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2017

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a teacher and a great novelist

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the nearest future

# IB REVIEW

**GLIWICE**



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# GLIWICE

2017

## IB REVIEW

**Edition and supervision:**

Sonia Świtońska

**Design:**

Seweryn Chlewicki

**Proofread:**

Beata Krupiczka

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**Articles:**

Adam Sibik

Jakub Ludwig

Julia Gdowka

Julia Neugebauer

Kamil Budziak

Karolina Lach

Martyna Kiełtyka

Oliwia Golenia

Paulina Hałuszko

Szymon Gorczyca

Łukasz Ważny

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Jakub Wiaterek has received an offer to study mathematics at Oxford University



# IF NOT OXFORD, THEN WHAT?

Karolina Lach

## Article

Studying in the United Kingdom seems to be getting more and more popular among the IB/ Polish students. At some point in their high school they are confronted with the question: Who do I want to be in the future? And then comes the inevitable question: Where am I going to study my beloved subject? In my home country or abroad? If a student chooses leaving the country, then a lot of important questions start piling up.

The participants of the Conference for the Polish IB students and teachers "Study in the UK" were given the opportunity to get an overview of the Higher Education in the UK, courtesy of Lyceum No. 1 in Gliwice.

The event was divided into five sessions. Each of them provided exhaustive feedback on many issues concerning Higher Education in the UK. Among the speakers were the representatives of acclaimed world-class universities: the Goldsmiths University of London, the University of Aberdeen and the University of Oxford. The Conference began at 8.30 with a welcome speech by Mr Damian Koltun, the head teacher of Lyceum No 1 in Gliwice. Just afterwards Mr Marcin Szala explained how the students of Lyceum No 1 in Gliwice are supported through every step of their UCAS application process.

## Session 1

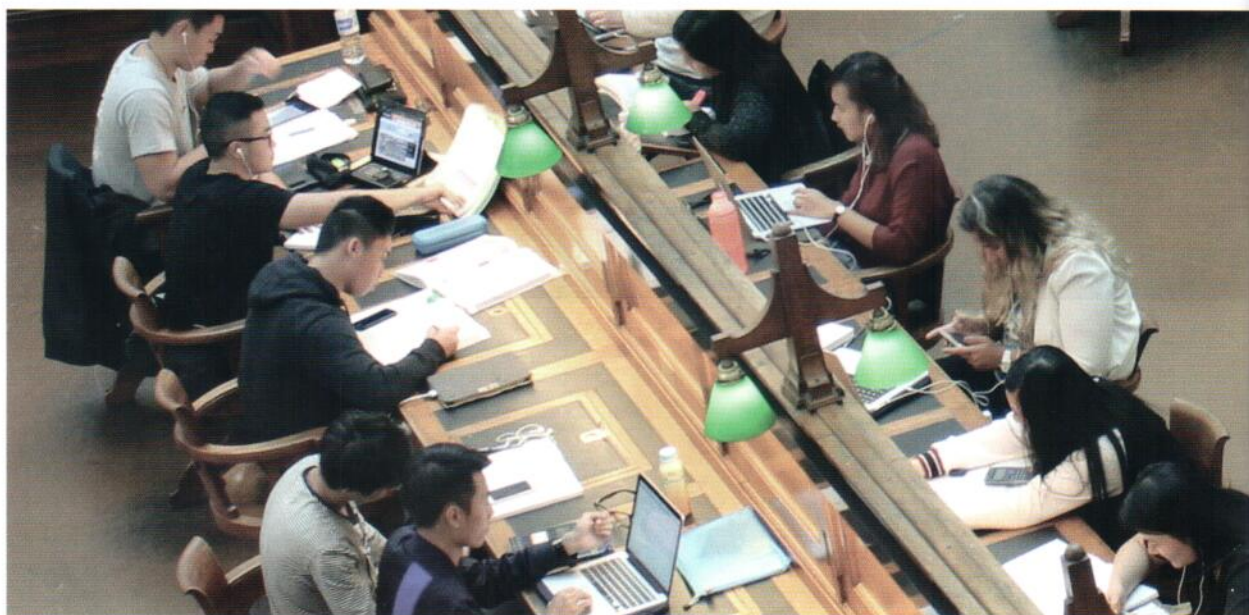
The Higher Education Landscape and Applying to UK Universities

This session was conducted by two representatives of the Goldsmiths University of London: David Winstanley, Head of Recruitment and Admissions, Goldsmiths University of London Ben Churchill, Student Recruitment and Outreach Manager, Goldsmiths University of London

Goldsmiths offers a range of subjects across arts, humanities, social sciences and creative technologies. The University has a creative approach and focuses on quality. Each year about 25 000 applications are submitted to Goldsmiths. The University receives many students from the EU, including Poland.

Mr David Winstanley emphasised that the UK Higher Education sector is growing as more and more students are starting their HE in the UK.

For instance, in 2015 about 5 million students started their undergraduate courses. In recent years, the limitation on the number of students that a particular university can have has been lifted so universities can decide themselves about the number of their future students.



## Session 2

### Study in Scotland

There are roughly 180 universities in the UK while you can choose between 50 000 degree courses.

One of the speakers mentioned the "B-word" commonly known as Brexit: "What would happen? - No real idea!" Although he pointed out that the Universities need to maintain a relationship with Europe. Research in collaboration was pictured as a very important means of improving the world we live in. Although he stated that in the foreseeable future everything would remain unchanged. He highlighted that "Goldsmiths loves IB students" because the course they are doing is a hugely valued and respected qualification. What is significant, it provides a very good preparation for getting into HE. Not only does studying in London express many opportunities and benefits but there are also many challenges.

The fact that Goldsmiths collaborates with other London HE Schools such as King's College and London School of Economics is very interesting. It means that their students can take modules by attending the lecture at the other university. Writing an infamous personal statement can present a challenge as it's the only source of personal information about a candidate. It's important to "sell yourself" properly without changing the truth.

The overview of Higher Education in Scotland was presented by Mr David Stoll - Lead International Officer (Central Asia, Europe, MENA), University of Aberdeen.

Scotland has influenced the world as it is a cradle for such things as: telephone, the MRI scanner, Harry Potter, Dolly the Sheep, television, haggis, post stamps...

In Scotland, there is a cosmopolitan and diverse population of students. After graduating you get a top-class education. There are 16 universities in Scotland, which are mainly located in the coastal areas. Four out of six oldest universities lie in Scotland. About 50 000 of international students find their way to Scottish universities. Some of them choose to study at the University of Aberdeen, which is surrounded by a beautiful landscape and offers a wide range of subjects.

The main difference between HE in Scotland and HE in England is the duration of the undergraduate studies: in Scotland, they last 4 years whereas in England it takes you 3 years to get an undergraduate degree. After graduation, you have two options: you can either go to work or continue your education doing your postgraduate study. When it comes to postgraduate studies there are no differences between Scotland and England.



There are of course some benefits and drawbacks of it. The longer time of studies gives you a better combination. As you don't necessarily need to know what you want to study. You can combine any number of subjects across any number of disciplines. The first two years are very flexible. At the end of your second year you are supposed to decide what combination of subjects you want to study, once you had the opportunity to grasp the idea of studying a certain degree. Bear in mind that particular degrees like law or medicine are less flexible.

You are also able to follow advanced entry,

Scotland has very high student satisfaction. Within the campuses there are many student societies, you can even belong to Harry Potter Appreciation Society. The universities encourage their students to become involved in activities outside academic life.

### Session 3

#### Making an application to the University of Oxford

The presentation made by Alice Parrott (The University of Oxford, European Student Recruitment) was transmitted via Skype. Its aim was to familiarise students with the application process and choosing a course that they would enjoy.

At Oxford, you can choose between 250 very academic and theoretical courses, which vary from social sciences, humanities to experimental sciences. There is also an option to do joint courses. Usually, at the beginning students have



which allows you to skip the first year and go straight into the second year. There's also a possibility of studying joint honours, which are two degrees combined, for instance English and Business Management. Scottish and European students are obliged to pay tuition fees, which amounts to £1.800 each year. These tuition fees are paid by the Scottish government on behalf of students. As long as the current government is in charge the fees are unlikely to change. What impact will the Brexit have? - "No idea, I cannot give any promises if this is going to continue after B-word."

Many schools offer an industrial placement or internships during the course. All degrees in Scotland have some sort of professional accreditation, which means that they are recognised not only in the UK but also all over the world.

rather general subjects, which by the end of the course become more specialised.

There are many resources available to you in Oxford as there are over one hundred libraries spread across the city. The second largest library in the UK - the Bodleian Library is found here. Among Bodleian's greatest treasures are Gutenberg Bible, Shakespeare's First Folio (consisting of Shakespeare's 36 plays) and four copies of the Magna Carta. The teaching style at Oxford is unique; students are challenged weekly at tutorials which are meetings in small groups (a tutor and 1 or 2 students), during which you would discuss the pieces of academic works you have read and your written work - essays.

The academic year is divided into three eight-week terms:

1. Michaelmas - from October to December;
2. Hilary - from January to March;
3. Trinity - from April to June.

Currently all EU students are eligible to scholarship that covers all your fees. Accommodation is college owned. You can be offered a bursary if you meet certain requirements. For example, your household income should be lower than £42 000 a year.

The deadline for sending your application to Oxford and Cambridge is on 15 October a year before you start university. Most Oxford courses have admission tests. You can be invited to Oxford for an interview, which often takes place in December. Universities are looking for academic ability and potential. Genuine interest in your subject is also very important. In January, you get an offer that is conditional, i.e. it specifies the grades you need to obtain in order to be rewarded a place at Oxford. IB students are required to get 38, 39 or 40 points depending on the course they wish to take. Core points are also significant: it is compulsory to obtain 6 or 7 points from your HL subjects.

After having received an offer you need to establish your first choice and your back-up choice. Then, if you obtain the requested grades and your application is successful, you can start your course in October.

#### Session 4

This session consisted of two separate lectures:

1. For students (conference room A): Student discussion panel which was a Skype discussion with the former Lyceum No 1 in Gliwice students who are now studying at British universities:

- Maciej Bonk – The University of Aberdeen, Accountancy - Finance, Year 3
- Paweł Jasik - The University of Strathclyde (Glasgow), International Business, Year 3
- Zofia Pardela – The University of Glasgow, Law, Year 3 at present in exchange programme at National University of Singapore
- Justyna Szymańska – The University of Manchester, Mathematics with a Modern Language, Year 2

2. For teachers (conference room B): Writing an effective UCAS reference - Ben Churchill, Student Recruitment and Outreach Manager, Goldsmith University of London

#### Session 5

The last session was held by Mr David Stoll and complemented the information included in the presentations of the preceding speakers. At the end of the session students were given the opportunity to ask some questions. The conference highlighted the most important aspects such as applying to the British universities and studying abroad. The discussion with the former Lyceum No 1 in Gliwice students gave us the "student's eye" insight into academic life. The advice on writing personal statement was a valuable piece of information. After having listened to the presentations, we can say that higher education system in the UK has become much more transparent and understandable.



# DR WOJCIECH DUTKA

Interview

**Łukasz Ważny:** At the beginning, I would like to congratulate you on writing your sixth novel.

**Wojciech Dutka:** There is nothing to congratulate on.

**ŁW:** What is "Lunatyk" about and why should we read it?

**WD:** "Lunatyk" is my first contemporary novel. It is a detective novel, which encompasses two plots: modern and a little bit more historical. And this is the novel with which I would like to start a trilogy with one character, Maks Kwietniewski and I hope that the succeeding volumes are going to appear in 2017 and 2018.

**ŁW:** Why did you name your book "Lunatyk"? What is the right interpretation or interpretations of this title?

**WD:** I think that the name "Lunatyk" is a metaphor – the metaphor of someone who walks in a dream. As I have written in the book, it happens to children, but for adults it is a disease. So, if we extend the title "Lunatyk", for example to our whole country, it might be the metaphor of somebody who walks, not knowing the way, walks in a dream. Maybe it is the metaphor of the last 27 years of Polish history. And it is also the name of operation carried out by the Polish People's Republic, Soviet and GDR services. Of course, it is a fictional story, but that makes this novel more dynamic and gives it more possibilities of different interpretations.

**ŁW:** It is hard to talk about the last 27 years, not raising the issue of political transformation in 1989, which is the subject of very heated discussions in the Polish public debate. Aren't you afraid of bringing up this topic?

**WD:** I think that a writer who raises contempo-



rary issues cannot be afraid of such topics. I entirely disagree with the statement that there are subjects which a writer can't write about, because what? Because it is politically forbidden? Or because of some reasons it is not comfortable for some people? Piotr Gociek asked me a similar question in the program "Literatura na trzeźwo" in "Telewizja Republika" and I answered that I am not afraid of it because we live in a free

country and in a free country literature can raise all subjects. Please notice that when you write a suspense novel, you can focus only on a criminal plot, on the most fundamental question: "who killed?", but this is not the only question which is interesting. What is around – that is what interests me. And I believe that contemporary crime novel must be some prism of a society which it talks about. Why can't a con-temporary novel picture these important events which surround us?

**ŁW:** You implemented the character of the black-skinned detective who is connected with Poland only with blood ties. Did you want to achieve the same effect as Stefan Żeromski did in "Przedwiośnie", where the author used Cezary Baryka, also connected with Poland only by his family roots, who looks at everything without being influenced by his upbringing and living in our country?

**WD:** I don't have ambition to compare myself with Stefan Żeromski. I didn't have such an intention. I think that the perspective of writing a crime novel was for me the key to look for a character. And if I had decided to introduce a character like an operating technician, prosecutor, researcher, profiler it would have turned out that there was no place for it, that there was something like that before. I needed someone who would allow me to write the narration about Poland, about our contemporary country, which would be the narration from the out-side...

**ŁW:** ...quite objective?

**WD:** I don't know if objectivism exists in literature. However, I think that the idea for Maks appeared when I was in New York in 2014. I must say that I travelled the length and breadth of this city and I noticed that something like that is possible. It seems to me that Maks Kwietniewski can be liked. He is the character who indeed has to learn Poland. By learning Poland, he is also going to learn the last 27 years of our history, our complicated, political, ideological, cultural disputes. Polish life has an enormously high temperature! And I needed such a character who would tell it anew. So Maks is immanent to Poland because he speaks Polish, he knows Poland thanks to his mother and at the same time he is completely alien because he has different skin colour, which doesn't help him in Poland at all. He is in the situation in which he has to struggle with more difficult cases than an ordinary character from a Polish novel and I hope that this experiment has succeeded. The reviews of this book until now show invariably that the idea is great, that the idea of a character which is different from the one most of Poles have been used to. This is the ability to introduce something new into literature. It must be done in a way that nobody did it before and there isn't any fictitious, black-skinned character but Maks Kwietniewski.

**ŁW:** So, I can only wish you good luck in writing next volumes of this trilogy. Now I would like to leave the topic of "Lunatyk" and ask you a question: what is most inspiring in history?

**WD:** A human. A Change. Trying to understand a human be-

ing, human nature in history. Trying to understand these things which are elusive, fragile. Contrary to appearances, I consider those who fought diseases which destroyed humanity for ages, the greatest people. This is the measure of the cultural progress. What impresses me is that history is an amazingly plastic reality, for example, to use it as the subject of writing books, isn't it? It is interesting that history is historiography. Generally speaking, I am interested in a written word. There is no an-other history but historiography. Everybody in Poland argues about what was in the past or what history is. But there isn't history understood as *res gestae*. There is only a historiography. There is only an interpretation of history. And that is most interesting.

**ŁW:** So, you believe that history is subjective?

**WD:** Subjectivism in history is really important. However, I am a follower of the views of such historians as Jerzy Topolski or Koselleck, who say that only a fragmentary contact with history, with bygone reality is possible through historical sources. We will never know how it truly was. The further we drift away from our times the harder it is. It is better to build some image of history based on our times, on the times close to us because there are witnesses, there is plenty of sources. We can build the most accurate image of the reality. However, there will always be something that we won't know completely.

**ŁW:** Coming back to the topic of books, do you think that in the era of so many possibilities of spending spare time someone still reads them?

**WD:** I have no doubt that a book is read. When you are at the book fair in Warsaw or Cracow, there are plenty of people. The young read, the elderly people read. I don't agree with the statement that Poles don't read. Poles read. Book's not dead and book's doing well.

**ŁW:** So, it is a medium which has quite a great power?

**WD:** I don't know if it has a greater power than television or the mass media. A book remains a book. A book remains an adventure, some kind of springboard for people who desire to create their own world, who try to learn something about humans and reality. Please, remember that the book market in Poland is estimated at almost 2 billion zlotys per year, so it is a big market and please, believe me that a book in Poland is doing well.

**ŁW:** And what does your workshop on writing different novels look like?

**WD:** First of all, there is an idea. Then you need to plan it. I write quite methodically. I believe that a writer, approaching the novel, should have a clearly specified vision of what he wants to do. The theory of novel writing says that a novel should have at least two turning points. By the turning point we mean the fact that we look differently at characters. We look differently at the action of the story. And also, all the characters portrayed in a novel should have a turning point, so you have to make a story net. You have to make a sketch of what you want to write. I

am personally a big follower of the mosaic narration in a sensation novel – in other words a novel which is marked by the category of suspense. The suspense means that a reader is waiting for what the action will bring. The reader is waiting for how the action will develop and how it will finish. It is said colloquially: I couldn't put the book down. Just because it is written with suspense. So, the theory of suspense, which I am familiar with and which I studied, has very strict rules. I have always made it clear that I come from the pop literature. I have a little ambivalent attitude to the so called "high literature", because something that for critics is a peak of literary Parnassus, isn't it necessarily. After 10 years, Parnassus of literature can be a literary scrapheap. However, I think that I would like to write for people. For people with university education, for people with secondary and primary education, who just like to spend some time with a good book.

**ŁW: What inspires you in writing books?**

WD: I read a lot! I think that if had to count all the books I have read... I probably don't know how many I have. I continuously add some new ones. I am fascinated by history. History is still for me something I don't know and don't understand completely. That's why I am trying to read non-stop. Maybe, by that means, I gain some humble erudition which I am trying to instil in my students. I think that the biggest danger for a writer is the situation in which he is starting to read only himself. It is haughtiness. That's what the Greek called *hybris*. It should not be like that. You must be open to different narrations, to other styles of writing, to other people who write because what they have to say can only enrich us. So, I reach for historical literature, I read philosophical, biographical books. Of course, I have my favourite writers – in historical part of literature as well as in suspense novels. I am permanently trying to seek something new, but I don't read everything. I am quite a fussy reader. I like to choose what I want to read and it is not my fault that in what I read is unbelievable amount of titles.

**ŁW: And is there something that motivates you to work further with your books?**

WD: I think that it is reality. You cannot write books, not observing reality which surrounds us, not noticing that Poles do not understand their place in the world, their own culture. They don't understand the history of their own country. I think that someone who doesn't read books, is just closing himself off from the culture, is becoming a secondary illiterate and that is probably the most important challenge which faces our society.

**ŁW: How did you learn how to write novels?**

WD: It can't be learned, it must be discovered. Of course, you can learn the workshop, you can study creative writing. I remember when we had classes of journalism studies at The Catholic University of Lublin with Marek Nowakowski, who is now dead and who was a master of small forms of prose. He asked us the question – what colour is the trashcan which stands in front of the lecture room? All the students became dumbfounded because we didn't expect such a question. We were totally surprised. It turned out that there wasn't any trashcan in front of the room. So, the first, basic rule is that a writer must be perceptive. He must see a lot. I think that for a writer it is really important to pretend to be less intelligent than he is indeed, because then people can open up. You can notice some relations between people, which are not visible. Sometimes a glance is enough. Sometimes a mischievous smile is enough to know what somebody is thinking. A writer must understand people. A writer must be – to some degree – a behaviourist, must have an open, psychological observation in order to construct his own characters. Badly constructed characters are considered to be false characters and consequently a book can't be read. That's why I am trying to construct my characters in such a way that they can be probable. You have to be a fan of the reality. Someone who doesn't like people, who doesn't like the reality can't be a writer because he will run away into the world of his fantasy. So, this is the fundamental skill which needs to be developed by a writer. I will say so – I have never planned to be a writer. It just happened. I just started writing. I like what I'm doing. I still feel hunger for writing. And for sure I haven't said the last word yet.

**ŁW: I think that this sentence should end our conversation, for which I thank you very much. It was nice to talk with you.**

WD: I'm very pleased.

# EUROWEEK

Oliwia Golenia and Julia Neugebauer

## Article

Our school started taking part in Euroweek 2 years ago, but it was organised for the first time in 1994. The event was founded by Adam Jaśnikowski and a group of students from University of Economics in Katowice in order to improve their skills and get to know new inspiring people from all over the world. Now Euroweek is extending its invitation to schools around the world for future cooperation.

Our experience with Euroweek began last year, in September when our class was invited to Bystrzyca Kłodzka. On the first day, we got to know the volunteers, and later had some workshops. We started each day with an energizer – about half-hour activities outside which involved group dancing, singing and having fun! Afterwards we had group activities, presentations, and parties indoors.

The volunteers came from different countries such as Mexico, Croatia, the Philippines, India and Ethiopia, so we had to use English to communicate with them, which is why we got an opportunity to improve it. We learned to cooperate with our peers, found out several things about other countries and studied basic words in the mother tongues of our volunteers. Furthermore, we sang, danced and had a lot of fun during parties. The atmosphere was friendly and homely because the volunteers became our friends and in contrast to school, Euroweek provided an informal way of education.

In a nutshell, it was an amazing experience! We loved the activities, volunteers and the atmosphere, so we really recommend it and want to go there again!



# CAMP RISING SUN

Martyna Kiełtyka

## Article

Camp Rising Sun is an international, full-scholarship leadership program which lasts 4 weeks and it's located in Clinton, New York. The mission of CRS is to help teenagers aged 15-16 from all around the world grow intellectually, ethically and globally. Teenagers also have a chance to practice leadership skills in a supportive community and learn through their own experience.

### Beginnings and the selection time

When my teacher told me about the camp I got very excited and I decided to try and apply. To send my application I needed to write an essay and answer some short questions. To be honest, I never believed that I could make it. Being a representative of Poland during Camp Rising Sun in the USA is an opportunity that is only given to one boy and one girl every year. So you can imagine how shocked I was when I went to the final in Cracow where I was supposed to act in some short plays and also had an interview with Camp Rising Sun alumni from Poland. After about 2 days I received a call that I was the one from all the girls in Poland to represent our country on CRS. That was an amazing feeling.

### Let the journey begin

On 24th June I went to the airport in Katowice. I said goodbye to my parents and I got on the plane. That's when a real journey began. When I finally arrived in New York I met Shanice from Barbados and Merel from the Netherlands. We were all hosted by Lauren from South Korea. We spent two days walking in Manhattan and visiting the most popular places in NYC. It helped us to start a new friendship before the camp. After those amazing two days we arrived in Clinton where we met 60 other girls from all around the world and the counsellors. It was incredible how our community worked with all those different cultures, religions, traditions, languages and opinions.

### Camp life

The camp's week lasted 6 days instead of 7. Each day two different girls were chosen to be sachs of the day – leaders of the day. Their job was to create a day schedule and make sure that everything went correctly in the camp. What is more, every day we had one hour of teamwork during which we were responsible for the clean-



liness of the whole camp. The most favourite part of the day for campers were projects and instructions. During projects we were mostly repairing camp facilities e.g. painting walls, building new shelves, rebuilding the bridge, turning the drama cabin into a performing studio by building a new dancing floor or cleaning trails. During instructions campers and counsellors had a chance to teach others mostly everything they wanted to. They could teach us their own, national languages, talk about their countries or show us their talents.

During the entire girls' season we had amazing instructions about: theatre, the Korean language, making British cookies, American colleges, trash art, a Hungarian dance, tap dancing, women in science, mixing perfumes, Chinese culture and a lot more. Each week campers also had the opportunity to perform and show their talents on Variety Shows.

We could dance, sing, play an instrument and just have a lot of fun. I can't forget about 3-day hike which was incredible and very adventurous.

What is more, the last part of our camp day was an Evening Program during which we were discussing the values of CRS.

#### **Sisters forever**

It sounds crazy but I've never felt so close to anyone as I feel to people from the camp. Although we are in different places all around the world we keep in touch and talk with each other mostly every day. If I have any problems I know that my sisters will always be there for me. Someone once said 'this isn't a goodbye, it's a see you later' and it's true. It doesn't even feel like my sisters are so far away from me. We are always together and it's a matter of time when we are going to meet again.

So if you want to experience the adventure of a lifetime please try and apply!

# MATHEMATICAL PUZZLES

Szymon Gorczyca

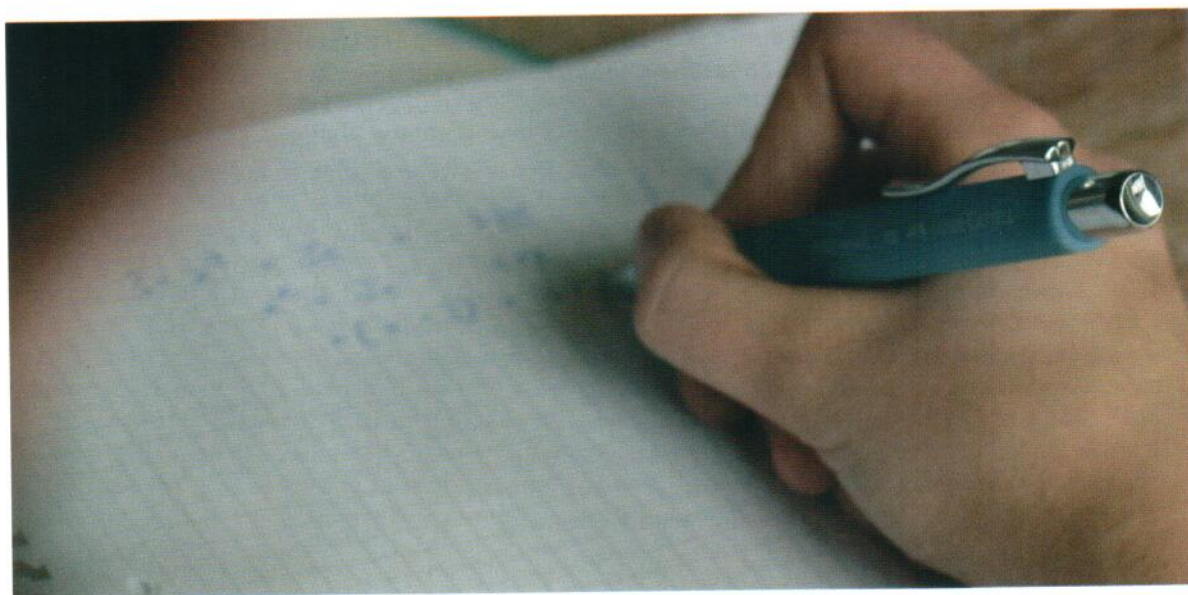
## Article

Mathematics is a subject deeply written in the tradition of our school. We regularly achieve the best results in this subject in our hometown or even in the region. And here comes a competition which will be organized at our school this year for 14th consecutive time named Potyczki Matematyczne. The person responsible for the competition is one of our teachers, Mrs Halina Husak. Contestants come mostly from Gliwice, but there are also some from other parts of Silesia.

The competition is divided into three-task stages and the final, which takes place in our school in spring. Students usually have to solve exactly half of them to get to the final. During that day, every finalist gets 4 tasks and 2 hours to find the

solutions. When the jury corrects the papers, the contestants listen to some short lectures in English prepared by the students of the second year of Diploma Programme. Afterwards, the winners receive some book prizes from the school principal and a lecturer of the Silesian Institute of Technology, which is the competition's partner. The winners are usually students with a lot of different significant achievements, such as Olimpiada Matematyczna or the Silesian Maths Competition.

Finally, what is its aim? For me, it was an opportunity to meet my future school when I was younger. For others, it is of course an opportunity to compete and to sharpen their skills. Good luck to everybody this year! I'm also going to participate, so keep your fingers crossed!



# HELPING PEOPLE WHILE PURSUING YOUR HOBBIES

Oliwia Golenia and Julia Neugebauer

## Article

In our world, there are countries where people have to fight every day to survive because they lack food and water, which is why we decided to help them.

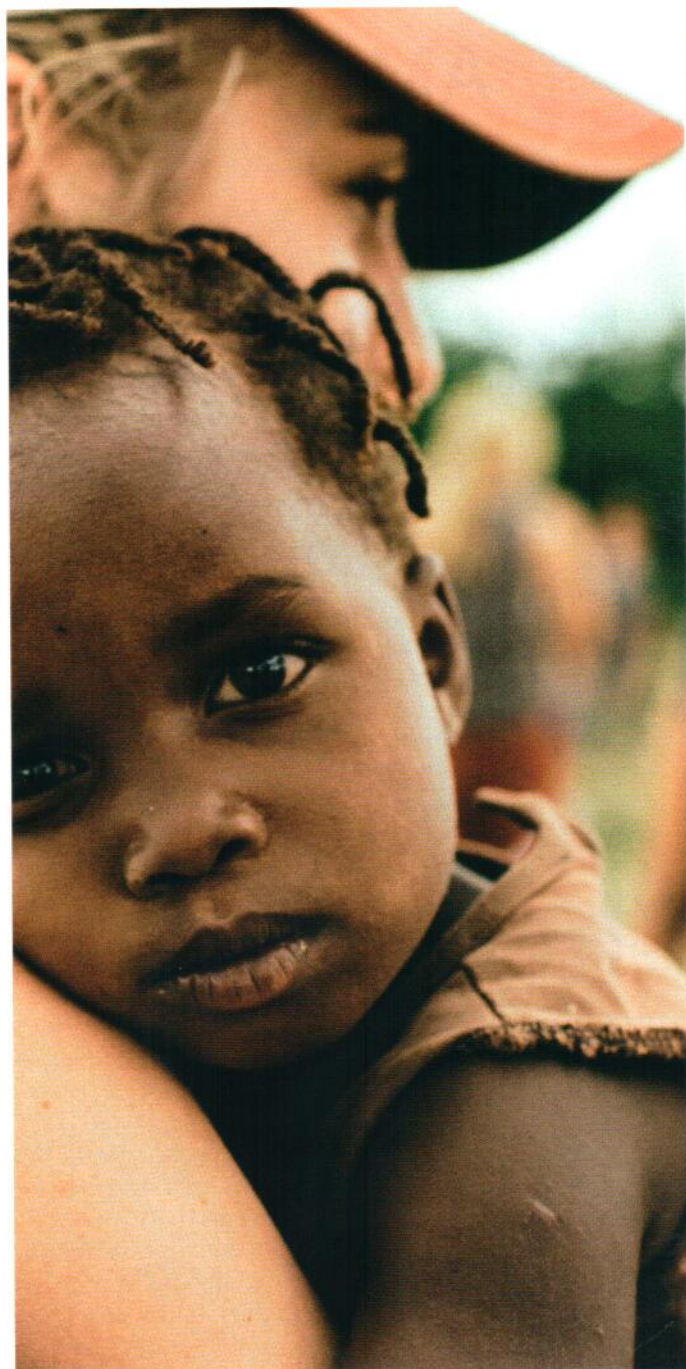
We have always enjoyed doing activities which develop our imagination, for example sewing, drawing or painting and when we started attending ZSO 10 in Gliwice, we got an opportunity to use them to aid people in need. We joined a group led by our teachers: Mrs Magdalena Konieczek and a former one Katarzyna Lipka. During our get-togethers we created handmade items and jewellery, such as necklaces, earrings,

**"No one has ever become poor by giving."**

**– Anne Frank**

bracelets, paintings, badges, stained glass, vases and cards. Later we sold them at the fair which was organized by our school on its open days. A lot of people came to see our work and purchased something for themselves or their relatives. As a result, we raised a lot of money for starving children that we donated to an organization "Bilet do stacji życie" which aims at financing treatment for starving African children. We made a virtue of necessity, by using our hobbies to support charities.

In conclusion, not only have we made new friends, but we have also had a lot of fun and possibilities to help others and to improve our manual skills while working. If you want to realize your passion, meet new peers and at the same time make people happier, join our group!



# MY LIFE IN THE UNITED STATES OF AMERICA

Paulina Hałuszko

## Article

On 4th August me and my family left Poland for the whole year and moved to the United States of America. Firstly, we went to Katowice airport, then we flew 2 hours to Germany, Frankfurt airport and finally after 11 hours we were in Florida, Miami airport. Then we drove 2 hours by car to West Palm Beach. It was an exhausting journey but I was very excited because it was my first trip to America. However, my vacation came to an end soon.

The new challenge was waiting for me – high school. On 15th August I started to be a student in Cardinal Newman High School. It is a private, Catholic school where I attend pre-IB class. In Poland I would be in final year of junior high school. I was a little afraid of this change because I didn't know anybody and also I didn't know how American schools work.

The first week was confusing for me. It was a week where I discovered new things like lunch time, after school activities, praying every morning, before lunch and before we finish school, pledge allegiance to the flag every morning – “I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands one nation under God indivisible for liberty and justice for all.” We also have flextime – this is the time before lunch where I can go to the library and meet my friends, do homework or ask teachers for help with my homework, etc.

Another difference are school iPads. In Cardinal Newman all students use school iPads where we can do our homework in the program called “NoteAbility”, we can study history and biology in “Personal eText book” and do algebra in “Connected ED”. We also use a lot Google programs like Google Drive or Google Docs for Computer Skills. We have web log “Moodle,” where teachers publish our homework or projects. Thanks to iPads we can get in touch with teachers very quickly if we need help. In my opinion using technology like this is a big advantage. However, we can't use our cellphones during lessons which is good, too. The next, new thing for me were uniforms. All girls have to wear navy or beige skirts and white or navy polo shirts with the school logo. Boys wear the same polo shirts like girls, navy or beige trousers with belts. At the beginning I felt uncomfortable but now it is normal for me and I think that uniforms are a good thing for students. Additionally, we have to wear IDs with our name and the grade.

Each week I meet amazing people. I have two new best friends – Regla and Victoria. They are really helpful, funny and nice to me. For example, Regla teaches me Spanish and I teach her Polish. But all the students are tolerant, polite and respectful. Also my English skills improved a lot. Thanks to the English class, private lessons and hard work I don't have any problems with it now. Life in Florida is different from life in Poland.

We live in a safe and good district in West Palm Beach but not so far from us there is a district which is better to avoid – there is a lot of shooting and robbery there. Additionally we live close to North Leak where a bridge leads to

the Palm Beach Islands. This is a place with villas, I can say, palaces where old and rich people live. Because of that I can see that a disproportion makes America. Florida is a good, and interesting place to live but I prefer Poland. In the USA people can buy drugs and guns in a really easy way. These reasons increase the level of crime.

The weather in West Palm Beach is really hot, sometimes rainy and we have got hurricanes. On 6th October I survived the hurricane Matthew – it was a category 4 hurricane. Thankfully, nothing bad happened in my area but other regions, e.g. the Bahamas and North Carolina were destroyed and flooded. On hot days students don't meet often. They usually communicate on social media. In Poland a lot of teens go outside before or after school to talk and spend time together. In Florida the public transport is very underdeveloped. If you don't have a car you will have problems with moving around. Almost every student is given a lift to and picked up from school. Not many students go by school buses.

Life in United States isn't as easy as most of teens think. You need a lot of luck, determination, education and really hard work to become a successful person. However, in my opinion Europe is better to live and work. We should travel around the world because there are a lot of amazing and interesting places to see. At first I didn't want to move here but now I know that this was the right decision. Of course I miss Poland, my friends and teachers but they respect my decision of leaving Poland for the whole year. The time spent here is a good way for me to learn about the new culture, improve my skills, open up more to people and think more positively like American people do. I like to feel freedom and independence which is present here, in this big and beautiful country.



# E-SPORTS CHAMPS HIT OUR SCHOOL

Kamil Budziak

## Article

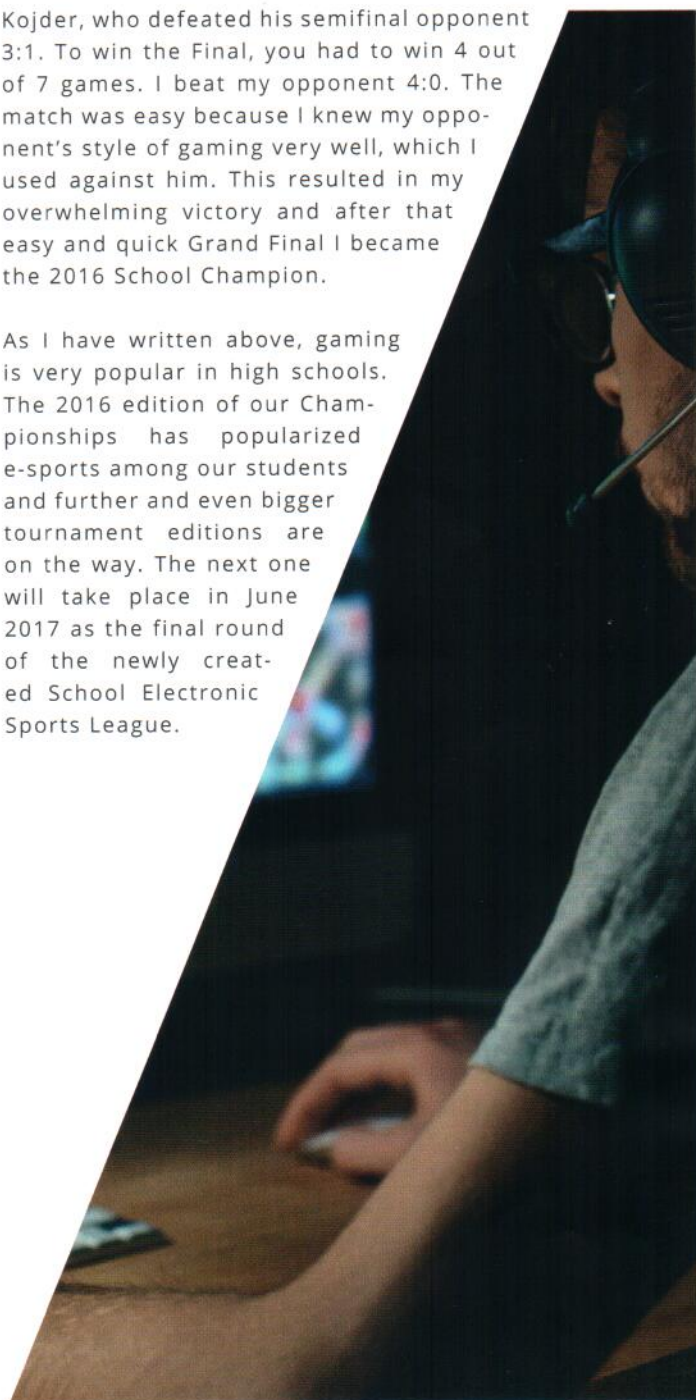
During the last week of the previous school year, most of the students were absent. Some stopped going to school because they went on holiday earlier, some because of laziness, and some because of... playing computer games. All the more so because there was an e-sports tournament with significant prizes. It showed that gaming has huge popularity among high school students.

The plan for organizing the Championships was drawn in January 2016. It was to take place at school. It got the headmaster's consent, which was the springboard for preparation of the tournament. However, when the final plan was made in April, because of various reasons it couldn't be held at school and was eventually moved to the Internet. The preparations finally finished and the sign-up procedure started on May 25th. There were about 50 player slots available, for which over 100 contestants signed up. To eliminate the excessive gamers, several qualifying rounds were organized, which were held from May 30th to June 3rd. After that, all tournament draws were set.

The Championships lasted for two weeks. They took off on June 13th, 2016 and included tournaments in 3 different games: League of Legends, Hearthstone and World of Tanks. The first was the Hearthstone tournament. After 3 days, the School Champion was chosen. Jacek Sznajder, who impressed everyone in the tournament with his skills, received the trophy. Due to the lack of players signed up for World of Tanks, the WoT Championships were cancelled. Then came the League of Legends, the tournament in which I myself took part. I barely made it through the group stage. The next round was the semifinal, in which the player who won 3 out of 5 games got to the Grand Final. I secured myself a place in the Final with the result 3:2. Tough as the match was, I turned out better in the deciding game. My opponent in the Grand Final was Borys

Kojder, who defeated his semifinal opponent 3:1. To win the Final, you had to win 4 out of 7 games. I beat my opponent 4:0. The match was easy because I knew my opponent's style of gaming very well, which I used against him. This resulted in my overwhelming victory and after that easy and quick Grand Final I became the 2016 School Champion.

As I have written above, gaming is very popular in high schools. The 2016 edition of our Championships has popularized e-sports among our students and further and even bigger tournament editions are on the way. The next one will take place in June 2017 as the final round of the newly created School Electronic Sports League.



# MR ANDRE CHMIELEWSKI AND MYP

## Interview

**Jakub Ludwig:** First of all, we all know our school has gone through the authorization process successfully and is now an official school where MYP is taught, congratulations! For those who know nothing or very little about it, could you explain what the Middle Years Programme is, please?

**Andre Chmielewski:** Well, thank you. What is the Middle Years Programme? The Middle Years Programme or MYP programme is the IBO's programme after primary school and before DP. So, between the ages of 12 to 16 years old.

**JL:** What are the main principles underlying this program? How does it differ from a typical Polish school? What are its advantages?

**AC:** MYP is about "inquiry-based learning", which means that students ask questions and find the answers themselves rather than being told what the answers are. This usually means students do projects designed to help them explore answers to different kinds of questions. It also introduces the ideas of "concepts" and "contexts" that assist students in gaining a deeper understanding of the content more quickly.

**JL:** When did the idea of MYP originate in our school?

**AC:** The idea was proposed three years ago, by Director Sarkowicz and Deputy Director Kołtun. The idea was to expand the presence of IB in our school and offer something more challenging than the bilingual middle school program (dwujęzyczne gimnazjum) that would complement and better prepare students for the Diploma Programme.

**JL:** What requirements needed to be fulfilled to undergo the process of authorization?

**AC:** Before a school can become an official MYP school, it needs to first go through a candidacy phase. This means that the school is learning everything about MYP, such as criterion grading, approaches to learning, unit planners, and integrating a concept and contexts into lessons. This phase lasts two years and on the third year it gets an authorization visit – this is where we are.

**JL:** What did the authorization look like?

**AC:** Preparation and completion of the authorization was a really big event for us. All the teachers and students were preparing for it months in advance. When it finally happened, it was a visit of two gentlemen from Spain and Canada with many years of experience with the MYP coming to our school to look at our facilities, inspect our documen-



tation, talk to our teachers and students, and overall see if we understood the MYP. Overall, the inspection went well and not too long ago we got official approval as an MYP school!

**JL:** What is Middle Years Programme for you, teachers and students?

**AC:** For me, it's a very interesting adventure into the world of IB and coordination. I get to see what modern educational techniques look like and learn how to teach teachers, which is something I haven't done before. For the teachers, it's an introduction to a lot of things that teachers know are good teaching practices, but aren't really required from them on an everyday basis. It requires us to produce a lot more paper work that shows the IB that we are doing things the way they want them to be done. And for the students, I think it's a very interesting opportunity to try something that's very different, that no other school in this city, no other school in this voivodship offers. And, I don't know, the next closest public school to offer MYP is in Wrocław, so it's a very different educational opportunity for students.

# EUROPEAN YOUTH PARLIAMENT

Every now and then ambitious and young people gather together in various places around Europe to discuss problems that both European and global society are faced with. The discussion has a defined and established form overseen by trained members of organisation to make sure every participant gets a chance to speak their mind. The discussion is modelled after the European Parliament and it is where it gets its name – the European Youth Parliament, also known as the EYP.

EYP events are called conferences or sessions and last between 1 and 10 days. Participants who debate are called delegates and are split into several groups called committees. Each committee is modelled after a European Parliament committee and has its own topic and a chairperson, who is a veteran participant who supervises the debate and aims at reaching a conclusion. The main language of EYP is English thus, making its events a perfect opportunity to polish your English.

Delegates' aim is to create a resolution which outlines the ideas that the working group has about how a given issue can be handled. Typically those revolve around common areas of interest, such as youth unemployment or sustainable energy. Their ideas are recorded in a document, which is later put to debate with other committees during General Assembly.

Nevertheless, before delegates start their discussion a teambuilding session takes place. Through its games and activities it makes delegates comfortable with each other. It enables them to speak openly about important issues later on.

Still, the whole EYP experience is not limited to the development of the art of public speaking, research skills and the art of rhetoric. Apart from delegates and chairpersons there are many people involved in roles such as organisers or journalists. They work together to make a great EYP event.

We are proud to present you an interview with Aleksander fledgling regional coordinator of EYP and a student of our school.



## Interview

**Adam Sibik:** Alek, recently you have been promoted to a regional coordinator of EYP. How did it all happen?

**Aleksander Larski:** I started my participation in EYP two years ago, on an EYP Day organised in Gliwice. EYP Day is a one-day session – it is basically EYP in a nutshell. It provides you with all three parts of a session – Teambuilding, Committee Work, and General Assembly. In EYP Poland we try to have selection at every outreach event – I had the luck to be selected at my first session, which means I got invited to the International Forum in the Czech Republic. After the Czech session I decided to become a member of the Europejski Parlament Młodzieży EYP Poland association and started applying to sessions on my own.

in front of a classroom full of people. And you may think 'How on Earth could I improve by speaking in front of 100 people?' And while it is a valid point, you should consider that EYP is a safe space for you to learn. Everyone there is struggling and no one is judging you. People go there to improve, not to make fun of you. And there is no better feeling than thinking to yourself before that awful presentation during Polish lesson – "I've spoken about the refugee crisis, in front of 120 people in a foreign language. I pitch that 20th century poetry to around 30 people."

Additionally, you learn to work in a group. It may be difficult to develop that ability in school – at EYP session you come to an agreement with a group of about 10 people – and you all must agree. The chairpersons ensure that everyone is participative and their input is appreciated. This gives you unique ability to experience how teamwork



**AS:** Sounds like a truly European experience. Where else did EYP bring you?

**AL:** When it comes to places I've visited I was able to travel to the Czech Republic, Serbia, France, and Austria. While it may seem that travel costs can get quite expensive, it is not actually that difficult to get some funding. At times city councils' offer funding for delegates attending international sessions, and at times the organisers of a given event are able to provide travel reimbursements.

In a more philosophical way, EYP certainly brought me out of my comfort zone and allowed to experience things I wouldn't have otherwise. I was giving speeches in front of 200 people and was a guest of a radio programme.

**AS:** You must have gained a spectrum of skills!

**AL:** I did and the one I value the most is public speaking. I cannot stress how important a skill it is. We all know the dreaded fear of standing

really looks like – and it is very different from your usual group presentation, where one person does all the job.

**AS:** Sounds wonderful! By now our readers are probably eager to join in. How do they get involved?

**AL:** To begin with, I strongly encourage you to like the Facebook page of Polish branch of the organisation – Europejski Parlament Młodzieży EYP Poland. All information about Polish sessions is posted there. Additionally, you can join the regional group on Facebook 'EYP Poland Śląsk'. You may also want to join the 'Sessions!' group, where all European sessions are announced. This group is, however, targeting more experienced 'EYPer', but at times calls for delegates are posted there. Best practice would be to follow Facebook pages of countries where you may want to go – for cheap transport and great atmosphere I can wholeheartedly recommend EYP Czech Republic. If you have any questions about participation, you are more than welcomed to write to me on Facebook or via e-mail: [a.larski@eyppoland.com](mailto:a.larski@eyppoland.com)

# FROM AUSTRALIA TO POLAND

Julia Gdowka

Article /

It was the beginning of June, right at the very end of our initial pre-IB year, when David Kuziak joined our class. It seemed like everyone was very excited to meet this mysterious Australian guy. Is he a surfer? Or maybe he saw some crazy occurrences? There were so many questions that we wanted to ask David, but all we were able to ask out of some unexpected shyness was: "How do you like Poland so far?" "It's cold here" - he answered almost shivering, which is understandable for someone who just got out of a country where even in winter the temperatures do not drop beneath 15 degrees. But for us, the students filled with hope for the upcoming summer, it was literally HOT outside, so we just perceived David's sense perception as kind of quirky.

As the year passed and David tried to survive together with our class - the first DP year, many of us had already had the opportunity to hear some incredible and often embellished stories about his life back in Australia. However, I asked him lately a few questions and it surprisingly turned out that he has already been to Poland even several times, so he was quite familiar with

what to expect - even the extremely cold temperatures that we have here in summer! When I asked him what has surprised him the most in comparison to Australia he said "In Poland it snows during winter, and although this isn't really impressive if you're from somewhere where it snows, it certainly was something new for me. And cold. To contrast this with Australia, it hardly ever rains, and actually there have been times where my city was covered in sand from a sandstorm, or thousands of spiders fell from the sky. That's not a joke or exaggeration." So yes, we understand quite a lot, but "RAINING SPIDERS"?! David, we are glad you are safe here with us!

Apart from those extraordinary weather aspects, we have also talked a little bit about Europe. David had the opportunity to visit a bunch of European countries, such as France, Germany, Switzerland and Italy. Nevertheless, David seems to like some features of our country pretty much - "I have to say, out of the countries I've been to in Europe, Poland and Germany had by far the best highways." So at least the roads are fine, right? However, we must agree that he is indeed



a very perceptive person because who else while going on holiday to a foreign country would notice the good quality streets or the next strange feature for our Australian: "I noticed in several countries I went to, especially in Germany that you had to pay to use the restrooms. This is unheard of in Australia." Well, yes, you usually pay to use the facilities, but apparently this does not mean that they will be clean and glimmering.

When our Australian guy is not discovering the distant corners of Europe, he can be found in Gliwice in the company of the friends that he has already made here. If you happen to meet him with a girl, this will probably be Julia Kos, one of the most recognisable faces in our school, not just because her hair has changed once or twice, and by once or twice I mean maybe a couple of hundred times, but also because of her beautiful voice, which she constantly uses to amuse herself and everyone around. David and Julia became friends very quickly thanks to their joint classes and similar attitude to some things. Although they are evidently not 'soul mates', they are pretty close to one another. When I asked

Julia about him she said "David is one of the most outstanding people I have met in my life. Despite the fact that we differ from each other almost completely we somehow happen to be best friends and friendship with such a truthful, loving and caring person is simply a blessing." It is so good to hear kind words about David, from someone who he has met here in Poland.

Summing up, David's first year of his big Polish adventure, he has made new friends, opened up and showed us his true, sometimes hilarious, but still amusing self. He managed to survive the first year of IB, experienced his first REAL winter and discovered Europe's alluring details. Sounds like a promising beginning. Well, good luck David!

39 students who have been awarded  
"Silesia: We Invest in Talented People" scholarship



## IB REVIEW