

The Swaminarayan

Education is that which liberates

Dear Parents, Guardians, Pupils and Friends,

Theme for the week

The theme for next week is “**Culture.**” I have included a brief write-up from Wikipedia about the definition of culture.

Year 9 ISA Drama Competition: Simran Bodh writes...



It was a blustery Saturday morning when we arrived at The Arts Educational School in Tring to take part in the annual ISA drama competition. A warm welcome was received as we settled in to a morning of superb acting and storytelling through drama.

After many rehearsals guided by Mr Golledge over the past few months, our piece finally came together and we were ready to perform.

The Swaminarayan School acted out the story of Hansel and Gretel. My fellow actors gave

some splendid performances, full of intensity and commitment. Even our parents were amazed at our acting and the credibility of the characters we played. Hansel and Gretel was a great choice of story to perform as it paved the way for acting out fear, evil, innocence and dishonesty. I am so grateful for having had the

opportunity of working as part of a wonderful drama team. I know we have all gained team skills and qualities through rehearsing together, encouraging each other, taking on constructive criticism and sharing our nerves on the day!

The result was a performance where all the actors were perfectly ‘in tune’ with each other which made for a seamless performance. The adjudicator summed up the 6 performances of the day so eloquently and here are a few words that he said about our performance:



.....“*the energy and intensity blew me away, absolutely blew me away*”

....."the focus that you had was fantastic"

....."that's what it's all about guys"

Thank you Mr Golledge, Mr Manani and all the parents for taking the time to come and support us on Saturday, we really appreciate it. Results will be published after the Easter holidays so watch this space and we'll let you know how we did.

WRITER'S CORNER **A definition of culture as described in Wikipedia**

Culture is the social behaviour and norms found in human societies: Culture is considered a central concept in anthropology, encompassing the range of phenomena that are transmitted through social learning in human societies. Cultural universals are found in all human societies; these include expressive forms like art, music, dance, ritual, religion, and technologies like tool usage, cooking, shelter, and clothing. The concept of material culture covers the physical expressions of culture, such as technology, architecture and art, whereas the immaterial aspects of culture such as principles of social organization (including practices of political organization and social institutions), mythology, philosophy, literature (both written and oral) and science, comprise the intangible cultural heritage of a society.

In the humanities, one sense of culture as an attribute of the individual has been the degree to which they have cultivated a particular level of sophistication in the arts, sciences, education, or manners. The level of cultural sophistication has also sometimes been seen to distinguish civilizations from less complex societies. Such hierarchical perspectives on culture are also found in class-based distinctions between a high culture of the social elite and a low culture, popular culture, or folk culture of the lower classes, distinguished by the stratified access to cultural capital. In common parlance, culture is often used to refer specifically to the symbolic markers used by ethnic groups to distinguish themselves visibly from each other such as body modification, clothing or jewellery. Mass culture refers to the mass-produced and mass mediated forms of consumer culture that emerged in the 20th century. Some schools of philosophy, such as Marxism and critical theory, have argued that culture is often used politically as a tool of the elites to manipulate the lower classes and create a false consciousness, and such perspectives are common in the discipline of cultural studies. In the wider social sciences, the theoretical perspective of cultural materialism holds that human symbolic culture arises from the material conditions of human life, as humans create the conditions for physical survival, and that the basis of culture is found in evolved biological dispositions.

A "culture" is the set of customs, traditions, and values of a society or community, such as an ethnic group or nation. Culture is the set of knowledge acquired over time. In this sense, multiculturalism values the peaceful coexistence and mutual respect between different cultures inhabiting the same planet. Sometimes "culture" is also used to describe specific practices within a subgroup of a society, a subculture (e.g. "bro culture"), or a counterculture. Within cultural anthropology, the ideology and analytical stance of cultural relativism holds that cultures cannot easily be objectively ranked or evaluated because any evaluation is necessarily situated within the value system of a given culture.

Best ways to prepare and revise for Exams

As the GCSE and A levels examinations draw near, some hot tips on how to revise.

Top Tips:

- 1.) Create a structured revision timetable
- 2.) Adopt a positive approach to revision
- 3.) Establish an appropriate study environment
- 4.) Be active with your revision: Visual/
- 5.) Strike a balance between health/work/play

Lasting Learning

- Enrich environment
- Engage all senses
- Allow the brain to reflect
- Engage in physical activity
- Interrupt learning with breaks
- Consistent feedback from teachers & peers
- Support from parents
- Generate love of learning
- Relax to Energise

Revision Timetable

The key to effective revision is to plan a revision schedule or timetable that is:

- realistic and
- ensures that all topics are covered.

An effective way of planning time during the Easter holidays and study leave is to regard revision as an 8 hour working day, five days a week in clearly defined revision slots. You should aim to spend approximately 4-5 hours revising per day.

The human brain is most effective at retaining information if short breaks are taken approximately every 45 minutes. A simple way of structuring the day is to divide it into 1 hour slots, which includes 45 minutes' revision and 15 minutes' break. Additionally, starting work at 9am is important as it conditions pupils to be working at the time of day that replicates their exams. Working from 9am until 4pm, with an hour off for lunch, will allow 6 revision slots per day, total of 4hours and 30 minutes' revision.

It is inevitable that during the revision period you will come across topics that were more challenging than you expected. It would therefore be useful to include an additional "reserve" revision slot at the end of the day to dedicate to any topic area that were not quite finished during the day. If this slot is not required, then you can use it to do past papers under exam conditions to give yourself some extra practice or to review the topics you have covered during the day or revisit another topic you have revised recently.

It is important that each revision slot has been assigned a specific topic for revision. The exam syllabus can be used to divide the subjects into its component parts to ensure that the whole specification has been covered.

Slot 1	Slot 2	Slot 3	Lunch	Slot 4	Slot 5	Slot 6	Reserve time
9:00-9:45	10:00-10:45	11:00-11:45	12:00-13:00	13:00-13:45	14:00-14:45	15:00-15:45	16:00-17:00

If this revision schedule is followed during the weekend leading up the examinations and study leave, the pupils will be revising sufficiently each week. This will also keep evenings free, an important time to rest, relax, recharge. During study leave, this same timetable can be used for week days as well.

Yours sincerely,

Nilesh Manani