



11th March 2023

# Secondary New

## A word from Mr Travis

### Block 5 Week 4

International Women's Day is about gender equality and everyone here at BISL is committed to that cause. Across the curriculum, subject lessons this week sought to highlight the achievements of women throughout history and the present day. From Rosa Parks to Aung San Suu Kyi, it is vitally important to expose BISL students to the challenges faced by women over time - their struggles and how they continue to battle to overcome them in a male-dominated world.

As a historian I'm always reminded of the famous phrase from Margaret Thatcher, ex-British Prime Minister. She said, "If you want something said, ask a man; If you want something done, ask a woman"! Too true!

students were challenged with creating 'mini books', summary versions of great stories that have had an impact on their lives. IT was great to see so many students contributing. In a world of Ipads and Kindles, the English department has sought to celebrate the *feel* and *smell* of great literature printed on a page!

Teachers have been busy writing reports this week for Secondary students. Parents will receive these reports well before the Term 2 Parent-Teacher interviews scheduled for April 3rd-18th. Parents, please make sure you sign up for appointments from March 20th onwards!

Please be sure to read the latest Update from the Principal and I wish everyone an enjoyable weekend.  
*Mr Jonathan Travis, Head of Secondary*

## English block

After a series of absolutely radical and incredibly extreme entries, we can now announce the winner of the extreme reading competition. From the 10 shortlisted entries, staff and students voted for their favourite. We had a myriad of wonderful extreme activities, from backflips to bathing, snowboarding to snow-lying, shows of strength to shows of flexibility: we had it all. It has been absolutely incredible to see the creativity and brilliance that the students have demonstrated.

Our winner for the inaugural BISL extreme reading competition for Secondary is:

Alexandra (Year 9) for her incredible depth defying reading at 15 metres deep.



We have also been celebrating BOOKS! The new display above has attracted many curious passers by -



And overall second place, by a narrow margin is Tian (Year 9) with his reading backflip.



Honorable mention to Eva Year 7 for her series of photos from motorbike reading to tumble dryer gymnastics. A super effort.



Special mention also to Mr Astbury who won the hard fought staff competition.



Finally, thank you to all the students and staff who made this an incredible competition. We can't wait for next year! Stay Reading Radical!"

We are also excited to announce the winners of BISL Short Story Competition. It was wonderful to see the creative ways that students used "Marginal Gains" in their writing and even more impressive to see the marginal gains students have been making in English start to pay off.

The winner of the BISL short story competition is:

Naomi (Year 10), for her dark and brooding entry which left us stunned with its use of language and mystery.

In second place is Ema (Year 10) for her equally dark, but wonderfully structured piece of writing.

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Clad in all black, the crows are distinctive mourners, fleeing blissfully from the funeral as soon as the processions finish. They drift in gleeful flocks, dancing into the ashy pinks and bleak gingers. We can hear their chants, their mocking hollers. We can see them clutching each other in a cruel taunt.

He cocks his shotgun, refuses to aim, and fires a forsaken shot over the cliffs. The wretched things are finally startled. He's aiming now, his eyes fixated down the barrel at his gains. The bullet splutters as it is ejected from the barrel, wheezing across the air. It gently kisses a scarlet wing. The bird screeches, thrashing about violently midair before plummeting in a flurry of blood and agony. All I can hear is its young screams piercing the space. We relish our marginal joy.

A warm smirk punctures his face as he rests the gun back on the table. I flinch when it hits the glass. We want to check if it's dead, but that would show too much care, too much consideration, too much love. Nothing that they could ever deserve.

So we walk back to civilization, counting our steps like children. It doesn't take long. Soon we're back home, eating in silence with a buried agreement and an obvious stiflement between us. The relief hasn't worn off yet, but a fear is waiting longingly nearby to take its place. I don't want it to. I want to live forever in solace, like I am now.

In second place is Ema (Year 10) for her equally dark, but wonderfully structured piece of writing.

"Stop it please, please. Amy is asleep you'll wake her," I wasn't asleep. How could any 8 year old child sleep over her mother's hopeless screaming voice?

I remember that night like any little girl remembers her first doll or favourite birthday party, yet mine wasn't as nice. In fact, it was dreadful. Her voice echoed in my head for years every time I spoke to a boy. Her muffled cries, tired eyes and awful lies that she told me when driving to school the next day. I never saw my him again after that night, and I never want to. I thought my mom could break the curse the bottle had on him, but instead she got struck by the bottle itself. Shatters of glass fell on the floor like gentle raindrops knocking on the window on a fall afternoon. And then there was silence. Over the many years I wished for silence, I never knew that it was actually louder than all the screaming and arguing I heard before. But that night wasn't a loss, it was a gain. His presence was always marginal, until he felt the need of importance. Importance he forced upon himself through the nasty words and action my mother had to absorb. She was like a sponge, sucking everything up and containing it to herself for as long as she could. She smiled through her tears, even though his shadow never stopped lurking over her. And he wonders why he's not called "dad".

A wonderful effort from both students and all who got involved.

Year 7 looked for plot holes in their literature study of Louis Sachar's book "Holes."

Year 8 have been studying Noughts and Crosses and looking at the depictions of the biases of history. As part of this, they have written speeches on famous people who have been written out of the history that is taught in schools, such as: Nanny Maroon, Toussaint Louverture, Mary Seacole, Daniel Hale and Shaka the Great Zulu.

**Year 9** have been studying the Malaya emergency and its after effects on soldiers. Students also watched the poignant documentary "The Not Dead" which examines the effects of PTSD on soldiers after war.

**Year 10** have been looking at character development through examples including descriptions of Mr Eve and other notable characters from Art and History. Students then constructed their own fabulous descriptions of characters working in groups, and even began to analyse their own writing as if it were literature.

**Year 11** revised descriptive writing, and looked at how best to murder present continuous forever. However, it is still remaining, unfortunately. But, they now know it is easier to write in present simple.

## MFL News

### MFL - Slovene Foundation

Can you list at least five best hotels in Slovenia? This week **Year 9** students in Slovene Foundation have been working on reading comprehension about the best hotels in our country. The text was challenging, but students coped with it positively and with a great enthusiasm. They improved tremendously in their general understanding of Slovene, therefore answering questions went really well.

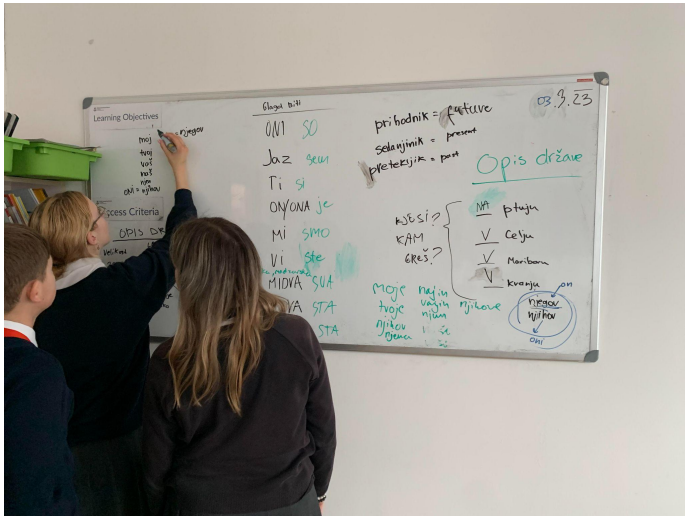
Our **Year 8** Slovene Advanced class is currently reading Gabriel Clima's novel "Sonce med prsti" (Sun between fingers), an intriguing story about life, loss and friendship. The author's descriptive prose allows us to connect with the characters on a deeper level, making it a thought-provoking and powerful read. Stay tuned for more updates on our literary journey!



Over the past week our secondary students have been busy revising for upcoming assessments.

The students have been putting in extra effort to ensure they are well prepared for the challenges ahead.





and field placement and **Year 11** continued their tactical games unit.

*Mr Hayes, PE Department*

### Maths news

Key stage 3 students explored probability this week.

**Year 7** students collectively rolled a die 600 times and calculated the probability of getting a 1, 2, 3, 4, 5 or 6. They compared experimental probability with theoretical probability and realised that they are not the same. Then they played a car race involving the sum of 2 dice and compared their predictions to actual wins.

**Year 8** students learnt how to systematically list outcomes of events and analysed the probability of winning a game involving spinners, dice and coins.

**Year 9** students collaboratively learnt how to construct a sample space diagram and calculate related probabilities.

**Year 10** students recalled how to convert between metric units through Jamboard, Wordwall and MyiMaths activities.

**Year 11** students studied cumulative frequency and box-and-whiskers plot this week.

**Year 13** students solved past papers on all topics and reflected on their work on Complex numbers.

### Maths challenge wall

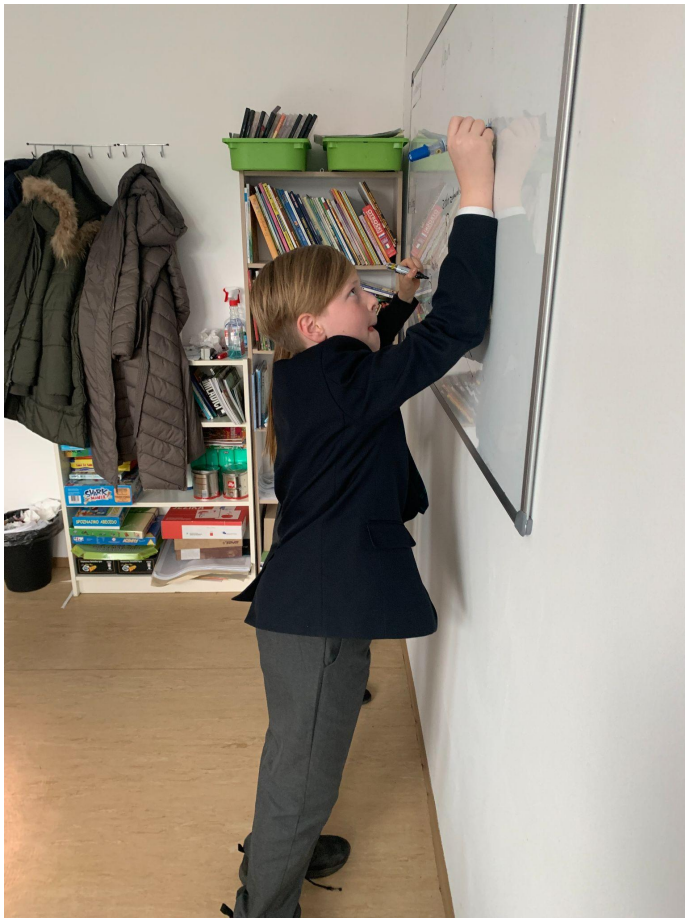
Check out new challenges next Monday in front of room 316.

*Ms Zupanc, Maths Department*

### Humanities News

**Year 10 Economics:**

Over the last week the **year 10** economics students had been working on posters to display government intervention strategies to correct market failure. We then held a poster presentation lesson where they all had the chance to circulate and ask questions about other groups posters, as well as answer questions about their own. We also were lucky to have the A-Level economics teacher Mr Chuter come and ask them questions too. All students did really

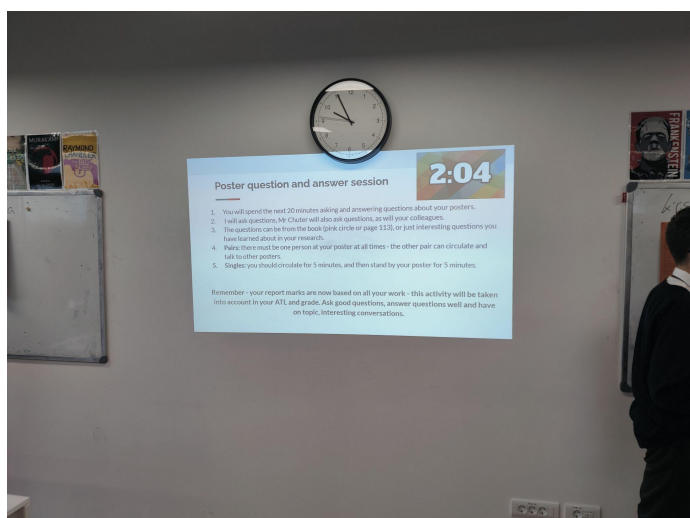
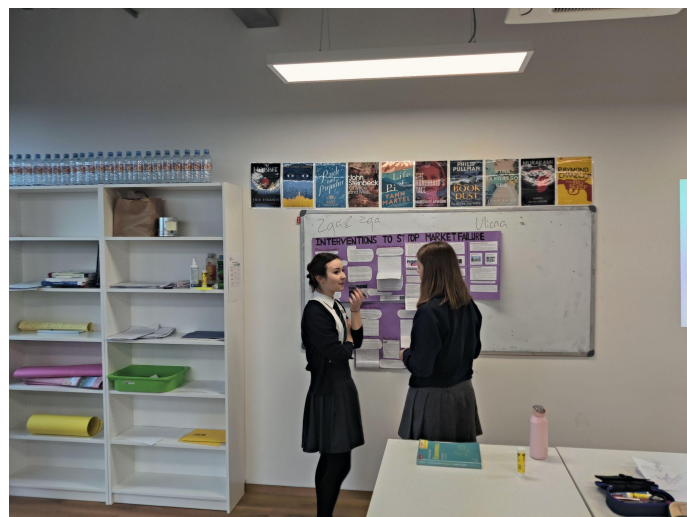


*Ms Kotnik, Ms Jakop and Ms Drogenik*

### PE news:

In secondary PE this week, we continued our respective PE units, focusing on competitive game play. **Year 7** progressed from longball to rounders, understanding the dynamics of the game and how innings work. **Year 8** developed their kickball skills and took part in a larger scale game, with **Year 9** doing the same with rounders. **Year 10** continued their baseball block, looking at the importance of pitching

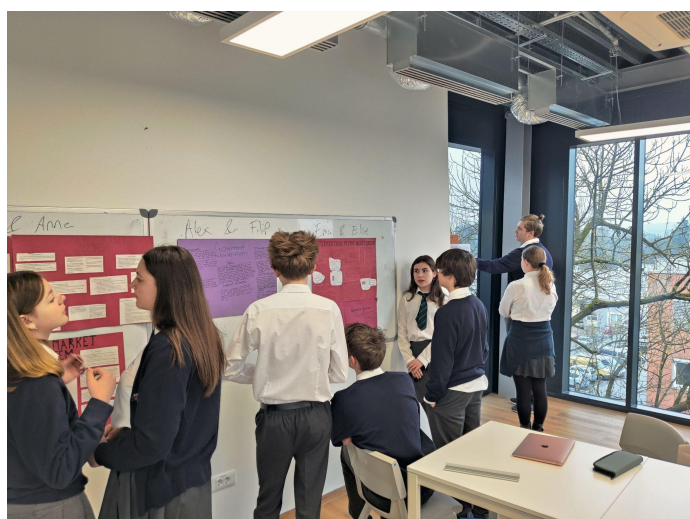
well and answered questions in detail. They will now use their posters to help them answer test questions.



Mr Astbury, Humanities Department

### Science News

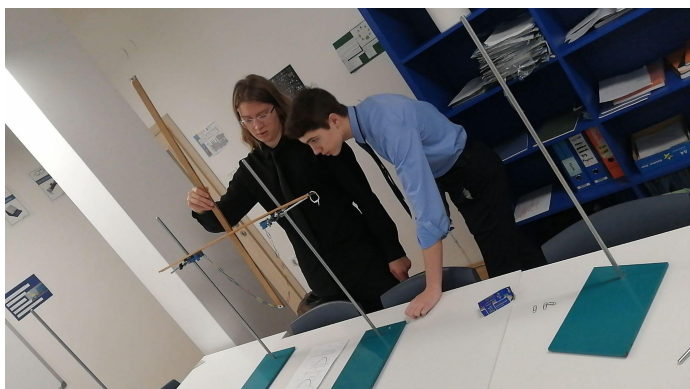
Year 10A was doing a practical where they were investigating the specific heat capacity of water. With a simple resistor, they were able to heat up the water and then calculate the energy required to increase the temperature of water. In the end, they were able to plot the graphs of temperature/time change.



**Year 10B** investigated the interaction between the electrons and noble gases by playing with a plasma ball. The students were challenged to investigate why the electron flow causes a gas to glow in a blue colour.

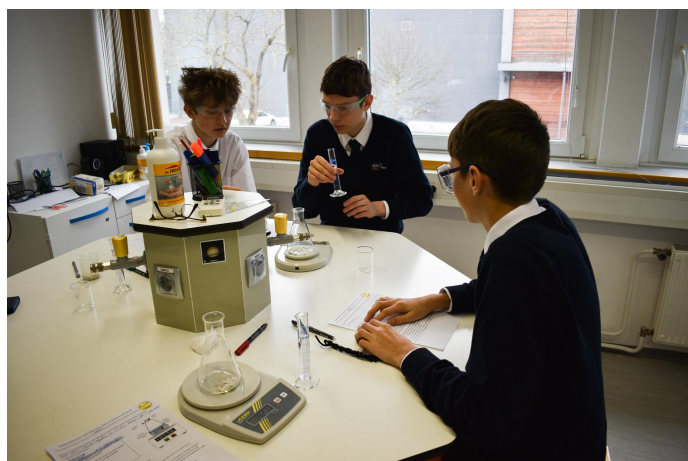


**Year 12** students did a practical where they had to create a swinging pendulum made of paper clips. Their task was to investigate how the length of a pendulum affects the oscillation period and damping effect.



Mr Stanič

In this block, Year 10 students have been learning about the rate of reaction. They carried out a number of experiments investigating how different factors such as an increase in surface area and an increase in concentration affect the rate of reaction. They have also been developing their analytical skills as they plotted graphs and used tangents to determine the rate at different points in the reaction.





*Ms Tušar - Head of Science*

## Dates to Note

Tues        March    PI Day  
                 14th

Friday     March    Block 5 ends  
                 24th



Mon	April 3rd	School closed - Staff training Day
Tues	April 4th	Block 6 begins

All upcoming events and details are available on our [website](#).

## School Contact Details

Reception Hours: M-F 07:15-16:00

General Telephone: +386 40486548

Admissions: +386 40618356

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Accounts: [accounts@britishschool.si](mailto:accounts@britishschool.si)

Principal: [principal@britishschool.si](mailto:principal@britishschool.si)

## School Calendars

For Term dates and school holidays, [click here](#).

