



# rosette



*The Official Student Publication of PAREF Woodrose School, Inc.*

School Year 2015–2016

Second Issue



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OF SONGS

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# LETTER FROM THE EDITOR

By Pauline Borlongan

## To my dear Rosette:

Hello! It's me. I was wondering if after all these months, you wouldn't mind hearing from the Rosette Staff again. It hasn't been long since the release of our last issue, *Out of the Box*, yet here we are with another issue right before summer break begins. You may be wondering why we decided to publish another newspaper right at the end of the school year. Many factors contributed to this decision: time, resources, and our sheer tenacity to finish what we've started—a trait that is likely the result of a Woodrose education. Ultimately, what drove us to produce this work at this time was straightforward. We wanted to reminisce.

Before getting into the main theme of this issue, it is important that you understand that this issue is like no previous Rosette publication in that it is shorter and simpler. If you haven't noticed yet, the newspaper you are holding is much thinner. In fact, we reduced the article count from twenty to eleven. Two of these articles may seem familiar to you because they were taken from the Rosette Online. They seemed fitting with the rest of the works that we wrote exclusively for this issue. Nevertheless, we still admit: this paper is pretty short—but shorter never means weaker! Personally, I believe that this issue is one of the more authentic and believable outputs of the Rosette.

The reason for this is that this issue does not have the usual transcendental theme on which we normally base our articles. The previous issue was about being out of the box, while the one before that was about Generation Z. This time, we stripped down the embellishments and fanciful sentiments to let this issue bear what the Rosette is essentially about: the school, its students, and their spirit—a fitting character for the school year's final publication. In a sense, the theme of this issue is *you*, the reader, who, like me and everyone else in this school, wakes up at an ungodly hour to bear eight hours of lessons, yet still can't imagine a happy life without memories of Woodrose.

Hence, do not expect to read accounts of current issues and essays about our feelings. Those will come another time. Expect to read about yourself, the student, and the many adventures we had together. The Rosette Staff will take you from your first day of school to Intrams season, from the Eucharistic Procession to J.O.G. You'll also hear stories about some of Woodrose's finest students and the stories behind their achievements. You might see yourself in one of the seventy-something photos scattered around the pages. Perhaps, you'll even see yourself in the reflections written by people just like you—people who are hesitant to begin life beyond Woodrose, or people who wish they could have done more in the past year.

All of this begs the question: What is so great about this school year that it merits a whole newspaper in its memory? I can honestly tell you that I don't know. We had Intrams as usual and revived J.O.G.—those were fun, but it wasn't the first time. School Year 2015–2016 is not a year of many firsts; that year will come another time when the circumstances demand changes in our routine. However, the year need not be extraordinary to be memorable. We reminisce in the most ordinary of moments—in twenty years, we will still remember the seemingly normal days filled with laughter and friendship. We will remember the days immortalized in these pages. We Woodrose students are fortunate enough to share these memories and reflect on them with pleasure, together.

Attempting to encapsulate the student body's experience in twelve pages is an ambitious goal. I should be ashamed for pursuing such a lofty ideal. We—the writers, artists, and photographers of the Rosette—hope that we were able to do some sort of justice to your indescribable journey in School Year 2015–2016.

Signing off,

Pauline Borlongan  
Editor-in-Chief 2016



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The Official Student Publication of PAREF Woodrose School, Inc.



We, the editors, writers, and staff of the Rosette, aim to write and present works that engage our readers intellectually, emotionally, and spiritually.

We aspire to promote school pride and represent in our craft dynamism, depth, and creativity—elements that define Woodrose students.

We to aim to inspire reflection and to elicit responses from our readers by providing them with thought-provoking insights.

Finally, through our work, we strive to be models of truth and substance, helping Woodrose students develop a broader perspective of life and attain greater awareness of relevant issues.

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*"...and our hearts were set ablaze for we knew that at every moment, our hearts beat as one—that no matter how far we were from each other, we'd never love each other less."*

— Anonymous



# THE 15 KINDS OF PEOPLE YOU MEET ON THE FIRST DAY OF SCHOOL

By Pauline Borlongan, Celine Zamora, Kate Tuason, Marikit Salvador, Robyn Victa, Tammy Dela Fuente, and Aya Cabauatan

Photos by Aya Cabauatan

The following article was first published on Rosette Online last July 14, 2015. It has been reproduced in its original form.

The three months of country-hopping and waking up at noon are over – it's back-to-school time! Every year, it is inevitable to classify your schoolmates into different categories, the most usual being those who either prance or sulk around the building. Keeping everyone into account, here's a list of all the kinds of people you see on the first day of classes based on our observations.

## 1 THE LITTLE GIRL WITH AN ASSISTANT FOR HER BAGS

A rule of thumb on the first day is that the younger a student is, the heavier her bags are. You can find this girl at Gate 3 with a large roller bag, a backpack, a lunchbox, and a jug – a far cry from the high school student who only has her *baon* and a Jansport backpack to carry.



## 4 THE GIRL WHO'S READY

AKA the girl we should all strive to be. Her backpack is neat and complete, and she has her sleep schedule in control.



## 2 THE GIRL WHO'S JETLAGGED (NOT TO BE CONFUSED WITH #6)



You've probably met (or have even been) the girl whose flight from the other side of the world arrived only a matter of hours before school-time. Her jetlag serves as a valid excuse to walk around the school like a zombie, unlike #6.

## 5 THE GIRL WHO'S TOO READY

While she also has her school supplies organized, this girl is a tad bit too excited. She sleeps at the last possible hour because the excitement eats her alive, and then she goes to school before the sun even rises so that she can announce the class lists through Facebook.



## 3 THE #SEPANX HIGH SCHOOL BARKADA HUDDLED IN THE MIDDLE OF THE QUADRANGLE



These people are like ants crowding around an abandoned piece of candy. First, there are only three or four of them in the patio. Then, more come one by one, rushing to their friends without bothering to put their bags down, until it becomes a swarm of girls who can't seem to leave their spot until the bell rings.

## 6 THE GIRL WHO'S NOT READY

This person can often be found sleeping on her backpack in a corner of her classroom. She makes variants of the same joke every year: "Is it summer yet?"





## 7 THE GIRL WHO IS BLOOMING

The first day of school is not the same without the girl who just shows up and gets showered with compliments on her appearance from classmates and teachers alike. She probably removed her braces, lost weight, or got a new hairstyle. (We apologize for the inaccuracy of the photo. We tried.)



## 8 THE BEACH GIRL WHO BECAME SUPER TANNED FROM GOING TO BALESIN/PUNTA FUEGO/SOME OTHER BEACH



These girls should be grateful that the Woodrose uniform covers their tanlines because they would be battered with the “You got so dark!” comments even more than usual.

## 9 THE GRADE 7S



From the youngest batch of high school, these girls are often seen flaunting their new blue ribbons to their friends.

## 10 THE SENIORS! (...?)



Though the seniors’ overall personality varies per batch, a constant in the fourth year students is their ever-evolving carefree attitude because of their position as the eldest in high school.

## 11 THE GIRL WHO’S ALREADY STUDIED



Though a rarity, this girl does exist. She’s finished all of the assigned readings for English class and can’t wait to get the topic outlines so that she can get even more of a head start.

## 12 THE GIRL WHO GOT AN UPGRADE



Gone are the days of cheap National Bookstore notebooks. Either this girl or a relative came from the States because her notebooks are now Five-Star.



## 13 THE GIRLS WHO ARE CRYING BECAUSE THEY'RE NOT CLASSMATES



“ After  $x$  years together, we broke our streak! No!”

## 14 THE GIRL WHO ISN'T EVEN IN SCHOOL BECAUSE SHE'S STILL ON VACATION



Her Snapchat stories and Facebook posts are enough to prove that she isn't missing out.

## 15 THE TEACHERS



They're the ones who work hard on the days leading up to school to make sure that the new school year starts off on a high note.

## EUCCHARISTIC PROCESSION

By Ela Banaag • Photo by Aya Cabauatan

*The following article was first published last December 8, 2015.  
It has been reproduced in its original form.*



For the past ten years, Woodrose has been holding a Eucharistic Procession. From its name, it is an annual procession held to adore and honor Jesus Christ's true presence in the Blessed Sacrament. This year, the celebration took place on November 28, a cloudy Saturday morning. Although it is celebrated every year, each year is just as solemn and as magnificent as the last. Of course the carpets are always things to look forward to making and to seeing.

The making of the floral carpets marks the beginning of the preparations. This has since been a practice done by the school because truly, Jesus only deserves the best. The whole Woodrose community was able to (and always does) participate in the floral carpet making- Grade School students are helped by their parents, High School students design and make their carpets on their own, and teachers, other staff, and alumnae also pitch in. This year, the students were encouraged to keep their designs simple by using only three colors of sawdust, with the exception of the Fourth Year students. Simplicity proved to be beautiful as all the designs-- many with floral or geometric pattern designs-- came out vibrant and aesthetically pleasing.

The day itself began with a mass celebrated by Fr. Lambert, who moved many hearts with his homily. He was joined by a few other priests, including Woodrose's chaplain, Fr. Reyes. After the mass was the procession itself. As the priests took turns in carrying the monstrance from station to station, all eyes were fixed on Jesus. The priests walked to three stations, beginning with the High School patio, then the shrine, then finally, Jesus was brought to the gym. There was a Benediction in each station followed by prayers made by the students. In the final station, Fr. Reyes also gave a short message telling the students that if Jesus could say something to them, he would tell them that he loves them each moment of their lives as he showed his love for them today. He would also plead that they continue showing their love for him as they did today.

The whole Woodrose community definitely looks forward to this event every year, not only because floral carpet making is an exciting way to test creativity, but because it is Christ passing by on that procession day, reminding us to see Christ in others and to be Christ to others.











## THE VOYAGE OF SONGS

By Ica Policarpio and Kate Tuason • Photos by contributor Bea Cabauatan



From November 25-29, the Woodrose Chorale set out on its most formidable voyage yet in order to conquer the competition known as “The Voyage of Songs” held last November 27 in Penang, Malaysia. Having won multiple awards in the “Musicapella” contest and participating in various music festivals in Japan and Singapore, it was indeed a fierce contender in this competition. PAREF Woodrose was one among a total of 21 schools hailing from Indonesia, Singapore, the Philippines, and Malaysia that were vying for the grand prize. For this occasion, 35 Woodrose chorale members ranging from Grade 6 to Year IV were chosen to represent both the school and the country, accompanied by Ms. Angela Kliatchko and four other teachers. Despite being unable to attain complete victory in the Grand Prix, this ensemble of singers safely arrived in the Philippines carrying the honor of winning Gold in the Senior Youth Category.

In order to prepare for such an important competition, the members of Woodrose Chorale had to both mentally and physically prepare themselves. Polly Baterna of Grade 10 shared their tedious schedule. “We prepared for the competition by adding more days and a lot more hours for rehearsing. We practiced every weekday, including three or more hours on Saturdays. Also, we were coached by the renowned Filipino composer, John Pamintuan. Along with sleeping early to keep the body in tip-top shape, we also kept a wonderful diet of not taking any food or liquid that could affect our voice.” Although they encountered many difficulties during the preparation process, they were eventually rewarded for their great efforts and hard work. Ultimately, practice, dedication, and focus was their driving force towards victory.

According to many of the chorale members, participating in the international competition was truly a humbling and learning experience. The opportunity to represent not only Woodrose, but the Philippines as well, in a competition abroad is not an opportunity that comes by often. Despite the immense pressure and difficulties, the Woodrose Chorale managed to emerge successful in the competition and reinforce their reputation as a talented and award-winning choir. “The most memorable moment of the trip would be when we heard our group’s name called at the awarding. It was at that moment when we got up on the stage that I remember telling myself, ‘This is it: we’ve done it, and we’re bringing this home.’”

Although most of their energy was directed towards the competition, this does not mean the chorale members did not have thrilling, “tourist-esque” experiences of their own in Malaysia. Senior Angela Azurin, for instance, had much to tell about a certain elevator catastrophe that occurred in Georgetown Hotel, the building in which the group stayed for majority of the trip. “The hotel was very crowded because there were so many people staying there, including most of the other competitors,” she said. “One time, I was with Grade 9 Julian Ona, and we needed to use the elevator to go to the 27th floor. We entered the elevator, but we were squished with many other people (and several of them were boys) so it was already quite awkward for us. When the elevator reached the 20th floor, it didn’t stop and open its doors, like it should have. Instead, it paused for a bit, then went back to the 19th floor. Then it climbed up to the 21st. Then back down to the 20th. Basically, the elevator kept moving up and down like this for a while, so everyone inside was starting to get extremely worried.”

“Suddenly, the lights turned off, and the elevator dropped by four floors. I screamed.”

The Woodrose Chorale has definitely braved through various types of circumstances, whether they be laughter-inducing or highly rewarding. One can expect that the members still have more to offer in the months and years to come while they continuously flourish as the close-knit group of vocalists they are known to be. However, it is more than skill and ability that has brought them to where they are today. For them, singing as part of the chorale is not about the different voices harmonizing, the countless hours of after-school training, or the lyrics that have to be memorized. It is about true harmony - with the music, with the audience, and among themselves. So what’s next for them? Is it Japan, Singapore, or Malaysia again? With their hearts bursting and their melody thundering, the wind will surely blow their sails as they carry on to their next voyage.



## ANNIE'S STORY: HOW SHE FOUND A HOME IN OUR CHURCH

By Niña Diño • Photo by Trina Camacho



Last December 9, the Woodrose community was able to witness the first steps of Grade 7 student Annie Jeon as a Catholic. The ceremony of her first Holy Communion was a simple one, but meaningful just the same, because she was blessed with a newfound sense of faith. Dressed in her gala, Annie sat through a regular Mass with her friends, then was the first to walk solemnly to the priest as she received Christ for the first time. It was a beautiful experience to see, for the angels were definitely singing for Annie on that day.

As a Woodrose student since the first grade, Annie was often exposed to Catholic beliefs and traditions. For many years, she watched as her classmates went to Confession, received Holy Communion, and attended Mass – a prime factor that encouraged her to convert to the religion herself. Even though she was raised as an atheist, she was intrigued by the lessons she learned from her Religion classes, and sought to feel an even greater connection to the faith by aspiring to be a Catholic. The first time she felt an urge to convert, she was a mere fifth grader, but she already knew, without a doubt, that she belonged to the Church. She gathered up the courage to tell her parents about her decision, and gladly enough, they showed nothing but happiness and support for her. However, the actual process of her conversion was postponed because she was so busy with school and had no time to sort out her documents. But even this delay can be viewed as a blessing in disguise, because as the years passed, Annie's little sister was motivated to follow in her footsteps by converting with her as well. Inspired by Annie and her own classmates, the young girl felt a connection with Christ and wanted to enter the Church, too. And so, after years of simply watching their friends living the Catholic faith, Annie and her sister were finally baptized at the St. James the Great Parish on December 8, the feast of the Immaculate Conception, with their classmates silently cheering them on. Blessed by Mary and the saints on this special day, Annie became the Church's new daughter.

The next day was another great one that Annie will never forget, since she had her first Holy Communion at the Chapel of Our Lady of the Rose. The Mass was simple and like all the others, but no one could miss Annie, the girl dressed in her gala and solemnly taking in the priest's words. During the homily, the priest mentioned that it was her very special day, then as Communion began, she was the first to receive the bread of Christ. Photographed and cheered on by her friends, Annie glowed as she felt, finally, that she was home.

Annie's conversion is a story that will be treasured by the Woodrose community for years to come. She has become a symbol of the love of Christ firsthand, for he showed that he does not only extend his heart to those who have known him since birth, but also to those like Annie, who were finding him along the way. There is no doubt that Annie now truly belongs, because she has found a home in the warmth of Christ and the Church.

## JOG FOR LOVE

By Pat Gayod • Photos by contributor Patricia Cabauatan



Last February 14, 2016, more than a thousand people got their hearts racing in this year's Joy of Giving Fun Run.

This fun run, better known as J.O.G., was a fundraiser put up by the senior high school students and student council of PAREF Woodrose School for Victoria Homes Elementary School, the school's beneficiary, and the Woodrose Scholarship Fund. The day began at 5:30 am with the 10-kilometer run, followed by the 5-kilometer and 3-kilometer races at 5:45 and 6:00 respectively. After many of the runners had returned after finishing their respective categories, there was a 400-meter dash wherein children of ages 7 and below sprinted back and forth to the finish line in hopes of winning a medal and making their cheering parents proud.

Aside from the awards given to the first three male and female runners in each category, in celebration of Valentine's Day, the first married couple that finished in each division was also given a free stay in the Azumi Hotel for one night. All of the other participants could check their standing in the race through the list of rankings made available on Facebook by the Woodrose Student Council.

During the run, there were also food concessionaires such as The Galley and Bacolod Chicken so that the runners could buy breakfast and a booth selling roses so that people may buy flowers for their loved ones.

Thanks to the support from the run's sponsors and donors and the participation of the runners, this year's JOG was definitely a fruitful way for many to begin their Valentine's Day, as they were able to express their devotion for one another and their concern for those in need. The participants spent the morning with those they cherished and at the same time, helped others avail of an education that will lead to a brighter future. After all, love is not always conveyed in the romantic sense - in fact, it often transcends the boundaries between people, no matter if they have never met each other face-to-face. More than the number of runners or the funds that were earned, the success of J.O.G. comes from this self-giving mindset.



# WHAT WE'VE LEARNED, AND WHAT WE KNOW.

By Shanelle Iletto

In less than a month's time, my Batch of 2016 will be graduating. It seems almost impossible to grasp the fact that we'll be moving on from red brick walls of Woodrose. Soon, we'll be in college and we'll be one step closer to our dreams and aspirations—one step closer to the future. All the years of countless papers, homeworks, and tests will be finally rewarded on a single piece of paper that we will gleefully receive on graduation day. Although we are all excited to move on to the next stage in our life, we will never forget the lessons we have learned together as a batch.

Senior Angela Azurin believes that the most important lesson we learned as freshmen was how to form our personal development and character. Angela states, "We needed to grow not only as a batch but also to grow personally. We would eventually become the role models of the lower batches and would need to be good examples to them." Even though we were only freshmen, our batch already had a strong sense of duty to uphold the character of a Woodrose student. We knew from the start we had a legacy to uphold and continue.

After our first year of confusion and wonderment, sophomore year proved to bring a bigger challenge. Trina Camacho says in sophomore year she learned the importance of perseverance and hard work as she says, "Even if high school begins to get harder, your friends will remain and everyone will get through it together. You have to work for your grades." In sophomore year, our batch became more confident in school, and strived to work hard in order to gain success. We knew we had something to prove to not only our parents and teachers, but also ourselves.

Junior year presented new difficulties. Alex Agoncillo says, "I think the most important lesson in junior year is learning how to set your priorities straight. Junior year is a whole lot different from sophomore year because we are given more responsibilities, and we become examples to lower batches. Also, academics and extracurricular workload become heavier, and people raise their expectations of us. With these, I learned that if you set your mind to anything, you can achieve it." In a sense, junior year was the "make or break" stage of high school. This was the time we were tested to our limits, and were challenged with not only academic work, but also the responsibilities of being a leader. We knew we had to step up, and determine what kind of person we wanted to be.

With all these elements in mind, we were certainly able to apply all of them during our last and final year of high school. In our senior year, I personally think we've learned how to put our trust in God, despite the uncertainties in life. Applying to college was definitely no breeze in the park, and I believe that despite the stressful situation, we relied on the comforts of each other and the plans of God. We learned how to cherish every moment, and enjoy every situation. We looked at events such as Family Day, J.O.G., and class retreat as blessings. They actually became more important and meaningful during our year because these events taught us that we have all come together to achieve something great. We knew this would be our last year together, and we were planning to make the best.

Over the course of the years, Batch 2016 has shared so many laughs and tears. We've said hello to new faces and goodbye to old ones. Although we are sad to see each other move on from this journey, we know that the bonds between us will never break. The lessons we have learned in high school have helped us pave our future. Although we don't everything about what will happen in the following years to come, we are sure of one thing. We know that this isn't the end, for the memories will always last within our hearts.

## 100% KPUP

By Ela Banaag

In recent years, the Philippines had adapted to the K-12 program first applied in Western countries. The K-12 system is made up of Kindergarten and twelve years of basic education, from grade one all the way to grade twelve. Theoretically speaking, it is supposed better prepare Filipinos for university education through relevant application activities patterned after the spiral learning. Moreover, it is meant to make the curriculum more relevant and form us into critical thinkers. These implications all sound wonderful, but what really does K-12 mean for the typical Woodrose student?

### 40% PROCESSING KNOWLEDGE

If the Woodrose girl thought she would do away with the traditional memorization, she'd have to think again: knowledge takes up 15% of the total K-12 grading system known as KPUP (Knowledge, Process, Understanding, Product). Memorization will still take much of her time as this is the usual choice of component used by teachers for their pop quizzes (uh-oh).

How she processes that knowledge is reflected in her final grade as well. That component is simply called Process. It looks into the immediate uses of the memorized information and thus is very particular about details. For the Woodrose student, this is one of the trickiest components as it includes application of formulas in algebra, geometry, and physics. It examines how she thinks and whether her way of thinking leads her to the right answer or not. This processing of knowledge is also quite difficult to like since it can really bring her grades down—due to the lack of days in school, all components always seem to have such small total scores and thus need higher scores to pass. Finally, K-12 means that the average Woodrose has to stay in school a whole year more so as to complete the twelve years basic education as setup by DepEd.

### 60% UNDERSTANDING THE PRODUCT

KPUP isn't all bad news—in fact, it has a brighter side that the Woodrose student appreciates very much (even if it is hidden under all those passionate complaints she has about this new system). KPUP really trains the student to understand what she learns, as indicated by the Understanding component. Sure, memorization is still in fashion, but KPUP pushes the student not exactly to remember empty phrases and numbers, but to take into consideration what those phrases and numbers mean so as to better "memorize," or as teachers like to call it, familiarize. The Woodrose girl is usually very good at this since most of the time, she forgets the little ideas but can tell you by heart what the big umbrella was all about.

With knowledge, process, and understanding together, KPUP has product. Product is basically applying the lesson to real-life situations. This helps the student understand the relevance of each topic to her life and thus helps her to better appreciate what she has learned; she no longer complains, "When am I ever going to use this?" This component is a big asset for the Woodrose girl since she is generally very good at projects. She is multitasking (or simply very confident) and loves to recite speeches, make amazing storybooks, dioramas, etc. Both these components really encourage her to learn. The Woodrose girl appreciates KPUP since she can easily point out what aspect of thinking she needs to improve on. For example, if she has generally low scores in her knowledge tests, then she could work harder in order to familiarize herself with the different terms and definitions involved. Finally, the Woodrose girl can agree that little by little, this system prepares her for university education since the curriculum is made to be relevant to her.

### 100% KPUP

KPUP isn't so bad after all! The benefits (60%) outweigh the costs (40%)—by 20% to be exact. The typical Woodrose girl could say that no matter how much she has complained about this system, deep in her heart she appreciates very much. This system will truly change the way she sees school; she recognizes it more clearly as a place to learn.



## DIGITAL TRUTH

By Karmella Tapia  
Art by Tammy dela Fuente

A famous philosopher once said, “The only thing that is constant is change.” Change has always been an inevitable occurrence in our lives. We’ve been through a great deal this past year, changing just as much as our surroundings. But school isn’t the only thing that’s changed during this school year—the world has as well. Here’s a collection of but a few of the fascinating facts and statistics that have changed over the last few months:

1. Amnesty International reported that the global situation for human rights deteriorated in 2015, with the governments attacking systems designed to protect basic rights themselves. Researchers highlighted the situation in Syria as the world’s most urgent crisis, particularly for refugees with numerous cases of airstrikes against civilians (Amnesty International).

2. A new study suggests that brains have different structural traits that affect both anatomical and cognitive factors, such as intelligence and memory. In short, research now suggests that mental abilities are shaped by brain differences (Watson, P.).

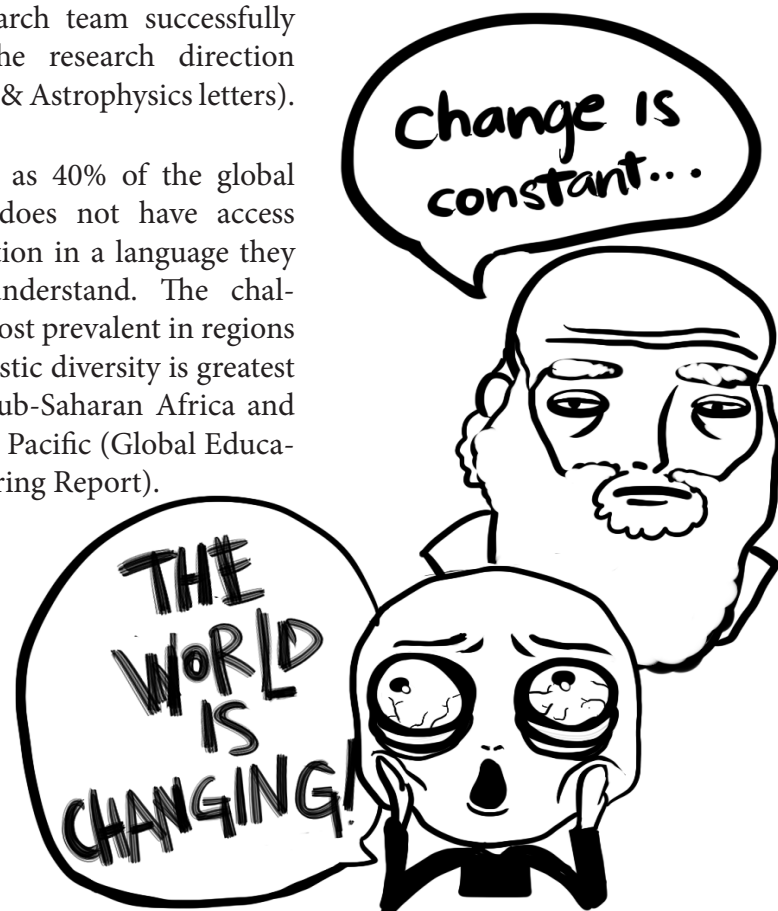
3. Using a method of laser etching, researchers at the University of Southampton, in the United Kingdom, have now created and successfully store documents digitally on a coin-size piece of glass known as a “Superman memory crystal” that has the capacity to save huge amounts of information for up to 13.8 billion years, according to researchers (Live Science).

4. The Global Monitoring Report 2015/2016 indicates a decrease in the number of those living in global poverty (living on \$1.90 or less a day). There is a projected 200 million fewer people living in extreme poverty than in 2012 (The World Bank).

5. Using observations from the Cassini spacecraft, which has been orbiting Saturn since 2004, a team of French astronomers have been able to specify the possible positions of a ninth planet of the Solar System in the Kuiper Belt. The existence of a ninth planet can only be confirmed by direct observation, but the French research team successfully narrowed the research direction (Astronomy & Astrophysics letters).

6. As much as 40% of the global population does not have access to an education in a language they speak or understand. The challenges are most prevalent in regions where linguistic diversity is greatest such as in sub-Saharan Africa and Asia and the Pacific (Global Education Monitoring Report).

7. A new NASA visualization shows the 2015 El Niño in the Pacific Ocean creating different patterns with much warmer temperatures than seen in the 1997-1998 El Niño. It is predicted that El Niño will give way to La Niña this upcoming year, its opposite phase (NASA).



## WHEN THINGS AREN'T ALWAYS AS THEY SEEM

By Patty Bufi and Andrea Garcia • Photos by Aya Cabauatan



As the school year draws to a close, many students are realizing that the year went differently from what they had expected. Everyone, teachers, students, and even parents, has expectations for the school year during the summer break, right before they pack their school bags and set their alarm for a bright and early morning. These could be from their own experiences, or what other people have said, but despite how many people have agreed on a certain assumption, reality has a way of surprising everybody.

Perhaps the most interesting “expectations versus reality” come from the seniors and the freshmen. The fourth years are on their way out of Woodrose, while the seventh graders have just transitioned into an entirely new environment. Sofia Aglipay from 7A, for example, expected the stereotypical high school changes, such as stricter teachers, scarier people, and the likes. However, she was pleasantly surprised when she discovered that although a few were true, she was given more freedom because the teachers expected more now that she is in high school. No more lining up after recess and lunch, and other grade school practices that the teachers made

them do in order to maintain peace and order. The atmosphere was more open, as they were trusted to act appropriately as high school students. Another example is Andie Maraño from 7B, who expected the workload to be so strenuous that she would always be busy and always have to pull all-nighters. But as the school year progressed, she found that even if she did have a lot of schoolwork, she was able to learn how to manage time better, and become more responsible. Because the teachers gave her batch time to adjust, she could keep up with her workload.

While the freshmen had expectations that centered on how different grade school would be from high school, the seniors focused more on how their leaving Woodrose would make the school year different from others. Bea Garcia of IVA expected fourth year to be more exciting and sentimental, with a lot of changes, and found that it was just another year of high school, aside from the requirements they needed to fulfill for their college applications. And in spite of what she assumed, she said that she enjoyed her final year in the school she had attended for more than ten years. She was not disappointed by the normality because it was comforting in the face of the changes to come. Bea Gutierrez of IVB, on the other hand, was more fixated on the academics. She assumed it to be an easy job as it is her last year in Woodrose. Although the academics were slightly easier as she expected it to be, reality struck her when she found out that it was still difficult to cope with because of the excess amount of requirements such as applying for college, preparing for grad balls, and such.

In conclusion, the seniors and the freshmen got more than what they expected this school year. The seventh graders were happy to find that high school wasn’t as much of a nightmare as others had said it to be. The fourth years were able to get one last bittersweet taste of high school before they leave, and they were left surprised by the stress of the preparation for college yet comforted by the familiarity of it. Even if some things did not go as planned this school year, many students can agree that it was an exciting year. Every year goes differently, and though expectations do not always become reality, the unexpected changes in plan are the experiences that will be most valuable and appreciated ones for the journey ahead.



# WHAT MADE THIS SCHOOL YEAR STAND OUT?

BATCH 2020 | INTERVIEWED BY THERESE LITONJUA | PHOTOGRAPHY BY BELLA PALMA



*This year allowed us to really settle in. We become more used to the high school environment, so much so that we found real comfort in it.*  
- **Gabby Sandejas**



*This year was more challenging than last year, but it also became the year where we started to branch out. People went beyond their regular barkadas and groups, and this helped make us more united as a batch.* - **Ashley de Castro**



*What made this year stand out was our Christmas Cantata. I felt as if we were able to represent our batch's unity, even if there were three different themed performances. Our combined performance allowed us to show what our batch was a whole was really capable of.* - **Annika Cruz**



*One of the things that made this school year different was the PAASCU visit. Even if it was stressful, it instilled in us a sense of Woodrose pride. Each student from each batch worked extra hard to show our best selves and showcase our abilities from making the exhibit to attending meetings of the clubs, organizations and varsities.* - **Kyla Yu**



*What sets this year apart was how we were more involved with each other. We helped each other get through every problem, no matter how big or small, and we were all close to each other. We built harmonious relationships, and we were able to be lookouts for one another. During Linggo ng Wika, class productions, and the Christmas party, we were able to rely on each other, and really act as one.* - **Elena Tan**

*As a Grade 8 student, this year was a challenge for our batch, especially when it came to our workload. What set this year apart was the fact that our batch was able to start growing as a whole and working together. This year, we helped one another with the tasks we were given ranging from the Linggo ng Wika performances to simple homeworks given during the day. The batch unity that we started to form is something that I would consider special this School Year. Despite the Florante at Laura Kundiman and the decoration of classrooms being a competition, we didn't really make it seem like that. We helped each other continue pushing forward/motivated each other when the pressure/stress of task was difficult. We'd give each other suggestions on how to improve a part of the task given.* - **Trixie Lao**



*Before this year, our batch wasn't close to the upper batches. We barely talked to them, but this year, we became more open and respectful to each other. We also built our inter-batch unity, as we had projects that involved all of us, such as linggo ng wika and intrams.* - **Veronica Espino**