

The Pupils' Voice

Your Right to Know

European School of Luxembourg I

June 2015 - Edition no. 6

Euroschool



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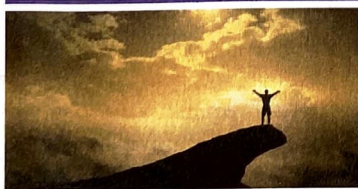
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Asia

"The Nepal that I knew had been hurt"

An earthquake struck Nepal in April. A correspondent shares his memories of the country.



Image by Tomas Thorpe

On Saturday 25th April 2015 an earthquake of magnitude 7.8 struck Nepal between the main towns of Pokhara and Kathmandu. The Nepal that I knew had been hurt.

This earthquake is the largest earthquake to hit Nepal in more than 80 years. The 1934 earthquake caused massive devastation destroying many temples. Over time these temples were rebuilt.

In the years since and most noticeably in the last 20 years the population of Nepal has increased rapidly with more and more people living in the Kathmandu Valley. The

infrastructure, however, has not improved as can be seen by many parts of Nepal having long periods without electricity each and every day.

Nepal is a very poor country. It is located between the two most populous nations in the world with China to the north and India to the south. Despite it being so poor it is one of the most beautiful countries in the world boasting many natural wonders. Ten of the highest ten peaks in the world are located in Nepal, Mt Everest, Mt Kangchenjunga and Mt Lhotse to name just a few. In the south of Nepal in the jungle you can... [Read on Page 6](#) ►



Our
Ocean's
Plastic Peril

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Chief Editor's Column

Josh Oudendijk

Dear Readers!

Dear Readers,

This is my last edition as Chief Editor.

Today I would like to dedicate this space to thanking some very special people both within and outside my team that have been very close to me in the course of this project.

Founding and leading this newspaper for the past two years has been the best school experience I've ever had. I think the team can agree that the newspaper quality has gone up through the roof. I still have all editions under my bed, and I must say I always laugh looking back at the first copy. At the time it was brilliant, but compare it to now and you'll quickly change your mind!

I think that the thoughts and creativity of the so many journalists, photographers and editors have expanded hugely in a positive way. We've often hit the streets to cross our comfort zones and talk to real people, ask them about their struggles and goals in life. These personal stories were one of *The Pupils' Voice's* strengths. Our editorials were always thought-provoking, and I am fascinated by the fact that many young people in our school already have such broad and developed opinions at this age. We are a school community, and this newspaper is a major catalyst to bring people together.

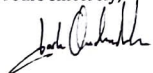
Firstly, thanks to all journalists and photographers, the blood and flesh of our newspaper. It is not easy working with deadlines, and I can understand that. A special thanks should go out to Angela, Elisa, Nadja, Konstanty, Johanna, Niccolo, Greg, Emily, Anthony, Diana, Rada and Yasmine just to name a few, who have always been there from the beginning and produced masses of awesome material. Thank you Francesca also for being such a legendary editor. Always on the spot, asking questions and improving articles like a total professional. The level of this newspaper wouldn't have been as high as it is without you. There are so many more names I'd like to mention, but then this edition would become a 16 page solo column by me. I think you know who you are.

Thanks to Martin Arondel for coming up with our name "The Pupils' Voice" in the first place! What would we have been called without you? Next, I would like to thank the APEEE for all their kind support and funding. You made this newspaper possible from the financial point of view. It has been a shame to see that *The Pupils' Voice* always had to work hard independently to keep its head above the water. The school, to our disappointment, has never offered any financial assistance for this project. This forced us to place multiple advertisements in to keep us going. However, despite this, the school has always fully backed up our initiative and we were glad to be able to publish so many articles as a free, independent press.

And last but not least, a huge thank you to all our readers, students and teachers alike. I apologise to my teachers for having sometimes missed classes in order to keep this newspaper going, but I hope you will agree that this learning experience is unbeatable. I will remain a part of the newspaper in my final year in school, but take a small step back and let the next generation of journalists take *The Pupils' Voice* forward on a continuous, adventurous journey to the top.

Ladies and Gentlemen, it has been my absolute honour having you as our readers. I hope you will stick with us for the rest of your school career and enjoy every upcoming edition. *The Pupils' Voice* - Your Right to Know. From me, for now, over and out.

Yours sincerely,




Security Guards

We're All Part Of the Same Pie

Our Anonymous Student Column has sparked debate about an issue that has been unsolvable for many years. It is about time we changed that.



Image: Josh Oudendijk

School gates: a place where conflicts should no longer occur.

In our March 2015 edition, *The Pupils' Voice* published an article in the Anonymous Student section. "Cover Me, Please" questioned the role and position of the school guards, the need to have them on the campus and their behaviour towards students. The column sparked debate amongst both students, teachers and the school management. It openly set out the relationship issue that the school and students have had for many years with the security guards - and never really been able to change.

Some believe that the Anonymous Student Column gives the opportunity for writers to rant about certain things without taking responsibility for them as their identity remains protected, as they don't have the courage to sign their name under their own opinions. So, they say that the effect of this article was lost due to it being anonymous. Others, however, believe that this freedom to share opinions (but at the same time remain unknown) is a vital component of the independent press.



The Pupils' Voice is a forum for everyone in the school, regardless of their position or age.



As *The Pupils' Voice* is a forum for everyone in the school, regardless of their position or age, the newspaper team wanted to give everyone the same opportunity to share their opinions and views. We invited Mr Raymond Acs and Mr Michel Sonzogni to sit down with us and discuss everything concerning this sketchy topic and the article about them. What does their everyday life at work look like? How is it affected by the students? And how can we work together to improve relations?

For as long as we have known there have been conflicts between certain individuals and security guards. This is a common occurrence in many schools, not only this one, as Mrs Delveau, counsellor of 6th Year, explains. "I've worked in many schools, including the European Schools of Culham and Kalsruhe, and we have also witnessed problems there." Yet simply because there are many conflicts does not mean they should exist. Around a decade ago, the European School made the decision to hire security guards in collaboration with Brinks, a security company, to provide a basic protection for the students. Furthermore, the guards should give a helping hand to teaching staff when it comes to maintaining a certain degree of order. Many are not happy with this decision and complain that it is not necessary.

As members of *The Pupils' Voice* sit down with Mr Acs, Mr Sonzogni and Mrs Delveau to discuss both sides of the story, it is interesting to see the hairstyles of the gentlemen. Both guards are usually seen with their caps on, and looking at them without their blue head covers is an interesting sight; it makes them look less intimidating and more like the rest of us. Raymond Acs, who used to be a laminator in a factory assembling car parts, and his colleague Michele Sonzogni are very keen to talk to us. They start us off into a very thought-provoking meeting.

Our security guards have a very strict schedule throughout the day. Brinks tracks them as they make their tour around the campus. When opening the gates for a swimming gym class, a guard has a roughly 15 minutes that he can be there to let us through. After, he has to lock the gates and continue moving or he will be behind schedule. We have had situations when students were on time and the gate was locked, but often they lag behind and the guard on duty has moved on off. This explains the situation students often complain about, when they have to waste time going round to the main entrance because the gate is locked. There have been various reactions when students have entered the Primary building to save time. For the safety of the Primary pupils, Secondary students may not enter the building.

And yes, sometimes we are indeed confronted with guards raising their voices because students ignore the sign on the door, forbidding entry for Secondary pupils. However, as Mr Acs explains, this is inevitable in any situation. "Everyone has different personalities," he says. "Some are naturally calm; others raise their voice as soon as they get frustrated." Shouting is not allowed, and all guards must maintain a mature and respectful tone to everyone. But this requires some pretty strong self-control in certain situations. The guards, we have to remember, are just like the rest of us. We've all had a situation where we've been unnecessarily forceful. Many agree that there have been circumstances where guards have not shown respect to students. However it is not only the guards who are at fault - we students sometimes also don't show respect to them. We asked Mr Sonzogni to tell us about his experiences with some of the students at school. He recalls a time when a guard was once threatened by a student. "He told one of my colleagues that he will know how to find him outside school and make sure he gets fired." This is not the only time this has happened.

There is a silence hanging in the air in our meeting room. "These types of comments hurt us, too. ►

► It makes work less pleasurable than it can be." Raymond Acs continues: "Only a few out of 1500 say hello to me in the morning. Students laugh at us in the corridors when they see us. Their attitude makes us think they are doing something wrong, as though they want to make us suspicious deliberately. It is not easy working in an environment where there are conflicts between people."



Guards sometimes do not respect us students. But it is not only the guards that are at fault. Some students don't respect them, either."

With reference to our Anonymous Student Column, which said that the guards often neglected their duties while reading the daily newspaper, L'Essentiel Mr Acs admits, "We work for many hours. I begin every day at 7 a.m. It is natural that we sometimes need a break." There is no problem with 95% of students, Mr Acs explains, but always the same ones cause problems. "They are usually in the younger years to be honest. I've been here for many years, and I have seen students grow up. They become very respectful with increasing age. I am now on good terms with many that used to cause problems in the past." We asked him if students become smarter with age. "Yes and no," says Mr Sonzogni. "The younger ones are definitely less respectful,

Mr Acs recalls many situations behind the canteen. "If you're hanging out by the bushes behind the canteen, we know you want to smoke. I go up to a boy and ask him to leave. 'I'm not a criminal,' the boy shouts. He is asking for trouble. It is simply forbidden to smoke on school grounds. If the school had no problem with smoking, we'd let you, but it's not like that," Mr Acs says. "Some of us guards smoke, but we don't do it on the school grounds. When see a teacher smoking on the school grounds we'd be just as angry with them as with you - this happened only the other day. The teacher was not happy but it's part of the rules."

Both parties agree that there is a lack of information and communication coming from the school about the position and role of our guards. When asked to come along with the guard with the ID card to the counsellor, as the guards explain, the reason behind this is that they are not allowed to punish you yourselves, as precisely stated in their job description. Counsellors are trained in pedagogics and know how to handle these types of situations. All rules they are asked to follow have been set up by the management of the school, not themselves. "Some students hate us for what we do. We only do as we're told."

And yes, they do not do what they're supposed to be doing or handle a situation differently than told. "Everyone makes mistakes. We learn from them. We all do things at one point we later realise we shouldn't have," admits Mr Acs. "But I'm responsible for you," he continues. "When something goes wrong, I'm called to office. I have to take responsibility. So I want to make sure you're safe."

It was also interesting to see that both guards also volunteer to help out and work during special events. "I always volunteer for LuxFactor and Bal du Bac. I do this in my free time, because I like seeing students having a good time and seeing a bit of variation in my work," Mr Acs says. He is a father of several children himself. "When I see a student doing something dangerous, I always proceed as I would with my own child. I want the students to be safe."

The meeting was very interesting for both sides. But we shouldn't use the term "both sides" - we are all on the same side. That is one of the main things we realised during this discussion. There is no conflict with most students, but some still do not respect the school guards. They work here daily and earn their living here. Certain guards could show us more respect, too, but if we try to work together this is something that can change quickly. If we can discuss together problems will be less likely to occur. Students and guards have to work together to make everyone go home with a positive feeling. Today, we discovered a human side of the guards. Obviously, they cannot have an hour-long interview with every student. This is why we are sharing our experience with you - let this article be the vital diving board to a better relationship between the students and the guards.

It is now up to us all to change things.

Francesca Chapman, Angela Gomez and Josh Oudendijk

Peer Mediation

The Other PM



This year's mediators receiving their certificates.

As you may know, our school supports a programme also held in other local schools called Peer Mediation. Each school year, a number of pupils from 4th year are chosen to join and do a course on mediation and what it's about. After doing this, everyone receives a certificate and is allowed to be a peer mediator in our school.

So you might know that much - but actually not many people know what Peer Mediation really is. Let me explain. It is a process in which at least two people apply for a mediation session and get two mediators to help them solve a conflict or problem they might have. During this session, each party is given a chance to share their side of the story and see how what they say affects the other person. The mediators, instead of being judges, adopt the role of guides that help find a solution in a completely confidential environment, with only a few easy-to-follow rules such as listening to each other and not being verbally or physically aggressive. While the process goes on, both parties have the chance to share their feelings and observations and try to reach common ground. It finishes once the people concerned arrive at some sort of agreement they are happy with.

The reason why Peer Mediation is such an effective method for resolving conflicts in school is that it only involves students as mediators and "clients". This helps to make a bond: understanding each other is easier, as opposed to how it might go if it were with a teacher.

Right now the PM group is organising many projects to make itself more known, such as an art competition for some of the 2nd and 3rd years about what they think/know about PM. There will also be a role-play on the pedagogical day for the teachers to see how the process goes and visiting pupils in 5th year primary to let them know who the PM group is and how to contact them if needed (Room D104 is usually available on Tuesdays during the 20-minute break if you have any questions). Just know that PM is there for anyone that might need it. We'd be glad to help.

Beatriz Stoyanov

Photo of the Month

Finnish School Choir in Luxembourg



As part of a school exchange, the girls choir from Helsinki came to Luxembourg for half a week. Read more about this exchange on page 7.



Raymond Acs: a senior employee of our school. Read our third edition from 2014 for an exclusive interview with him.

but the older ones are cheekier. They create distractions at the gates for others to pass. I understand this. But why can't we work together to make life easier for everyone, not only them? At this point, The Pupils' Voice mentioned that sometimes the guards are sometimes unnecessarily unhelpful. When there is a student who obviously looks like s/he is in 6th or 7th year, the guards still refuse to let them pass without showing their card. The guards insist that they have a good reason for this. "We can never be sure what year the student is in. Sure, I recognise some of the students, but it's easy to



The guards bring you to the counsellor with your ID because they are not trained to deal with you themselves.

forget if they are in 5th or in 6th, and that's not a mistake I can make," says Mr Acs. "You all know me - there's only one Raymond. But I see thousands of students every day. I cannot possibly remember every single face." Mr Sonzogni adds, "Of course, if he is 2 metres tall and has a beard we can assume he is over sixteen. The problem is, if you let one person pass without showing their card, the rest will want to go through without being checked as well. And that simply would not work."

Les Chiffres

116,312 ...number of items sold in the school cafeteria in 7 months...

...which is the average number per day.

262 ...number of toilet cubicles in total.

...spread over this many toilets in school.

895

41

...number of vending machines in school

...offering this many products every day

15

512

Final Year

The Student Experience - Getting BAC On Track

7th years that are leaving reflect back on their time here at school and make plans for the future.



Anthony Upton

14 Years at the European School.

I have no more school left. It feels strange to finally be at the end of it – 14 years is a long time!

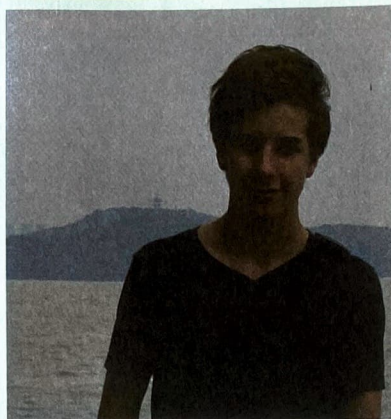
Many of us have known each other since Maternelle. Others arrived in Primary, and some others came during Secondary. Meanwhile, some friends have left the school or moved to Lux II. Looking back at those class photos, we've changed quite a bit... There we are in Maternelle, sitting cross-legged and excited. There we are in early Primary, so little still, gap-toothed and pushing and shoving each other to get the best place. There we are in later Primary and early Secondary, acting all grown up. Then during Secondary, people shoot up in height, getting as tall as or taller than the teachers.

All those school trips: In Primary we went twice to Plaine, twice Blankenberge, and then finally the highlight: Bardonecchia! (We were the last year to go there before Zinal, a tradition which had been going on for nearly 30 years). Then the Secondary trips – Hollenfels, Latin trip, orchestra trips, Banyuls...

School - the best days of our lives. Well, to be honest, it's a bit of a rollercoaster isn't it: good tests/bad tests, great marks/not so great marks, good days/off days. And all those subject choices to make!

7th year is the home stretch – and yet it's also the time when you're looking ahead to leaving home! There are lots of conflicting emotions: (lots of) stress, excitement for the future but also taking time to enjoy good friendships and good times in the final year at school.

14 years... happy days.



Gabriel Hirdman

As my last year of Secondary School is rapidly coming to an end some good advice I got in the beginning is finally starting to make sense. "Take good notes in class" and "start revising in time" are some that come to mind. It is a shame most of us never listened to that.

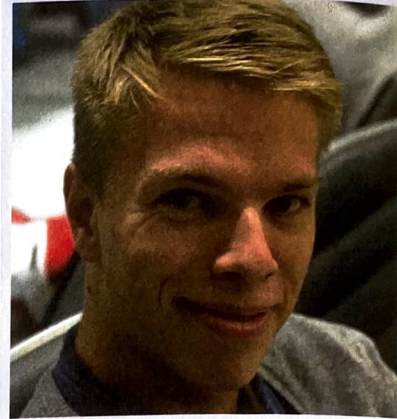
I feel like seventh year is a year filled with optimism, "The Bacs are ages away, I can't believe I have so much time to study" is something I think we have all thought. However I know that I will go through my usual exam preparation stages before I finally open that important exam paper and the clock starts ticking. About a month before the Bac/Prebac/Compo I get a rush of excitement. "This time around everything is going to be totally different, especially now that my whole life is affected by it!" And so I make study plans and lists and workout plans and so on. Everything will be great. Until the 10 days left suddenly hits. Known symptoms are memory losses from what the hell you have been doing for the past days, sweats and five minute study periods. The only known cure to this is that five season TV show called Breaking Bad that everyone has been talking about and you just need to watch one episode of (that quickly turns into one season) before you start studying for real this time.

Then the eight days left to the exams comes by. The sweating gets intense and you take notes on an entire chapter. It is probably best to reward oneself with another season of that TV show so I don't get too exhausted from the studying. And suddenly it is only a week left and we all start studying maths by calculating the minimum grade we need on the exam to get into University. Around here I usually start blasting Hans Zimmer music through my speakers and stock up on terrible energy drinks and promise myself to at least get a lot of sleep the day before the Bac, promise, I just need to finish that last season of Breaking Bad first.

Clémentine Collard

School has been like an adventure to me. You start in the first year and don't really know how everything works. After that, every year becomes more like a routine, which I could miss when I'm a fresher at university. School shows you an overview of what life could be. Our teachers help us through the years, which gives you a good start for the future, for example when you go to university!

I planned on studying either in Luxembourg, Belgium or France because I'd like to become a lawyer.



Pinkas Hoffmann

Nach zwölf langen Jahren auf dem Kirchberg geht ein wichtiger Teil des Lebens vorbei. Das letzte Jahr hat dabei seinen ganz eigenen Charakter. Die gewohnte Schulroutine geht weiter, aber der Gedanke, dass es danach vorbei ist bleibt einem immer Kopf. Statt Compos werden Prébacs geschrieben und bei den Prüfungen ist die Anspannung höher als in den Jahren zuvor; denn im letzten Jahr muss noch einmal alles gegeben werden. Die Zeit rast dabei nur so davon und man fängt an den Countdown der letzten Tage herunterzuzählen. Nicht mehr lange und man hat die Schule gemeistert und beginnt dann so richtig mit dem Leben, man zieht vielleicht aus und geht studieren oder macht ein Gap-Year. Auf der anderen Seite wird man viele Menschen die man jahrelang jeden Tag gesehen hat nicht mehr treffen und diese über ganz Europa verteilt Leben. Aber für Melancholie bleibt bei der intensiven Vorbereitung auf das Bac keine Zeit. Bis man diese Situation wirklich realisiert dauert es wahrscheinlich noch bis man in der Philharmonie endlich sein Zeugnis bekommt.

In zwölf Jahren gab es auch viele besondere Momente, die einem immer in Erinnerung bleiben werden, wie die chaotischen Sporttage der primaire, die Klassenfahrten und Ausflüge, Konzerte und Meetings im Salle des fêtes, große Projekte wie Luxfaktor und Eurosport und natürlich die Schoolpartys im Melu und Co. Aber auch die vermeintlich kleinen Dinge wie der Protest für die C-Erlaubnis vor ein Paar Jahren und der Moment als man sie dann auch endlich hatte waren wichtig. Es gibt garantiert zu viel um alles aufzulisten da jeder einzelne der diese Schule verlässt eine lange Geschichte über seine Zeit auf dem Kirchberg erzählen kann. Die meisten werden aber immer mit einem Lächeln an die Zeit in LUX I zurückdenken.

Hugo Dejean

Throughout the years, I have discovered myself and what I wanted to do. The school definitely helped me with that. The fact that you have the possibility to choose your courses helps you find what you want to do later.

The thing I'll miss the most about the school and especially Luxembourg is it's smallness: we live in a bubble, so only once I leave the country will I discover the real world.

I plan on going to Scotland to study Business Management and German and maybe later work for a music label as I really like music.



Behind the Scenes

What Makes You Fail?

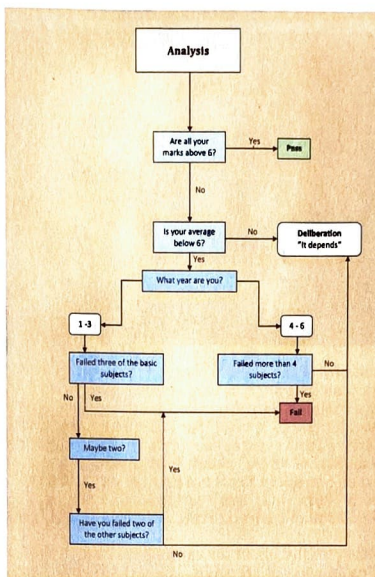
Every year all of the students at this school get their reports, and, in the case of many, these reports hold bad news: low grades or, worse still, a fail. But how exactly does the school determine who to praise as the next Einsteins and who to send packing? Well, stop folding this paper into an aeroplane (don't ask me how I knew) and read on!

The answer to this question, as with many concerning the school, lies in the General Rules of the European Schools. The rules apply not just to our school, but to all the European Schools, and are available online (Google is your friend), if you manage to read them (they're written in legalese, they are rules after all). In our case, we are concerned with chapter IX, articles 55 to 62. Except we can skip articles 55 to 58 because they concern the Primary.

Heading into article 59, we can already bust our first myth: an 8 is a bad mark. The table in this article shows what each mark on the report means about how you did on the subject. An 8 to 8.9 means that "the performance fully meets the requirements of the subject and the question." See? Not a bad mark after all.

Heading down, we see the "Class Council" mentioned, and I think it's safe to say that not all of you know what this is or what it does, and chances are that if you do know, then you might have had a run-in with them. The Class Council is simply a council of all your teaching staff, ie. your teachers, counsellors as well as the director. This council decides on whether you pass or fail the year. Some of you may have seen some threatening notes on your reports indicating the risk of failing the year, this is no doubt your favourite, favourite teacher finally getting back at you for all those paper aeroplanes you threw at him (just so it's out there, *The Pupils' Voice* does not endorse or condone the throwing of paper aeroplanes at teachers).

Now we get into the fun bit: "Promotion to the year above." Ah, yes. First important point: whether you



pass or fail the year is not just up to your marks (although it is, in a way, see above), but "the overall picture of the pupil as it emerges from all the information available to it." The way that this council decides is that they are presented with a table of your final marks (which are the same ones as you see on your report). These marks are not averages of your work (second important point), but a reflection of what the teacher feels about your studies in the year, your behavior, all that, basically whether they like you and whether you have been throwing paper aeroplanes at them in class.

Next up, here are the (simplified) things that must be true if you are to pass the year:

- + You must have the basic knowledge and skills, maturity and motivation to go on, and
- + Your passing must not make the future years harder for the rest of the class.

That last one is interesting as you can be failed if you are disrupting the class too much. Finally, a solution to the paper aeroplanes! Final rule, you can not fail the same year twice. If you fail two times, it is a goodbye for you! (In special cases, the Class Council can disregard this rule.)

Now, we get into the rules for each year specifically, but before that, the rules have three terms that we will hear a lot: "Promotion subjects", "basic subjects" and "other subjects". The promotion subjects are basically everything except religion and moral. Those are then split into the basic and other subjects. The basic subjects are languages 1-3 (confirm L4), maths, science and human science (in years 1 to 3). Everything else (except religion/moral) is an "other subject".

Here is an important point: if all your marks in the promotion subjects (remember, everything except religion/moral) are 6 or over, you automatically pass the year. The class council is barely, if at all, involved. Now it gets so complicated that you need to have a flowchart. And lucky you, here is one.

One thing to remember is that the "failed three/four or more" is not the only reason that you can fail. If the Class Council decides that the bullet points above are not true, you can still fail.

So, there we go. A bit of insight into the rather complicated, and often incorrectly reported, marking and year end passing procedures.

Marks Polakovs

Class Marks

How Fair is Our Grading System?

As you might have heard already, there are discussions going on about changing the marking system of the European School. Part of these is a suggestion for new marking range. Instead of a range from zero to ten, the school might enforce a range of only zero to seven. Unsurprisingly, lots of questions concerning the changes in "our" system, but also general questions about how students are to be marked, are now popping up. Is grading in a percentage of correct answers the right choice? Should students be judged by what they've studied for a test or by their general knowledge? By the way they solve problems which have been practised a million times in class or by their ability to cope with new problems by using their practised skills?

There are very different points of views on these questions. Some teachers will make their students learn whole chapters of their text books by heart; others will focus on testing the students' understanding. Some students prefer to know exactly what to study, while others would rather write their tests without too much studying but by thinking logically. Either way, all students will be marked the same way and compared only by their marks or their average. But isn't it more important to know for yourself how much you've understood and kept in your brain than the mark you got for it?

All this comparing doesn't get you anywhere, especially from the point where everyone chooses different subjects. With all the choices this school offers for our timetables, students can make it very simple for themselves by choosing the subjects they're good at, or more difficult by choosing the ones which challenge them. None of them are better or worse, so can they really be judged the same way? Of course students have to be marked somehow, but they don't have to be compared and



Image: Chiara Sorgato

Does grading make students perform better or worse? This topic is a continuous debate amongst sociologists, politicians and parents.

pressured to do better all the time. It doesn't mean you should relax, but the point is that the level of stress and the level of your grades are not proportional.

So even if the marking system does change, who really cares? Intelligence cannot be measured in grades, nor can social competence or the effort put in. As mentioned before, grades show the percentage of right answers in one particular exam. Whether marked from zero to sixty like in Luxembourgish schools, six to one like in German ones, zero to ten like our school now, or even zero to seven as the school has suggested, a mark keeps on being just a number on a piece of paper.

Nadja Joachim

History Lesson

It seems like they've been around forever: grades. Yet surprisingly it was less than 200 years ago that such a marking system based on performance and results was introduced.

This fairly new education phenomenon was suggested back in 1817 to ensure that doctors in the British army were properly trained. The idea spread rapidly across the globe to ensure a proper standard was achieved. Researchers testing the reliability of the system quickly realised that different markers often gave a very wide range of marks for the same material, so specific spreadsheets were made with marking schemes to show what to look for. These are still used today.

In the 21st Century, schools and universities started experimenting with letters, however percentages were still most popular. A Virginian academy in America classified its students with six categories: optimus, melior, bonus, malus, pejor and pessimus. 0 to 100 would supposedly be the amount of material the student had learned. Single percentages were too complicated, so soon examiners started using a system from 1-10, each representing the percentages in scales of 10.

The disadvantages of not having grades

Being marked may put pressure on you, but it also at the same time keeps your head above the water and helps you focus on classes. People could become lazy if there were no grades. Other students would simply not bother coming to school anymore because not being present wouldn't affect anything.

However, always remember that marks are not a representation of knowledge. It only shows someone's field of knowledge in a specific area. A fail grade simply means a student does not understand that area of work enough.

Nepal

The Earth is Shaking

The Pupils' Voice correspondent Tomas Thorpe grew up in Nepal. He shares his story and memories after the earthquake.

► spot wild tigers, leopards and rhinos whilst on safari.

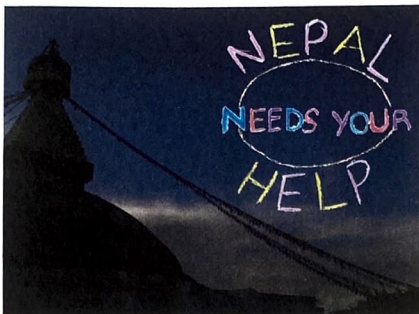
Like any place I believe what truly makes a place great is the people. The sights and the sounds of Nepal and particularly Kathmandu will stay with me forever. The heavenly scented spice markets of Asan in central Kathmandu. The vibrant colours of Indra Chowk and of course the bright colours of the saris and the salwar kameez. There is nothing that can prepare you for the hustle and bustle of Kathmandu and I don't believe it will ever leave you once experienced.

One cannot talk of Nepal and not mention the religion. The major religions are Hinduism and Buddhism. Lumbini in southern Nepal is the birth place of Lord Buddha. These two religions live in harmony side by side particularly at the majestic Swayambunath Temple, also known as the Monkey Temple due to all the monkeys! Religion plays a major part in Nepal and as such there are many historic temples and sights in Nepal and Kathmandu in particular.

When I lived in Nepal my home was a short walk from Patan Durbar square. Originally Kathmandu Valley had three distinct cities: Patan, Bhaktapur and Kathmandu. Over time these have merged and it is now difficult to see where one city finishes and the next starts. Each of these cities has a central Royal square full of temples and a palace each designated as a UNESCO World Heritage Site.

I have some very fond memories sitting on the rooftop of a café drinking a glass of water eating some momos with my parents overlooking the majestic Patan Durbar square set off with the Himalayas in the background. I truly believe there cannot be many finer sights in the world.

The natural beauty of Nepal with its high mountains, low valleys, amazing white water rivers



and one of the highest bungee jumps in the world, do come at a price, as was devastatingly realised on that fateful Saturday. Nepal is an earthquake hotspot due to it being the point where the Indian plate and the Euroasian plate meet, the coming together of these plates formed the Himalayas. When I taught in Nepal not only did we do fire drills each term but also earthquake drills as the likelihood of them occurring was a very real danger.

When I heard about the earthquake, sat in Mallorca airport with 28 S6 pupils, I feared the very worst, 'this is the Big One' I thought. Over the next several days I saw the pictures and videos of the Nepal I loved but could not recognise as the temples had disappeared. The land had been scarred. Patan, Kathmandu and Bhaktapur's Durbar squares had suffered significant damage. I felt the panic of not knowing if my friends were okay and what they had lost.

Over the following days I was fortunate enough to hear that all my friends are safe even though a number of them have lost their houses in their village. In the days following the disaster it became

painfully clear that the real damage was not just the temples in Kathmandu that had been destroyed, but that a lot of remote villages have been flattened by landslides resulting from the earthquake with very little remaining. Furthermore it was heart breaking to hear that where the aid is needed most it was taking a long time to get there.

These villages are in very remote areas of Nepal. Even in ideal conditions it is usual for journeys over land to take several hours to travel just 70km. With roads being destroyed this will take several times as long. At the time the earthquake happened the Nepal Army only had a few working helicopters that could be used to rescue people. Due to the avalanches on Mt Everest, resulting in the worst disaster of Mt Everest's history, many helicopters were needed to rescue climbers.

Nepal will take a long time to recover and even at this very early stage a lot has been done to clean up. Just like after the 1934 earthquake the temples will be rebuilt but the loss of so many lives will live much longer.

On Tuesday and Wednesday 28/29 April I was so proud of the pupils and staff of our school. The effort of the 32 pupils directly involved in baking cakes, walking around with charity tins and even one 'guess the number of sweets' was simply outstanding. Thank you to all that donated your pocket money and loose change. Together we raised more than 1600€, a simply staggering amount. This money has now been donated to buy emergency water, food and medicine for the thousands that are desperately in need.

Over the coming weeks and months fundraising activities will continue as we raise money for the rebuilding of temples and homes lost in this most tragic of disasters.

Tomas Thorpe

Politics

Model European Council

The MEC or Model European Council is a yearly political simulation organised by the European Schools. Selected students from each of the 14 schools take on roles as politicians or journalists from the 28 member states of the EU, and take part in a 3 day run of council and plenary sessions.

Our school's team was composed of a delegation of five persons representing Germany, and of a team of 10 journalists. Clément Potocki, student in S6, took part this year for the first time. The Pupils' Voice interviewed him to know all about MEC.

The Pupils' Voice: What motivated you to take part to this simulation?

Last year, I heard about MEC for the first time. It seemed like a perfect activity for someone like me who is very interested in news and politics. But unfortunately I had missed the selection and couldn't participate in the 2014 edition. So this year, as soon as I heard about selections, I applied. I passed the selection and I took part at MEC 2015.

The Pupils' Voice: How are candidates selected?

Many people wanted to join, but each year in our school there are only five people selected to be politician and 10 to be journalists. Politicians are chosen after two debates with all other applicants, by the three teachers locally in charge of the activity. One of the debates is about a known subject that candidates can prepare and the other one is an "emergency" debate that is known just before the start of the debate. Journalist may participate in the debate but they will be judged



This year's politicians, journalists and teachers of our school - representing Germany.

after an article they have to write about the debate.

The Pupils' Voice: Was there any preparation required?

Before MEC, all politicians should prepare themselves with their delegations. They must know all about the country they represent, especially the political situation and the position of this country in many domains. Reading the press and getting in touch with people coming from these countries are probably the best ways to do so. Journalists also have to prepare, because they must roughly know the position of each country on each proposal. And when things become incoherent they point it out.

The Pupils' Voice: Could you describe a day at MEC?

Every day starts with a plenary session where

everybody is reunited. During those sessions there are many debates and discussions and press conferences. It is the moment in the day where accusations are made, attitude is criticised and where problems are pointed out. Then everybody goes to their council of five politicians. In each of them proposals made by the European Commission or by the presidency are discussed and debated and amendments can be proposed. The aim of these discussions is to find agreements between the 28 countries on recent matters.

The Pupils' Voice: What does the press do? And what was your relation with them?

There were three journalist teams that publish at least three editions of their newspaper and who compete to find the most interesting news and "scandals". During the council meetings, journalists can either assist and listen to the debates or prepare their articles for the next edition of their newspaper. The press is an important part of MEC as it informs everybody of what happened in every council.

The Pupils' Voice: What language is spoken at MEC?

Any vehicular language of the European Schools may be spoken during the event: French, German and English.

The Pupils' Voice: Did you enjoy MEC? And would you take part again next year?

Despite some little organisational problems that occurred this year, I surely will try to be selected again next year. MEC is a unique, fun opportunity to meet new people, to share views and opinions and to discover how the EU works.



Choir Takes Over Estonia and Finland

By Rada Bilyukova

As some of you might already be aware, our school choir, organised and conducted by music teacher Noel Morgan, was presented with the rare opportunity to visit and perform in Estonia and Finland - countries that most members of the choir, myself included, hadn't visited before.

Our adventure began on the 20th of March, as we arrived in Tallinn, Estonia at 21:00 and were taken to a small youth hostel that quite frankly resembled a run down military bunker. Nonetheless, the activities organised for us, such as the visit to the prestigious Opera House, our performances in Tallinn's modern art museum KUMU and in the Solaris Centre shopping mall completely made up for the dodginess of the hostel. Not to forget, of course, our visit and performance in Tallinn's European school where we were warmly greeted by its students and teachers.

Experiences From a Parent

On the choir trip to Estonia and Helsinki, my son Josh allowed me to join them. I was very impressed by the team spirit, their good behaviour, their patience during the rehearsals and of course their wonderful performances. Their spontaneous singing in a medieval building in Tallinn, a rock church in Helsinki and the Festival Grounds were magical. The last "flashmob" was on the plane back home to Luxembourg. The choir was seated everywhere, front and back. Suddenly, everyone started singing "Finlandia", a very important hymn in Finland. It was a beautiful farewell. Believe it or not, but everybody on the plane was taking pictures, including the crew!

A trip like this is so different from a normal class trip. Music really bonds the children, and you can really feel the energy in the air. There was always music, singing and rhythm. It makes me and all other parents proud to be part of the school. I would like to recommend everyone to join them on a trip like this. However, if no one is willing then I may be my lucky enough to go again next year!

Anne-Marie Beckers Oudendijk

The next gig will be huge, you'll see!"

- Noel Morgan

Three days later we departed from Tallinn and got on a ferry to Finland. We arrived at the Vaskivuoren Lukio Highschool and were introduced to our host families who were members of the lukio's girl choir. As for the families, they were as kind and hospitable as one could possibly be. Josh and Noel Morgan were the only ones that were at this school before on the trip three years ago to the same location. "It's a really weird feeling," says Josh. "I walk into a school in Finland, know exactly where to find the toilets and the canteen and where to find the closest shopping mall. I love this place."

The next day we got a tour of the school and it was clear everyone fell in love with it. There was a music recording studio where school bands record their own music, a television studio where students create own films and even a radio studio that is broadcasted all over the capital and of course the school lobby downstairs as well. Believe it or not, but Finnish students can choose when to have a specific subject and who their teacher will be! On our last day we visited and sang in yet another school, close to the Russian border, that went by the name of Iitin Lukio. After that we boarded our plane and flew back home. Once up in the air, we decided to sing a couple of our songs. The stewardesses were recording and snapchatting us!

On the behalf of the whole choir I'd like to thank the music teachers Mrs Korhonen and Mme Hottias who accompanied the choir and put a lot of effort into the choir's musical repertoire. A big thank you also goes to Mr Suomela from the Vaskivuoren lukio highschool who made our whole visit possible and organised the host family retribution program. Not to forget Pedro - who graduated a couple of years ago but continued to actively be part of the orchestra and the choir. The people who are quite often forgotten but are just as important: the camera crew deserve a big pat on the back for not only being really involved and professional but also for just being plain awesome. Admittedly though, the biggest thank you goes to Noel Morgan, referred to by some as "our spiritual father" who was nothing short of extremely dedicated but also super easy going and fun to be around throughout the whole trip.

Jazz Band and Orchestra UK Tour

On Thursday 5th March, the Luxembourg 1 Orchestra and Jazz Band drove by coach to the south of England for a series of concerts and musical activities. This year's trip was accompanied by Noel Morgan, Louise Hottias and Vincent Jaminet. We stayed in Canterbury for a night before moving further north above London. At the Beaumont School, St. Albans, and the Knights Templar School in Baldock, Hertfordshire we played a series of concerts, including joint pieces from West Side Story and Lord of the Dance.

Upon entering London we received a tour of the Royal College of Music and enjoyed their superb musical talents. We also heard an awesome, American a capella group 'busking' a wide range of songs next to the Albert Memorial. On Sunday, both the Orchestra and Jazz Band gave an impromptu concert at The Hatfield Galleria in front of a very appreciative audience, where we also met my sister again, Laura Smith, and Joel Järventausta, former students of our school. In the evening we headed to West End to see the Michael Jackson musical "Thriller" - it was a blast and the audience participated enthusiastically, singing and dancing along. We went to the European School of Culham on Monday where we gave two concerts that morning before driving back to Luxembourg.

Many thanks to Noel Morgan and his colleagues for organising such a great trip: we had lots of fun, experienced lots of different genres of music and enjoyed getting to know each other better. I can't wait for next year's trip!

Kirsty Smith



Flüchtlingsdrama

Auf dem rechten Auge blind

Erschöpft und traumatisiert kommen Tag für Tag, Monat für Monat, Jahr für Jahr tausende Flüchtlinge nach Europa. Völlig egal woher sie kommen, mit welcher Nationalität, welchem Geschlecht, welcher Hautfarbe, welcher Religion hoffen sie alle auf ein besseres, würdiges Leben und haben unerdenkliche Risiken und Strapazen auf sich genommen. Der erschreckend kleine Teil von ihnen, der es nur bis zur Asylbewerbung schafft, lebt zwar zunächst sicher. Aber würdig?

In Paragraph eins des deutschen Grundgesetzes heißt es: „Die Würde des Menschen ist unantastbar. Sie zu achten und zu schützen ist Verpflichtung aller staatlichen Gewalt.“ Im luxemburgischen und europäischen Gesetz gibt es ähnliche Passagen. Wenn ein geplantes Asylbewerberheim angezündet wird, und Leute auf die Straße gehen um in einem deutschen Dorf mit fast 3000 Einwohnern die Unterbringung von gerade mal 40 Flüchtlingen zu verhindern, wird die Würde dieser Menschen allerdings nicht nur angetastet und missachtet, sondern eindeutig verletzt. Wieso wird nicht stärker gegen Rechtsextremismus und Rassismus vorgegangen? Es scheint als wäre der Staat blind was Rechtsradikale betrifft. Beim leisesten Verdacht auf Kriminalität von oder unter Asylbewerbern werden Großeinsätze, rechte Demos vor Häusern von Privatpersonen, die sich dadurch bedrängt fühlen, gestartet. Versammlungsrecht schön und gut, aber nur solange dabei niemand zu Schaden kommt.

Was den Rechtsextremismus bekämpfen würde, wäre erstens ein Staat, der zum einen flüchtlingsfreundlich ist, aber zweitens auch seine Bürger aufklärt. Darüber, dass Ausländer nicht prinzipiell kriminell sind, dass platte, rechte Parolen nichts als Unwahrheiten sind, und das es uns gut genug geht wenigstens einigen Menschen aus Krisenländern ein besseres Leben zu bieten. Wer nicht im Bilde ist, wie Flüchtlinge hier



Hunderte Menschen wagen es auf einem Fischerboot die Meere zu überqueren - oft mit dramatischen Folgen.

behandelt werden, und zum Beispiel nicht weiß, dass sie auf keinen Fall bevorzugt an Wohnungen oder Arbeitsstellen kommen, wird sich eher auf Rechtsextremismus einlassen als jemand der Bescheid weiß. In Luxemburg wurden im Januar dieses Jahres lediglich 15 der 88 Asylanträge bestätigt, über Jahre hinweg werden somit hunderte von Leuten ohne eine Chance zurück in ihre Heimat geschickt. In Deutschland und vielen europäischen Ländern ist es ähnlich, wenn auch in anderen Dimensionen. Derjenige der Bescheid weiß wird sich auch eher gegen die Unwahrheiten und die Fremdenfeindlichkeit der Rechtsradikalen

stellen. Und drittens, ein Staat der seine Augen nicht vor der Gewalt gegen Ausländer aus dem eigenen Volk schließt, sondern sie gezielt darauf richtet, und etwas dagegen unternimmt.

Unsere Würde ist es zwar nicht, die verletzt wird, wenn wir uns den Platz den wir haben mit anderen Menschen teilen, sondern die Würde der anderen, wenn wir sie nicht bei uns haben wollen, aber trotzdem sind wir diejenigen, die sich dabei würdelos verhalten.

Nadja Joachim

Luxembourg Tips

Visiting MUDAM

The Museum of Modern Arts in Luxembourg, or MUDAM, is definitely one of the many things you must see here in Luxembourg. Its amazing exhibitions and the incredible building architecture make visiting it a beautiful experience. Very well situated next to the Philharmonie and therefore near school, it is also free for students (adults pay 7€). A more positive point is that the museum is rarely crowded, so you can fully enjoy the art. Outside the building you can find some very nice places to hang out when it's sunny, so why not combine it with a picnic? Next time you are bored and have nothing to do, don't hesitate to go to MUDAM.

The current artists, including Franz Erhard Walther and David Altmejd show what creativity and detail can be put into art like this. The current exhibition is very interesting and full of fantasy. You can find more information about the exhibitions, when they change and upcoming events on their website www.mudam.lu

Martin Arondel



MUDAM was designed by I. M. Pei, the same architect that built the Louvre in Paris. The building concept is indeed quite similar.

Documentary

The Darker Sides of Luxembourg

"Blind Spot" is a 35-minute documentary film made by 1st year IB (International Baccalaureate) students from the Lycée technique du Centre in Luxembourg. This project was proposed to the pupils a year ago when one of their teachers gave them the idea of making a film about the homeless in Luxembourg, but it wasn't until last month that the documentary was first screened and shown to the public.

The students, in partnership with the Luxembourgish director Claude Lahr, Service National de la Jeunesse and Fondation Thierry van Werde, started the project exactly 9 months ago by doing a simple barbecue to get to know any homeless people that could be interested in their idea. From there on the teenagers started to plan the interviews, settings and everything necessary to start filming as soon as possible. They worked very hard in order to finish their project before summer. When we had the opportunity to talk with the director and supervisor, Claude Lahr, he said that it had been a great experience and that he had never taught a group of pupils the technical aspects of filming from scratch. He also thanked the group for choosing him as their supervisor.

At the screening of the film on April 28 in the Cinémathèque, one of the students confessed: "At the beginning I wasn't really keen on doing this project. I didn't want to get involved with outcasts because I felt insecure. Time went by and after 9 months of working together I can assure you that homeless people were completely normal that have had different experiences in life". Another pupil added that they wanted to change homeless people's lives but it had turned out to be the other way around. They also said that before making the documentary they had seemed to be blind, but after the project they realised these people's experiences and difficulties had opened their eyes.

As the students told us, the main purpose of this documentary was to inform the public that homeless people are human beings like every one of us. They wanted all of us to know that the homeless people's poverty isn't only material. The ones shown in the documentary don't need money to solve their problems; they only need help and support to get out of their horrible situation. Also, many of the people shown and interviewed in the film have once had a good job or a seemingly perfect family but from one day to another they were left out with nothing. This makes the public realise that we could all become homeless one day and therefore should not ignore this kind of people and act like they do not exist.

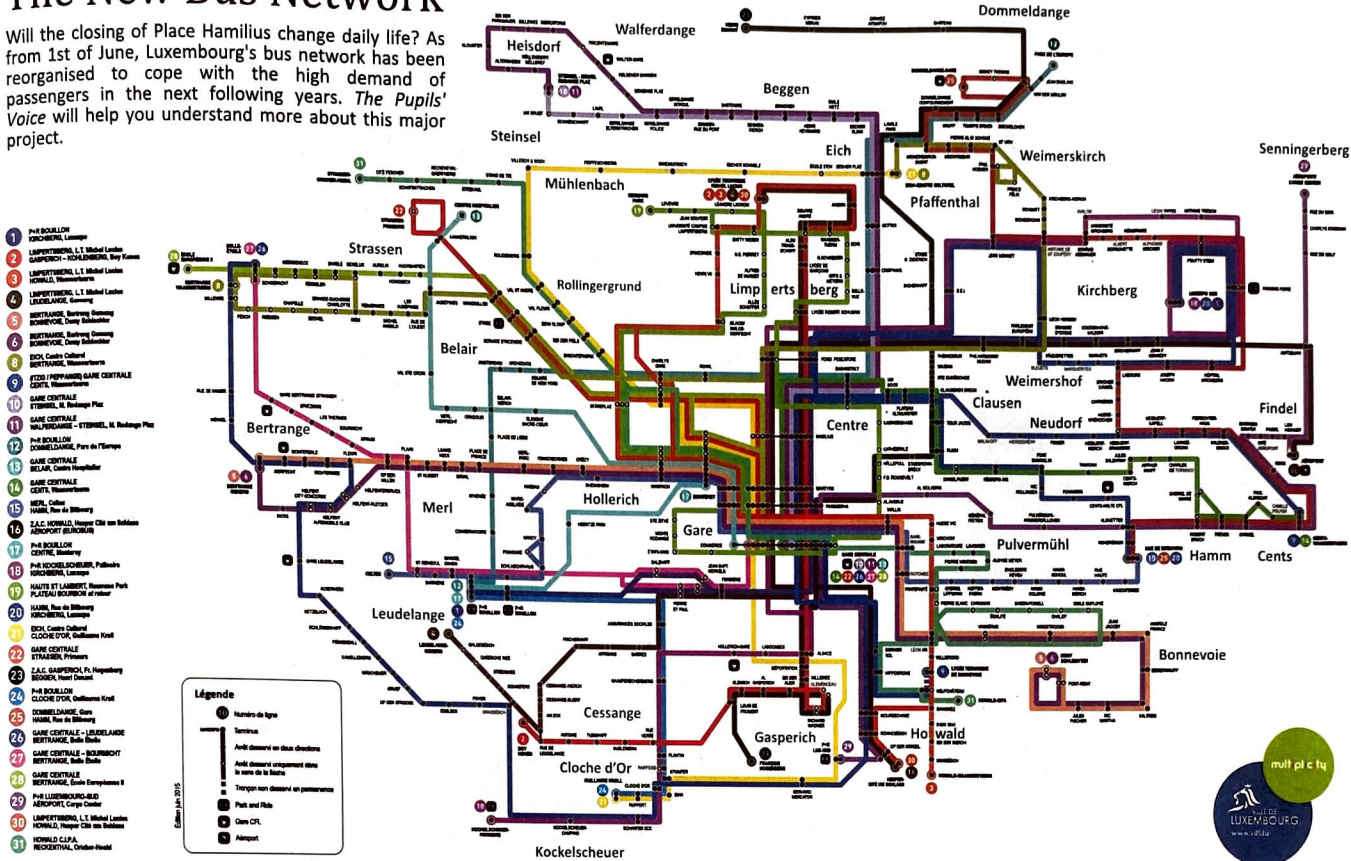
Conchita Carrascosa



One of many people who shared their story in "Blind Spot".

The New Bus Network

Will the closing of Place Hamilius change daily life? As from 1st of June, Luxembourg's bus network has been reorganised to cope with the high demand of passengers in the next following years. *The Pupils' Voice* will help you understand more about this major project.



Public Transport

Will Hamilius Cause Chaos?

Bus 18 No Longer Drives to Auchan By Nadja Joachim and Josh Oudendijk

We all know how busy the bus stop Hamilius in town is. Every hour around 150 buses carrying thousands of people in total make their way through the stop. It's hard to imagine how our public transport system can work without this major bus station, but with the help of the government and a huge team of hard working people it may indeed be possible.

Since the 1st of March, the building process of Luxembourg's project 'Royal Hamilius', which includes a new shopping center, office spaces and a pedestrian plaza, has begun. At that same time, the parking 'Aldringen' was closed, which is already causing traffic chaos, as even more cars have to get through town in the same time period now. The shops in the underpass had to move out in order for the whole passage to be closed down so the area above renewed. It is now June, and Hamilius is closed. Let's take a look at the major changes.

The buses that stopped at Hamilius before are now divided up into various other busstops. These are Boulevard Royal, Avenue Monterey and Badanstalt/Rue des bains. The reason for this is to cut down on traffic on the main road and redirect everything around. The RGTR buses, that is the buses that come from villages outside the city of Luxembourg and end near Gare, will no longer be able to drive until the train station. These buses have to stop at Badanstalt, where passengers must then take a connecting bus to make their way across the bridge to the train station and the rest of town.

Some bus lines have changed completely, so make sure you check your bus times, even the regular ones that you have been taking for the past years may drive differently. In Kirchberg, for example, the 18 still goes up Kirchberg, but turns left on its way to the RTL Studios and later reaches Luxexpo.



The new Royal Hamilius: this is what we're doing it for.

The number 7, which usually drives this route, will no longer exist. Our only alternative will be bus 25, which comes once every 30 minutes. This will mean that students of the European School will have to walk frequently to get their lunches, or possibly take a Veloh bike offered by the city. This means bad business for Auchan, and we wouldn't be surprised to see a lot less student customers during lunch breaks.

For many other routes only little things here and there change, 2 or 3 different stops at most. Check the map above to find out what's going on. As there are many of those small changes we can't

point out all. We recommend you collect a map for further information in the "Mobilitéitszentral" building (the yellow office next to the Post in town). AVL and the government have really done a great job in guiding us through the whole process. For the past 3 weeks, we have witnessed informative people deployed at almost every major bus stop in Luxembourg city, ready to answer your questions and hand out new maps.

Whether this project will make our public transport more stressful is yet to be found out by us customers. The "Royal Hamilius" is said to be opened at the end of 2018.



Film

Watching Bad Movies: Why It's Important



"Batman & Robin": a rating of 3.6/10 on IMDb. Indeed not the best, but according to our journalist you should have a look.

Whenever I see a movie that's so bad to the point where I can't help myself from laughing at its ridiculousness, I want to share the experience with a friend of mine. However, if I mention anything about it being badly directed, written, or having bad actors they immediately lose all interest in watching said movie. True, that is a normal reaction to being offered to watch a terrible sounding film, but have you ever considered what you could gain from watching a movie that's known as one of the worst of all time?

People like to watch their favourite movies several times to find things they didn't see in their previous viewings. Others, 'film buffs', like to analyse every movie they watch down to the last detail, in order to find an error made by the film team during production. Some 'film buffs' do this for fun, while others are learning which mistakes to avoid to help prepare them for when they want to make their own movies.

This is why watching a movie that has an infamous legacy of being known as one of the worst of all time is also worth sitting down and spending some time analysing. While you sit through the poorly written script, the lazy shots, and the horrendous acting, you learn where the director/s, writer/s, actor/s, went wrong. You see the mistakes and poor choices they made during the production and filming. Then, when it comes to creating your own movie, you know which mistakes you aren't supposed to make.

Movies that are so bad they're good can also be enjoyed by casual film goers. As the horrible acting and lines written for the movie can be so bad to the point where you question if the people behind the movie were serious when working on it or if they were on some kind of drug. You just start laughing at everything that happens throughout the movie as you realise that the people behind the movie thought what they were creating, would be taken seriously. Even if their movie has created a cult following to how infamously bad it is.

If you want some hilariously bad movies to watch one night, here are a few recommendations:

- Plan 9 From Outer Space (1959)
- Santa Claus Conquers the Martians (1964)
- Manos: The Hands of Fate (1968)
- Zaat (1971)
- Mac and Me (1988)
- Troll 2 (1990)
- Batman & Robin (1997)
- Steel (1997)
- Battlefield Earth (2000)
- The Room (2003)
- House of the Dead (2003)
- Birdemic: Shock and Terror (2008)
- Foodfight! (2012)

Alexandre Adam

Are there any other poor movies that you would like to share with Alexandre? Let him know what your list of worst movie productions is via our Reader Mail.

newspaper.euroschool@gmail.com

Psychology

How Does Music Affect Us?

Music plays a huge role in our lives, we all know that, we hear this and read this on the internet so many times that it becomes like a mantra. Well what I've always wondered about was how it affects us, how different genres relate to our mood and our personality.

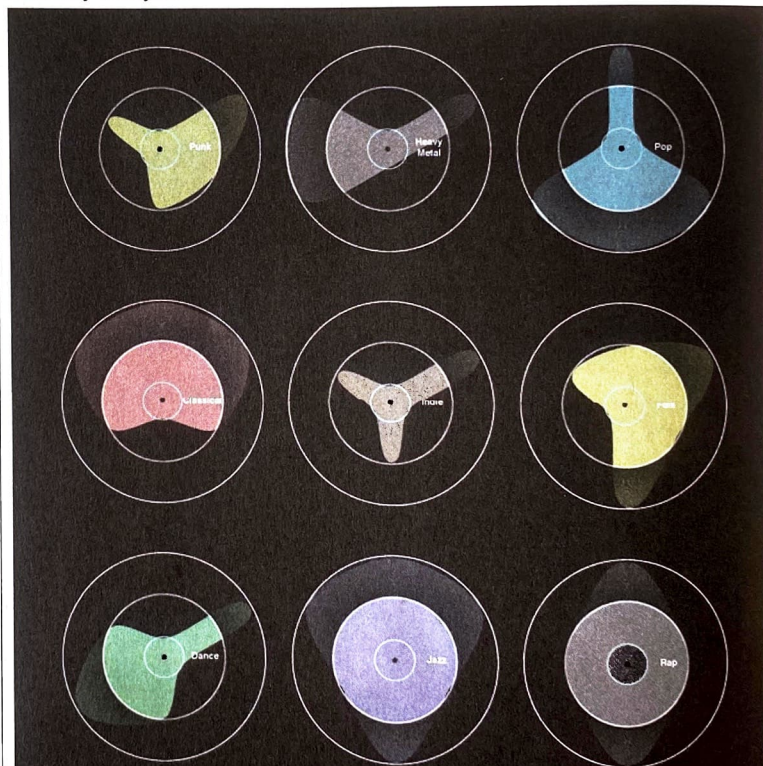
It turns out it affects our brain in many ways. For example, listening to either happily or sadly tuned songs will make us perceive the same, neutral face in different ways. As you probably realise, listening to a sad song will make the neutral face look sad, whereas the happy song will make us perceive it in the opposite way. Music can improve our creativity. Don't you find that listening to music whilst drawing, reading or even writing helps you convey your ideas in more imaginative ways? This music however has to be at a moderate sound level to hit that creativity sweet spot.

Music helps us exercise. Work out mixtapes really do have a point. Listening to music can help us override the signs of fatigue and also may make us require less oxygen than we would if we hadn't listened to it. In 2012 a study showed that cyclists who listen to music during their trainings used 7% less oxygen than those who did not. Also music is most effective when its tempo matches the intensity of the work out we do. For example for sprints you might want to listen to Drum and Bass or Dubstep, where as an afternoon cycle around the park would do you better when listening to Hip Hop or House.

Music, contrary to common belief, distracts us when we drive, or when we will drive. It makes decisions by drivers more aggressive and rushed. Finally the part that I was most intrigued by was how our own choice of music can show our personality. As you can see on this graph looking thing with vinyls below this article, different genres affect different regions of our personality. Of course these are very loose assumptions and it all does depend on the individual, however seeing how these genres tend to attract people of similar character is quite fascinating.

Music affects us in many ways, many that we probably wouldn't imagine, many that we probably expected it to. The only thing we have to do is wait until new studies appear discovering new aspects of music, or wait until we ourselves find out what music means to us and how it changes us.

Konstanty Wilczynski



Genre and Personality

a study of personality in relation to our musical preferences

A researcher at Heriot-Watt University has found that strong personality attributes are linked to our choices in music. This is the first time that research has shown that personality links to liking for a wide range of musical styles. Volunteers were asked to rate how much they liked 194 musical styles, before then completing a test that focussed on five aspects of personality. 360 people from around the world took part, by far the most extensive study of musical preference and personality ever undertaken.

Get Excited

At Ease

Creative

Hard Working

Genie

Outgoing



Score Higher On Aspect Of Personality
No Relationship To Aspect Of Personality
Score Lower On Aspect Of Personality

Interview

Living and Working in Tenerife

During our holidays we usually go abroad and sometimes stay in hotels or go to restaurants in which people attend to our needs. It is their job of course, but they are also people with stories to tell and some background we never get to know. During my trip to Tenerife this past Easter holiday I interviewed a waitress in my hotel and asked some interesting questions about her job.

The Pupils' Voice: Hello, I'm a journalist from The Pupils' Voice, a school newspaper, could you introduce yourself, please?

Hi, my name is Arelis, I am 35 years old, I'm from here, Tenerife. I'm married and I have 2 kids.

The Pupils' Voice: How long have you been working in this hotel?

I've been here for only 5 months but I previously worked in a restaurant for 7 years. Before that I worked in supermarkets and in packaging.

The Pupils' Voice: You receive many clients from all over Europe here in Tenerife. Where is the most difficult client from?

The Spanish client is the most difficult to work with because he is very demanding and strict.

The Pupils' Voice: Well that is a surprise! Can you tell us about the weirdest order you have got?



Arelis, waitress in Tenerife.

Image by Martin Arondel

Once a client asked for whiskey with cold milk. I stood there a bit confused because I had never heard of that. As for other uncommon orders, it is mostly drinks but never food that I've been asked.

The Pupils' Voice: Do the employees in the hotel gossip about their clients?

As I'm a woman I sometimes comment on the clothes the lady guests wear, especially if I like something. (Another waitress nearby added: Also we comment when there's a hot guy passing by.)

The Pupils' Voice: What is the best and worst thing

about your job?

The best thing is having to work with people. The interaction with the client makes this job interesting. But it can also turn into the worst thing about the job, as you have to face the consequences when a client is being difficult or is not pleased about something.

The Pupils' Voice: Do you find it frustrating to be working while you see people on holidays, relaxing and having a good time?

It doesn't bother me at all. I love working here under the sun. The only times it's frustrating is when I have to work on a bank holiday which I would like to spend with my daughters or when the weather is bad and cloudy.

The Pupils' Voice: Are there any interesting anecdotes you would like to share?

We do see some famous people around sometimes, such as football players or toreros but the funniest thing that has happened to me is when a group of Russians walked in during my previous job in a restaurant, clapping, and started to dance the typical Russian dance. They took me by the arm and made me join them!

Martin Arondel

Country Impressions

Japan Excels On Many Levels

Recently having been on holidays in Japan over the Easter Break, I witnessed first hand Japan's manifold more impressive yet subtle qualities. We all know about their industrial prowess exemplified by Tokyo's sky scrapers and astonishingly fast bullet trains that go at speeds equal to 1/4 of the speed of commercial flights as well as the omnipresence of robotics from computerised toilet facilities to all aspects of manufacturing. However, the qualities that impressed me the most were the abundance of human virtues, especially kindness and courtesy, hospitality (omotenashi), and attention to detail and physical setting (shitsurae).

You observe a sense subtle refinement (wabi) and elegant simplicity (Sabi) in every aspect of their lives, from their beautiful gardens to their beautifully designed living accommodations. I also noticed their enormous courtesy whenever I came in contact with them. Their culture seems to offer the full package of good behaviour.

The transportation in Japan is not only efficient but it aspires to an elevated level of luxury. The bullet train, with its comfortable chairs and charging docks next to each seat, ensures an enjoyable and pleasing journey. As foreigners, we easily navigated ourselves around the train station notwithstanding the lack of English spoken. Without the trains, especially the bullet trains, our trip would not have been as easy and fulfilling. The taxis, ideal for those who do not wish to venture the complex underground system, were a pleasure with chairs which were covered with lace embroidery; an unnecessary but extremely attractive detail to the taxi-ride experience. Admittedly the drivers' lack of English was problematic at times but the lace embroidered seats well compensated for that shortfall.

A perhaps strange topic to discuss in a newspaper article but credits must be given to Japanese toilets. Who ever thought paying a visit to the lavatory could be this enjoyable? Not only are there various different angles water sprays to choose from (driers included) but a range of music can be played and mothers and fathers can place their infants in a chair attached to the wall while they attend to their business. This is just another example of their robotics but also of their attention to detail.

Throughout our trip we saw many temples, gardens and cherry blossoms and the degree of cleanliness



and organisation was unlike anywhere else. Shoes had to be taken off in the majority of temples and even in our rooms in the hotels. The temples were immaculate, gardens were well trimmed and manicured and the cherry blossoms were spectacular. We could see the gardeners working diligently for hours ensuring the highest standard of beauty was attained. This, in my view, was a symbol of their culture exemplifying their appreciation of beauty and their exercise of discipline.

Lastly, the level of courtesy with radiant acquiescence of the Japanese was truly unique. We had no unkind encounters. Due to Japanese custom, tip is not accepted by the majority of employees so a simple 'Aligato Gozaimas' was enough to show our gratitude.

As 25.1% (a quarter) of the population of Japan is over 65 years old (50% are over 50), many elderly people were seen everywhere we went. Not only were they in a very healthy shape but they were among the kindest elderly people I have met. Of course, this is a huge generalisation but countless times we were selflessly shown kindness by old

women in Japan.

While visiting temples and shrines, we were amongst many seniors who were as lively as the youth, I must say that watching them take pictures with their flip up phones warmed our hearts. Their geographical knowledge was also impressive as everyone we met was aware of Luxembourg's location and most of them were able to name our neighboring countries.

If I were to discuss all of Japan's beautiful features (don't get me started on the cherry blossoms and beautiful architecture of their Buddhist temples, Shinto shrines and samurai castles) it would require me to write lengthy books much beyond a short article but I hope, by describing my view on three of the things that captured my imagination, I can give you an insight of my experience.

I am so thankful for the opportunity to travel to Japan - it was truly amazing.

Yasmine Ayman

Plastic Dumping

Our Ocean's Plastic Peril



280,000 tonnes of plastic are drifting around in the ocean's waters. Turtles mistake them for nutrition.

Juan Acosta makes his way through the dense crowds of Porto's fish market. The Spanish chef and restaurant owner has several restaurants in the Portuguese city, all serving fresh seafood as part of his special dishes in the evening. In the mornings, Acosta visits the stands of Manuel Barros, a local fisherman and market dealer selling his catch from last night. "Fish on the customer's plate within 24 hours - that is what makes fish fresh," explains Acosta.

But today Barros has bad news. There is no fish filling his wooden crates of ice. The usual delivery of a couple of tonnes is nowhere to be found. Only a few crabs are resting on the far end. "Juan, I can't sell you my fish today," Acosta looks at him in surprise. "We caught a school of cod. Upon cutting open a couple for quality checks, we found little bits of plastic in their skin and stomachs," Manuel says. Acosta doesn't seem to react - he had seen it coming.

Today's world is dominated by plastic production and a major throw-away culture. 280,000 tonnes of plastic bits are floating everywhere across the earth's oceans, having a huge impact on humanity and wildlife. Apart from now coming across beaches looking like garbage dumps, huge sets of marine ecosystems are being damaged in the depths of blue waters.



Barros' fish is definitely looking great - but what environments does our food really live in?

Since the 1950s, when plastic was starting to be mass produced, plastic bottles, food packaging, lego blocks and flipflop sandals have been floating across our waters. None of these products are biodegradable, and it can take up to 1,000 years for them to break down. They are worn down by sunlight and saltwater into small plastic fragments, making them sink to the depths

of the sea. These toxic fragments are so small that they can be eaten by cells, making them change and adapt into artificial results. These particles even outnumber the amount of plankton, a vital building block in the food chain and ecosystem, in the North Sea by a ratio of six to one.

Supermarkets let you rip off endless rolls of plastic bags to fill your fruits with, which, with not enough care, end up somewhere off the coast of Cuba and India. Some countries even name it the new national flower, after so many plastic bags are entangled in their trees and hedges. Before you know it, these symbols might even make it onto national flags. It is up to us consumers to make different choices and go for more sustainable options, such as reusable bags or paper options.

Our plastic mess is consumed by fish and birds, and so moves up in the food chain, passed on from fish to fish and bird to bird - eventually to humans. Turtles swimming around mistake plastic bags for jellyfish. Young albatrosses mistake bottle tops for fishlets and feed them to their young. These consumptions lead to deaths and extinctions of species. Besides that, they end up in our bodies. We are what we eat.

Boyan Slat, a student at the university of Delft, came up with an innovative system for detoxing oceans of plastic. After founding The Ocean Cleanup Foundation, a non-profit organisation, he built his ingenious plan to save hundreds of species from extinction, lower damage costs to vessels and improve touristic attraction to places around the globe that currently are not very inviting due to messy beaches and waters. It is estimated that the clean-up process would take about five years, and it could greatly increase awareness about the world's plastic garbage patches. These patches are formed by the currents of the oceans. In the end, all currents end up somewhere, and these are the major spots where large parts of garbage collect. Slat's plan is to have ships with machinery suck up floating garbage drifting around on the surface: expensive, but possible.

It is up to us humans whether we want to change our behaviour and save the environment we and the following generations live in. Slat says that "we need to stress the importance of recycling, and reducing our consumption of plastic packaging." By dumping plastic in oceans, we are not only harming plant and animal life, but also ourselves. Plastic that goes around comes back around. In this case in Barros' fish. Chef Juan Acosta for now, it seems, must take local fish off his menu for a while.

Josh Oudendijk

Izra's Column

Emojis

Quite recently, with the new iOS software update, Apple has added new 'emojis' to its keyboards. Apple has incorporated new flags and new families but most importantly, they have added 5 different skin tone options to "human" emojis. Initially, all the emojis were white skin toned, but with the new software you can choose the emoji's skin tone, varying from pale to dark skin.

The reason this specific new feature has been added is quite obvious: Apple has probably received a lot of complaints in the past due to the fact that there was only one skin tone available which could have potentially lead to people feeling slightly discriminated. These people do have a point. This may be stating the obvious, but not everyone has the same skin tone, so it would be unfair to only provide one skin tone option. However, it also demonstrates that the "racial problem" has reached a point where people are even affected by (what should be) small, innocent things such as these emojis.

Another difference made to the keyboard, were the new "emoji families": the new combinations allow for one daughter, one son, two daughters, two sons and a son and daughter to be present with their parents. It also includes gay couples, i.e. two male parents and two female parents.

With these additions, Apple tries to be tolerant of all different skin colours and all sexualities and hereby avoid negativity and hatred towards the brand and its products.

Interesting News

Red Bull Doesn't Give You Wings?

A bunch of consumers from the US by the names of David Wolf, Miguel Amarez and Benjamin Careathers have had enough of energy drink slogans. According to them, "Red Bull gives you wings" breaks the laws of physics and biology, and is, unsurprisingly to probably many, a lie. The men decided to bring a class action lawsuit against the company.

As a result, if you are a US resident and bought one of their cans between January 2002 and October 2014, you have the right to claim a share of \$13 million. Sadly the deadline for registration ended in March. Not bad, though.

Public Transport

A man in Germany has been spotted using public transport wearing a sign reading "I'm a fare dodger". The man, who claims is too poor to pay for his daily tram ticket to work, tried to avoid the law by not hiding the fact he wasn't paying.

The German law states that hiding the fact you haven't bought a ticket is the actual crime part, so being honest and telling everyone immediately you haven't should be fine, then. Well, the judges thought differently. The man was fined for using public transport for free for many years. Oh, his ticket to court was indeed paid for.

200 Grams of Human, Please

A Nigerian hotel restaurant has been shut down after rumours spread that human flesh was being served. When the police raided the hotel, they found bleeding heads cut off in the back kitchen. Police have arrested at least 10 men that have been in connection with this crime.

Africa

I Survived the Genocide

Rwandan Honorine Umutoni Gasasira visited our school in April to share her story - 800,000 people perished.

Rwanda, a central African country, used to be a Belgian colony. The Belgians divided the people into various ethnic groups - the Hutus (85%), the Tutsis (14%) and the Twa (1%) - and gave preference to the Tutsis, who were a minority group. Although intermarriage was common, the perception of who was Hutu and who was Tutsi remained.

The Hutus gained control of the country after independence and a more extremist group of Hutus worked to seize power. By reminding Hutus that Tutsis once held power over them and forwarding a belief that Tutsis would one day try to take control again, the Hutus instilled a sense of fear.

Rwandan genocide survivor Honorine Umutoni Gasasira tells her story.

During the colonisation, the Belgians wanted to divide Rwandans: the more cows you had, the more Tutsi you became. If you lost the cows, you became Hutu.

The Hutus gained control of the country after independence. No Tutsis were supposed to go to school whilst Hutus could. Some Tutsis were willing to change their identities, so they could attend school. My grandfather had many cows, so he sold them in order to convert, because there was a conversion from Tutsi to Hutu and vice versa. He got enough money to "buy" only two places in school, so he paid for my father and his brother. The rest of the family remained Tutsi.

In 1988, the Rwandan Patriotic Front (RPF) was founded in Kampala, Uganda as a political and military movement with the stated aims of securing repatriation of Rwandans in exile and reforming of the Rwandan government, including political power sharing.

Our neighbour was a very rich Hutu, so he hired someone to throw rocks at our house every single day for more than a year. He accused us of walking with RPF, although we did not know them. The good thing was that there were many Tutsi families around us, as well as some nice Hutus who didn't accuse us of anything. Not all Hutus were bad.

On 6 April 1994, our president died in a plane crash. My father was very scared, but many other Rwandans were happy. The next day we were celebrating. I walked to the window and saw a lot of people walking to our house. They had machetes, grenades, rocks and other guns. I quickly ran to my dad and informed him about what I had seen. He turned at the guests and said - "Those of you who can run - run. Those who can climb - climb. Those who can hide - hide wherever you can." My siblings were older than me and they could run and climb so they ran to the neighbours', whilst I was very small and I couldn't.



Thousands of people fleeing from the Hutus.

My dad requested one nice Hutu woman who was at our place to take me with her. I remember us running in the forest. I was wearing plastic shoes and my feet were burning. We reached a house that was owned by an old Hutu lady, she was hiding a lot of Tutsi kids. The moment we reached the house and the old lady took me in, the men started throwing grenades. I didn't get hurt, but most of the other kids did. There was no medical attention, so we started to smell blood and flesh. We stayed there for a couple of days without anything to eat. The old lady was cutting grass and cooking it. At least we had something in our stomachs.

After a while my dad sent a few men to pick me up from the old lady. I went with them. On the streets I saw many people with machetes looking at me with angry faces; many dead bodies lying on the streets, eaten by dogs and birds. They smelled very bad. Finally, I saw my mom who took me home. I saw my brother lying in the middle of the room. He was wearing his suit, which seemed strange to me. I tried to wake him up but he did not open his eyes. My mom told me he went to heaven. I thought it was a joke. He had small cotton balls in his ears. I removed one of them and the blood immediately started coming out. That was when I realised that the men had shot him.



I recognised my sister. I couldn't remember her face, because her dead body didn't have one."

My dad took me to the neighbours' and I saw many bodies lying on the floor. I was wondering what we were doing there, because it smelled like flesh and I had never seen anything like that before. There was another family that had 8 children. The father was Hutu, but the mother was Tutsi. The Hutus killed them all except the mother because they said she would die of sorrow and pain anyway. That was when I saw my dad's bathrobe on the floor. Somehow I walked towards it, removed it and saw someone lying there. The face was busted, with the brains coming out. I recognised my sister. I couldn't remember her face, because the dead body didn't have one.

Nobody let us bury the bodies. There was a theory that all the Tutsis came from the river Nile and they had to be brought back to where they came from. Hutus called us snakes. When you see a snake, you want to kill it, cut the head off. The Hutus felt the same way about us. They just threw the bodies into the river.

My dad called us survivors and encouraged us to strive for our lives so that we could "live another day." We didn't have any water or electricity, but my dad had a phone and tried to call people he knew who could help us. He begged them to take care of me, my brother or mother. They all refused. None of them wanted to get into trouble.

We lived on. Frankly, we didn't have time to be sad. We were busy hiding ourselves, hungry, thinking about food. My dad gave us books to read, he taught me how to play chess. He said: "Once things get rough, at least you will know how to escape the reality. Learn how to play this game and your mind will be occupied."

We ate rotten food, had no toilet. I had to be the one

fetching water for the family, because it was less likely that Hutus would kill little kids. I was small, so I couldn't carry a lot. I used to put beans into my nose to look more Hutu, because Tutsis used to have straight noses while Hutus had more round ones.

One day, two men came to our house. My dad was a doctor, so he was told that someone wasn't feeling well and was asked to go and see what was wrong with the person. Before my dad left he told my mum to take care of me and my brother if he didn't come back. He took me onto his lap and said: "You are Tutsi. Don't ever deny it. If you have to die for it, die in dignity." The men then took him and he never came back. A lady came to us a few hours later and told us that someone killed him. To me as a kid my dad was a hero, he just couldn't die. I sat in the rain by the door for two days, waiting for him to come back. He didn't. Later we learned that he was taken to mass graves where many Tutsis were killed and some men wanted to cut him into pieces - they saw no point in wasting any bullets on him, they wanted him to die like a snake. My dad had a black belt in karate, so he fought a few of them. The remaining men got pissed off and shot him.

While I was seated by the door, I saw a man wearing my dad's clothes. He came to us to give my dad's wedding ring to my mom. That was when I accepted the fact that he had died. However, not seeing his dead body was a big trauma to me because I always imagined him around. Whenever I saw a dead body, I'd think it was him.

We still concentrated on surviving. We had no food and we were weak, I couldn't fetch the water anymore. One night, five men came to our house. They raped my mother in front of my eyes. Then they told us they were taking us to some sort of survivor Tutsi meeting but we knew that was just a pretext to take us outside and kill us. We tried to fight them, but they beat my mother and brother and eventually we were taken outside. Then, for what seemed like half a second, I heard my mother screaming and when I turned around a bullet passed my ear. If my mom hadn't screamed, I wouldn't be alive right now.



Honorine Umutoni Gasasira: a strong survivor.

Outside we saw many women being raped, kids drinking their mothers' blood. We were put in a small group of Tutsis and the men were planning to just throw us into the mass graves. One of the commanders heard my mother screaming and asked what was going on in the doctor's (my dad's) house. One of the men responded that my mother was still alive with her kids. The commander said: "Don't ever kill them; their father was kind to me. If I ever see you there, you are going to be executed. Let them live."

The Genocide ended on 4th of July. We were saved by two men from the RPF. We went out with them. They were taking us to some house where they were noting the people who had survived. On the way there we saw many rotten bodies; we had to be very careful not to step on them. I was cold and hungry, trembling and crying.

We went to live with my dad's uncle. All the genocide survivors could go to school for free, so I used the opportunity and went there. We never buried my siblings or father. When you don't bury someone, you don't think it's over. You cannot feel safe when you know you have not buried them.

There is someone who once said: "There is something stronger than death - it's the presence of the absence in the memory of the living."

Gabé Makaryčevaitė and Izra ter Weer



5 Ways to Earn Some Ca\$h as a Student

Money is very important in our society. At our age, we don't earn our own money by working like our parents do, but yet it is surprising how much money we need. It's not always a good thing to ask our parents for money, because they won't always give it to us. However, you can work for it by doing some small student jobs! Here are some examples set out for you.

Referee: If you like football (or any other sports), why not try and referee a game? If you have the knowledge of the game and you're a person who can be responsible and a leader, then refereeing is a suitable job for you. I'm speaking from experience, as I am one in football myself. You start off by earning around 40€ per game. The more experienced you are, the higher you can be promoted and the higher your payday is. We are still young, which is important for a referee. This way, you can be promoted more often and maybe you'll be refereeing in the 1st division of your country. Even Champions League or the World Cup? It only takes a few theory lessons and you'll have to pass an exam.

Cut the grass for your neighbors: This doesn't look fun at all, but wait until you get the money in your hands! Again speaking from my own



experience, this is actually more fun than it looks. What you should do: make some fliers with your name, email address, and phone number, add the amount of money you will charge and slip it in the mailbox of the people in your village. The ones who are interested will contact you soon, and the sooner you can begin, the more money you will earn!

Washing cars: How hard can it be? Just wash

your neighbour's car and gain a few bucks with it! Washing a car takes no longer than 30 minutes, unless you have to clean the inside as well.

Street musician: Ah, a great job if you like music and you're not too shy to show it! If you have a lot of spare time and play an instrument, why not go to town and perform some music for a few hours? It's also a great experience. Show the world your music skills and earn some money using them! In Luxembourg however, a busking license is required to be allowed to play music on the streets. It is still worth it!

Babysitting: This one is probably the most fun to do! Taking care of kids for a few hours, free food, free Wi-Fi, TV, and a free house to yourself. If you get 30€ just by taking care of kids for a while, this sounds like a great thing to me. It depends on how much the parents of the children want to give to you, but usually it's a very decent hourly rate. I'd say this is the most interesting job to do as a student in comparison to all above.

Nathan Decoutere

Drugs

420 - Is Weed Wrong?

You may have noticed that recently it was the 20th of April. Yes, there is a 20th date every month, so what's so special about 4/20? Well not only is it Hitler's birthday, but it is also International Weed Day. On this day more than any other day of the year you are more likely to see red eyed, perhaps happy people smoking their food. Yet there is a lot of controversy.

Cannabis, also referred to as weed, pot, ganja, grass, Mary Jane or marijuana, is a recreational drug, the second most common drug after alcohol. It is also used in the hemp industry for the production of clothing, ropes, seeds, seed oils and fiber as also for medical purposes. So how did 420 become the number of Mary Jane and the police code for smoking weed?

The birthplace of 420 was in California at the San Rafael High School in the 1970's when a bunch of students would gather at 4:20 pm to smoke weed. The idea of 420 spread and now it even has it's own day of celebration.

For about a century there has been loads of controversy regarding the use, decriminalisation and legalisation of Cannabis. The main negative effects of cannabis if abused are possible short-term memory impairment, paranoia and anxiety, increased risk of a heart attack, psychosis and it leading to harder drugs.

However, to the surprise of many, scientists argue cannabis has also various good effects. Some studies show weed is known to slow the progression of Alzheimer's disease, stop epilepsy and glaucoma and also alleviate pain and inflammation linked to arthritis and multiple sclerosis. It has anti-anxiety effects (unless overused in large amounts), prevents the spreading of cancer, treats drug and chemotherapy induced nausea, eases tremours and improves fine motor skills in patients with Parkinson's disease and helps with anorexia. Some believe cannabis also works as a painkiller and increases lung capacity, which most people would think the opposite. Unlike with alcohol, people while intoxicated with cannabis are much less likely to act aggressively, be physically and verbally abusive and they tend to be more in control of their own body and mind.

Cannabis is legal in the Netherlands, Uruguay, Jamaica, North Korea and U.S.A (Colorado, Alaska, Oregon and Washington). It has been proven that marijuana is less harmful than alcohol, so why do some countries not make it legal? This is where I leave you to think about it for yourself, just remember, don't let peer pressure get to you, be creative and understanding and don't judge.

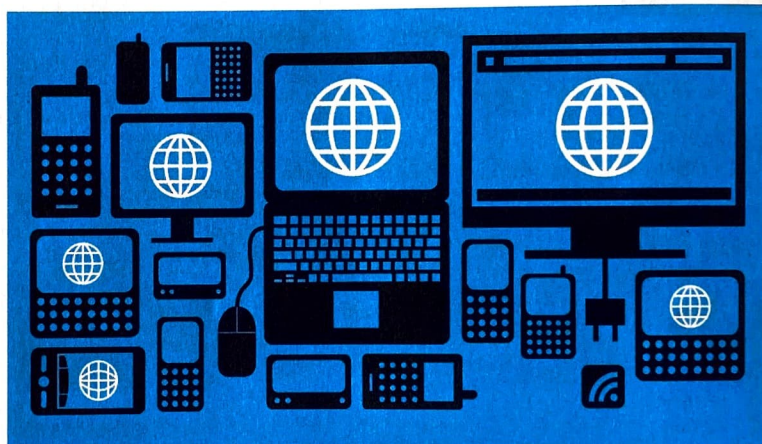
"I don't think that [pot] is more dangerous than alcohol"
- Barack Obama

"I think people need to be educated to the fact that marijuana is not a drug. Marijuana is a herb and a flower." - Willie Nelson

Zofija O.

World Wide Web

The Free Internet



Not being tracked, not being looked at: free speech on the internet.

Net neutrality is the principle that all data on the internet must be treated equally by governments and ISPs (Internet Service Providers), regardless of user, content, application, website, platform, type of attached equipment, or mode of communication. It is this principle that keeps the internet open and free.

The problem is that ISPs, especially in the US, want to change the way the internet works and kill net neutrality. They want to set up a payment wall between consumers and websites, which would allow them to demand a cut from the website for funnelling the content to the consumer. This would divide the internet into so-called fast and slow lanes: fast for websites that can afford a full-speed connection and slow for websites that can't.

Net neutrality defends and enables free speech on the internet. Without net neutrality, an ISP could slow down its competitors' content or block political opinions it disagreed with. ISPs could offer preferential treatment to the few content companies that could afford to pay for it — relegating everyone else to a slower tier of service. This would be incredibly bad for competition.

As an example, imagine if someone were to develop a video sharing website which was hugely superior to YouTube in every way possible. They might receive some investments to help realise their idea, but they could never have the amount of money that YouTube has. Therefore YouTube could simply pay the ISPs to give them a faster and more reliable connection, which would leave the newly developed website in the slow lane. This would make it virtually impossible for them to compete, since their website would be far slower than YouTube, even if it was much, much better. This is just one example of the kind of discrimination that would occur and subsequently destroy the open Internet, making it incredibly hard for new and/or smaller companies to succeed and hindering innovation.

Henrik Young

Remembrance

Give Us a Minute

Every day we experience negative events around the globe that change the way we live. Every day we are somehow confronted with natural disasters, barbaric murders and shootings, political milestones, strikes, demonstrations and financial scandals.

Some say we live in a small, small world. They are both right and wrong. There is so little we can do when events strike, yet they all seem to happen so close to us. The Mediterranean engulfs immigrants week after week. Men, women and children drown on their crossing to Europe. No one should die on their journey to a better life. Neither should a huge earthquake be allowed to wipe out a single life.

Some of us donate, some send aid packages, others even travel to the location where the disaster struck. In school we offer a minute of silence to those involved in a conflict to show respect. Back in January we were hit by the attacks of Charlie Hebdo. 16 died. We stood up quietly, folded our hands and tried to imagine what it would be like to be involved in a as traumatising situation as this.

So where was the minute of silence for the hostages executed and thrown off roof tops alive by IS? Where was the minute of silence for the 300 to-be migrants that drowned in the waters of the Mediterranean? Where was the minute of silence for the over 8,000 people that lost their lives in the earthquakes in Nepal?

Making every day a day of remembrance is difficult, because there is always something every day that deserves to be remembered. But showing a little respect to one event yet not the other doesn't seem adequate enough for me. Is it that we're not having a minute of silence for the events listed above because we were not directly involved or affected by them? How can Charlie Hebdo be more of an act of terrorism against our western world than the executions of journalists by IS in the East?

I would like to see more discussions in class about current affairs and news. Relate them to your lesson plan if you wish, but I think this not-mentioning does not fit to the humane and cultural diversity of our European School. Let's keep our eyes open and talk.

Josh Oudendijk

Great Expectations

Why Do We Need To Succeed?

The whole world seems to be under the impression that we need to succeed at everything we do.

Whether it's being the perfect parent, doing well in school or graduating from the best university possible, success is something we have to achieve. This way of thinking can urge people to do their best, which can be a huge benefit, as quality of work and the number of good outcomes rise. For example, let us imagine that a group of scientists all want to be the best scientist of that group. While only one can actually achieve that title, everyone in that group will still study harder and try to be better than the others, meaning the whole group's level of knowledge will rise and they will be better than they were before. But that also means there is more competition, which may lead some of us to think that we can only be happy and worthy of praise if we are the best.

Some areas of life no doubt need that competition - how else would we know who's the most capable of doing a specific job? For instance who deserves to be president? But in everyday life, is it really the marks we get in school or our ability to work loads of hours non-stop that define us? It's a good thing to give your best, but it's not always necessary. If you want to improve your skills or knowledge in something, you should do so for your own sake, not just for the sake of being better than others, because most of the time someone will be better than you at that thing. And where would worrying about that leave you? Upset and thinking you should've done better, perhaps. We asked Josh, a musician, what he thought about success. "It's important to stop comparing yourself to other people. If you are just being yourself and stop looking left and right, you'll achieve so much more"

So instead of seeing competition in people who might be better than us, we can see them as inspiration, proof that something can be achieved, and motivation to do better ourselves.

Diana Öpik

British Elections

Fear of UK Exit from EU



Party	Seats	%
Conservative	331	36.9
Labour	232	30.4
Scottish National Party	56	4.7
Democratic Unionist Party	8	0.6
Liberal Democrat	8	7.9
Sinn Féin	4	0.6
Plaid Cymru	3	0.6
Social Democratic & Labour Party	3	0.3
Ulster Unionist Party	2	0.4
Green Party	1	3.8
UKIP	1	12.6

I would wager that most people in this school have favourable opinions about the European Union. The European schools are a part of a programme set up by the EU, and many of our parents work for the EU. But in some countries, particularly in the United Kingdom, there are many people who do not like or do not understand the EU and who would like to leave it.

On the 7th of May, the UK had its General Election. The country voted on who was to be in control of the Parliament in Westminster, and who was to become Prime Minister. All the opinion polls leading up to the election suggested that no one would win an outright majority and that the UK would get a so called "hung parliament" where coalitions would have to be made to form a majority government. This is nothing new, as it happened in the last election as well, when the Conservatives and the Liberal Democrats formed a coalition government. In fact there hasn't been a majority Conservative government since 1992.

But when the votes were counted, it turned out that the Conservatives, known as the Tories, had won 331 of the available 650 seats at Westminster (326 are required to form a majority government), 24 more than they got in the last election in 2010. This means that they will not have to form a coalition and that David Cameron, leader of the Tories, will stay Prime Minister for another five years. One of the things David Cameron pledged to do was hold a referendum on the UK's membership in the EU. He did this because an increasing number of people think that the amount of immigration into Britain is too high, and to stop people from voting for the controversial right-wing, europhobic UKIP (UK Independence Party) instead. UKIP's core objectives are to have the UK leave the EU and to stop people from immigrating to the UK, particularly from eastern European countries.

Because of the way the voting system works in the UK, the amount of votes a party gets is not always proportional to the amount of seats they get at Westminster. In fact it hardly ever is. This became very apparent in this election, when the SNP (Scottish National Party) won 56 seats despite only getting 4.7% of the vote. UKIP, which got 12.6% of the vote, got 1 seat. A result like this is possible because the UK is divided into 650 constituencies, each of which gets one seat at Westminster. Each Party may select one candidate to run for election in each constituency and the candidate with the highest amount of votes in each constituency gets a seat in Parliament. The SNP got just over half of the Scottish votes and a majority in almost all of the Scottish constituencies. They won 56 of the 59 seats in Scotland, 50 more than in the last Parliament. But Scotland is very sparsely populated compared to the rest of the UK, so 56 seats equates to a relatively small part of the British population. UKIP on the other hand, had their voters more spread out over the whole UK and only managed to get a majority in one constituency, leaving them with just one seat.

The election went poorly for many other parties as well. Labour, which for almost a century has always been one of the two main parties, lost many seats. Opinion polls prior to the election placed them neck and neck with the Tories, but the election result has left them with 26 seats fewer than in the last Parliament. This is in part because of the SNP's success which left Labour with only one MP from the whole of Scotland (where Labour has previously always been very popular). The Liberal Democrats, who were part of the government coalition with the Conservatives after the previous election in 2010, lost 49 seats, leaving them with only 8. Labour leader Ed Miliband, Lib Dem leader Nick Clegg and UKIP leader Nigel Farage have all resigned following the disappointing election results of their parties.

Many people are unhappy that David Cameron has become Prime Minister again. One of the reasons is that he has promised to hold an in-out referendum on the UK's EU membership in 2017, something he did to please Tory voters who otherwise would vote for UKIP. If Britain were to leave the EU, this would affect all of the teachers in our school and all of the other European schools who have been sent from Britain. They would either have to return or if they chose to stay, might be able to reapply for their jobs as local recruits. It would be very hard for European schools to find English teachers, which might force them to employ less qualified applicants, regardless of whether they are good teachers or not. Many people in the UK are badly informed about how much the EU actually does for Britain, and subsequently many people who know how important the EU is for the British economy are worried that Brits may vote to leave the EU, without knowing the consequences it may have.

Henrik Young

Reader Mail

Dear Editor,

I was impressed by the story of Mrs ten Broek. I'm glad we still have the older generations sharing experiences with us. Much respect to you. A very interesting read indeed.

Patrick, Itzig

Dear Pupils' Voice,

Thanks for this great edition. I found the interview with the homeless man very intriguing.

Sara, Leudelage

The Pupils' Voice

Your Right to Know



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