

The T.S.F Herald

KEEPING OUR COMMUNITY UP TO DATE AND INFORMED

WHAT'S INSIDE THIS ISSUE:

- The Accelerated AS Programme: A student view
- Year 13 career insight
- Tenby Science team share their A Level teaching and learning to date
- Theme of the week : BOOKS!



Welcome from Head of Sixth Form
Callie Essop

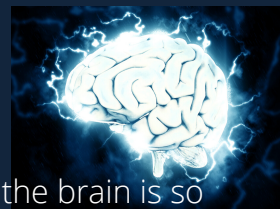
Thank you for coming back to read our second issue of The T.S.F Herald.

As we await the day we can get back into school, we are continuing to provide an excellent distance learning programme for our students. The Accelerated AS Programme is going well and unbelievably has only two weeks left! I am sure the Year 12 students would agree that time has flown by. The feedback we have received from both parents and students has been really encouraging and as always, we take any feedback on board in order to improve our offer further.

Year 13 students continue with their A2 studies and are doing extremely well, having adapted to distance learning quickly and successfully. As well as studying for their A Levels, students are also getting involved in other Tenby events such as a social night quiz that's coming up; giving student testimonials at our very first virtual information evening and helping younger year groups with interactive activities. These things are representative of what we try to instil in our sixth formers; being part of a community and positive role models for younger students, whilst developing transferable skills they can take with them in life.

CAREER INSIGHT: WHAT INSPIRES SOMEONE TO STUDY NEUROSURGERY?

Written by Year 13 student, Nidhi Singh



When I grow up, I aspire to be a Neurosurgeon because the study of the brain is so fascinating, and it is a career that will always keep me on my toes. I am passionate about it as I can help those who are in need of medical assistance, and most importantly, I would have a chance to make a person smile, even after what they have been through. I plan to do my studies in either the UK or Ireland for my undergraduate level. As for the classes, I am taking A level Biology, Chemistry, and Maths. It took me some time to contemplate if I wanted to be a Neurosurgeon in the future, so I would say it's never too early to think about what you would be interested to do when you grow up. This way, you would be more prepared for what lies ahead and what you should expect. Always remember, do something you are passionate about, something you would never get tired of.



"Being part of the Sixth Form has been my sunshine on my darkest days because of the people around; they make it seem worthwhile when it is hard."

THE ACCELERATED AS PROGRAMME: A STUDENT PERSPECTIVE

Written by Year 12 students, Shea Lyn Yeoh and Akhilesh Acharya

As a student stuck somewhere in between, it has not been an easy ride. Aside from the obvious differences in subject matter and difficulty, the mental toll that comes with a jump like this is something that can't be ignored. As the AS programme started, it was like a new stage in my life was finally beginning. I entered the programme with a mountain of expectations for myself and my classes. The initial rush of adrenaline I felt made it easy to complete assignments days before they were due and ensured that all my time was filled up with extra reading or organising my notes. However, after about a week or so, I couldn't keep up with the pace I set myself and I started to feel more and more demotivated as the days drag on. It got to a point where I couldn't even concentrate in most of my classes and would barely hand in assignments on time. This was a huge red flag for me and now, in hindsight, I realise that setting impossible standards for myself didn't get me anywhere.



Scaling back a bit, I made sure to properly pace myself and allocate time where I could put my work aside and do things that I enjoyed. Instead of rushing to finish an assignment in one sitting, I made sure to take breaks in between. It's not a perfect system and there are still times where I fall into episodes of boredom, but keeping things consistent and allowing myself to take on each day at my own time has definitely helped. One thing that has helped me look forward in my learning is the interactive live lessons. I can't imagine the amount of time and effort each teacher spends so that their students are getting the best out of each lesson and, frankly it astounds me. So as a final message, please remember that it's ok to feel tired, but perseverance towards adversity and gratitude towards that people who are willing to help is key for happy and healthy learning.



The AS programme, held by Tenby, has been a thoroughly informative and beneficial experience to me as it has given me insights to my future study and a taste of sixth form life. Although the pandemic has compelled the need for distance learning, I feel the teachers have done everything in their power to support my educational journey through thick and thin. The teachers have relentlessly held interactive live lessons every week and they have provided assignments and reading material to strengthen our knowledge in the subject. However, I do feel being in school and having physical lessons with teachers would have been more efficient and a better experience overall due to the challenges and inconveniences we face through online learning. Besides our learning, departments of various subjects have done an excellent job of enwrapping us with intriguing competitions and challenges!



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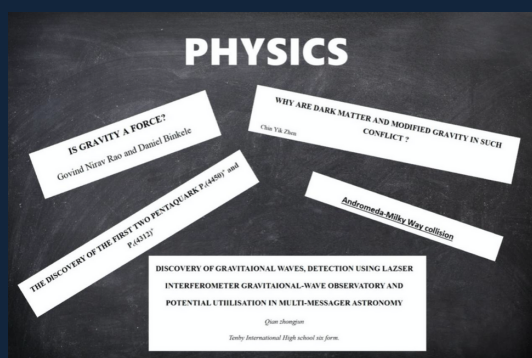
"Sixth Form contains the perfect environment and elements to achieve the Cambridge Learner Attributes."



"Sixth Form develops independent learning."

Teacher's Corner...

Biology, Chemistry and Physics are three of our most popular subjects in Year 12 and 13. This week, the Science team have shared what they have been up to in their distance learning classes

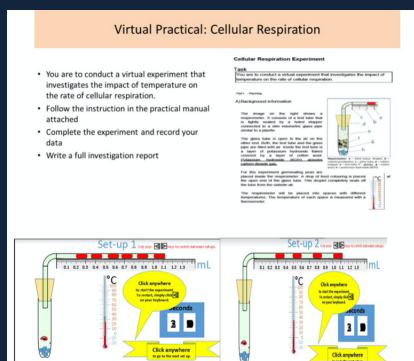


In Physics... Writing a research summary article is one of the most essential skills for students in tertiary education level. Taking this into consideration, all Year 13 students who are taking Physics have been taught how to read and extract information from research journals and books before writing their own research summary articles.

Students were asked to work in pairs in order for them to read and write their own research summary articles on topics of their interest. But worry not, these topics have been covered in their A2 or AS Physics Programme. From gravity to dark matter and even galaxy collision, these are amongst the titles chosen by the students. Students were given three weeks to complete their research summary articles which allowed them to find more research journals to equip them with strong foundations and knowledge before writing the article.

These skills are very important as they will use them for their undergraduate university courses and even postgraduate courses (Masters and PhD).

Mr Aizzuddeen - Physics teacher



In Biology... Writing a practical investigation is one important skill in any Science subject. Due to the MCO we are not able to conduct practical investigations in labs. Despite the limitations, our Year 13 students were able to Investigate the effect of temperature on respiration rate of germinating seeds or small invertebrates using virtual lab. They were able to collect and analyze data, plot a graph and write a good conclusion. Students were given one week to complete their practical report.

Ms Radha and Ms Lavania - Biology teachers

Results: (based on the slides provided)

Object/Element(s)	Mass (g)
Empty conical flask	23.70
Crucible, Magnesium ribbon and lid	23.70
Magnesium ribbon	0.40
Crucible, Magnesium oxide and lid	24.10
Oxygen reacted	0.40

Magnesium mass = $23.70 - 23.30 = 0.40\text{g}$ Oxygen mass = $24.10 - 23.70 = 0.40\text{g}$

Using the formula: $\text{moles (mol)} = \frac{\text{mass (g)}}{\text{molar mass (g/mol)}}$

Moles of magnesium = $\frac{0.40\text{g}}{24.31\text{g/mol}} = 0.0164\text{mol}$ Moles of oxygen = $\frac{0.40\text{g}}{16.00\text{g/mol}} = 0.025\text{mol}$

$\rightarrow 0.0164\text{mol} : 0.025\text{mol} = 1 : 1.5$

$\rightarrow \text{MgO}$

Title: Determining the empirical formula of MgO

Objective: The aim of this experiment is to find the empirical formula of MgO by calculating the ratio of magnesium to oxygen atoms in one molecule of magnesium oxide. This could be done by burning magnesium in order to react with oxygen.

Hypothesis: We predict that the ratio of Mg to O would be 1:1 according to most textbooks and to what we have been taught in school. This could be calculated.

Example: Using a magnesium ribbon of mass 12g by using 8g of oxygen without access

Calculating the mole of magnesium	Calculating mole of oxygen
• Relative mass = 24	• Relative mass = 16
• Mole = $\frac{12}{24} = 0.5$	• Mole = $\frac{8}{16} = 0.5$
Divide by the smaller mole	Divide by the smaller mole
• $\frac{0.5}{0.5} = 1$	• $\frac{0.5}{0.5} = 1$
Ratio = 1	Ratio = 1

In Chemistry with Ms Lu, the year 12's have been working on Unit 1 (Moles and Equations) of their Accelerated Chemistry Programme. One of their most challenging assignments was to write up a practical report by observing an online scientific experiment on determining the Empirical Formula of Magnesium Oxide. The students were all on a good struggle and managed to produce amazing scientific reports considering all the scientific experimental skills. Well done to our future Yr12 students.

Ms Lu - Head of Science / Chemistry teacher

Theme of the fortnight...

... Books



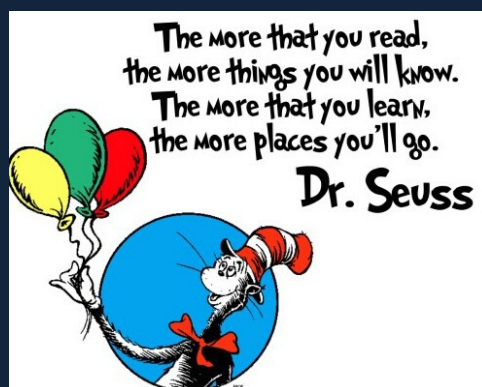
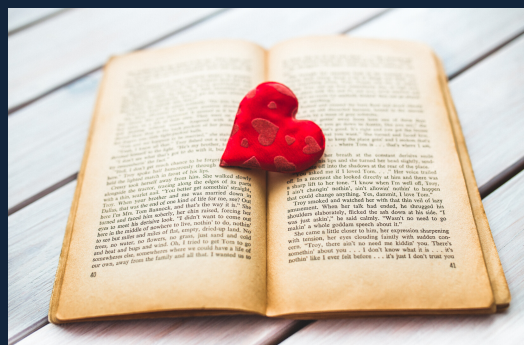
Last week the whole campus celebrated Book Week, led, in TISS, by the English team. Throughout the week there were various activities such as designing a book cover; dressing up as your favourite book character and teachers doing live reading sessions during PSHE. Ms Gomathi also led a fantastic assembly based on this year's Book Week theme, **Read. Dream. Share.**

Walt Disney once said, **"There is more treasure in books than in all the pirate's loot on Treasure Island."** By celebrating Book Week we endeavour to instil a love of books and reading in, not only our students, but the whole community. At Tenby we strive to develop life-long learners with a thirst for knowledge and who have the ability to communicate effectively. Reading enables these attributes to manifest and in so doing creating well-rounded individuals.

I never feel like I spend enough time reading on a day to day basis and am always reminded of how much I love reading when I do finally find the time to sit down with a good book. For young children reading is about developing language and stimulating their imagination. Reading is not only for children, however, and is an important part of development people of any age.

Reading is important because it develops the mind, exercising the muscle and ensuring its growth. Reading develops the imagination; with reading, a person can go anywhere in the world, or even further afield! One can become new characters from princesses to adventurer. With reading, the possibilities are endless. In the last issue, the theme of the fortnight was creativity and this most definitely links with reading. Reading develops the creative side of people; giving the reader an opportunity to ask questions; stopping to think about the story; the characters, the ending, what would they change? The ability to read is ultimately a life-long, transferable skill that is a vital skill for many aspects of life. Finding a job, communicating with others around you, or furthering your education, would be difficult without books and reading.

It is without a doubt that by the end of Book Week, our students had been immersed in the importance of reading and were hopefully inspired to pick up a book more often.



Contact Ms Callie on caroline.essop@tenby.edu.my for more information on Tenby

Sixth Form. Look forward to speaking to you soon!

Thank you for reading.