

The Sixth Form Review



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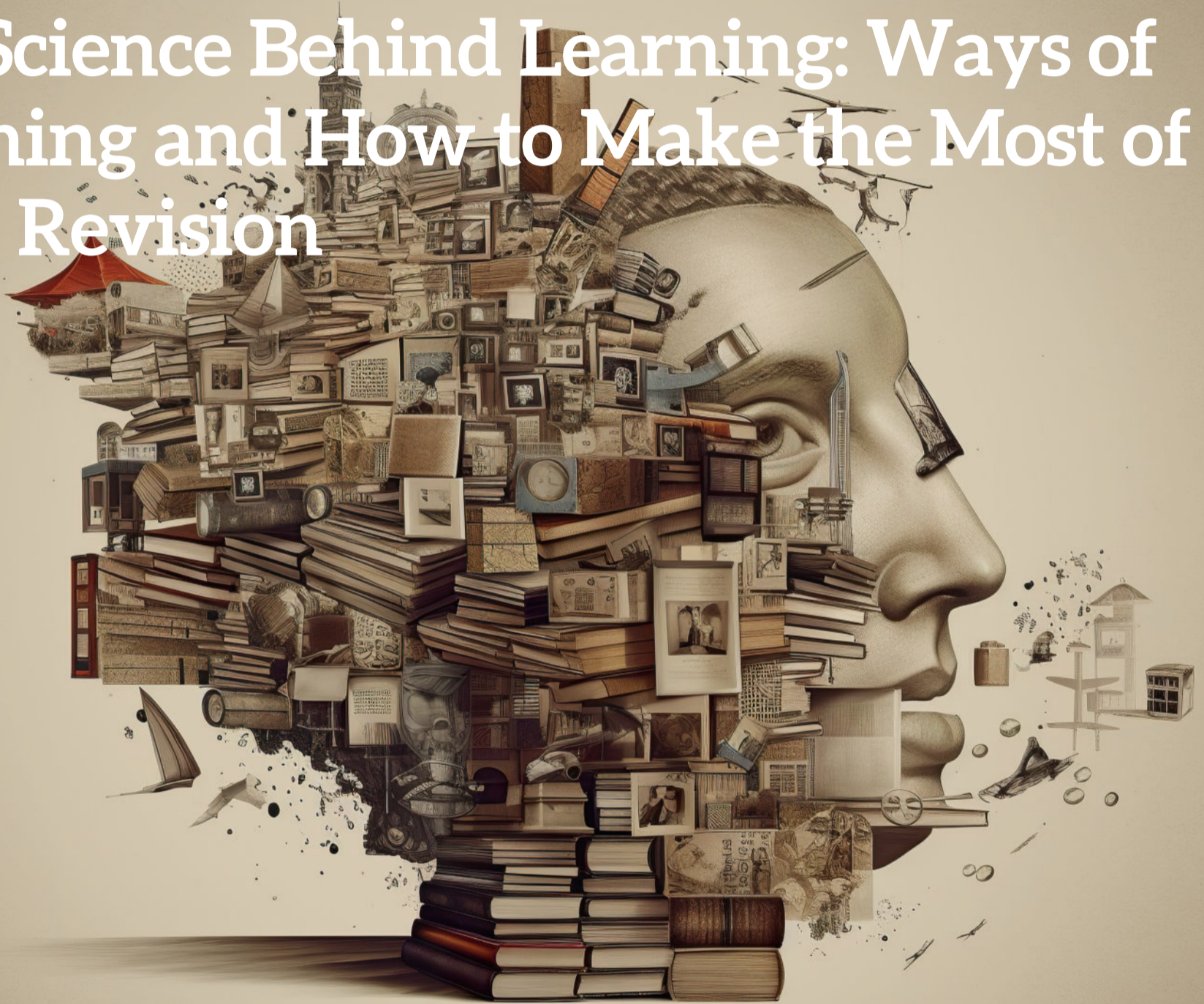
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Lower Sixth student Oliver T. describes his experience at the 2023 MUN conference.

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Respect: The Virtue that Helps Nurture Relationships and Cultivate Harmony

Kuziva M and Aaron A

“Rather than ‘othering’ this person, we should engage with and discuss each other’s views, taking the time to listen and respond thoughtfully rather than argue and jeer.”

- Aaron A and Kuziva M give their thoughts on November’s virtue of respect and discuss the ways we can show respect to others as well as ourselves.

By Aaron A

Respect is the foundation of a healthy and harmonious environment, be it at home or school. However, it is easier said than done. Whilst most of us thank our teachers, avoid lashing out at parents, and refrain from mocking younger students, this is only respect at its most basic level. We should ask ourselves, ‘Is this really enough?’

Respect is showing appreciation for others no matter who they are, being tolerant of their opinions and engaging with their thoughts and emotions. It is about conveying gratitude through our actions. But when we have more deadlines than we have hours in a day and an endless stream of tests to prepare for, consistently displaying the highest levels of respect towards others can become a challenge.

By Kuziva M

We all want to be respected, listened to, valued and treated with dignity. Yet in an age of globalised communication where people can express their different beliefs and opinions freely, it has become increasingly difficult to truly listen and value those who hold different views from ourselves. We acknowledge that such maltreatment is wrong and that we should treat others the way we would want to be treated, so why do we so often forget to uphold the virtue of respect?

It may be because it is convenient for us. It is so easy to ignore and push aside people who do not see things as we do. We may even find ourselves gossiping viciously and revelling in the maltreatment of that person, just to reaffirm to ourselves that we are correct.

The theories developed explaining why we hate and lack respect for those we do not see eye-to-eye with, suggest many factors such as ignorance, identity and validation, but the recurring element in these explanations is fear. The fear that drives human behaviour can be seen in our natural inclination towards being part of a group, dating back to

As we juggle academics, applications, extracurriculars and social life, showing appreciation for others often comes as an afterthought. But November is a time for reflection. As the days become darker and colder, and mock exams sneak up on us, we have the opportunity to show others how grateful we are. We can offer an ear to a friend who is struggling or actively engage with the resources our teachers have spent hours creating. Let us make respect a habit, not an exception.

our evolutionary past. Being in a group provides a sense of safety and security, and you may have noticed that this instinct to conform and find a group is still prevalent today.

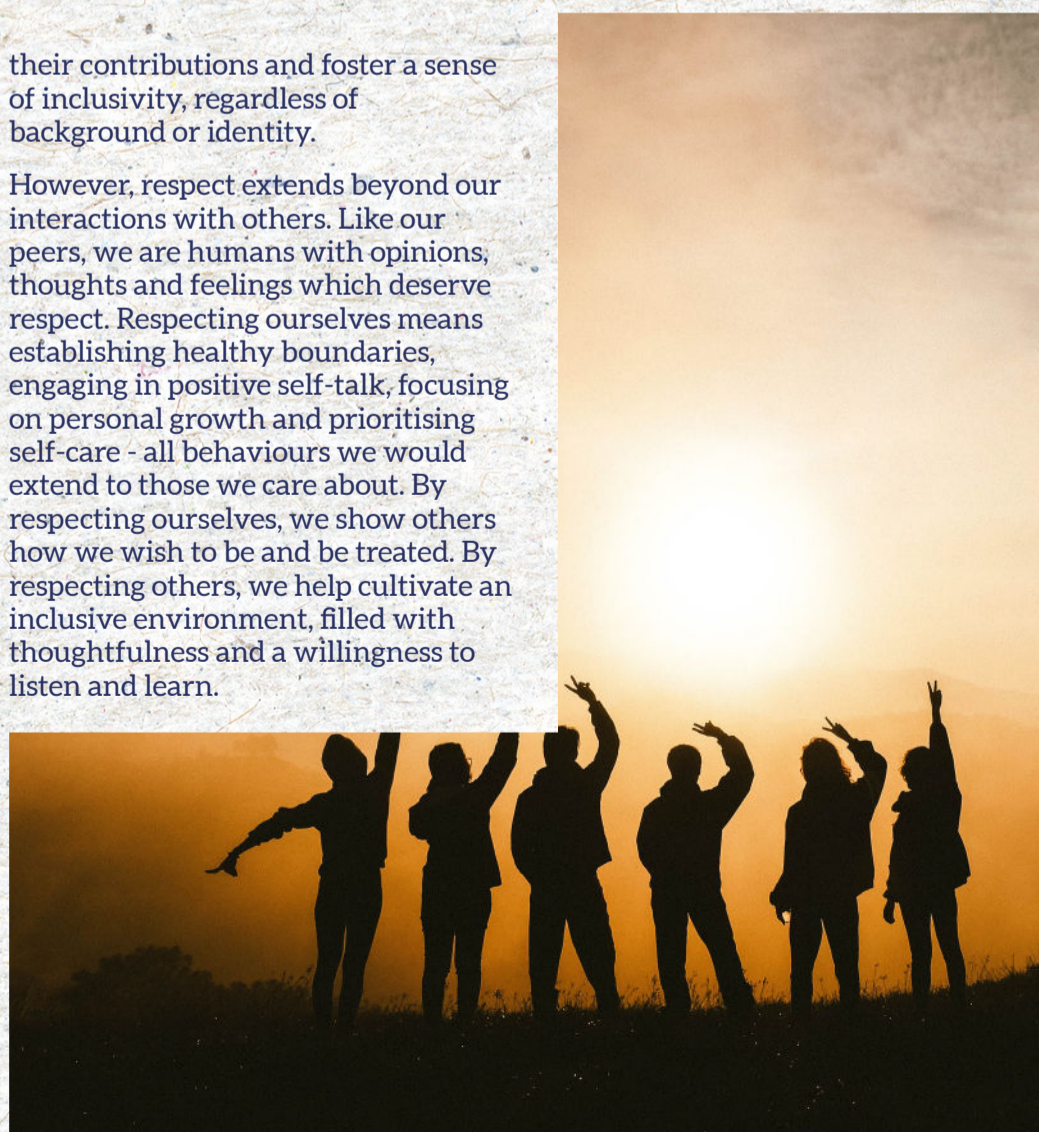
Members of a group tend to share the same beliefs and values. So those who disagree risk being excluded, creating an “us vs them” mentality between different groups. When we encounter opposing viewpoints, our beliefs are challenged which can cause feelings of discomfort or even threat. The fear these feelings evoke can cause a defensive response, leading to hostility and hatred towards those whom we disagree with.

Rather than responding with fear, we should uphold the virtue of respect by responding with interest and kindness. Rather than ‘othering’ those we disagree with, we should engage with and discuss each other’s views, taking the time to listen and respond thoughtfully rather than argue and jeer. This approach not only allows us to appreciate the diversity and uniqueness of each individual, but it also opens our minds to different perspectives and ways of life. By respecting others, we can better value



their contributions and foster a sense of inclusivity, regardless of background or identity.

However, respect extends beyond our interactions with others. Like our peers, we are humans with opinions, thoughts and feelings which deserve respect. Respecting ourselves means establishing healthy boundaries, engaging in positive self-talk, focusing on personal growth and prioritising self-care - all behaviours we would extend to those we care about. By respecting ourselves, we show others how we wish to be and be treated. By respecting others, we help cultivate an inclusive environment, filled with thoughtfulness and a willingness to listen and learn.



Sixth Formers Represent St. Bede's College at 2023 MUN Conference

By Oliver T

"I would definitely recommend this experience, especially for students seeking to develop key skills, meet students from other schools and gain an understanding of how other countries' political systems function."

- Oliver T describes his experience at the 2023 MUN conference at Cheadle Hulme School, reflecting on the skills developed and abilities challenged.



From the 7th-8th October, a fantastic team of students represented St. Bede's College at the annual Model United Nations conference. The event took place at Cheadle Hulme School with students from across the country taking part. The St. Bede's team was organised by Miss Moore with regular debating practice before the invigorating weekend.

Model UN (or MUNCH) is a forum which mirrors the formation, principles and structures of the United Nations. Teams of students represent an allocated country and take part in a series of debates on proposed MUNCH resolutions. The event has been running since 2001 and many of today's leaders in Law, Government and Business have taken part. As a first-time participant, I can confidently say that it offered a great opportunity to enhance my debating and public speaking skills. It was also great fun to consider the various resolutions and to research the position my team's country (the Netherlands)

would take on the same resolution at the UN. I had the opportunity to develop problem-solving strategies, especially with the unseen scenario that all countries debated during the Sunday session.

Whilst the conference lasts for two days, preparation is needed beforehand to appreciate the political views of the country you will be representing. Day one began with an inspiring opening ceremony before each student delegate was assigned to their chosen committee. This year, there were three St. Bede's teams: Argentina, Nigeria and the Netherlands. Each participant chose which country interested them before choosing which of the relevant committees they would participate in. There are many committees to choose from and you can tailor this to reflect your interests: for example, if you are considering studying Medicine, you can choose to participate in the health committee, on behalf of your country.

As a student captivated by History, I decided to participate in the historical committee where we covered a range of topics including the Chernobyl disaster, the fall of the USSR and the American civil rights movement. In committees, delegates present resolutions (which they think are representative of their chosen country). The resolutions are debated, amendments proposed and there is a final vote.

For day two, a 'crisis' scenario was provided and we were tested on how to react to such a crisis. This year's crisis involved a woolly mammoth, genetic engineering and time travel! At the end of the first day, the crisis was presented to participants, making this my favourite part of the conference where my debating skills were challenged and my abilities to think quickly and critically were tested.

All the students in attendance, gained various skills by participating and the universal consensus was

that it was great fun. Siena H. (L6th) described her experience as being "absolutely special" and noted that before this event, she "would never have thought of participating in any sort of public speaking competition." She also commented on the research skills she learnt from researching the Nigerian healthcare system, which she found fascinating. Her favourite part of the conference was the opening ceremony because of "how excited everyone was." Robyn G. (U5th) added that she found the event to be "a great opportunity to learn debating skills and gain confidence in public speaking."

I would definitely recommend this experience, especially for students seeking to develop key skills, meet students from other schools and gain an understanding of how other countries' political systems function.



The Science Behind Learning: Ways of Learning and How to Make the Most of Your Revision

Continued from front page

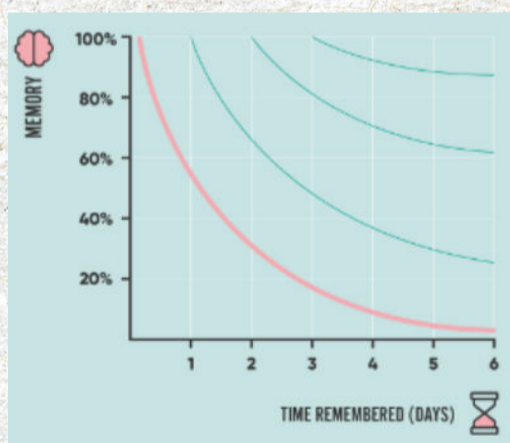
By Frankie I.

"It is through learning that we widen our eyes to see the plethora of knowledge that lies ahead of us. There are theorems and conjectures in our midst that form the basis of discoveries yet to come."

- Frankie I dives deep into the science behind learning, helping readers learn the reason why they forget, the various ways to combat this, and how to keep revision going with motivation.

As students, learning is integral to our routine. It is the process through which we are expected to digest, decipher and deduce the meaning of information: information that would pay dividends to remember and can heavily influence our future path. That is why it is so exasperating when we forget it. This article is an exploration of how we learn and how we can apply techniques that best facilitate our learning.

Memory is information retention over time. German psychologist Hermann Ebbinghaus depicted this graphically in what is well known as, 'The Forgetting Curve.' The curve shows that the average person forgets 50% of all new information within a day and 90% within a week. Through testing multiple people's ability to retain a variety of facts, he deduced that a range of factors determine one's ability to remember information: the relevance of the information, the way in which information is presented and their feelings at the time. This forgetting curve is the bane of our existence as students. So, how can we combat it?



The 'Forgetting Curve'

First, we must have an understanding of how memory works. It involves the work of two systems: system one is expressed as unconscious thought, whereas system two is expressed as effortful and analytical thought. These two systems work in tandem with one another, where more unconscious, routine thought processes interact with conscious and intentional thought processes. This forms the basis of the Dual-Process Theory developed by U.S. psychologist William James. It is through this dual process that three key stages are carried out: encoding, storage and retrieval.

Encoding is the process through which information is absorbed and altered to make it easier to store. It can be stored in either the short-term or long-term



memory. Information stored in the short-term memory is typically encoded acoustically (sound), whereas information stored within the long-term memory is encoded semantically (meaning). Where information is stored determines how, how much and for how long information is retained.

Memories stored in the short-term memory are stored in two regions of the brain: the hippocampus and neocortex. Systems Consolidation describes the process where information settles in the long-term memory and upon consolidation, the hippocampus guides the reorganisation of the information stored in the neocortex such that it eventually becomes independent of the hippocampus.

The third stage, retrieval, is how individuals access information. Short-term and long-term memories are retrieved differently. Information is taken out of the short-term memory in the sequence that it was taken in, meaning that the retrieval process is dependent on one's ability to recall other items of information. Information retrieved from the long-term memory is carried out through association. This means that each item of information is individually stored, independent of one another. For this reason, the long-term memory has unlimited storage for an indefinite duration. So what methods can we use to create associative memories and improve our recall?

The testing effect. This process involves actively testing ourselves, forcing our brains to recall information given prompts. These may include images, words or questions. By frequently recalling the same information in response to similar stimuli, we form the association that enables us to store and retrieve information from long-term memory.

We can also use spaced repetition, where information that has been solidified in a student's knowledge is consolidated less frequently than new information, enabling the prioritisation of trickier concepts. This links back to Ebbinghaus' Forgetting Curve that shows the more information is reviewed, the longer it is retained. Therefore consolidation is less necessary. Flashcards can be used to apply these techniques.

Interleaving is the alternative to blocking, which refers to when students practise one skill or topic at a time, allowing the practise of multiple related skills in one session. This is more effective as it exposes students to contextual variety and forces them to discriminate between concepts or problem-solving strategies, promoting a deeper understanding of how and when to apply knowledge, whilst also teaching them how to transfer their knowledge to novel contexts. Practising exam questions from full exam papers inclusive of a multitude of topics as opposed to just one, and attempting further problem-solving questions that exceed the requirements of your exam board,

are methods of applying this technique.

The final notable skill is deliberate practice. It is the act of deliberately and actively practising a skill with a particular intention or goal. Having a goal in mind can help motivate the memorisation of new information and make the learning process increasingly meaningful. This brings me to my final question: how can we motivate ourselves to learn?

Motivation comes in two forms: extrinsic (from external sources) and intrinsic (from within), the latter being a more sustainable source. We acquire this motivation by asking ourselves what we seek to gain from our learning experience. It is through learning that we widen our eyes to see the plethora of knowledge that lies ahead of us. There are theorems and conjectures in our midst, that form the basis of discoveries yet to come.

The acquisition of knowledge plays a vital role in who we are and grow to be. Everything you learn teaches you a new transferable skill and it is your job to explore the realm of possibilities to which they can be applied. It is in knowing this that I find my own motivation to learn, engaging in an endless cycle that guides journeys to exciting destinations, making us the Christopher Columbuses of the realm of knowledge.

Celebrating Excellence: A Recap of the First St. Bede's Prizegiving Evening

By Gray C

"The evening was a reflection of the school's commitment to nurturing talent, fostering achievement and inspiring the leaders and change-makers of tomorrow."

- Gray recounts the events of 2023's Prizegiving evening, featuring an exclusive interview with Headteacher, Mrs. Kemp, about her vision for the school and the inspiration behind the school's new motto.

On 14th September, staff, parents and students gathered together for a special evening that highlighted our pupils' outstanding efforts and achievements. A new addition by Mrs. Kemp, the event recognised and celebrated the hard work, dedication and accomplishments of our students, both past and present, across various categories. It was an evening filled with pride, applause and inspiration, where many came together to acknowledge the outstanding talent and commitment that make our school community so remarkable. Featuring an outstanding performance from the choir and speeches from SLT (Senior Leadership Team), the evening saw many awards presented including subject awards for the Sixth Form and three awards per year group inspired by the virtues of our school motto: 'Inspired. Committed. Grateful'. The evening also shone a light on the amazing extra-curricular work and achievements of our students including the Sixth Form mentoring scheme, the Pink Day fundraiser and the successes of students



in regional and national competitions.

Speaking after the event, our Head Boy, Aaron A, found it, "lovely to see students from a range of year groups to celebrate one another's achievements." He added, "it was also great to see former pupils return as it really highlighted the sense of community that St. Bede's fosters." Aaron was also the recipient of the "Committed" award and commented, "I really do feel honoured. Not only does it feel nice to know that my hard work has been acknowledged by teachers, but it was great to do so in an environment where everyone was there to support one another." Another of the night's prize winners, Michael B. (U5th) praised the event and felt that the refreshments to conclude were a brilliant idea and something to continue to have in the future. Numerous members of staff also enjoyed the celebration. Mrs. Corbett added, "it was wonderful to recognise the achievements of our students currently embodying the core College values. It was also lovely to welcome their families too, to share in their success."

It is safe to say that the evening was a triumph, and will become a tradition for years to come as it really reflected the ethos of the school and its future direction, which the Bedian community hopes will lead to new growth.

However, this celebration is only one of many new alterations around the College, and Mrs. Kemp explained more about her vision for the school in an exclusive interview.

One of the most noticeable changes is perhaps the change in the school motto. Previously, we embodied the phrase "Be the best Bedian you can be". However, this year it has changed to 'Inspired. Committed. Grateful.' When asked about the inspiration behind this change, Mrs. Kemp said that it was based on an SLT meeting where the team discussed the historic and present meaning of being a Bedian. These three virtues are also, in Mrs. Kemp's opinion, the most important qualities for a Bedian to have. Following this, she was asked about the virtue programme and what she hopes it will achieve within the College, answering, "I hope that we are enabling our students to really own themselves, so that no matter what happens to them, they choose how they want to react and they choose the impact they want to have on others." Mrs. Kemp spoke about her vision for the school commenting that she wishes for it to grow and showcase what a wonderful, special place St. Bede's is, forming its own unique identity amongst other schools. She is also eager to raise the standards and expectations of teachers in the school, allowing students to realise and reach their full potential.

The school's Prizegiving Evening was not simply another lengthy evening filled with speeches and unending applause, but a testament to the power of hard work, dedication and passion. It is a reminder that success comes to those who persevere and strive for excellence in all aspects of life. The evening was a reflection of the school's commitment to nurturing talent, fostering achievement and inspiring the leaders and change-makers of tomorrow, and hopefully we can all look forward to another one next year.



Fighting Hunger with Helping Hands

By Bridget S



“These food banks work tirelessly to make the changes needed to help those suffering and will do their best to prevent people going hungry during this icy winter.”

Bridget S reports on the visit of Sixth Form volunteers to the Manchester South Central Food Bank to support the charitable work of warehouse staff this Harvest Festival.

On Wednesday 18th October, a group of Sixth Form volunteers and College staff travelled to the Manchester South Central Food Bank warehouse to offer a helping hand in organising St. Bede's College students' abundant food donations. Our College Lay Chaplain, Mrs. Hibbert, College Priest, Fr. Alvaro and teachers Miss Moore and Mr Mason, accompanied the students, to help make the busy yet rewarding afternoon successful.

The event began with us being greeted by one of the warehouse's employees, Heidi, who introduced us to the organisation and explained its aims. This warm welcome was followed by our first assigned task: transferring the food donations we brought on behalf of St. Bede's students for the annual Harvest Festival food collection. We weighed the contributions which amounted to a substantial 378.50kg of

food and other donations. This is the equivalent of an incredible 901 meals! The food was then separated into categories by students and staff as the food is delivered in parcels to individuals and families, building efficiency. After helping categorise the food, the College was awarded a certificate for all the donations collected for the food bank.

One Lower Sixth student who participated in the food bank donation trip stated, “I enjoyed volunteering as I was able to learn more about how the food bank donation system works, such as how food is categorised. He also added, “it also made me self aware of my own privilege.” Another student shared their experience:

“I've heard and read in the news about people not having enough food, and this experience brought me closer to this reality.”

After volunteering at the food bank, my awareness about those who struggle whilst living in poverty has increased. I feel more grateful for the resources I have access to and have come to the realisation that not every family knows where their next meal will come from, that is if they will even have one. It has also made me more thoughtful of those suffering poverty, especially during this cold winter. Although, having been to the warehouse, and seeing generous people working for others, I am impressed by the access to help, and food that has been

provided by organisations such as the Manchester South Central Food Bank.

These food banks work tirelessly to make the changes needed to help those suffering from food scarcity.

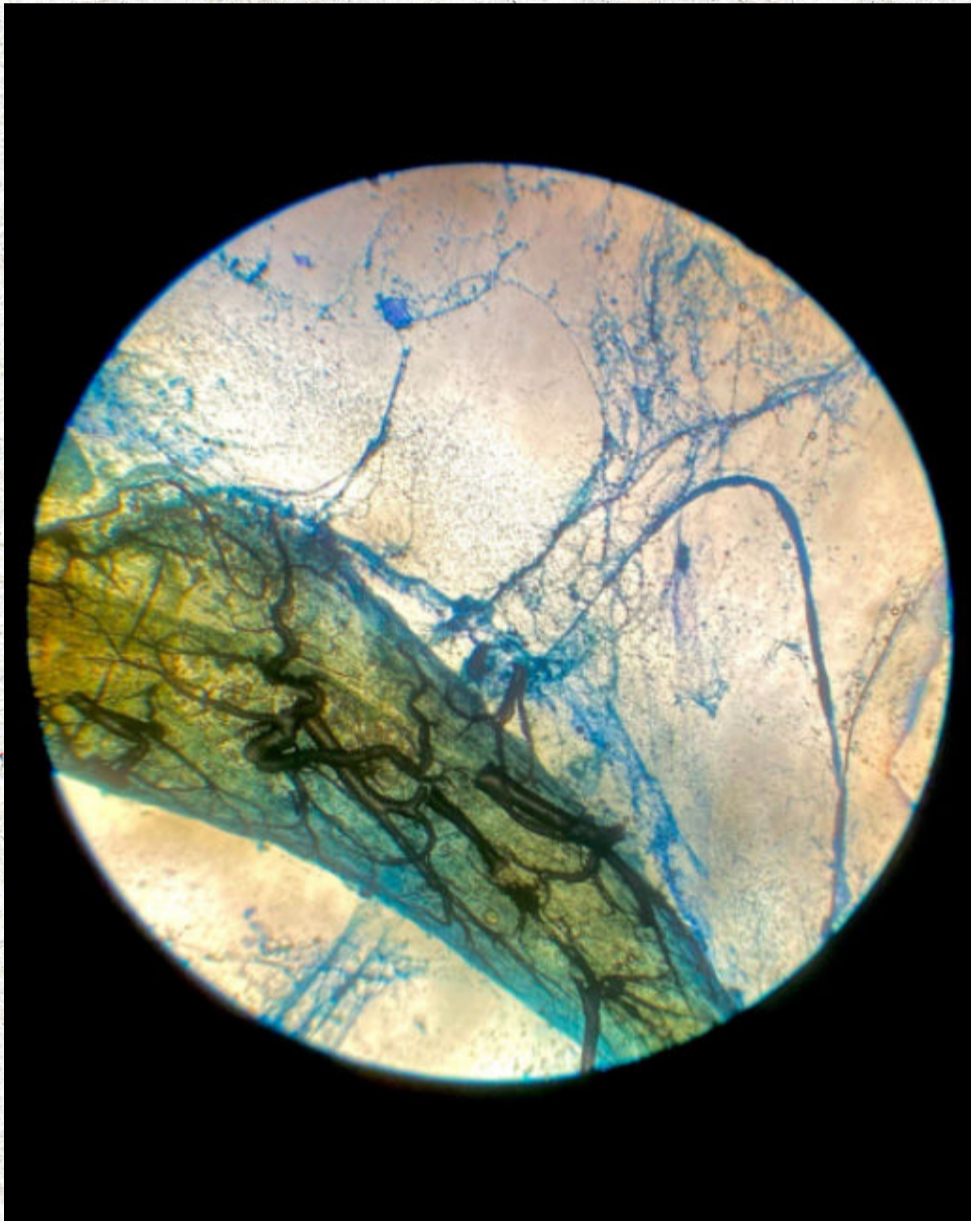


Biology Dissection Club

By Zachery T

"This club benefits students across all year groups, giving aspiring biologists the chance to explore their interest in Biology beyond the contents of their course by participating in riveting research projects and conducting scientific experiments."

- Zachery T details the events at the new Sixth Form-run Biology club where students can participate in exciting dissections and higher-level research.



Biology Dissection Club is a fun and interactive opportunity for Bedians to explore the mysterious, yet fascinating field of Biology. It is led by Sixth Form students with the assistance of Miss Kane, Head of the Biology Department. This club benefits students across all year groups, giving aspiring biologists the chance to explore their interest in Biology beyond the contents of their course by participating in riveting research projects and conducting scientific experiments. Young Bedians will also gain the opportunity to get a taste of Biology at a higher-level through dissections of biological specimens.

At the beginning of the school year, we began the investigation of the diet of owls. Their meals consist of invertebrates (insects, spiders, earthworms, snails and crabs), fish, reptiles, amphibians, birds, and small mammals. There is a variety of ways to investigate what owls eat, but the most common way is to dissect owl pellets. These are undigested parts of an owl's food, such as hair or bones, which are regurgitated (coughed up through the beak).

But why do owls produce them? In fact, owls, like most other birds, do not have teeth to chew up their food. Instead, they swallow it whole. Therefore, pellets are produced to excrete undigested substances. During our experiment, we firstly broke down the fur and hair surrounding the pellet with water and picked out tiny bones from them. By comparing the bones

with diagrams, we were able to identify jaw bones from different species of rats. We ended this experiment by attempting to resemble the whole body of a rat with the bones collected from the pellets!

Another dissection performed was the dissection of locusts. Locusts are a group of short-horned grasshoppers that reproduce rapidly, in great numbers and migrate long distances in destructive swarms. The goal of our dissection was to enhance our understanding of their respiratory system. Dissections such as these help develop one's attention to detail and hone the ability to perform with steady hands as a locust's body is incredibly delicate.

Once the body is carefully dissected and spread open, threads of white, silver tissues can be seen. These are called tracheoles, where air spreads throughout the insect's body and allows oxygen to be delivered to the various parts of the body for respiration. Finally, a part of the tracheoles is extracted and placed under the microscope. The view under the microscope is the best part of this experiment. Just take a look at the pictures we took (the colours are because of the use of Iodine).

Beside these two experiments, we also conducted sheep eye, frog, rat dissections, and many more. There is a lot more to come, and we invite all Bedian scientists to come along and discover a love for animal anatomy and dissections!



Autumn Quiz

Q1.) Which country celebrates 'Oktoberfest'?

- Italy
- Germany
- South Africa
- Denmark

Q2.) Which Hindu festival occurs sometime between October and November?

- Diwali
- Holi
- Yom Kippur
- Onam

Q3.) What type of flower is worn on Remembrance Day?

- Daffodils
- Daisies
- Poppies
- Lilies

Q4.) In which month does the presidential election day always occur in the U.S?

- October
- May
- June
- November

Q5.) Which group were the first to use scarecrows?

- The Egyptians
- The Greeks
- Aboriginal Australians
- The Mesopotamians

Q6.) Why do leaves change colour during Autumn?

- The temperature drops
- The production of chlorophyll increases
- The production of chlorophyll decreases
- Increase in rainfall

Q7.) Which of these celebrities was born on Halloween?

- Rihanna
- Kim Kardashian
- Leonardo DiCaprio
- Marcus Rashford

Q8.) Which Christian holiday is celebrated the day after Halloween?

- All Hallows' Eve
- All Saints' Day
- Pentecost
- Advent

Q9.) Which country did Christopher Columbus come from?

- Italy
- Spain
- Columbia
- Britain

Q10.) What can 'Día de los Muertos' be translated to?

- 'The Day of the Dead'
- 'The Prayer for the Living'
- 'The Soul Festival'
- 'All Saints' Day'



Answers
 Q1.) Germany
 Q2.) Diwali
 Q3.) Poppies
 Q4.) November
 Q5.) The Egyptians
 Q6.) Production of chlorophyll decreases
 Q7.) Marcus Rashford
 Q8.) All Saints' Day
 Q9.) Italy
 Q10.) 'The Day of the Dead'