Dear Tenby School Community,

After only 4 weeks, it is clear to the new Campus Principal that Tenby SEP has many special qualities, some wonderfully industrious hard-working pupils and staff, and very supportive parents.

Education is not the process of filling up an empty vessel, but lighting a fire in the hearts and minds of the young with whom we are privileged to work.

I hope Tenby will strive to be a beacon of academic excellence, but most importantly our pupils will learn the lessons of greatest worth: self-discipline, integrity of character, care for others, and a true sense of values.

Thank you for your support.

From Andrew Auster (Campus Principal)
The Inspired Leaders Programme was a phenomenal one day event held for 101 Secondary students, from SST and some from TIS. The program delivered learning through experiences, inspiring our Leaders to step up and set themselves apart from the crowd.

From the words of the Leaders who joined us, the Inspired Leaders Programme was “Inspirational”, “Motivational” and even “The Best Day Ever!”

We explored the traits of a Leader and learnt how to learn from our ‘failures’. We learnt about different leadership styles and paid special focus to participative leadership. Our Trainer, Shawn, even did push-ups with our Leaders to illustrate this point!

We banded together strongly as a team, with our first challenge being the Human Chain. Our final challenge was to test our Resilience as Leaders, leading us to create a record of 119 Leaders walking across half the football field.

Like a newborn child, we excitedly discovered the Power of Words and how these influence our everyday performance. We ended off with a Gratitude segment, which we believe is a vital trait for all Leaders.

A perfect end to an inspiring day.
Primary Young Leaders Program on Thursday 6th March, 2014

For the 2nd year in running, the Young Leaders Programme was a huge success! The Young Leaders Programme was created to develop elements of Leadership in our Young Leaders of Tenby. A total of 102 primary students inclusive of a few from TIS joined us in this programme this year.

We had a significant number of Leaders from 2013 coming back again to join us for 2014. This time, our ‘Senior Leaders’ were called upon to take a more active role in the Programme. This stretched our Senior Leaders, as they not only had to learn how to lead their team to victory, but needed to know how to adapt quickly to change as they soon found out that many of the activities had been changed from the previous year!

Our Young Leaders had a wonderful time, running through the traits of a Leader, learning about global leaders of the world and discovering that ‘There is no such thing as Failure, only lessons learnt’. This philosophy will lead us to greater heights and enable us to get back up every time!

For the first time, we experienced first hand how Words can have such a powerful effect on our mind and our actions! We learnt the importance of doing away with negative words and to emphasise positive ones as a leader and in our daily lives.

We learnt to move as one in the field, and managed to achieve an astonishing record! We had 62 Young Leaders moving across the ENTIRE FIELD! It was extremely challenging, but rewarding. Every Leader did his/her best, and that matters more than anything else.

We played a communication game and realised how easy it is for communication to breakdown. As a Leader, we must always send clear messages! Last but not least, we ended the day with a clear message of gratitude!
SCIENCEMATICS WEEK 2014

Sciencematics week 2014 was held from 10th -14th March this year. The objective was to apply the principles of Science in providing solutions to problems in daily lives. Students were able to explain everyday phenomena through Science by applying scientific methods in solving problems, developing confidence, applying team work, using creative thinking skills and developing effective presentation skills through the activities lined up for the week.

<table>
<thead>
<tr>
<th>Form</th>
<th>Name of Activity</th>
<th>Activity</th>
<th>Winners</th>
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| 5    | Games/Magic/applications based on physics | Students present and explain the physics behind the games/Magic/applications | Winner: Dhruv Soni & Hao Zheng                  
Runner Up: Samuel Lee & Poh Chin |
| 4    | Design a product/model using recycled products | Design a model using recycled products.                             | Winner: Namita & Ooi Vern                      
Runner Up: Alice                    |
| 3    | Building model to demonstrate a process. | Design a model of the lungs to show the breathing. Explain how the model works. | Cheng Hao                      
Chun Hin                              |
| 2    | Solving a Hands-on Challenge based on Density | Quiz to select finalists who took part in the Group Science Activity Challenge | Winners: Team 2A : Shih Ning, Yuen Ming, Samantha, Jun Hong, Runners Up: Team 2M : Li Yan, Iric Wong, Asthojothi, Yugendran |
| 1    | Experiment-Based Science Challenge | Experiment based scientific investigation to determine greasiness of different brands of potato chips | Winners: Team 1M : Yun Ni, Huey Huey, Yuen Xuan, Xuen Yue Runners Up: Team 1S : Zian Zi, Yin Yin, Hong En, Michael |

Form 1 Science Investigation

Form 1 students carried out a scientific investigation to determine the greasiness of different brands of potato chips. During the science competition, the students pretended to be scientists working for the FDA (Food and Drug Administration). Their task was to double-check the fat content (or ‘greasiness’) of several brands of potato chips and to compare their findings with the food labels.

Before starting the investigation, students were required to plan their investigation by stating the aim, hypothesis, variables and procedure. They then carried out their investigation to collect the necessary data. They had to apply the Science skills learnt and calculate the amount of grease in one gram of potato chips based on the area of the oil stain produced when potato chips were rolled onto a piece of paper.

The success of the team was based on teamwork, the scientific process & manipulative skills, planning, interpretation of the results, as well as the conclusion made.

By Pn Khoo and Pn Saw
Form 2 Science Challenge

Students were given a 30 minute Science Quiz to choose representatives from each class to take part in the hands-on challenge early on in the week. Thereafter, the teams of 4 finalists were each given a bag containing straws, cards, aluminum foil, sticks, paper and cello tape to construct a floating model that could support the weight of up to 100 coins in 40 minutes.
They were judged on creativity, resourcefulness, teamwork, the amount of load the model could carry and the design. Congratulations to all the winners.

Form 2 Science Challenge:

Winners:
Team 2A:
  Shih Ning
  Yuen Ming
  Samantha
  Jun Hong

Runners Up:
Team 2M:
  Li Yan
  Iric Wong
  Asthajothi
  Yugendran
Form 3 & 4 Science Challenge:
The challenge required students to build models of a chosen topic. Form 3 focused on making a model to demonstrate breathing actions in humans. Form 4 built models on cells and sense organs. Marks were given for functionality, creativity and use of recycled products.

**Winners Form 3 Model Building**
Winner : Cheng Hao - Form 3S;
Runner-up : Chun Hin - Form 3S

**Winners Form 4 Model Building**
Winner : Namita Soni - Form 4S;
Runner-up : Alice - Form 4M

Form 5 Science Tricks Challenge:
Four pairs of students took up the challenge although it was an individual event. Teacher judges had a tough time determining the winners but the team that finally won was the “supercooling” trick presented by Dhruv and Hao Zheng of Form 5S. The runners-up demonstrated swirling winds to explain formation of tornados and cyclones. Runners-up were Poh Chin from Form 5S and Samuel from Form 5M.

The winning team especially was quite outstanding this year as students demonstrated their tireless efforts and time spent perfecting their trick which they recorded in video.
Secondary Mathematics Activities for Sciencematics Week

The Mathematics Department started drafting and planning the Sciencematics activities since the beginning of the year. Much thoughts had been given to the activities that would inject fun into learning and excitement while exploring Mathematics through problem solving using creative and critical skills. After a few sessions of brainstorming and discussions, one main interesting Amazing Math Race was born.

All students from each level were put into groups of four whereby all students are able to fully participate in the race. The students had to go through 5 stations of challenges where they needed to provide solutions to different types of problem solving and puzzles. They then needed to decode the answers found in order to reach the winning destination.

Whilst everything was set to go, the haze posed an obstacle to the running of the activity outdoor during the week. Nonetheless, we were determined not to be fazed. Consequently for the lower secondary, the race was conducted at the EPC hall. Nothing could dampen the spirit of the students who were so enthusiastic to get involved. This is especially true for the Form One students who are new to the school and who embraced the challenge with full energy and perseverance. The students of Form 4 and 5 were luckier as they had a day with fine weather when it was their turn to participate in the race. They had so much fun racing against each other, beating the limited time given and coming up with the solutions required for each challenge.
All in all, students thoroughly enjoyed the race and they gave their best in trying to reach the final winning destination. Although only the winners completed the whole race, those who did not win gave thumbs up for the activity which according to them had given them ‘a hard time’ thinking out of the box. Nevertheless, all is not lost, students are looking forward to such kind of kinaesthetic activity that enable them to do Mathematics in a different manner and at the same time having fun interacting with their peers. Cheers to all teachers who have put in the effort to prepare and run the race with success.

By Pn Gan
Secondary Minggu Bahasa Melayu 2014 (Reported by En Abdul Kipli)

Minggu Bahasa was carried out during week beginning Monday 10th February. The main objectives are as follows:-

- To master Bahasa Melayu through interesting activities at all levels
- To be able to speak confidently and well in fluent Bahasa Melayu
- To identify talents in public speaking, writing and poem recital among the students

All competitions were carried out under two categories:-

- Upper Secondary (Form 4 & 5)
- Lower Secondary (Form 1, 2 & 3)

The following competitions were carried out:-

A. Lower Secondary:
   i) Individual Competitions: Deklamasi Puisi for Form 1-3
   ii) Group Competitions: Persembahan Drama Komsas for Form 1, Bahasa Berirama for Form 2 and Dikir Barat for Form 3

B. Upper Secondary:
   i) Individual Competitions: Pertandingan Kuiz Bahasa
   ii) Group Competitions: Deklamasi Puisi Komsas, Nyanyian Lagu Puisi dan Drama petikan teks komsas SPM
Pertandingan Bahasa Berirama
Tingkatan 2

Pertandingan Dikir Barat
Tingkatan 3

Pertandingan Nyanyian Lagu Puisi
Tingkatan 4
Congratulations to the following winners of these competitions:-

PERTANDINGAN KUIZ DAN FORUM TERBUKA BAHASA MELAYU

Upper Secondary Category – INDIVIDUAL

Champion : HAN YANG (F5S)
First Runner-up : ALICE (F4M)
Second Runner-up : YUN HUI (F5S)

PERTANDINGAN DEKLAMASI PUISI MODEN MELAYU

Lower Secondary Category – INDIVIDUAL

Champion : AMANDA (F2S)
First Runner-up : PRAVIN (F2M)
Second Runner-up : ELEANOR (F2A)

Lower Secondary Category - Class Competitions for Bahasa Berirama & Dikir Barat

Champion : FORM 2S (Bahasa Berirama)
First Runner-up : FORM 2A (Bahasa Berirama)
Second Runner-up : FORM 3S (DIKIR BARAT)
Upper Secondary Category – Class Competition for Drama Komsas & Lagu Puisi

Champion : FORM 5S (GROUP 2) (Drama Komsas)
First Runner-up : FORM 5S (GROUP 1) (Drama Komsas)
Second Runner-up : FORM 4M (Lagu Puisi)

Bahasa Melayu Appreciation Program

1. Wednesday Reading Program

All Secondary students gather at the MPH during the last 25 minutes of the lunch hour to read individually a Bahasa story book or an article from the Dewan Masyarakat or Dewan Siswa to be informed of current events. After reading, they will have to complete a book/article review form.

Gold/Silver/Bronze Awards will be awarded to them during the year’s Award Ceremony based on the number of books/articles read.

2. Newspaper/Magazine in the classroom Program (ADD / MDD)

Bahasa Melayu Panel has scheduled one period for every two weeks to carry out this program. Students will read the Dewan Siswa and Dewan Masyarakat magazines for Upper Secondary and Dewan Pelajar for Lower Secondary. A variety of activities and discussion will be carried out by the class BM teacher on these articles read. Melayu. Among these activities are as follows:-

a. Listing of new words – referring to dictionary
b. Explain the meaning of phrases read – discussion and brainstorm activities
c. Listing important points from the article – writing summary
d. Identifying and knowing the meaning of “peribahasa”
e. Compiling and understanding statements made by leaders and good speakers
f. Application of Thinking Skills, Mind mapping and discussion for providing solutions for global environmental problems

By Mr Abdul Kipli
Year 3 Healthy Breakfast Morning

In Term 2, Year 3 had a Healthy Breakfast morning to kick off our IPC topic, ‘Shaping Up’. With great support and participation from the Year 3 mums and dads, the children enjoyed a delicious and healthy breakfast spread in the Primary Servery. There was a great mix of local and international fare including breakfast cereals, freshly squeezed fruit juices, ‘pao’s, noodles and sushi.

The children learnt about the importance of eating healthily and also making sensible choices to ensure that they eat a variety of food from the food pyramid.

The Year 3 team would like to take this opportunity to say a huge THANK YOU to all mums and dads who helped make this event a successful and enjoyable experience for the children.
Year 3 Visit to Tenmoku Pottery

In April Year 3 went to visit Tenmoku Pottery in Batu Caves. It was an exciting trip for all of us as the children eagerly looked forward to making their very own clay dinosaurs at the pottery.

The visit began with a short tour of the small factory where our hostess Miss Yong took us through the intricate steps of making pottery pieces from scratch. First the children had a go at pouring liquid clay into moulds. They had to do it gently to make sure there was no wastage. Mind you, it wasn’t an easy task for some of us! We also got the chance to watch how the workers paint delicate designs on the pottery pieces.

Then we were led to the workshop upstairs and the fun began. Each of us was given a ball of clay which we had to mould into our preferred dinosaurs. The eager beavers went to work immediately creating their own clay dinosaurs. Many used their creativity and imagination to mould terrestrial vertebrates like the T-Rex, stegosaurus, brachiosaurus and triceratops.

I can do this all day long!

When I grow up, I am going to work here.
Asian Tigers Cup 2014 – Under 11 Boys

Our boys managed to secure another success for themselves at the recent Asians Tiger Cup in the Under 11 Boys category. It was a grueling tournament where there were many schools and clubs that competed for the annual 7 aside event.

Our boys got 3\textsuperscript{rd} place to win the Bronze medal. We would like to thank all the parents for their support and also Mr. Kenny for coaching the boys' team.

Special recognition to them as well because they were the only team in the tournament who showed the true sportsmanship spirit by making friends outside of the pitch and played well on the pitch. Congratulations again.
Trip to the National Craft Centre

The main reason for this trip was to enhance our cultural knowledge about handicrafts in our country. Thanks to this trip, we have gained that extra amount of knowledge that not everyone will have the chance to. We are really grateful that we were the only year group which had this experience as well. This is a review of what we did on that day.

We arrived to school with our normal, formal, school uniforms on. We gathered in our form classes for registration and went to the Cafeteria to be divided into our groups. As we gathered noisily, we were given a curry puff and a bottle of water each. Not long after that, the teachers announced our groups and we were off to the bus!

The journey was rather pleasant. During the trip, the teachers distributed booklets to us. (The booklets contained little tasks that we had to complete during our visit there). In a blink of an eye, we had arrived at our destination which was the Kayangan Handicraft Centre in Jalan Conlay, KL.

The first place that the whole year was brought to was ‘Seri Anjung’. We were given a briefing about our itinerary by the tour guides. We were then divided the entire year group into 2 main groups. Classes 8T, 8E and 8N were to be in one big group and classes 8B, 8Y and 8I were to be the other big group. That was when the actual tour began.

The first part of the tour was the Malaysian crafts, like quail traps, ‘Serunai’s, wooden masks etc. There were also clay potteries, embroidery, weavings, carvings and other crafts. They also had a demonstration on how to make the Malaysian ‘Wau’. As we walked, we entered the hallway and there was a performance by people using traditional instruments. We were then brought to Tent A which contained jewellery, clothes, wood and rattan furniture, tops, mats and accessories. All of these items were on sale. Most of their colours were very vibrant and bright, which really caught our eye.
Moving on, we were brought to Tent B which contained earthenware, ceramics, shoes and leather. They sold clay pots, carvings on wood and so on. It was really interesting and fascinating to see how they actually create a masterpiece out of a plain, flat, dull piece of wood. Moreover, Tent C contained weapons and demonstrative crafts, while the basement sold mainly textiles, batik, and ‘Songket’s’.

After wandering through the exhibits, it was time for us to have lunch. Our lunch was rather authentic. We had the typical ‘Malaysian Style’ of lunch. They sold everything from Nasi Lemak and Laksal to Sour Plum juice and Sugar Cane juice. It was really good and we also had a nice place under the trees to enjoy our meal. After that we had leisure time. Everyone was walking around with their friends either eating or looking at the crafts on sale. At 1pm, we gathered at the ‘Seri Anjung’ before boarding the bus back to school.

All in all, we had fun on the trip. We hope to have another one as fun and as interesting as this.

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BY: YEAR 8 – 2013-14
**BLP in the Primary School**

On May 16th, TIS Primary parents were invited to a Parent Information Morning on Building Learning Power (BLP). Building Learning Power was designed by Professor Guy Claxton and is about helping young people to become better learners.

Ms Louise, Ms Carlyn and Ms Tara are our Primary School experts after attending a 2 day training course run by Professor Claxton earlier this year. They have been leading the way in implementing BLP into their classrooms and have been training and supporting our teachers regularly.

BLP refers to different learning capacities, which we also refer to as ‘learning muscles’, as shown on the diagram below:

![Diagram of Learning Powered Mind](image)

The explanations of each capacity which we use with the children are:

- **Perseverance** – students stick at it!
- **Noticing** – students pick out details.
- **Absorption** – students lost in learning
- **Managing distractions** – handling distractions.
- **Questioning** – digging deeper!
- **Making links** – looking for relationships.
- **Imagining** – asking what if?
- **Reasoning** – thinking logically.
- **Capitalising** – using the resources available.
Planning – working it out in advance.
Meta-learning – understanding how they learn.
Distilling – boiling things down.
Revising – adapting along the way.
Interdependence – balancing learning alone and with others.
Collaboration – learning with others.
Listening/empathy – getting inside the minds of others.
Imitation – copying others habits and values.

Some of the words can be a bit tricky for some children, so we have adapted some of the terms and linked them to our IPC Personal Goals.

During the Parent Information Morning, our BLP experts gave the parents a range of tasks to exercise their learning muscles. After each task, parents were asked to evaluate which learning muscles they had used.
Trying to get untied shows perseverance, absorption, reasoning, planning, revising, and collaboration.

Piercing a balloon without it bursting exercised the perseverance, managing distractions, questioning, making links, imagining, capitalizing, planning, revising, interdependence and imitation muscles.
Making items out of play dough, our PA members stretched the following muscles: noticing, absorption, making links, reasoning, capitalizing, planning, imagining, revising, interdependence, collaboration and imitation.

This chemical reaction activity used the noticing, questioning, making links, reasoning, capitalizing, planning, distilling, revising, and collaboration muscles.

BLP was introduced to TIS Secondary last year and to TIS Primary this year. Professor Claxton suggests that it takes 5-7 years to fully embed the program in a school. We believe this is a very worthwhile investment of time and resources as it will prepare Tenby children to thrive in the 21st century, where they will need so much more than knowledge alone.

If you would like to know more about BLP, please visit www.buildinglearningpower.co.uk.
What is Minecraft and Why You Should Learn to Love It

For those who have no idea what Minecraft is, the first question should be ‘where have you been hiding?’

Minecraft is a piece of software that tends to be classed as a game. In reality it is so much more than just a game. It was created by a Swedish programmer call Markus Persson in 2009 for the PC. It has since migrated to the Xbox, PlayStation and mobile phones.

It is also classed as a ‘sandbox’ game. This means there are very few constraints when playing. Your character can wander about freely and do what they want.

When you first see it on the screen, the first reaction tends to be about the graphics. Compared to the amazingly lifelike graphics coming from the new games consoles, they are remarkably poor and ‘blocky’.

You start as a simple human-like character called Steve. You are placed in a land consisting of mountains, seas, jungle, swamps, amongst other things. You will see animals like cows, horses, chickens and fish. Your first task depends on what game mode you have chosen. The two main ways to play are Creative and Survival.

Creative mode allows you access to all the resources you need to build anything and move anywhere. You are able to float midair to help you build structures or travel fast. This mode attracts those who want to create without restrictions.

Survival mode adds a basic storyline as well as restricting what you can use straight away. For example, if you want some coal to make a fire, you need to mine it. To mine it, you need a stone pickaxe, you make the pickaxe, you need some wood and stone. You need to collect the stone using a wooden pickaxe. It goes on like this.

On top of having to create tools, you need to protect yourself from the terrors that lie in wait where darkness falls. At night time and in the deep cave systems, zombies and skeletons are waiting to kill you! There are other supernatural creatures and characters that want to end your life as well.

The aim of the survival mode is to not only survive, but also slay the dragon in another dimension called The End.

Most people who don’t play Minecraft ask what the appeal is; why play this when there are other games with better graphics and more of a storyline?

The answer I give is simple – it is fun to play and allows you to use your imagination! I feel so many activities children do in this modern age inhibit their imagination, right at the time when they should be dreaming of fighting dragons, exploring deep caves for treasure or flying like a bird over countryside.

The way Minecraft has been created also allows it to be used in an educational context. It has huge educational benefits for children. Areas identified include reading and writing, mathematics, geometry, electronics, and social skills.

An example of using Minecraft in the classroom comes from Sweden. Viktor Rydberg School in Stockholm utilise Minecraft to help learn about environmental issues, city planning, online safety, creative construction and computer skills. It has been well documented in the press that all their 13 year old students have to take a mandatory Minecraft course.
Minecraft isn’t just taking over the classroom either. UNESCO (United Nations Educational, Scientific and Cultural Organization) is working with the makers of Minecraft, Mojang to help people reimagine where they live. The first example of this working is in the informal settlements around Nairobi, Kenya. In game, users are able to design how they would like to see their living space planned and organised. This project is being supported to plan and upgrade 300 public spaces by 2016.

Another great example of Minecraft being used is by the Danish Ministry of the Environment. They have released a map of the whole of Denmark, reimaged in Minecraft. This 1:1 scale map can be downloaded for free from their website and it allows anyone to explore the country from their computer. The data used for the map is completely accurate and has a lot of potential uses.

In Tenby International School, we have started to investigate the use of Minecraft in education. Currently, the ICT department has started CCAs in both Secondary and Primary for Minecraft. The Primary CCA, starting in the summer term, will investigate the basics skills needed to use the game. In Secondary, a group of students have worked hard to start creating the school premises online. This is not as easy as it sounds. Already, we have come across issues that require advanced planning, collaboration and a good level of creativity. After one term, I feel we have done really well to build some of the main Secondary block.

What will this project achieve? Firstly, for the member of the CCA, it builds on the skills mentioned above. They will also get a sense of achievement from completing such a vast and complex project. Secondly, the school gets a virtual area that can be put online so new prospective students can walk around school and get to know the area before arriving on campus. Finally, everyone gets to enjoy working!

Further reading:

Article on the Swedish Minecraft class
http://www.edudemic.com/this-swedish-school-now-has-a-mandatory-minecraft-class/

Article on Denmark’s Minecraft map

Where you can download the map (1TB in size!)
http://www.gst.dk/emner/frie-data/minecraft/download-data/

Mojang’s article about its involvement with the UNESCO project Block by Block
A comparison of Kibera in Nairobi, Kenya in Minecraft and in real life. This is the pilot project for Block by Block.
The secondary block open space in Minecraft

The secondary block open space in real life
Novel Knockout 2014

We were on the bus, en route to the competition venue, The International School of Kuala Lumpur (ISKL). We were both excited and nervous at the same time, is that even possible?! However, I was comforted by the knowledge that we had prepared well! Four months prior to the competition, we read our novels with fervor and passion and drilled each other with endless possible questions. Preparatory work involved twice weekly meetings, then as the competition drew nearer, it was daily! Now, THE day was finally here! We would be competing against 17 other teams from 11 international schools.

Any initial trepidation we may have had quickly vanished, as soon as the competition started. We were on a roll! I felt we had a strong team this year. We were committed in strategy, teamwork and diligence, and that really paid off! Last year, we hovered at 7th place. This year, our placing moved up quite a few rungs...to 2nd place! We were ecstatic!!! The happy smiles on our faces say it all!

Fore note:
The books selected for the competition were all award-winners:-
1. "Thai-riffic!", by Oliver Phommavanh
2. "Squish", by Jennifer and Matthew Holm
3. "The One and Only Ivan", by Katherine Applegate
4. "The Boy who Harnessed the Wind", by William Kamkwamba and Bryan Mealer
5. "Arrival", by Chris Morphew
6. "Liar and Spy", by Rebecca Stead
7. "Bigfoot", by John Hawkins

If all you readers out there don’t know what this "KLLN Novel Knockout" is, it is a grueling battle of the books competition among other international schools. We have to read eight (8) books and answer questions about them. Exciting stuff for avid readers!

Special thanks to Ms. Ruth and Mrs. Dhadli for guiding us through this, and making us come out successful, and also to our homeroom teachers for their support, and understanding how many times we were late for lessons!

Written By : Year 6E Keisha
It’s the morning of the competition and we’re all in the cafeteria, at the foot of the library stairs, waiting for the remaining members of our whole Tenby squad. Today we set off for ISKL for another year of the inter-school tournament or Novel Knockout.

When everybody has arrived, Ms. Kuok, Ms. Ruth, Mrs. Dhadli joins us for some photo-taking (with Mr. Robinson and Mr. Simpson popping up) and we then head to the bus. I hurriedly pull some books out of my bag and re-read them, repeating the important facts in my head. Wen Yeh skims through her notes, while Claryss and Angeline listen to music.

After an hour, the bus pulls to a brief stop. I pull back the curtains from the bus, my heart stops as I notice the sign that reads “ISKL International School” printed in bold letters. The bus drops us off at the main entrance and we walk in, nervousness and anxiety kicking in as a representative from the school leads us to the library, which is stunningly huge. We get a glimpse of the huge timer displayed on the TV-like screen in the centre of the room, surrounded by tables and chairs for the competitors, and a few other chairs lined up in rows at the back for the onlookers.

The primary school team competitions go first and we use the time to catch up on some facts whilst keeping a keen eye on the two primary teams, both of which seem to be doing well. Time flies after that, the last sheet of answers is handed in and we move to take our seats in the competition area. Besides some seat swapping, everything goes smoothly and then the timer starts.

Our team springs into action, with Angeline ripping open the envelope and unfolding the sheet of questions while Wen Yeh and I get started on the iPad questions. There’s chaos everywhere; as we struggle with answers and try, desperately, to get the sheets in the ten percent bonus box while the audience starts to chant a countdown that just pushes us even more. We go through four envelopes. Five. Suddenly we’re on our last paper- the questions done and handed in, and while we count together with the audience, having finished the iPad questions as well. The timer goes and the whole hall cheers. Frankly, I don’t think I’ve ever felt this relieved.

However, while we wait for pizza, the emcee announces that the marks have been totaled up and that they will announce the winners of the Primary and Secondary rounds. The fear that I thought was gone begins to make its appearance again. What if we lose this year? Thoughts race around my head. I drum my fingers on the table; watching as Claryss desperately begins to panic. Silence echoes throughout the hall as the results begin to unfold. We scream with joy when we find out that one of our primary teams has come second, but, again, the happiness is shortened when they move on to the Secondary round winners. The emcee is down to announcing the final three winners, the third being Tenby Two, and the second Garden School.

The emcee announces our name and we can’t believe it until we all step up and claim our prizes and the trophy. I’m stunned and ecstatic at the same time and my team can’t stop smiling. We won. I keep repeating the phrase in my head until the reality finally seeps in. As we grab pizza, all of us realize that our school is the only one which collected all three standings: gold, silver and bronze, which make victory even sweeter.

When we arrive back to Tenby, we successfully trick Ms. Kuok into believing we didn’t win, along with other teachers who didn’t fall for the prank we played. We then parade around the school with the trophy, making one last stop to the library so that Ms. Ruth can store the trophy away, where it will hopefully belong.

Written By : Zoe 9T and Angeline 9E
Novel Knockout 2014@ ISKL

Primary Level Competition
2nd PLACE
Zofie 6Y
WenXuan 6T
Keisha 6E

Primary Level Competition
9th PLACE
Allison 4N
LeWen 4N
Ian Zafir 4N

Secondary Level Competition
CHAMPIONS
Wen Yeh 9T
Zoe 9T
Angeline 9E
Claryss 9I

Secondary Level Competition
3rd PLACE
Xue Qing 9T
Mei Xin 9N
Hema 9B
Annabelle 9B
Sixth Form Singapore Field Trip 11th - 13th April

On the 11th April, a group of Year 12 and Year 13 students visited Singapore. We stayed there for only a couple of days, but managed to fit in a great deal of activities in that such a short stay. We left school on Friday, after school ended to board our Air Asia flight. We arrived and took the MRT to Lavender Street, where we stayed at the Drop Inn.

That evening, after we had settled in and refreshed ourselves, we left the inn to visit the famous Clarke Quay. Once we got there, we elected to have a “traditional” Singaporean dinner at Chili’s. Our group walked around and witnessed the sights and sounds but we returned to the hostel pretty quickly.

The next day would be our busiest with us visiting the Nanyang Technological University, Snow City, the Science Centre and the Night Safari, in that order. Everyone had a great time at Snow City, although not one person left with dry clothes. We spent around 5 hours at the Science Centre after which we left for the Night Safari.

At this point, everyone was almost completely exhausted. However, after a quick dinner, and a change of clothes, we were feeling fine. The Night Safari began with an animal show where trainers worked with animals to display their skills. Four hours of walking and riding around in a tram left us with an appetite for ice-cream which we ate while waiting for our van that would take us home to the inn.

On Sunday we spent the rest of the morning at Changi Airport, shopping and eating. We caught our flight back in the afternoon after a weekend well-spent.