutions worthy of fruitful debate.

The next few days were even more interesting as the debates started and delegates took the floor to speak and defend their resolutions. The delegates took part in the discussions passionately and exceptional speeches were delivered, the debates also became incredibly entertaining as each country represented their specific policies, resulting in very controversial speeches.

All in all the week was an incredibly enjoyable one, the conference gave us students the chance to meet people from all over the world and learn and debate about global issues and current affairs. All the delegates can agree that the conference was one of the most memorable moments of their lives and the 'Post THIMUN depression' is already a worldwide phenomenon.

Anna Scolamiero is in year 12 and is currently studying the IB Diploma Programme at The British School in The Netherlands

f **BSNofficial**
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THE CLINTON GLOBAL UNIVERSITY CONFERENCE

Students from The University of Edinburgh recently attended The Clinton Global University conference in Miami. Likhona Mnguni, an international student from South Africa reports on the conference.

The Clinton Global Initiative University (CGIU) conference was fast paced and exciting. Lasting from 6th-8th March 2015, it presented a classic mind gymnastic exercise. The mind absorbed information from different sectors excitedly whilst being challenged to stretch its thinking and dynamism. Hearing from the decorated journalist activist, Tawakkol Karman who won the Nobel Peace Prize in 2011 to hearing from the aged-experienced architect and politician from Brazil, Jaime Lerner;

the conference offered many fruitful insights.

As the University of Edinburgh CGIers, we were captivated and enthralled by the deep commitment each speaker had; reflecting on their daily experiences, from childhood, that birthed the activists and change makers in them. It did not matter if one was listening to Wanjira Mathai from Kenya or the Surgeon-General of the USA, Vice Admiral (VADM) Vivek Murthy; there was something for every individual attendee to take home.

The conference could not have been held at a better location in the world, with the welcoming sunrays of Miami warming our team as we have been surviving the Scottish winter. The

conference would also warm our forming convictions towards social justice, given the broad projects embodied in our Commitments to Action that we had come up with. This conference made us breathe easier knowing that the start is not always easy. Many great people who have come before us kept on trying. The words of President Bill Clinton resonated throughout the conference, "Just because you cannot do everything does not mean you should not do something".

Likhona Mnguni is studying a Masters degree in Africa and International Development. at The University of Edinburgh

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FROM THE ATLANTIC TO THE PACIFIC

In 2014, our school, UWC Atlantic College, gained the opportunity to design and build a rescue boat for Japan. Our school has been heavily involved in boat building for over 50 years. It started in the 1960's when Atlantic College designed the first RIB (rigid inflatable boat), which is now a global phenomenon in the maritime industry. Recently, an opportunity arose for the current students to continue this legacy. Through an alumnus of the college, links have been made between our school and 'Future Labs Tohoku', which is a Japanese company striving towards the reviving of areas in Japan that have been affected by the tsunami in 2011.

We as current IB students are building a new RIB design, to serve a function in Japan, as an inshore and tsunami rescue boat. When the tsunami hit in 2011,

thousands of civilians in the Kamaishi area died from drowning simply because there was no sufficient rescue craft to save them. With this new RIB, we aspire to implement a maritime rescue infrastructure in the affected regions.

The first prototype is finished and being tested, and in August we aim to send our boat to Japan so that it can serve as their template for future boat building. What this enables, is our expertise and experience to have a lasting impact upon a community that was broken by the tsunami.

UWC is a concept that was founded by Kurt Hahn in the 1960's, the ethos of this college are to bring young people from all over the world together to work towards a peaceful and sustainable future. Therefore we see this project as

something that closely aligns with our ethos, but also with the International Baccalaureate in general.

Our aspirations with this project are to improve the ties between Atlantic College and Japan, and hopefully be the stepping-stone towards global maritime safety, not only in Japan but also in all countries affected by tsunamis and other natural disasters.

Mary Finn and Mees Wielinga are both students at UWC Atlantic College, and will graduate in 2015. To find out more about the project visit www.atlantic-pacific.wix.com/atlantic-to-pacific

f Boats At Atlantic College
t @UWCACtoPacific

UWC STUDENT CHANNELS GEN Y TO PAINT THE WORLD

Coming from a small town on an island called Borneo, located on the east of Malaysia, attending UWC Atlantic College was a dream come true indeed. However, it was only the start of a big dream. During my first day at UWC Atlantic College in South Wales in the UK, I met Lika Torikashvili from Georgia and we became the best of friends. I soon found out that she had started an organization at 14 called "Paint the World" which encourages all youth to be more active in charity work. It has one simple aim – to bring smiles. My entire childhood I had been drowned in criticism for wanting to "change the world", and here I am beside a young girl who actually is. Inspired, I went back home during the winter break and started Paint the World Malaysia. It was scary and crazy, but after UWC, what does impossible even mean anymore?

Paint the World Malaysia was established successfully and it impressed quite a lot of people. I felt like I finally served my purpose for my country. When I

came back, Lika and I went to Georgia for project week, which encourages students to find new, innovative ways to achieve positive social change. It was a life-changing week as we roamed the city with ten other students from all over the world, proving to them that anything is possible and how Paint the World really affects lives. During project week I also appeared on national television, met the Minister of Georgia and the Patriarch of Georgia. We hope that in the

future, more branches of Paint the World will be set up by our friends all around the world. UWC is the perfect place to begin painting the world, literally.

Aziza Aznian is a UWC Atlantic College student from Malaysia, she will graduate in 2016.

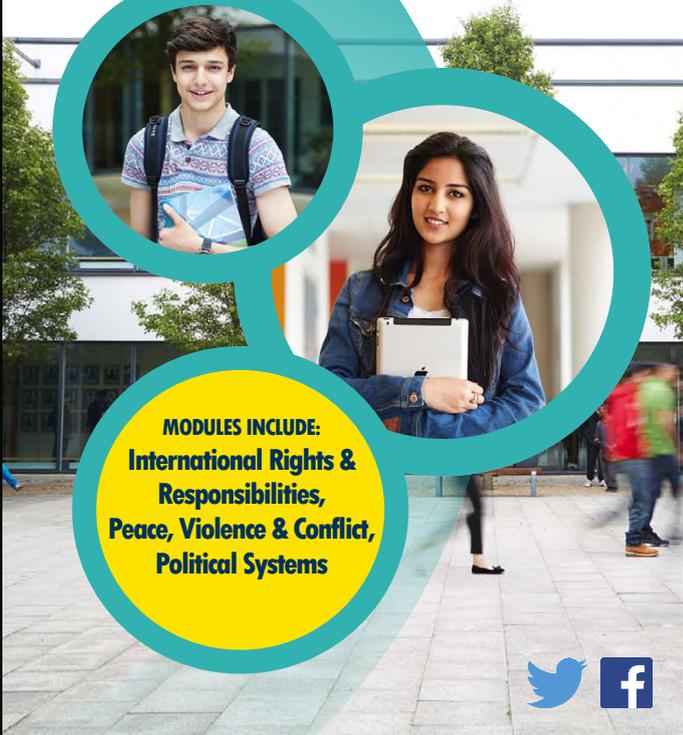
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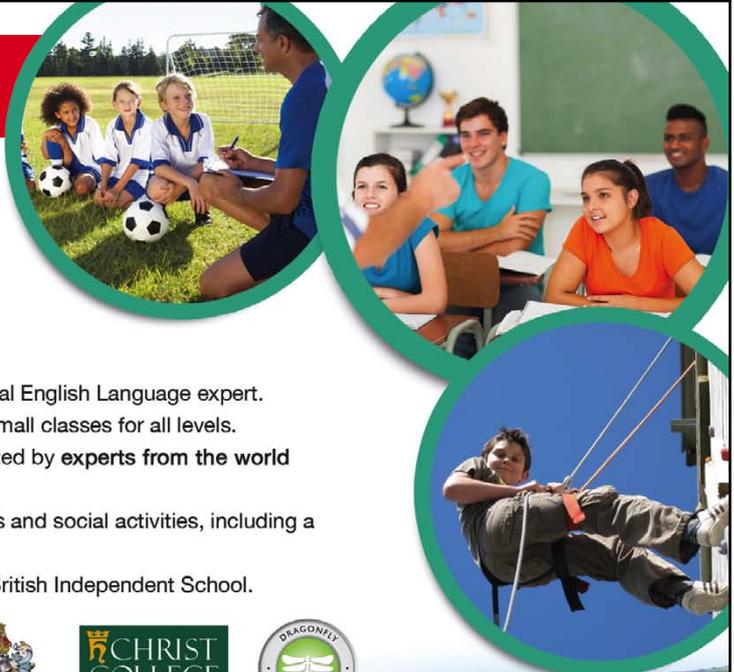


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PEOPLE PENS & PAPER



JAMES WREN, AUTHOR OF *PEOPLE, PENS & PAPER* AND

FOUNDER OF *THE SCHOOL OF CREATIVE THINKING*, INSPIRES

YOU TO EXPRESS YOUR CREATIVITY

Finding a definition for creativity which we can all agree on is not easy, and probably not necessary. It's highly subjective and very broad, but one thing's for sure, it's more than just the polished artistic expression or result. Some might say creativity is an expression of the self, it could even be described as requiring a visual response, but what about simply having an idea and getting it down on paper in the crudest form without focusing on artistic talent? A concept for an advertising campaign, theatre production, computer game, app or sculpture needs to become something 'real' – but let's put that to the side for now and focus on generating ideas, not perfecting the creative results – that comes later.

So having great ideas in itself is also a way of expressing creativity, and here's the beauty of it... we can all do it, and often

we do it without thinking of it as being 'creative'. We de-value our ideas because there's no immediate visual representation. So maybe another word for 'creative' is 'innovative'.

You can start right now with your bedroom. Imagine you had to give it a new theme based on your interests and hobbies. Within no time at all you could come up with an all encompassing concept. This is creativity and also very innovative – you don't have to be the one who makes the furniture or paints the idea for a mural or logo on your wall. It doesn't make you a fraud because you're not the one 'doing it'.

Whoever had the first idea for seat-back TV's on an airline probably didn't build every component – it's more than possible that he or she didn't build anything at all, it's a team effort, but



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FORM WITHOUT FOCUSING ON
ARTISTIC TALENT?

the concept would have started out with doodles, notes, endless sheets of paper and many, many hours of discussion. Jamie Oliver cooks fantastic food, but he also put unique ideas together for his Jamie's Italian restaurant concept. He had the ideas, he communicated these and then people with those specific skills got to work to bring his vision to reality. He is no less of a creative than the person putting the signage or menus together.

How many times have you heard people say, "Me? Oh no, I'm not creative, I can just about draw a stick figure." And my response to that is, "Good, then draw stick figures!" Even if your passion and talent is painting or drawing I'd still say draw stick figures to get the concept across. There's a reason why it's called 'the creative process', and this is ground-level, in the basement, organic, back-to-basics, paper and pen idea generation.

The stick figure might be used to explain a charity campaign focusing on (for example) child soldiers. All we need to do is get the idea down on paper, forget the details and instead focus on simplicity. Get back to basics, generate ideas and look for fresh solutions. I had a student who simply didn't enjoy working on Photoshop, it just wasn't his thing. He preferred to doodle. So as part of the in-school design agency I set up for my students, I let him doodle for the entire two hour studio session.

He used a pen and paper to generate the most fantastic and simple concepts that had a real 'wow' factor. He sat on the floor, listened to his music, had some juice and got on with it. He did

what he needed to do in his own time and space to get results. Then he teamed up with someone who DID love Photoshop and together they formed a wonderful creative alliance to produce real work for clients. He was the conceptual and she was the art director, it was a perfect synthesis of ideas and design. They were both doing what they loved and the ideas and results were equally stunning.

Whether you're looking to come up with concepts for an app, a theatre production, a dance routine, a film or a poster campaign, keep it simple and don't focus on art-working. You may have heard expression 'Quality not quantity', well here you need both, so don't stop at your first concept, even if you're totally in love with it. The other key area is sharing. If you show your concept to 20 people and they all require an explanation, then screw it up, swallow your pride and start again. Don't hold on to your ideas if nobody understands what you're on about!

Let's move away from pure design and creativity which requires a visual response and focus for a second on ideas to help our world. Imagine if you were tasked to come up with a more efficient way for your school canteen to function during break-times. Your job is to design a system to help the canteen staff and students. This type of creative thinking might not have a visually stunning conclusion, but the results can do wonders. Or let's take it further, imagine unique solutions were required to find a more efficient way to irrigate a field in a very hot country. Find ways to do the impossible, make it beneficial, simple and effective, but always, always keep the end user in mind.

There are tons of books out there giving us endless creative rules but there are none set in stone. Instead we have a few tools, and sometimes these tools will work. A lot of it depends on how we approach it and our current situation, both mentally and physically. The bottom line is, we can't think creatively unless our mind and setting is right. Going for a walk is one of the best things you can do, as trivial as it sounds, the effect that exercise has on the brain is incredible. This doesn't mean you need to attempt to run up a mountain, a 20 minute walk does wonders.

Whatever you do, don't sit around a table and expect great ideas to come, they might, but you're going to have much more success if you don't follow a template way of thinking. Sometimes we do our best thinking when we're not thinking, as silly as that sounds. In other words, don't try to try too hard. That's not an excuse to do nothing, our minds need to be active, but instead of getting in a flap because you haven't solved it in 20 minutes, take breaks, walk, stretch, eat and bring your mind back to the brief.

The best way to solve any issue requiring a creative response is to deal directly with those affected. Before even lifting a pen

or pencil for our school canteen example, you'd do very well to talk to the people involved. Get their story and ideas, find out how it all looks from their perspective. This is the empathetic stage of design thinking and it's critical.

It's about conveying unique concepts in a simplistic and understandable manner. Challenge yourself, even within your subjects at school. Could you design a concept for an app which explains the periodic table in a fun and engaging way?

Remember, you're not building the app, you're developing a concept behind it: you press this and then that happens, and then this comes up requiring the user to then do this, etc. So build the bricks of the house before you fill it with furniture.

You see, we can all sometimes suffer from a syndrome called 'analysis paralysis' – we over-egg the pudding, go into extraordinary and superfluous detail and forget that simplicity always wins. We think that by over intellectualising something it will make it better. It rarely does. Keep it simple, keep it understandable and make it beneficial. Who is going to benefit from your concept? Why will it benefit them? Is it immediately clear what it's all about?

It's fresh innovation that can set students like you apart from the crowd, and there is no reason why you shouldn't be one of them. The soft skills of communication and creativity are in huge demand from employers right now, but according to leading CEO's, there's a noticeable lack of fresh ideas from new graduates.

Students arrive with the hard skills, the top qualifications and beautiful academic record. Some even arrive with some real

world experience or employment, but it's also unique ideas that will raise eyebrows for all the right reasons. Imagine your interview for university or a first job and you're asked the question, "What else did you do at school?" And then you reveal an ideas book and present a couple of examples. The point is not to think of it as a collection of ideas that might necessarily be ready for the real-world, it's to show that you are in the habit of producing concepts. Even the seemingly most un-related career paths requires ideas and solutions. In fact, regardless of what you end up doing when you leave school, getting into the habit of thinking creatively is hugely beneficial.

For now, don't focus on the polished result – that comes later, get into the habit of generating ideas. So start collecting, creating and storing your ideas in a book. Don't spend time making your book look pretty, it's not designed to be a journal or portfolio - instead use that energy to generate concepts. Even a simple sentence can get the creative juices flowing. Can you think of game-changing ideas or concepts that could be summed up in a sentence? Facebook? Fairtrade? Amnesty International? The wind-up radio? The Mini car? The list goes on.

Push yourself, look for creative solutions and don't get bogged down in the detail, keep your eyes open and make notes. Find the 'Wouldn't it be better if...' solutions to what you see every day. Or take a dull looking advert for a charity and give it more of an emotional appeal, and why not send them your concept? What's the worst thing that can happen?

It doesn't have to be an earth-shattering 'front cover of TIME magazine' type concept, instead it might be something very local that helps a select group of people, which is equally important. Generate, create, record, and involve others. Get into the habit of generating ideas and you'll start to see the world in a very different way.

No rules, just tools, just find the ones that work for you, but do take a walk and get some fresh air. So what now? Buy yourself a sketch book. Keep it with you and begin the process. That first blank page could be the start of something very special, and it starts with you. Enjoy the process. ●

James has a background working with design agencies and teaching communication design at international schools. James set up The School of Creative Thinking, an in-school design agency that is ran by students with local clients. If you would like to learn more visit www.theschoolofcreativethinking.com or contact jwren75@gmail.com

People, Pens and Paper will be published by John Catt Educational in May 2015, and is available to pre-order on Amazon, £13.00

 @PeoplePensPaper



THERE'S A REASON WHY IT'S
CALLED 'THE CREATIVE PROCESS',
AND THIS IS GROUND-LEVEL, IN
THE BASEMENT, ORGANIC,
BACK-TO-BASICS, PAPER AND PEN
IDEA GENERATION



OLYMPIC GLORY

FORMER OLYMPIC ROWER GUIN BATTEN REMINISCES

ABOUT HER CHILDHOOD, AND WHAT LED HER TO SPORTING SUCCESS

My parents had met in the late 50s 'up country' in Kano, Northern Nigeria. I remember my mother saying the UK wasn't a great place for teenagers in the 50s. The after effects of the war encroached on everything they did and as young adults they were just too early for the rebellious riot of the 'rock and roll' era. My mother realised she wanted to get away, so passing up a promising legal job offer she enrolled as a teacher and went to teach in Kano.

On the other hand, my Dad was sent to Nigeria as part of his national service and posted alongside the West African frontier force. Both of my parent's families were from South London and, other than a line of career sailors linked with the British fleet in Malta, there was little to explain this desire to travel.

In 1964 my sister was born and I in 1967 at the end of the 'summer of love'. By this time my father was working for the United Africa Company and we were living in Freetown. From here we bounced to Lagos via the Star beer brewery in Kumasi, Ghana.

On arriving in Lagos, my mother, sister and I were quickly enrolled at St. Saviour's School, Ikoyi. It was 1973, I was about six years old and I recall struggling enormously with my mother, Mrs Batten being my teacher. So much so after a few weeks I was dropped down into a different class.

My sister Miriam who was three years older than me, excelled at St. Saviour's, and her love for reading was ignited by the school book club. The rules of book club meant you were only allowed to take out one book at a time, this led an all encompassing need to read a book a day! To all extent and purposes I lost my

big sister to the 'book club'. But as my passion was climbing trees, I learnt to spend every waking moment away from school with my younger brother instead. I was a skinny physical child and a typical 'tom boy'. All my friends were boys and at school we spent our breaks running up and down the play ground shouting or climbing the Jacaranda trees. At this age I learnt to swim and our weekend trips to Tarqua Bay led to my absolute love of water. On calmer days I would beg my father to take me belly surfing, Dad would push me off on a wave and then need to come and help me un-stick my board from the sand. The beaches around Lagos have some treacherous currents and our parents spent time educating us of the dangers. I still use these skills and knowledge today as I guide the global growth of coastal rowing on behalf of the international federation, FISA.

Being so young I can't really recall much of my time at St. Saviour's other than a few stand out memories. There was the day Miriam broke her arm falling off the parallel bars in the playground and my father coming to school to take her to hospital. And once during a coup when the school was closed my mother needed to go into school to work and we had to play out of sight of the road.

As a family we spent 2 ½ years living in Lagos, it was a very happy time for us as kids and without a doubt a perfect nurturing ground for my future career as an Olympic athlete. As a school St. Saviours provided the space and the encouragement to its students to be active, providing hours of unstructured play and the freedom to develop unlimited fundamental movement skills. In the mid 1980's Miriam and I were reunited again as students at Southampton University, Miriam studying Biochemistry

and I Ship Science. Interestingly we both took up rowing and so started our journey towards Olympic glory.

At 8:50am on the morning of the 24th September 2000, the day after Steve Redgrave had won his 5th Olympic Gold Medal, Miriam and I pushed off from the pontoon with Gillian Lindsey and a very young Katherine Grainger to go out to race in the final of the quadruple sculls. Injury and illness meant the crew had only been formed five weeks before and few people expected us to do much, just getting to the Olympic final in the eyes of some was an achievement, but not to us.

The night before we had sat in a make shift dining room on plastic cards in a garage of suburban house close to the rowing lake. Miriam had turned to me and said 'on paper we should come 4th but if we have the race of our lives we could get the bronze'.

As we pushed off from the pontoon we knew we could make history by winning Great Britain's first ever women's rowing Olympic medal. As the race unfolded we squeezed out every ounce of ambition and energy to get the silver medal. We tipped the scales of fate that day and over the next 12 years British women became one of the strongest rowing teams in the world. Thank you St. Saviour's for providing a great foundation to my sport and my schooling. ●

Guin Batten, is a former pupil of St. Saviour's, an Olympic Medallist and currently works for the Youth Sport Trust, a UK charity that works with schools to improve the lives of young people through sport. www.youthsporttrust.org

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SURVIVING THE IB – IF I KNEW THEN WHAT I KNOW NOW.

FORMER IB STUDENT FRANCISCO MOREIRA TELLS *WORLD STUDENT*
ABOUT HIS EXPERIENCING STUDYING THE IB PROGRAMME,
AND HOW IT LED HIM TO WRITE AN HONEST, VISUALLY APPEALING
GUIDEBOOK FOR IB STUDENTS

Every morning I wake up and ask myself 'where am I today?' I was born in Portugal, and throughout high school, I lived there. But since graduating from high school, with my IB Diploma, the answer to this question went from Lisbon, to a number of cities like London, San Francisco, and Washington. This is a reality many IB students are used to; finding themselves in a new city on an almost regular basis. The reality is, IB students are a part of a worldwide group of people who throughout their lives live in multiple countries. It's challenging to be part of this group because it requires a high level of cultural understanding, and the ability to adapt to new situations. It is easy to feel like the outsider, but increasingly people will travel more and live in more places over their lifetime

than they used to. As such, the ability to adapt successfully to a new environment is one of the most valuable abilities to have.

The ability to adapt to different cultures and new situations is one of the most visible and common traits of IB students and alumni. This is, in addition to the other great skills IB students learn, like being able to manage high workloads with little time, learn multiple subjects simultaneously, have an active lifestyle and make a difference to the community they are a part of. Developing all of these skills during the IB Diploma is not an easy task, but it is a worthwhile one.

When I was studying for my IB Diploma, the expectation was that during the 15 months (15 months of actual classes)

of the programme, a student would need to spend 85% of their available time studying. This can be very draining for students, and there are a lot of challenges to overcome throughout the programme. This is a lot of pressure to go through. It is undoubtedly a high-pressure, high-reward programme. Thousands of students complete the IB each year, and I was one of them.

The one thing I do remember was that once I finished my IB Diploma, I felt like there were a lot of useful things I wish I had known whilst studying for the IB Diploma. There are a number of different tools and strategies that could have made the whole experience not only easier, but actually more enjoyable. More importantly, had I known what I know now, there are some key decisions

You're holding a guide for outperformers and game changers striving for excellence and to design their future success. It's a guide for you to...

FIND YOUR RHYTHM

An unofficial guide to the IB Diploma Programme® (IB-DP)

Written By:
Francisco Moreira

I could have made a better job at making; selecting my subjects, is only one of them.

After a lot of thinking, and many notes on this, I decided to write Find Your Rhythm a "Survival Guide" for IB students that would include all of these different things I wish I had known whilst I was a student. For example: The importance of selecting subjects one is passionate about, and how to overcome the external pressure to choose something else. Another, great tool is the *Pyramid Principle*, which makes essay writing much easier, as well as answering those tricky essay questions in exams. It can even be used as a study tool to help retain more information with less effort by tapping in to how our brains are structured to remember information.

There was one particular lesson I wish I had learned when I was doing the IB; Its O.K. to ask for help. I had skipped a year, and arrogantly thought that I didn't need to ask for help; I could do it all on my own. This was a mistake because I just made life harder for myself, without any real reason for it. It was only a few years later that I realised asking for help can unlock a variety of benefits that make any difficult task that much easier to accomplish. When you ask for help people share more information with you, which helps you understand subjects better, and it makes it easier to stay motivated if you're doing things with others. There is a key part of the book where I not only explain the benefits of this approach, but also how to overcome the typical barriers that stop us from asking for help.

Because IB Diploma students have a very high volume of reading to do each week, I made sure the book was concise and straight to the point. Each chapter has a summary page called "Act Now" which makes it easy for students to take specific actions towards improving their experience and approach to the IB Diploma. Its design is very unique, making reading an unexpectedly pleasurable experience. ●

Francisco Moreira is the Author of Find Your Rhythm: An unofficial guide to the IB Diploma Programme which is available to purchase on Amazon. For more information visit www.findyrhythm.com

 @Franciscobgm

INTERPRETING & TRANSLATING

HELEN CROMPTON, A STUDENT AT HERIOT-WATT UNIVERSITY, DISCUSSES
THE BENEFIT OF STUDYING LANGUAGES AND THE DOORS IT OPENS

Studying languages, whether at university or in your free time for pleasure, opens up a wealth of opportunities. I decided to study French and Spanish at Heriot-Watt University because I was drawn to their unique undergraduate programme in Interpreting and Translating. After researching careers in interpreting online and - I can't lie - having watched the film *The Interpreter*, I decided that studying a degree that would allow me to live and work abroad and ultimately, open up doors to work in major international institutions, was right for me.

Every year, one of Heriot-Watt's most anticipated events comes around in March: the multilingual debate. There are different kinds of interpreting and arguably the most exciting, challenging and unpredictable is simultaneous - when you interpret at the same time as the person giving the speech. This is what happens at the multilingual debate. When I was studying for my Highers and Advanced Highers at school I came along to the debate myself as an audience member and was left with a burning desire to be the one inside the booth doing the interpreting!

At the debate, two multilingual teams argue for or against two motions of topical interest. This year the first debate will be on whether the use of satire

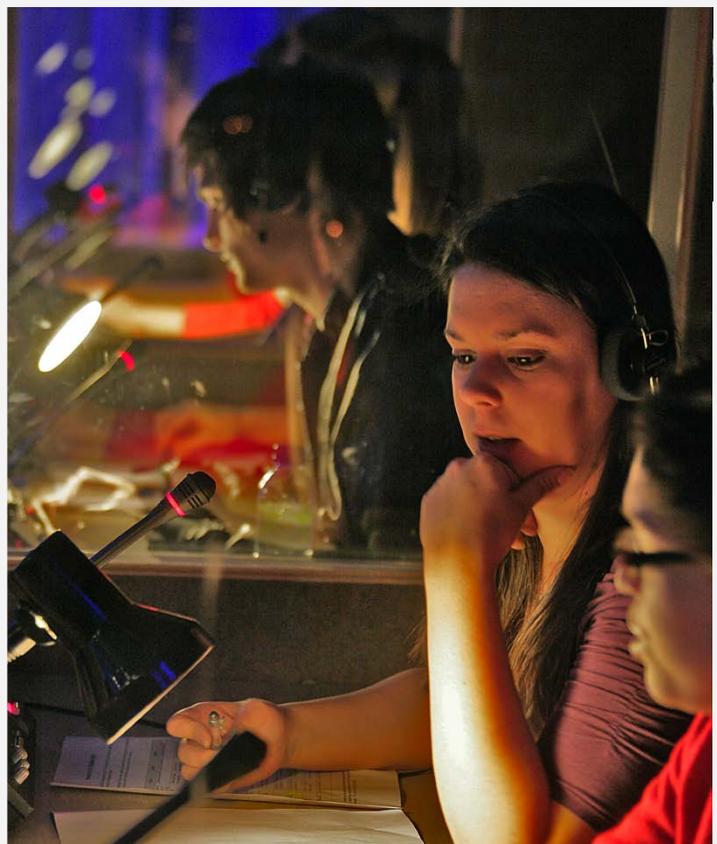
in the press is a democratic right, and the second will be on whether the rise of the machine will end the era of the linguist. The guest speakers come from a range of professional backgrounds, such as embassies, government offices and local authorities, to argue their case in their native language, whilst the student interpreters give a simultaneous interpretation of the debate. The debate allows for the exchange of knowledge and ideas from native speakers of languages as diverse as Arabic, Chinese, German, Spanish, French and British Sign Language. The audience, which consists mostly of secondary school pupils, can listen to the debate in its original language, or in English via headsets linked to the interpreting booths. The audience are then invited to participate in the debate by asking questions and voting interactively.

School pupils travel from all over Scotland and England to attend the multilingual debate and for many it is their first experience of interpreting. However, interpreting is just one of many exciting careers that could follow a degree in languages. Languages are highly valued in the job market because beyond just being able to speak in another language, they equip you with vital communication skills and an understanding of other cultures. So where exactly could a degree in languages lead you? Many people

respond with 'oh, so you want to be a teacher, then?' when you say you study languages but outside teaching and academia there are countless opportunities available to those with language skills.

First of all there is translating and interpreting. These terms can cause a bit of confusion but basically, translation deals with written word, whilst interpreting deals with spoken word. For those that have a flair for writing in their mother tongue, translation can be an excellent option. Interpreting could give you the opportunity to be involved in top-secret meetings (interpreting for the security services, for example), to work as a legal or medical interpreter in a court or hospital environment, to interpret for international institutions such as the EU and UN or to work in the private sector interpreting for businesses.

Language degrees also equip you with the essential transferable skills necessary for jobs in areas such as media and journalism. All major news channels and newspapers have correspondents in countries across the globe and need graduates with language skills and an in-depth understanding of different cultures. The BBC newsreader Huw Edwards studied French at University College, Cardiff while J.K Rowling studied French and Classics at the University of



Exeter, which just goes to show that a degree in languages can take you down the most unexpected paths! Language graduates have a lot to offer the marketing industry and international businesses too, because of their knowledge of the intricacies of a foreign market. Heriot-Watt's International Business Management and Language programme is highly rated and offers the opportunity to study business alongside a language, and this is an excellent option for those who want to combine

two very marketable fields of study.

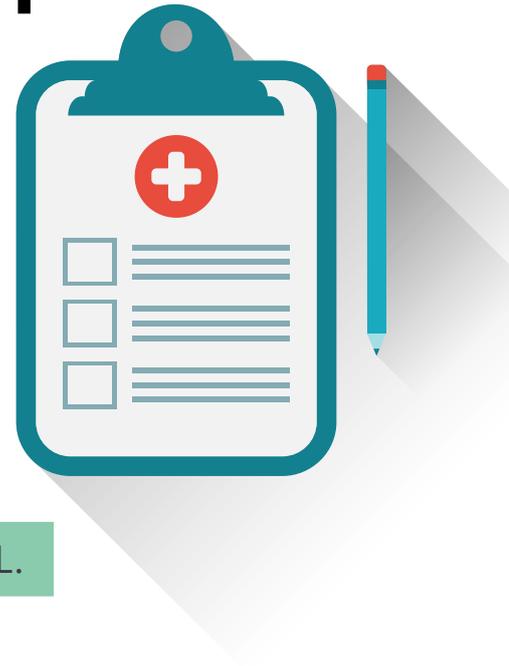
Heriot-Watt language graduates have gone on to work in all of these areas, among many others such as tourism and international aid, and all have in common their enthusiasm for the prospects that languages skills can bring. As one graduate from 2010, who has worked across the world as an aid worker in countries including Nicaragua, Liberia and Jordan says, '... my language skills have equipped me

with the communication skills necessary to overcome linguistic and cultural boundaries worldwide, and to connect with people and cultures that I would otherwise never have known'. So go on, study languages: who knows where they will take you. ●

To find out more about studying languages at Heriot-Watt University visit www.hw.ac.uk

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WANT TO STUDY MEDICINE IN THE UK?



DR RICARDO TAVARES AND GEORGE RENDEL

ARE CO-FOUNDERS OF *THE MEDIC PORTAL*,

WHICH HELPS STUDENTS GET INTO MEDICAL SCHOOL.

HERE THEY PROVIDE YOU WITH THEIR TOP TIPS

“The UK is a dream destination for international candidates who want to study medicine.” This is what we were told by one student at a recent conference. And it is a sentiment borne out by our work with aspiring medics around the world. This article explores the reasons for this – and the hoops that international students have to jump through to make their dream a reality.

Worldwide Reputation

Why do so many international students want to study medicine in the UK?

Firstly, UK medical schools have a worldwide reputation for producing highly skilled clinicians. In particular, universities like Oxford, Cambridge, Imperial and UCL are globally recognised brands.

Living in the UK

The UK – and London in particular – is a popular destination for immigrants. Students are a major part of this. As well as the perceived quality of its universities, it is regarded as a great place to live. It is a free and democratic, with lots of opportunity. However, it is expensive – London, especially. The cost of living, when tuition fees and accommodation are factored in, must be taken into account early to avoid unpleasant surprises later.

The NHS

A source of hot political debate in the UK, the NHS' reputation abroad remains stellar. From an ideological standpoint, many students are attracted by the governing concept of the NHS: free healthcare for all.

We have found this motivation to be particularly powerful in students from countries where high quality healthcare is widely unattainable. The NHS also offers a clearly defined training pathway. But is the pull it exerts on international students justified? It's a difficult question to answer – and links to deep-rooted political, fiscal and ideological debates.

What is undeniable is that the NHS is an intrinsic part of choosing to apply to UK medical school. Anyone doing so should have a keen appreciation of this fact.

The Process

Applying to UK medical schools as an international candidate can be daunting. Application ratios are fierce and fixed quotas favour EU applicants. Many international candidates feel removed from the process. We spend a lot of time trying to narrow this gap – in a practical and emotional sense.

Step-by-Step

The actual process for international students is very similar to that facing EU applicants: We will explore the key stages in more detail. But underpinning every successful application are common themes: commitment, passion and insight into the career of medicine.

For students applying from outside the UK, who often lack direct exposure to the NHS, it begs an obvious question: how

1

The UKCAT

Once the decision has been made to apply in the UK, students are required to sit the United Kingdom Clinical Aptitude Test (UKCAT). The UKCAT is a two hour computerised exam, designed to test aptitude rather than knowledge.

Students are expected to book their UKCAT exam independently. For international students, there are now test centres in 89 countries. You should turn your UKCAT score to your advantage by researching how each medical school uses it before you apply.

2

UCAS

In the autumn term of Year 13, students are required to submit their UCAS form. You can choose four medical schools only. If you are going to put a fifth option down, it is advisable to ensure it is science related.

Living abroad can make it difficult to attend open days in the UK. So, it is important to filter down the 30+ UK medical schools to a handful you can visit. And you really should visit. This – in our view – is essential in the face of a six-year commitment.

Criteria that you can use to narrow down the options include:

- Course Structure
- Student Feedback
- Location
- Entry Requirements
- Duration

3

BMAT

Candidates will have to sit the BioMedical Admissions Test (BMAT) if they wish to apply to any of the following:

- Oxford
- Cambridge
- UCL
- Imperial
- Brighton & Sussex
- Leeds

Unlike the UKCAT, this is a pen and paper exam, which you can typically sit at your school. It is composed of three sections: Aptitude & Skills, Scientific Knowledge and the Writing Task.

Students often struggle with section three, which involves writing an essay. This requires an excellent grasp of the English language, which might be an additional consideration for international students.

4

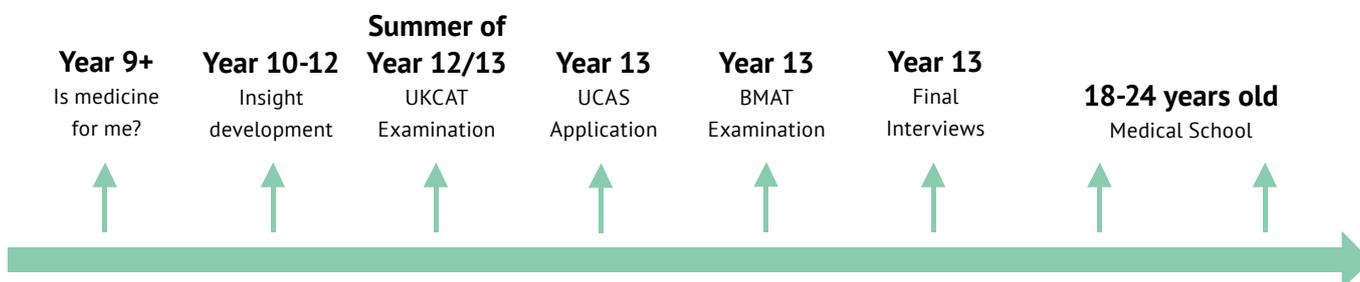
Interview

The final hurdle! The medical school interview can take three different forms:

Traditional
MMI
Oxbridge

We recommend that you visit www.gmc-uk.org and read *Tomorrow's Doctors* by the GMC (General Medical Council) for an outline of the key skills looked for in interviews.

Good luck!



The Medic Portal is holding a conference in July 2015, 'Get Into Medical School' in partnership with Brighton & Sussex Medical School. Visit www.themedicportal.com for more information.

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WHAT ARE YOU INTERESTED IN STUDYING?

Let us know by emailing editor@world-student.com and we'll look to feature tips on the process in the next issue. If you are an organisation, and would like to share tips on a career path, please get in contact.

IS THERE MORE TO SPORT THAN WINNING?

GUIN BATTEN, FORMER OLYMPIC ROWER, WHO WON A

SILVER MEDAL AT THE SYDNEY 2000 OLYMPIC GAMES

EXPLORES WHAT MAKES YOU A WINNER

Since the start of formal schooling teachers have been developing the moral, ethical and character of their young students. Today it is no different, schools are still working hard to help young people to build effective life skills, but today it is more about getting to university or college, while 200 years ago it was about leaving school at 14 and becoming a 'good' member of the community.

In Queen Victoria's reign the leading schools of the time specifically singled out sport as a way for young boys to learn how to lead and be prepared for the 'rigours of life'. It was the first time sport had been so widely used as a 'character development tool' in education. Prior to this the church had provided the majority of the learning in this area.

A safe place to experiment

Sport is unique in many ways; it provides a safe place to experiment with behaviour and explore moral values, it allows us to test the boundaries of what is fair, noble and ethically right. Overstep the mark in sport and you will be quickly pulled back in line by your peers, do the same experimenting on the streets and it will be the police that pull you back in line, with much starker consequences.

Making tactical decisions

Like life, sport has both written and unwritten rules and as a community we need to follow them to be able to play sport and to play life; but we also know that the rules aren't black and white and this requires us to make decisions on how we act. When we play sport we have to make multiple split

second tactical decisions. Do I risk a desperate tackle in the D in hockey in the closing minutes of a match when we are 2:0 up vs the same decision in a 2:2 level game? Making these types of decisions hundreds of times a week in school sport is an important training ground for life, allowing us to hone our skills for later on in life.

Aspiration and direction

The simplicity of sport provides us with a parallel place to understand the real world. As a nine year old I didn't understand why I should try hard at school and as a result I didn't really put much effort in. I had no desire to be a good student and while I liked to be praised by my teachers, it didn't really motivate me much. When I was 11 I started to get good at sport and started to fall in love with it. I had found somewhere where I felt I belonged. I wanted to do sport every day, I started to have a goal, my life started to have direction. With direction came a reason to do something, and interestingly motivation to start to play the game of school. My teachers quickly saw this, encouraged me and used this to help challenge my motivation towards my studies. Before I had this direction, it was like I was playing a game of football without a set of goal posts. I was on the pitch not knowing which way to shoot; in fact in my mind I had the teachers on the opposite team. It wasn't until I was older I realised they were in fact on the same team. Sport gave me direction and probably the single most important foundation attribute of life **aspiration**. While I didn't yet know what I was going to do in my life, I knew I wanted to be respected and I aspired to be good at sport.

Skills and attributes for success

At the Youth Sport Trust we have looked really hard at the most important skills and attributes for success in life and sport and have worked with some of the best researchers and experts. We have looked at what the published research concluded and what schools and business people have said and we came up with a summary list of over 1,000 'things'. With the help of some experienced teachers and sports personalities we distilled these into 23 abilities and attributes.

Most people are not good at remembering long lists and so we explored it even further. We found a common theme specifically around character and the four stand out areas were selected as being really relevant to today's young people. I have already talked about aspiration; the others are creativity, resilience and empathy, which neatly spells CARE.

As I have said, aspiration is an important basic foundation for motivation, ambition and direction. A young person without aspiration is much like Alice in the book Alice in Wonderland.

Alice is walking through the woods and the path splits in two.

The Cheshire cat is sitting in a tree.

Alice says to the cat: "Will you tell me, which way I ought to go?"

The cat replies: "That rather depends on where you want to get to."

Alice says: "I don't much care where."

To which the cat replies: "Then it doesn't matter which way you go then does it?"

Aspiration provides meaning, sense and context to so many actions in life, lifting us from seeking simple pleasure and happiness to undertake tasks that take them beyond the safety of our comfort zone. It provides us with the confidence to take a risk in order to achieve our ambitions.

The second trait is **resilience** which follows naturally on from

aspiration and encourages risk taking by providing the hunger and will to bounce back from failure and to cope with tough times. When we are young it is important those around us guide and support us to grow our resilience, because resilience is a trait that takes time to build. The building blocks of resilience are a complex range of interacting factors. Our best mentors and teachers provide us with clarity on what we are trying to achieve, they create a positive learning environment that rewards risk taking and builds self-confidence through high quality process feedback.

In sport especially near the top, most athletes lose more times than they win. The ability to get up again and again every time you are knocked down, to brush yourself down, to learn from your failure and to go back into the ring a little bit stronger and wiser is resilience. When I was at the peak of my game, I would always remind myself the mountains are only high because the valleys are deep. We only value victory, because of the journey we have gone through to get there. Success is what we do when it all goes wrong. After all anyone can be motivated at the start line of the Olympics. Next time you get a setback, try and find a way to use it to help you be a little bit stronger.

At the heart of character is the ability to understand and work with people. We have termed this **empathy**. New technology is transforming the way we live and communicate with each other and we are spending more and more time in front of screens. This reduction in people contact time is thought to be having a negative effect on how we learn to develop our social skills or empathy for others.

The depth of social interactions when we do sport is high, and increasing the amount of sport we do may help to reverse this shift in our daily pattern. The social skills we learn are not just limited to when we are just 'doing' sport, but when we are

Table of life and sport skills

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Personal	Social	Creative	Cognitive	Physical
Determination and resilience	Communication	Ideas generation	Ability to learn	Physical literacy
Self confidence	Relationship management	Problem solving	Analytical capability	Sport specific competence
Self awareness and responsibility	Empathy and social awareness	Risk management	Decision making capacity	Trainability
Aspiration	Leadership and influence		Academic and technical competence	Physical performance
Integrity and self respect	Collaboration			Body health
Personal professionalism				



leading, coaching, officiating and managing events too. So if the opportunity comes your way to get involved in organising sport in your school, get your name down fast. In my job, I line-manage people and the skills I learnt in coaching and selecting teams helps me every day.

The fourth and final standout trait is **creativity**, the ability to have novel and original thoughts and insights. By design our schools are structured and as students we are institutionalised to a greater or lesser extent. Creativity is an important foil to this institutionalisation, so that we can ensure each generation has the capacity to be independent thinkers and future entrepreneurs.

The greatest sport stars all have a level of creativity in their approach to sport. Without it they would not have developed the unique elements that allowed them to compete their opposition. An athlete hoping to win an Olympic gold medal in Rio in 2016, is likely to need to break a world record to achieve the feat. They need to do something no human has done before. To do this they can't simply do what the Olympic Champion from London did, they need to develop a new routine or train more cleverly. They have to find the creative edge, becoming high performance entrepreneurs. Next time you go out onto

the playing field ask yourself "Am I just going through the motions or am I bringing all my creative thinking to my game?"

There is not doubt that sport has the potential to provide a wonderful tool for building character traits, but our research shows we need to be more overt. It won't just happen, we need to decide what skills we want to grow through sport and then actively teach and coach them.

In summing up I believe sport is not about winning it is so much more than that. It is about Creativity, Aspiration, Resilience and Empathy. CARE. ●

Guin Batten works with the Youth Sport Trust, who have been using sport for over 20 years to help young people achieve their potential in school and life.

If you want to learn more about CARE and the Youth Sport Trust life skills programmes visit www.youthsporttrust.org . Sue Campbell, Chair of the Youth Sport Trust will present a keynote at the COBIS May conference on life skills and character growth through sport.

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