BOW SIXTH FORM

WHAT'S IN THIS EDITION?

Bow School Sixth Form

Where ambition and hard work realises successful futures

WELCOME

Welcome to the first newsletter of the 2023/2024 school year.

The theme for this term's newsletter is 'Focus', with revision tips and wellbeing information shared in this edition. Featured in our newsletter is an interview with our very own Sixth Form Assistant Head Mr Shoyeju, and an interview with Head of PSHE Mr McGoldrick, with tips on staying focused and feeling prepared for exam season.

Anaz will be covering his recent trip to Oxford University, Imran will be sharing his artwork, Tamzeed will provide a review of 'Atomic Habits' and Yunus will share his feelings on football. Jamie talks about what he's learnt in Politics, and Sally shares the importance of Psychology today. Rochelle talks about her current focuses and campaign for Young Mayor, and Luka shares goals, focuses and her own efforts to achieve them. Mo will talk about his experiences in a mentoring programme, and we will also feature a puzzle in this edition too. We hope our tips and insights help you keep focused this term!

Bow Sixth Form Senior Ambassador Team

BOW
SIXTH FORM

STUDENT INSIGHTS AND SUBMISSIONS

BRITISH BANGLADESHI & PAKISTANI PROGRAMME OXFORD TRIP

During the BBPP program, I travelled to Oxford where members of Jesus College guided us through campuses and different regions of the city. One particular area I enjoyed was the mosque, where I was given the opportunity to converse with members of OUISoc (Oxford University Islamic Society), extracting information on what the day-to-day life of a Muslim attending the University of Oxford looks like. I was also able to attend a STEM session, where I was enlightened about different viruses currently causing epidemics, such as the Nipah virus. I learnt that a reason why this virus is spreading at such a rapid pace was due to the unhygienic conditions in that area, which could be linked to the low-quality education provided in that country. Overall, the BBPP was informative and compelling, as I was given an insight into what it feels like to be a student at such a prestigious university. ***Anaz Rahman, Year 13***

YUNUS & FOOTBALL

Football is focus. It's happiness. It's an escape from the world, whether it's a 90-minute match or just a kick about with your friends, it still has the same feelings: thrilling, exciting, unpredictable. Football has been essential to my life for the past 11 years but a key highlight for me has been playing football on the roof with my friends every Wednesday. These 2 hours every Wednesday feel like 30 minutes, but you know what they say; Time goes fast when you're having fun. This moment has to be cherished. As I grow older, I will reminisce about this memory of playing football with my closest friends, something we won't get to do a lot when we are older and living our separate lives. So for these last Wednesday's of my Bow School journey, I will savour these memories.

Yunus Hadi, Year 13

ATOMIC HABITS BOOK REVIEW

'Every action you take is a vote for the type of person you wish to become.' The idea of focus is based on who you want to become, and that is decided by your everyday habits, which is greatly explored by the book of Atomic Habits by James Clear. Clear makes a strong point on habits and that it's just like an election where each habit that is attempted is a vote to who you want to become, based on your focuses.

Habits don't seem to make much difference on a given day but the impact over months or years can be absolutely enormous. We don't often think about these small changes just because it takes so long to see the result. This is something that everyone really struggles with. We are so attuned to modern society to try and seek instant gratification that it's actually really hard to focus on things that have long-term benefits, usually because we don't exceed a certain line

which leads to major changes, where we need to work past a critical threshold to see great results, which Clear explores in greater detail in the book.

Clear introduces the framework of the Four Laws of Behavior Change, which are cue, craving, response, and reward. By understanding how these laws interact, readers can design and shape their habits effectively based on their focus. He guides readers to identify the cues that trigger their habits, the cravings that drive them, the responses they take, and the rewards they receive. This framework empowers individuals to modify their behaviour and create positive habits while eliminating negative ones. Make a system that compliments your identity and beliefs which enables you to have a better focus on carrying out such habits.

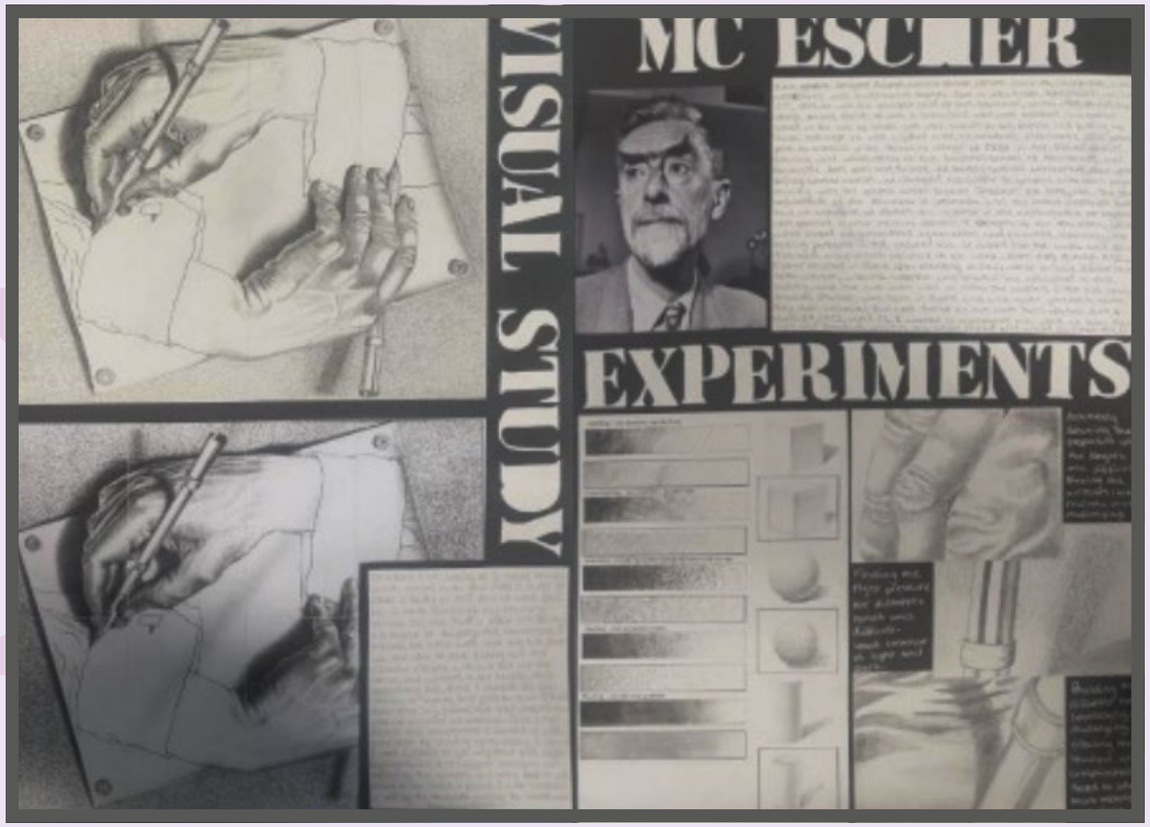
True long-term focus is goal-less thinking. It's not about any single accomplishment. It is about the cycle of endless refinement and continuous improvement. Ultimately, it is the commitment to the process that will determine your progress. Unless you are able to break your 'focus' down to these terms, it is much harder to work on them in the first place as explained by Clear.

Overall, the power of habits enables you to retain better focus, being able to automatically do certain tasks without the inconvenience of interruptions and allowing you to spend more of your mental resources on other tasks.

Tamzeed Araf Islam, Year 12

IMRAN'S ARTWORK

Imran Sheikh, Year 13



WHAT I HAVE LEARNT IN A-LEVEL POLITICS & GOVERNMENT?

Democracy

Direct Democracy - a system of governance wherein the majority of eligible voters, as opposed to a body of elected representatives, decide on laws and policies.

Representative Democracy - sometimes referred to as an indirect democracy, a group of people are represented by elected delegates.

We, as a class, studied the complexity of a democratic system and the two variations above. This has allowed me to focus my attention towards the features of our country's unique structure that I may have overlooked.

New Labour

As a class we have studied Tony Blair's Government - May 2, 1997 to June 27, 2007, with a landslide election victory - and the nuance and radicalist difference between Old Labour and Blair's New Labour. This has allowed me to further my understanding of The United Kingdom's complex and rich political history; this has also allowed me to analyse our current Government with a deeper plethora of how the Government operates and interacts with its people with the use of manifesto's and political nuance and agenda.

We have learnt about Blair's Government's Imposed Acts such as The Human Rights Act 1998 - which has given the class a further understanding of both ours and others right's - and the intricacies of the Tony Blair and Gordon Brown relationship and dynamic Northern-Irish Conflict, where there was a thirty-year period of political unrest, low-intensity armed war, and political impasse.

Our learning of the Conflict has given us as a class a broader understanding of the world around us, the nuance of national conflict, the imprisonment of political prisoners and the effects of British colonialism even centuries later.

Devolution Of Parliament

The transfer of authority and resources from a national government to local or subnational government is known as devolution; a type of administrative decentralisation where the devolved territories are given more autonomy. Devolution impacts a number of significant governmental tasks and can be implemented by legislation or the constitution, and guarantees that choices are made in close proximity to the local residents, businesses, and communities that they impact.

The inclusion of devolution within the curriculum has allowed me to truly understand the way power is distributed by the government to separate governing bodies.

Conclusion

From Mr Decker's and Mr Oram's classes respectively I have gained an advanced civic mind relating to political affairs concerning me and the others around me.

Although I joined the class late, I have quickly caught up with the curriculum and am thoroughly enjoying the subject matter.

Mehnaz Islam 12T1

REVISION TOP TIPS

Revision and exams are on the minds of many young people. Here are some revision tips and advice on exam techniques for all the family. Whatever you're studying – we wish you the very best of luck!

Revision tips from the NHS

1. Make a realistic revision schedule. Work out how much you have to do and the time you have to do it in, then break it down into manageable chunks. Aim to do a few hours of revision each day, and mix up your subjects so you don't get bored.

2. Find a revision style that suits you. Studying alone in a quiet room suits some people, but not everyone likes working in silence. Try playing music quietly in the background, or revising with a friend (but do not let them distract you!).

3. Customise your notes to make them more personal. Experiment with colour coding, notes on postcards, diagrams or whatever helps you learn your topic.

4. Make sure you understand everythig. If you come across something you do not Understand, try to find a new source of information that will help you understand it. Just memorising it will not help you in your exam. Do not be afraid to ask your teacher or a friend for help if you need it.

5. Look at past exam papers. It means you can familiarise yourself with the layout and type of questions you'll be asked. Practise completing exam papers in the set time limit to improve your exam technique.

6. Take regular short breaks. Studying for hours and hours will only make you tired and ruin your concentration, which may make you even more anxious. A break every 45 to 60 minutes is about right.

7. Reward yourself. For example, you could take a long bath or watch a good movie once you have finished your revision session.

8. Do something physical. When you're not revising, use your spare time to get away from your books and do something active. Exercise is good for taking your mind off stress and keeping you positive, and it will help you sleep better.

9. Ask for help. If you're feeling stressed, it's important to talk to someone you trust, such as a family member, teacher or a friend. Lots of people find exams difficult to deal with, so do not be embarrassed to ask for support.

Revision Methods

Pomodoro Method: Choose a task you would like to complete and that requires your full attention. Set a timer for 25 minutes and put aside any distractions, working only on your task until the timer rings. Take a short 5 minute break, repeat the process.

Blurting: Quickly read over your content, from notes, PowerPoints, etc. Put your notesaway, and write down as much as you know and can remember. After finishing, look over your notes, and review the gaps in your knowledge, repeating the process until you are confident with what you know.

Active Recall: Take a topic you wish to learn, create questions based on the topic, and repeatedly test yourself on those questions.

Flash Cards: A card that bears information on both of its sides. One side has a question, definition, or prompt, and the other side has the answers. This should be used as an aid in memorisation.

MEET OUR TEACHERS

Mr McGoldrick, Head of PSHE

How do you stay focused, and what keeps you focused?

I plan a day in advance, making sure I know what lessons and meetings I have. I always check the day before that I have everything I need. In lessons, I set times for different activities to keep focus, and prioritise or move activities around based on their importance and length.

What methods do you use to keep your students focused and on track?

Each lesson has a set routine that the students are aware of, such as what the starter is, of discussions in the lesson. A timer is used for different tasks, as seeing the time helps them stay focused. Use of verbal reminders helps too, as they know what they are doing and where they are at, especially for longer tasks like assessments.

What advice would you give to students during exam time?

Remember that exams are normally stressful and intense, but don't feel overwhelmed by your emotions such as stress or anxiety. Prioritise your weak areas instead of sitting on subjects you are more comfortable in. Create a timetable, and revise as early as you can when you know exams are coming up.

Mr Shoyeju, Head of Sixth Form

How do you stay focused, and what keeps you focused?

I look at what is more important, and prioritise my tasks based on their importance. I organise my day, ensuring I use reminders, diaries, and look at my calendar to stay focused. Sometimes, especially within an environment like a school where there are many tasks to complete, I move things around and complete the tasks that cannot be overlooked.

What methods do you use to keep your students focused and on track?

I use former student success stories, talking about students who are successful in life now as examples, and relate them back to present students to help them stay on track for their goals. One-to-one sessions are important too, as talking with the students can help to find out what's going wrong for them, and get them back on track.

What advice would you give to students during exam time?

Start your revision early, organise your studying, and maintain those 15 hours a week studying independently outside of lessons. Attend all revision sessions or interventions set by your teachers, and stick to your routines. Just because it is exam time doesn't mean you can come out of your routine. 'Leave no stone unturned': very simple quote, try to get as much done as you can do, and enter your exam feeling calm and prepared.

MEET THE STUDENTS

Rochelle Lewis-Geary, Year 12

What are your main focuses right now, and what are you doing to achieve them?

Right now, I'm running for Young Mayor of Tower Hamlets, which is one of my biggest focuses, running my campaign online and on social media. I'm also aiming for my Level 2 Sports Leader qualification, completing extracurriculars alongside my A-Levels. I'm participating in Model UN for a second time, hoping to win Best Position Paper again. I'm also revising for my A-Levels, reading around to build up my background knowledge.

How do you measure your success?

I measure it through how I make myself feel, how proud of myself I am. I try to see if the output of a task or similar is equal to the amount of time and effort I've put into it.

Outside of academics, what are your goals?

I want to gain as much experience in as many fields as I can, not just academics. I'm working to achieve a degree in Politics and International Relations, and from there have a career in journalism. For this, I write a lot in my own time about different areas I am interested in, or write about topics in relation to our borough.

Luka Cereskaite, Year 13

What are your main focuses right now, and what are you doing to achieve them?

I'm working on finishing my computing coursework, as I recently restarted it due to my original idea burning me out. I've had much more progress in the past few weeks than during the months I'd put into my original idea. I'm focusing on getting my art sketchbook up to date, and studying for my exams with different sources. I do a few hours of computing a day, spend my study periods finishing artwork or computing work, and stay after school to finish my sketchbook.

How do you stay focused?

I play small, simple games whilst I study. I'm neurodivergent, so I need something other than studying to be distracted by.

How do you measure your success?

Visually, like seeing my progress, such as seeing new pages in my sketchbook or documentation, or having a breakthrough in my coding. For economics, it would be seeing me completing a new module.

Outside of academics, what are your goals?

I'm a supervisor and main editor for articles on Wikipedia, for a section that doesn't get updated very often. I included it in my personal statement as I was working on it.

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