



KUWAIT NATIONAL ENGLISH SCHOOL

مدرسة الكويت الوطنية الإنجليزية

A British International School

The KNES Gazette



Our partners in success!

In this edition, we have impressive work from our pupils, articles, poems, pictures from school events and much more ...

February 2023

Editorial

Dear KNES family,

Our warmest welcome to the 12th edition of our school's flagship magazine - The Gazette. In its fifth academic year of running, the Gazette has continued to bring timely, invigorating, and beneficial information to the entire KNES community — keeping us abreast of what goes on in our beloved school.

As usual, we have in this edition, lively articles and stories from our students, pictures showing our younger pupils having fun while learning; various educational and vocational trips undertaken by our students - exemplifying the relevance of their learning to their future professional goals and aspirations.

We are a highly accredited and recognised school locally and Internationally, and we are always striving to improve our already high standards. Our final year IGCSE and A Level students are gearing up for their external examinations from Cambridge International Examinations and Pearson/Edexcel and our younger pupils are enjoying the quality education we provide. This means that our staff are constantly engaged in the facilitation of learning that is befitting to our future leaders. Some evidence of this is highlighted in this bumper edition.

Please sit back and enjoy another tantalising edition of our Gazette. See you again in the summer term.

kindest regards from all of us.

EYFS

Woohoo! Our first trip since COVID & the kids had a wonderful time exploring the outer world and enjoying the weather and greenery.



EYFS

Our Yearly Winter Concert was missed for many years due to COVID yet this year EYFS students made a great return performing, singing, and spreading joy while showing great skills and confidence.



EYFS

EYFS students are encouraged to express themselves through a lot of creative activities; talking is not the only way a child can be expressive; writing & art too help students express, and our EYFS students are excelling it :)



EYFS

Reception students enjoying their transition trip to Year 1.



EYFS

EYFS students enjoying their visit to our School Library; they loved choosing books, flipping through storybooks, trying to read, and loving the vibes while listening to a story read by the teachers.



Year One



Year 1 tasted fruits and used adjectives to describe them

Year 1 used role play to act out a seed's growth.



Year 1 listened to a story and worked in teams to create a story map. They have been developing comprehension skills at the same time as teamwork skills.

Year One



The Year 1 children are learning about plants this term. They have been taking care of their plants very well. They planted a seed during week 2 and have been watching it grow.

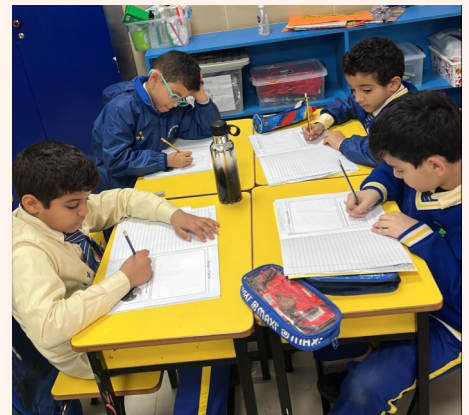
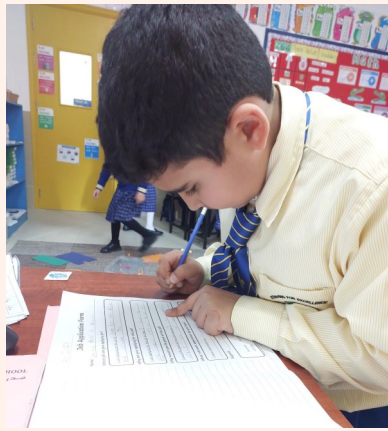


They even learn about plants in their Art lessons!



Year Two

Year 2 have been learning about castles.



Year 2 used shapes to create a castle.

They also designed a castle and applied for jobs to work there!



They had a lot of fun using their computing skills in a recent maths lesson.

Key Stage One

Key Stage One are very excited to start Term 2! This is KS1 on the first day of term.



Year 1A



Year 1B



Year 1C



Year 2A



Year 2B



Year 2C



KNES KS1 PRESENTS Staircase Model Competition

This year, you have the chance to enter our Maths staircase model competition.

Your challenge is to make your own staircase model with things you have at home. Socks, food, toys ... anything!

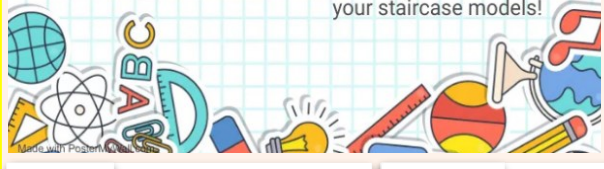
What is a staircase model?
The staircase model is a model that shows how numbers increase by 1 each time we count up.

It looks like this!



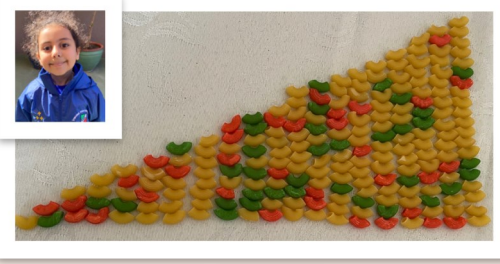
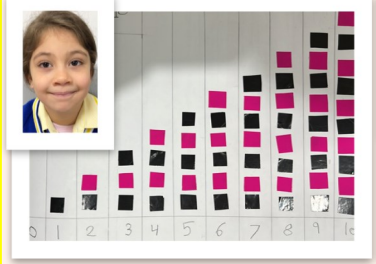
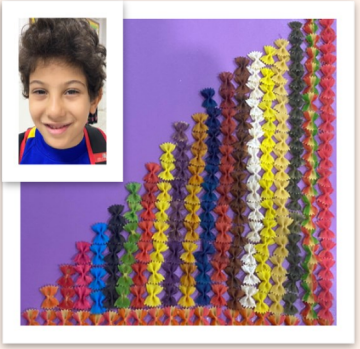
Take a picture and send it to Mrs Maleeha on teams or through your school email address to: mul-haq@knes.edu.kw

We'll make a big book full of all your staircase models!

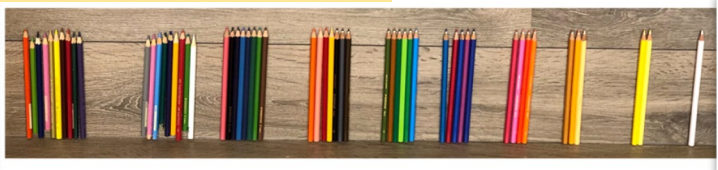
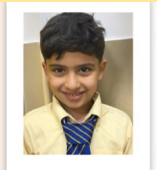
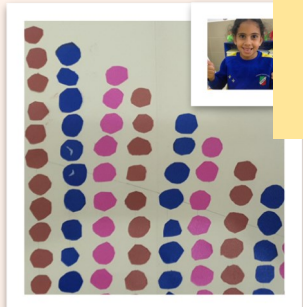


Key Stage One

KS1 New Year Maths Challenge!



The KS1 children took part in a Maths challenge in January. Take a look at their masterpieces!



Key Stage Two

Primary 5C pupils working on the Ancient Maya



Key Stage 2

Our key stage two pupils have been producing some outstanding pieces of work!

LO. To be able to show awareness of Suspense

Blood raced through my narrow veins as it reached my pounding heart. Something seemed odd, peculiar. My mind was like a whirlpool of thoughts, one stood out amongst the rest. I knew I had to turn back! My mind forced my muscles to go up the stairs while the lights flickered. Was this a sign? Will something bad happen? The rain dropped on the floor heavily as I walked through the ~~corridor~~ up the stairs. The ~~so~~ silence was shattered by the crashing rain. My heart dropped when I reached the top of the stairs.

This does not make sense

There was a blue door with red caution tape. I ^{took} stepped a step forward, closer to the door as sticky blood ~~trickled~~ dripped down the door and onto the floor making a tip tap sound. I shivered in fear as I heard a howl of an animal shrieking in pain. Did that mean something just got hurt, was someone here with me? Then suddenly, I heard heavy breathing. I then quickly turned around and... nothing. After a while of thinking I decided I was going to go inside. My hand reached for the cold handle and I took a step inside.

Why? Because my curiosity got a hold of me

how did you feel? Confused

This is a banned word.

Year 6 pupil in Ms. Alaa's class

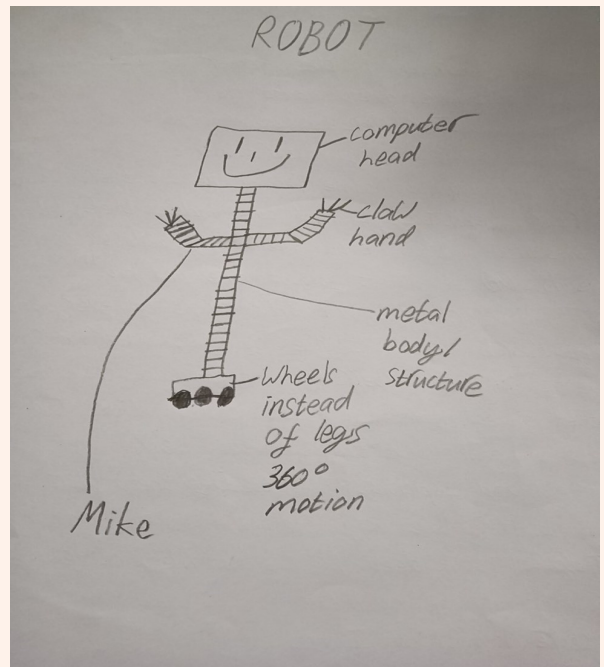
It was a normal day here in Gotham city. Batman was eating strawberry ice cream, and Superman was at his job as a news reporter. It was a nice relaxing day. Suddenly,

BANG!!!

Someone had **Blown** up the Gotham city bridge. Bang, Batman had dropped his strawberry ice cream. "who has made me drop this magnificent frozen treat?" he said. Batman took out his binoculars. "what's this?" he said "someone has blown up the Gotham city bridge." "It's hero time!" he said.

~~Batman~~

Batman flew into the air. He did not ~~actually~~ actually fly. "Hi Batman," said Superman. "AAA". "where did you come from?" "I heard a loud bang and came to what it was." "So what happened?" asked Superman. "someone blew up the Gotham city bridge," "really?" "Yes, really."



Year 4 pupil in Ms. Theresa's class



One sunny afternoon in the center of beautiful California, in a huge grey house were 2 children: Bob, Martin and Sarah. They were always inquisitive and loved to explore the city, after school every day! They waited for that day, to come home it was their long holiday (1.5 months). They wanted to complete their latest expedition, Silicon valley. "Pack your bags, it's go!" said Bob. "Ready, Bob, ah almost forgot the red tie," said Sarah. "Ready," said Martin. Bob was in charge of everything and everything. Sarah was in charge of first aid. Martin was in charge of snacks. On their way to investigate that today Bob spotted a new furniture store called Nick's Old Gold. "Guys let's go and explore that furniture store over there. It looks new and suspicious," said Bob. Off they went to the store. That building was very old and could break any second! They all took deep breaths and went in. "Hello!" said Bob. A man came out of nowhere and replied "Hello! Welcome to our store, uh how can I help you?" "We're just exploring the place," said Martin. "Ok," said that weird man. We reached a long, wide, wooden cupboard and two handles carved into a fearless lions face. They inspected it and agreed to open it. "No! Don't open it!" said that man/worker. Too late. They got ~~sucked~~ sucked from the cupboard into a new world. "Where are we?" they asked each other. Bob started to look around



Key Stage 2

Our key stage two pupils have been producing some outstanding pieces of work!

Dear Diary, Tuesday 29th December 2009

You will not believe what has happened today in school! Somehow a terrific school shooting has happened today. It was misleading and concerning as the loudest screams and yells were heard across the hallway. Gruesome shots were heard from unpleasant shooters. Unspeakable things and events happened everywhere...

I was in class during period 7 when a loud thundering explosion-like shots and screams were heard from across the whole school. Great fear and considerable harsh screams were heard from other students and pupils as gun shots were brutally heard. The teachers had gathered us all into order as we had to duck under the desks, not a pitch of breath was heard from anybody as they silently cried. Pupils were heard screaming in pain as some were possibly shot. I felt unsteady with ease as my stomach swirled like a washing machine. I was about to have a stingy eye when my teacher slushed me and told me to keep steady and calm down.

We crouched quietly as an ant and as silent as a mouse when banging approached our classroom door. We froze like a statue and my teacher turned pale as all her colour from her face drained into pale white. A group of shooters were about to barge into the door with their two own hands but luckily my teacher had locked all the doors and turned all the lights off, which thankfully misled the shooters to thinking we weren't there. My teacher

tried contacting our parents but there was no source of connection working in the school as the shooters had damaged all the source of connection in the school. After 3 hours and 25 minutes everything went silent.

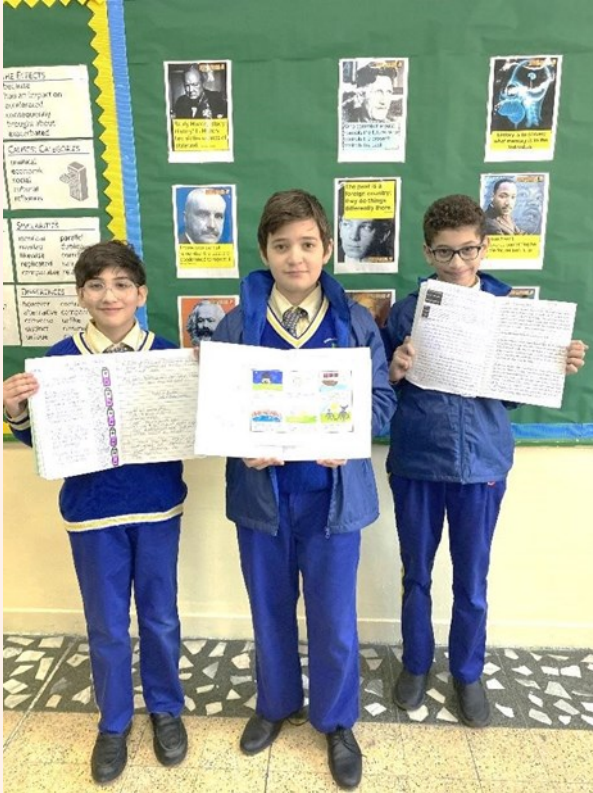
Everyone was confused as everything was pitch silent. A damaged piffle sound of an alarming voice ^{was} coming from the microphone as it was safe to evacuate from the school. A huddle of buses came and took each one of us home. Unfortunately 6 people died 2 students and 3 teachers and 1 junior. All the people who had died heaven been honoured to the school. Nobody believed us until 1 month after the school informed our parents.

Anyway I have to go now as my mum is calling me for dinner and go to bed. Jelnar Hanna

WWW - excellent use of vocabulary and tone

Jelnar Hana (Class 6A)

Secondary Department



Here Maitham, Jamil and Amr are proudly displaying their history classwork. During this unit of work, students investigated the events of 1066. Their final piece of work involved writing an essay on why William of Normandy won the battle of Hastings.

Here Jana, Retal and Alma are displaying their work on a unit in Year 8 History about the defeat of the Spanish Armada. Students completed a number of activities that focused on the causes and the events of the famous naval battle and completed an essay assessment.



Here Dhari 7C, is proudly presenting the medieval castle he built as part of the year 7 project investigating the development of medieval castles over time



Universities visit to KNES!

In accordance with our Pre-Covid tradition at Kuwait National English School, we were delighted to welcome various **universities** from the **United States of America**, and the **United Kingdom** to our esteemed school on Monday, 16th January 2023.

Universities visit to KNES is a long-standing tradition of our school, as it provides a forum for our students at **Key stage 4 and 5** to interact freely and directly with representatives of high-ranking universities. The representatives from these universities provide valuable information, that guide our students in making informed choices with regards to their future studies/university.



Secondary Department

Some outstanding work from Key Stage 4 Sociology students

Patricia Y11

Winter exams 2022

Question - To what extent is ethnicity the main factor influencing educational achievement?

Education has many factors influencing achievement such as ethnicity. Ethnicity can cause many problems in a student's life. Students may get treated differently by teachers due to their background, for example, putting African-Caribbean students in the lower set. This will result in the student feeling ashamed and demotivated due to them feeling that there is no point in trying due to negative discrimination from their teachers. Another reason is students getting punished due to their dialect or speaking in their own language, many teachers will even sanction the student for speaking in their native language. This can be seen as a sort of racist insult to the children. Also, students can be racist, for example as stated above, making fun of their dialect, for example African-Caribbean students, speaking in English with their native dialect in the UK. This will cause the children to not speak or answer questions in class and results in them doing worse in school.

However, ethnicity is not the only factor that could affect educational achievement. To start off, social class is a very important reason. Students may not be expected to go to a good school or be in sets of high rank due to them being working class. This is unfair to the child's abilities and later on reduces the child from doing good or even progressing in school. Another factor can be material factors. Students with no tutors, laptops, iPads or even a home environment will tend to do badly in school. This is because some tasks may require them to do powerpoints, research or even just use it as a gadget to memorise from. This will help other children do better due to them being privileged and poor students to do worse. Another factor could be gender. Teachers may treat boys as troublemakers or even under-achievers due to stereotyping, this will decrease some male's mindsets into being motivated or even praised to do good. Another reason is that girls don't really have a fair option to pick what they want to study. Some girls might want to take sciences or engineering, but teachers may laugh or doubt them to do 'good' due to them not being 'smart or strong' enough.

In conclusion, I truly believe that underachieving in school can have many factors other than simply ethnicity as I have stated above.

Secondary Department

Some outstanding work form Key Stage 4 Sociology students

Shahad Y11 (Winter exams 2022)

Question - To what extent are statistics useful in sociological research?

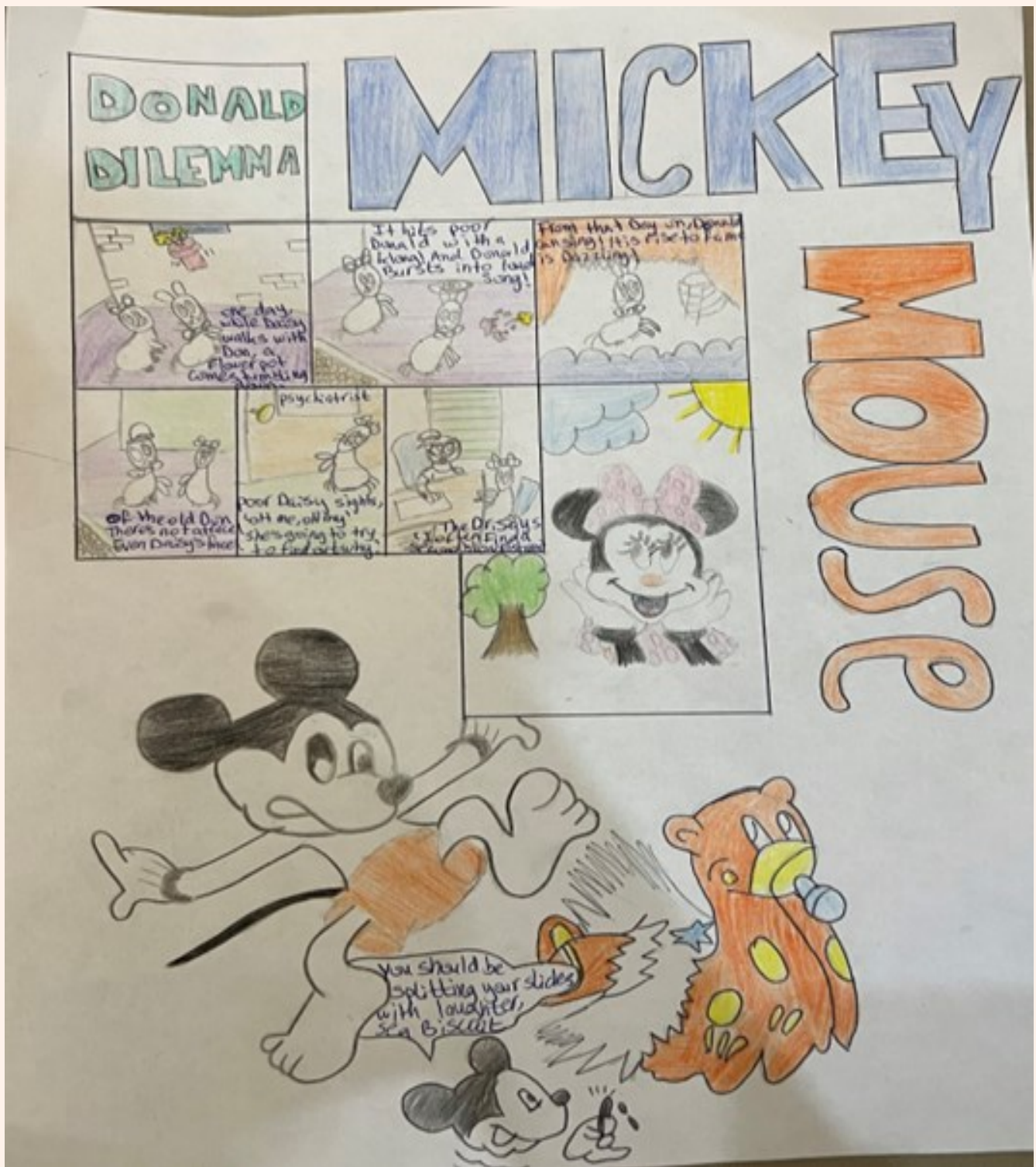
Statistics are seen as important and useful in research methods. This may be because they usually are represented as quantitative data. This is easier for the researcher to conduct and analyse as less information is there. Another reason may be that they're easily available. For example, official statistics can be easily found on the internet. In addition, they're easier to interpret and understand as statistics are usually in numerical form, which is also for the researcher to identify patterns and trends. Statistics are useful for identifying/justifying research purposes to maintain a better understanding of what the research is about. Statistics may also help in developing a hypothesis for the research. Statistics are easier to look at when wanting to identify a hypothesis than other methods which contain qualitative data.

On the other hand, statistics may be biased. An example is statistics that are political or produced by the government. The government could most likely want a good impact of the country to be presented so the data gathered may be inaccurate. Another disadvantage is that they may be out of data and not reach the purpose of the research. This may affect the validity and accuracy of the research. Statistics are also mostly presented as quantitative data, so no views or opinions are there. This prevents the researcher from understanding the statistics and prevents them from understanding why the numbers are like that. They usually lack explanation and evidence.

In conclusion, statistics may be favored by many sociologists while others may dislike them, it usually depends on the point of view of the sociologist if they would look at validity as more important than reliability, then statistics may not be the best for them, whilst if they view findings, identifying patterns and trends as important, statistics are the most useful in this case



Secondary Department



Lovely cartoon from Al Batool Ali 10 B

Picture gallery!



Coming Up...

CIS Inspection Visit: January 29 — February 02.

Kuwait National day holidays: February 26 — March 02

Educational Trip to Italy: February 25 — March 02

BSO/BSME Inspection Visit: March 20 — 22.

End of Term 2: April 06, 2023



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Dedications

Our kindest regards to all students and staff who have contributed to this edition of The Gazette. We are grateful to our Co-Chair, The General Director, and the entire Senior Leadership team (SLT) for their unflinching support and encouragement to our team.

To our regular readers we say, thank you and see you again soon!