



អ៊ីនធឺណេសិនណាល ស៊ីរ អ៊ីហ្វ សៀមរាប  
International School of Siem Reap

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# The High School NEWSLETTER

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## Remembrance Day Service: November 10th

The School showed its respect to the countless millions who have died and suffered in wars in order that we might live in peace. On Friday, November 10<sup>th</sup> the students attended the Remembrance Day Service during which the Principal outlined the origins of the laying of the poppy wreaths, explaining that the date of the First World War Armistice (November 11<sup>th</sup> at 1100 1918) was designated as Remembrance Day. Ms Hannah and Heerim Han, Head of School, read the poem "In Flanders Fields". Students listened to the traditional Remembrance Day music (Elgar's *Nimrod*) and were shown film footage of WW1 troops and the rise of the National Socialists in Germany that ultimately led to the Second World War. Mr Chris gave personal testimony of his grandfather who had served in the RAF during WWII, flew many dangerous missions and was honoured by King George VI. The service ended with the poem "For the Fallen", the last line of which "We will remember them" was repeated by all those present at the service.



The students stand in silence as a mark of respect



Mr Chris gives personal testimony of his family's role in the Second World War.



Miss Hannah and the Head of School read the poem "In Flanders Fields"



**"In Flanders Fields"**  
by Col. John McCrae,

In Flanders Fields The poppies blow  
Between the crosses row on row  
That mark our place; and in the sky  
The larks, still bravely singing, fly

Scarce heard amid the guns below.  
We are the dead, short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved and now we lie  
In Flanders Fields.

Take up our quarrel with the foe  
To you, from failing hands, we throw  
The torch, be yours to hold it high.  
If ye break faith with us, who die  
We shall not sleep, though poppies grow  
In Flanders Fields.

Assembly by Mr Chris on November 6th



For my assembly I talked to the students about a topic not often used in assembly, which is dancing. After showing some different dances around the world and seeing if the students could guess where they originated, I asked the students the question why do we dance, and why people all around the world with no connection before all have to dance to music, although in very different styles? Then we looked at some of the benefits of dance: apart from having fun, it can be therapeutic and healing in some cases, through the use of dance therapy, particularly for mental illness but also in more cases showing beneficial effects in patients with degenerative diseases like Alzheimer's. To finish off the assembly I showed how nobody should be scared to dance as it is a form of personal expression by getting some of the girls in year 9 to perform a dance for us, and they did very well considering they only had that day to prepare! (CP)

Principal's Assembly on November 13<sup>th</sup>: Anti-Bullying Week

**STAND UP!**  
PREVENT BULLYING NOW!  
**SPEAK OUT!**

Isolation  
Rumours  
Ganging up  
Embarrassing



In line with the UK's anti-bullying week from November 13<sup>th</sup> – 17<sup>th</sup>, the Principal delivered an assembly on the causes and damaging effects of bullying such as absenteeism, eating and sleeping disorders, withdrawal, persecution complex and self-harm. In 2016 in the UK 1.6 million students were the victims of bullying of which 145,800 reported that this had taken place on a daily basis. The presentation explored physical and emotional bullying as well as cyberbullying, including the legal implications of slander and libel. Students were encouraged to speak in confidence to somebody they can trust should they be a victim of, or a witness to bullying. They were equally encouraged always to be themselves and to be proud of who they are.





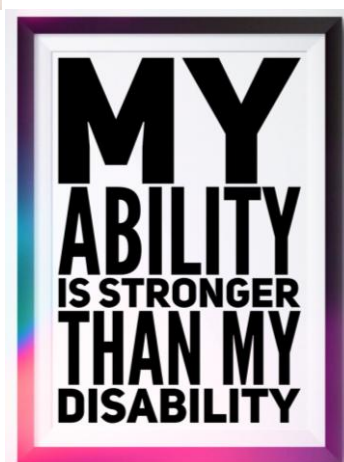
## Ms Hannah's Assembly on November 20th

The Year 9 Drama class created their own imaginative children's story. Students worked in groups to perform their story, each of which had to have a moral, a mantra, clear time phrases and a narrator. The students worked hard on projection and enunciation before this, which was evident in their well-articulated performances. Well done, Year 9! (HH)



## Ms Scepanovic's Assembly on November 27th

Elliott Barrett (Y8) and Koki Yoshimoto (Y12) who were representing the NGO ECA gave an informative and inspiring presentation on disability, outlining the characteristics of different forms of disability (visual, emotional and physical) and the challenges that disabled people face in terms of, for example, wheelchair access and restrictions on employment. The students referred to their recent visit to the Wheelchair Sports Centre on November 17<sup>th</sup> (a report on which is published in this newsletter) and the effect it had upon them as they realized that, far from the stereotypical image, those with disabilities have a positive and determined outlook on life. The presentation finished with a superb video from the 2016 Paralympics in Rio showing the range of skills of disabled people and the ingenious means by which their disabilities are overcome. Congratulations to both Elliott and Koki who spoke very well in front of the entire school.



## Work Experience

We are pleased to report that Pei Shan Taing (Y11) has secured valuable work experience at Angkor Hospital for Children which she discusses below:



Earlier this month I focused on editing my CV so I could apply for work experience. As I'm interested in both finance and providing services for those in need, I decided to apply for work experience at Angkor Hospital for Children. My application has been accepted and later this month, I hope to volunteer in the Visitor Centre twice a week. I hope my work experience will improve my confidence, skills in communication and make me more employable in the future. This will also teach me about how working in a company will be. In my opinion, work experience will be an advantage for me when applying to university.

## Reports on the New Subjects

A number of new subjects have been included in the curriculum this academic year which have provided greater diversity and more opportunities for students to pursue areas in which they have the most interest. Below are some brief reports as to what is taking place within those subjects.

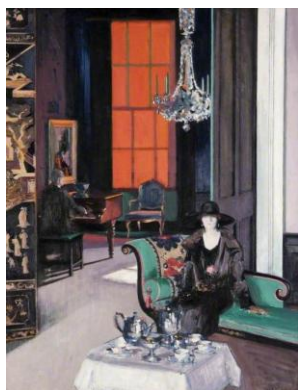
### IGCSE Drama

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

#### Performance Assessment

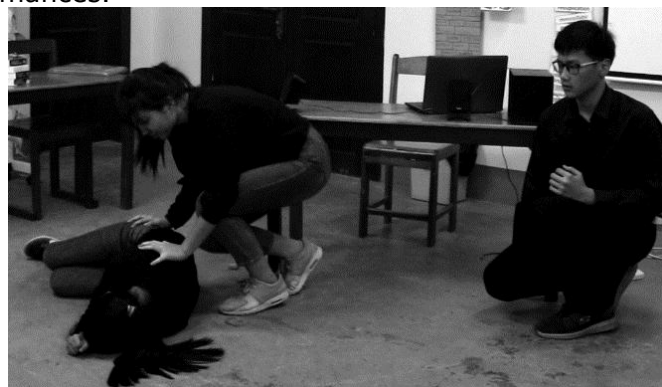
The IGCSE students recently underwent their first assessment which requires them to devise a piece of theatre which is recorded. This is based upon a stimulus, which could be a photograph, a painting or a short piece of writing. The students must write, direct and perform the piece entirely independently, having been trained in the use of voice, gesture, space and levels.

The following are screenshots from their assessed performances.



For this assignment they were given the painting "Interior - the Orange Blind" (1927) by the Scottish artist, Cadell.

Performances were very convincing with some highly intelligent script writing.



*Sorya, Mollika and Thong*



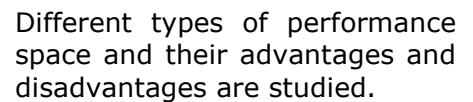
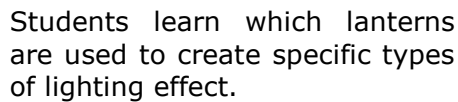
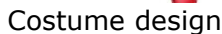
*Andy, Yin Mon and Elise*



*Yuvan, Hayden and Nadia*



The students have also been introduced to the skills of theatre production, namely creation of performance space, stage types, set design, lighting and sound, costume, props, make-up and hair design, acquiring the technical vocabulary and precise means of description. The ability to research in depth and to document influences in theatre design are crucial skills that they have been developing, and they have been exposed to a variety of films and stage productions in order to stimulate creativity in their own designs.



Students also need to design their own performance space and design scenery for a specific drama performance.

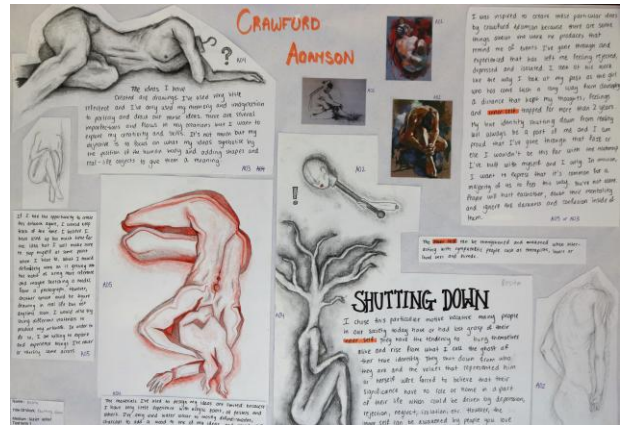
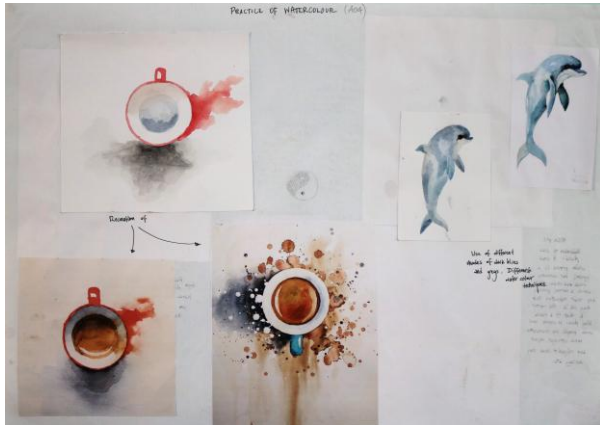
A simple way of explaining the structure of IGCSE PE is by splitting it into 2 sections: Practical and Theory. In the practical section of the course, students have to select 4 sports that they wish to be assessed in throughout the year. At this stage, we have focused mainly on Table Tennis and Basketball where students have developed an understanding of the rules, scoring systems and simple tactics and strategies of the sports, as well as developing the skills required to play the sports effectively. Table Tennis has been studied at the Table Tennis Centre in Siem Reap and Basketball has been studied using the basketball court located at the primary school.

The theoretical section of the course has focused on the unit of work 'Health, Fitness and Training' with many of the lessons taking place in the classroom before applying the knowledge in a practical setting. Within this, students have studied the following topics: Health and well-being, Fitness, Diet and Energy Sources, Components of Fitness, Fitness Testing, VO2 Maximum Oxygen Intake. These topics have given the students the knowledge and understanding to work towards developing a 6 week personal exercise programme (PEP) which will contribute towards their coursework. This will be further developed in our current topic 'Training', where students are exploring the Principles of Training and Overload, Methods of Training, and the Importance of Warming Up and Cooling Down. Students are currently applying their theoretical knowledge on this topic by attending a Cross Fit gym called 'The Fit' in Siem Reap where they have been able to use the equipment and participate in a range of different training methods. (RN)



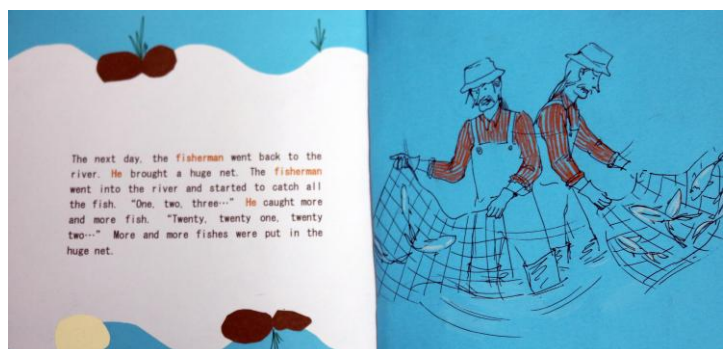
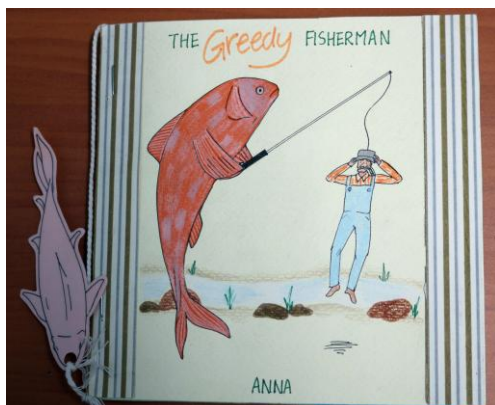


Throughout Year 10 the students meet three times a week and focus on the fundamentals of art – bringing students back to the basics (technical skills and art fundamentals) in preparation for more rigorous demands of Year 11 IGCSE Art and Design. The students are provided with the opportunities to identify their strengths so that they may wish to concentrate on the specific training of these papers when they are in Year 11. Students are encouraged to develop their ability and create personal work of art. Displayed are some of their initial works. (TM)



AS and A Level English give students the opportunity to think cognitively and with imagination, but, above all, students are taught to be more appreciative of the English language. In Ms Hannah's class we have been learning about language development and the acquisition of language by children. While the class allows us to reminisce about our younger days, it also makes us understand why we behave and speak in the way we do. Furthermore, Ms Danielle explains how to analyse speeches so that we can truly understand the speaker's message; this helps the student identify different linguistic devices and styles of language. (Koki Yoshimoto)

Based upon research into the way in which young children speak, Year 12 students created their own children's stories including the linguistic features that had been identified. The images here are of Heerim Han's beautifully illustrated story "The Greedy Fisherman". (HH)





In AS Psychology, Year 12 have been learning about a variety of interesting topics from how psychologists measure brain activity during REM sleep to how emotions affect memory recall. We also carried out the Stroop Test to see who had the fastest reaction time.

Students started off studying research methods where they gained in-depth skills into how to plan, carry out and write up a psychological research report. In one research task, students at ISSR (from all year groups) were observed during lunchtime. Their behaviours were recorded and compared to see if there was a difference between how students behave in their free time.

We are now looking at the biological approach and are using it to explain human behaviour. Be wary as you walk around school as you never know who might be recording what you are doing!

Mr Max, Junmin and Nadia



### Y12 Work Related Learning

Students in Year 12 are pursuing a course in Work Related Learning. Acquiring effective interview techniques, learning to write application letters and CVs, and researching employment opportunities that best reflect knowledge, skills and interests are major factors in the competitive job market.

In one session students deconstructed a very poor job interview, identifying the common errors in body language, professional courtesies and methods of response that invariably lead to an unsuccessful outcome.



### Y12 Thinking Skills



What picture would you draw in this frame?

*Students are required to discuss questions that have never occurred to them before.*

Critical thinking means making reasoned judgments that are logical and well-thought out. It is a way of thinking in which you don't simply accept all the arguments and conclusions that you are exposed to but rather question such arguments and conclusions.

ISSR Thinking Skills classes are designed to teach and encourage ways to determine the importance and relevance of arguments and ideas, recognise, build and appraise arguments, and identify inconsistencies and errors in reasoning.

Someone with critical thinking skills has the ability to engage in reflective and independent thinking.

### Examinations Week: 13<sup>th</sup> – 17<sup>th</sup> November

Examinations took place during the week beginning 13<sup>th</sup> November, all students being formally assessed in all their subjects. The examinations went smoothly and the grades will be published in the reports to be issued in early December together with comments and targets by the teachers.

## Reports: Grade Criteria for Y10-12

For this term and subsequent terms, subject reports for Years 10, 11 and 12 will include, in addition to the current 1-5 grading system, a + or – against each academic grade indicating whether the student is close to a higher or lower result.

## Student portfolios

All students will now be completing portfolios: these are documents which students use to record mid-term assessment results, attainment and progress certificates, merit awards, extra-curricular activities, positions of leadership and responsibility, and team memberships. The document summarises a student's achievements throughout the academic year – not only in terms of results – and provides both themselves and the Tutor with an accurate and easily accessible record of what precisely the student has achieved. At the end of the year these portfolios are passed to the new tutor and, as the years go on, there will be a significant accumulation of information that can be used for, for example, university applications and employment references. Already Y12 are using these portfolios to assist them in the preparation of CVs.

issr\_hs\_studentportfolio

Name									
Date of Birth			Passport / ID Number						
Year		Tutor		Academic Year					
Mid-Term Assessment [1]									
Period of Assessment		to		Year					
Subject	Grade	Effort	Subject	Grade	Effort	Subject	Grade	Effort	
English Lang			Humanities			Psychology			
Mathematics			Citizenship			Art			
Science			History			Design Tech			
ICT			Geography			PE / GCSE			
English Lit			Business St			PSHE			
ESL			Physics			Thinking Skills			
Pr / Mind			Chemistry						
Drama			Biology						
Mid-Term Assessment [2]									
Period of Assessment		to		Year					
Subject	Grade	Effort	Subject	Grade	Effort	Subject	Grade	Effort	
English Lang			Humanities			Psychology			
Mathematics			Citizenship			Art			
Science			History			Design Tech			
ICT			Geography			PE / GCSE			
English Lit			Business St			PSHE			
ESL			Physics			Thinking Skills			
Pr / Mind			Chemistry						
Drama			Biology						
Targets		Term #1		Term #2		Term #3			
ECA #1									
ECA #2									
ECA #3									
ECA #4									

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Attainment Awards	Date	Date	Date
Progress Awards	Date	Date	Date
Merit Awards	Bronze [date]	Silver [date]	Gold [date]
House points attained	Term #1	Term #2	Term #3
Certificates of Special Merit	Date / Details		
Positions of Responsibility e.g.	<ul style="list-style-type: none"> <li>Council Membership</li> <li>House Leadership</li> <li>Team captain</li> <li>Activity leader</li> </ul>		
Other school-related activities e.g.	<ul style="list-style-type: none"> <li>Sport</li> <li>Music</li> <li>Drama performance</li> <li>Presentations</li> <li>Assemblies</li> <li>Displays of work</li> <li>NGO contribution</li> </ul>		
Any other relevant information			

*An online version of the portfolio will also be made available to students*

In addition to the portfolio sheet, students are encouraged to keep all certificates, letters of appreciation, and newsletter items scanned in a personal portfolio folder in their computers together with photographs of, for example, excellent pieces of work or those images that record their participation in a particular activity.

## Tutor: Year 9

Mr Manoj Joseph Vaz has taken over from Mr Peter Greener as the Tutor for Year 9 with immediate effect.

## Letter of appreciation from Austin Heights School, Malaysia

Following the highly successful visit to ISSR from Austin Heights School, Malaysia, we received a letter of appreciation from the Deputy Principal of AHIS, Mr Suresh, which is reproduced below:

*Thank you for organizing a fantastic and awesome tour of Cambodia for us. You and your team have made our tour more memorable this year.*

*Thanks to your Student Council, and its President, for putting together a great programme to welcome us during our visit to ISSR.*

*My special thanks to your teachers especially Mr Taliv, Mr Peter, the Speech and Drama teacher and the others for guiding our students during our visit.*

*The 16 students of AHIS enjoyed the experience and friendship that they gained at ISSR. On Wednesday,*



8 November 2017, we organized a sharing session for the students' parents, and it was evident from the students' presentations that the visit to ISSR had such a profound effect on them. And when they spoke about the farewell buffet, some of the boys kept thanking me for 'forcing' them to sit together with the girls.

Once again, on behalf of the management of Austin Heights International School, I would like to record our utmost appreciation to the directors, teachers, staff, Student Council and the wonderful students of ISSR.

**Suresh Kumar Bala**

Deputy Principal

Austin Heights International School

NGO presentation



'XLability' is a sustainable development project designed to reduce social exclusion for disabled people.

They have 3 main projects: an educational programme for schools, the creation of a wheelchair sports centre in Cambodia and the organisation of the International Wheelchair Sports exchange. On Friday November 10<sup>th</sup> Manon and 2 ambassadors (two Cambodians who have been in a mine accident and lost their leg) spoke about the various forms of disability, the challenges people with disability face at all levels, and what solutions exist to help disabled people.

It was very interesting as the two guests shared their experience with us, and the students were able to ask questions about their everyday life and the injuries sustained by the guests. (MS)

ECA NGO: Field trip to the Wheelchair Sports Centre on November 17th

Following the presentation on disability and its various forms that was held by the NGO Soulcial Trust, the students visited the wheelchair sports centre (ICF Campus Arena) on the ICF Road. The sports centre is an all-ability sports centre, where able-bodied people and disabled people alike come together and play sports. It is one of the programs run by 'XLability': a sustainable development project designed to reduce social exclusion for disabled people.

At the sports centre the students engaged in various challenges, such as: cone drills, 'stop-and-go' games and a race. This enabled them to gain better understanding of the challenges of mobility that people in wheelchairs face on a daily basis. The session was concluded by a basketball match.





Thousands of photographs have been taken of the activities of ISSR High School since August 2016, many of which have appeared in newsletters, on the new website and in the yearbook. It is challenging enough to sift through the countless folders in search of a handful to publish for each event that convey the now discernible ethos of a powerful, self-motivated and growing school. To find just one that encapsulates what ISSR now represents might seem impossible. However, this group photo of the Year 9 and Year 10 expedition to Kampot, I think, epitomises all that ISSR High School seeks to foster: young, enthusiastic people with confidence and a sense of adventure, and a desire to explore well beyond the sometimes narrow confines of their world. They have everything to look forward to, and it is essential that a good school – supported by genuine teachers – provides them with the opportunities to achieve it.



We have seen young people adopt leadership roles, organise and present in front of large groups, debate, plan and propose. We have seen their creativity unlocked in drama, music and the visual arts. They have produced publications, interacted with other schools both locally and internationally, coordinated large events, raised money for charity, performed in public, decorated their school – and it is *their* school – and given unforgettable experiences to foreign visitors. Amidst all of this, their academic output has markedly improved with, in 2016-17, an 84% pass rate at IGCSE and 100% pass rate in English Language and English literature, the latter two an astonishing achievement given that the vast majority of our students do not have English as their first language.

And the School is set both to consolidate and to develop what has already been attained. Year 12 enjoys as full an AS and A2 curriculum that could possibly be provided at the moment thanks to industrious staff who are undergoing their own personal and professional development. More students are now exploring work experience, and they are trained in careers and thinking skills. The introduction of new subjects and the Y10 options system finally allow students to pursue what they enjoy rather than what they are compelled to study, an options system allowing students to focus on specific creative or linguistic skills, or a combination of both. The inclusion of fast-tracking for students of Mandarin Chinese means that, irrespective of age, students can gain IGCSE and AS/A2 level qualifications in the subject when they are academically ready to do so, thereby gaining international recognition earlier than Year 11, which allows them to focus on other subjects or, indeed, to begin new ones.







Through certification and the House points system students are acknowledged and rewarded for their academic attainments, their determination in the face of challenge, and their contribution both to lessons and to whole school events. The ECA programme continues to thrive, all students – regardless of full or part-time status – experiencing four different activities throughout the academic year. Every student participates in sport every week using proper facilities, their skills in this area having improved dramatically as a result. The entire school attends a weekly assembly covering a wide range of pertinent social and global topics as well as marking significant historical events.

Each student has the chance to build a portfolio extending well beyond the academic to show to institutions of tertiary education and, indeed, future employers that they are well-rounded individuals with a range of transferable skills and experiences. Every student can follow his or her individual interests, and discover within themselves skills previously untapped. Above all, I see optimism and determination in students who, previously, had no established direction. The success of a school – the driving force – are the teachers, and they must be the right teachers. We have no time for recalcitrance, indolence, self-interest or lack of imagination; such people do not act in the best interests of any school, nor will ISSR have them.

As I return to Malaysia to take up the post of Director of Education, I take this opportunity to thank all those in this community who have supported the quantum changes that the High School of ISSR has undergone, a school that now has an identity, an ingenuity and a strong sense of self-confidence. And I know that my successor has the same vision. I wish Year 9, Year 11 and Year 12 every success in their respective Checkpoint, IGCSE and AS Level examinations.

You should be very proud of what you have achieved in such a short time-frame; be proud of the fact that, through your own efforts, your amenable personalities, your enthusiasm and your sociable nature, you breathed that vital life and soul into a school. Don't lose the momentum.

I send you all my very best wishes.

A.D. Crombie









*Year 9 studying First World War poetry with Ms Hannah*



*Year 10 Drama*

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