

# THE EIRIAS CHRONICLE

Brought to you by the Eirias  
Student Voice Publicity Team



**Ask the Head Prefects!**  
**Environment Team Bake-Sale**

***Phantom of the Opera* Trip**

**Iceland Geography Trip**

**BFI Academy Animation Course**

**My Favourite Show**

**5 Ways to Revise Using Literacy Skills**

# ASK THE HEAD PREFECTS

## How do I manage my time better?

“Time management is an important skill to have in life, and a great one to develop while in school when deadlines and exam dates are an important part of your journey. A good idea may be to create a timetable or schedule: this will help you to follow a plan. However, ensure that this plan is realistic: if it isn't, you can become easily demoralised and may stop using a timetable altogether. Remember that free time is not a waste of time: it is important to take breaks in order to remain happy and motivated.” -Oliver

## Why don't 6th form get more freedom than other year groups?

“As a sixth former, I think that we do get more freedom than any other year group. We can use the Common Room, we are allowed to leave school at lunchtime and, in Year 13, we are given 2-3 free lessons per week. We do have a responsibility, as the 6th form, to respect these privileges by 'giving back' to the school in various ways, such as by prefecting and doing lower-school support in Year 12. We are still restricted by rules as we are still in a place of learning and want to succeed in our studies.” -Oliver

## Why are headphones not allowed outside of lessons?

“Just like not using phones outside of lessons, we aren't allowed to wear headphones. This is to encourage us to stay sociable with the people around us and allows us to stay aware of our surroundings, especially in schools where it is very busy. Wearing headphones can distract you from what's going on and become a barrier to your learning.” -Erin



# WE SAY LET IT GROW!



The Student Voice Environment Team raised nearly £400 from their bake-sale to fund their project of reintroducing a tree on the school yard.



“The school environment affects everybody in school, staff and students, and it is important to us that we make it green and eco-friendly. This will benefit both the environment and the wellbeing of everyone in school. We are so grateful to everyone who helped raise this money!”  
-Josie Morgan, Head of the Environment Team



# HE'S THERE, THE PHANTOM OF THE OPERA!



By Annie Gibson

If you had been awake at 6:30am on Saturday, 3rd February, you may have seen an unruly group of Eirias Drama and Music students setting off for their expedition to London to watch Andrew Lloyd Webber's internationally acclaimed show: *The Phantom of the Opera*. The group of enthusiastic young actors, accompanied by their drama teachers, spent two days exploring the vibrant theatre scene, captivating museums and endless sights of the English capital. The Drama trip, which hadn't run for 4 years due to COVID, was back and better than ever.

Arriving at around 1pm, the eager students were given free rein to explore the wonders of Covent Garden: its markets, cafes, pop up shops and more. After this opportunity to stretch their legs, the group moved on to their dinner in Café Rouge (located just alongside St Paul's Cathedral!) for a delicious meal, and an opportunity to show off Covent Garden finds.

Then came the time everyone had been waiting for: the show itself. *The Phantom of the Opera* tells the tale of a disfigured musical genius who haunts the Paris Opera House. Mesmerised by the talents and beauty of the young Christine, the Phantom falls fiercely in love with her. When's Christine childhood sweetheart comes back into her life, the Phantom's obsession sets the scene for a dramatic turn of events where jealousy, madness and passions collide. The music in the show is truly breathtaking, with iconic songs like 'The Music of the Night,' 'All I Ask of You,' and 'Masquerade' leaving a lasting impression on listeners. The elaborate sets and costumes transport the audience to the world of the Opera House and continues to enchant audiences. Whether a fan of musical theatre, or just looking for a night of entertainment, this show is sure to leave everyone spellbound. This first night was concluded after the show in the Premier Inn in London, but not by any means a conclusion to the excitement of the trip!





The next day brought with it a workshop with the musical director of *Guys and Dolls*, Tom, where we learnt the harmonies (and some solos!) for the song 'Masquerade' from the show. After this, Kelly Glyptis, the actor of *Candide* in the show, came, and we were given the opportunity to ask her questions about her experience in theatre, the show itself, and any advice for the theatre world in general! Both Tom and Kelly were extremely helpful for the aspiring actors in the room and were perfect displays of what a role model in theatre could be.

We then had the opportunity to visit the Victoria & Albert museum, where there was an exhibition on the history of modern theatre, which closed the day after our visit – perfect timing! We then found our way back to the coach, before leaving London, but not without a plethora of new experiences!

As the students return home to Eirias High School, they bring back with them a newfound appreciation for theatre and a renewed sense of excitement and enthusiasm for their own upcoming experiences and performances. The London Drama trip was truly a transformative experience for all involved.



# CAVES, ARCHES, STACKS & STUMPS IN ICELAND

By Lucy Rothnie

On Thursday, February 8th, 2024, 30 Eirias Geography students and 4 teachers assembled at Ysgol Eirias in the very early hours of the morning. Tired, but excited, we boarded the coach to take us to Manchester Airport, ready for our trip to Iceland. Mrs Mariott provided us with personalised bobble hats and then we were ready to go! However, just before we boarded our plane to Iceland Keflavik airport, we were informed that there had been a volcanic eruption on the Reykjanes Peninsula. Despite the fact that our trip to the Blue Lagoon had been cancelled, we were provided with some incredible views of the eruption from the plane window.

Upon arriving in Iceland, we immediately got onto our coach and met our driver Greg. After driving towards the volcano in search of a lava flow, we continued until we stopped for lunch at a local shopping area. As the blue lagoon was shut due to the recent eruption, we sought out hot springs elsewhere- Hvammsvik hot springs. The water was a toasty 42 degrees! Whilst some swimmers stayed firmly put in these temperatures, others decided to take a swim in the sea, which by some was instantly regretted. After a long day of travelling and swimming, we checked into our hotel and made our way into town for some dinner.

The first full day in Reykjavik saw the Eirias pupils waking up at 6am for an action packed day around glaciers and waterfalls. We promptly set off on the coach for a two hour journey to Vik. During which, Mrs Davies provided some very insightful information as to how many layers she was wearing and we also learnt that our bus heating was broken. So, Mrs Davis' heated shoe warmers came in very useful. It was in Vik that we began our tour of the glacier. In -10 degrees, we donned our crampons, helmets and harnesses and took a short walk to the glacier. We then met our tour guides and they took us for a walk over the glacier, providing us with information regarding the elves that used to live there, and the fact that the glaciers move up to 400 metres per year!



After our trip on the glacier and a quick stop for lunch, we made our way to the black sand beach. The perfect place for geography students, as Mr Hawkins gave his own personal rendition of 'heads, shoulders, knees and toes' replacing the words with 'caves, arches, stacks and stumps', much to the mortification of many year 10 students and some tourists passing by. After our morning excursions, we then visited two waterfalls in Skógafoss and Rangárbing Eystra. After a freezing, but thrilling day we finally found ourselves in a local pizza restaurant.

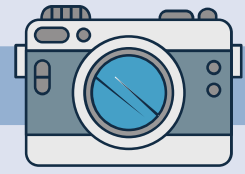
After two busy days, we took some time off, spending the day in Reykjavik itself. We visited the Perland museum in which we saw, albeit not in real life, the northern lights via a planetarium. We then spent time looking around the museum and many students also ventured into the ice caves, which are ice tunnels that the museum is built around. In the evening, after dinner, we took a walk through Reykjavik centre, stumbling upon the Church of Iceland, an incredible cathedral, which can be seen from all areas of the city. Just before heading back to the hotel, we stopped along the waterfront in the hope of seeing the Northern Lights. After an unsuccessful viewing, we headed back to the hotel. However, unbeknownst to us, Mrs Davies and Mrs Mariott had stayed by the sea and managed to catch a glimpse of the Aurora Borealis!

Sunday came and we spent our last full day visiting the Hellisheið geothermal power plant. We learnt all about the sustainable energy that Iceland is currently producing and the journey they took to get there. Before visiting the world renowned Icelandic geysers, we took a short detour to see the Kerid Crater, the result of a large volcanic eruption, over 3,000 years ago. We then continued our journey to the geysers. Ignoring the strong smell of sulphur, and the balmy temperatures, the geysers were an incredible spectacle. As they 'erupt' every 5-8 minutes we were able to spend time getting the perfect view of them. Once our coach driver Greg had bought some very stylish new sunglasses, we completed our day by visiting a very windy waterfall in Bláskógabyggð and we then took a walk in the Thingvellir National Park, in which we were able to walk between two plate boundaries - the Eurasian and North American!

On our final day, we spent the morning in town before taking a virtual reality 'fly over Iceland' in which we were strapped into seats and 'flew' over glaciers, mountain ranges and villages. We then drove straight to the airport, bid goodbye to Greg and boarded our flight to Manchester, which for once was much warmer than the country we had just flown from.

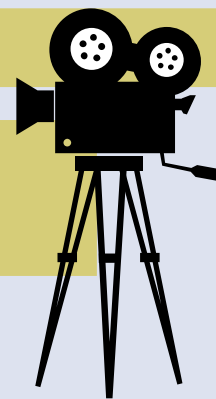
I would highly recommend this trip to all geography pupils as we learnt so much about Icelandic history, land formations and saw some incredible sights. It was truly a once in a lifetime trip!







# AN AARDMAN ADVENTURE



By Layla Strydom

I received the email confirming my place on the British Film Institute Academy Stop Frame Animation course on the 15th of December last year. The course ran during February half term in Bristol, and it was an unforgettable experience – I have learnt a lot about creative industries in the UK and gained invaluable advice from industry professionals.

I arrived at Bristol Temple Meads train station in the afternoon of Saturday 10th February, where I met the other 24 young people who were participating on the course. We were walked by our course leaders to the youth hostel we were staying at, and we quickly settled into our rooms before having an introductory talk by the BFI Academy team.

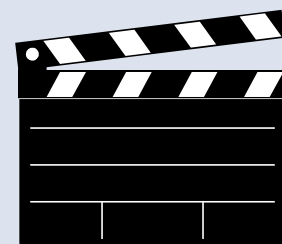
It took our group of 25 a few days to completely warm up to one another, but by the end of the week we had all become very good friends. We ended up spending most evenings together at the youth hostel – we played Uno, went on walks along the harbourfront, and even ventured out to a Tesco Express to celebrate pancake day on Tuesday 13th. It was also incredibly exciting to be able to talk to people who were interested in the same things that I was; I was able to have many debates and conversations about films, TV, and the animation industry.

Our first studio day, Sunday 11th, was a workshop day. We had a round-robin workshop to experiment with different animation techniques, such as silhouettes, armature puppets, and even sand. This was also a good chance to get to know the course leaders and the other course participants. In the evening, we had a screening and discussion of 10 short films – I had never done this before, so it was an interesting experience to see how other people interpret and analyse films.

Monday 12th was our pre-production day – this was my favourite bit! One of our course leaders, Jeremy Routledge, is an experienced story editor, so he gave us ample amounts of detailed advice and examples of industry practices that we could use to create well-formed stories. After the story workshop, we split off into our production groups to start pre-production for our short films. I really enjoyed the process of collaborating with other people to create a story from scratch.



**Aardman**





Our group decided to tell the story of a hungry penguin called Colin, who has difficulty catching fish for his dinner. The final design of Colin's character was based on one of my sketches, so I was given the job of making Colin's model and shooting his close-up shots in the film!

On Tuesday morning, we had another workshop where we explored model making techniques, and we even had a talk from Aardman animator, Lily Goodwin, about model making. In the evening, we had an incredible lecture from Wes Anderson's storyboarder, Jay Clarke. He told us a lot about the ins and outs of the film industry, and he gave some demonstrations on how to portray a story onto the screen through effective storyboarding.

The focus of Wednesday and Thursday was to fabricate all the models, props, and sets for our film, and get shooting! The production process took a very long time, and most of us even stayed at the studio until 10.30pm on Wednesday evening as we had an awful lot of work to finish before the deadline of Thursday afternoon. We also had two more lectures from filmmakers Osbert Parker and Emma Lazenby, and we were given an opportunity to participate in a networking event with industry professionals based in Bristol.

On Thursday evening, we all walked to the Watershed, a media centre in Bristol, to experience the premiere screenings of our short films, as well as an exclusive behind-the-scenes film that was shot during our week in the studio, and all the workshop tests we did on our first day. David Sproxton, who is the co-founder of Aardman, came to watch our short films and present us with certificates of completion from BFI. It was such a surreal experience to watch our final productions on a cinema screen!

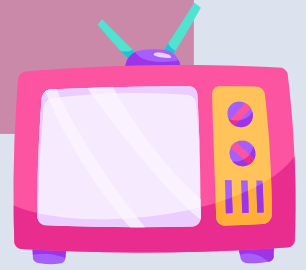
To finish the week, we were given a tour of one of the Aardman studios, and we had another industry talk from Mark Simon Hewis, head of the Aardman Academy. We discussed a lot about the natural peaks and valleys that come with a career in creative industries, and I found his stories and advice very reassuring. During the tour, we had the chance to see some of the official concept art, sets, and models used in well-known Aardman features such as 'Wallace and Gromit'.

I thoroughly enjoyed my week in Bristol, and I have learnt so much invaluable information about the career path that I am interested in pursuing. I would highly recommend that anybody who is interested in film or television look into the BFI Academy, as they offer countless opportunities that will provide you with valuable industry experience and connections.

## Colin the Penguin



# MY FAVOURITE SHOW



By Katherine Bukari

My favourite series is *The Dumping Ground* on BBC IPlayer. I recommend this because I really enjoy watching it. This series has educational information about care homes. I love the series because it is realistic. *The Dumping Ground* is about kids who live in a care home. This series is linked to *Tracy Beaker* which I also loved very much. *The Dumping Ground* was my favourite thing to watch so if you are bored, download BBC IPlayer and watch it!



# 5 WAYS TO REVISE USING LITERACY SKILLS



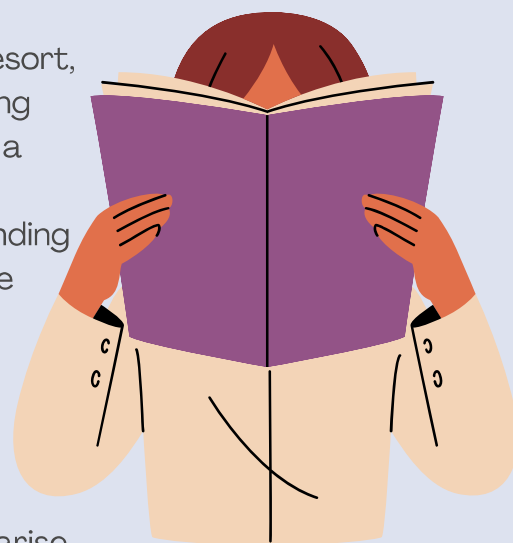
By Margaret McLean

With exam season upon us, it's time to start revision (and that's if you haven't started already!). As your Eirias Chronicle editor and an English A-Level student, here are 5 ways that you can use your literacy skills to help you revise-- and trust me, you have literacy skills!

## 1. Reading

Reading over notes last-minute before the exam is a good last resort, but should NOT be your long-term revision plan. Reading and taking notes from a textbook or online resource such as BBC Bitesize is a tried-and-true revision method which, although it takes time and commitment, is very helpful for both remembering and understanding facts or concepts. If you are feeling especially unsure about some areas of your course, reading a variety of sources about it can help you form a more cohesive understanding or give you a new perspective.

In English Literature, close-reading and skimming the text multiple times will give you greater understanding of the overarching themes and characters of the book, as well as familiarise you with important quotes without having to spend too much time committing them to memory. Similarly, practising close-reading on English Language past papers will prepare you for the exam by sharpening your ability to identify relevant characteristics of the text.



## 2. Listening

Simply paying attention in class can make revision a lot more efficient. This way, you're actually doing revision, rather than teaching yourself new things that you didn't catch in class. Listening to online resources such as YouTube videos on your course can also be a low-effort, high-reward way of reinforcing and clarifying your knowledge.

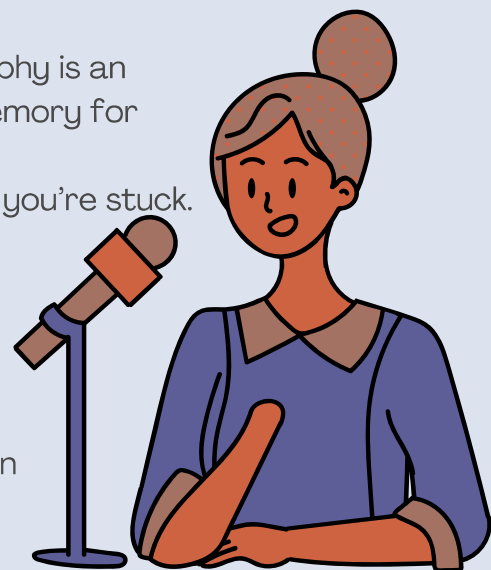
## SOME GOOD GCSE REVISION RESOURCES:

- BBC Bitesize
- CGP textbook (make sure it's WJEC)
- Seneca
- Quizlet
- Save My Exams
- Past papers (available on the WJEC website)



### 3. Speaking

Reciting facts out loud in subjects like Biology, History and Geography is an effective and simple way to store knowledge in your long-term memory for the exam. Having facts that you know back-to-front is extremely advantageous in many exams and helps reassure and direct you if you're stuck. In addition, engaging verbally with a language that you're learning, such as Welsh or German, is one of the most important and productive ways of learning it. Getting a good grade in your speaking exam where you have more control over your performance is an excellent way to both boost your overall grade and reinforce your understanding of the language for your written exams which are a little harder.

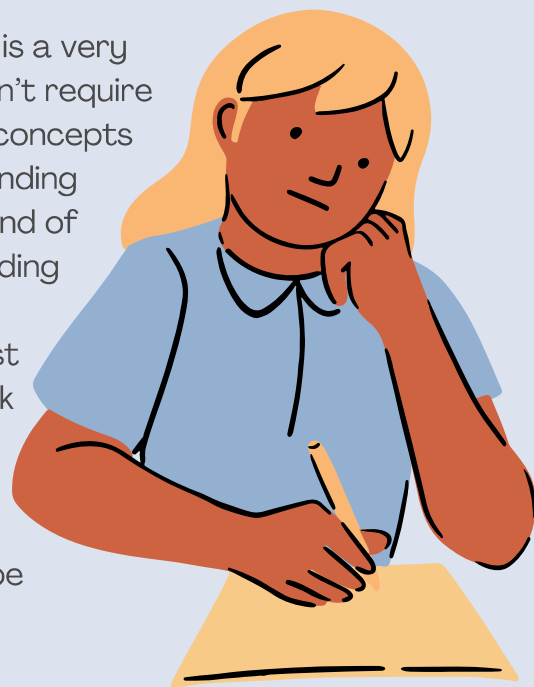


### 4. Writing

Writing is often one of the most helpful forms of revision, from taking notes in class, to rewriting and summarising them for revision, to the exam itself. Even if you don't revise best by writing, it is still important that you have plenty of practice, as you don't have any other options in the actual exam.

For essay subjects like English and History, doing past papers is a very effective way to prepare. Subjects like Maths and Physics don't require this kind of extended writing, but writing out explanations of concepts and methods can be a good way of increasing your understanding and confidence with the course. For language subjects, any kind of writing you can do in that language will boost your understanding of it.

Whichever subjects you're taking, writing notes (even if it's just rewriting the textbook!) is always a good option if you're stuck for revision. Try summarising each area of the course into as few sentences as possible, or rewriting a fact using completely different words. Flashcards are also useful, or online resources such as Padlet or Anki which allow you to type up your revision and organise it without messing around with folders or papers. Even writing on post-it notes around your room is better than nothing!



### My Favourite Exam Tip:

Eat a chocolate bar 5 minutes before an exam! The sugar rush will power you through at least the first hour of the exam and you'll also feel better for having had your favourite chocolate bar.



**GOOD  
LUCK!**

# THE EIRIAS CHRONICLE

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Thanks for reading!