


The Sixth Form Review

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Issue 02



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Sarie Taylor



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“Try your hardest, but don’t be disappointed if you don’t get it perfect every time - that’s just not realistic. Set boundaries for others and be kind to yourself. See the bigger picture and learn to recognise when there’s something bigger going on inside.”

- Kathryn Kennedy delves into the difficult and confusing topic of anxiety in an interview with psychotherapist and specialist anxiety coach, Sarie Taylor.

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Joy: More Than Just a Feeling

Kuziva Mutandwa and Aaron Ankrah

“So maybe you didn’t do so great on your 5 week assessment or maybe those jeans you’ve been wanting to buy just sold out, but what about that classmate who complimented your style last week? Or the praise you recently received from one of your teachers? Don’t those positive moments matter just as much?”

Aaron Ankrah and Kuziva Mutandwa discuss their thoughts on the virtue of joy and the steps they took to implement it into their lives this February.

By Kuziva Mutandwa

How do we practise joy? How do we develop our capacity to be joyful? Is happiness not a feeling?

These were the questions I had when I first heard about February’s virtue, joy. It’s hard to control your emotions and it’s hard not to focus on the bad things going on in life when we live in a world marked by selfishness, corruption and violence.

But this way of thinking is an example of how focusing on the negative things in life will only make us see negative things. It’s human nature to focus on the negative experiences (no really, it’s called the ‘negativity bias’) and that’s why I believe in the idea that ‘you become what you think’.

So maybe you didn’t do so great on your 5 week assessment or maybe those jeans you’ve been wanting to buy just sold out, but what about that classmate who complimented your style last week? Or the praise you recently received from one of your teachers? Don’t those positive moments matter just as much?

By Aaron Ankrah

I, like many others, have always found February to be one of the hardest months: short days and bad weather underpinned by a general sense of gloom and nothing to look forward to. After all the holiday chocolate has been eaten and New Year’s resolutions have been long forgotten, Joy is not something I normally associate with February.

Yet as it was February’s highlighted virtue at St Bede’s, I really made an effort to focus on it. Meditating on the idea that joy can be practised in the darkest of days was helpful.

To develop the virtue of joy in February, I began practising gratitude which helped me acknowledge the gifts I’ve been blessed with and ask myself how appreciative of them I really am.

This approach can be as simple as saying ‘thank you’ to your teacher at the end of a lesson or making a list of 10 things you’re grateful for - not only are you bringing joy to your own life, but you’re also spreading it to others.

Next, I tried meditation - I didn’t levitate (unfortunately), but having some alone time with my thoughts helped me get to know myself better and recognise my tendency to focus automatically on the bad instead of valuing the good.

Though I only had 28 days to focus on the virtue of joy this year (I resisted the temptation to think merely about the two or three days February was denying me), the techniques I learnt helped me put a positive spin on my negative thoughts and I will definitely be using them for the rest of 2023.

Practising small acts of kindness, from a simple smile to a high five, and trying to keep relatively jovial during the 10 week assessments made me realise that changing one’s attitude in order to be somewhat more joyous is not necessarily a difficult task. Joy is not only infectious but it helps make the hard days enjoyable and, as the Earth springs into a new more joyful season, I will be sure to keep February’s virtue close to heart.



Academic

The Ultimate Guide To Writing Your Personal Statement

By Kuziva Mutandwa

“The admissions tutor is a specialist in the subject you've applied for; you have to convince this person that you want to study this subject and that you have been serious in preparing yourself to do so.”

Struggling with the daunting task of writing your personal statement? In this article, Kuziva Mutandwa talks you through the top tips given by the Sixth Form's UCAS advisor, Dr McMonagle, and the Head of Student Admissions at Stirling University, Ali Clarke, on how to write the best personal statement!

It's time to start thinking about which universities you'd like to apply to and amongst admission tests, predicted grades and references, you'll also need a personal statement: a 4,000-character document describing your achievements, interests and goals.

But where do you start? Don't worry, you're not the only one thinking this. Luckily, I have obtained some very useful information from our own Dr McMonagle and Stirling University's Ali Clarke. This is the Sixth Form Review's guide to writing your personal statement.

In my interview with Ali Clarke, I started with the question I know most students reading this want to know: **'what qualities do the best personal statements have?'**

Ali stressed the importance of showing your passion for, and interest in, the subject you want to study. "It's your first opportunity to shine and stand out from thousands of applicants," she replied. "You can tie it in with work experience, a subject you enjoyed in school, research or anything similar - show it."

She advises students to get their enthusiasm across in the first paragraph but also to avoid clichéd openings. In fact, my next question was: **'how should a student start their personal statement?'** Instead of beginning with the banal, 'ever since I was X years old, I've always been fascinated by...,' Ali says to start with something memorable - "begin with a rhetorical question, or mention related work experience. Write something far-reaching, such as the fact that you were the first to go to university in your family." Ali added that the ending of your personal statement is just as critical as the beginning.

Being the Head of Student Admissions at Stirling University, I was sure Ali had some valuable insight when I asked her: **'what key qualities do admissions officers look for in a personal statement?'** She recommended, "think of what skills are important for your subject. For example, Maths and Physics need problem-solving skills and Law needs communication and leadership skills." As a useful tip, she suggested that students use the 'ABC' method - "A is the activity you've done, B is the



benefit or skills that it's given you and C is to link these benefits to your chosen course."

You now know what things you should include in your personal statement but **'what should a student avoid when writing their personal statement?'** First thing's first, "do not embellish the truth. This can come back to bite you," advises Ali. She also warned against the use of colloquial language or mentioning one particular university. "Make your personal statement more about the subject rather than the course to keep as general as possible." Avoid talking about Open Days as these do not relate to your course. Keep in mind that you only write one personal statement but apply to multiple universities.

As much as I relished Ali's charming Scottish twang, I savoured Dr McMonagle's silky-smooth Irish accent just as much, with the added benefit of hearing the advice she had about writing personal statements.

Dr McMonagle and Ali Clarke both seem to agree that passion and interest are an important part of your personal statement, "the admissions tutor is a specialist in the subject you've applied for; you have to convince this person that you want to study this subject and that you have been serious in preparing yourself to do so."

Dr McMonagle goes further and highlights the importance of checking, planning and proofreading your personal statement, stating, "any errors could result in a more careful student getting a place instead of you. This important document sums up what you have achieved so far and sets out what you believe you are capable of achieving in the next few years."

Whilst Ali gave some useful tips on how to begin a personal statement and what to include, I asked Dr McMonagle for specifics on the basics, **'How should a student structure their personal statement?'** Start with the reason(s) you want to do the course you're applying

to, and then explain how your A-Level subjects have prepared you for it: "It is crucial to show an interest in your subject beyond the A-Level content. The more you read around your subject, the more knowledgeable and interesting you will sound, if you are invited to an interview."

Next, Dr McMonagle suggested that students include a list of extra-curricular and/or volunteering activities. "You need to explain what you've done to demonstrate your interest in your chosen course. Have you developed or are you learning any skills or qualities as a result? How do your interests and responsibilities set you apart from other students? Analyse and reflect rather than simply describe."

In both interviews, there was the distinction between simply describing what activities you have done versus analysing them. If you include extra/supra-curriculars or materials related to the course you want to study, mention what you learnt and how this has influenced you. This not only builds your interest but also gives you something unique to talk about at an interview. Finally, end your personal statement with a conclusion, keeping in mind what Ali Clarke encouraged: end on a positive note.

Hopefully reading this article has left you a little less clueless and a lot more confident in writing the perfect personal statement that will make your interests, ambitions and personality shine through, boosting your university application.



Understanding Anxiety Continued from front page

By Kathryn Kennedy

Pictured: Sarie Taylor



We all feel anxious at times. Whether before an exam, during a presentation or waiting for that dreaded driving test, we've all felt that sense of fear and nervousness.

However, when you begin to feel anxious every day - to the point where it becomes difficult to leave the house or go to school - that is when your feelings of anxiousness are not normal. 'Anxiousness' becomes 'anxiety disorder', where a person suffers from persistent and excessive worry that significantly interferes with their ability to perform daily activities.

It's not just us young people who feel anxiety; it can affect anyone, regardless of their age. We interviewed psychotherapist and specialist anxiety coach, Sarie Taylor, who not only gave advice on how to deal with fleeting feelings of anxiousness, but also suggestions for those who regularly suffer from anxiety.

When asked about the main stressors that can induce anxiety in young people, Sarie explains how "we start to overthink every little detail" which can lead us to spiral into anxiety; however, she acknowledged that every person's experience is different and it is important to identify the external and internal pressures that may govern our minds without our awareness.

Sarie goes on to disassemble unhealthy practices we consider to be "normal" and instead advises us to

learn how to "be okay with saying no to things" and to focus on doing things because they make us feel good. By learning to say the simple word "no" we set boundaries with others and give ourselves the opportunity to do what we want, what we enjoy and what our minds need, to grow healthily and flourish.

Sometimes anxiety can strike in the most uncomfortable of places, such as the classroom, where we're surrounded by peers and strangers to whom we may not want to show our vulnerabilities. In fact, this can exacerbate our feelings of anxiety and when questioned on how to deal with panic attacks in confined spaces, Sarie responds with a biological explanation: "Feelings of panic are dealt with by your body and adrenaline is sent into the body as a defence mechanism, but does not last very long."

By understanding the natural processes of our bodies, we realise, "if you merely wait it out for some time, the adrenaline will die down."

Ask your teacher - or if you feel uncomfortable doing so, ask a classmate to notify your teacher - to let you step out of the classroom, keeping in mind these feelings of panic are a natural response to perceived danger. Practise slow and deep breathing and remember this attack will pass and your life is not in danger. Reground yourself and focus on something else such as the scene outside the window or your breathing exercises.

Sometimes it's not us who feel anxious but our friends and we're often left clueless as to how we can calm and comfort them. Commenting on this, Sarie says many people jump to giving advice which is not always the most effective way of comforting; she suggests that simply being present and listening is a much more effective way of supporting a friend or peer in times of emotional trouble.

With the increasing development of modern technology, access to useful information and enjoyable entertainment has become easier, but so has the entryway to distressing images and harmful depictions of unrealistic beauty standards, which can significantly impact our mental health.

The allure of social media and the fast-paced environment of the internet make it very easy to become over-stimulated. For this reason, Sarie observes that whilst we may believe we are relaxing by watching TV or listening to music, we are still never truly left alone with our thoughts.

To combat this, Sarie suggests we actively remove ourselves from distractions that constantly keep our minds awake and prevent us from dealing with internal pressures and emotions we may feel. This isn't to say that we should never use social media, but Sarie highlights that it is each person's responsibility to recognise when they are becoming consumed by it and should take steps to move away and focus on what's going on internally.

Are you always picking up your phone to scroll through TikTok instead of revising? Or spending hours on Instagram? Then maybe it's time to limit your screen time and reconnect with your thoughts, identify what's really going on inside and use this information to implement healthier coping mechanisms.

With exams approaching, it is easy to become overwhelmed and spiral into the deadly trio of self-doubt, procrastination and anxiety, but this interview with Sarie Taylor highlighted how striving for perfection is not always the most effective way of dealing with negative emotions. Rather, it can exacerbate them, so Sarie suggests instead to strive for what is best for you, as this removes the unnecessary pressure surrounding school and work.

Try your hardest, but don't be disappointed if you don't get it perfect every time - that's just not realistic. Set boundaries for others and be kind to yourself. See the bigger picture and learn to recognise when there's something bigger going on inside. Only through this can we learn to deal with negative emotions appropriately and handle school stress in a healthy manner.

▶ ['Coping With Anxiety as a Student'](#)

🌐 [worldwidewellbeing](#)

📍 [sarietaylorcoaching](#)

Tomi Komoly: The Fight for Freedom

Continued from front page

By Niav Ebling

“His insights into the world of today and his experience upholds the belief that history forces us to face the mistakes and tragedies of our past so that we can move towards a brighter future.”

- Niav Ebling reports the experience of Upper Fourth and Lower Sixth students after they heard first-hand the mournful, yet inspirational story of Tomi Komoly, a survivor of the tragic Holocaust in Nazi-occupied Hungary.

On 10th February, Upper Fourth had the opportunity to meet Holocaust survivor, Tomi Komoly. When he retold his harrowing story to our pupils, he shed light on what life was like as a child in Nazi-occupied Hungary and highlighted the importance of remembering and commemorating not only his experience, but also that of countless others who share his story.

Tomi's story began in 1936, when he was born in Budapest, Hungary, shortly before the second World War. As a child, he lived under anti-Jewish laws, forcing his family to sell their business and move into a one-bedroom flat. Tomi's father, Alfred Komoly, was a scrap metal merchant and was called upon to perform forced labour in 1943. Tragically, he was



killed shortly after in 1944 in Budapest, during a brief visit to his family. In the same year, Hungary's government introduced restrictions which impacted food rationing, shopping and concentrated living in order to oppress the Jewish population living in the capital.

A ghetto was set up within one square mile of where Tomi and his mother were living, making her desperate to avoid the possibility of being forced there.

Consequently, she found a Swiss neutral embassy to house and hide herself and her son. However, conditions remained dire with almost 40 other people compressed into the meagre four bedroom, one-bathroom villa.

The pair survived on little food and Komoly's mother was lined up to board a train to a concentration camp shortly after. With the knowledge that she would likely never see her son again and with the fear of leaving him with unfamiliar strangers at the Swiss embassy's house, she decided to make a run for it. Tomi's mother survived shots from four armed guards, only revealing this distressing event to her son years later in the 1960s. Fortunately, friends of Tomi's grandfather were able to hide both him and his mother in their cellar for the coming months.

At last, Tomi Komoly and his mother were liberated by the advancing Soviet army in January 1945 and he soon came to the UK on a university scholarship in 1956. After qualifying as an engineer he married his wife and had two daughters. During his talk in the Maher Library, Tomi shared how his experience left an inerasable

imprint on his life and the journey he went on to reconcile with his trauma.

Tomi described his bewilderment as to how everyday human beings could transform into "wild beasts" and have such a horrific impact on the people around them. After listening to his story, Upper Fourth pupils were given the opportunity to ask Tomi questions, talk to him individually, and view photographs of him and his family before the tragedies occurred.

Afterwards, a small group of Sixth Form students were invited to gather for lunch with Tomi alongside members of the History department. Our Sixth Form students asked Tomi various questions and he recounted the time when, many years after the traumas he experienced, he found out many of his classmates had been Jewish.

Kuziva Mutandwa, one of our Sixth Form students, attended the lunch as well as the talk, and was asked about her experience:

"I am grateful to have had the honour to be face-to-face and discuss crucial points of humanity's history with a courageous man who's experienced it himself. Human nature has often been debated in the fields of Philosophy and Theology and I wondered how the Holocaust would've affected the faith and view of human nature for Jewish people at the time." Tomi gave an eloquent and truthful response, acknowledging that his faith in humanity was diminished and the corruption in the world today maintains his pessimism. Despite this, however, he proudly asserted his Jewish identity, a sign of great commitment.

His insights into the world of today and his experience, upholds the belief that history forces us to face the mistakes and tragedies of our past so that we can move towards a brighter future.



Tomi with his mother and father



The Grammys: Talent Appreciation or Popularity Contest?

By Gray Corbett

"This event brought back the reoccurring issue of racial bias in the music industry, highlighting the many times talented black artists have not won or have failed to be nominated despite exhibiting exceptional talent and unprecedented streams."

2023 Grammy and Oscar Awards and the controversy surrounding this year's winners.

What should have been just the latest iteration of the annual Grammy Award Ceremony in February turned into a night of controversy and recrimination.

The Grammys has been nicknamed 'The Scammys' for how often the winners chosen are unrepresentative of the public's opinion. Many see it as a popularity contest, based on streams and the connections artists have with those on the board, rather than raw talent.

One of the most prestigious award ceremonies of the musical year, hosted by Trevor Noah, was a night to remember and not just due to the presence of great artists such as Taylor Swift and Beyoncé, or the exciting performances from Lizzo, Bad Bunny and Harry Styles.

It all began with the fateful words: "And the award for album of the year goes to... Harry Styles!" Fans of all genres of music were in confusion over 'Harry's House' winning album of the year, feeling that the award should have gone to American singer-songwriter Beyoncé. The backlash came after Beyoncé missed out on being awarded the Grammy for a fourth time, despite creating some of the most iconic albums ever.

This foregrounded the reoccurring issue of racial bias in the music industry, highlighting the many times talented black artists have not won or have failed to be nominated, despite exhibiting exceptional talent and unprecedented streamed numbers. This was also seen when 'After Hours' by black artist, The Weeknd, set numerous records, yet received no Grammy nominations.

One upset fan on Twitter, asserted, "Beyoncé represents every black woman who is constantly applauded for their work, but when the time comes for promotion time, their white colleague gets it instead."

However, the statistics are on Harry's side with his album reaching around 1.5 billion streams and Beyoncé's a mere 50 million in comparison. Though the controversy does not end there... Harry faced further criticism for his acceptance speech, which many felt was tone deaf, especially after beating a black, female artist. His comment that "this doesn't happen to people like me very often" triggered unhappy responses, with viewers suggesting he was unaware of his privilege as a white man and artist. "People like me" suggests Harry,

are not in a privileged position. Yet some would argue he is in one of the luckiest positions anyone can be in. Yet some would argue he is in one of the luckiest positions anyone can be in a society which judges people according to their race, gender, sexuality and socioeconomic status.

Regardless, it's not difficult to see that there exists blatant nepotism, misogyny and racism in the music industry that needs to be recognised and fought against through the equality and appreciation of artists from all backgrounds. And thankfully the evening was not totally fruitless for Queen Bey as she won four Grammys, crowning her as the artist with the most lifetime Grammys ever!

Representing another marginalised community on the Grammy stage were Sam Smith and Kim Petras who respectively became the first non-binary and transgender artists to win the prestigious award. They won 'Best Pop Duo / Group' for their collaboration on 'Unholy' (a TikTok sensation). Kim thanked the artists who paved the way so she could succeed, saying, "I just want to thank all the incredible transgender legends before me who kicked these doors open before me so I could be here tonight."

Despite the joy the pair must have felt after their world-changing win, many on Twitter complained about their live

performance, claiming they had been "distressed" by the "demonic" rendition of their winning song. This seemed to be a reaction towards the costumes which had a heavy red theme; Valentino's red outfits and Sam wearing a red hat with devil horns.

Another shocking pick, was Song of The Year; with industry giants competing to take home one of the Grammy's most esteemed prizes, viewers were confused when the award went to Bonnie Raitt's 'Just like That'.

As many had not even heard of Bonnie until her win, there was confusion as to why the award hadn't gone to one of the bigger songs. After all, she was competing against the most streamed song of 2022, 'About Damn Time' and Adele's heartfelt comeback ballad. People voiced their opinions on Twitter with, "153k views for song of the year???" and "SONG OF THE YEAR???"

The Oscar Awards are facing similar backlash after the controversy surrounding the award for best supporting actress. After another great year for the world of cinema, this year's competition was incredibly tight, with Angela Bassett's powerful, moving performance in 'Black Panther: Wakanda Forever', Kerry Condon's outstanding portrayal of Siobhan in 'The Banshees of Inisherin' and Stephanie Hsu, who made the audience laugh and cry with her character in

'Everything Everywhere All at Once'. Despite these performances of a lifetime, none of them went home victorious, with the Oscar going to Jamie Lee Curtis instead.

Many felt that Curtis, though an incredibly talented actress, did not deserve to win this award for her 17 minutes of screen time in 'Everything Everywhere All at Once' and claimed that it should have been given to Angela Bassett or Stephanie Hsu. One upset fan posted on Twitter: "Jamie Lee Curtis best supporting actress? She wasn't even the best supporting actress in her own movie."

The questionable choice also raised accusations of racism as, yet again, a white person won over two actresses from ethnic minorities, who had significantly more screen time and who many agreed had better performances.

It's safe to say that this year's award season was one to remember, but maybe not for the right reasons. Despite the representation of black excellence and LGBTQ+ talent, the question still remains as to whether entertainment awards such as the Oscars or the Grammys should still be considered prestigious. Accusations of racial bias and favouritism lowers the awards' credibility, yet people still excitedly tune in every year to see who takes home a trophy (or two).



Book Club: Conversing on Circe

By Aaron Ankrah

"Some students questioned the morality of the novel, criticising the fact that it manipulates the tale found in Homer's epic poem: a myth which has been seminal in shaping the idea of storytelling for millennia."

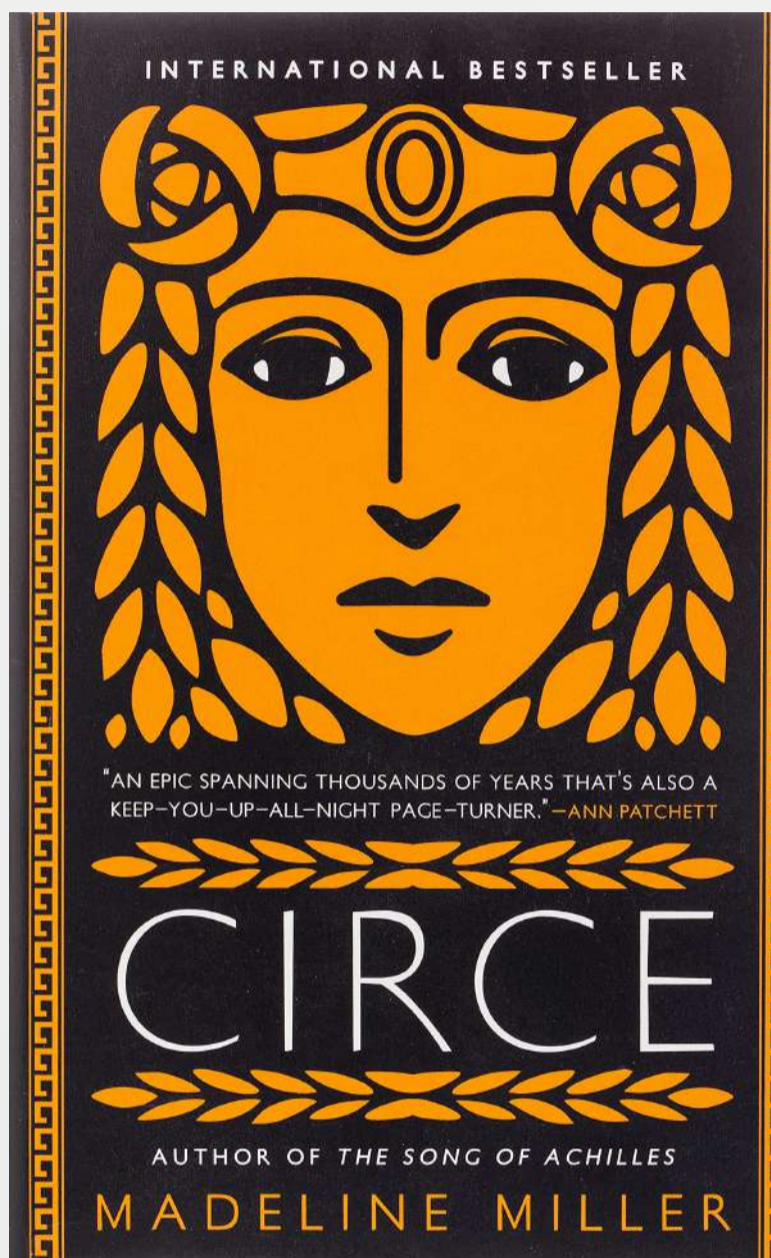
- Aaron Ankrah retells his experience at the February Book Club meeting with Manchester Grammar School where the group discussed the critically acclaimed novel 'Circe'.

Female rage. Abandonment. Love. These are the overarching themes of Madeline Miller's 2018 novel, 'Circe'. For three thousand years, Circe has been relegated to being Odysseus' subordinate. Popular consciousness has viewed her as the lascivious, deceitful witch who ruins the life of the Odyssey's hero as he returns home from Ithaca. But Miller's novel restores Circe's humanity. As a reader, the lyrical tale shows Circe as a multifaceted character: deeply flawed yet deeply brilliant. The novel, therefore, posed many intriguing questions for the Sixth Formers who gathered in the Maher Library to discuss Miller's retelling.

On 7th February, students from the Manchester Grammar School joined a handful of our Sixth Formers and members of the English department. As we gathered together, some students questioned the morality of the novel, criticising the fact that it manipulates the tale found in Homer's epic poem: a myth which has been seminal in shaping the idea of storytelling for millennia. They were displeased that the novel almost tarnished the reputation of one of the ancient world's most courageous heroes. However, others were firm in the belief that stories like this should be forever changing and retold to challenge patriarchal undertones which have often painted powerful women as the villains in the stories of heroic men.

Nonetheless, even when discussing a contentious novel like Circe (where it is difficult to discern the true nature of the protagonist), it is clear that book club is a brilliant medium to discuss and debate these issues. Kathryn Kennedy, the Lower Sixth English student who chaired the book club, commented, "I was nervous at first but as soon as everyone got into the swing of things, the discussion and ideas were flowing and it led to some really interesting conversations."

We all had a delightful time and regardless of how heated the discussion got, my fellow Sixth Formers and I would like to thank Mr Rose, Ms Pocas and Mr Howes for allowing us to have our ideas actively challenged in an environment as constructive as the Sixth Form Book Club.



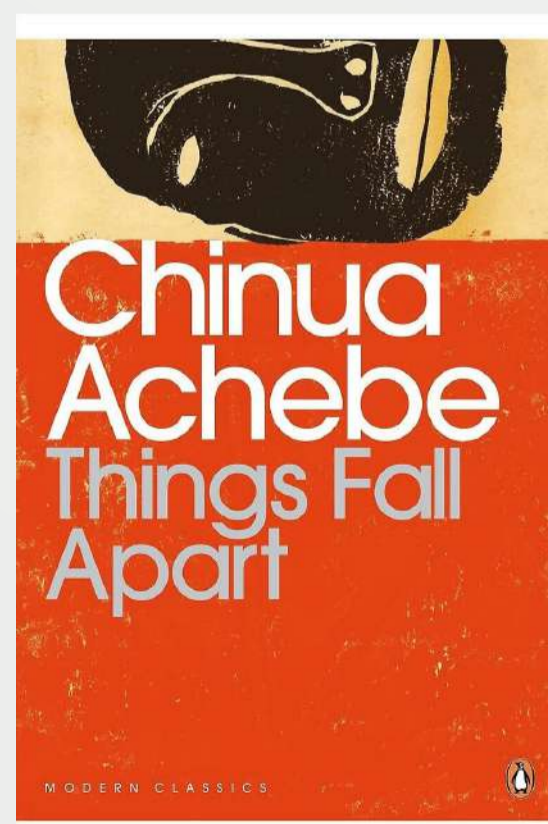
We all enjoyed 'Circe' immensely - those in attendance gave it a 7/10 rating. So if you are curious about a tale following a woman's fury, which allows her to transform from an obsequious daughter into a powerful enchantress who turns men into pigs, the Sixth Form Book Club implores you to read 'Circe'.

As a collective, we look forward to venturing to the Manchester Grammar School to discuss Chinua Achebe's novel 'Things Fall Apart'. The classic work explores pre-colonial Nigerian life and will be sure to spark some riveting debates.

In more current book-related news, Ms Pocas' Staff and Sixth Form Book Club - on the 24th February - proved to be a triumph. The novel discussed was Anna Burns' booker-winning novel, 'Milkman'. Mrs Sullivan commented, "I enjoyed the Staff and Sixth Form Book Club. There was a great turnout and we had some interesting discussions. Views on the book varied, but I found it both unusual and funny. I am looking forward to getting stuck into our next read."

The next meeting will be on the 28th April to discuss 'Lessons in Chemistry' by Bonnie Garmus. The novel is a feminist comedy following the life of Elizabeth Zott, a former chemist who becomes the star of a famous cooking show which she uses to convince women of the 1960s to break the status quo. The book seems appealing and we can all rest assured that Ms Pocas, with other staff and Sixth Formers, will lead a compelling discussion.

Overall, it is clear that for anyone who is remotely bookish, Bede's is the best place to be. There are almost too many opportunities to get involved in and discuss brilliant pieces of literature from a vast number of authors, with students who are just as passionate as you about books.



The Swimmers: The Harrowing True Story of Olympian Refugee Sisters

By Aaron Ankrah

"Find your lane. Swim your race." A simple yet poignant phrase. As the credits of this heart-wrenching yet inspiring story of human fortitude begin to play, these are the words that ring in the viewer's ears.

'The Swimmers' is an incredible true story of two sisters, Yusra and Sarah, who flee war-torn Syria for asylum in Germany. Their goal is to apply for a family visa so their loved ones can escape the horrors of war in Damascus, yet their eyes are also set on the 2016 Rio Olympics.

The girls face extraordinary adversity in order to reach safety. The film shows the power of hard work and passion as they place everything on the line to achieve their goals, risking their lives for their family and ambitions. However, the beauty of the film lies in the fact that it does not shy away from the harsh realities of being a refugee.

In a particularly harrowing scene, the girls are forced to jump out of a life raft in the Mediterranean sea. They swim the harsh waters to reduce the weight of a dinghy carrying parents, children and a baby as their boat fills with water. The cries of the hopeless people on board reverberate across the vast waters as the coast guards dismiss their calls for help; it appears as if all hope is lost.

But the words "Find your lane. Swim your race", echo through Sarah's ears. For a teenager forced to leave behind the prospect of glory in their home country, facing death head-on in unknown terrain, it gives her the strength to carry on and parallels the similar hardships of refugees across the world.

Most refugees may not have the same talents as the two sisters, but what they do have in common is being made to leave their homes and embark



on a perilous journey. As the filmmakers write in the closing scene, 5.7 million Syrians have become refugees since 2011, many of whom had to make the same journey as the two girls. They too would have had to learn how to swim their race, giving up everything to obtain safety.

Upon reflection, one of the most sublime things between the idea of a beautiful state and the aftermath following its decimation by war. The film starts by showing Syria at its full glory with the girls enjoying the vivacity of life yet when the audience sees them battling for survival in the middle of the sea it, becomes an almost transformative experience. It highlights the fact that being a refugee is not a choice. The girls, like

about the film is the dichotomy it creates the millions of Syrians and other expats, did not flee out of preference.

Therefore anyone seeking to be inspired should watch 'The Swimmers'. But more importantly, anyone seeking to get a better understanding of what it means to be a refugee should watch the film. As the news becomes more polarising and those seeking asylum are being turned away on the shores of our country, empathy is more important than ever.

Since March's virtue was understanding, try to understand what it means to be a refugee. This exceptional film will give you the strength to, "find your lane. Swim your race" but it will also teach you, and shed light on an issue which is pertinent for us all to address.

Easter Quiz

Q1.) How many Cadbury Creme Eggs are manufactured every day?

- 13.2 million
- 2.3 million
- 1.5 million
- 24.6 million

Q2.) Who was the first to see Jesus after he resurrected?

- John the Baptist
- Virgin Mary, Jesus' mother
- Jesus' disciples
- Mary Magdalene

Q3.) Which group of people built the famous statues that exist on Easter Island?

- Rapa Nui
- Māori
- Samoan
- Kioa

Q4.) How old was Jesus when he died?

- 32
- 33
- 39
- 35

Q5.) Which entertainment award had its first ceremony on Easter Sunday of 1947?

- The Olivier Awards
- The Grammys
- The Tony Awards
- The MAMA Awards

Q6.) Which of these celebrities was born on an Easter Sunday?

- Rihanna
- Emma Watson
- Tom Holland
- George Clooney

Q7.) How many days after his death did Jesus resurrect?

- 1 day
- 2 days
- 3 days
- 7 days

Q8.) What flower represents Easter?

- Daffodil
- Daisy
- Peony
- White Lily

Q9.) The Easter Bunny legend originated from which country?

- Germany
- France
- United States of America
- China

Q10.) In 2007, a diamond-covered Easter egg was sold for how much money?

- £42,000,000
- £7,000,000
- £900,000
- £9,000,000



03.05.23



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