

Canva



# Student Creativity

## English



# THE SELFISH HORSE

Once upon a time, at the farm, there lived a selfish horse and a nice rabbit.

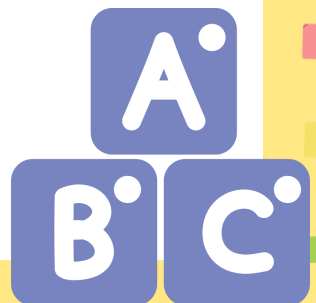
One day, the rabbit was sad because the horse didn't want to share his carrot. The rabbit was very hungry. It was already late to find food.

Suddenly, the rabbit's friends came and shared food with him. Then, they ate and played together. The horse was lonely and felt sad because he had no one to play with. So, the horse said to the rabbit, "I'm sorry rabbit for being selfish. I promise I will always share with you."

At the end, they played together again.

Moral: Be kind and always share with your friends.

**Annamaria Linggar**  
**1 Humility**



# THE CAT AND THE RAT

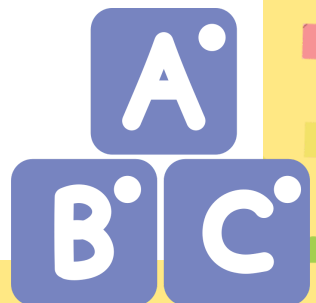
Long ago, in an abandoned hut in the deep forest, there was a big and cruel sewer rat. He liked to tease all the other animals. Then, there was a cat who was kind and helpful. He always fought with the rat.

One chilly day, the cat bumped into the rat when it sniffed the sweet scent of a dead chicken. They both pounced and grabbed the dead chicken and started to fight because they wanted to eat it.

At last, the rat agreed to share. The cat smiled as the rat said, "Can you use your claws to cut the dead chicken in half?" The cat agreed and they stopped fighting. The animals were glad and enjoyed the food.

Moral: Always share and never be greedy.

**Sofiyya Syaugi**  
**1 Respect**



# A MEAN TRICK

Fox had played a mean trick on Bear and his tail had been frozen in the lake. Bear felt angry and betrayed.

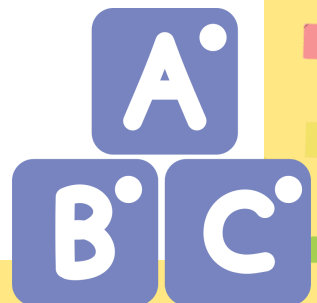
After a while, Bear escaped with a block of ice on his tail. He was lucky that he was still able to get his tail out of the hole. Bear was fearful. He soon remembered that Rabbit's house was nearby. Bear ran very fast and shouted, "RABBIT! RABBIT! HELP."

After that, Rabbit heard the scream and quickly ran to Bear. "Oh no," said Rabbit. Rabbit prepared a bonfire for Bear. The fire was warm and it melted the ice on Bear's tail slowly. While waiting for Bear's tail to completely heal, Bear told him everything that Fox had done.

After listening to the story, Rabbit ran to tell Fox that Bear's tail had been fixed and Fox needed to say sorry to Bear. Fox was shocked that Bear's tail was not lost. Fox felt guilty and Fox took Rabbit's advice. Fox went to Rabbit's house where Bear was still sitting next to the bonfire.

In the end, Fox said sorry to Bear and Bear said, "It's ok." The three of them were happy. They danced together. Their friendship made the forest a warm and happy place once again.

**Wayne Indigo**  
**2 Teamwork**





# THE FOOTBALL MATCH

Roberto, Fergus, and Shane started playing football. All of them were very excited. Fergus had the ball first. Then, Fergus passed it to Roberto. Roberto kicked the ball as hard as he could, and he tried to score. Unfortunately, the ball got stuck in the tree.

“Oh no!” cried Roberto.

“How do we get the ball back?” asked Fergus.

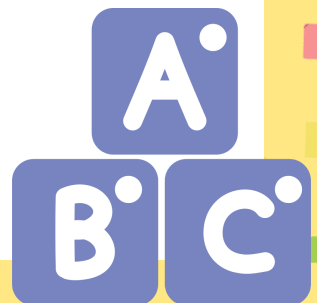
Shane interrupted, “I know! How about we climb on each other?”

“Great idea!” Fergus shouted.

So Roberto stood at the bottom, and then Shane climbed on Roberto, and he felt a bit scared. Lastly, Fergus climbed on Shane, being very brave.

Fergus reached as far as he could. He got the ball! Everybody went down, slowly, slowly, and down. Roberto learned not to kick the ball too hard. At last, they played football joyfully.

**Duncan Chairil**  
**2 Respect**



# THE ARREST OF THE FOX

Once upon a time, there lived a greedy Fox. He was very sly and mean. He had a big scar on his face, so all animals were intimidated by him. He was also famous for stealing the other animals' food. Many animals wanted to catch him, but he was hard to catch.

In the same forest lived Lion who was well known as he was one of the best forest rangers there. He was tall, bulky and hairy. He looked tough but at the same time, he had a kind heart.

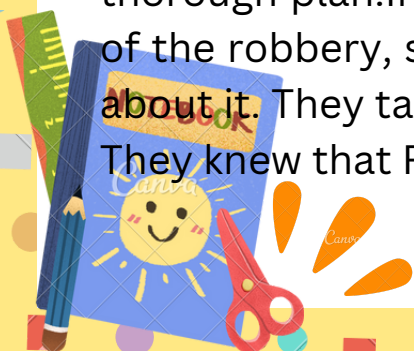
One morning, Fox met Lion. "Hello Lion," greeted the Fox.

"Hello, Fox. Long time no see. I was just about to see you. I have heard rumors about you stealing other animals' food. If I catch you doing that, you will go to prison," threatened the Lion.

"Oh! Are you sure you heard the right rumor about me?" replied Fox.

Before Lion could reply, Fox had already walked away. He wanted to take revenge on Lion because he felt so humiliated. He was thinking of a revenge plan all afternoon. "I think I know the way to get revenge on the Lion and all the animals in the forest. I will teach them a lesson," thought Fox.

To start his plan, Fox stole again from the houses. He kept robbing the food in almost all the animals' houses. Now, there was only Lion's house that he needed to rob, but before that he needed a thorough plan. In the meantime, all the animals were upset because of the robbery, so they organized a secret meeting with Lion to talk about it. They talked for hours and finally came up with a good plan. They knew that Fox would try to rob the Lion's house next



Next, the animals worked on making a trap in the Lion's house. They wanted the trap to kill Fox, but the kind Lion told them not to. He just wanted Fox to learn his lesson. All the animals worked as fast as they could to get it ready before Fox came. Thankfully, they finished it just in time.

The sun was setting and Fox was getting ready for his next robbery. "Mwahahahaha..... the Lion won't expect this!" laughed Fox wickedly. Little did he know that he would have a surprise waiting for him at the Lion's house.

Soon after, Fox arrived at the Lion's house and saw that the Lion appeared to be sleeping soundly. "I have to be quiet because if I get caught, I will go to prison," thought Fox. He quietly and swiftly crept into the Lion's food stash but when he was just about to grab it, he got stuck in the net. "Ahhhhh! Help! I'm stuck in a net!" cried Fox fearfully. His cries woke Lion up and Lion quickly ran to his food. There, he saw the Fox stuck in the net.

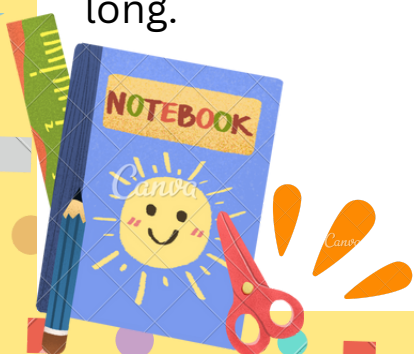
"Aha! I finally caught you!" exclaimed Lion.

"I have been caught. I give up. You can arrest me," sighed Fox dreadfully.

Fox was finally arrested and while in prison, he reflected on his wrongdoings and promised Lion that he would do better. He realised that he had enough of stealing and that stealing was not good. The kind-hearted Lion convinced all animals to let Fox stay and they were willing to believe Fox once more.

All the animals rejoiced and the forest had a feast and had fun all day long.

**Carissa Anggana**  
**3 Humility**



# THE HARDWORKING ANT AND THE LAZY COCKROACH

A long time ago, Ant and Cockroach lived in the same part of the forest. Winter was just around the corner, so the hardworking Ant started gathering up piles of food in his home. Cockroach, however, was too lazy. He only wanted to ask for some food from Ant.

“Ant, may I please have some food?” begged Cockroach.

“Of course, but you must remember to also get your own food instead of always taking only mine.” Cockroach ignored Ant and walked away, happy with how much food he had received from Ant.

When winter arrived, Cockroach asked Ant for more food. “Hello Ant, may I have some more food?” asked Cockroach.

Ant hesitated. He had enough food only for himself to survive the whole winter, but he knew that Cockroach would give him food too. So, he gave Cockroach some food.

“Here you go Cockroach. When I ask you to give me some food in the future, you have to give me food. Okay?” Once again, Cockroach shrugged Ant’s words off and hurried off to his home.

A few days later, Ant had run out of food and needed to get some more. However, since it was winter, there were no fruits or berries on the trees. He had to get some more food from Cockroach.

Ant plodded to Cockroach’s house and knocked on the door. Cockroach opened the door and asked, “Ant? Why are you here?” Cockroach was surprised why Ant had come to his home.



“Cockroach, may I have some food?” Ant begged. Cockroach yelled at Ant for going to his house and asking him for food. Cockroach was really mad and refused.

Ant was so hungry and disappointed. He never thought that Cockroach could do that to him. Desperately, Ant decided to steal Cockroach’s food instead of asking for it.

At midnight, Ant snuck into Cockroach’s house and took all his food. He then snuck out of Cockroach's home and ran into his home, feeling glad that Cockroach did not catch him stealing his food.

The next morning, as Cockroach was about to have breakfast, he realised that all his food was missing. He searched everywhere but could not find it. However, he was too lazy to find more food and did not eat any more food for the rest of the month.

**Jaromir Said  
3 Teamwork**





Only ten minutes ago, 8-year-old Malik had been sitting at home, bored, gazing out of the window at the endless rain gushing down. Then as a thin ribbon of lightning had flashed across the afternoon sky, he had suddenly shouted out, "I want an adventure!" Well, who could have guessed what happened next?

A thick cloud of smoke, an angry bang and a large whoosh, and now here he was, in the middle of a forest, next to a broken signpost saying, 'Welcome to Alania'. And, to top it all, there was a note pinned underneath saying, 'Help needed!' Malik had wanted an adventure, but now, as the sky darkened and odd noises filled the air, he wasn't quite so sure...

Continue the story about Malik.

## MALIK'S ADVENTURE

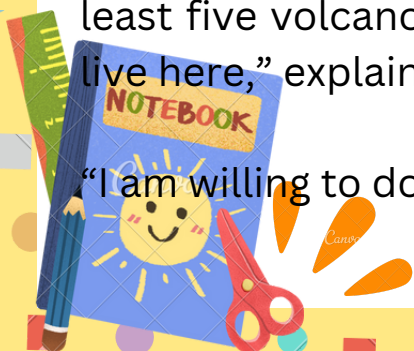
Suddenly, Malik heard a strange voice calling him, "Hoot! Boy! Over here!" shouted the voice. He turned around and saw a four-meter tall creature, with the head of a bird and the body of a lion. "It is a griffin!" thought Malik. He remembered this creature from his book of Greek mythology.

"Identify yourself immediately!" shouted the griffin.

"I am a boy named Malik who just appeared in this mythical land of Alania," said Malik.

"Well boy named Malik, I will have to warn you that our land, Alania, is suffering from volcanoes that were built by fire gnomes. Every day, at least five volcanoes erupt and endanger the species of creatures that live here," explained the griffin.

"I am willing to do anything to help!" exclaimed Malik.





“Find the Ice-sword and defeat the fire gnomes!” hooted the griffin. “I will see you soon.”

Malik was still terrified of the thought of having to do many things, but he wanted to help the land of Alania, so he set off to explore the terrain.

As he was walking, a fiery dragon circled lazily above. He flew down and eyed Malik suspiciously. “Hello, I suppose you are the boy named Malik right?” asked the dragon.

“Yes I am,” replied Malik. He was tired of walking and was starving since he had last talked to the griffin.

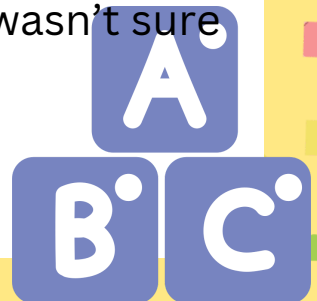
“You seem like you’ve gone through a marathon! You must be hungry” said the dragon.

He brought Malik to a bar where they served sweet, sugary treats. Malik had eaten ten treats already when suddenly the dragon looked serious. “Find the Magic Old Fish in the Pond of Purity, and he will tell you where to find the Ice-sword,” instructed the dragon.

He gave Malik a map of Alania.

Malik ran as fast as a cheetah on roller skates. He soon found the Pond of Purity. He saw a large golden fish, brimming with jewels and glowing like a shining sun. Malik was thoroughly mesmerized by the light. “To what do I owe you the company?” asked the Magic Old Fish.

“I am looking for the Ice-sword,” murmured Malik. He wasn’t sure if he could trust the Magic Old Fish.



“The Ice-sword!?” shouted the Magic Old Fish. “That is on the other side of the continent!”

“Could I ride something there?” asked Malik politely.

“I suppose so. You could ride a spectral raven,” replied the Magic Old Fish.

He took Malik to a strange, grey coloured bird’s nest. “Here is the spectral raven, now off you go!” yelled the Magic Old Fish. Malik got on and tried flying it. It was like riding a horse, but faster and easier to control. The raven dashed through the air like a peregrine falcon.

He soon landed it on a frozen-over temple. He saw the Ice sword, and tried to go for it, but was soon stopped by an ice wall. The only way to the other side was to fly over it. Clutching the raven’s harness, he flew it up to the other side of the wall. He quickly grabbed the Ice sword and flew out. Beside the temple was a ginormous volcano, spitting lava in every direction. However, as soon as Malik pointed the sword towards the volcano, it froze over. Soon, he was freezing every volcano in sight.

Then he stopped at a volcano, the biggest he had ever seen. He tried to freeze it, but it seemed that the Ice sword was defective. Below him, a gnome made of molten rocks and magma pointed a sword at him. It was made of lava and was obviously the Fire-sword. He got on his raven and the battle began. Malik and the gnome clashed their swords again and again. It seemed like Malik was about to lose, but then he thought of something. He swooped his raven to the top of the volcano and froze all the lava and magma. Noticing his defeat, the fire-gnome fled the battlefield, never to be seen again.



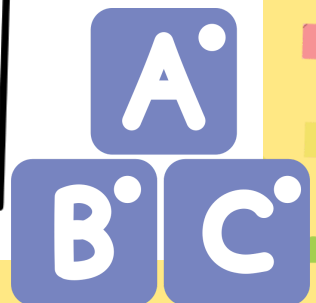
Back in the strange town, the creatures treated him as a hero. “Well done boy named Malik!” roared the three-headed lion. “I knew you could do it!”

“Good job!” growled the dragon moodily.

The Magic Old Fish offered him one wish. “I wish to get back to my house at home” wished Malik.

Soon, he was sitting in his house gazing out of the window. He knew never to wish for an adventure again.

**Anthony Boenjamin**  
**4 Respect**



Only ten minutes ago, 8-year-old Malik had been sitting at home, bored, gazing out of the window at the endless rain gushing down. Then as a thin ribbon of lightning had flashed across the afternoon sky, he had suddenly shouted out, "I want an adventure!" Well, who could have guessed what happened next?

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Continue the story about Malik.

## MALIK'S ADVENTURE

Malik looked around hearing strange noises. He began to shiver. He noticed strange-looking plants that bore orange yellowish flowers as bright as the sun. He spotted bushy creatures with creepy eyes spying at him from the thick bushes. The next minute, the eyes moved silently in another direction. Malik felt chills running down his spine. This was not the adventure he had had in mind.

Suddenly, Malik was face to face with the weird-looking creatures. Under the scorching sun, Malik could see them clearly. To his surprise, they didn't look scary at all. They had friendly eyes which calmed Malik down. One of them, which Malik suspected must be the leader, spoke in a childish voice, "Ola, welcome to the land of Alania! I'm Montuer, and I'm the leader here. Are you a human?"

"Well yes, I'm one hundred per cent pure human. How about you? What kind of creature are you?" blurted out Malik.

"We are sasquatches!" squeaked the little creature next to the leader.



This was the first time Malik has ever seen sasquatches. They must have hidden themselves pretty well all these years.

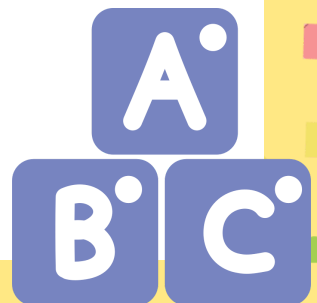
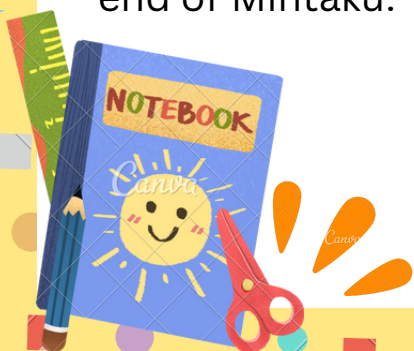
Montuer told Malik that he had transported Malik to Alania using his magic because he had heard Malik's prayer for an adventure. Montuer believed that Malik was a creature that could save them from Mintaku, who was an evil giant fairy with red evil eyes. Mintaku wanted to destroy Alania and take the sasquatches' power to build her own empire.

Malik listened to Montuer carefully before asking him, "How can I help? I'm just a normal eight-year-old boy! I can't even take care of myself!"

Montuer said, "You may think that you are still a small boy, but in here, you are huge. You are a lot bigger than us and you are twice as big as Mintaku."

Montuer explained the situation to Malik. In three days, Mintaku would celebrate her birthday and on that day, she planned to attack Alania and take over Alania as a birthday present to herself. They decided to set a trap to capture Mintaku alive.

When the big day came, Malik hid while the sasquatches purposely had a feast in front of the cave where Malik was. As expected, Mintaku showed up and started to destroy the area where the sasquatches gathered. Arrogantly, Mintaku released an evil laugh and started to twirl her fingers and absorb the sasquatches' power. Malik quickly approached them and grabbed Mintaku by her neck. He pressed harder and harder until Mintaku choked. That was the end of Mintaku.



Mintaku was destroyed, and the sasquatches were very grateful. Montuer thanked Malik and teleported him back to his house.

From that day forward, when Malik was bored, he proudly remembered his adventure.

**Paige Dirga**  
**4 Humility**





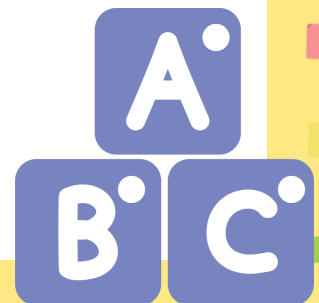
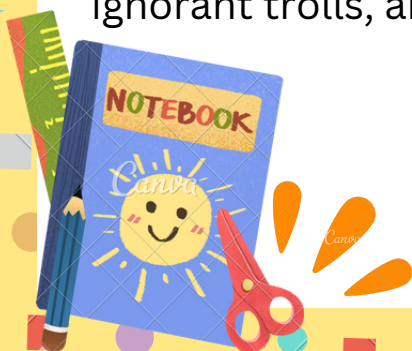
# THE PRINCE: A FRACTURED FAIRYTALE

One day when I was walking in my garden, feeling sorry for myself because I was old, ugly and alone and could hardly walk up straight, I heard a baby crying. And there she was, a beautiful baby girl with golden hair. I tried to calm her down by stroking her hair with my fingers. Suddenly, I felt something change. My hands were not wrinkled anymore! And when I touched my face, my skin felt soft like a baby. I carried the baby and ran to my small cottage. I placed the baby on my bed, and ran to the mirror to take a look at myself. I was young and attractive again! I was Mother Gothel, and now I was 20 years younger.

“I will name you Rapunzel!” I said to the baby. She smiled. It looked like she liked the name.

Everyday, I would comb her hair so I could stay young. As she grew into a child, I couldn’t let her live in this small cottage anymore. I built a high tower and locked her up in there so she couldn’t leave.

One fine day, she asked if she could leave the tower and explore the world. I got very angry, and shouted at her that she could never leave this tower. “I raised you since you were just a baby and I gave you the most wonderful treatments that money could buy! Why do you want to go out? That dangerous world with nasty people cannot be trusted!” I screamed at her. She seemed upset, but she was a pretty young lady with gorgeous long hair, and she might run into those ignorant trolls, and they might ruin her hair! I couldn’t let her go out.



One morning, as I was walking back to the tower to give Rapunzel the fruits I had picked for her, I saw a young man, admiring the tower. I took a look at him and felt something suspicious about him. But oh well, I didn't have much time. I needed to give the fruits to Rapunzel.

"Rapunzel! Let down your hair!" I shouted. I climbed up into the tower the moment she lowered her long hair, and gave her the fruits. I climbed down right after and walked away.

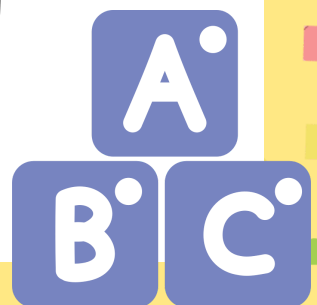
The next day, I had to bring food for Rapunzel again. When I was nearing the tower, I could see her letting down her hair and a person climbing up the tower! I was furious and ran to the tower as fast as I could. "Rapunzel, Let down your hair!" I shouted. But her hair never came down. I forgot I also built a shortcut in this tower! I ran to the back of the tower and opened the door. I ran up the stairs as fast as I could. I saw Rapunzel being tied up and a man pointing a knife at her! The man looked like the young man I had seen near the tower the day before. Before the man could cut off her precious long hair, I grabbed the knife and pushed him off the tower. I cut the knot with the knife to release Rapunzel, and then we hugged. I wiped off her tears.

"I'm really sorry, Mom, for not listening to you! I was highly manipulated by that man," said Rapunzel as she sobbed.

"It's okay, dear. Please choose who you trust wisely," I told her.

Since that day, Rapunzel was no longer locked up in the tower. I decided to let her go out. But only with me by her side. We had a lot of fun picking apples and collecting food together, and we lived happily ever after.

**Tiffany Tjugiaro**  
**5 Humility**



# THE MOON AND THE STAR

One night, the Moon was bragging about how beautiful he was. “I am so much more beautiful than you, Star. I am huge and you are miniature. I am a perfect, shiny, bright sphere,” bragged the Moon.

“Just because you are bigger than me, it doesn’t mean you are more beautiful. I can twinkle in this vast sky,” replied the Star.

For hours, the Moon and the Star could not stop arguing about who was more beautiful, so they decided to have a contest. “You see that man down there in a suit? The first one of us he looks at is the most beautiful,” said the Moon.

When the man started to look at the sky, the Moon started to shine as brightly as he could. On the other hand, the Star started to twinkle and gleam gleefully. The man’s eyes were immediately attracted to the Star. “Yay, I won. I am the most beautiful,” exclaimed the Star.”

“I guess you were right. You are beautiful no matter how big or small you are,” stated the Moon.

After that night, the Moon and the Star became best friends and they never fought again.

**Alisha Anantawijaya**  
**5 Humility**



# THE ROBBED ROBBER

“What do you mean, we can’t? Gordon screamed.

“I’m sorry,” sighed the lady at the counter. “It’s a full flight and the planes are all already delayed.”

Gordon turned and stared at his wife, trying to think of something to say. Lightning flashed behind him.

“You look like you’ve seen a ghost!” he snapped. The lady at the counter put on earplugs and started texting on her phone. Gordon’s wife lifted a shaky finger and pointed just above his shoulder. “You don’t like my jacket, do you? Gordon asked.

Suddenly a tall woman snatched Gordon by his collar, causing him to jerk backwards and fall to the floor.

“Where is it? My grandma’s jewelry. WHERE IS IT?” she hissed. Streaks of her short blonde hair covered her narrow blue eyes.

“Sherry! I swear. I’ve no idea where it is! Gordon stammered. Gordon’s wife and son could only stare.

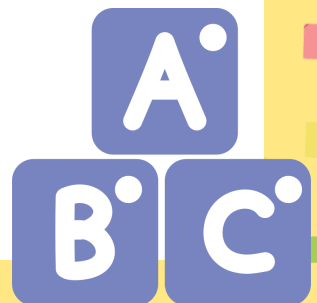
“Sherry?! How dare you can me by my name! I am YOUR boss!” she snapped. The suitcase that Gordon’s son was holding with both his hands caught her eyes. She then turned sharply at the uniformed personnel.

Gordon kept an eye on her, scrambled to his seat, grabbed the suitcase from his son’s shaky hands and dashed to the bathroom. He emptied the suitcase.

“A brown box...a brown box,” he kept muttering to himself. “Where is it?”

There was no sign of it. Gordon knew – he had been robbed!

**Andrea Loo**  
**6 Teamwork**



# THE FLAMBARDS

Christina went down to find William with a black eye waiting for her. He looked like Uncle Russel, just much younger.

“What happened to you?” she asked.

Dinner is ready.” William said, ignoring her.” Go eat!”

Christina went to the dinner table. Like father, like son? She thought.

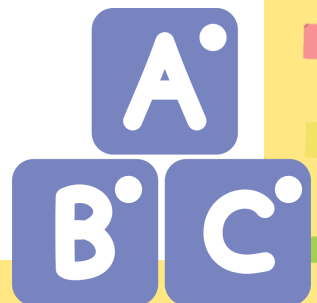
She found Uncle Russell waiting with a look that sent chills down her spine. Trying to ignore this, she started eating the fillet. There was a question she wanted to ask, but wasn't sure if she would have the nerves to do it now. She just had to.

“Why are you this rude to me?” Almost immediately, she regretted her action. Uncle Russell stayed silent. Christina couldn't tell if he was ignoring her or pondering the question before answering her. Finally, Uncle Russell shared how Christina's parents weren't the best people – or as he put it “pretending they were his best friends by hiding their real intentions to the public.”

Christina listened attentively while carving her fillet carefully as she did so. She soon realized that the fillet tasted rather strange. She fought hard to keep her eyelids open. She woke up to find two people next to her, blindfolded and gagged, and tied to a chair.

“After all these years, I finally get to humiliate you!” Uncle Russell shouted triumphantly. He continued to rant on, saying how he was the victim. Christina tried to take a closer look at the faces around her. She was flabbergasted. They are her parents. How were they alive? Hadn't they abandoned her? Was everything she ever knew a lie?

**Jo Wi**  
**6 Humility**





# TAKING TO THE SKYS

"WEE WOO! WEE WOO! WEE WOO! 500 Zero planes approaching from Calais, position-5 miles west of Calais. WEE WOO! WEE WOO! WEE WOO!"

I heard the terrifying sounds of the war sirens at around 3 in the morning, while I was playing cards with two of my closest mates. We made up 3 of the 20 pilots in the 9th British Airborne Battalion, recently transferred to this airfield in Kent. Even though the world-renowned Kent beaches were closed and fenced with barbed wire to avoid German spies coming in to Britain, I initially thought this assignment was going to be calm and relaxing, compared to our first assignment in Egypt. I was wrong. And unfortunately, we've been transferred here at the worst possible time.

Immediately after we heard the first siren go off, I heard one of my mates I was playing with mutter, "Bloody hell, here we go again". We grabbed our helmets, positioned neatly near us just in case of situations like this, and rushed to our planes. They were half full – hadn't had time to be refueled, but they had to do. Neatly positioned and done with all the checks, we did a final thumbs-up at each other. Vigorously, we raced to the runway, full of determination, strength and anger.

As the sun rose from its sleep, our planes rose from the clouds. We were heavily outnumbered that day. The sirens said they had around 500 zeros, but it turns out they had more than a thousand planes coming our way. Right after we passed the highest of the clouds, many dots as small as ants appeared on the other side.





We fired our bullets, and they fired theirs, as we came close and closer towards each other. Some planes fell, others continued firing. But suddenly, one of the mates I played cards with earlier broke from the formation. He rammed his plane to another of our planes – my other mate I played with earlier.

"He's a German spy!" My brain screamed.

I directed my fire towards him, but it was too late, and both of the planes fell to the English Channel.

A few days later

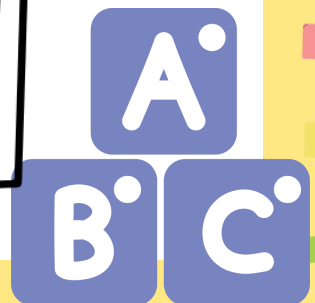
"We'll tak a cup o' kindness yet for auld lang syne."

Soft and somber music played in the background, as Winston Churchill rose from his seat to say his speech.

"Never in the history of human conflict has so much been owed to so few as in the Battle of Britain."

I cried as I thought, "But at what cost?"

**Alexander Boenjamin**  
**7 Integrity**



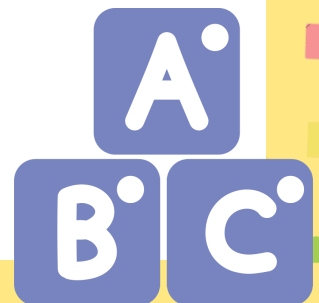
# MINI-COMMENTARY ON THE ROAD NOT TAKEN BY ROBERT FROST

In Frost's *The Road Not Taken*, the traveller has to pick between two diverged roads. This is similar to the choices and decisions people have to make while traveling this journey called 'life'. The poet shows us that the traveller is having a hard time making a decision, and is very hesitant to pick one of the roads by stating "long I stood" and "looked down as far as I could". I found this relatable since when facing a difficult decision, I often procrastinate as it is such a challenging experience in life, especially when making the final choice.

By telling us that the traveller picks the road that is "the better claim" in his eyes, the idea of free will is put forward, encouraging us as readers to go with our gut, and pick the 'road' or choice we think is better for us right now, also the one which we see a brighter future in. The traveller picks the road that is more "grassy and wanted wear" in his eye, thinking that this road is less travelled by, and yet still chose it because it piqued his curiosity. It suggests the idea that taking risks in life is not harmful at all. By doing so in life, we prove that we are all unique.

The poet comforts us by relating some of our emotions and doubts to the traveller. For example, "With a sigh" tells us that the traveller also feels a mix of emotions, like frustration, anxiousness, fear but nonetheless also a relief. With this, the poet tells us that it is okay to feel all those emotions too, or even have some regrets and consider going back. But as the traveller never does, the poet suggests that we keep on moving on with life, keep looking forward and make other decisions in the future rather than changing old ones.

• Allena Christian •  
• 7 Respect •



# BLOODSTAINED AXE

"You can't leave me, remember? I-I'm always supposed to be by your side. R-right Ambrose? I'm your friend." Aden rambled. His hands were shaking in fear as hot tears slowly dripped down his face.

"I'm *not* your friend." Ambrose laughed maniacally. "It was supposed to be this way, Aden. I'm supposed to kill you and fulfill the prophecy, remember?"

"You can't do this to me." He dropped to the floor, now on his knees begging for mercy. "We worked so hard to reach this, please! You can't just leave me to rot here and die alone! I care about you Ambrose."

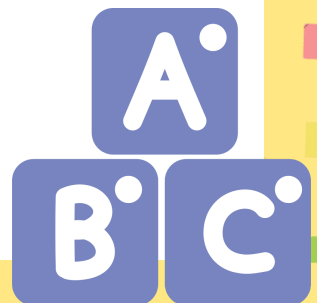
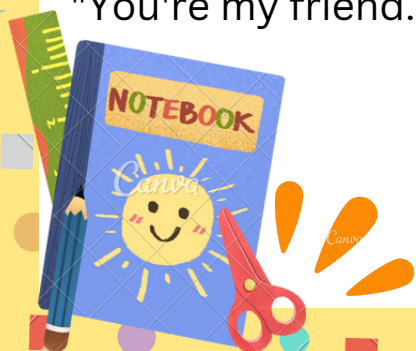
The soft sobs echoed in the large dining room. The clouds began to darken and all that was left to hear was the rain that trickled off the stained glass windows. As Ambrose walked towards Aden, his armour clanked against the ivory tiles. The iron shone brightly and was now the only source of light in the dark room.

They were two young knights on the same journey to fulfill a prophecy of peace for their kingdoms, only to receive a bittersweet and gruesome end.

"I don't want to do this." Aden slowly backed away as Ambrose only got closer. "I don't care about some stupid prophecy! I can't do it. I'm sorry Ambrose."

"You can't stop me. Only one can survive, and that's going to be me."

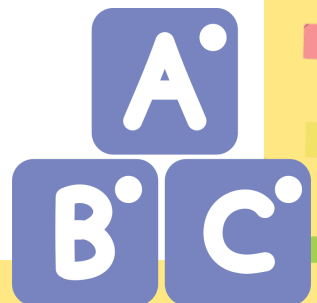
"You're my friend. Please."



"A loud slash of an axe. Aden's head dropped to the floor as blood came rushing out. The rest of his body lay still, lifeless. The head was thrown in a worn out burlap sack. He now walked outside slowly as he basked in the sweet, sweet feeling of victory. Rain dripped off his dark raven hair as he staggered down the grey, mossy path. Ambrose was a sick man. Sick enough to behead and betray his best friend for a prophecy he had now fulfilled as he carries his friend's bloody head in a sack.

"I love you, Aden."

**Chole Evangeline**  
**7 Integrity**



# THE GHOST

It was a calm night in Shining Streets. The green leaves rustled and danced with the wind and the stars shining merrily in the dark sky. A young boy, who goes by the name Greg, walked steadily on the pavement, whistling a happy tune. He was a funny, charming young man who is well known for playing pranks and getting up to mischief with his best friend, Wyatt. To celebrate Wyatt's birthday, he decided to play a prank on him by dressing up as a ghost, hiding in the dark and scaring him when Wyatt walks past the graveyard right around the corner.

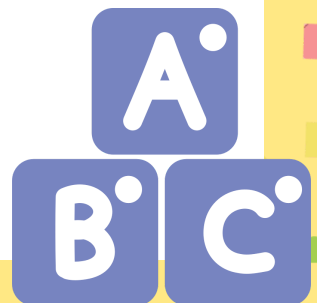
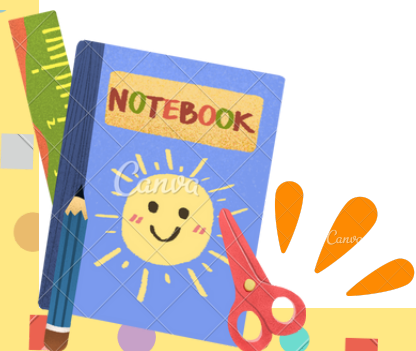
"Thud! Thud!"

Right after Greg hid behind one of the graves, he heard a figure walking towards the grave. The person was wearing a white shirt that stood out among the black darkness surrounding him. 'How did he know I was here?' Greg pondered in his heart. Wyatt walked in front of the grave and stayed silent. In the midst of night, the silence was so quiet one can hear a pin drop. Feeling rather uncomfortable, Greg thought that Wyatt was waiting for him to come out, and tried to scare him by jumping out of the grave and making loud noises.

"Boo!"

Surprisingly, Wyatt did not even bat an eye at him and stayed quiet, staring at the grave as if he'd never seen anything quite like it. Feeling very frustrated, Greg tried to grab Wyatt's shirt but his hand passed through Wyatt's body as if it was never there. Greg was stupefied.

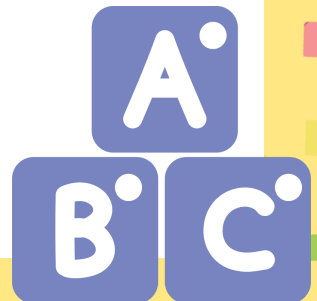
Right at that moment, Wyatt opened his mouth to talk, "Greg, it's officially been a year since you left us. Sigh, it's so quiet and calm now, and I'm not used to it. Sometimes I feel like I can hear your laughter and your voice right next to me. I miss you so much."



Canva

Greg was sucked into a pit of darkness, drowning in a sea of his own despair. He glanced at the grave in front of him, and sure enough, it said, 'Gregory Gilston, 1990-2007'.

**Kyra Taniwan**  
**8 Integrity**





# WORLD WAR II POSTER ANALYSIS

## CRITICAL RESPONSE



The poster above is an American World War 2 poster. It evidently shows a young woman holding a baby, and they are surrounded by two ominous and mysterious hands. This poster was used as a sign to convince the passersby of the poster to buy war bonds to fund expenses for the war, and it uses several methods and techniques to make the poster as efficient as ever to urge people to buy these war bonds; including the image, text, and colour of the poster. First of all, the image in the middle of a woman carrying a baby fearfully implements fear tactics since babies and young children were the most helpless group at the time of the war.



They couldn't save themselves, fight for themselves, let alone fight for others, so the image of a baby behind evil-looking hands appeals to people's morals, guilt-tripping the people who hadn't done anything to contribute to the war or their country. The image of the two people itself is also very beautifully drawn, contrasting the misshapen hands in front of them. It transfers pity to the readers knowing that these people cannot help themselves, which, once again, would push people to buy war bonds. The hands contain two of Canada's and America's rivals; Germany, and Japan, and the misshapen, scary hands, make people view them more as the villains hence inculcating hatred towards the enemies. The poster suggests just anyone, mainly very vulnerable people, like babies, could be caught by evil's hands and they should do everything to prevent it; and the way they present it is to buy war bonds.

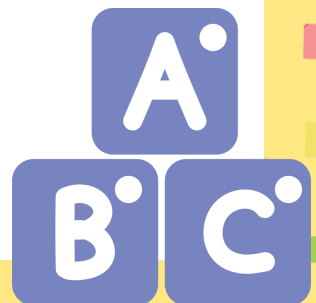
The text also plays a part in delivering the poster's message. The poster gives only 2 short sentences, and both of them are imperative sentences. The effect these sentences have on people may be that when some read them, they get the urge to do whatever is written down. The second sentence is written on the bottom which reads, "Buy *the new* victory bonds" contributes to delivering the message. The phrase "the new" is written in italics with a different font, highlighting the phrase, which makes us focus more on that phrase. The reason they did so is that when a product is advertised as "new", people take that as it is better than before, and they will buy more of the newer version of said product.

Finally, the colour delivers the poster's message well. The main image of the woman and the baby in the centre is beautifully coloured with vivid lighting so we can see them well; On the other hand, the hands are dark and black, the colour usually associated with evil, and so it makes people think that these hands are coming to get the two people.



Overall, these methods used to make the poster richer and more effective played huge parts individually to deliver the message of buying war bonds, and it certainly made an effect on the Americans who passed by this poster.

**Raissa Senoaji**  
**8 Respect**



# QUESTIONABLE QUESTIONS: A MONOLOGUE

I might need to be mentally prepared for getting scolded soon with this 63-mark paper.

Yes, I'm right here, I just arrived home.

I got the marks for the maths exam by the way, and I would say no, it's not a good one.

But! Not a bad one either. 63-63 might be bad in other cases, but in this one, it's actually not bad. I don't think you can even get 63.

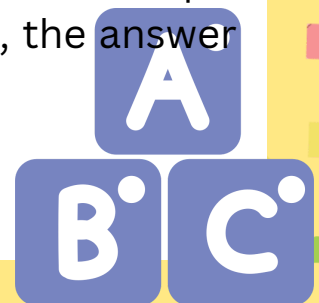
Here is the paper. I figured out my mistakes on the other questions except these two that I don't think even make sense. I'll read it out. The first question is...There are 26 sheep and 10 goats on a boat. How old is the captain of the boat?

I told you - you won't know either. The second question is...A bear fell into a trap, the depth of which was 19.617 metres, and the falling time was exactly 2 seconds. What's the colour of the bear?

I am serious! I'm reading the questions out without missing a single word.

Answers were discussed, of course.

The answer to the first question is that If there are 26 sheep and 10 goats on the boat, then the boat weighs at least about 7,700 kilograms. And to drive a ship of this weight, the captain needs at least five years of experience in driving the ship, and the ship's driver's licence must be at least 23 years old to get it. So, the answer is at least 28 years old.



The answer to the second question is that according to the question, since it is a trap that a bear can fall into, and there are usually fewer traps that bears could fall in as bears are mostly huge, it can be concluded that this trap is designed for bears. Then, most terrestrial bears have poor eyesight and can hardly distinguish traps, so they are easy to fall into traps. So the answer is between a brown or black bear as terrestrial bears are between brown or black bears. Lastly, since the trap is 19.617 metres deep, the soil must be easy to dig. Brown bears are mostly in high-altitude areas and are fierce – hard to dig traps. So, the answer is that it is black.

No, It's not a Geography exam, It's maths!

I guess you could call the teacher if you want to know why they ask those questions because I have no idea.

**Ziru Huang  
8 Humility**



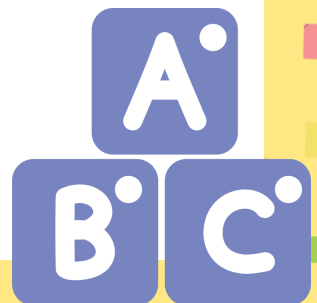
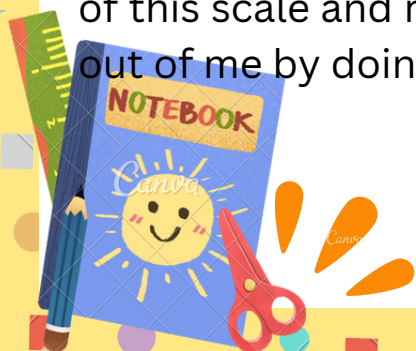


# THE DRAGON'S LAIR

The colour red was the only thing in my line of sight. The dark red, rich crimson rock that cracked and shifted under my two feet; the glowing geysers of red-hot magma that bubbled and pooled like poison in puddles, and lastly was the dragon, whose scarlet scales I had been staring at, the dragon lying two meters right in front of me. The dragon in question was currently asleep, its leathery wings shielding its rock hard body, armoured by scales as strong as titanium. Its jagged teeth and horns that resembled thunderbolts were just as pointed as its bony spine, consisting of jet-black shards that I could only imagine were sharp enough to cut through the thick heat that clouded my mind and made me feel like I was swimming in honey. In all actuality however, the tension in the air was so fragile that it could be shattered by a mere whisper.

The dragon's lair was filled with the sounds of lava, pooling and bubbling, but the only thing I focused on was the ebb and flow of the dragon's breathing as it slept. With each inhalation through its sharp, pointed snout, its stomach rose, then fell with a fiery snort and exhalation. I hadn't visited the church in months, but at that very moment I was praying silently to God that the dragon stayed in its slumber. The unmistakeable scent of burnt bodies filled my lungs, and I wondered if I were to share the same fate as those before me who had either been brave enough or idiotic enough to visit the dragon's lair.

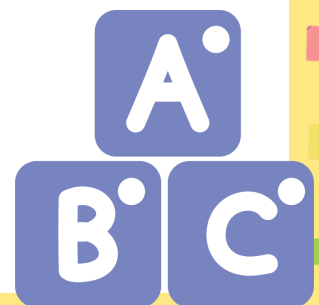
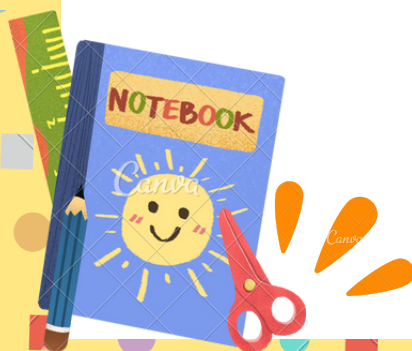
The once-shining armour that I wore in preparation for my visit to the dragon's lair appeared flimsy and pathetic when compared to a beast of this scale and menacing demeanor. A beast who threatened the life out of me by doing nothing but sleep.





Like a statue, I stood there petrified, for fear that the creaking between the joints of my armour, or the clanking sound that I was sure would fill the lair with the slightest, most miniscule movement of my limbs would wake the dragon. Despite the excruciating, torturous heat that surrounded me, I felt far from warm. My insides were ice-cold, frozen with fear, and I was completely drenched. I wasn't sure if the moisture on my face came from the tears pouring out of my eyes like the lava pouring out of the walls of this very cavern or if they were from sweat, but either way I was sure that if anyone had seen me in this state of silent hysteria, they would think I'd gone mad.

**Anya Rahardja**  
**9 Integrity**



# PROBLEMS FACED AS A RESIDENT OF BRIDLE WORKS COMPLEX

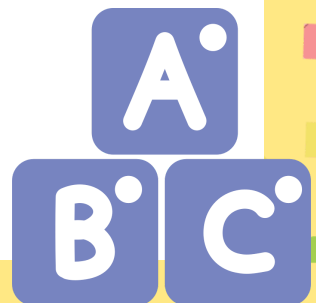
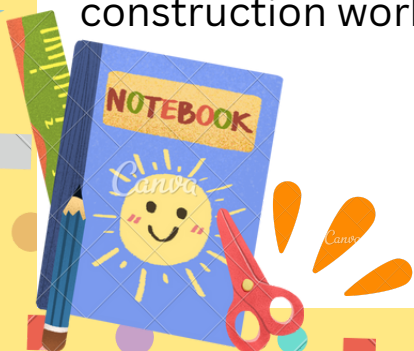
Dear/Sir Madam,

## Problems faced as a resident of Bridle Works complex

I, on behalf of tens of other students, am writing to express my grave disappointment over my stay at your unit at Bridle Works. The pleasant experience promised by your website has been undermined by the reality of your unit – the lack of amenities, damaged property and unfinished construction. For that reason, I demand a full refund for those who have been misled and wronged.

Upon viewing your website, I was led to believe that the massive sum I had paid for rent would promise an array of quality amenities, a pleasant dormitory, and an overall peaceful student experience. Instead, I got the opposite. It seems that any margin of quiet I manage to find is instantly interrupted by fire alarms and deafening hammering. But these are not the only disturbances caused by the building's construction. Wafts of dust perpetually billow into my room, my friends have found horrifying evidence of uncleanness (dirty water hand marks, dust-covered cupboards, etc.), and others endure damage to property (radiators and sprinkler covers falling apart, literal holes appearing in flooring, etc.). None of these concerns were addressed, nor even mentioned, on the website. Needless to say, we were blindsided, and our stay has been nothing short of horrifying.

It is not just the dorms that seem to be falling apart, but also the amenities that make up a significant part of the price tag. From the arrangement that we were advertised, only the gym membership was provided. Even then, just half the equipment is actually functioning and the gym itself is difficult to reach when only one of four elevators is available for resident use (the others being thoroughly occupied by construction workers).



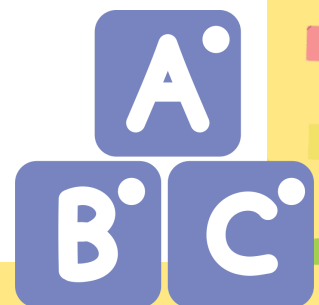
As university students our time is predominantly filled by work, study, and repeat. That is why coming home to a clean, calm sanctuary is so vital for our peace and health. That was the promise made by Novel Student, and thus our disappointment is immeasurable. We feel wronged by the concealment of important information regarding the dire state of Bridle Works. It is only right that those who wish to discontinue their stay are heard and supported with a full refund. For the others, who miraculously still have faith in the construction of your property, they should be provided with temporary housing that is safe and sanitary. When all internal and external construction has concluded, the residents should be permitted to return and – at last – receive what they have paid for.

I ask that the valid concerns as stated above are not only considered, but addressed. Failed amenities, urgent health hazards, constant noise – this is what is hidden on your website, at the expense of our comfort, health, and collegiate experience. For that reason, it is imperative that a full refund is issued to those who wish to leave, and an improved facility is promised to your loyal clients. If the appropriate steps are not taken, and our complaints are ignored, we have no choice but to take legal action.

Yours faithfully,

Chloe Djalal  
Resident of Bridle Works

**Chloe Djalal**  
**9 Integrity**





# PICNIC AT THE HANGING ROCK



## Picnic At The Hanging Rock - Conflict & Character Analysis

By: Seoyeon, Daphne, Darrel

### Mike

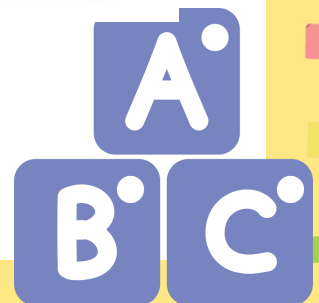
- Mike is a round character and static character.
- He is a round character because we can understand his strong will to find the missing people, specifically Miranda, and how this impacts his actions.
- 'Now Mike really was swearing with passionate conviction.' (Page 78)
- This example expresses Mike's frustration when Albert told him that he wouldn't find much in the dark because he really wanted to find the missing people.
- Mike is a static character because his character remains the same throughout the book with little change.
- He does not sway in his thoughts and remains fixed on finding the missing people.
- Mike encounters a lot of external conflicts rather than internal conflicts.
- Mike goes against Hanging Rocks, the natural environment which is an external conflict.
- Mike faces challenges because of the dangerous nature of the hanging rocks that stops him from trying to find the missing people.

### Mike and Albert

- This conflict because their different social class is solved when Mike loses his memory about what happened at the Hanging Rock.
- Mike was found injured at the Hanging Rock and was discovered by Albert who called the doctor and brought him back to get treated. (Page 87 - 89)
- The conflict was resolved when Albert was treated as an equal, a hero and a saviour when he found Mike and Irma.
- For a person of a lower class to gain recognition among the upper class, the person needs to accomplish something momentous and grand.

### Albert

- Albert is a round and dynamic character.
- He is a round character because the audience can understand how his thoughts have evolved because of Mike's actions and how this changed his actions.
- An example of this is, 'Be dark soon. Have a bit of sense. .... 'You win,' Albert said.' (Page 78)
- This shows how Albert originally disagreed with Mike but eventually gave in.
- This also proves that Albert is a dynamic character because he changes and expands his thoughts and opinions over the course of the novel.
- Albert experiences a lot of internal conflicts.
- His conflicts revolves around his morals and beliefs and Mike's impulsive and adventurous ideas.
- Albert is in a constant dilemma of insisting that the Hanging Rock is a dangerous place and wanting to help find missing people.



## Mike

- 'How long has Mike been lying here on the ground, beset by ants and hovering flies?' (Page 87)
- This explains how Mike had lost against because of the natural environment. From this, the audience is able to understand to Mike's risk-taking thoughts and actions.
- Mike is a sympathetic character because of his courage.
- Mike is a very brave character as he wanted to find the missing people without any doubt.
- Mike is a very persistent and courageous character.
- 'As far as I'm concerned, it's not the end of it. ... Wondering if they're still alive dying of thirst somewhere on that infernal rock.' (Page 64)
- It shows that Mike refuses to take other people conclusion that the girls were dead rather wanted to find them at all cost.

## Mike and Albert cont'd

- The way they dress explains their different Social Class.
- 'Albert loose of limb in rolled-up shirt sleeves and moleskin trousers. Michael stiff in garden party attire with a carnation in his buttonhole.' (Page 62)
- The attire of Albert and Mike shows their social class, in which Albert is of the lower class and Mike is of the higher class.
- Another difference is their job.
- Albert is a coachman of Mike's family. A coachman is considered a relatively low-level job.
- Since Albert serves Mike's family. Mike is much more wealthy.

## Albert

- 'Be dark soon. Have a bit of sense....' (Page 78)
- '...if that's the way you was feeling...well,tata,' (Page 79)
- This explains Albert's initial thoughts and thoughts after being swayed by Mike.
- He is a relatable character as there are many scenarios in real life where one may be in a situation where they also have to choose between his/her own beliefs or following a friend.
- Albert is a sympathetic character because he values his friendship with Mike.
- He is able to sacrifice his beliefs and morals and accompany Mike to go to the Hanging Rocks.
- 'What the Hell do you think you can do?... Who says you're going alone. We're mates, aren't we.' (Page 66).
- This shows that Albert highly disapproves of Mike's plans to go to the Hanging Rock but is still willing to accompany Mike to the Hanging Rock.
- He values their friendship making him a sympathetic character to the reader.

## Narrator

- The narrative shapes the audience's a wider understanding of the mystery from the perspective of every character.
- The narrative adds more details of the surroundings of Hanging Rock, in terms of what the Hanging Rock was like.
- Mrs Appleyard thought of the Hanging Rock as an extremely dangerous place. (Page 7) Rather Mike thought that Australia was a limitless place where everything was possible (Page 24) which shows that Hanging Rocks is an interesting place to explore. While Albert claims that Hanging Rock is a 'tough proposition even for experienced climbers.' (Page 23).
- This shows that from the narrative point of view the audience to understand different opinions and factors that lead up to the mystery.
- The narrator's description of events lead and add up to form a certain agenda.

## The Investigation

### Traditional Narrative

- The usage of newspaper articles and witness statements makes the tone of the novel more serious and convincing.
- The use of words such as 'mystified, afraid, fit of hysterics, careful' (Page 40 - 42)
- The reader would feel as if the mystery has actually happened because there is a variety of evidence to back up the mystery in the story.

## Characters + Tension

- These characters are generally flat and static characters.
- They do not change throughout the novel that much because they all have specific roles in the book.
- This affects the novel as a whole as each character has a different role that would add to the plot and give more detail to the story.
- Doctor McKenzie of Woodend (Page 88) treats Mike and analyses his condition upon being found.
- Mam'selle (Page 191-192) who writes the letter to Sara's guardian creates more confusion on Sara's mysterious exit.
- The ongoing investigation creates tension throughout the whole novel because not much is known about the disappearance.
- The girls disappeared mysteriously creating a very unsolvable mystery that was creating tension and suspense in the novel.

## Narrator

- The narrator enriches the reader's perspective of the events that create a even large incident.
- In this case, the narrator describes the girl's perspective while exploring Hanging Rocks and describes Mike and Alberts' perspective in order show how this leads to the disappearances of the girls.
- The narrator allows the audience/reader to understand the perspective of all the characters, the environment at the hanging rock, the overall atmosphere of Appleyard College and even the atmosphere among the locals.
- The audience has a third person point of view.
- This would allow the audience to understand the different themes of the novel, such as: social class, mystery, the power of rumours.

## The Investigation cont'd

### Traditional Narrative

- This makes the mystery even more convincing because of the realistic ending.
- The reader would be even more intrigued and confused about what has happened, creating more suspense in the mystery.
- The extract from a Melbourne newspaper, dated February 14th 1913 can be found. (Chapter 17)
- This leaves the mystery with an unknown ending to the disappearance.

## Characters + Tension

- For example, in order to find the missing people, the detectives used the dogs to help with the investigations. (Page 67)
- Creating greater tension in the reader as hope in finding the missing people is established.
- But is later is proved to be false hope.
- This tension is not resolved.
- Because the disappearance of the girls was never solved.
- What happened after their disappearance, what happened to Sara and what happened to Mrs Appleyard was never solved.
- This would emphasize the theme of mystery which is something that remains unsolved.
- This would create more excitement in the novel.

A

B C



**Round**, because her inner thoughts + motivations were thoroughly explored:

Her desperation for 'control' over the students:

- "Meals were served with their customary clockwork precision..." (47)
- Despite three girls + a teacher missing, Mrs Appleyard tries to keep the whole College running normally, by first keeping the meal times as per normal
- Her needs for such normalcy is achieved by keeping a solid leash on the girls at the College

Her obsession with social class/status and reputation:

- "Have a pleasant day and try to behave yourselves in a manner to bring credit to the College." (7)
- Her main concern is about the how their behaviour would be reflected on the College, not about them having fun/staying safe

## Mrs Appleyard

**Static**, because no major change in Mrs Appleyard was observed:

"...nothing of yesterday's happenings should be so much as whispered..." (43)

- Immediately after the disappearance, her first concern is that the incident **doesn't leave the school** - tying in with her motivation for a good reputation

"Deliberately cut off nowadays from unnecessary contacts with the outside world..." (175)

- Again, still making sure that nobody 'contacts' the outside world and tell them about the disappearance

In these examples, we can see that Mrs Appleyard's **obsession with reputation** is the same throughout the book

- The efforts she's making to make sure word of the disappearance doesn't leave the school, as to save the school's name + reputation is the same **immediately after and near the end** of the book

### Internal conflict:

Her growing hatred towards Sara Waybourne, that she herself knew was arbitrary.

"The small pointed face was somehow the symbol of the nameless malady..." (106)

### External conflict:

The aftermath of the events getting out of hand (dealing with the rumours, press, parents, etc.).

### External

Regarding the **external** conflict, Mrs Appleyard tried to pretend everything was under control, and **force** everything to come back to order.

- "...a judicious blend of sympathy and practical commonsense." (53)

She sent out letters to the parents with reassurances, and pretended that the whole situation was **completely** under control → she didn't want the parents to worry, and possibly lose any students/reputation amongst the parents.

- "some busybody of a visitor wouldn't come riding over with the newspapers and let the cat out of the mail bag." (53)

From this line, we can clearly see that she was trying to keep the whole situation under wraps/prevent the rest of the world from hearing about the details.

## Mrs Appleyard (conflicts)

### Internal

Her hatred towards Sara wasn't justified nor explained + she let her emotions get the best of her - a quality that I believe couldn't gain sympathy from the readers.

"I never thought Mrs A. would be so mean." (6)

- Her inner beliefs were centered around holding the power/authority over the girls at the College
- However, Sara, as the youngest, was the hardest to control - resulting in the start of the conflict
- But as the disappearance got out of hand, Mrs Appleyard's inner belief started crumbling, because she couldn't control the situation anymore
- Hence, her conflict with Sara became much more intense, as the only way she could stay sane was by finding comfort in the fact that at **least**, she still had control over Sara Waybourne

- Her attitude/way of dealing with the conflict was what made her an **unsympathetic** character.
- The readers might've felt more sympathetic towards her if she was portrayed as a more desperate character - however, throughout the book, she kept her head up high and pretended nothing was wrong
- The readers, by this point in the book, were still shocked by the disappearance - but by remaining seemingly unaffected (emotionally) by the disappearance, it was hard to feel bad for her

### External

- Her **external** conflict wasn't completely resolved
- Because even after her suicide (which put an end to her side of the conflict), the investigations still continued

"The search was continued for several years... owing to the mysterious death of the Headmistress..." (204)

### Internal

- Her **internal** conflict is **forced to an end** by both Sara and her deaths
- Hence, the readers can conclude that they're somewhat related to each other
- Which is where the theory of Mrs Appleyard **murdering** Sara Waybourne started

## Mrs Appleyard (conflicts, cont'd)

- So, her 'plight' sort of forced both conflicts to come to an end
- Because with her death, neither of the conflicts could continue
- However, one thing to note was that neither of the conflicts were actually **solved**

- **Internal:** As the cause of Sara Waybourne death was unclear, we can't assume that Mrs Appleyard won the conflict by pushing Sara

- **External:** The rumours didn't stop, the investigations still continued, it was just that Mrs Appleyard wasn't there

- Hence, from her plight, we could see how she technically lost both of the conflicts, which is a shock, because despite the reader's hate for Mrs Appleyard, she was always the intimidating figure, not the one that'd lose a conflict

- One of the main themes that revolved around Picnic at Hanging Rock was **scandal**
- How rumours spread about the disappearance, + how much of Mrs Appleyard's external conflict revolved around trying to control this
- "...should be connected in any way whatsoever with crime..." (125) → showing how the rumours spread
- Another theme was **wealth** and **class**
- Mrs Appleyard was only concerned about the disappearance because it had happened to the daughters of rich/high-class families
- "Why couldn't it have been Edith who had disappeared, or that little nobody Blanche, or Sara Waybourne? (52)

NOTEBOOK



## Sara Waybourne

**Round**, because we know what shaped her actions and thoughts:

- "I don't believe she loves anyone in the world except you, Miranda." (29)
- "...Sara's little peaked face is illumined, even in sleep, by a dream of Miranda so filled with love and joy..." (111)

From these few lines, Sara's love for Miranda is quite evident - hence, we can easily see that this love was what shaped her inner thoughts + motivations.

**Static**, because her personality didn't really change much throughout the book:

Her love for Miranda remains the same from the start to the end of the book, and though she might've been slightly more quieter due to Miranda's disappearance, it wasn't as evident as the continual love and longing.

The **internal conflicts** Sara faced shaped her internally - there wasn't much that shaped her externally within the book.

1. Dealing with the loss of Miranda:  
"Oh, Miranda, Miranda . . . darling Miranda, where are you?" (94)
2. The fear of having to back to the orphanage:  
"Again she heard her cry out, 'No, no! Not that! Not the orphanage!'" (148)

I think it's the fact that they're both **round** and **static** characters that **contrast** each other completely, **AND** are in direct conflict that makes their conflict so memorable

- Through the external conflict they have against each other, we already know of their inner thoughts + motivations (**which won't change**, because they're both static characters)
- Hence, what makes their conflict so memorable is that we can see opposing viewpoints clash directly, allowing us to form our own opinions
- The fact that this conflict isn't between two similar people (as in age, status, job, etc.) makes the whole conflict extremely memorable
  - Because between a teacher and student, it's commonly believed that the teacher is 'right'

## Character

- Irma is a dynamic character because she changes a lot in the story.
- *As Irma convalesces at Lake View, the Fitzherberts' estate, her caretakers and investigators hope that she'll be able to provide some insight as to what happened up on the rock, but Irma has no memories beyond the picnic. (Chapter 8)*
- Her personality changed after being found by Mike.
- Irma becomes a socially shy and a closed person.
- Then Irma had a romantic liking of Mike.
- We can see the change she has been through.
- Therefore, this makes her a dynamic character.
- She would be a round character, because she is a complex character making it hard to understand her.

## Irma

### Conflict + Audience Response

- The resolution of Irma and Mike's conflict is that they accept that they will become friends.
- This is because Mike had feelings for Miranda and not Irma.
- As the audience, we feel sympathy towards Miranda because she developed feelings for Mike, but she got rejected.
- *Mike seems disappointed that Miranda was not the one recovered from the rock (chapter 8).*

## Themes impacted by this plot

- The major theme that has been impacted in my opinion is fear.
- We can feel that the theme during the climax and falling action period was mainly curiosity, suspicion, and hope.
- Everyone thought it was fake and not possible to find the missing people.
- But eventually they found Irma.
- Returning back to the college, everyone was curious about what happened. But Irma didn't remember anything.
- This led people to suspect Irma's actions as if she was fooling them.

## Conflict

- Returning from Hanging Rock has become a completely different experience for Irma.
- People are still curious and wonder greatly how Irma could've survived
- She seemed to be in good shape other than her memory loss.
- However, looking deeply at the relationship between Irma and her teacher and friends.
- This makes people suspect her to do something towards her friends and the missing teacher.

## Irma (Cont'd)

### Tension

- The audience would initially respond with a mix of anger and confusion.
- They would most likely want Irma and Mike to be together in a relationship.
- They both have good chemistry yet don't have very close relationship.
- The tension between both of them may result in them not fitting nicely together.

## Is she truly different upon her "return from the dead"?

- Irma changed a lot as she returned from her being missing, especially in terms of her personality.
- She was found unharmed, with nothing missing or changed.
- However, after the near death experience, a new chapter begins in Irma's life.
- She falls in love with Mike, she is sadly rejected by him.
- She has also made her fellow classmates afraid and angry at her because of the mystery surrounding the picnic at hanging rock.

**How do the changes in the characters' lives create new conflicts and new tension in life at the College?**

- Edith was surrounded by the girls everywhere she went.
- She was always accused of hiding something by the other girls.
- Sarah as after Miranda went missing, she wasn't able to fit in with the other girls in the school
- Which would then lead to her death.
- Mrs Appleyard was always surrounded by gossip regarding the disappearance of the girls at the Hanging Rocks.
- Which would make her college lose the name and prestige it had.
- This would also affect her a lot because she deeply cares about class and prestige.

## College Scandal

### Scandal + Tension

- This scandal resulted in a lot of bad consequences.
- Regarding the college, many teachers and students are skeptical of the college.
- "...As Appleyard College becomes the focus of gossip, scandal, and mystery, concerned neighbors, local and city policemen, members of the press, and intrigued townspeople alike knock at the door day and night..." (Chapter 7)
- Many of the student's parents have taken their children out of the school as they have lost their trust in the school, thinking it is no longer safe.

**How does this conflict resolve? Choose 3 supporting characters from the school whose lives are changed by the scandal and demonstrate how the scandal reshaped their stories.**

- Sarah's life changes even drastically because there was no one else to protect her and Mrs Appleyard could do whatever she wanted to her.
- "With Miranda gone, Sara struggles to fit in with her fellow students and to make nice with Mrs. Appleyard"
- Mrs Appleyard was a character where her life had immediately changed. As once the scandal became public news she was under pressure and the future of Appleyard College is at stake.
- "Mrs. Appleyard seeks to even more carefully control the movements of those in her care—even as gossip, scandal, and instability threaten the very existence of Appleyard College."
- Edith lost a lot of friends as people wouldn't be able to stop bothering her about the incident
- "All the girls respond to some spiritual call in the land (excepting Edith, for whom the Rock is 'nasty'). Their 'punishment'..." (Chapter 7)

**How do these waves and layers of tension impact our understanding of the themes of Scandal and Gossip? What do we, as readers, learn from these themes?**

- We can learn how the world spins and reacts around the scandal.
- We can also learn how the people who are involved in the scandal and gossip's point of view.
- As we now know what it might look like for them and how they might feel listening to the gossip about them.
- This would give us a good idea on how humans react to those sorts of claims.

## College Scandal (Cont'd)

**In the end, what insight have the readers gained regarding the scandal and its impact on the world?**

- In my opinion, us the readers are left quite surprised as they've just disappeared mysteriously.
- But the awareness we got was probably that we shouldn't trust all teachers, as some teachers are untrustworthy.

**Why did the College scandal take on a life of its own, separate from the facts of the case? The scandal pitted a sensational story against a mysterious true story?**

- It was due to the fact of how huge the college was at the time with every girl wanting to go there, but for a scandal like that to happen must cause a huge controversy around the college, teachers, and the students.

• Choi Seoyeon-9 Integrity  
• Daphne Wong-9 Respect  
• Darrell Ervanthe-9 Integrity

A

B

C



# A WARM DAY

The damp cloth of my cotton dress stuck stubbornly to my already clammy body as if the downpour was an adhesive painted onto every inch of my skin. Even the relief of rain did nothing to dispel the muggy humidity of the blistering Texas heat. The slick drops streamed warm miniature rivers down the length of my lanky limbs going so far as to soaking the socks underneath my sturdy riding boots. Soggy socks and squelchy boots were just another inconvenience I had to deal with later.

From up in the heavens, fat droplets of rainwater hit their bullseye square in my pupils, momentarily blurring my vision. Pushing water out of my eyes was an impossible feat. The back of my hands rubbing interminably at the same two spots over, and over, and over again. I must've managed to finally do it as I saw rays of blinding sunlight that still managed to filter through the openings of the great old sycamore tree, the only structure that provided a semblance of protection at that moment. A soft orange glow casted to combat the grey overcast the storm dragged along. If you looked at this scene from a mile away, I reckon it was like one of those antique oil paintings of an unknown American countryside forgotten in an attic by the younger generation. Its vividly colored canvas layered with a thin sheet of dust, encapsulating it in a drab shade of grey.

My ears pricked at the noise of a pronounced whinny. My horse Nelly expressed her displeasure at being caught in the middle of a storm, her head a flash of chocolate brown fur and her eyes an annoyed inky black as she shook her head.

Right before my eyes I witnessed the weakest of the sunshine dandelions struggle to hold their ground against the rush of the downpour.



Their skinny stems and fragile yellow petals disintegrated in nature's circle of life. Adversely, the endless rustling of a thousand leaves filled my ears as every sapling, bush, and shrub danced in joy, celebrating the hydration gifted by the storm.

The smell of wet Earth was always something I enjoyed. The one thing I appreciated whilst stuck in a drizzle bombarded my senses sending a miniscule smile to my lips, the corners turned up ever so slightly.

Over the rhythmic rushes and soprano splashes of Mother Nature's tears, the dog-day cicadas chirped an orchestra with her as their conductor. A deafening crescendo signaled the curtain close to the first summer rain of 1984.

**Alexa Sutanto**  
**10 Humility**

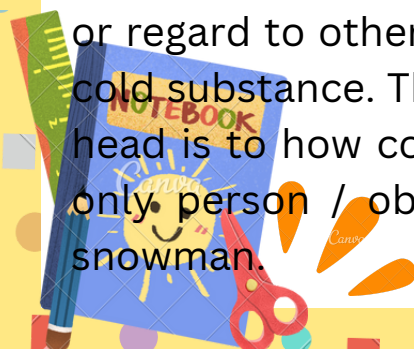


# ANALYSIS OF "STEALING"

## BY CAROL ANN DUFFY

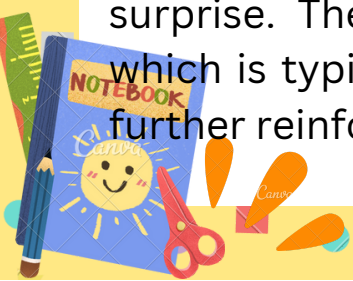
*Stealing* is a monologue-poem about the author's experiences with stealing a snowman in a discussion with a social worker or police officer. Throughout the poem, the author uses imagery, simile and personification to describe how they stole the snowman, utilizes sentence length and end stops to describe their reasons for stealing, and conveys their inner thoughts and feelings via the usage of a metaphor and hyperbole, all to vividly and memorably convey the experience of stealing.

With the usage of word choice, simile, and personification, the author successfully describes their experience in stealing a snowman. In line 2, he describes the snowman's stature as "magnificent" and "a tall white mute beneath the winter moon". For something to be described as "magnificent", generally it should have a unique quality that sets them apart from others, while being "tall" shows dominance and value. The "winter moon" conjures an image in the mind of the reader; the bright light of a winter moon highlights the snowman despite it being "midnight", where many things would be dark. All these descriptions have positive connotations. This description of the snowman shows that the author values the snowman greatly as a work of art; whereas in reality it was made by some children. He sees this snowman as something spectacular, which connects to the general theme of his life being dull and using stealing as a coping mechanism. Then, the author describes their yearn for the snowman by describing it as "a mate with a mind as cold as the slice of ice within my own brain" (line 3). Typically, something cold or icy is associated with a lack of happiness or regard to others. Literally, the snowman is made of snow and ice, a cold substance. They use a simile to compare how cold the snowman's head is to how cold his mind is; by using a simile, they show that the only person / object that he can relate to in this world is a mere snowman.



This connects to another theme in the poem: loneliness. As mentioned above, the author uses stealing as a way to eat time, he seems very deprived of life that he sees himself in an inanimate snowman. They also use a hyperbole in the process by saying that there is a "slice of ice" in their brain. Noting the presence of rhyme, the author uses this hyperbole to say that they do not have a single regard for the people that are affected by his actions of stealing. Typically, the phrase "a cold heart" is used in literature, but the author chooses to put the ice in his brain because it is what he thinks. Perhaps this could hint at the idea that the author in fact does not have a cold heart; deep down inside, he really has intentions to be a good person. The other idea of the author seeing the snowman as something so much more than what it is becomes reinforced with the usage of personification where they describe the snowman as "hugged to my chest" as they carry the snowman away. Snowmen do not have the capability to hug, especially as their arms are literal sticks. However, when the author says this, it shows that they see the snowman as some sort of companion; their only way to physical touch. The word "hugged" has positive connotations, and a juxtaposition occurs as a result of this as this phrase is surrounded by phrases like "weighed a ton" and a "fierce chill". This shows that for a short moment, they are able to appreciate the snowman as a partner that they can almost confide in. Once again, the true extent to which the author is lonely is highlighted here.

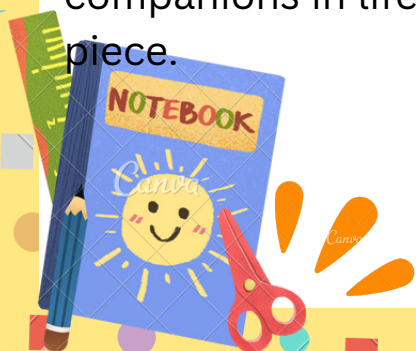
Next, the author uses another element of poetry, sentence structure and usage of end stops to highlight the author's reasons for stealing. Firstly, throughout the first three stanzas, there are several instances where there are extremely short sentences, and they typically occur towards the end of each stanza. Specifically in stanza three, they explain their surroundings with "A stranger's bedroom. Mirrors. I sigh like this - Aah." Normally, breaking into someone's house can be extremely nerve-wracking to some, but contrary to the norm, the author uses short sentences that show regularity and a lack of a joy / surprise. Then, he proceeds to create water vapor on the mirrors, which is typically done by children. This appeal to children readers is further reinforced by the usage of onomatopoeia with the word "Aah".





Usually, the reader would not be able to catch the idea that they were creating fog in the mirror, as a sigh would not sound like "Aah" and focus on the "h" sound. The other instances of stealing in stanza 3 also highlight the author's childlike manner, from "joy-rid(ing) cars to nowhere" and "break(ing) into houses just to have a look". This truly highlights that the author has nothing better to do and can suggest that the author is slightly immature for their age. In stanza 3, nearly all lines end with an end-stop, or a period. This shows a sense of organization and normalcy; the author is able to list down their experiences with stealing with ease and in a coherent manner, as opposed to if it was all one long sentence, which would show sign of emotional instability. It should also be noted that all five stanzas have five lines each, which is another instance of repetition and is a further sign of how dull the author's life is. It is suggested that the author may have not had a childhood that many other children may have had and hints that they may have been alienated for some reason. They then see the world as their own playground, taking what they want and just doing things for the sake of doing things. This can hint at alienation being a theme of the poem and the main cause for his boredom and loneliness.

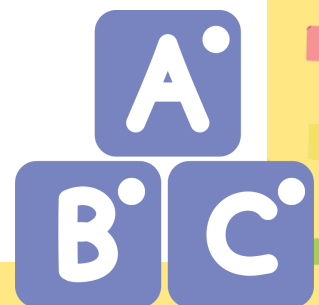
Finally, the author proceeds to discuss his inner feelings in the last two stanzas. We can see this by the author's usage of metaphor and hyperbole. In stanza 4 line 3, the author's "breath ripped out in rags." This is a metaphor that allows the reader to imagine what the author's voice would sound like after they destroyed the snowman in a fit of rage after they were unable to reassemble it correctly. For something to be "ripped" would mean that it would just tear apart and not become what it was beforehand. "Rags" is something rough, so the author means to say that their breath and voice, like the snowman, have broken apart into something rough, possibly because the author has ended up destroying what he could have considered one of his few companions in life, despite all their efforts to keep the snowman in one piece.



This metaphor is able to give a vivid and memorable glimpse into how the author feels and sounds like after their experience of stealing. It highlights how the author truly feels about their loneliness. Then, returning to the present, he explains the extent he is bored to the police officer / social worker with a hyperbole, saying that "I'm so bored I could eat myself." (stanza 5 line 1). This is the first time one of the themes of the poem, boredom, is explicitly referenced in the poem itself. A common hyperbole in use would be "I'm so hungry I could eat a horse," but here, the author takes it a step further and claims that they would eat themselves. Eating one's self would be painful and would take a lot of hard work if taken in the literal sense, so the author truly expresses how they would do pretty much anything in the world to keep them from boredom, like a child.

With the poem centralizing on several themes like loneliness and boredom, the author is able to appeal to some readers who feel about the same way in life. This poem can serve as a reminder to stay away from stealing and crime if one's outlook on life is not as happy as others, but it also shines light on the fact that those who commit crimes aren't necessarily a bad person. In conclusion, with the poem structure as well as using figurative language, the author is able to successfully memorably convey the experience of stealing and how they truly feel deep down inside about it.

**Rayhan Tanudjaja**  
**10 Respect**



# TWELFTH NIGHT

In Twelfth Night, Shakespeare uses metaphor and characterization to describe to the audience Malvolio's thoughts and personality. Malvolio is different from the others as he has contrasting views, he is very serious and lacks humour, which annoys the characters in the play and perhaps the audience. But, his sense of reality in everything makes the play start out less crazy and actually has a character who could possibly bring some sense into everyone eventually.

In the text, Olivia describes him as "sick of self-love and taste with a distempered appetite".

The audience can see from this that Malvolio finds himself too wise to spend his time listening to dumb jokes by Feste and finds none of it amusing. His lack of care-freeness makes him make the mood of the scene less joyous and affects the mood of the audience. Different from everyone in the play who would probably find Feste's humour sort of intelligent. His distempered appetite makes him judge everyone, especially Feste, and it feels like he's trying to make himself be in a higher position or authority to be able to bully him.

Olivia then describes him using the metaphor "to be generous if to take those things for bird-bolts that you deem cannon-bullets" which tells us that she wants him to stop making things seem much more serious and inexcusable than they really are. That's what makes Malvolio different from the others in the play. He takes things seriously while others may think it small. Like Orsino being weirdly in love with Olivia though he knows almost nothing about her. Or Olivia eventually taking an interest in a young boy who's technically a girl. Then there's Sir Toby living his life drunk while manipulating the people around him with self-indulgence. Those characters take major things so lightly that it makes Malvolio look like he's the only one with a conscious and practical mind, though it may seem like a bummer to many.

However Feste suggested that "he [Sir Toby] will not pass his word for two pence that you [Malvolio] are no fool" which hints to us that Malvolio may even be the fool in the play. Though he probably makes wise decisions from overthinking everything, he may have lost the chance to feel alive, to live life. Being too serious could make him miss the chance of experiencing the humour and queerness that everyone in the play seems to enjoy except him, which makes him a fool for it.

Malvolio may seem like the guy whose no fun when it comes to fun things, he may also not approve of many practices in the play, but he gives another perspective of the play to the audience. He's the character that indirectly tells the audience what they're watching is nonsense and a waste of time. Without him, the play would be filled with delusional people doing crazy things. He's very realistic and less gullible compared to the others. From the way others describe him, we can also tell that he has foolish wisdom.

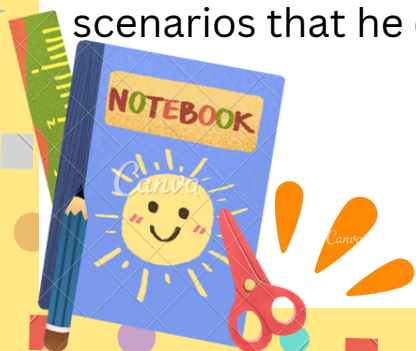


**Vallerie Pangaribuan**  
**10 Teamwork**

# ANALYSIS OF "LUCKIEST MAN" BY LOU GEHRIG

Text 1 is a speech delivered by Lou Gehrig towards his fans. He aims to inspire his fans by telling them about the good things in his life after what appears to be the aftermath of a bad break given to him. By using several key features and rhetorical devices such as ethos, pathos, and epistrophe, Gehrig makes his speech even more persuasive.

Ethos is used by Gehrig to inspire by appearing relatable and humbled towards his audience even though he is in a relatively high position of status in his field. He mentioned that he had associated himself "with such fine looking men as they're standing in uniform in this ballpark" and that he knows several famous and/or talented people such as Jacob Rupert, Ed Barrow, and other such figures. All of this, in addition to him acknowledging his fan's "kindness and encouragement", implies that Lou Gehrig himself is a well-known baseball player. He has achieved success in his life, yet he still recognizes the contribution of the fans and other people that brought him there in the first place. This appreciation that he has mentioned makes himself appear humble to the audience, inspiring them as they are led to see Gehrig as someone who does not appear spoiled and instead is a virtuous gentleman. By positioning himself as a grateful person, Gehrig persuades the audience to listen to what he has to say as people tend to desire seeing others appreciate them for the contributions they give to them, giving way to other examples and devices to inspire the audience. Additionally, by using the word "you" within the second and third paragraph, he includes his audience in his experiences and stories, pushing them to imagine themselves in the same shoes as he is in the scenarios that he described.





Although the fans may not share the experiences, such as having "boys in white coats remember you with trophies", they would still begin to feel connected to Gehrig in a sense that they've been given a visualization of what his life is like. This is made even more significant when they've been reading that in "the past two weeks" Gehrig had "been given a bad break" (paragraph one and four). These experiences that Gehrig shared with the audience makes them realize that a lot of things in his life have been positive and worth the several bad experiences that he had to bear. This positivity inspires his audience, invoking a feeling of gratefulness which falls into the next rhetorical device, pathos.

Gehrig utilizes pathos in his speech to inspire the fans by telling them about the good in his personal lives and experiences. In the first paragraph, he starts off his speech by recognizing the efforts of his fans through the last sentence, telling them that he had "never received anything but kindness and encouragement from" them. This acknowledgement of their kindness, other than making the fans feel seen as ethos, also spurs the audience to feel proud of themselves, inspiring them to continue being a force of good in the world. This positive mood that Gehrig sets the audience in makes them more receptive of the following words he has left to say in the speech. In paragraph 3, the last two sentences appear to be the most prominent. Other than the difference of the phrases following the hyphen, which would be explained in the epistrophe, the last two sentences also mention the contributions of people in his direct family. The other experiences have a very low chance of being relatable to the audience. However, by mentioning "a father and a mother" and his "wife", Gehrig has a much higher chance of truly connecting with his audience in a personal manner. People tend to be very close with their direct family members and significant other. For Gehrig to bring attention to the good that his own has brought to his life, it would also move the audience to feel touched and consequently also feel appreciative to their own family members and significant others if they had been supportive of them.





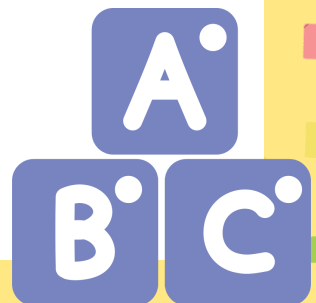
Finally, epistrophe is used within the speech to make it more memorable and to an extent, moving. The most prominent usage is the repetition of the phrase "that's something" by the end of the first three sentences in the third paragraph. The phrase follows what most people would consider to be something mediocre for him; something taken for granted. Repeating the phrase cements the idea that even the smallest gesture or act of kindness in life is taken by Gehrig as something significant and worth taking account for. Looking back at ethos where he used "you" to include the audience, Gehrig persuades the audience to also agree with him that there is a lot of good in their lives. Good that the audience didn't realise it was there because they had taken it for granted. Thus, this appreciation for the good things that Gehrig had encountered in his life also inspires the audience by making them also count the small good things that have happened in their own lives. Other than that, we could also see that there is some parallel structure in the following sentences of paragraph three. The last phrases are no longer "that's something" but instead are said as "it's a blessing" and "that's the finest I know". This emphasizes the roles of the people mentioned in the sentences, which are his father, mother, and wife. It makes a lot of sense; the efforts of his parents and wife in his well-being would far surpass the effects of a team giving him a gift. This is inspiring in that he holds the biggest contributors of his success in a higher regard, persuading the audience to also be more grateful to the people close to them. With the newfound appreciation Gehrig inspires anyone in the audience who is striving for success that the people close to them would always support them in their efforts.

In conclusion, Gehrig has effectively used ethos, pathos, and epistrophe throughout his speech in order to achieve his purpose in inspiring the audience.



He tries to connect the audience with himself in his speech of him looking back to the good things in his life, hoping that the audience would feel inspired by the words of a successful man's humble beginnings. This way, he makes the audience feel as if they could also achieve greatness as long as there is someone or something good in their lives that they consider worth fighting for.

**Angela Christiona**  
**11 Teamwork**



# **IB PAPER 1 CRITICAL ANALYSIS PAPER**

Text 2, an opinion column by George F. Will, explores the fragilities of human life and how factors outside of human control largely affect our survival. However, upon closer inspection, the text also suggests that we can partly change the arc of history, especially in reference to the COVID-19 pandemic and vaccination efforts to combat it. Through the use of reasoned argument, pertinent diction and imagery, the author effectively conveys that humanity cannot fully eradicate 'brute forces', though we can take actions to mitigate them.

Throughout the entire opinion article, the author consistently uses statistics and appeals to logic (logos) to illustrate how humanity frequently undergoes hardships. He specifically references past disease outbreaks to draw parallels with the current pandemic. For example, he quotes several statistics in relation to the Spanish flu, which 'killed 50 million to 100 million worldwide' and 'did not spare, as covid-19 largely does, the young'. This illustrates the magnitude of other outbreaks in human history, but it also implicitly showcases how our disease management efforts have been more successful. Apart from references to past pandemics, the author also claims that natural disasters, like the 'eruption of Indonesia's Mount Tambora, which killed 10,000 instantly', are evidence of humanity's weakness because it shows that one event can cause catastrophic loss of life. However, the writer also uses this same method to provide solutions, such as the wise attempts to increase vaccination campaigns. For instance, he states that 'smallpox, however, killed 300 million to 500 million', yet its 'eradication' is a 'humanitarian triumph'. This contrast makes the reader feel optimistic because it is a sign that humanity is progressing past all these terrible diseases, even though they will

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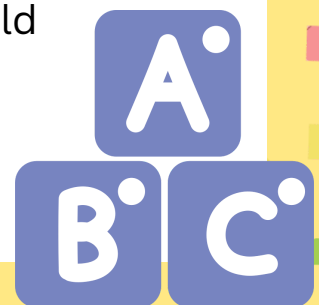
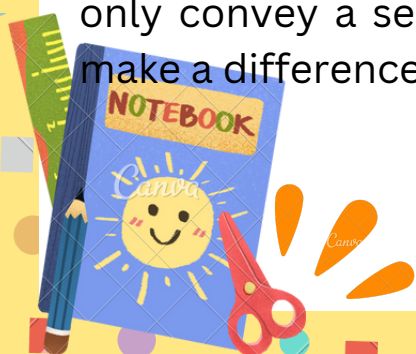
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always occur. Therefore, by using statistics and appeals to logos, the author emphasises the constant challenges that humanity faces.

The author's use of word choice (diction) successfully establishes a conversational tone that allows a personal connection with the reader, thus making them more susceptible to believe his warnings. Several interjections within sentences, such as 'If – actually, when – it happens again' read as if it is spoken word. This also suggests that certain events, like the coronal mass ejection, are inevitable consequences of the world we live in. In relation to CME, he also suggests that 'it can produce chaos', leading to 'no functioning satellites . . .' and 'no Netflix'. He follows this with a critical remark: '*That* got your attention'. To some extent, this mocks society's current obsession with technology (especially entertainment) and makes the reader feel 'called out', engaging them with the text. Furthermore, the author says that people must consider 'the fact that this (meaning: everything) is not going to end well'. The addition of the word 'everything' is quite humorous because it is ambiguous and contributes to his frank tone. This is further emphasised by clarifications, such as 'we are not the center of the universe' and 'our species has an undistinguished pedigree', which sound like retorts undermining humanity's sense of superiority, making the reader question how prepared humanity really is to eradicate these problems. The author finally lists out the many challenges society faces: 'saber-toothed tigers, volcanoes, typhoons, viruses'. This part of the text effectively conveys the overwhelming nature of these 'brute forces' and convinces the reader to accept it as a fact of reality. Thus, the author forms a unique sense of voice that engages the audience through his diction.

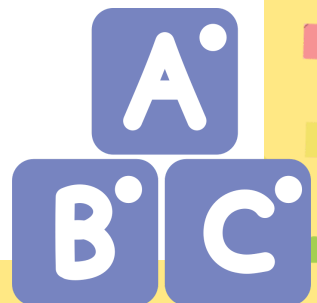
Moreover, this opinion column utilises well-placed imagery to not only convey a sense of urgency, but to also emphasise how we can make a difference. Towards the end he claims that the world



will end in 'life-extinguishing cold, or will collapse into incinerating heat'. This evokes an image of destruction that cannot be avoided, which is corroborated with descriptions of faults that will 'lurch catastrophically'. However, the writer also uses descriptive language to convey his opinion. He clearly states that 'choices can, however, make a difference', and this is fittingly paired with the image of 'a thinking, coping species', which is considered amplification. This suggests to the reader that humans are actually intelligent, and by making wise decisions, we can be 'dignif[ied]'. By tying the adjective 'coping' to the word 'species', he also emphasises how humans have always adapted to challenges of the times. The language used here is intentionally vague because this may apply to a variety of actions, including increased support for vaccine rollouts and stricter policies against carbon emissions. His use of imagery and descriptive language showcases how despite these problems, it is in humans' intrinsic nature to solve them.

This opinion column informs the reader that human history will always be subject to unchangeable forces of the universe, whether that be pandemics or natural disasters. Even though the tone of this text may seem to suggest hopelessness at first, it is instead a frank and critical reminder that humanity can take some action. By using reasoned argument, imagery and word choice, the author takes a realistic view of humanity's condition and assures the reader that our choices can spur some change, no matter how small.

**Bonfilio Gyula**  
**11 Teamwork**

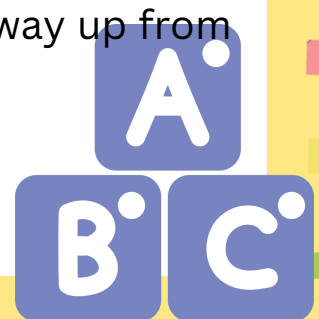





# IB PAPER 1 CRITICAL ANALYSIS PAPER

Audrea Lim introduces the struggles that farming communities face due to climate change, and how they themselves are becoming the hope for combating earth's rising temperatures. Although the readers are mainly those who have already validated climate change as it is, Lim utilises personal accounts to appeal to a wider audience. This human-interest news article is well articulated by the personal insights and dialogues of affected farmers, where Lim humanises and makes the story a reality, emotionally connecting with readers who may relate to the life stories of working-class people more so than environmental matters. Hence, Lim utilises these personal accounts to achieve a strong sense of realism and humanity to such a technical issue and creates an emotional common ground to outsiders of the environmental community, while shedding light on the victims of climate change.

This is demonstrated from the very start of the article, where Lim focuses on Ramon Barba Torres, a name that not many would recognize but is clearly acknowledged in a bold font. The opening line, "Ramón Barba Torres had been working in the fields of Delano, California, for more than a decade when he decided to head north" enforces a narrative-style writing to the text, which creates a strong sense of Torres' background that drives the emotional impact of the article. This may be appealing to a wider audience as readers are not loaded by the heavy statistics of climate change, where figures often represent the thousands of anonymous lives that readers don't relate to, as instead Lim simplifies the vast topic into a single persona. Torres is not a notable name, but in fact just a regular farmer, as he represents the many people who are trying to make their way up from the bottom of the food chain.





This brings nuance and biography to the severity of farm labour and allows readers to further identify with the farmers as they associate Torres as the main “protagonist” of this article. Hence, personal narration is effectively used to demonstrate the individual lives of regular farmers like Torres, while showcasing that there are “real” people who are dealing with this problem, and better allows readers to place themselves in the shoes of those farmers.

Furthermore, Lim also connects to the pathos of a wider audience by the use of emotive diction or words to express the responses of the farmers in the condition they are living in. Adding short phrases such as “They didn’t care about us” or “It was really hard and really boring” brings a sense of simplicity and further contributes to the realism of the article. These emotions are completely applicable and understandable to a wide range of readers, and it allows the audience to take a pause or a moment of empathy against the weight of information. Also, the use of direct quotation or dialogue creates the impression that the farmers are the main experts of the story, not climate scientists nor policymakers, signifying that they are the ones that people should be listening to. Oftentimes, lower classes are so easily marginalised because there is the assumption that they don’t have the title nor credibility to have their voices be heard, and this article prompts reflection from the audience to not only rethink their opinions but realise that these farmers are the ones facing the problem on a day-to-day basis — They know more than anyone else that reviews climate change without being affected by it at all. This also opens up the article to a wider scope of minorities, who may be dealing with similar issues in their lives, whether that being poverty, harsh working conditions, and so on.

Another example of how Lim personalises the article is by constantly linking back the large-scale impacts of climate change to Torres and his community. This is seen in phrases such as “In August 2018, smoke from Canadian wildfires was twice as dangerous in Bellingham than the previous year, when Ibarra died.”



The article balances facts and sentimentality and allows readers to understand how these statistics couple with real life. Lim also does this to paint a picture to the readers, as the agony from the injustice of Ibarra's death and its connection to the Canadian wildfires enhances the true impacts of climate change. It provides more meaning into these facts by bringing real life context and connects with the pathos in which the reader understands. Therefore, constantly associating data into this community of farmers that readers have already familiarised themselves with helps to evoke genuine sympathy and reassures that there are actual lives at risk.

In relation to this, the article is also often structured around the logic of the farmers. This is shown in statements such as "these different classes of farmworker are caught between two migration realities: one driven primarily by the desire for a better life in an era defined by climate change, and the other by the need to protect corporate control and profitability." This not only opens the perspective of the farmers and the real consequences at hand, but it minimises the problem to a scale that the audience can imagine themselves in. It implies that the single lives of these farmers are equally as important as macroscale global warming and shows how the reality of visas and corporate control aren't getting any better and is just as concrete as climate change.

This is additionally supported by the phrase "an opportunity to be a farmer and have something to give his kids." Again, Lim injects emotions and personal descriptions into every area into the article, making it clear that the readers are for once hearing the side of the story that is often silenced by large power structures. This is also an enticing line to fathers or readers that are family-oriented, as the article visualises a life where they are not able to fulfil their children's desires.



In conclusion, this human-interest news article regularly associates widespread environmental reports to individual personal accounts to bring mutual understanding to a wider audience and reveal the extent to which these personal stories are important. Through narrative-style writing, emotive language, as well as the perspective the article is written from, Audrea Lim constructs a gateway for non-environmental activists, who may eventually be more aware of climate change or feel sympathy to these lower-class farmers. Lim also creates a platform where the voices of these farmers can be heard, as both the detailed descriptions and sentimental dialogue of Torres and his community foregrounds the true rights and values that they deserve.

**Jemima Silaen**  
**11 Respect**



# LESSONS IN DEMOCRACY FROM PUERTO RICAN AGROECOLOGY

In her 2018 “The Nation” article titled “Can farming save Puerto Rico’s future?”, Audrea Lim expounds on the relevance of an agrarian society and improving the state of democratic governing with the field of agroecology. Lim argues that the implementation of agroecology will help restore the Puerto Rican agricultural sector, which is suffering from a lack of government intervention. She ends her commentary with a question: “Can agroecology’s lessons in democracy – and the human relationships it engenders– be scaled up?”. (Lim, 2018) This essay seeks to derive democratic lessons from Lim’s article on agroecological practices.

To counter the unsustainability of emerging consumption habits, farming communities are adopting a new practice called agroecology. The concept of agroecology was founded to alleviate the effects of climate change, incorporate natural wildlife into farming practices and empower local farmers. (Soil Association, 2021) Even though agroecology is beginning to gain traction, it is only doing so in developing countries, where much of the economy relies on the agricultural sector. Professor Manuel Gonzalez de Molina from Pablo de Olavide University outlines two main objectives of political agroecology:

1. Designing institutions that favor achieving agrarian sustainability
2. Organising agroecological movements in a way that they can be implemented. (de Molina et al., 2019)

Lim’s spotlight on three Puerto Ricans - Magha Garcia, Tara Rodríguez Besosa and Carol Ramos – frames the two central objectives of agroecology, and thus will present areas for investigation.





## Designing institutions that favor achieving agrarian sustainability

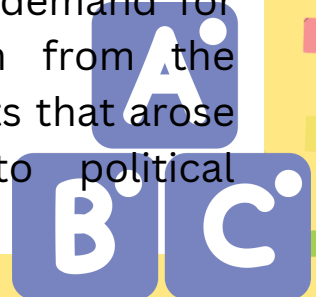
Magha Garcia, a leader of the Organización Boricúa, has created farming communities that emphasize information sharing to achieve sustainability. These communities take the form of farmer brigades that “not only act as crisis support and mutual-aid recovery teams, but are also facilitators of adaptation and climate-smart policies,” (Lim, 2018). Garcia’s emphasis on creating farmer brigades reveals three important lessons of democracy. Firstly: during a democratic crisis, people band together. This is observed with Puerto Rican farmers’ efforts to rebuild agrarian settings after Hurricane Maria struck. Because the government failed to provide aid and support towards restoring agricultural resources, many regional and small-scale farmers united to create an institution of information and help on their own. This can be compared to Molina’s objective of “designing institutions that favour achieving agrarian sustainability”, as farmer brigades create opportunities for institutionalizing the practice of information sharing. Much of the conversation in agroecological communities surround the sustainability and diversity of agriculture, such as “crop rotation, polycultures and livestock integration” (Lim, 2018), thus bolstering the goal of achieving agrarian sustainability. It is through the farmer brigades that the essence of democracy is underlined: people know what they want, take steps to get what they want and now have power to own this want.

Secondly, empowerment spreads and travels across boundaries. Lim reveals that the farmer brigades’ collectivism stemmed from the Guatemalan “El Movimiento Campesino a Campesino” and has “since swept through Mexico and Central America,” (Lim, 2018). Agroecology’s collaborative model further accentuates the habit of democracy, wherein empowerment and inspiration circulate. Arguably, sentiments of unity and solidarity attract farmers and agrarian workers towards adopting agroecology, yet the image of a powerful and informed community is far more attractive to strangers to this movement. Therefore, agroecology is indicative of democratic trends; the increasing popularity of galvanizing and liberating rural workers betrays democracy’s appeal to societal groups that seek control over their livelihoods.



It is also observable that the “El Movimiento Campesino a Campesino” was a springboard for autonomous practice outside of government control, as it arises from rural communities that lack government involvement. For this reason, “El Movimiento Campesino a Campesino” and agroecology teaches the democratic lesson enrichment in the face of government negligence. When the government disregards the needs of its constituents, communities will rise up and adopt new practices of governance and living, thus increasing intellectual ownership and autonomous enlightenment. This fuels democracy as people are more informed of their desires and understand their potential to create with what they are given. When such potential and demands are not met to standard, democracy acts as a badgering tool for civilians.

Finally, Lim identifies the farmer brigades as “facilitators of adaptation and climate-smart policies” (Lim, 2018) that also provide help with needs that extend beyond agriculture to other farmers in the Organización Boricuá. One common practice of agroecological communities is “sharing dishes” (Lim, 2018). This action personifies the democratic principle of mutual exchange. When community values and lessons begin to permeate across social groups and extend beyond its origins, development becomes mutual. The growing influence of agroecology mobilizes farmers beyond cities and countries to take charge of farming practices and management, which in turn inspire other farmers around them to follow suit. This personification alludes to democracy’s ever-permeating effects, as one group’s mobility motivates others to follow suit by assuming control. This, however, raises the question of what drives different constituents to yearn for power and autonomy. The desire to adopt agroecology may now mutate to objectives outside of practicing sustainability, which could gravely endanger the nature of the agroecological movement in the future. Further, by spreading itself thin across different social objectives, agroecology may lose focus on its “climate-smart” initiatives and rather be used as a political weapon to demand for greater government intervention or attract attention from the privatised industry. Democracy has seen many movements that arose from well-intentioned objectives that morphed into political instruments to accumulate angry, ignorant votes.

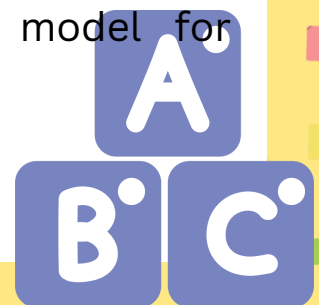


Nevertheless, democratic and social regression have their own lessons in history.

### **Organizing agroecological movements in a way that they can be implemented**

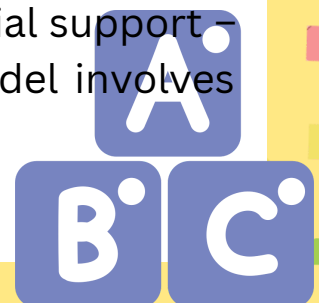
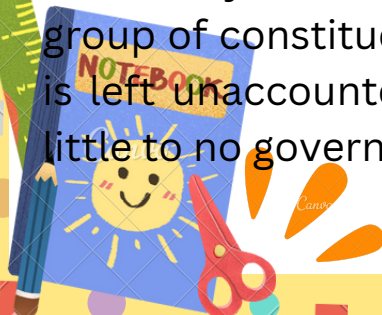
Tara Rodríguez Besosa's commitment towards forwarding Puerto Rico's agroecology movement directs attention to democracy's lesson of enabling minority groups. Leaders of the agroecological scene in Puerto Rico are, remarkably, all female. This suggests that during a time of judicial negligence, the most prominent groups that take command are those that belong to the minority. The emergence of female frontrunners in Puerto Rico's agroecology scene proves that democracy deputizes minority groups to take ownership and procure the necessary resources to sustain their living styles. This introduces the democratic lesson of inclusiveness that challenges social status-quos. While the agricultural sector remains largely run by males, the development of female leaders prove that agricultural communities are shifting towards a less misogynistic future. Yet, many agricultural communities are plagued by sexual abuse, coercion and exploitation. Until governments become conscious of this, misogynistic discrimination will continue to run the agricultural sector in the long-term. Male chauvinistic practices impede sectoral and economic growth, as they limit women to economic autonomy, while still having to oversee important stages in farming practices such as domestic care, retailing and inventory. Lim's journalistic focus on three female frontrunners proves that democratic structures like agroecology strengthen efforts to fight for a gender-equal society. Therefore, democracy is intertwined with longstanding community struggles and can be used to achieve collective, social goals.

Moreover, Besosa's efforts to "raise money for small farmers and the long-term development of agroecology" (Lim, 2018) by tapping into the Puerto Rico Resiliency Fund exhibits the ideal model for government cooperation in achieving sustainability.



By supporting farmers whose “safety and livelihoods were at risk”, Besosa proves that government schemes and funds can be easily implemented if the direction in which it is conducted is clear. In the article, it is also later revealed that these funds were used to form brigades that built greenhouses for middle schools. This brings into thought the significance of education to reinforce the practice of democracy. Besosa’s brigade promotes intellectual curiosity and awareness of environmental issues related to agriculture such as increased greenhouse emissions. By focusing on children belonging to the middle school range, it can be inferred that Besosa recognizes the weight of education from a young age to grow democratically literate communities. Ramos echoes the same beliefs, as she works on a “pilot project to introduce bottom-up decision-making into the school,” (Lim, 2018). By acquainting educational institutions with principles of democracy such as “shared knowledge” and “bottom-up decision-making”, both Ramos and Besosa shed light on the social aspects of agroecology that are transferable to how different institutions are run. By empowering women and children, agroecology teaches about the power of democracy to mobilize underrepresented social groups. Ramos and Besosa’s ability to “organize agroecological movements in a way that they can be implemented” proves that capitalizing on existing government funds and institutional structures can motivate civilians to actualize a more educated and progressive society.

However, the Puerto Rican agroecology model may need to consider other aspects for supporting farming communities such as financial assistance and guidance. While information sharing of sustainable practices and manual improvements by brigades improve the state of agrarian management considerably, upon further analysis, the agroecology model seems to lack focus on the financial aspects of agricultural oversight. This concern calls into question the extent to which a system can be truly democratic and represent the needs of a group of constituents fully, when one – in this case financial support – is left unaccounted for. In addition, this agroecology model involves little to no government participation.



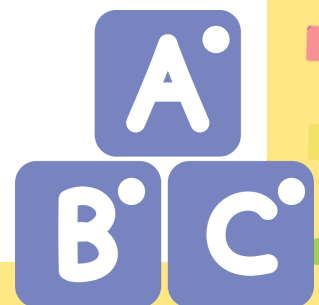


To improve the democratic nature of this model, leaders should consider improving natural and biodiverse resources through policy reform and stronger support towards market development and research through collaborating with the government at a decision-making level.

## **Conclusion**

With society's fluidity, agroecology is a call to re-evaluating political administration, management and care. Developed countries such as Japan and Indonesia still follow top-down decision-making processes, which stagnate agrarian reform practices in their respective countries. On account of this, technocratic governments should brace for civil turmoil materializing as unethical resource and human exploitation, escalating marginalization of minorities, food insecurity and the monopolization of the agricultural sector.

Lim's illustration of Puerto Rico's agroecological scene speaks to the benefits of adopting a democratic model for sectoral improvement. Through agroecology, marginalized communities are represented, knowledge exchange is accelerated, cross-regional influence is spread and citizens are empowered. In light of intensifying social movements, viz. "Black Lives Matter", coupled with climate crises, governments should rely on social and democratic blueprints like agroecology to reconcile the heightened urgency of present-day predicaments. While a volteface in government and industrial structure is idealistic and time-consuming, a slow extraction of agroecology's democratic elements and incorporation into environmentally and socially conscious jurisdiction will ensure a brighter future ahead.





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**Althea Lee**  
**12 Respect**



# IB PAPER 1 CRITICAL ANALYSIS ESSAY

The following text is a news article that criticizes the 85-vehicle motorcade transporting US President Joe Biden through Rome not long before a global warming summit in Glasgow, Scotland. What makes this article news-worthy is the irony in the fact that a President so outspoken in climate change and the issues of global warming as a result of the increased use of fossil fuels requires what seems like an excessively long motorcade that no doubt is releasing high amounts of global warming contributing exhaust. This meaning is carried by the use of online sources such as comments, selective language in relation to the images, and quotations directly from Joe Biden himself to leave the reader in disgust or to mock Joe Biden.

The article includes comments from a video from a Washington Post reporter reporting the motorcade that are meant to poke fun at Biden's excessive security. Immediately, this adds a degree of credibility to the article as it has a credited source, including even the name of the reporter. This adds an element of comedy to the article, which is why the authors included the comments towards the beginning of the article to grab the reader's attention. The comment "America's Marie Antoinette class is Washington's elites - and that shows it" shows wit and has a humorous effect on the reader. The comparison of high-profile American leaders to that of Marie Antoinette, a figure infamous for how disconnected she was to the suffering of the commoners of her time, pokes fun at Joe Biden. It labels him a hypocrite for having a motorcade of that scale despite his preaching of climate change, which adds context to the article. The first image supplements this as it shows the scale of the motorcade. The sight of the black, sleek cars all the way down the street as well as the police officers by the side of the road put into perspective how long this motorcade is.

This adds on to the Marie Antoinette metaphor as it portrays Biden as this spoiled person receiving royalty treatment. The audience of this article is likely the general American public, not targetting any particular social or political group. However, some groups may react differently than others. Those who are rich may find this comedic as Biden is known for his statements of taxing the wealthier. That despite the money they give him to be used by the government supposedly for social and environmental spending as mentioned in the article, he is still not doing his own part in reducing fossil fuel consumption. Meanwhile, the lower income groups would be outraged as Biden's actions refute his speaking. Despite him promising an increased effort in combatting climate change, he is not doing his own to solve the problem.

The article's description of the vehicles used in the motorcade as standard gas-guzzling limos, SUVs and vans along with the image portrayed of the vehicle leaves the reader in disgust of the motorcade. The word choice of "gas-guzzling" to describe the vehicles makes the vehicles seem daunting. The word guzzling is closely associated with a greedy, gluttonous connotation. Hence, the usage of the word in relation to describing a vehicle means that the vehicle consumes a lot of gas, in other words it contributes heavily to global warming. Limos and SUVs are also expensive vehicles that are mainly used by those of great wealth. The image of the President of America going to meet with the Pope to discuss climate change in such vehicles is sure to leave a bad taste in the reader's mouth. The second image in the article supports this. The large black Ford vehicle, with its heavy-duty attachments adds onto the 'gluttonous' description of the vehicle. The expensive car leaves the reader disappointed in Joe Biden because of his ignorance in having such a grand motorcade.

The article uses quotations from Joe Biden himself to portray him as ignorant and foolish.



The end of the article includes a quote from Joe Biden himself: "Folks, we all have that obligation - that obligation to our children and to our grandchildren", likely referring to the obligation to contributing to the effort of fighting climate change. As this is included at the very end of the article, this makes him seem foolish as his words completely contradict the motorcade used to transport him to the Vatican. The word 'obligation' refers to one's moral duty to do something. Biden's quote refers to adults, to those who can make an impact and educate themselves as well as others on the importance of combating climate change. Yet the motorcade shows how Biden fails to adhere to his own obligation as he is not conducting himself towards his own preaching. In the article's third photograph, it shows Biden talking to what seems to be other politicians or high-end people about climate change with a smile on his face. The dichotomy between the friendly, smiling face with the rest of the article criticizing Biden's actions makes the reader uncomfortable. It makes Biden seem overly carefree and not like he is doing his best to solve climate change. It makes the reader doubt whether or not Biden is even putting in his best efforts to discuss climate change with these people who can do the most to combat climate change. The reader is left suspicious of Biden as the image he portrays seems ingenious and merely for show.

In conclusion, the article makes use of opinions of other people, thoughtful word choice, and quotations from Biden himself to criticize Biden and sow doubt and disgust within the readers. This is accomplished to the relationship between the text and images to achieve effects of comedy or suspicion within the reader, making Joe Biden seem ignorant and incompetent in the effort of combatting climate change.

**Daniel Hosea**  
**12 Respect**



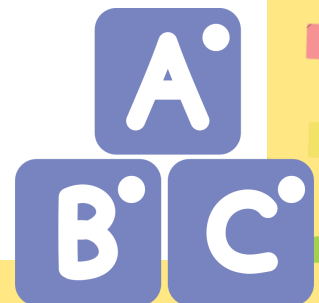
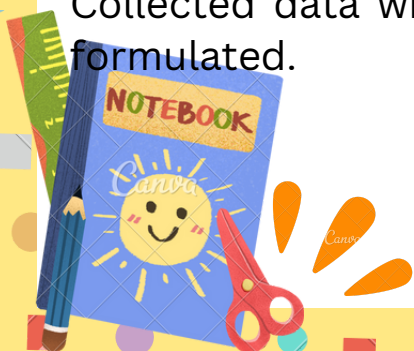
# MILLENNIALS: NEW GENERATION CALLS FOR NEW EXPECTATIONS AND VALUES

According to our company's 2020 Employee Retention Report, the labour turnover rate has spiked to 21%, a 9% increase from last year's rate. Additionally, it has been discovered that 62% of the resigned employees are Millennials, individuals born between 1982 and 2000. This can put our company behind the eight ball, as Millennials are undoubtedly the most proficient at using technologies, a valuable skill for the company. If we don't immediately take the bull by the horns, this loss of Millennial employees could lead to low productivity, loss of sales revenue, and loss of significant profits.

To tackle this issue, we must understand why the majority of those leaving are Millennials, and how we could help retain them in the company. In light of the situation, I recently read a blog post regarding this matter and discovered that this is a common issue, in which 56% of Millennials are expected to leave their current job (Wingard, 2021). Hence, as the HR manager of this company, I conducted an official research to dig deeper into this topic. This report aims to assess the challenges faced by Millennials regarding employment and devise a plan to alleviate those challenges.

## Methodology

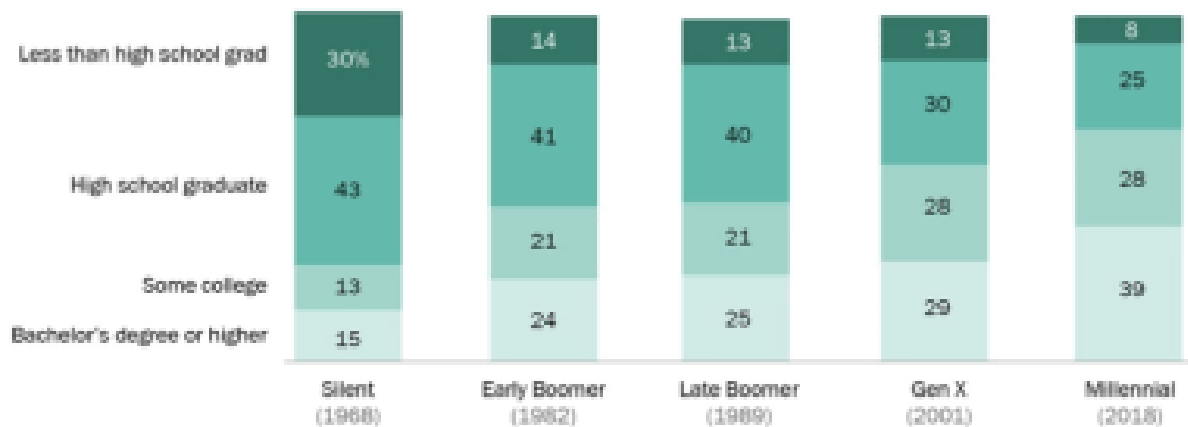
The methodology used in this report is descriptive in nature, as the study is done to find the factors behind the high resignation rates of Millennials. Findings are supported by secondary data, which include research by Bialik & Fry (2020), a survey conducted by Deloitte University (2016), and a study by Cone Communications (2016). Collected data will be analysed, and a solution for the issue will be formulated.





## Millennials are better educated than prior generations

Educational attainment of 25- to 37-year-olds (%)



Note: Figures may not add to 100% due to rounding. "High school graduate" includes those who have a high school diploma or its equivalent, such as a GED certificate. "Some college" includes those with an associate degree and those who attended college but did not obtain a degree. The educational attainment question was changed in 1992. For Boomers and Silents, "high school graduate" includes those who completed 12th grade (regardless of diploma status) and "bachelor's degree or higher" includes those who completed at least four years of college (regardless of degree status).

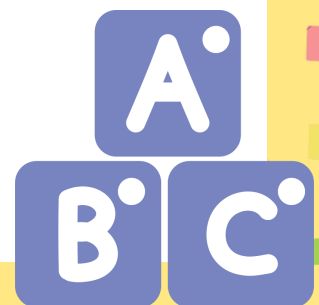
Source: Pew Research Center analysis of 1968, 1982, 1989, 2001 and 2018 Current Population Survey Annual Social and Economic Supplements (IPUMS).

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Figure 1. Comparison of each generation's educational attainment of 25 to 37-year-olds (Bialik & Fry, 2020)

Despite these educational attainments, Millennials have more difficulty in the labour force. Employees have higher expectations for Millennials, assuming that they are more knowledgeable due to receiving a higher level of education. As a result, many businesses reduce their training budgets and expect new hires to succeed with little training. Thus, with minimum guidance, Millennials tend to fail to meet those unrealistic standards, which makes them feel incapable and wanting to resign.

Therefore, our company should provide Millennials opportunities to develop the skills they really need in the workforce. This can empower them by boosting their morale and motivation as they will feel valued by the business. Aside from that, managers should act as mentors that guide and encourage their employees.

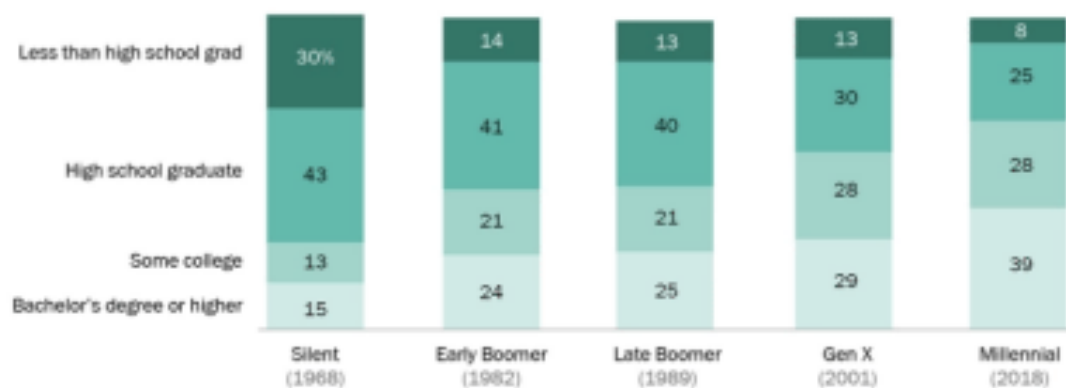


Many Millennials are used to being supervised, a result of being raised by overprotective parents. Hence receiving support from those in charge is the norm for this generation. However, it is important to remember that as mentors, managers shouldn't be over-controlling. They should allow Millennials to demonstrate their capabilities and potential by providing them with autonomy to work at their own pace.

Furthermore, it is important to understand that Millennials have an underlying value regarding their work life. According to a recent study by Deloitte University (2016), Millennials want to feel that their work is worthwhile and has a meaning beyond making money. A study conducted by CONE (2016) shows that 75% of Millennials would take a pay cut to work for a socially responsible company; they are genuinely motivated to become individuals that can make a positive change in the world. Therefore, Millennials choose to work for companies that also have a core purpose that aligns with their individual values. The figure below shows that Millennials that are likely to remain in the business the longest, share their organization's values and are more satisfied with its sense of purpose.

### Millennials are better educated than prior generations

*Educational attainment of 25- to 37-year-olds (%)*



Note: Figures may not add to 100% due to rounding. "High school graduate" includes those who have a high school diploma or its equivalent, such as a GED certificate. "Some college" includes those with an associate degree and those who attended college but did not obtain a degree. The educational attainment question was changed in 1992. For Boomers and Silents, "high school graduate" includes those who completed 12th grade (regardless of diploma status) and "bachelor's degree or higher" includes those who completed at least four years of college (regardless of degree status).

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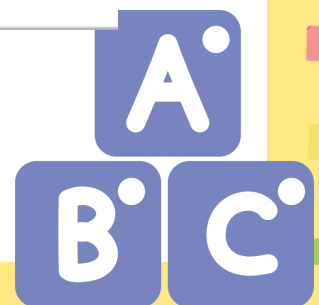
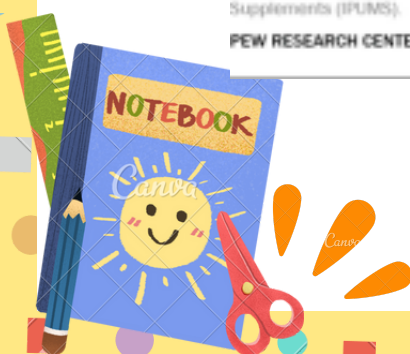


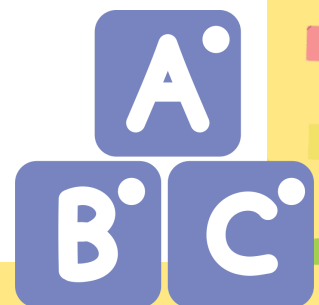
Figure 2. Percentage of Millennial Employees satisfied with each aspect of their organization and the duration of working in the company (Deloitte University, 2016)

### Conclusion

This research reveals that factors that influence high Millennial employee resignation rates include unrealistic job expectations and the values of the organization. To respond to this situation accordingly, our company must ensure that Millennials are provided with opportunities for skill development and guided by mentors, without feeling under their thumb, so they can become empowered in the workplace. We should also demonstrate strong corporate social responsibility values that focus on contributing positively to the community. This will not only attract and retain Millennial employees but will also provide personal fulfilment and growth to every individual across the board. This can be a major turning point to the business, as job satisfaction can be improved to boost employee productivity.

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