

The Mark





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EDITOR'S NOTE

WRITTEN BY RUBY R AND ISLA B

As we sit down to write the editor's note for issue 3 of The Mark, we find ourselves reflecting on another term full of exciting contributions, creative flair, and meaningful discussion. We are so proud of how this edition has come together and thrilled to share with you the range of topics our brilliant team of student journalists has explored.

This term, the school has taken part in two significant events: World Book Day and Children's Mental Health Week. These celebrations not only encouraged important conversations but also sparked inspiration among our writers—reminding us of the power of both reading and wellbeing in our school community.

Issue 3 features some truly insightful pieces, including thought-provoking takes on climate change, personal accounts of theatre experiences, and an exploration of the rising role of AI in education. Once again, our regular columns Mark My Words and The Bookmark return with the same passion and enthusiasm that are quickly making them favourites among our readers.

It's been brilliant to see our contributors growing in confidence and taking the initiative to pitch their own ideas. From investigative articles to creative writing, the variety in this issue highlights just how much talent we have here at school. We're incredibly proud of all our journalists for their hard work and dedication.

If you're reading this and feel inspired to write—whether it's an opinion piece, a review, a story, or something entirely different—we would love for you to get involved. Please speak to Mrs Starr (Istarr@rmet.org) to find out how to join the team.

We hope you enjoy reading this issue as much as we enjoyed putting it together.

Happy reading!



THE PAGAN TRUTH OF EASTER

Anyone can recall the traditions of easter- finding eggs, roast dinner, and making yourself ill with inhuman amounts of chocolate. But where do these traditions come from? And what is the importance of the spring equinox?

What is Easter?

Modern easter celebrates the day that Jesus Christ came back to life after his execution, described by the New Testament as the third day of Jesus' burial, after his crucifixion by Roman soldiers. Easter falls after the 40th and final day of lent, a period of fasting, worship, and penance. In 2025, easter is on April 20th.

Christians who celebrate easter refer commonly to the week before easter as "Holy Week." For western Christians, this starts on Palm Sunday, which marks the day that Jesus arrived in Jerusalem and walked on palm leaves spread out by the locals.

Where does Ostara come from?

The term 'Easter' has its origins in the Old English 'Ostara' or 'Ēostre,' an Anglo-Saxon goddess of spring first described by the 8th century monk, Saint Bede the Venerable. Bede described Ēosturmōnath (translating to easter month, the equivalent of April) as a time where pagan Anglo-Saxons came together to feast and have festivals to worship the coming of Ostara, a name thought to have roots in the idea of dawn or new beginnings, a theme that is recurrent in spring. Ostara, like easter, is celebrated on a different day each year. However, Ostara falls on the spring equinox of each year, a time where day and night are of equal length, but also the first day of spring, signifying not only balance, but of new beginnings and life.



How was Ostara celebrated?

Ostara is similar to Easter in the way it is celebrated, with eggs being one of the most iconic symbols of the festival. Representing new life and fertility, eggs are decorated with vibrant colours using dyes that come from onions, beets, or turmeric. Some created designs with intricate details and others just painted in bright, spring-themed hues. Following with the theme of new life, planting seeds was a widespread practice for Ostara, not only would this be a time to reflect

and appreciate the coming of nature, but it would be an opportune time for farmers to begin their crop fields as the weather warms. To celebrate the overcoming of light over darkness as the days become longer than nights, candles are lit in many spring colours such as yellow, pink, green, and lavender. The candles represented the growing glow of the sun in this time. Candles, along with decorated eggs, were placed at alters for either the Goddess Ostara or other deities and were worshipped upon and thanked for the coming of spring.

How did Ostara turn to Easter?

Of course, we do not celebrate Ostara today, Easter is currently the most common event during March. Various pagan traditions and holidays were incorporated into Christian culture as Christianity spread around Europe, over time, the resurrection of Christ was linked to this existing festival, a connection

called syncretism, where one tradition absorbs elements of another. The growing Christian population started to change certain traditions of paganism to practices that could worship Christ in order to make conversion easier for people who kept their paganism, thus the name Ostara was turned into Easter, with eggs and new life becoming the centre of the new, Christian holiday. This can be an example of old oppression of culture into something more modern, and a take on the past brutality of Christian worshippers and the bloodshed that lies within the holiday. Or we could keep hiding eggs, eating chocolate, and laughing with our families. History is brutal, and the mistakes that humanity have made can hang heavy on the people who choose to learn it. But that does not stop us from taking a step back and appreciating the simple beauty of a holiday. It does not always matter where a holiday truly has its roots, but happiness and love will always matter, and it has mattered, woven throughout the fibres of human history.

WRITTEN BY ELLA-BLUE C
YEAR 11

A NEW CREST FOR A NEW CHAPTER

This term marks the exciting introduction of our brand new school crest—an emblem that visually captures the spirit and values of our school community. Created by Dr Sutton and Ms Atlee, the updated design is more than just a fresh look—it's a powerful symbol of what we stand for: Aspiration, Respect, Curiosity, and Happiness—ARCH.

At first glance, the crest retains elements of RMGS tradition, such as the open book, the shell, and the cross symbols. But surrounding these familiar shapes is a modern design that highlights the ARCH values in bold red letters encircling the emblem, reminding us of the qualities we strive to uphold each day at RMGS.

Aspiration is at the heart of everything we do, and the crest's bold, clean lines reflect a forward-thinking mindset. The open book at the centre symbolises learning and growth—a call to reach higher and challenge ourselves, whether in lessons, clubs, or personal goals.

Respect is embedded in the symmetry and balance of the crest's design. Just as each element fits together harmoniously, we are reminded that our school community thrives when we treat one another with kindness, fairness, and empathy.

Curiosity is celebrated in the thoughtful symbolism woven throughout the crest. From the historical shell to the detailed pattern work, there is always more than meets the eye—much like our learning journeys. The crest invites us to ask questions, dig deeper, and explore the world around us.

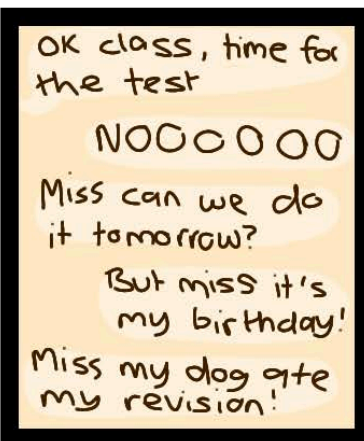
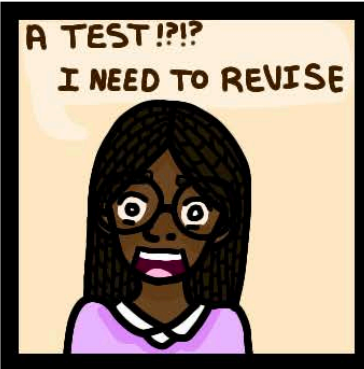
Happiness is often harder to capture in a symbol, but in this crest, it shines through in the energy of the red accents and the modern, uplifting feel of the overall design. It reminds us that joy in learning, friendships, and being part of RMGS is just as vital as academic success.

The new crest is already making its way onto displays, documents, and digital platforms—and it's more than just a logo. It's a visual reminder of who we are, and the values we carry into every lesson, hallway, and achievement.

We extend our thanks to Dr Sutton and Ms Atlee for their creativity and thoughtful design. They've given us not only a crest, but a shared symbol to wear with pride. As we continue our journey together as a school, may this crest inspire us all to aim high, treat others well, stay curious, and find happiness in all that we do.



POST-IT NOTES



RMGS WORLD BOOK DAY 2025

World Book Day at RMGS was a fantastic celebration of literature and creativity! Teachers and students alike joined in the festivities, with staff dressing up as their favorite book characters. A special shoutout to the Science department, who went all out by dressing as characters from The Lord of the Rings trilogy—bringing Middle-earth to RMGS!

A huge thank you to everyone who took part and made the day so memorable. We can't wait for next year's celebration! 📖🌟



HOW HAVE BRIGHTON AND HOVE ALBION GAINED PROFIT? THE SECRET TO BUSINESS AND INCOME IN PREMIER LEAGUE FOOTBALL.

A deep dive into how Brighton & Hove Albion, under the leadership of Tony Bloom, have defied the odds through data-driven scouting, strategic recruitment, and an exciting brand of football. Luca F explores how the club's unique approach has not only made them the only profitable team in the English football league since 2019 but also propelled them to European football, proving that smart business off the pitch translates to success on it.

Brighton and Hove Albion football club. The only team in the English football league to gain profit since 2019. The reason for me discussing this topic is to help anyone interested in businesses or interested in football and the reason for why the premier league table looks how it does. This also could help to show why many lower budget teams finish higher than expected. This circumstance is for one reason. Scouting and a strong youth base.

The reason in which Brighton are now playing European football and competing with the giants of the rest of Europe must be down to transfers and recruitment. This is known as the Brighton tactic. In 2009, Tony Bloom, the Brighton owner/chairman who had just been appointed that year had a new view on the club. At that current point Brighton was playing in League 1 (the 3rd tier of English football) when the Brighton tactic was put in place. Buy players which fit your playing style for cheap money, give them game time then sell them for more they are worth. This comes down to investing all your money into high quality scouts. Many of these players which had



been scouted include Moises Caicedo (who they bought for £4 million and sold for £115 million) Alexis Mcallister (who they bought for £6.9 million and sold for £35 million) Yves Bissouma (who they bought for £15 million and sold for £27 million) and Marc Cucurella (who they bought for £16 million and sold for £67 million). All

of this would then allow them to make a big money signing as well as improving their scouting. One of the biggest mistakes big clubs make in their recruitment is to buy a player after a good tournament or period of games. The clubs expectation of this player is then very high and the club ends up throwing stupid amounts of money at a player who will not perform. Chelsea did this with Enzo Fernandez, Manchester united also did this with Sofian Amrabat.

We first looked at how they buy those players but how do they put their talent into effect? Tony Bloom would recruit not only players but managers to fit his philosophy of football. One thing all these managers would do is play brave football. Fabian Hurzeler, Roberto De Zerbi,

Graham Potter would play this style of “brave football”. Brave football is a term used as to what big 6 clubs play. This includes possession-based football, high press, bravery on the ball and a high defensive line. Due to Brighton playing this type of football, teams like Liverpool and Chelsea were desperate to sign those players for more than they are worth in order to strengthen their team. With big clubs buying your players this leads to more money to invest in what Brighton does.



Football is not always just down to playing. It is no secret that this club has thrived with a strong base of hierarchy. From the very start of Tony Bloom's reign he invested more into the club than players. Brighton as a club is known as being very cheap with a great recruitment strategy. Brighton tickets to watch in 2009 was cheap (compared to other clubs). The brave football tactic was put in place and as more people saw the attractive style of football the more people came to watch. Tickets gradually went up each year until Brighton reached the premier league and the money was flooding in. In the 2022/23 season Brighton broke a premier record as the only club to gain more than £120 million pounds in one single summer. Food prices are high, ticket prices are high but the main reason why people are still wanting to watch this club is the high-quality football. The famous chant “more seagulls than fans” is now simply just not true anymore.

As much as I don't support Brighton, I do find the way that the team is run on and off the field to be very fascinating. At this moment in time, Fabian Hurzeler and Tony Bloom have led Brighton to 5th place. In the last 5 years, no team has gained more money, made more successful transfers team, have the 2nd strongest youth base in the premier league, more goals shared around than any other team and play positive football there are many reasons as to why they finish as high as they do.

WRITTEN BY LUCA F
YEAR 9

PLASTIC IS POLLUTING OUR PLANET! A DISCUSSION ABOUT THE USE OF SINGLE USE PLASTICS AND THE EFFECTS ON OUR PLANET.

Our oceans are drowning in plastic, endangering marine life and even our own health. Josh B explores the devastating impact of plastic pollution and how small actions can lead to big change.

Did you know that 89% of the plastic in our oceans is single-use plastic, such as plastic bottles, bags, and straws? Plastic pollution may seem irrelevant, but 1 in 3 fish pulled from the sea for human consumption contains plastic. So, it's not just turtles eating plastic—it's us too. That's why today, I want to talk about the damage done to animals and even ourselves.

David Attenborough once said, "Nowhere is more powerful and unforgiving, yet more beautiful and endlessly fascinating than the ocean." But I would go even further to say that the ocean is also a lifeline to all living things on our planet. I find it very sad and frustrating how we treat our planet. Eight million pieces of plastic make their way into the ocean every day—that's 333,333 pieces an hour, 5,555 pieces a minute. So, in the time of this speech, 27,777 pieces of plastic will have entered our oceans.

Every year, 12 million tonnes of plastic are dumped into the ocean—that's the equivalent of 6 million cars. And that plastic doesn't just disappear. A single plastic bottle can last 450 years before decomposing. So, if you bought a plastic bottle today in 2024, it wouldn't fully break down until 2474. And here's one last fact—by 2050, there will be more plastic in the sea than actual fish.

But what does all this plastic do? It kills 100 million marine creatures every year—that's 3 every second. By the end of this speech alone, 951 marine creatures will have died because of plastic. Additionally, 78% of marine mammals face the threat of choking on plastic. Imagine living in an



environment where everything you eat could bring you a step closer to death. Unfortunately, that reality might not be too far away. Microplastics are now being linked to endocrine disruption, weight gain, insulin resistance, and even cancer. And yet, companies continue to dump plastic into our oceans—how illogical is that?

So, what can you do? All it takes is a little consideration—recycle whenever you can, always put your rubbish in the bin, and if you see litter on the ground, take a moment to pick it up. Small actions like these can help reduce the plastic in our oceans. Be mindful of what you buy, and only purchase plastic items when necessary.

Finally, if there's one thing you should take away from this speech, it's that plastic pollution matters. We all need to make an effort to take better care of our planet. Will you play your part, or will you stand by and watch as our oceans collapse?

WRITTEN BY JOSH B
YEAR 9



The RMGS Uniform bank

The Uniform bank has returned for the new year
Offering free second-hand uniform for anyone in
need:

The open rail will have a selection of uniform
in various sizes
and will be updated weekly

Where:

Conference rooms beside the library.

When:

Every day- EXCEPT Wednesdays

Contact:

LBjocsei@rmet.org

For any questions or specific requests.



I am looking for keen volunteers to help run and manage the uniform bank!

if interested please email

LBjocsei@rmgs.org.uk

To volunteer you must be

- Year 12/13**
- Member of staff**
- Younger students (year 7-11) may volunteer but will only ever be asked to do advertisements.**

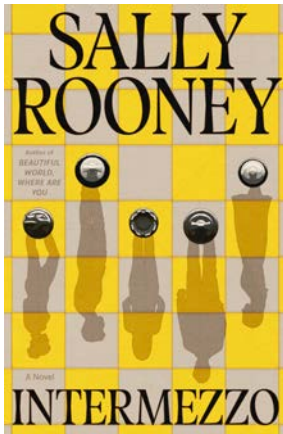
The role includes:

- Collect donations**
- Sorting and displaying uniform**
- Delivering requests**
- Advertising the Uniform bank to the school community**

THE BOOKMARK

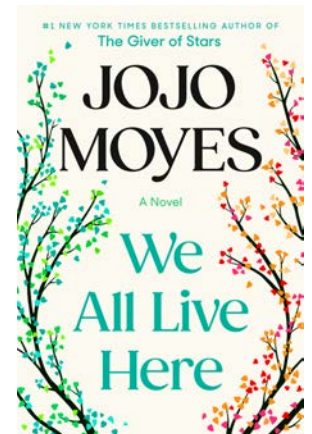
“The Bookmark” is a captivating column written by Isla B, the deputy editor of The Mark, dedicated to all things literary. Featured in each issue throughout the 2024-2025 academic year, this column offers a sneak peek into upcoming book releases, along with thoughtful reviews and recommendations from Isla herself.

NEW BOOK RELEASES!



Intermezzo- Published by Sally Rooney on the 24 September 2024, this novel centres on two brothers in Dublin, 22-year-old Ivan and 32-year-old Peter. Ivan is a socially awkward, local chess star, while Peter is an extroverted but cynical lawyer. Seemingly, the two brothers couldn't be more different, but the grief resulting from the recent death of their father unites them. At the start of the novel, Ivan begins a relationship with Margaret, a woman 16 years older, while Peter is stuck between the love of his life, Sylvie, who's suffering from chronic pain after a car accident, and his 22-year-old student lover. This novel explores the themes of relationships, intimacy and the complexities of human connection.

We All Live Here- Released on the 25 February 2025, and written by Jojo Moyes, this book focuses on Lila Kennedy a woman who believed she had it all, loving parents, two amazing daughters and a great husband. Seemingly with the perfect family, she even wrote a self-help book about repairing marriages.... released two weeks before her husband left her. Now a single mum with her stepdad as her roommate, she doesn't think her life can get any worse. When her absent father moves in her, life gets even more difficult to manage. This book then follows Lila's post-divorce family life and the drama that has permeated it.



OVERRATED OR UNDERRATED?

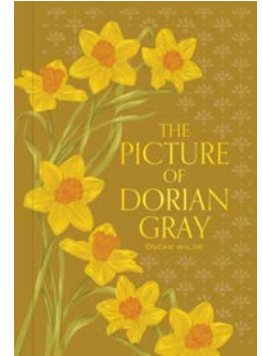
Underrated- Kim Ji-young, *Born 1982*

This novel is extremely exemplary and conveys so much through only 176 pages, opening reader's eyes to the inequality that women face in South Korea, and the world in general. Published in 2016 by Cho Nam-joo, the story follows the life of Kim Jiyoung, an ordinary woman in South Korea, and explores the systematic sexism and gender discrimination that is so engrained in society and that women face every day. The narrative delves into Kim Jiyoung's experiences from her childhood through adulthood, highlighting the challenges she encounters in her personal and professional life. The novel addresses a plethora of issues, such as societal expectations, workplace inequality, and the pressures of motherhood. It paints a vivid picture of the struggles that many women endure, making it a powerful commentary on gender roles and the patriarchy.



Overrated- The Picture of Dorian Gray

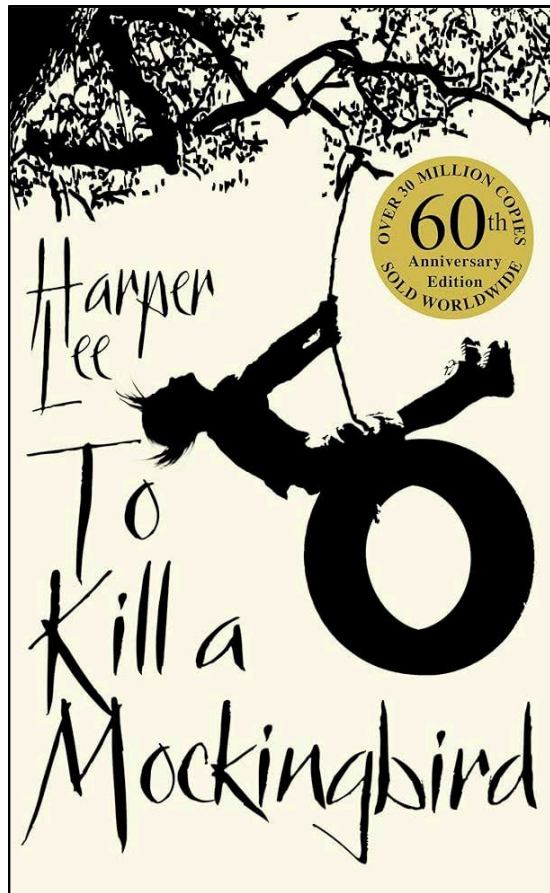
Published by Oscar Wilde in 1890, the story revolves around a young man named Dorian Gray, who is painted by the artist Basil Hallward. Dorian is described as extremely handsome, and he becomes infatuated with his own beauty. After seeing the finished portrait, Dorian wishes that he could remain young and beautiful forever while the painting ages. This wish comes true and whilst Dorian is unblemished by age, the painting, hidden from public sight, grows older due to Dorian heading down the path of moral corruption. I personally found this novel's focus on aestheticism and beauty over morality off-putting. The moral messages in this novel seem contradictory, Dorian's hedonistic lifestyle and lack of consequences can be seen as glamorising immoral behaviour. The characters, particularly Dorian, lack depth and complexity. Dorian's transformation felt abrupt, and I struggled to connect with his motivations.



TO KILL A MOCKINGBIRD- A REVIEW

In this article, Isla B explores the important themes of *To Kill a Mockingbird*, including morality, racism, and the challenges of growing up. She discusses how the novel's powerful messages about justice and morality continue to resonate with readers today.

Harper Lee's insightful and compelling narrative of the injustice that plagues the deep south in the 1930s is a flawless piece of literature, well deserving of the 1961 Pulitzer Prize. The story is set in the 1930s in the fictional town of Maycomb, Alabama, and is narrated by a young girl named Scout Finch. Scout's perspective as a child adds innocence to the serious themes, making the story both accessible and profound. Her observations often highlight the absurdities of prejudice and social norms.



The plot centres around her father, Atticus, who is a lawyer defending a black man named Tom Robinson who is falsely accused of raping a white woman. As the trial unfolds, Scout and her brother, Jem, witness the deep-rooted racism in their community and learn the importance of empathy and understanding. The novel tackles important themes like racism, morality and empathy. It encourages readers to reflect on their own beliefs and the societal issues around them.

This book is beautifully complex, and this is reflected through the

title, which refers to the idea that it's a sin to kill a mockingbird, which represents innocence and goodness. The story emphasises the importance of protecting those who are vulnerable and standing up against injustice. The storyline is supposedly based on a trial where Lee's father, a lawyer like Atticus, served as a defence council for two African American men accused of murdering a white shopkeeper.

The reason I so enjoyed this book was because of the emotional depth that it has. The story evokes a range of emotions, from anger and sadness to hope and understanding, making it a powerful and impactful book.

WRITTEN BY ISLA B
YEAR 12

A GRAND SLAM EXPERIENCE: YEAR 12 STUDENTS EXPLORE THE BUSINESS BEHIND WIMBLEDON

Year 12 students visited Wimbledon, exploring its brand, sponsorships, and business strategies through lectures and a tour, including an unforgettable look at Centre Court.

This year, the year 12 business, economics, and physical education students were given the privileged to visit the grounds of the most prestigious tennis tournament in the world. Wimbledon. With the help of their lovely staff, we were introduced to their standard of work, with the court care, the brand building, the advertising, and their methods of globalisation.

For instance, upon our arrival, we were taken into a hall for a lecture upon their brand building, placing focus upon how they had managed to build and maintain perhaps the most recognisable brand in the world. With a room laden with their brand colours of green and purple, we were provided with an insight into their 157-year-old business, being introduced to their wide array of club sponsors: such as Evian, Rolex, Ralph Lauren, and Slazenger. Moreover, they explained how they further increased their profit margins with their very own broadcasting team, which sells out live recordings to the larger firms such as Sky Sports and BBC.

These broadcasting deals are what makes them 50% of their income! Not only this, but they also provided us with an insight into their future aims and wishes, especially in relation to their tournaments. Once this was finished, we were taken round their grounds, being introduced to their courts, broadcasting rooms, interview rooms, and much more. The highlight of this for me was our experience with Centre Court (the highlight of all tennis courts in the world). This stadium-like atmosphere was fantastic, with grass out of a movie. They were experimenting with alternate grass-growing techniques whilst we were touring as well, further heightening our experience.

All in all, every student thoroughly enjoyed this experience, which offered much more than I am able to describe. It was a privilege to be invited to go on this trip, and I hope that we continue to be invited for many years to come.

WRITTEN BY ARTHUR P
YEAR 12

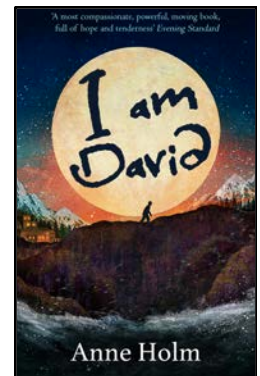
TWO THRILLING READS: I AM DAVID AND THIRTEEN - STORIES OF COURAGE, SURVIVAL, AND HOPE

Damien L, reviews two thrilling books: 'I Am David' by Anne Holm and 'Thirteen' by Tom Hoyle. He explores how both stories showcase bravery, survival, and the power of hope in the face of danger.

I am David- Anne Holm

I Am David by Anne Holm is a great book about a boy named David. He escapes from a horrible place called a concentration camp, where he has lived for most of his life. David doesn't know much about the outside world, but he embarks on a big adventure to find freedom.

Throughout the story, David faces many challenges and has to learn how to trust people. He discovers that there are kind individuals who want to help him. I liked how David grows stronger as he continues his journey. The book is exciting, and I often felt nervous for David because he was alone. However, he never gives up. This book is about hope, bravery, and the importance of trusting others. It shows how even small acts of kindness can change someone's life. It's a touching and inspiring story.



Thirteen- Tom Hoyle

Thirteen by Tom Hoyle is an exciting book about a 13-year-old boy named Sam, who is being chased by a terrifying cult. After discovering that the cult is after him, he must run and hide to stay safe. He faces many dangers and must figure out how to survive. The book is incredibly suspenseful, and I couldn't stop reading because I was eager to find out what would happen next. Sam is a really brave character, and I admired how he kept going even when things got tough. The cult made the story even more intense and thrilling.

I think Thirteen is a great book for people who enjoy action-packed stories. It's a fast-paced read, and I couldn't put it down. If you like stories where the main character has to be incredibly brave and survive tough situations, this book is perfect!

WRITTEN BY DAMIEN L
YEAR 7



LOVE READING?
SHARE YOUR
ENTHUSIASM WITH 'THE
MARK'!



SEND YOUR REVIEWS TO LSTARR@RMET.ORG

THE LIGHTNING THIEF - THE MUSICAL REVIEW: ONE OF THE BEST EXPERIENCES OF MY LIFE!

The lightning thief- the musical is a musical adaptation of the first book in the Percy Jackson series. The musical does a great job of conveying the story, although some parts felt a bit rushed, and is arguably the best and most accurate adaptation of the book.

The day I went to watch it, the cast included Morgan Gregory (who played Percy as Max Harwood was unable to perform that day), Scott Folan (Grover), Jessica Lee (Annabeth), Charlotte O'Rourke (played sally Jackson as Paisley Billings was unable to perform that day), Greg Barnett (Mr. Brunner/ Chiron), Joe Allen (Mr. D), Samantha Mbolekwa (Clarisse), Joaquin Pedro Valdez (Luke), Philip Catchpole (ensemble) and Alex Waxman (ensemble). Although now there is a new cast taking over as it has been extended till August 31st!

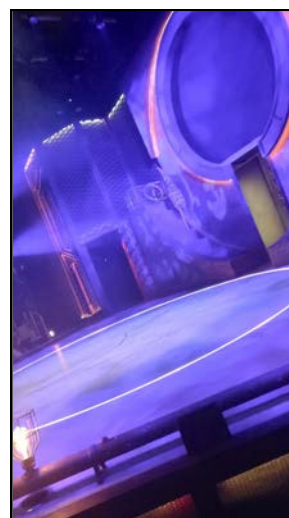


I had a wonderful time (though I may be biased considering that Percy Jackson is one of my favourite things!) and would recommend to everyone. The songs are quite catchy, and they're still stuck in my head. Also, the stage looked cool; the way the staged everything was so organised and the transitions were smooth. Since I'm a huge fan I had already known most the lyrics by heart and had a lot of fun



seeing it performed live. I was also sitting the second row from the stage, so I had quite a close view - plus my favourite part of getting noticed by most of the cast!

After the show, I waited by the stage door and got to meet some of the cast members which made the experience a million times better. Not only did I get to talk to the cast, but I also got some photos and signatures! I had so much fun, and I'll remember it for a lifetime.



WRITTEN BY VINAYA V
YEAR 9

SHREK THE MUSICAL: A SPECTACULAR PERFORMANCE THAT FEELS LIKE A FILM!

Josh B. reviews Shrek the Musical, praising its stunning stage effects, hilarious moments, and film-like experience.



I watched the recorded version of Shrek the Musical, and I really enjoyed it. The stage effects and lighting were simply amazing. I particularly liked how clear the storytelling was—it almost felt like watching a film. The sound effects were also fantastic.

I think this was an effective way to showcase the fantastic story of Shrek, including his encounters with Donkey and his soon-to-be wife, Fiona. I especially loved the part when they met the dragon. It was incredible! They used an enormous fake dragon, and it looked so realistic.

I can't believe it was a musical! If it hadn't been mentioned at both the beginning and the end, I would have

thought it was a movie. It was also really funny. I especially enjoyed the part where Fiona first saw Lord Farquaad and called him a "shorty."

I also admired how the actor played Lord Farquaad. Throughout the entire performance, he wore a pair of fake legs and carried a chair in his cloak to make himself look short. At first, I even thought those were his real legs! I also liked how smoothly the transformation scenes were done, with Fiona appearing as a human one moment and an ogre the next.

Overall, I really enjoyed the musical and would highly recommend it. I give it 4.5 stars!

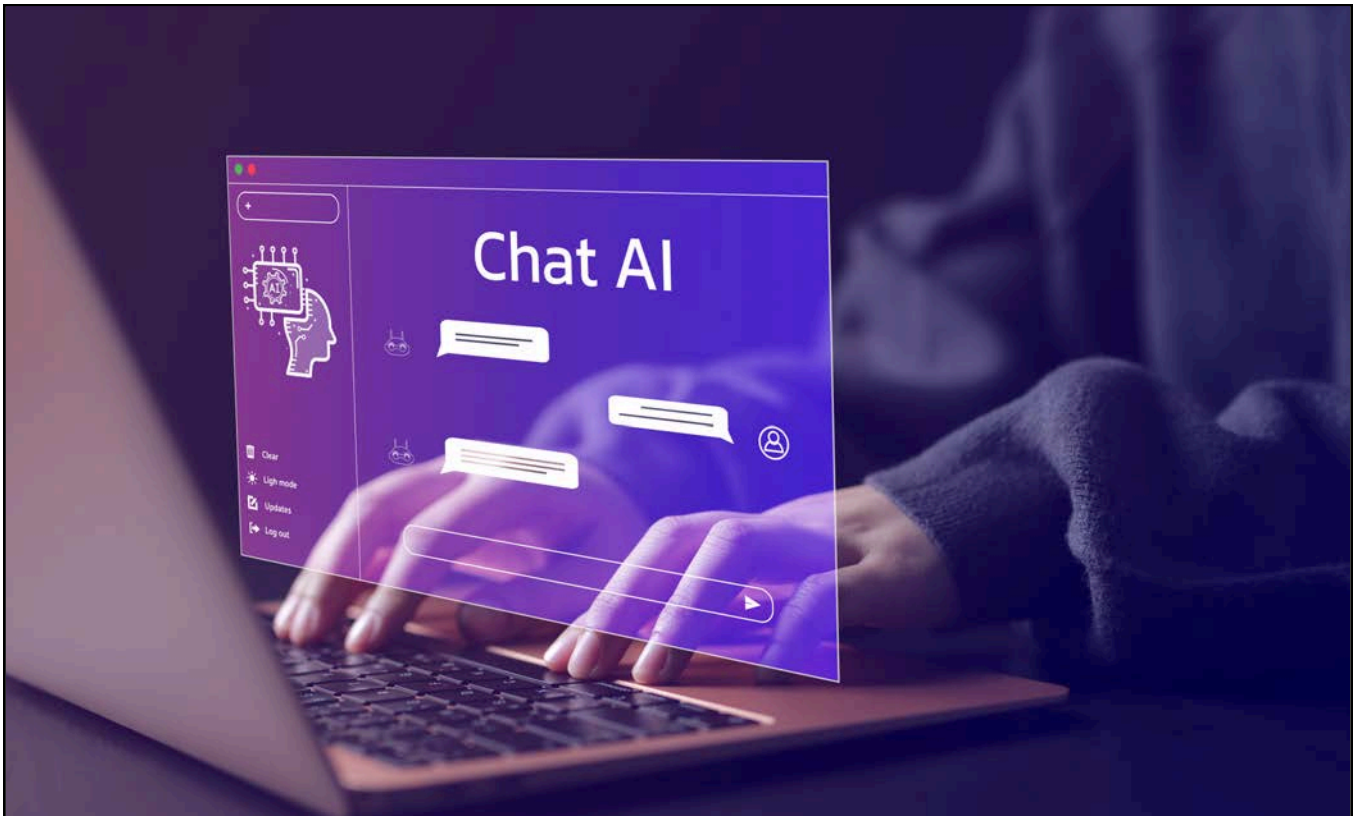


Arthur Pearson	Gabrielle Da Costa	Emily Bunker	Jessika Lawrence	Amber Chohan
Lois Rees	Zeon Castro	Liam Evans	Jess Smith	Duane Dumanglas
Ruby Sulaiman	Natis Konsa	Abigail Cooper	Emma Dearing	Layla Marinelli
Matthew Knowler	Hannah Evans	Sivahaash Uthayakumar	Naveen Deo	Max Mahon
Papa Boateng	Jasmine Marwaha	Rachel Pearson	Charlie Read	Vrunda Patel
Nina Allan	Peter Baldwin	Emilija Janulyte	Sophie Evans	Damilola Olatunji

MARK MY WORDS

"Mark My Words" is a thought-provoking column written by Ruby R, the editor of The Mark, offering her personal insights and opinions on the issues that shape RMGS life, student culture, and current events.

THE RISE OF AI IN SCHOOLWORK



Over the past year, I have noticed an increasing amount of people that use AI to help them with their schoolwork, but I question, does this really help us? Undoubtedly, AI can be a useful tool but perhaps not one that belongs in a school environment.

Firstly, students who use AI tend to use it for answering questions, answering homework and most surprisingly, writing essays. I am surprised that AI has now developed in such a way that it is now able to write a sufficient a level essay. These are particularly things that take many months to perfect and so it amazes me that ai can deliver something that's so difficult to a human brain, in less than a minute. Unfortunately, the triumphs of AI can be seen as ways for students to get out of doing their own work, which is

unfair to expect AI to do, it shouldn't be used as an excuse by claiming it is revision. Using AI to write essays doesn't really teach you anything; apart from the ability to copy down writing, which therefore defeats the whole objective of revision. Revision is meant to strengthen our knowledge and let us learn new things that can help us in school and exams. Writing out essays that are not written by yourself seems utterly pointless as monotonously copying out AI essays doesn't give your brain time to think about what you're writing and to develop your ideas like you would in a normal essay. You are meant to make mistakes in your essays so that you can learn from them- making these mistakes yourself instead of AI making them for you will always highlight them in your memory as almost always, it is not the things you did

well that you remember, it is the things that need to be improved. A study showed that the habit of memorization has decreased since the advancement of technology because as a society we are dependent on using the internet, so we don't feel that we have to memorise the information it can easily gather for us. Regardless, it's hard to understand the mistakes that ai has made because they weren't made in your own mind. This affirms the fact that mistreating AI in this way makes the essay simply a task that needs to be completed rather than a learning curve.

Additionally, the reason many students use AI is to obtain good grades in class exams but although you may be able to use it for homework and planning, AI won't be there to save you in your real exams. AI won't be able to teach you how to manage your timings. AI won't and can't get you an A*. AI essays are mechanised- they lack the individuality of a real person's. Even if an AI essay you prepped was exceptional and you wanted to copy this in the exam, this would be impossible as there are countless possibilities for essay questions meaning that you would have to memorise a countless number of AI generated answers in order for it to have been beneficial. Illogical. It would be much easier to learn how to write a good essay yourself so that you can adapt to whatever the question is. Personally, I struggle to believe that AI wouldn't have its faults, let's not forget that although it is smart, AI isn't perfect and I'm sure it would lack perception and complexity. AI doesn't have the power of a human mind; it can't learn from mark schemes, and it doesn't listen to teachers. These things are incredibly powerful when writing the perfect essay, something that I believe only you can do.

Despite the disadvantages, AI is still one of the most influential and futuristic inventions of our time by creating things like self-driving cars, healthcare management and automated financial investing. It has revolutionised many

aspects of our lives- one of them being the use of it in education and so it can be helpful to ask for quick and simple questions that make us curious. Ai has made knowledge easily accessible, aiding our struggles with schoolwork.

With these things considered, are the effects of using AI for your studies really that bad? Absolutely. Claiming AI essays are your own doesn't just give false ideas about you to your teachers, but it can also be detrimental for our own opinions of ourselves too. Lying to your teachers for them to think that you aren't struggling with the work gets you caught up into a spiral of lies. The teachers will be able to tell you where the AI can improve but what about YOU? They can't help you if you aren't being honest about what your true struggles are, after all, there must be doubts about the work if you're using AI to write an essay in the first place. Becoming reliant on AI can lead you to suffer further implications with your own mental health. Consistently using it can make you doubtful of your own ability making you believe that you are not as good as AI. But the truth is, you never will be if you don't try. AI will never be superior to a human but if we allow ourselves to become accustomed to relying on it, then we will never appreciate just how impressive the human mind is.

In conclusion, I don't believe that we should use AI to such a consuming level that we abuse its purpose and rely on it to do our work for us, but we have to accept that AI will always have a place in life for the foreseeable future- just hopefully not in important schoolwork.

WRITTEN BY RUBY R
YEAR 12

TEACHING TAXES

We spend years in school preparing for the future, yet most students leave without basic knowledge of taxes. Summer S explores why introducing tax education at a young age could save future generations from financial struggles.

As a child, if you were introduced to the topic of taxes, you probably wouldn't be too worried. It's something we only have to face in the future, right? Not something we need to think about at an early age. You might assume that taxes are just something you'll naturally learn about as an adult, but they are actually a crucial part of financial literacy. The reason we are so relaxed about this topic is that we are never properly taught or informed about the importance of taxes—or the consequences of getting them wrong.

It is a well-known fact that at a young age, we absorb knowledge like sponges, learning things more easily and quickly than we would later in life. No, I'm not suggesting that young children should be taught how to file their taxes, but we should at least introduce the concept by the age of 13. Taxes should be covered in at least one school lesson to give students a basic understanding of what to expect in adulthood. After all, school is meant to prepare us for the future, so why not teach something genuinely useful instead of focusing solely on perfecting algebra?



HMRC (His Majesty's Revenue & Customs, the United Kingdom's tax, payments, and customs authority) does not tell you exactly how much you owe. Instead, they expect you to figure it out yourself.



Few people talk about the fact that underpaying—whether intentional or accidental—can lead to serious consequences. You could face a fine of up to 200% of the tax originally due, a £5,000 penalty, or even six months in prison. If you were to ask a child between the ages of 10 and 15 if they had any idea how to do taxes, the answer would almost always be no.

To conclude, while many people may think that taxes are a boring and time-consuming subject to learn about, even a few lessons could make a significant difference in preparing students for a smoother financial future. To this day, it baffles me that schools don't even hold assemblies on this crucial topic. Taxes are something every child should have at least a basic understanding of to be better prepared for adulthood.

WRITTEN BY SUMMER S
YEAR 9

IS AI TAKING OVER THE WORLD? A DISCUSSION ABOUT HOW SIMPLE HUMAN TASKS ARE BECOMING A ROBOTIC RELIGION

As AI advances, it threatens jobs, invades privacy, and fosters laziness in education. Harry J explores how overreliance on AI could reshape society for the worse.

The relentless use of AI will put jobs in extinction making our generation a lot more useless and lazy than it already is. It is proven that by 2030 jobs that are found commonly, will be very rare or not available such as cashiers, data entry clerks and customer service agents.

Having less jobs in economic areas will make the society poorer or people who live nearby think that they are worthless also making the different levels of the hierarchy very evident making inequality stand out and how the community is unfair.

AI can be used to endanger people by launching cyberattacks which are when they use AI to clone voices generating false identities maybe giving away private information or make convincing emails used to hack accounts. This is essentially scamming however they are using Ai technology evolving the amount of private information they know to make it seem more believable.

By giving AI your private information you are allowing them to get into any valuable content about yourself giving AI vast amounts of power that can be used against you.

This is commonly used in school for instance ChatGPT is an AI controlled system that practically completes the work for you it is commonly used for teachers helping them choose worksheets and what they need to help students with. The overuse of ChatGPT will make you become lazy and non-reliable. It is somewhat manipulative as it makes you think you have got the answers right just by copying them off a screen you are not learning. This will decrease how confident you are feeling and you will start to lack in being independent.

To conclude I think we need to stop relying on AI as it is not as helpful and trustworthy as believe.

WRITTEN BY HARRY J
YEAR 9



JOIN OUR TEAM!

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DEBUNKING THE MYTH: VIDEO GAMES AND VIOLENCE

While video games are often blamed for rising youth violence, research shows little evidence of a strong link. Instead, Shahrana U explores how concerns should focus on gambling-like mechanics, such as loot boxes, which may encourage unhealthy spending habits in young players.



From 2018 to 2019, 16% of teenage children were victims of violence in the past 12 months, while 47% had either been victims or witnesses of violence in the same period. Additionally, 68% of children who were victims reported experiencing violence that resulted in physical injuries. Some may point to statistics like these and claim that video games are responsible for the rise in violence among younger generations in recent years. However, this is not the case, and I want to dispel the myth that video games cause violence.

Video games and technology are often criticized, but it is important to be sceptical of bold claims made by tabloids about their effects on children. Stories

about their effects on children. Stories that circulate widely may seem credible, but they are sometimes based on unreliable sources—especially as newspapers focus less on fact-checking due to declining revenues.

For example, an article titled "FORTNITE MADE ME A SUICIDAL DRUG ADDICT" was investigated by Eurogamer, which revealed that the author had previously solicited negative stories about Fortnite in exchange for payment. The author also demonstrated a willingness to exaggerate stories for dramatic effect. This case highlights that not all tabloid stories are thoroughly verified, emphasizing the need for readers to critically evaluate media claims and seek out credible sources.

Research indicates that the link between video games and violence is minimal. A meta-analysis aggregating findings from various studies shows that the causal relationship is weak, with only minor effects observed at most.

But are all video games bad? Do they have any benefits? Should we allow the younger generation to play them? It turns out that video games offer several advantages. They can accelerate response times, promote collaboration, enhance strategy and leadership skills, aid in language acquisition, and improve children's critical reasoning abilities.

We have established that video games are not responsible for real-world violence, so why are they still being blamed? While most video games are not addictive, some contain features that can lead to compulsive behaviour.

Researchers focus on game mechanics designed to keep players engaged, particularly the "compulsion loop," where players receive consistent rewards for progress—similar to slot machines. Loot boxes, random 'treasure chests' purchased with real money, have been heavily scrutinized as a form of gambling, particularly for targeting children. In response to these concerns, EA stopped selling virtual currency in FIFA in Belgium, and the UK government is seeking public input on the issue. While some gamers enjoy small transactions to enhance their experience, others may overspend and face financial difficulties.

Gambling is illegal for minors in the U.S., yet children as young as 10 can start gambling, with 80% of adolescents reporting they have gambled in the past year. Video games can introduce children to gambling without them even realizing it.

Loot boxes in video games encourage gambling-like behavior. Once sold as one-time purchases, many games are now free and rely on loot boxes and microtransactions to generate revenue.

A report from the Federal Trade Commission highlights concerns that loot boxes can foster addictive spending habits, even in games designed for young children. Loot boxes are in-game containers with random items that players buy using real or in-game currency, often to improve their in-game performance. Games like Team Fortress 2, Overwatch, and Call of Duty introduced this concept in 2010, leading to backlash against titles that included pay-to-win mechanics.

The video game industry made approximately \$30 billion from loot boxes in 2018. Major studios like Ubisoft and Take-Two Interactive rely heavily on these earnings, which primarily come from a small group of players known as "whales." These high-spending gamers may already exhibit signs of problematic gambling behaviour, even if they are underage.

Recent studies show that loot boxes encourage gambling-like actions. A survey found that many adolescents play games containing loot boxes, with an average spending of \$50 per month. These purchases are linked to an increased risk of future gambling problems. Since gaming mechanics are designed to encourage spending, players may feel compelled to gamble in order to progress.

Parents should monitor their children's in-game spending, ideally requiring permission for purchases. It is crucial to discuss the risks of gambling with them and remain vigilant for signs of potential gambling addiction.

So, with all this in mind, what can we do about it? We must advocate for laws and policies that protect people from developing gambling addictions unknowingly. This could involve setting realistic spending limits or making loot-box odds more transparent before purchases. Ultimately, it is important to be cautious while gaming.

WRITTEN BY SHAHRAAN U
YEAR 9

THE INTERNET MASK: WHY PEOPLE BEHAVE DIFFERENTLY ONLINE

People often act differently on the internet, whether due to a sense of anonymity or the comfort of digital communication. While online spaces can offer freedom of expression, they also come with risks, making it important to stay mindful of both our own behaviour and how we engage with others.

Have you ever wondered how people behave when they're not on the internet? Well, I can tell you that people act very differently when they communicate online. From personal experience, I have observed how individuals can present themselves in diverse ways when speaking in person compared to online, and there are many reasons why this happens.

One key reason people may act differently online is that they don't fear or consider the consequences of being rude to others. But to be fair, would you really be afraid of a 12-year-old playing on his mom's iPad from the other side of the world? However, you should always be cautious about testing people's limits when talking online. Some individuals have no remorse and are capable of finding and sharing your personal details across the internet.

An example of someone acting differently online compared to in person is a well-known streamer named N3on. He became popular for being rude to people online, frequently making controversial remarks to gain attention and boost his own self-image. Unfortunately for him, he went too far with his offensive comments and ended up getting robbed in the street—where he didn't even try to defend himself. This is a prime example of why you should avoid being rude to others online, as there will always be someone willing to retaliate, no matter what you do.

Another reason people behave differently online is that they feel more comfortable expressing themselves there rather than in real life. Some individuals find that ranting about their problems online makes them feel safer and more secure than discussing them face-to-face. One reason for this could be that typing online allows people to take their time crafting their words, without the pressure of stuttering or pausing awkwardly. They also have the ability to edit or delete their messages, unlike in real-life conversations, where once something is said, it cannot be taken back. This is a recurring theme among people who prefer to discuss their issues online. Everyone should understand that some individuals are uncomfortable speaking in person and feel more at ease in a space where they don't have to worry about making mistakes or stumbling over their words.

In conclusion, the main reasons people act differently online are that they believe they are safe from consequences and that some find it easier to communicate in a digital space rather than face-to-face. So, what I encourage you to do is always try your best to respect others, both online and in person, to help create a better society. Additionally, if someone is being rude to you or breaking the rules online, it's best to report or block them rather than engaging, as responding will only give them more attention. Joining in on negative behaviour could also land you in trouble, both online and offline.

WRITTEN BY ANTHONY A
YEAR 9

MORE ABOUT LAW

"More About Law," written by Arthur P., explores current legal issues, breaking down their significance and real-world impact. With sharp analysis and clear explanations, the column evaluates how effectively these laws serve the public and adapt to societal needs.

CONTRACT LAW

In this issue of 'More About Law' I will go over the concept of contract law, more specifically the formation of a contract. Differing from previous subjects that I have spoken upon, the formation of a contract is not too subjective, being based upon a range of principles of fact; nevertheless, as I'm sure you're aware, law is always an opinionated matter which will once again lead to many strong, and opposing opinions.

To begin with, the main and crucial basis of forming a contract revolves around five questions:

- Is there an offer in place (Invitation to treat VS Offer)
- Has there been an acceptance of the offer?
- Has there been consideration? (An exchange must be made)
- Has there been an intention to create legal relations? (Domestic VS Commercial)
- Is the contract certain, clear, and definite?

Without all of these main concepts, it is very difficult to deem a contract to be binding, therefore these five traits are extremely important when creating a contract, as a slight mistake on one's part may cost them heavily. With all of these traits of a

contract included there are two approaches in which someone can take in making a contract: subjective and objective. A subjective approach involves individual parties' intentions, along with providing heavy uncertainty in court in what was truly 'meant'. On the other hand, an objective approach involves the act of considering what and how a 'reasonable' person intended the actions and words of the parties involved, thus avoiding any 'hidden meanings'. I strongly believe that an objective approach is not only morally the correct approach, but also the economically better approach, due simply to the fact that this avoids companies, individuals, public bodies, and more exploiting others, ensuring that the realm of contracts runs smoothly.



Nevertheless, many groups or individuals find ways to bypass this approach, still managing to include hidden intentions within their contracts, which is why the five main steps to forming a contract are so important.

The first stage 'is there an offer?', is particularly important due to the fact that a lack of a true, and clear offer deems any formation after this point to be useless, therefore it is crucial to understand what makes an offer an offer. An offer is a definite proposal, a clear and definite approach leaving both parties bound to a decision or an agreement once this offer has been accepted. For example, when a local farmer offers you some eggs for £2; accepting the offer will result in an exchange on both parties. Opposingly, there is another concept which is often considered to be an offer but is not truly binding once accepted: an invitation to treat. An invitation to treat is

more similar to a suggestion to negotiate further, such as an advert, which means that upon accepting this invitation you are not bound by any form of contract. For example, this may be an advert in a local paper to buy the farmers eggs for £1.50, where you cannot instantly accept this due to the supply not being instantly available, as well as it not being a true offer to purchase the good, merely an invitation to do so. This concept may be unclear to many, but to make a very basic distinguishing factor between an offer and an invitation to treat, accepting an offer requires some sort of action or exchange, where accepting an invitation to treat will lead to further actions in order to reach this point of exchange.

The second stage 'Is there acceptance?', is much more simple than the previous stage, as its basic nature involves the act of mirroring the offeree. If a farmer offers you some eggs for £2 and you agree, there is a clear acceptance. On the other hand, you may provide a counteroffer, such as: 'Would you take £1.50?', which instead of accepting the offer in question, it continues the negotiations. Any change to the previous 'offer' is a counteroffer, deeming the previous offer to be declined. Although this concept is extremely simple, there have been many complications in the past upon when an offer is accepted, and when it becomes legally binding. For instance, if you accept an offer in the post, and it gets lost on its journey, is the offeror legally able to provide other offers elsewhere in the meantime? This simple answer to this question is no; this answer is based solely upon the 'Postal Acceptance Rule'. The Postal Acceptance Rule is that acceptance takes place at the moment it is posted, not when it is received; thus, aiming to protect the offeree, and encouraging confidence in long distance relationships. Personally, I dislike this concept completely, due to the fact that the offeror of a good is overlooked, for example if a farmer has to wait weeks for an acceptance letter to arrive, their stock may become mouldy or not fit for sale. This sole example is enough in my opinion to raise doubts upon the whole concept of 'postal

acceptance rule', raising the question of if it is necessary or justified. Nevertheless, due to advances in technology, this problem is no longer very prominent, as emails, phone calls and more, provide instant communication between the offeror and offeree. The process of acceptance is extremely important, as a miscommunication or misunderstanding can negatively effect both members of the parties.

The third stage 'Is there consideration?', is equally as important as acceptance as it ensures that nobody is exploited in the decision made, this is due to the fact that it involves an exchange between the parties involved within a contract. This method of exchange must be 'sufficient but not adequate', so it must be a symbol of exchange but perhaps not something of equal value to that of the other side of the contract. For instance, one side of the contract may be exchanging a car, where the other is exchanging a used tissue; consideration has been applied regardless of the value. Consideration is needed to 'provide evidence of intent', to show a 'legal formality', and finally to 'limit the reliance of intent alone', thus eliminating any confusion or uncertainty upon the matter of intent. With no consideration, contracts cannot be enforced. I believe that the concept of consideration is crucial and very much necessary when forming a contract, this is due to the fact that it ensures that intention was evident, removing possible doubt or confusion.

The fourth stage 'Is there intention to create legal relations?', is an immensely complicated concept within forming a contract, providing us with extreme doubt and possibility for opinion. An intention to create legal relations is apparent when an offer is stated, or presented to someone, where it is assumed that they intend to follow this legally. However, it is impossible to truly be able to tell if somebody intended to create legal relations at any given scenario. Therefore, the law has deemed any contract created within a 'domestic' context are to be presumed that they were not made with intention to create legal relations; on the

other hand, it is presumed that in 'commercial' contexts they are intended to create legal action. This is simply the case as a precaution against people attempting to back out of, or into a contract that is either intended to be legally enforced, or with no intention to be legally enforced. Therefore, it acts as protection against either the offeror or offeree being forced into or out of a contract that may not have legal basis. I believe that this concept is needed within law, however, I struggle to see a world where every single case upon this matter is clearly one or the other. For example, two businessmen, and lifelong friends deciding upon selling half of their stocks to each other at a birthday party. Without deeply looking into the matter there is no clear evidence that this case is either domestic or commercial.

Finally, the fifth stage 'Is the contract certain enough?', is another opinionated matter, nevertheless it is nowhere near as complicated as the previous concept. This stage revolves around ensuring that the contract is clear, definite, certain and written in stable terms. Certainty is extremely important, this is due to the fact that it ensures the need for sufficient details to enforce the contract if disputes or disagreements arise, it reduces ambiguity, and it ensures that both parties understand the agreement in question. Although it seems that this is extremely complicated, it simply is evident in order to ensure that contracts are precise, leaving no room for error or loopholes. Personally, this is one of the most important concepts when forming a contract, as it makes room for disputes very minimal as the contract should make everything surrounding the agreement very clear.

WRITTEN BY ARTHUR P
YEAR 12

RMGS MUSIC: INSPIRING LESSONS, TEACHERS & OPPORTUNITIES!

The RMGS Music Department is a fantastic place where students love their lessons, get taught by talented teachers, and appreciate the exciting opportunities that they are given. In this article, Bea H explores the amazing work the department does and how it inspires young musicians every day.

Hello students of RMGS, today I am going to summarise some student views on RMGS' Music department and what they like about the Music curriculum and also write about my own experience of Music since starting at RMGS.

I always enjoyed Music at primary school, however since starting at RMGS my passion has grown. Music helps me think and process those thoughts and without it, I would struggle immensely. I like to listen to music whilst completing homework, on long journeys and working on creative projects. I am a part of the Strings group at RMGS and enjoy listening to other string instruments, whilst playing my own as a part of a group. I have also joined the Y7 band program where I am learning the Saxophone, another

opportunity that the Music department have offered for young people, which I am hoping will expand my experience, playing another instrument. In Music lessons I have enjoyed learning about Medieval Music and learning more about reading musical notation. One of the great things about being at RMGS has been having the opportunity to perform in the Christmas concert and Spring soirée. My personal experience of Music at RMGS has been positive. Here are some other student's views:

Year 12

"In my opinion the music Department is very efficient, especially with help in lessons. I have taken Music as a KS3 subject, a GCSE, and as an A level, and



have looked forward to every lesson in my school career due to the way in which both Miss Smallwood and Mr Holeyman have helped an guided myself and fellow students to success. There is a HUGE selection of clubs, including the schools Big Band and Brass group, which personally I really enjoy. As well as this, they put on three concerts a year, including summer and lunchtime concerts, all of which are up to an incredible standard and extremely enjoyable to both perform in and watch, I also think that as music offers private lessons to every

student, it includes a wider educational approach, whether it be enjoying a one on lesson with your tutor or playing with friends for a learning break!”

Year 10

“RMGS Music department offers countless opportunities for all students to express themselves musically. From our budding musicians in the lower school to the seniors giving a perfect example of what it is like to nurture such a passion. It is evident that music truly is making a positive impact on students in our school.”

Year 13

“I love that everyone who participates in music within school is considered part of the music ‘family’. It’s such a privilege to be part of this section of the school community and you can’t help but feel the sense of passion and joy music imparts on students and staff alike.”

If you would like to share your Positive stories about your experience at RMGS, please get in contact with us by emailing Mrs Starr (Istarr@rmet.org)

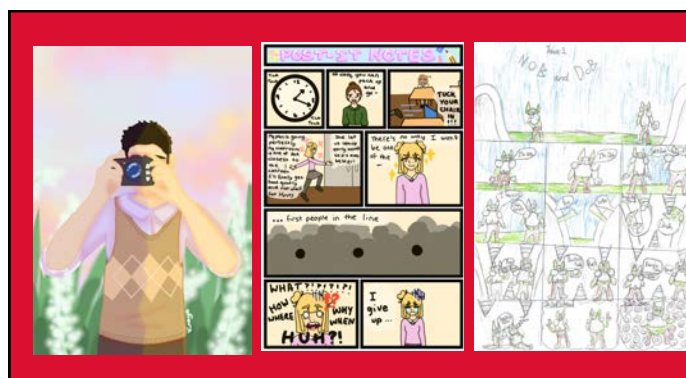
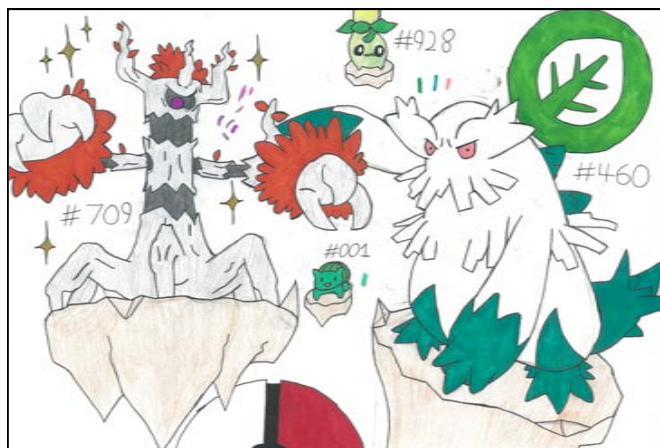


ARTIST'S CORNER

"Artist's Corner" is a dedicated section in The Mark where students can showcase their artistic talents, including drawings, paintings, and digital art. Each issue highlights selected pieces, giving young artists a platform to share their creativity with the school community.

FREE-HAND DRAWINGS BY NIKKI B

This issue's Artist's Corner features the incredible work of Nikki B (Year 12), who brings Pokémon to life with stunning free-hand drawings using picture references. Her attention to detail and passion for the franchise shine through in every piece, making her art a treat for Pokémon fans and art lovers alike!



**ARTISTS WANTED!
WEDNESDAY LUNCH
IN L6**

CONTACT MRS STARR WITH ANY
ENQUIRIES AT LSTARR@RMET.ORG

REMARKABLE READS

Welcome to Remarkable Reads, the section that celebrates the boundless imagination and talent of our student writers! This space is dedicated to showcasing the creative works of RMGS pupils, from captivating short stories to evocative poetry.

A JOURNEY ACROSS THE SEVEN LANDS

This is a poem,
Its super interesting and
About geography.

This is why you should,
Choose the best. Geography.
Here are continents.

Asia is quite vast,
So, traveling around can be a blast.
Africa has lots of deserts,
So, moving around you will need experts.
Oceania is often the forgotten one,
But I have been there it is fun.
North America is made up of states,
Travel with people they will make good mates.
Antarctica is cold,
Tickets there cannot be sold.
In Europe there are lots of countries,
We also have multiple types of trees.
South America has the amazon rainforest which is wet,
Thats it the adventure is set.

WRITTEN BY JOSH B
YEAR 7



**WRITERS WANTED!
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IN L6**

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POETS

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FROM ALL YEAR GROUPS

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WEDNESDAY LUNCH.