

THE CHARTER CHRONICLES

Looking to the Future

Ms. Carter, Coordinator

As this edition closes another chapter in our journey through the windows of time, I would like to pause and express my deepest gratitude to two remarkable individuals whose creativity, dedication, and leadership have helped shape this publication.

My heartfelt thanks go to Proud, our outstanding Editor-in-Chief, whose passion for storytelling and unwavering commitment have left an indelible mark on the paper. As Proud embarks on an exciting new adventure at the University of East Anglia in the United Kingdom to study Creative Writing and English Literature, we wish every success in the next chapter of this inspiring journey.

I would also like to thank Kiwi, our exceptionally talented Head of Design, whose artistic vision has brought these pages to life time and again. As Kiwi looks ahead to pursuing studies in Science in Biotechnology (International Program) in Thailand, we celebrate both this achievement and the bright future that lies ahead.

Just as one window closes, another opens. It is my great honour to welcome the next generation of student leaders who will guide the magazine forward in the coming academic year: Pun (Year 11) as Editor-in-Chief, Ann (Year 12) as Head of Design, and Toni (Year 11) and Lakku (Year 13) as Assistant Heads of Design. I have every confidence that they will bring fresh ideas, creativity, and enthusiasm as they take over the reins and continue the paper's proud tradition.

As we look through this year's window into the memories, achievements, and stories that have defined our community, we also look ahead with excitement to the new perspectives and possibilities waiting beyond the next pane of glass.

Proud, Former Editor-in-Chief

In the very first edition of the Charter Chronicles in December 2024, I hoped that the newspaper would form the "soil" for more creative ideas to sprout from, and I honestly couldn't have asked for more — 2 years later, the newspaper has grown so much. From new sections to better designs to over 100 original articles and special features, our team is still overflowing with creative ideas. I have been continually amazed and humbled by the extensive support and enthusiasm this publication has received across all 6 of its editions. To me, this newspaper feels less like a club and more like a colourful patchwork quilt of students from all across Secondary school, all coming together to share their unique voices, interests and talents. I am truly grateful to have had this opportunity to help cultivate a love for writing and journalism within the school community, and I look forward to seeing how the newspaper will continue to grow under the next generation of leaders.

Pun, Future Editor-in-Chief

Writing has always been a long-time passion of mine ever since I was young. Through reading articles from publications such as the New York Times, I gradually grew to admire the work of journalists. When the opportunity to help lead the newspaper arose, I was excited to step forward. During my time as Editor-In-Chief, I would like to continue to showcase the unique writing styles of different individuals and recover the dying art which journalists draw inspiration from — literature. I look forward to being your Editor-In-Chief next year.

Acknowledgements

We would like to thank the following people for their contributions to this edition of the Charter Chronicles:

- Miss Carter; for your Teacher Feature
- Mr. Murphy & Ms. Wooler; for your contributions to the Teacher Feature
- Mr. Goodfellow, Ms. Shriya, Dr. Starost & Ms. Searles; for your contributions to the Community Board
- Mr. Plant; for proofreading and approving this edition



COMMUNITY BOARD

See what's going on in the secondary school community!

Songkran at Charter

By Tee Year 10

Thailand is famous for many things—and one of those things happens to be a festival that is celebrated every year from April 13 to 15, marking the sun's astrological transition into the Aries constellation. It serves as a time for spiritual cleansing, family reunions, and fresh beginnings.

The word 'Songkran' derives from Sanskrit, a classical, sacred Indo-Aryan language from South Asia. This word means 'astrological passage'. Songkran is often celebrated through many activities, these include water fights, merit-making, and using white clay/powder. The splashing of water symbolises washing away the misfortunes and bad luck from the previous year to welcome prosperity for the new one. In addition, people perform good deeds such as offering food to monks, freeing caged birds or fish, and building decorative sand pagodas, also known as 'ก่อเจดีย์ทราย', at local temples. It is believed that sand is washed away from temple grounds on the shoes of monks throughout the year. Building these pagodas 'returns' the sand to the temple, washes away the sins, brings good fortune, and provides merit. Another important tradition is called Rod Nam Dam Hua, it is a water-pouring ceremony performed during the festival. Younger people pour scented water over the palms of respected elders to show respect, ask for forgiveness, and receive blessings.



When Songkran arrived, Charter celebrated this significant event by organising activities for all the students. The morning started with merit-making where monks came by, allowing students to offer them food in return for blessings. Following the merit-making was a hearty concert. It was played by the individual bands which students of our school formed—introducing the start of the event with such festivity and liveliness. After that, students were sorted into groups and sent out to complete different activities. These activities included building sand pagodas, walking on coconut shells, hitting a box with a blindfold (similar to a piñata), and playing a tag game where two separate teams tried to catch runners before they completed a full lap. Before the most anticipated part of the day, the school conducted the Rod Nam Dam Hua ceremony where all students went around pouring water on the teachers' palms—then came the water fight. Students and teachers engaged in a water fight in our field behind the sports hall, throwing water at one another with frenzy and joy, commemorating the day in a jubilant way.

Songkran isn't just a festival to bring fortune into lives ; it is also a time of enjoyment, fun, and bonding with families and friends. As blessings are bestowed upon each individual, they are forever entangled in the rich tapestry of shared memories, laughter, and the enduring warmth of our community.



TERM 3 RECAPPED

Take a look at what's happened so far this term...

- 1 April: Secondary Production
- 3 April: Songkran
- 6 Apr: Chakri Day
- 13 - 15 April: Songkran day
- 20 April: Term 3 start
- 22 April: Secondary PTC

04 April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
5	6	7	1	2	3	4
12	13	14	8	9	10	11
19	20	21	15	16	17	18
26	27	28	22	23	24	25
			29	30		

Charter Sports Awards

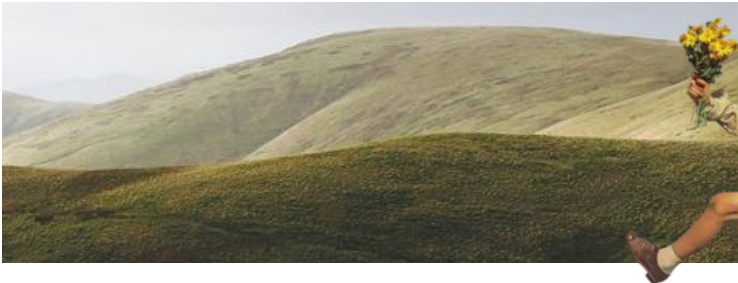
By Pun Year 10

Major sports tournaments dominate headlines, ranging from the buzz of NBA Championships to the World Cup. But in our hallways, Charter celebrates the athletes making waves in our very own community — and what better way to round off this year’s season than with the annual Sports Awards?

First, let us commemorate the reason Charter is hosting the award ceremony: the athletes themselves. We celebrated competitors as young as Year 3 students to the Charter alumnus. Four different sports were recognised. In terms of football, the title of ‘Football Player of the Year’ was proudly presented to Isla. Speaking of which, our U19 girls’ football team —named ‘Football Team of the Year’—led Charter straight to victory as the TISAC Championship winners. But that set of skills did not end on the field, it was brought to the basketball court as well. The Most Valuable Player of the Year went to Win, for his skills and countless hours spent coaching the younger age groups. In the pool, Rin showcased impressive talents, earning the award for ‘Swimmer of the Year’. And lastly, let us shift our attention to Badminton. Under the spotlight, 4 of our Charter badminton teams were handed their hard-earned silver trophies.

On a sadder note, we say our warm goodbyes to Ms. Hannan as she continues her teaching journey on Jeju Island. In a moving speech, the PE department expressed their admiration for her infectious passion for sports, willingness to lend a hand, and boundless care for students. After 4 years here at Charter, it is evident that she has guided us in our athletic journeys and even professional careers, and created a lasting impact on our school community.

The Sports Awards marked the end of an incredible sports season and the beginning of a new one — and for some of us, the closing of a chapter in our lives.



- 1 May: Labour day
- 4 May: Coronation Day
- 25 - 29 May: Year 7-10 End of Year Exams

05
May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 June: Visakha Bucha Day
- 3 June: H.M. Queen Suthida's Birthday
- 10 June: Graduation Ceremony
- 17 June: Sports Awards
- 18 - 23 June: KS3 Art Show
- 26 June: Last day of Term 3

06
June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Secondary Science Symposium

By Pun Year 10

After their end-of-year exams, the secondary students prepared for the Science Symposium, an event showcasing scientific investigations that the students themselves designed. The preparation process spanned around three weeks, with the students first planning their investigation in pairs, then carrying it out during science lessons before analysing the results afterwards. During the week before or week of the event, the students transferred their findings onto posters to present their investigation to other students and a panel of judges (all of the science teachers). Students may even bring parts of their experiments to their stall, for example, microscopes and petri dishes.

The investigations will be presented in the secondary atrium for two days, giving the whole school and visiting parents a chance to appreciate their hard work and creativity. After the symposium, awards will be presented by the teachers to the most innovative and the best presentations of the investigation.

Currently, the science labs are a hive of buzzing activity as students conduct experiments, analyse data, and piece together a visually appealing presentation poster. The last stretch is where the challenge lies, as students rush to wrap up their research with a looming deadline. Despite the chaotic rush during science lessons, the Science Symposium provides valuable skills and mindsets which students are able to adapt into their future, whether it is related to science or not.

So, why a Science Symposium? Why not a dull lab report or endless amounts of practicals? The symposium fosters a sense of community among students, allowing for communication and collaboration with friends. By closing their textbooks after a long year and putting their passion into action, students are reminded of the simple joys of discovery.

“Science begins with curiosity! Keep asking questions and seek for answers. Let this symposium be a reminder that discovery not only belongs to scientists but to every student willing to explore the unknown.” — Ms. Shriya

“It’s great to see students move beyond just classroom science, and instead think, question and investigate their interests. It’s rewarding to see students choose projects linked to their own interests, then proudly share their curiosity, creativity and understanding with others.

The symposium proves that Charter students are a force to be reckoned with!” — Dr. Starost

“The Charter Science Symposium allows students to showcase the project work that they have chosen, designed and completed by themselves. It allows them to inspire future Charter science students by allowing them to see the bigger picture of science in the real world beyond their classroom studies.” — Mr. Goodfellow

“The Science Symposium is a chance for students to step away from the curriculum and investigate something they are genuinely curious about. It allows them to put the scientific skills they’ve learned throughout the year into practice, while also being creative and independent. The range of projects has been incredible, and it’s been great fun seeing students take ownership of their learning.” — Ms. Searles



A Short and Sweet Introduction to Journalism

By Pun Year 10

It doesn't seem too long ago that we sat in the Year 6 classrooms, curious about what exciting activities lay ahead in secondary school. The newspaper team retraced our steps and stood inside those nostalgic classrooms, ready to encourage the future Year 7s to venture into the world of journalism. What started as a silly game of Mad Libs and cheerful laughter echoing across the room soon turned into a session in which students gradually developed their understanding of the Charter Chronicles. There were many eager faces curious to learn about the roles of different team members, whereas others seemed entranced by the idea of free doughnuts. As members of the team, we were keen to learn about the interests of different individuals. Whether it be photography, writing, or showcasing artistic abilities — every person has something valuable they can contribute to the newspaper. As the students step outside the Year 6 classrooms and into the doors of the Year 7 classrooms, the Charter Chronicles hopes to introduce them to our growing community.

We also presented Year 6 with an opportunity to be published in the Charter Chronicles, encouraging them to showcase their creative abilities in a writing competition. Students could submit a piece of writing of any genre that did not exceed 500 words.

We are incredibly excited to announce the winner: Akku! Congratulations on your amazing short story, and on being the first-ever Primary student to have their work featured in the Charter Chronicles!



“Morning Walk”

By Akku Year 6

Vesper was desperate, vigorously wheezing and gasping for breath. Panic surged through her as her eyes darted wildly, searching for any sign of her brother. She tripped on countless twigs and vines but got back up in an instant. Despite encountering various creatures, some creepy enough to make an adult faint, Vesper was determined, determined to find her beloved brother; Ernest.

That morning, Vesper and Ernest were planning on going on a little walk in the forest. Vesper was eagerly waiting to go. Ever since she turned 6 years old, Vesper had been intrigued by nature and wildlife.

“Slow down, I know you're excited but you're going to choke!” her dad said as she was inhaling her breakfast. Vesper couldn't help it, but she tried her best not to choke.

“Are you ready?” Ernest chirped enthusiastically with a smile spread across his face. As soon as she was done, Vesper stood up in a fraction of a second. They said goodbye and set off on their journey. They lived in the countryside, so it didn't take longer than 14 minutes to reach the forest. They both stared in awe at the towering redwood trees. While admiring the intricate beauty around her, Vesper didn't notice that her brother had vanished into thin air...

Vesper's heart dropped. Her blood went cold staring at such a monstrosity. It was Ernest, but his entire body was twisted in such a horrible way it made Vesper's stomach churn like clockwork. In other words, Ernest was dead. Vesper stood there mortified and absolutely terror-stricken. She began to silently cry. One by one, tears rolled down her face. This was the first time Vesper had cried in years, she didn't know what to do. She froze in shock. Not so long after, Vesper started to fill with rage. Her hands were trembling and soon her entire body was shaking. She immediately took off running as fast as she could, desperate to find who had killed her beloved brother.

When Vesper looked up, the sun had almost set, which meant she had been running for 3 whole hours. The pain was excruciating, but she had to endure it — for Ernest. Her organs felt like they were being squeezed by pythons. She ran out of breath and collapsed as she saw a dark figure looming over her...



Class of 2026

On Wednesday June 10th, Charter celebrated the graduation of its largest cohort so far — 22 students! The ceremony took place in the Lily Theatre, followed by a Guard of Honour, culminating in a small celebration in the Language building.



congratulations!



Aadi • Aiden • Alice • Dave • David • Dhairya • Hyun • Joonki • Julia • June • Juyeon • Kiwi • Krit • Mighty • Minyu • Nampetch • Neo • Nicky • Proud • Sophia • Tony



The ceremony was filled with heart-warming messages from teachers and siblings, evoking a lot of smiles, tears, and laughter. The heartfelt musical performances and thought-provoking speeches really captured the emotional weight of the occasion.





On behalf of all the graduates, we would like to express our sincerest gratitude for all the well wishes we received. The moment that we threw our caps in the air was both a rewarding and surreal experience.

But then nobody really talks about what comes after. After so many years of seeing each other around school, after all those hours spent laughing, stressing, studying and basically growing up together, how do you move forward? Away from that familiarity?

The prospect of having to move away from something you've known for so long is definitely a little unsettling. Perhaps what is most reassuring is knowing that the friendships we've made don't suddenly fade the moment school ends, nor do the things we have learnt over the years (given that we actually continue to revise them...). There is a certain comfort in the realisation that leaving familiarity doesn't erase what we went through together, and as we look to the future, there is also hope and anticipation for what awaits us as we embark on our own paths.

— Proud & Kiwi





TOO COOL
FOR
SCHOOL

• CHARTER TRANSITION

• LEARNING TOOLS

• UCAS TIPS

Charter Transitions

By Lynn Year 11

With a fresh new start of the school year next term, transitions are sure to come. Be it with Year 6 coming up to Year 7, Year 9 choosing their iGCSEs, and Year 11 choosing their A-Levels. It is scary and intimidating at first, but once you fully grasp the idea, it becomes easier along the way.



The Year 6 came up to experience their first 3 days of becoming a fresh secondary student during May 25~27. During the first day, the Year 7 students were paired with one Year 6 student to take them on a tour around the secondary building, letting them get used to their new surroundings. Once the tour was over, they were left alone to go to their new classes switched from Year 7.

On February 18, the Year 9 students have chosen their iGCSEs, with a whopping 6 subjects in one block! Even with this feat, there were some students who could not choose their desired subjects. But without a doubt, many students chose their desired subjects. With these subjects chosen, this carves the blueprints for future academic paths and careers. A quick and simple tip is to choose subjects that you already enjoy and have fun in, not because of your friends, but because of the things you learn in that lesson.

The Year 11 students are yet to choose their A-Levels, but chose the subjects they have interests in. Talking to all of them, every student who chose chemistry in their iGCSE chose it as their A-Level! Another shocking fact is that nearly all of the students chose math too. Because their paths have been narrowed down by choosing 5 iGCSEs, it will be a little bit easier to choose their A-Levels; nevertheless, it will still be tricky for some students.



UCAS 101: A Guide To Surviving Your Applications By Proud Year 13

*DISCLAIMER: This article focuses only on UK university applications.



University applications can be a confusing and stressful process, and I know that thinking about university and future careers while still in Years 7-11 can feel daunting and uncertain. As someone who has just been through the process myself, here is an honest, practical guide to help you get started on your applications.

Getting started

Finding your university 'fit'

University rankings can be a useful way to roughly assess the quality of education, reputation and future prospects of each university. But it's also important to bear in mind that these rankings are generic and may be subject to bias depending on whether the ranking website is affiliated with any particular university or based in a particular country (US-based websites will almost always rank Harvard at #1). Reputation might be very important to some people, but reputation doesn't always equate to compatibility, nor does it guarantee success.

A more useful way to find which universities are best for you is to visit their websites and look at the modules that they offer for your course and see if they align with what you want to learn about. You may also wish to check the teaching structure — is the content mainly delivered in large lecture halls? Smaller tutorial groups? Ask yourself whether the teaching structure of the course supports your learning style. You may also find that some courses grade heavily based on your performance in formal assessments, while others also allow you to earn credit through coursework. Also, just because a course name doesn't sound like something you're interested in studying, check it anyway — sometimes the names don't always align with what you think the course is about!

Research careers

Make sure you research what different careers are actually about, because expectations (like those shown in TV shows) can differ greatly from reality. You also want to make sure that your particular strengths and skills are compatible with a certain career. For example, if you like environmental science but hate being outdoors or camping, perhaps being an environmental scientist, which often involves a lot of fieldwork, isn't the best career choice for you.

< Notes

Done

Building your portfolio

Try everything

I personally think that the best time to do this is between Years 7-10, as you will be busy with iGCSE and A-Level exams from Year 11 and onwards. Don't neglect an opportunity just because you think that you 'might not like it' or 'won't be good at it' — you'll never know for sure until you try it a few times. And remember that there is no such thing as a wasted experience. You can gain lots of transferable skills such as time management, teamwork and communication, which all universities value. Even if you don't talk about some activities in your application, the experiences you gained from those activities can still indirectly benefit you in your application and your studies too.

Extracurricular vs supercurricular activities

Everyone has probably heard of extracurricular activities, but supercurricular activities are the ones that will really stand out in your application. Supercurricular activities are a type of extracurricular activity that is directly related to your course. They are meant to show your interest in your chosen course beyond the classroom. For example, if you are applying for medicine, completing a MOOC on neuroscience would count as a supercurricular activity, while attending MUN would count as an extracurricular activity. While both activities offer valuable skills and experience, extracurricular activities are more highly valued in US universities, whereas UK universities — especially Oxbridge (Oxford and Cambridge) — give much more importance to supercurricular activities.

Depth over breadth, quality over quantity

A common misconception is that supercurricular activities must be fancy to be impressive, like attending an expensive summer school or submitting a research project to a prestigious competition. While these can show a high level of thinking and commitment, simple activities such as reading a book or watching lectures on YouTube can be just as valuable — if you use them well in your application. What universities are really looking for is whether you can reflect on what you learnt from each activity and how it will help you in your studies.

Another misconception is that the more activities you list, the more impressive your application will look. While it is important to show a range of activities, it is better to talk in-depth about 2 or 3 things than to list 10 impressive achievements with no elaboration. Remember that you have limited space in your personal statement, so you probably won't be able to talk about everything you've done. Only include the most relevant activities.

What is UCAS?

The Universities and Colleges Admissions Service, or UCAS for short, is the centralised system used to apply to undergraduate courses in all UK universities.

Wikipedia

UCAS

You're ready to apply — now what?

Start your Personal Statement early

The new personal statement format consists of 3 questions. You must write a minimum of 350 characters for each question, and your total must not exceed 4000 characters. This might sound like a lot, but that's only around 600-700 words — including spaces and punctuation. You are essentially condensing who you are, your qualifications and goals into around 1.5 pages of text. It can take anywhere between 3 and 30 drafts to get it right, maybe more. Starting early reduces stress as the deadline approaches.

Find your 'core'

This is often the trickiest part of the statement to figure out. If you were to describe yourself and your goals in one sentence, what would it be? That's the main overarching theme of your personal statement; everything you talk about should connect back to this central idea. It helps keep everything in your statement focused and relevant. One useful trick is to ask yourself what you often think about — where does your mind wander when you're not actively thinking about anything? At first it might seem a bit silly or irrelevant, but just think about what it connects to. For example, if you're thinking about video games, what is it specifically about that game? The graphics? The programming? Or if you're obsessed with a TV show, what are you drawn to? The characters' jobs? The cinematography? The plot? The acting? This can be a good starting point to help you figure out what it is that you're really interested in.

Don't aim for perfection

The personal statement can seem like a huge, intimidating, or overwhelming task. So instead of aiming to get it exactly right the first time, just aim to get it written down, even if the grammar is a bit broken and the language isn't polished. That's how all good pieces of writing start!

Ask for feedback

Getting feedback from different people can offer useful perspectives, but you should also be mindful of the feedback you receive. Often, one person might think that your statement is already perfect as is, while another person will have lots of suggestions for improvements. The thing about personal statements is that there is no right or wrong way to write it, and you can never please everyone. The most important thing is that it stays true to who you are, so at the end of the day, you have the final say. What feels right to you? Take the advice that you genuinely think is helpful, and don't feel guilty about ignoring the rest.



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Be careful with using AI

This might sound obvious, but universities are extremely strict about the use of AI. As you will see on the UCAS website, your personal statement must be your own original work. Using AI for things such as checking grammar and structure or coming up with a word or phrase you're stuck on is acceptable, but using it to fabricate false details, write a statement from scratch, or over-edit your writing until it no longer sounds like your own puts you at risk of being rejected or even banned from that application cycle.

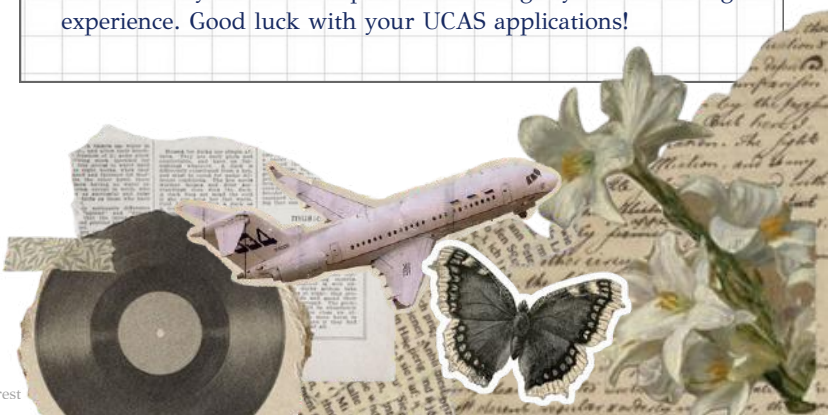
Make sure you double-check the entry requirements

Make sure you know what grades you need and whether any specific subjects are required. You also don't want to be caught off-guard by an interview invite or a request for written work!

Don't forget to take care of yourself

When applications are in full swing, it's easy to forget to eat, stay up late micro-editing your statement into oblivion, and overthink every little detail of your application. That stress can add up quickly and leak into your studies, and pushing through can often make things worse. It's important to work hard, but equally important to know when to stop before you burn yourself out. If you ever feel that the workload is becoming overwhelming, it might help to talk to someone — a parent, a friend, or even a teacher.

Lastly, as cliché as this may sound, the most important thing is to believe in yourself! Remember that every student around the world who is applying through UCAS is going through a similar experience. There comes a point where you have to simply trust that what you have done is enough, and that everything will work out in the end. Try to enjoy it if you can — it really is a unique (albeit slightly traumatising) experience. Good luck with your UCAS applications!



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Beyond the Backpack: Gadgets of the Next Generation

By Yuvikka Year 12

In today's fast-paced technological world, students are not merely looking to the future — they are already envisioning it. From AI-driven study companions to interactive learning systems, today's student body knows exactly what they want when it comes to the gadgets that will enhance their everyday academic lives. Let's investigate the innovative devices that are set to revolutionize how students learn, study, and achieve.

The Wearable AI Memory Assistant

Consider a slim necklace or smart pin that functions as a "second brain". This device would passively listen to lectures or study group conversations, recording key takeaways, and immediately producing searchable summaries. Students would never need to furiously scribble notes or worry about missing crucial details again. This device eliminates the stress of documentation and allows for deep focus on the material by truly absorbing concepts in real time, knowing that their personal AI assistant has them covered.

Language Translating AR Glasses

Imagine slipping on a sleek pair of augmented reality glasses where foreign text instantly transforms into your language right before your eyes. For students studying foreign languages, traveling abroad, or collaborating with international peers — language barriers would vanish instantly.

This is not farfetched at all. Even now, Meta's Ray-Bans are headlining wearables that look very much part of everyday fashion with built-in cameras, speakers, and AI features. Today students reportedly already walk around campus in these to get instant translations or navigate hands-free.

Next level? AR glasses that provide live translation overlays. Witness a lecture in French with English captions projected directly into your vision or study with a peer in Tokyo with live captioning. Students want this because rather than having to slog through years of vocabulary repetition, learners could engage in real, natural conversations. For exchange students, or scientists studying in a foreign country, translation glasses could eradicate the foreign language fears. Directions, instructions, and casual chatter would become effortless.

Most significantly, it would connect cultures. Languages would be simply about uninhibited, cross-cultural understanding, and communication — the goal of good human connection.



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Holographic Study Interfaces

Wouldn't it be amazing to see a beating heart or a complex chemical molecule appear right on your desk? Holographic study interfaces would project interactive, 3D representations of topics such as human anatomy, molecular structures, or historical battlefields onto your study space. Abstract concepts would transform into tangible, visual models — making subjects like biology, chemistry and history significantly more accessible. Learning would go beyond reading about the world, students would step directly into it.

Infinite-Canvas Smart Paper

Imagine a single, lightweight digital notepad that could replace an entire stack of textbooks, notebooks, and reference materials. This "smart paper" would maintain the familiar, satisfying feel of writing on actual paper with a traditional pen. Yet, it would offer infinite pages, textbook content, and interactive diagrams. Students envision reducing the weight of their backpacks while retaining the intuitive experience of writing and sketching by centralizing their entire academic world in one sleek device.



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These devices might seem like science fiction, but to today's technologically adept students, they represent the progression of educational tools. Innovation is born in the imagination of students and the classrooms of tomorrow might just align with their visions.

write you a few lines to in
our health i hope you are in
alth i miss you very much
at i hope the time will
when you will be re
mely again for
as a friend of
er i cook
is here to
d a fine
ade a br
at cook
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rapin
tle for
then
y kre



A WINDOW



the others. And they would be any longer
with us either, if they get us."
and Biff decided that it would be best
the shore as possible before con-
so as to be ready for a rush
the Hardy boys return with
ance. By the sound of the
shooting, they judged that
toward the shore, so they
as they could in the dark-
nches slashed their faces and
ver roots and slipped in the
deep grass, but gradually the sound of the
aking surf drew closer and they knew they
e coming nearer to the beach.
he path suddenly dipped and they descended
ope, finally emerging from the trees to find
nselves on a rocky hillside overlooking the

At the Island 189

ey could see the white foam of
lers, and the gray rocks below
o sign of motorboat

well stay right on
"Chet suggest
the shore we're
gang."
"I've taken their
fardy boys."
ve. But we can't take
them are proving a

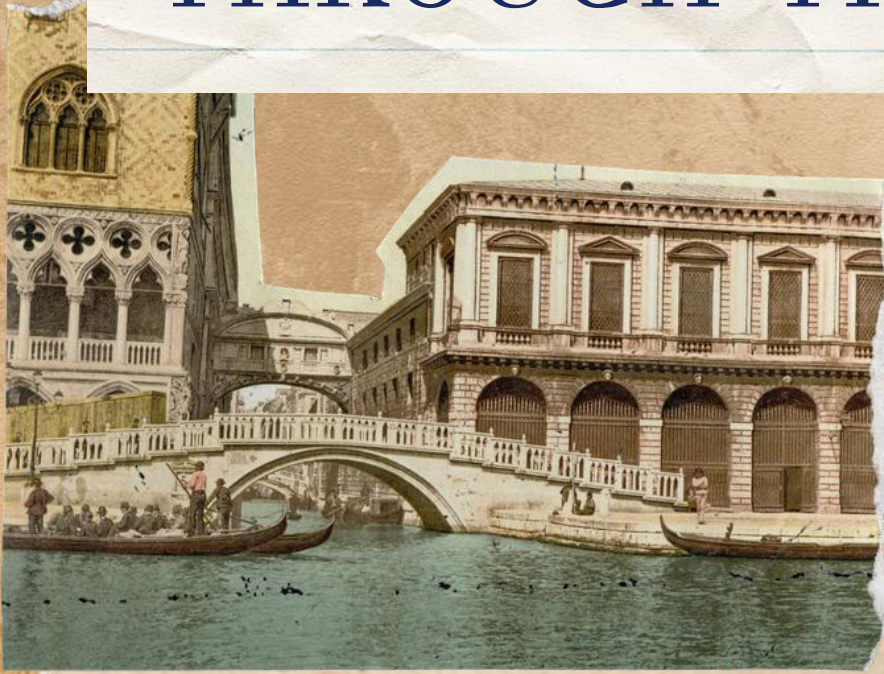
would be just our luck to meet them."
The chums made themselves as comfo-
as possible in the shelter of a huge rock,
which they had a good view of the shore and
the sea beyond. It was still dark and they had
little hope of rescue before morning.

"It'll take them quite a while to get to the
mainland and rouse any one to come out here
to help us," remarked Chet. "The big thing
is for us to keep hidden until daylight and then
lay low until we see a chance of escape."
"You can trust me to lay low. I've
hankering to be dragged back to that
again."

"Me neither."
The boys lapsed into silence. They
that conversation was dangerous.
moment some member of the gang



THROUGH TIME



Teacher Feature

Falklands Veteran Shares His Story

By Miss Carter, English Teacher

Featuring an introduction by Ms. Wooler and quotes from Mr. Murphy

The Falklands War was a short but significant conflict fought between Britain and Argentina in 1982 over the Falkland Islands, a British Overseas Territory in the South Atlantic. Beginning with the Argentine invasion of the islands on 2nd April 1982, the war lasted just 74 days before British forces recaptured the territory. Despite its brief duration, the conflict resulted in the deaths of 255 British service people, 649 Argentine military workers and 3 Falkland Islanders, leaving a lasting legacy for both nations and for those who served.

Today, more than forty years later, the Falklands War remains an important part of modern British history. Yet behind every battle, every ship and every headline were real people who experienced the realities of war firsthand. As part of the History Club's commitment to bringing history to life, we were fortunate to speak with Mr Murphy, one of our Maths teachers, who served in the Royal Navy during the conflict aboard HMS Bristol. Through his recollections, we gained a unique insight into what life was really like for those involved; the challenges of operating in the harsh conditions of the South Atlantic, the constant uncertainty of being in a war zone, and the emotional impact that remains long after the fighting had ended.

Mr Murphy's experiences remind us that history is not simply a collection of dates and events. It is made up of individual stories, personal sacrifices and memories that continue to shape lives decades later. His reflections offer a valuable perspective on a conflict that many young people, and some adults know very little about and provide an opportunity to learn directly from someone who witnessed history as it unfolded.

— Ms. Wooler



Teacher Feature



"It's good to stand up for something bigger than yourself."

This is the main lesson Mr Murphy hopes young people will take away from his experiences in the Falklands War.

This, alongside many of Mr Murphy's powerful phrases and recollections, stayed with me after a fascinating and moving glimpse into his experiences during one of Britain's most significant modern conflicts.

Today, many students know Mr Murphy as a Maths teacher, but in 1982 he found himself thousands of miles from home, sailing towards a place that few of his shipmates had even heard of before the conflict began. As he put it, "Most of us didn't know where the Falklands were – then we were on our way to it." Mr Murphy served as an electrical engineer aboard HMS Bristol. His responsibilities were vital: maintaining the ship's power systems and overseeing damage control. Before deployment, he underwent basic military training alongside specialist engineering instruction, preparing him for the demanding role he would play during the conflict.

Life at sea was far from easy. Mr Murphy recalled operating in what he described as "the roughest seas in the world." The relentless conditions made even routine duties difficult, particularly watchkeeping and moving up and down the ladders. At times, the seas were so ferocious that sailors had to strap themselves into their beds to prevent being thrown around by the ship's violent movements.

When asked about dangerous moments during the war, Mr Murphy recalled bombs landing close to the ship, coming under attack on several occasions and enduring the constant uncertainty that accompanied service in a war zone. Yet the memory that stands out most vividly was hearing the Actions Station Captain shout, "Hit the deck!" In an instant, the mundane routine of naval life was replaced by fear and uncertainty.

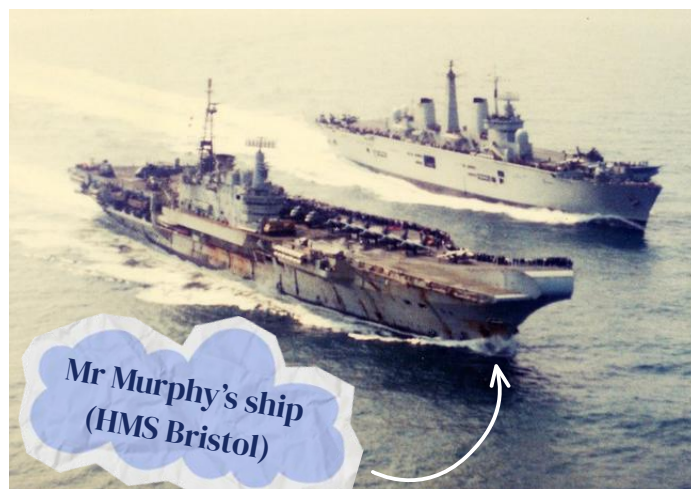
One of the most striking aspects of our conversation was Mr Murphy's description of the contrast between public perceptions of war and its reality. "People in the UK knew more than us in the war," he explained. News travelled home faster than it reached many of those serving in the South Atlantic. He also challenged the common assumption that war is full of action and excitement. "It seems exciting, being part of war, but it's actually pretty boring, yet that is then contrasted with sheer terror." His words perfectly captured the long periods of waiting punctuated by moments of intense danger.

His reflections revealed not only the physical challenges of war but also its emotional impact. Speaking about the lasting effects of conflict, he said, "It takes a long time to overcome the guilt – but you don't really get over it." The emotional burden of service did not disappear when the fighting ended. Returning home brought a mixture of relief, apprehension and guilt, emotions shared by many veterans long after the conflict itself is over.

Despite the hardships, one of the most memorable moments of Mr Murphy's service came after the war had ended. "I'll never forget sailing into Portsmouth upon return," he recalled. "Thousands of people and families welcoming us back." After months of danger, uncertainty and separation from loved ones, the sight of crowds lining the harbour remains one of his strongest memories. Having researched this footage myself and instantly feeling goose bumps of emotion, I can only imagine what returning home would have truly felt like.

Throughout our conversation, Mr Murphy spoke honestly about both the realities and consequences of war. His final reflection was perhaps the most thought-provoking of all: "Wars are always fought by the young, but it's old people that start it." A stark reminder of how we should continue to learn from history.

The Falklands War lasted just 74 days, but its legacy remains. During the conflict, 255 British service personnel lost their lives, alongside 649 Argentine military personnel and 3 Falkland Islanders. More than 770 British personnel were wounded. Several vessels were also lost, including HMS Sheffield, HMS Coventry, HMS Ardent, HMS Antelope and Atlantic Conveyor. While these figures are often remembered as statistics in history books, each represented an individual with hopes, ambitions, loved ones, and a future.



Listening to Mr Murphy's experiences aboard HMS Bristol brought these realities into focus. His memories of fear, duty, relief and loss serve as a reminder that war is far more than dates and battles; it is a collection of human stories that continue long after the fighting ends. From enduring the rough seas of the South Atlantic to hearing the unforgettable command to "hit the deck", his account offered a rare glimpse into the experiences of those who served.

Mr Murphy's story provided a powerful window through time, allowing us to look beyond the headlines and into the lives of those who found themselves caught up in a conflict thousands of miles from home. On behalf of The Charter Chronicles and the History Club, we extend our sincere gratitude to Mr Murphy for sharing his experiences with such honesty and insight. As we remember the Falklands War, we remember not only the ships that were lost and the battles that were fought, but also the men and women whose courage, sacrifice and service should never be forgotten.



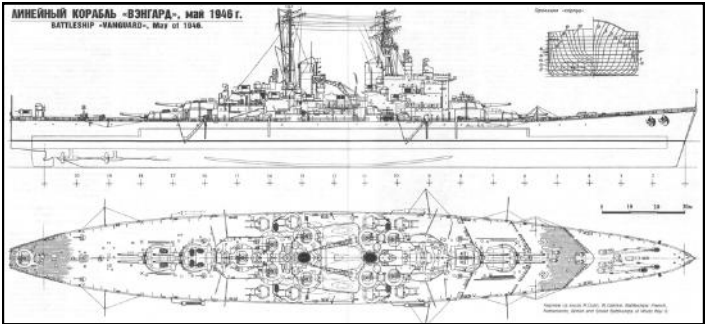


The Evolution of Battleships

By Jacob Year 7

Past battleships:

Era	Defining ship	Key innovation	Primary weapon
Pre-Dreadnought	USS Oregon	Steel Hulls/Steam	Mixed Calibers
Dreadnought	HMS Dreadnought	Steel Hulls/Steam	10x 12-inch Guns
WWI Era	HMS Queen Elizabeth	Steel Hulls/Steam	8x 15-inch Guns
WWII Era	USS missouri	Steel Hulls/Steam	9x 16-inch Guns
The Final Giant	Yamato	Steel Hulls/Steam	9x 18.1-inch Guns



Engine room:

The Power Cycle:

Parts	Boilers	High-Pressure (HP) & Low-Pressure (LP) Turbines	The Condenser
Explanations	They are rooms that make the ship go forward and produce steam out of their funnels.	After the water is being boiled in the boilers it is transferred to turbines to move the ship forward.	This part of the engine room is used to turn into liquid to produce fuel for the engine

The Transmission:

Parts	Reduction Gears	The Thrust Block
Explanations	This is the largest engine part; it helps the ship's turbines cool down.	This part helps push the sip forward

Present battleships:

Parts	Example or explanation
Hull	Assassin dreadnought
Main tower	Where the bridge is
Secondary tower	Where the radar is
Barbettes	Huge cylinder things that supports the guns
Main guns	The huge guns in front and at the back of the ship
Secondary guns	The smaller guns on the sides
Torpedos	Under water missiles

Essential Auxiliary Systems:

System	Function	Why it matters
Turbogenerators	Battery	Charges the radar, lights, and turret motors
Evaporators	It provides drinking water and creates electricity	Without clean drinking water the crew will just die
Feed Pumps	It pushes water into the boilers	It pushes water onto the boilers
Fuel Oil Service Pumps	Transfers oil to burners	Must overcome the massive internal pressure of the boiler to get water in

The "Invisible Killer":

Equipment	Steam Line Lagging	The "Broom" Test	Damage Control (DC) Stations
explanation	Prevents sailors from being cooked alive by the radiant heat	Invisible to naked eye but can cut a human in half	Prevents flood in the hull

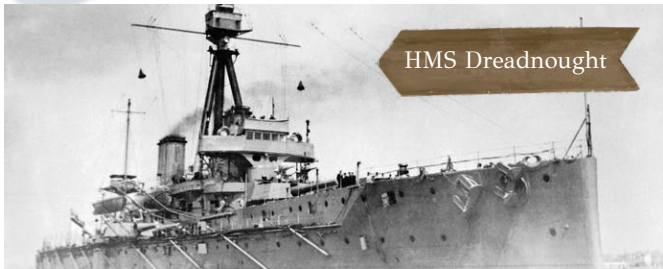
Future battleships:

My prediction:

My prediction is that future battleships will have battleship carriers that can carry tons of battleships out to war or out to patrol seas, and aircraft might have the features of a battleship and an aircraft carrier combined.

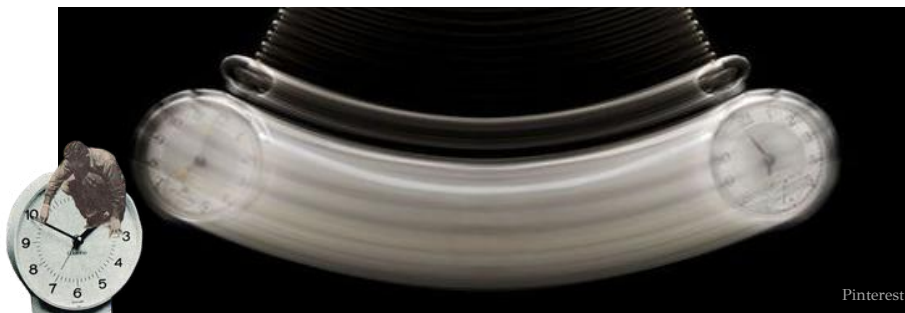
Comparison:

Feature	1945 Battleship (e.g., Iowa)	2045 Battleship (Predicted)
Primary Weapon	16-inch Mark 7 Guns	Long-range Railguns / Hypersonics
Defense	Thick Steel Plating	Lasers & Electronic Jamming
Crew Size	2,700 Sailors	150–300 (High Automation/AI)
Role	Shore Bombardment / Fleet Lead	Drone Mothership / Missile Defense Hub
Power Source	Fuel Oil / Steam	Nuclear / Integrated Electric



A Matter of Time By Pun & Tee Year 10

When people say time, they often think of the unit of measurement we use to define the parts of a day, a week, a month or a year. Yet, did they ever think that time could be much more than just a 'unit of measurement'?



Time applies to everything—in this case, physics. How does time apply to physics, you may ask? In modern physics, Sir Isaac Newton treated time as an absolute, uniform flow. Still, Albert Einstein destroyed this notion by unifying three-dimensional space and one-dimensional time into a four-dimensional mathematical continuum called 'spacetime'. This is where the passage slows down at high speeds or near strong gravity—a phenomenon called 'time dilation'.

Furthermore, fundamental quantum and relativistic equations are time-symmetric; the macroscopic universe has a strict 'arrow of time' driven by the Second Law of Thermodynamics, which dictates that entropy must always increase. This creates a conflict within time known as the 'problem of time', because relativity views time as a dynamic geometry, while quantum mechanics treats it as a rigid backdrop. Overall, cosmological equations such as the Wheeler-DeWitt equation omit time entirely, suggesting that time may not be a fundamental reality at all but rather an emergent property arising from quantum entanglement at the macroscopic level. Now, this may all sound very complicated—but time is simply defined as a flexible dimension woven with space that stretches with speed and gravity, driven by the universe's thirst for higher entropy (disorder).

When asked to define time, one might answer with "Time is what the clock measures," or, as Aristotle put it, "a number of change with respect to the before and after". Now let us shift our attention to a single theory in the complex web of ideas — Aristotle's theory of time. He stated that time and motion are inseparable, meaning you cannot measure change without time, and you cannot have time without change. Therefore, time simply numbers the sequence of movements and changes which occur. Since time is a measurement, it only exists when someone is there to take measurements. In other words, if it could not be counted, it could not be numbered. Aristotle perceived the present to be a middle ground for the past, which no longer exists, and the future, which is yet to exist — hence allowing time to flow. Which brings us to a much-needed summary: time measures the progression of physical change from before to after.

Time also impacts biology. Cognitive time is how your mind perceives the passage of moments — a concept known as 'The Flashbulb Effect' is when novel, exciting or terrifying events feel slower while happening because your brain records an immense amount of data. Certain chemicals in the brain also impact how your brain processes time. Dopamine alters your internal clock speed; high dopamine levels make time feel like it is flying, while low dopamine levels drag time out. A paradox known as 'The Holiday Paradox' is when routine weeks pass slowly but feel short in retrospect because your brain has no unique memories to log. Contrastingly, a vacation packed with new experiences flies by in the moment but feels like an epoch when looking back. Moreover, a more familiar concept known as the 'Circadian Rhythm' also depends on time. This is the 24-hour cycle driving a human's sleep-wake schedule. As night falls, the SCN prompts the pineal gland to release melatonin, dropping your core body temperature and inducing sleep. Every organ and cell in the body also contains its own autonomous clock genes; these genes dictate when the liver digests food, when the heart rate dips or when the kidneys filter waste.

By now, you can probably see the significance of time in various aspects of reality — but does that change as we slip into the world of literature? In literature, time is often used as a motif which serves as a prominent symbol throughout the story. Oscar Wilde portrays time as an overpowering antagonist, symbolising morality and mortality in 'The Picture of Dorian Gray'. To think that this is only one of the many symbols of time in literature. Recurring references to time may be used to illustrate the finite nature of life, as shown in Shakespeare's Macbeth when he spirals into the realisation of his reign's temporality and the inevitability of death. Writers may also use time to highlight a character's internal desires in contrast to the objective reality. In F. Scott Fitzgerald's 'The Great Gatsby', the chiming of clocks represents reality intruding on his desire to reverse time. Not only has time become a pillar for philosophy or physics, but for the contrastive world of literature as well.

Time — a four-letter word, yet it seems to speak volumes across the many aspects of human life.



A Scryglass of Occupations By Pun & Tee Year 10

Careers are seen as an inevitable and crucial part of our future. Most people associate them with one singular word — money — and they are definitely not wrong to do so. However, we often look past how careers serve as a pillar of our society's structure and day-to-day life.



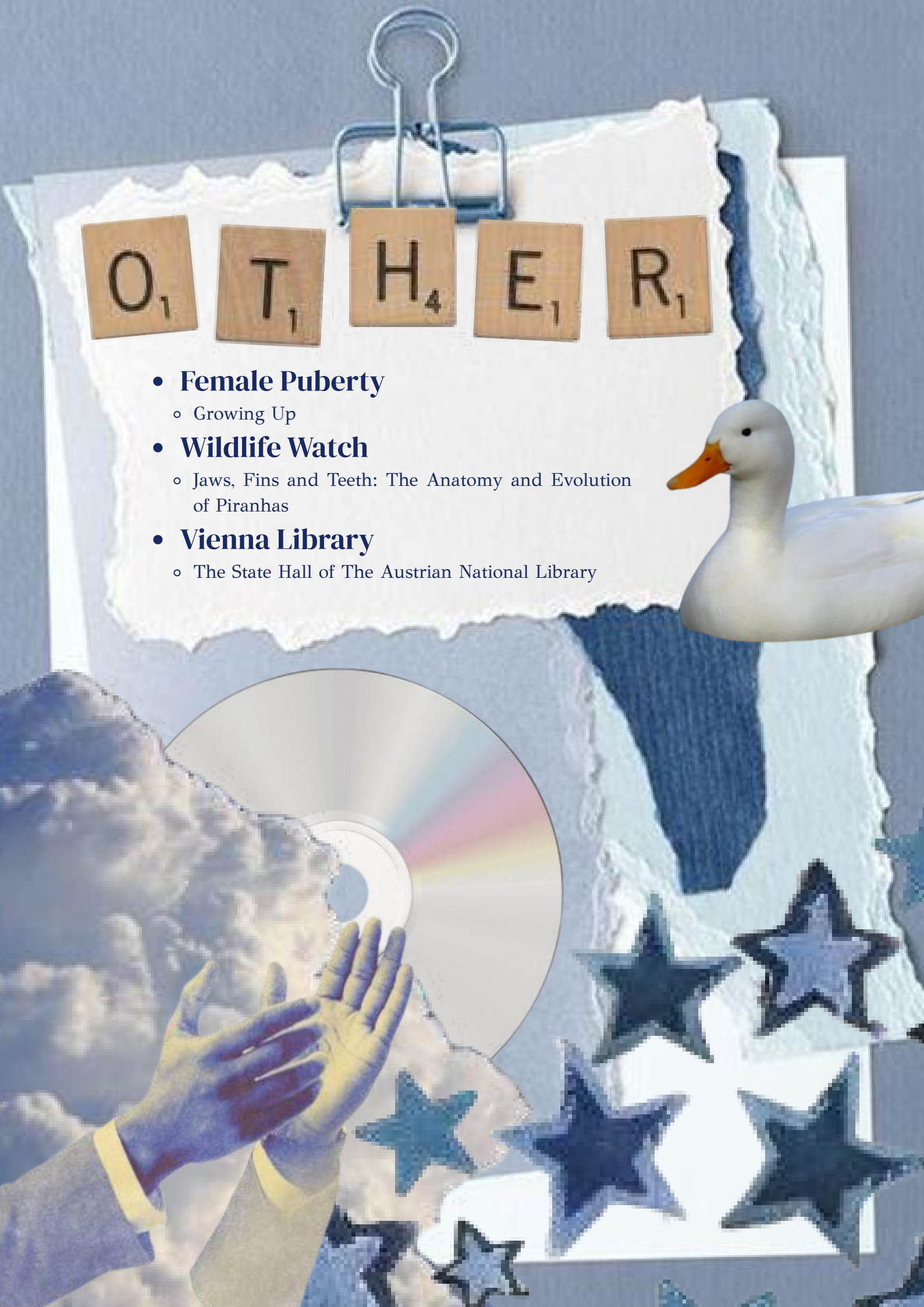
The concept of 'career' has transformed radically from the 20th century to the present day, from rigid, lifetime corporate jobs to dynamic, flexible, and skill-based journeys. In the mid-20th century, workers climbed a linear corporate ladder within a single organisation in exchange for long-term stability and pensions, roles were fixed, and work often stayed at the office. The dawn of the digital age made an appearance in the late 20th century, and personal computers and the internet began disrupting traditional paths, requiring digital literacy. There are several key shifts in modern careers which weren't incorporated in the past; workers are now allowed to change roles and industries multiple times throughout their lives. Employers focus more on adaptable, specialised skills over formal qualifications due to technological advances—with increasing flexibility also leading to a decrease in office hours, allowing employees to have lives outside of work. Additionally, corporate hierarchies are flattening, and rewards, bonuses and promotions are given out in shorter time frames, prioritising the work-life balance.

Besides providing an income, let us explore how careers weave the fabric of society. Some sociologists highlight how the differences between careers complement, rather than contrast, one another. Think of our society as an organism; each part performs a specific task and relies on other components to fully function. For example, a specialist in a certain industry often masters a single task in society's complex web of careers. Therefore, they depend on the jobs of others to provide other cornerstones of life. To paint a picture, a doctor relies on a local chef to cook up her favourite meal. Nevertheless, this raises a pivotal question: are all career pathways equally important? It could be argued that some careers play a role of greater significance in our social structure, requiring a higher academic background. For instance, a neurologist versus an entry-level chef — if a job requiring no experience and a job requiring years of training offered the same pay, would it really be fair?



In terms of looking into the future, many careers will soon be centralised around the collaboration between humans and Artificial Intelligence (AI). Consequently, the future will be fuelled by rapid technological innovations—creating new careers and replacing outdated ones. To narrow down the scope of this brief description, experts believe the following three jobs to be in high demand. Firstly, the formation of technological careers instead of replacing them. This may include Algorithm Auditors to regulate automated systems or AI Prompt Engineers to aid in influencing the human understanding of AI. Secondly, careers in industries which involve deep emotional intellect, such as physical healthcare, mental wellbeing, and elderly care. Thirdly, in noticing the global advocacy for net-zero emissions, careers with a focus on a greener economy will become highly relevant. For example, Circular Economy Designers or Environmental Engineers.

As these new roles emerge, corporate hierarchies will transform into fluid, decentralised networks. Rather than climbing a ladder under strict managerial control, future workers will operate at higher autonomy, evaluated on their own skill set and output rather than fixed office hours. Organisations will rely on flat, adaptable structures where cross-functional teams assemble to solve problems such as net-zero initiatives or AI deployment. This grants professionals greater freedom but places responsibility for career progression and self-regulation entirely on the individual.



OTHER

- **Female Puberty**

- Growing Up

- **Wildlife Watch**

- Jaws, Fins and Teeth: The Anatomy and Evolution of Piranhas

- **Vienna Library**

- The State Hall of The Austrian National Library



Growing Up

By Miki & Niche Year 7

Are you worried about growing up? Or is it that your body is going through some changes and you still haven't figured out how to use period products? Well, don't you fret — we are here to help with the best tips and tricks!

Signs you are maturing

Maturing can happen at random times — it's natural, really. There are no deadlines either, unlike those unfinished assignments you've still got to do... So don't rush it! Just to be sure, here are some signs that you are maturing!

- Growth spurts - You start suddenly getting taller
- Body hair grows - Like under your armpits or on your legs
- Skin changes - Your skin starts getting more oily, pimples/acne start showing up.
- Temporary clumsiness - Your feet and hands often grow faster than the rest of your body, so you may feel a little uncoordinated as your brain catches up.
- Increased sweating - sweat glands become more active and hormonal changes cause a stronger adult-like odor

Periods

Periods. They sound scary, right? Well, not at all. It's just your uterus shedding its lining. They aren't scary, but it might be quite a shock to discover this. Just like how shocked we were when we realised we have homework due tomorrow... But don't worry! Here are some tips to help manage your periods!

Common Physical Symptoms

Reading the title may shock the socks out of you but we have some solutions to help! Cramps and migraines are common physical symptoms that accompany periods, and fortunately, there are products out there in the world that can help alleviate these pains which you will hear about soon.

Period products

There are lots to choose from... most commonly tampons, menstrual cups or pads! These are very essential for your period, so it is important to have them on you at all times, and more importantly, know how to use them!

Pads

Grab a fresh pad and peel off the backing paper — this will expose the sticky side. Once you peel it off, stick the gluey bit onto your underwear, NOT your body!! If the pad has wings (the excess sticky part of a pad), fold them around the underwear, this will help keep the pad from shifting. Don't forget to change it every few hours! When you take it off, roll it up, and use tissue paper or a sanitary bag to wrap it!

What products to use

There are many types of pads and other products available in Thailand. You can find them at convenience stores, supermarkets, health / beauty / drugstores, literally anywhere. If you are looking for pads, Sofy, Laurier, Elis, and Sanita are the major commercial brands. Other than that, if you are dealing with cramps you could choose a hot water bag or NSAIDs (Non-Steroidal Anti-Inflammatory Drugs) to help manage the pain or discomfort.

That's it from us, folks! Good bye, and take care!!



Jaws, Fins and Teeth: The Anatomy and Evolution of Piranhas

By Pooh Year 9

In the river basins around the Amazon, there exists a fish that barks, which is the piranha. Piranhas are animals with arguably one of the most interesting anatomies, especially their razor-sharp teeth and their massive jaws. Their evolution is even fascinating; they may look like prehistoric fish, but in reality, they only appeared around 25 million years ago, which is pretty recent compared to most animals.



One of the most noticeable and well-known parts of piranhas is their teeth. Unlike the teeth of usual fish and animals, the teeth of piranhas are triangular in shape and interlock with each other. Their teeth have sharp enamel edges and jagged areas on the outer layer of teeth, designed for slicing flesh quickly. A really interesting thing about piranha teeth is that they are constantly replaced throughout their life to maintain their razor-sharp bite. When shedding their teeth, piranhas shed all of their teeth on one entire side of the jaw and were replaced simultaneously with new, perfectly sharp teeth that were growing underneath their gums.

An interesting thing about piranhas is that scientists believe that their ancestors probably didn't start out as specialised flesh-eaters. Modern piranhas are closely related to pacus, a fish with flatter teeth designed for crushing nuts and fruits. The early ancestors of piranhas likely had broader jaws, flatter teeth and omnivore diets, which have now evolved into sharper triangular teeth better suited to slice meat, remove scales, tear fins apart and scavenge dead carcasses of sea animals. This evolution happened because South American rivers, the origin place of piranhas, became a highly competitive ecosystem. Fish that could feed quickly and efficiently had a higher chance of survival compared to those that couldn't.



Another famous body part of piranhas is their jaws. In movies, they're often exaggerated to be portrayed as these crazy, bloodthirsty creatures with menacing jaws that would rip you apart in seconds before you could even react. While the bite force and razor teeth are real, the Hollywood myth of them acting like an underwater chainsaw is very much untrue. In reality, piranhas also rarely attack humans. Piranhas have large jaw muscles and a short, powerful skull. Their lower jaw also juts outward for stronger bites, as seen in movies.

Over time, piranha jaws have evolved to maximise force in a compact body. Their skulls became shorter, deeper and heavily muscled to help concentrate more muscular power directly at the teeth. This helps them gain an advantage in the competitive environment of crowded rivers where food disappears quickly. Fish with stronger jaws, faster bites and more efficient cutting mechanisms enabled them to acquire food before their competitors arrived. Not only were their jaws great for food and hunting, but they also became useful for territorial fights, warning bites and protecting schools of fish.

Piranha fins are specialised structures that help the fish move, balance, steer and survive in the fast-moving rivers of South America. Although they're most renowned for their teeth, their fins are still essential for hunting, escaping predators and swimming through flooded forests and murky water. Fish fins work by pushing against water to create movement and control. Different fins have different jobs, and they allow piranhas to accelerate at high speeds, stop abruptly, turn sharply, and stay balanced.

Over time, piranha fins evolved together with schooling behaviour, predatory feeding and river navigation. Unlike open-ocean predators that chase prey over long distances, piranhas evolved for ambushes, sudden bursts of movement and manoeuvrability. This matches the conditions of dense vegetation, muddy rivers, flooded forests and crowded spaces.



The State Hall of The Austrian National Library

By Torfun Year 10

Located in the Neue Burg wing of the charming Hofburg Palace in the heart of Vienna, lies the Austrian National Library (Österreichische Nationalbibliothek). It is the largest library in Austria and the largest baroque library in the world, with over 20 million items in its collection, including 200 thousand historical books on its ornate shelves. The whole collection includes music sheets, various manuscripts, and globes that serve as a testament to the culture of that period. Within the Austrian National Library is the 80-meter-long State Hall, which is the main hall of the library and a showcase of baroque architecture and culture.



The State Hall was built between 1723 and 1726 during the Baroque period. Commissioned by Emperor Charles VI, the hall was designed in a Baroque style by Johann Bernard Fischer von Erlach, a notable Austrian architect during the Habsburg Empire. The key features of this hall are the glazed stucco decorations, marble columns, walnut bookcases, and marble statues of Habsburg nobility.



The State Hall itself contains 200,000 volumes of historic books, published between 1501 and 1850, on walnut shelves and inside cabinets. Unfortunately, most of them cannot be displayed because they are incredibly fragile. It also houses Prince Eugene of Savoy's collection of 15,000 volumes bound in Moroccan leather, with some manuscripts and books from France and Italy. Interestingly, the State Hall also happens to have one of the largest collections of printed books and writings related to Martin Luther's Reformation. Other than books and manuscripts, there are also four massive globes (two terrestrial and two celestial) created by Vincenzo Coronelli.

The hall is split into three sections: War, Peace, and the cupola fresco. Located on the entrance side, the War wing contains works on military strategy and houses frescoes depicting themes of military violence. This was meant to demonstrate the power of the Habsburg dynasty and glorify Charles VI. The Peace wing is located behind the dome, with books about "peaceful subjects" such as philosophy, science, arts, and humanities. The frescoes represent the peaceful scholarly pursuits and the beauty of curiosity. Joining two sides of the hall 30 meters above, there is a magnificent cupola fresco (a mural painted on a dome or a ceiling) painted by Daniel Gran depicting Emperor Charles VI as a wise ruler and his patronage of the arts and sciences. The dividers are two massive pairs of columns called "Pillars of Hercules", displaying the emperor's motto: "Constantia et fortitudine" (by persistence and courage). In the centre is a marble statue of the emperor, directly beneath the dome.





MEET THE TEAM

New Members — Welcome to the team!



Ann (Year 11)

Hello everyone, my name is Ann. I have decided to join the Charter Chronicles team as the head of design as I very much enjoy art. I have made a few posts that goes on our school's student council's social media page, so you may have seen some of my work already.

My favourite thing to do: baking at home and finding cats to play with.

Fun fact: If I have a favourite song or movie, I will play it till until I get sick of it.



Yuvikka (Year 12)

Hey, I'm Yuvikka. I joined Charter Chronicles as Marketing Head because I enjoy creative design and want to help our newspaper reach more students. I love working on posters, visuals and finding fun ways to make stories stand out. In my free time, I like experimenting with new ideas, writing short pieces and doing projects that mix creativity with impact.



Lakku (Year 12)

Hi, I'm Lakku from Year 12. I joined Charter Chronicles to express my design skills beyond academics and explore more creative work. In my free time, I like sketching random things and solving logic puzzles or riddles.

My dream is to live a life worth living:D — and maybe meet Joe Bartolozzi one day 😭

FUN FACT: I'm currently ranked #4 in a Roblox game with hundreds of thousands of active players 24/7 🎮



Lynn (Year 11)

Hello! I'm Lynn from Y11B but soon to be Y12. My first time being featured in Charter Chronicles was edition 5. I wrote a descriptive story with the theme 'Geography,' after I submitted my story I felt like being part of a big activity. Since then I wanted to join Charter Chronicles as I wanted to be part of a bigger community.

My favorite thing/s : Listening / composing music and playing my guitar

Fun Fact : I had up to 5 different homeroom teachers from Y7 all the way to Y11. (That's switching homeroom teachers each year!)



Toni (Year 10)

Hello! I'm Toni from Year 10A. I have chosen to join the Charter Chronicles as Assistant Designer because I love doing art in my free time. My favourite things are music, icecream, and cookies.



Niche (Year 7)

Hello! I'm Niche from Y7 (soon to be Y8!). I decided to join the chronicles club to show my thoughts or bring back types of articles some people don't bring up anymore. In my free time I like to do crafty stuff and fold origami. I like to go for a walk and look at plant or flowers or just look at clouds with a good shape. My favorite things are seals, cheese and mints.

Fun fact: i like to stare off into space randomly.

Introducing the new Student Leaders!



Editor-in-Chief: Pun



Assistant Editor: Torfun



It is our pleasure to introduce the new leaders of The Charter Chronicles! Congratulations on your successful applications! Whether you're an old member stepping up into a bigger role or a new addition to the team, we are excited to have you. We are confident that the paper will be in good hands. Wishing you all the best next year!

Head of Design: Ann



Assistant Designers:

Lakku



Toni



STARTING 2026-27
ACADEMIC YEAR

Section Editors:



Pooh



Lynn

Head of Marketing: Yuvikka



pada akhir tahun lalu.
Dari kucuran tersebut, perseroan berhasil mencatat pendapatan bunga bersih sebesar Rp59,4 triliun, naik 8,8% YoY dibanding tahun sebelumnya.

dan saran agar return yang Royke menje folio perseroan wholesale sampai kuartal IV tahun mencapai Rp516,4 atau tumbuh 9,3 on year. Sedang detail sebe

Pinterest



Supervisors



Miss Carter,
Coordinator



Proud (Year 13)
Editor-in-Chief, Writer



Kiwi (Year 13)
Head of Design



NEW MEMBERS ARE WELCOME!

If you would like to be a part of our team next edition, please contact:

- Miss Carter (ecarter@charter.ac.th)
- Pun (punl@charter.ac.th)

Info:

Where: Miss Carter's classroom (English), third floor, language building

When: Every Wednesday after school

Writers



Proud (Year 13)



Pun (Year 10)



Torfun (Year 10)



Tee (Year 10)



Suji (Year 10)



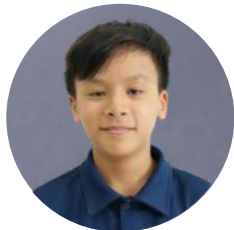
Pooh (Year 9)



Lynn (Year 11)



Yuvikka (Year 12)



TJ (Year 7)



Jacob (Year 7)



Niche (Year 7)



Miki (Year 7)

Designers



Kiwi (Year 13)



Ann (Year 11)



Lakku (Year 12)



Toni (Year 10)



Adobe Stock



Pinterest