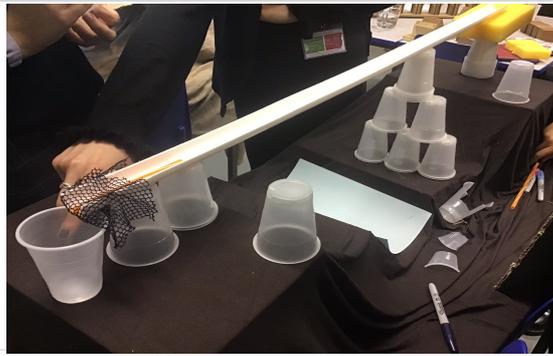


# The Scholar Ship

"Change is the result of all true learning" - Leo Buscaglia

## 'Water-Way' to Start The Year!



Classics and STEM teamed up for the first Riddle Society session of the New Year to look at Roman engineering. Daisy Clabburn (Y9) reports...

On Tuesday 14th January, the Riddle Society had a merged session of Classics and STEM. The task for the budding engineers of Years 7-9 was set many centuries ago when the Roman Empire was expanding. With resources being extremely hard to come by and difficult to transport to the many towns and settlements, our task was to build an aqueduct for a water supply to arrive from a stream to an ancient settlement in a clean state.

The Romans were way ahead of their time for the standard of their architecture and engineering, and managed to maintain a huge empire with very well-thought-out routes and building plans. They used the commonly-known arch which they recognised as the strongest shape with its ability to withstand enormous weights. The Romans also knew about hygiene, and that rain water is not pure, so created purification systems (although they were much less sophisticated than nowadays).

During this Riddle Society session we used items such as plastic cups, straws and cardboard building arches to stabilise the path and shelter the water tube so that no dirty water could enter the stream. We also had to fix the tube at a gradient so that the water would travel due to gravity. The whole session was a great way to combine Ancient History with engineering and science.

### Headmaster's Distinctions

Jason Sims  
Gracie Arulampalam  
Holly Hunter  
Maddy Edmondson  
Ayoola Oshiyemi

Devon Lane  
Florence Nicholls  
Alexander Cowie  
Angela Adeyemo  
Henry Shadrack

### MUN Award (CHADMUN)

Jason Sims  
*(Highly Commended Delegate)*

## Upcoming Events



January 21st, 1700  
Jellicoe Room  
Studd Society  
*The History of the English Language*



January 28th, 1830  
Library  
De Leybourne Debate  
*Is the LGBT label unhelpful?*



January 31st-February 2nd  
LEHMUN  
Lady Eleanor Holles MUN Conference

## Spoiled for Choice?

The season for choosing options is upon us once again, and Mr Routledge considers advice for those with decisions to make, as well as the idea of lifelong learning.

One of my biggest regrets from my own time at school is that I didn't choose to take French at A Level. I was put off by the 'difficulty' and the fact that I was also taking Latin and thought they would be too similar. What I realised very quickly, though, is that A Levels tend to be a bit challenging whatever the subject. I have spent a lot of my adult life silently wishing I had made a different choice.

I mention this because that time of year is upon us again whereupon pupils in Years 8, 9 and 11 start to think about subjects to take in the next stage of their education. I find myself answering the same kinds of questions and offering the same pieces of advice each year, and so thought this would be a good opportunity to get them down in writing for pupils, parents and colleagues to see.

Before that, though, a quick word on how selecting (and indeed discontinuing) subjects does not have the mean the end of that subject in your life. One of the things that has really become stronger as I get older is my desire to learn more about subjects which I stopped formally studying years ago. If you do choose to say goodbye to a particular subject at the end of this academic year in terms of lesson time and qualifications, don't feel that you have to say goodbye to it full stop. Return to it in the spirit of what drives many ambitious thinkers: a desire simply to know more about the world around us.

That said, here are some things to consider when making choices:



### 1. **Find Your Passion**

The most important thing, in my view, is to pursue those subjects where the hard work that is necessary to succeed does not feel like a burden or a chore. Which subjects do you want to know more about?

### 2. **Talk To People**

Get informed. Read the specification, talk to your teachers, talk to your parents, talk to your tutor. Your initial choices are not necessarily permanent, but they should be informed choices.

### 3. **Favourite Subjects, Not Favourite Teachers**

An extension of point number 1. It should be the subject that you love, not who teaches it. There is no guarantee you will have the same teacher in the future.

### 4. **A Permanent Goodbye?**

Some subjects will be closed to you in the future if you choose to stop them at this point, whereas others can be taken in the Sixth Form even if you have not done it for GCSE. Do you know which subjects are which? If you are struggling to narrow down your options, consider the ones you can afford to perhaps "park" for the future.

### 5. **Be Brave And Be You.**

Make your choices, not the ones your friends make. Not every subject has to lead to a specific job. Pursue what fires your curiosity. Take pride in wanting to be excellent at what you do. Try to develop a broad set of skills that will serve you in the future.

## "THE LAST WORD", WITH THIS EDITION'S SCHOLAR...

I've never been a fan of New Year's resolutions but having finished the first term of Sixth Form in the blink of an eye, it's probably time for me to get a sense of academic perspective on the term to come. I think that for me, some new resolutions should be asking more questions, but also giving myself time to understand the answers fully. Setting relevant goals with achievable timeframes is also going to be important to me, but I am aiming always to keep the end goal in sight. Finally, of course, I am aiming to get enough sleep, especially with some of the long days.

Aoife (Year 12)

