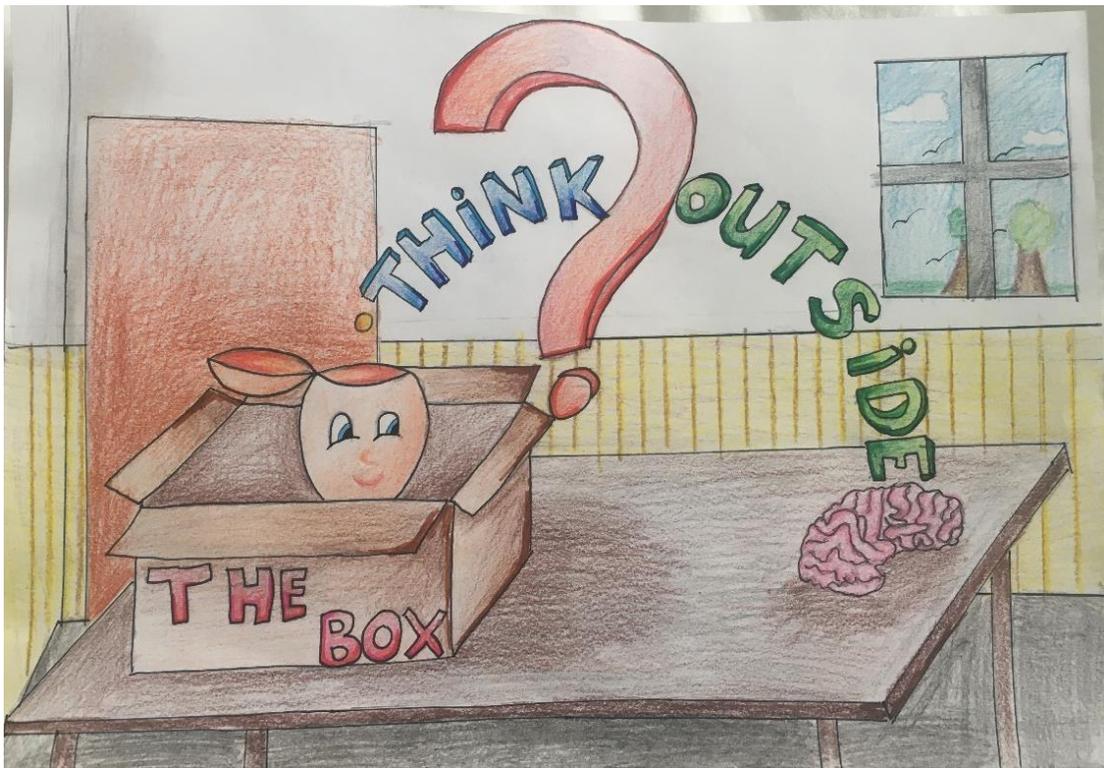


MOTTO

NEWS FROM THE TTO DEPARTMENT

Spring edition 2020



From the TTO coordinators' desk

Dear TTO Students and Parents,

Florentine's beautiful artwork on the cover of the Spring MOTTO, *Thinking Outside the Box*, is a wonderful illustration for the metaphor that means to think differently or from a new perspective. It certainly depicts our current situation perfectly.

COVID-19 has presented unprecedented changes in all our lives. Especially the learning of our students and it has been rewarding to watch the TTO students adapting to this new situation and their new ways of interacting, collaborating, developing and learning online.

I am sure that like me, you will enjoy reading this unique MOTTO, where much of the work was made during 'lockdown', while learning online. Physically we have all been distanced, but certainly not socially. The TTO team have worked hard to adapt TTO teaching methods for this new learning environment. The TTO students have continued to make us proud with their creativity and academic achievements.

In particular in this issue I have enjoyed reading the comments from our graduating Senior TTO/IB students. To quote Myriam Oskam's poignant words, "It is a shame that our IB adventure ended so abruptly".

TTO is a journey full of adventure and I am fortunate to begin with the students in Year 1, guiding them as they take their first hesitant steps on the journey of learning English. It is thoroughly rewarding to watch our students develop their language skills and finally graduate with their Senior TTO and IB certificates.

Despite the fact that this year's path has been interrupted, the journey has been no less rewarding. Remember that the destination is not your only goal and that the skills that you have gained are your achievements. Therefore to our graduating TTO students: despite the unexpected detour, you have all safely and successfully reached your destination. Congratulations from all your TTO teachers who have joined you on your journey.

The TTO team is always proud of the work that all our TTO students produce. In this edition of the MOTTO, there are so many highlights for you to enjoy, including the Year 2 Oxford reports; from all of us many thanks to the teachers who accompanied Year 2 on the trip this year.

Mrs Campbell's Holocaust project to commemorate 75 Years of Freedom produced striking pupil work, and as always we can be entertained by the captivating art work and the crafted writing activities of our TTO students, all beautifully edited by Mrs Royle; enjoy!

Best Wishes,
Miss Haasnoot and Mrs van Otterloo.

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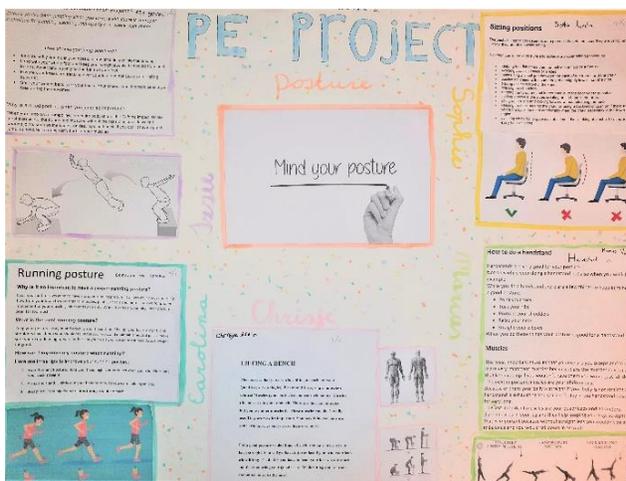
P.E. AND BIOLOGY CROSS-CURRICULAR

We all should have seen these images before those weeks of online lessons. All the bending over our laptops every school day, was not good for our posture! Who has been suffering from stiff necks and rounded shoulders? Are you sitting up straight?

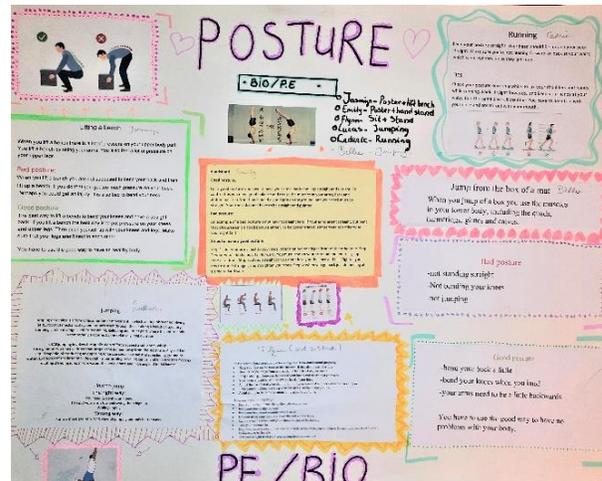
The cross-curricular project with P.E. and Biology looked at the importance of good posture. No better place to begin than in the classroom. In Biology 1TTOers learnt about the bones and muscles and how they work together. Good posture and exercise prevents injuries.



The examples by B1C show clearly the connections between how we use our bodies in P.E. to our human biology.



Sophie, Izzie, Chrisje, Marcus, Carolina, B1C.



Jasmijn, Emily, Flynn, Lucas, Cedric, Billie. B1C

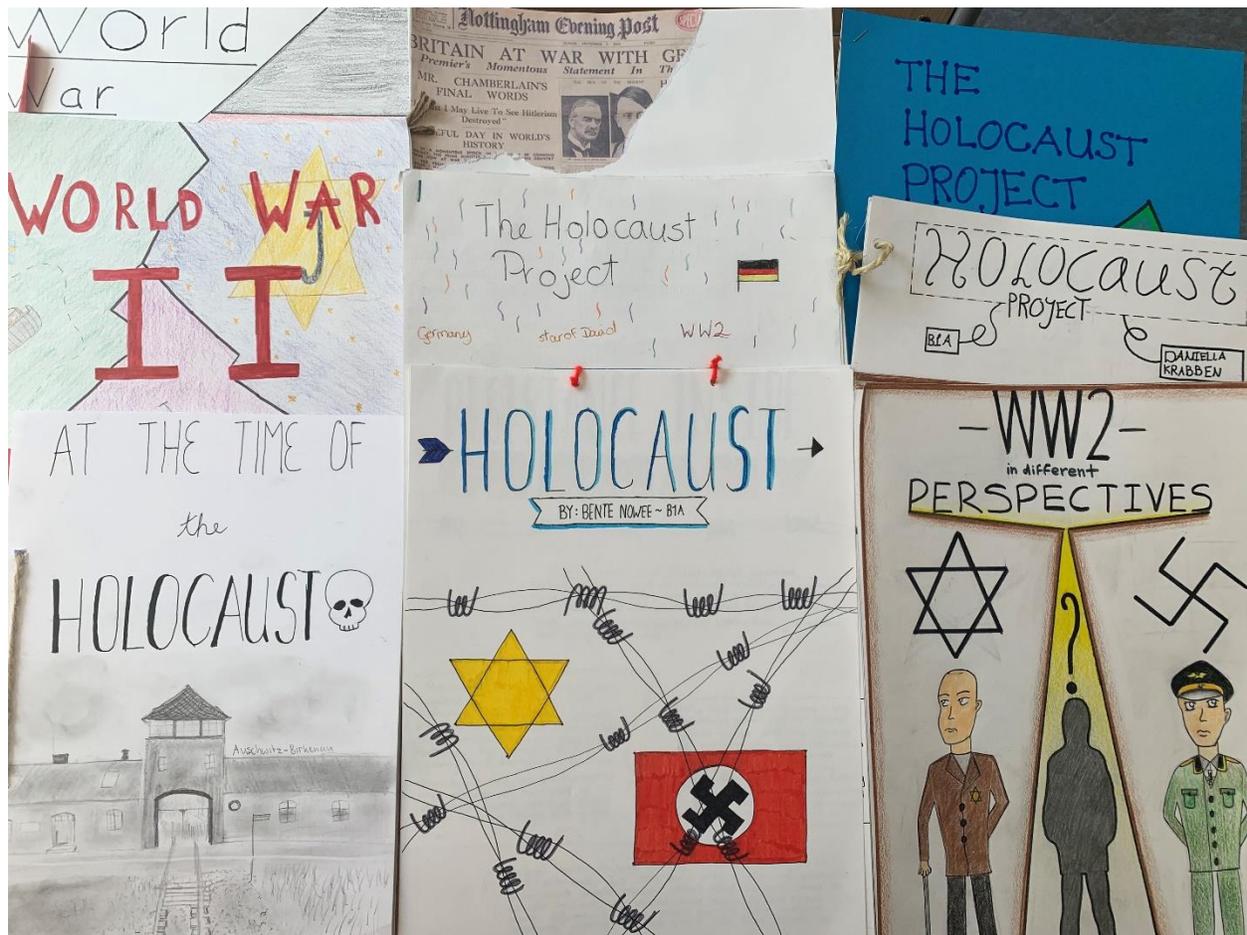
English TTO

In TTO English the students have just read, 'Number the Stars' by Lois Lowry which is a story about that 'miracle rescue' of Jews from Denmark during WW2.

To mark the 75th anniversary of the Holocaust they then embarked on a project to make a book. Students could choose the topics for their book from a table of 20 subjects, but they had to choose one topic from each row.

The work they handed in was of a very high standard and they learned a great deal about that time in history.

Below you see a selection of front covers by a range of pupils. On the next couple of pages you can read the content of two of them.



The following book is by Bente Nowee. B1A

HOLOCAUST

BY: BENTE NOWEE ~ B1A

The four resistances and the resistance poster. Hans were resist. Judicial trial.

RESISTANCE INSIDE GERMANY

During world war 2 not all of Germany agreed to Hitler and his methods. Small groups and some individuals didn't want to be a part of what Hitler wanted to do, so they formed resistance groups. There were two main groups: The White Rose movement and the Red Orchestra.

The White Rose movement was founded by Hans Scholl. That resistance group was non-violent and consisted of people mainly from the University of Munich. They showed resistance by spraying graffiti and passing out anonymous leaflets. Hans Scholl and his sister (Sophie) were executed on suspicion of resistance. Sophie interrupted the judge multiple times during the trial.

The Red Orchestra was a big resistance group, spread around all of Europe with big amounts of members. Not much information is left about this group. They showed resistance by printing illegal leaflets, helping Jews escape and contacting our allies with information about the Nazis.

German resistance was actually seen as a myth to most outsiders. In 1944 there was a plan to assassinate Hitler whose people bombed Hitler's headquarters where he (at that moment) was located. Hitler managed to escape with minor injuries. In total 77,000 Germans were executed for resistance against the Nazis, more than 800,000 were put in jail.

EPIDEMIC, PLAGUE AND INFECTION IN CAMPS

In concentration camps fevers asked for many people their lives. People were also being physically harassed which resulted in broken limbs and all kinds of cuts. Those cuts got infected and turned into nasty infections.

One of the illnesses was Typhus: an illness caused by small bugs, insects and parasites. If you had Typhus you could have a big rash, a headache or a serious fever.

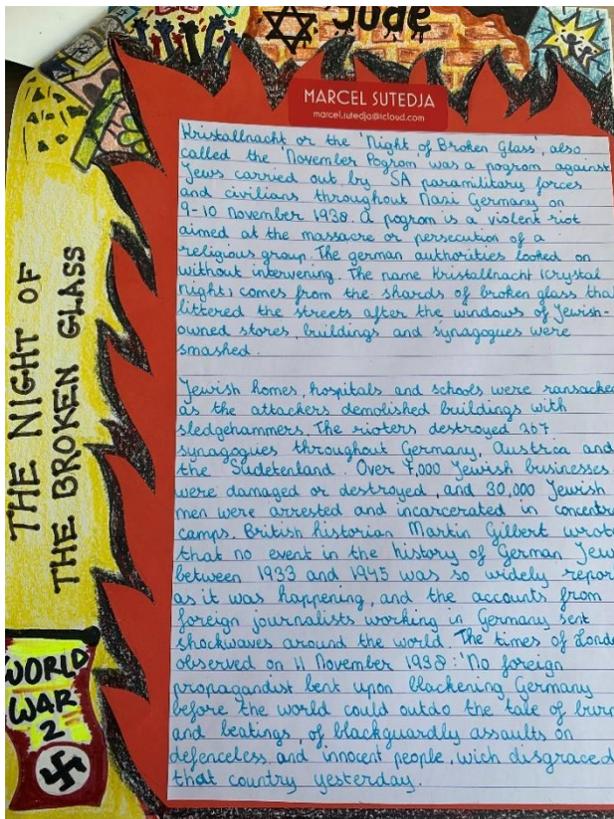
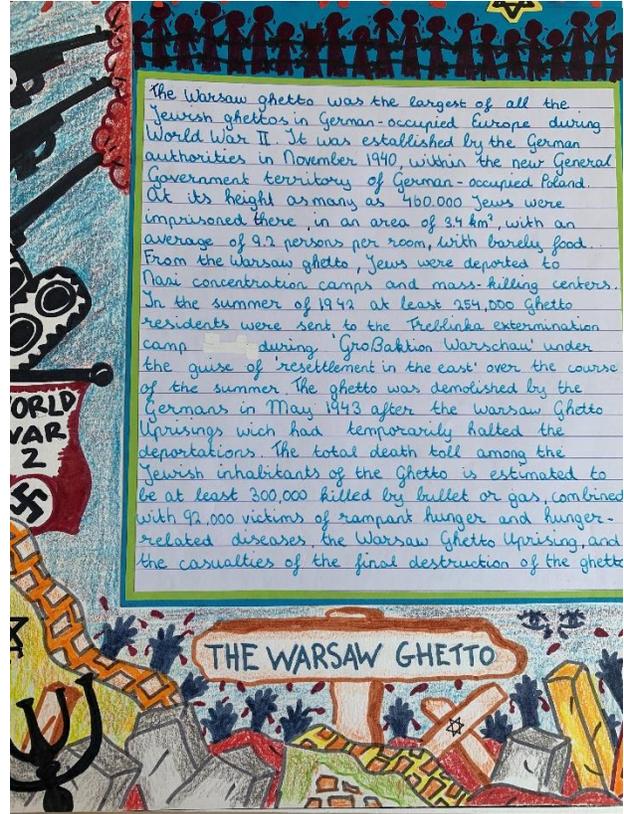
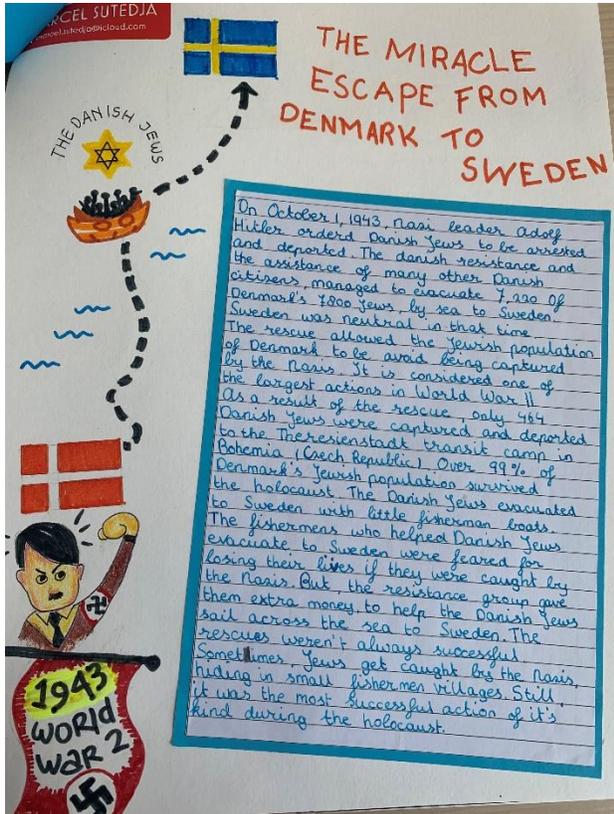
Another common sickness was the starvation sickness: bloody diarrhea, swollen legs, impaired vision and hearing, memory loss and exhaustion to the point of collapse.

All the prisoners also suffered from boils, rashes and abscesses. More than **Half a million** people were killed or died because of sicknesses.

THE NIGHT of the BROKEN GLASS

The night of the broken glass was a horrible night for the Jewish people. On the nights of 9 and 10 November, the glass of Jewish stores, buildings and synagogues was smashed by the German soldiers. More than 90 Jewish people died and over 30,000 Jewish men were arrested. The Germans wanted revenge for the assassination of a German diplomat: a Jewish person murdered him. The Germans didn't only smash glass and murder and arrest people, they also burned down certain synagogues and schools.

After the night of the broken glass Jews weren't only banned from museums, public playgrounds and swimming pools, now they were also banned from school.



This hand-written book is by Marcel Sutedja of B1A.

The lay-out and the care-to-detail of his beautiful illustrations is excellent.

GEOGRAPHY

Mrs Porton picked out this Travel Journal as one of many good examples 1TTO handed in. By writing a journal, pupils learnt many aspects of Indonesia from a Geography point of view.

A TRIP TO INDONESIA – ASSIGNMENT

By Niek Kunkels B1b

Travel journal

January 26th

Today I heard the news that we are flying to Indonesia for a holiday! I am so excited! The trip is also the reason that I bought you, yes you dear journal, my normal journal is too important to me, I'll only be afraid that I would lose it. Well, I guess see you in Jakarta.

March 28

We have just flown in from Holland and I am way too tired to write detailed. My watch still shows the Dutch time: 1:58 am in Indonesian time that is about 7 in the morning and I feel like I'm just going to sleep all day long.

March 29

Today we rented a car and drove to Yogyakarta our first destination we will be staying here for 2 days. Yogyakarta is supposed to have some magnificent temples, but there is one that stands out from all the other temples. It is called the Borobudur temple. On the way to Yogyakarta we saw some amazing volcanoes, at one point we had to drive up a volcano to continue. We also passed millions of hills filled with tea bushes. I noticed that everything is 10 times greener than in Holland because of the amount of precipitation here. The drive was 563 kilometers long but we had lots of exiting views so to be honest the ride was pretty fun.

March 30

Today we went to the Borobudur Temple. Borobudur is a magnificent Buddhist temple located near Magelang in Java, Indonesia. Borobudur is a unique temple located in an elevated area between two twin volcanoes and two rivers. Enormous amount of stones, approximately 55,000 cubic meters, were used in the construction of Borobudur. The stone was taken from nearby rivers, cut to size, transported to the site and laid. How do I know that you ask? Well I am the only one in the whole family who pays attention to the tourist signs. What I also noticed is that Borobudur lies on a mountain and apparently that mountain is an artificial mountain. I learned so much today.

March 31

Today we traveled to Malang to visit Mt Ijen, the ride was shorter than the previous ride to Malang but this ride took way longer. There had been an enormous volcano eruption and most of the roads were blocked with stones that the volcano spew out. Instead of the ride being 5-6 hours it has become 9 hours. On the way I also saw some tea fields. For the rest I slept. Jetlag.

April 1

Morning

Today we went to climb Mt Ijen. Our plan is to climb up to the toxic lake stay there for the night and then climb back down. Seems pretty easy to me. It's only a 16 km walk and we have the whole day to achieve it.

Afternoon

Ok I was completely wrong I am exhausted and extremely hungry. My dad is outside making us dinner but the only thing I don't get is how he still has energy! The 16 km seem easy but its mostly uphill and that is the most trying experience I have ever had. By the way I think the lake is poisoning us because my brother is going crazy. Personally I believe that the lake is beautiful and can do no harm. Just take a look outside! The lake is surrounded by hills that keep the water in and under the lake is some sort of volcanic activity going on because the beautiful teal water in the lake is always boiling. Something must be heating it up. I suspect its lava.

April 2

Today we made our way back. They said it was going to be easier but no I had muscle ache in my legs so every step downward hurt. That carried on for 16 km.

The vegetation on the mountain was surprisingly green lots of shrubs and bushes as we climbed above the tree line or height or however you want to call it. We climbed past some ravines and my brother was lying on the edge looking down. To be honest it looked quite funny.

April 3

It's getting harder to make the car rides seem fun, mostly because they weren't. We traveled to Ubud for the Rice paddies, the Balinese culture and the holistic therapies. I can really use a massage so I am quite exited. This trip is 440 km and it took us 11 hours.

April 4

Today we visited lots of temples full of wonderful jewels and golden items. Is this what the Balinese culture is like because if it is I would want to live there. How would they cope with thieves? Later in the afternoon we went to the rice fields, well I call them rice ponds because they're filled with water so it's like a pond. We had dinner at an amazing restaurant, which I forgot the name of. There were dancers

who were performing a show for us. The food was decorated with all kind of fancy carved carrots and vegetables. I ordered some beef in delicious sauce with rice and 2 sate sticks with peanut sauce on top. This was probably one of the best meals I have ever had.

April 5

The holistic therapies. Since the beginning of the trip I have been waiting for this moment. You know how I said that the food was the best moment of my life well I was wrong. The spa was. The rest of my family went on without me to see more temples and rice fields. Don't get me wrong those are beautiful too but I find the spa even more beautiful.

April 6

Today we sadly had to leave the spas and move on to Gili air. This trip is different to all of the other trips because this one is over the water. First we traveled to Ngurah Rai International Airport to drop off the car. Then we took the bus to the ferry. But you would think that the ferry would take approximately 2 hours you're wrong! You're very wrong! The ferry took approximately 6 hours. I am absolutely exhausted. We were directed to our room and we all just fell on our beds asleep, that is why I am actually writing this on April the 7th.

April 7

Today I woke up to a magnificent breakfast buffet. After that we decided to go on a diving adventure. It was amazing all the colourful corals and fish. I even saw a moray-eel. In the afternoon we went to the whitest and most pure beaches that I have ever seen I slept till dinner on my beach bed. As dinner I had the best pasta bolognese I have ever had. This day was the best day I have ever had.

April 8

Today the same thing happened except we didn't go diving. At two in the evening we left the island on a ferry that took us to Lombok. From there we walked to the airport. Let me just tell you I slept the whole way. I am so glad to go back to Holland. Indonesia was really nice but I think I still prefer Holland. Now just a few last words because you are going to sit in a cupboard for years now. On the next trip I am taking you with me again!

April 15

Today I heard that we are doing a project about Indonesia in Geography. I think I'll just re-tell my story. Don't you think?

HISTORY AND MATHS CROSS CURRICULAR

Do you remember in the last edition of MOTTO, we saw how 1TTO pupils had made three dimensional shapes including pyramidal ones, in Maths? In History they imagined, in the form of a 'dear diary', that they were back in the time of Ancient Egypt and the pyramids.

Dear diary.

A long time ago in Ancient Egypt came a new Pharaoh named Kufu. I was chosen to help the Pharaoh design the largest pyramid. A few days later the king's advisors arrived at my house and offered to take me by boat to Giza. On the way to Giza I saw trees, high mountains and also desert. Then I saw a village with people working and children. Their jobs went from year to year to their children. The next morning we were in Giza. They brought me to king Kufu. I was not the only architect to design to design the pyramid. We all discussed how to build it. We took notes on papyrus.

The next day they started to build the pyramid, one stone above the other. The pyramid need 200 blocks to build it. It needed five million tons of stones to build it. Each stone weighed 2.5 tons. The blocks were made of limestone. Egypt had no slaves. They used people who lived in Egypt to build the pyramid for their king. The people who made the pyramid worked nine days and rested the tenth. Sometimes the Pharaoh went to see how the building of the pyramid was going. He was wearing a long white dress. It was protecting his body from the sun. Every time I went to see the pyramid I heard "hey-ia-hop". It was very hard work I think to pull the heavy blocks on the pyramid. To make it easier they used water that stayed. The last block had a shape of a little pyramid. When they finished building the pyramid they sharpened the rocks. From far away the pyramid was white and shiny. Also the Egyptians built three smaller pyramids next to Pharaohs pyramid. These pyramids were for his queens. The Egyptians watched the stars to make the pyramids, they believed they can move. The shape of a pyramid symbolised life.

When the king died they brought him by boat through the Nile to the temple. There followed a ceremony. During the ceremony priests made him a mummy. It took days. When the ceremony finished they brought him to the pyramid. In the pyramid were three chambers, one on the ground level, one on the middle and the last one was a little above the middle. They brought him to the highest chamber, called the king's chamber. In that chamber there was one opening, from there you could see three stars, named Indestrulibles because these stars were still. Through the opening the Egyptians believed that their king went to the stars and would live there forever.

Chara Tsarouchas. B1B.

Dear diary.

Today was a really exiting day. I was so happy to see the pyramid in the warm, glowing sunlight. I touched the stones and was silent. They felt warm. When I touched the stones, I felt proud that I helped build this pyramid for the great Khnum-khuf. He allowed us to call him Kufu as well, which I find easier. The pyramid is almost complete and is already very tall and impressive. We already used almost 23 million stones to build the pyramid 481 feet high and ten papyrus fields wide. Inside the pyramids are three burial chambers. In one of them Kufu is going to rest when he is dead. I could use that rest as well ... :). I had to work another ten days in a row with only one day of rest. This morning I had to wake up the workers. The camp of the workers smelled of sweat and food they ate that night. Kufu takes good care of the workers. He even gave them meat to eat yesterday for the third time this week. Together with the workers I walked to the quarry. There I put them to work. There I heard tik – tok - tik – tok for hours and hours as they tried to work the stones. My mouth was really dry and full of dust. I just continued with working.

Today Kufu came to visit us. He was dressed like a real Pharaoh. He had a white cloth around him. He had a beautiful headdress and he was wearing a lot of make-up. He was sitting on a lifter. Together with his architects he was checking our progress.

When we finished building for today, I invited two workers to join the dinner in the camp of Kufu's court. Their names were Onuris and Zuberi. When workers did a really good job, I, Radames, invited them to dinner, because I want to be a caring a well-loved boss. First, we walked through the village and we passed the cabins and a lot of geese. Everywhere in the village children were put to bed, because they had also a very exhausted day. They had to work with their parents and learn to do their jobs for later. Finally we sat down around the campfire. We ate roasted pig and we drank barley beer. After a while we were all a bit tipsy. We celebrated the nice day. After a while I went to my cabin and now I am going to sleep.



A.k.a. Sophie Timmermans. B1B.

HISTORY



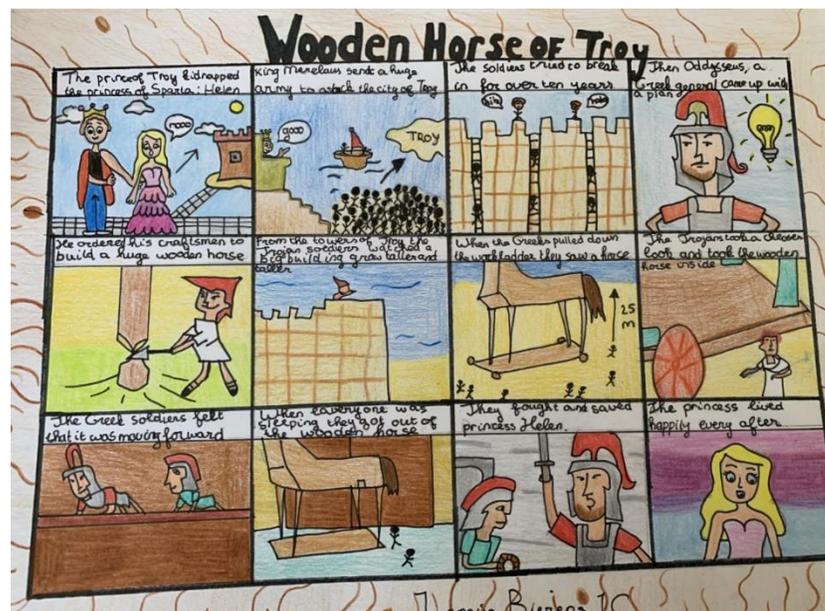
ITTO finalised their unit on Ancient Greece by creating graphic versions of the Trojan Horse story.

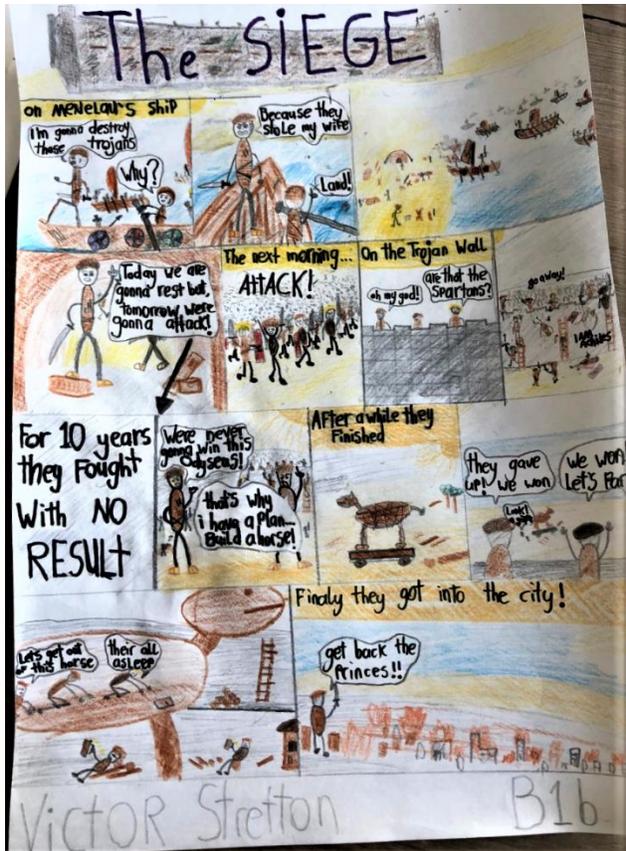
They had to include the main characters and events within their work.

The examples on these pages, show a small selection of the many great 'cartoons' created for this unit of work.

Left: Dorsa Farsi. B1C

Below: Jasmijn Bierens. B1C

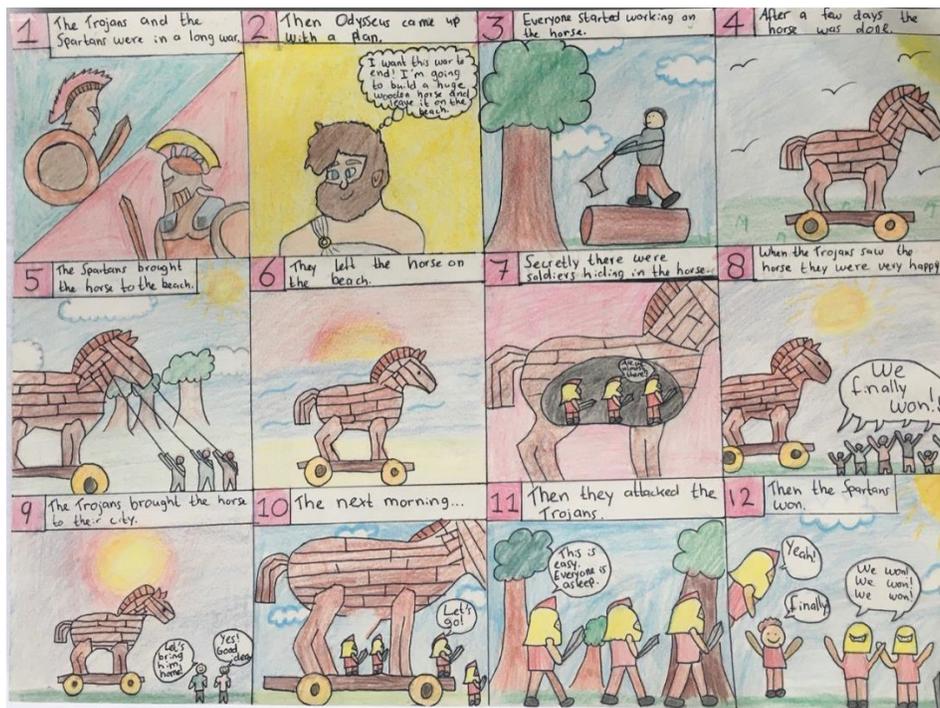




Victor Stretton. B1B



Daan d'Engelbronner. B1B



Florentine van Acker. B1A

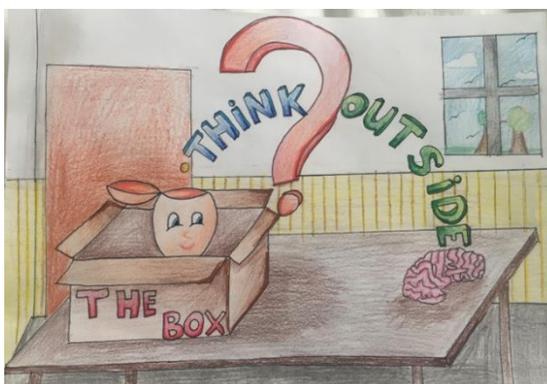
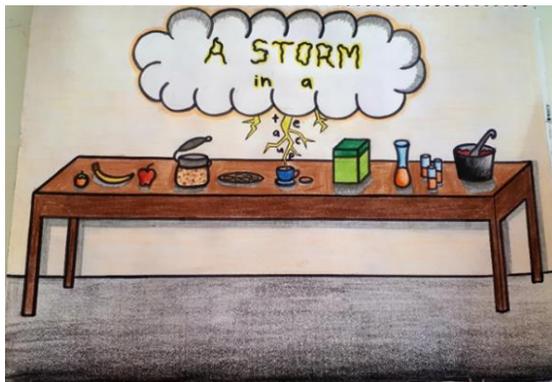
ART & ENGLISH TTO **CROSS-CURRICULAR**



Idioms is such a fun cross-curricular project for 1TTO.

To learn about these very strange phrases in English TTO and what they mean, and then to transform them into an illustrated version in Art, makes for some very creative outcomes!

Bente Nowee. B1A.

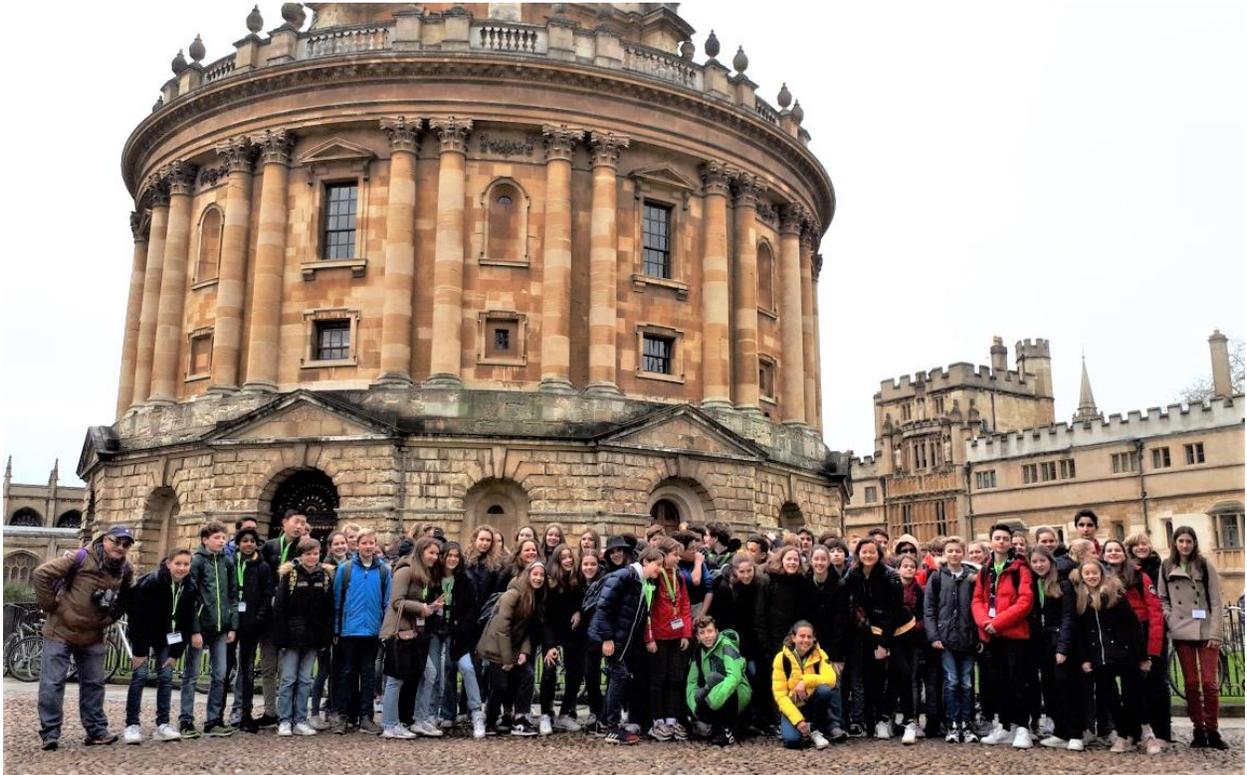


Upper left to right: Ishani Awasthi B1A. Jasmijn Bierens 1C.

Lower left to right: Véronique Verweij 1A. Florentine van Acker 1A.

OXFORD TRIP MARCH 2020

On the next few pages you can get an impression of the 2TTO trip to England!



The beautiful Radcliffe Camera building with our enthusiastic 2TTO pupils!



The Bridge of Sighs



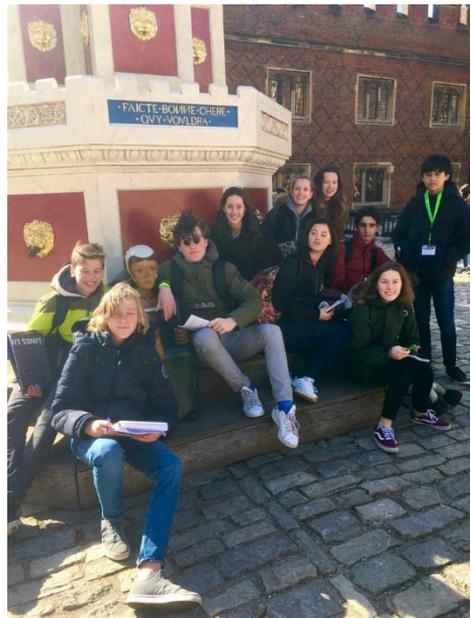
Posing in front of their future university college!



Wednesday
11th March:
Visiting the
beautiful city
of Bath, on a
geocaching
tour.



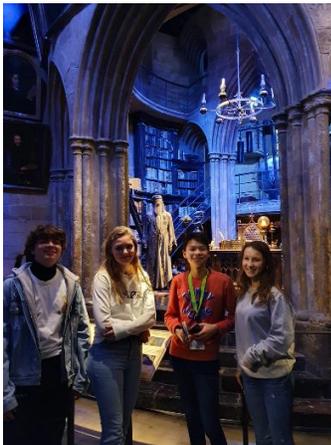
Thursday 12th March am: Hampton Court Palace



Thursday 12th March pm: The Harry Potter Experience



Left to right: Opening the doors to The Harry Potter Experience. A* Hogwarts pupils, and new Hogwarts teachers land with a bump.



Some pupils were practising tri-lingual education in their attempts to befriend a group of Spanish students!



English TTO

As well as visiting Oxford, Bath and the Harry Potter Experience, our 2TTO pupils also paid a visit to Hampton Court Palace; favoured residence of Henry VIII. They were tasked with imagining they were a member of the palace kitchen staff. Not only Henry VIII is to be fed, but up to 600 other people too; all needing their meals twice a day. A task to keep you very busy indeed.

Assignment: A Letter from the Hampton Court Kitchens.

Jacob Smith
Hampton Court Palace
East Mosely
KT8 9AU
19th March 1530

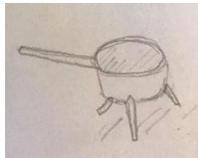
Dear Emma,

Good afternoon Emma, first of all how dost thou? Is it good weather in London? I heard you wanted to know what my life is like, well here you go. First of all the weather is unpleasant, yesterday there was an enormous thunderstorm here. I was boiling a piece of meat in the kitchens when it started raining. I wanted to write you again. Since we did that the last time, it is almost seven months ago, I apologise for that.

The kitchens are just finished and ready for use. The Kitchens at Hampton Court Palace are beautiful and the property of Henry VIII, our king. The kitchens are the largest of Tudor England. Food is a great importance for the King, so it needs to be all well organised. There are more than one hundred staff members needed for transporting and collecting the goods. There are more than two hundred cooks, everyone specialised in something else. Sergeants, grooms and pages work to produce over eight hundred meals a day for the household of Henry VIII.

When the goods from all over the world, because Henry VIII only wanted the best, and there are simply no herbs or spices grown here. The goods are brought in the Carpenter Court, then more than one hundred staff members transported the goods, they need to be transported and divided over fifty-five rooms, even so first the goods have to go through the counting house, the part where courtiers of the board of the green cloth have a look over which goods are brought into the kitchens. The green cloth is overseen by Thomas Cromwell who is chief minister of the king. Two men, I forgot their names, were keen on security and have access to stop the goods from leaving the court. It is very crowded, and lots of men are walking everywhere. After the counting house the goods are on their way to each department where it is needed.

The Kitchens of the Hampton Court Palace are divided into separate rooms where different sorts of food are prepared, the spicery, the boiling house, a pastry house and three cellars, all used by the master chef, a Sergeant and a team of yeoman and grooms.



If there is meat which needed to be cooked, than the meat was first brought to the boiling house. The Yeoman of the Boiling House boil large joints of beef and mutton in the boiling pot, which I drew for you on the right. However we boiled meat throughout the morning and afternoon of a great feast. I am the Master Cook of the Boiling department, here we also add the fresh herbs while boiling. I boil the meat in the pot, but I have members of the palace kitchens working in the boiling house too., all under my directions. The smell in the boiling house is a smell of fresh herbs and spices together with boiled meat. The meat is boiled together with the herbs in this sorts of pots and pans shown on the left. Boiling meat saved precious time when roasting in the great kitchen. We live at the palace and are paid a yearly wage. We often get strippings of beef for an extra fee.



There is another room, the fish court. There is a small corridor with lots of small green doors, beyond that doors there is room for storage, the wet fish, which stinks a lot, and dried food are kept there, which are supplied by merchants every day. however in the fish court are naturally the fish meals prepared.

Then there is the most important kitchen, the meat kitchen, also called the great kitchen. In the great kitchen are six enormous ovens to roast the meat, there are large pieces of meat prepared there, such as a large wild boar. Then the meat is prepared on a large spit. The meat is pushed on the spit and hanged above the big fire in the kitchen. This joint of beef, what together with game the main meat meal is, needs to be turned every now and then otherwise the meat would be burned.

Furthermore, the diet of the courtiers, king and queen are extensive: three-quarters of the rich Tudor diet is made up of meat such as deer, calves, pigs, badger or wild boar. Birds are also eaten, such as chicken, pigeons, sparrows, heron, crane, pheasant, blackbirds and peacocks. We do not eat raw vegetables, believing them to be harmful. We drink not much water, because the water is polluted, so the wealthier court people and the king and queen drink wine.

The courtiers and staff members get one course per meal containing three different sorts of food. The king's family however, gets two courses of forty dishes per meal. Serving men collect the finished dishes from the serving hatches and take them to the great hall, where the household and the king eat. The Master Cook is the most important in the kitchens of Hampton Court, then we have the Master Cooks from each department, such as the Master Cook from the meat department, then sergeant, the yeoman, the grooms and finally the cleaners.

The chefs produce over one thousand meals a day to satisfy the king, his guests, and all members working at the palace. The king and queen have their own kitchen. The king's kitchen is under direction by the Privy Master cook, John Bricket. The king can choose from a large buffet, freshly made every day.

A recipe of a meal for the king would consist of: venison, pies stuffed with oranges and an early version of Aloes, game, roasted meats, pottages, pheasant or Hen. For dessert Henry VIII likes jelly (made with hippocras.) , custards or tarts, and lots more. Henry VIII likes fruit a lot, particularly strawberries and cherries which he enjoys raw. Henry VIII bought an orange strainer, even though these citrus fruits are extremely expensive. So you can tell he is obsessed with fruits. The recipe loved by Henry VIII was, like I said before, the Jelly Hippocras. You could make this with:

- Sugar
- Cinnamon
- Cloves
- Nutmeg
- Coriander
- Ginger
- Claret
- Gelatine (pretty rare and expensive)

How to make it: First the spices are boiled gently for a couple of minutes. Second the Claret and the melted together gelatine are poured together with the spices. Drain the spices through a fine cloth. Add the sugar and stir the mixture on low heat. Then the last step, is pouring it in a dish and let it set in the cold cellar. And that how the chefs would make the beloved dessert of the king.

The man who is the master is the master cook. It was all under control of three Master cooks, one for the King, the Queen, and the rest of the court. The staff has to toil under a set of complex rules, which makes the cooking of the food and the serving of the food run without any interruptions.

The life in the Tudor kitchens is tough. If you work in the great kitchen particularly. They call each other lubberwort, or bobolyne sometimes, you have to imagine that there are six enormous ovens roasting meat all day long, and you needed to work hard. we call it a hell. There is plenty of beer though and that's why we drink that a lot. The Household sleeps on the ground in the hallways, or on straw beds and when you are from a higher rank you sleep in a small room.

The kitchens are a real labyrinth, every room is extremely big with lots of hall ways, places for storage and men cooking the courses. I hope you enjoy your life in London! How is your husband doing in the East? I hope he comes back soon.

Love,
Jacob

A.k.a. Stella Jonker. 2B.

Floris
The Kitchens
Hampton Court Palace
Richmond upon Thames
ENGLAND

Richmond upon Thames, 20 March, 1537

Dear Nicholas,

I hope that you and everyone at the House in Oxford are doing well. I am very well and super busy.

Now that I have been here for about six months, I found some time to write you this letter. Everything is so big and busy here! Also, time flies and the work is hard. So here we go Nicholas, my dear friend! Let me tell you about my work in the kitchens of Hampton Court Palace.

When I arrived I became a member of the Palace's kitchen staff. The kitchen staff consists of two hundred men and women. Every day we prepare food for up to six hundred people. We cook for the King's family, guests and for the staff. There are two meals a day and especially when the King is at the Palace it is very hectic and the bosses get very nervous to prepare everything in time and to the wishes of the King. Also there are people who prepare new dishes and special food that you have never seen or tasted in your life. I have seen many kinds of new ingredients and experienced special new tastes from all over the world. The King is rich and powerful. You can see it in the very special meals and the food being cooked! I know this because I saw it and heard about it.

You cannot believe how large and busy the kitchens are. The kitchen area consists of many functions. There is not just the place where we cook, but there are a lot of movements and other things going on. It has been very busy, because there were many important events going on. Also the son of the King was born and his favourite wife died soon thereafter. It all meant extra activities at the Palace and much more work in the kitchens.

Let me describe to you the lay-out of the kitchens. First, you come in through a big gate called The Seymour Gate. Then there is a Department where all food and ingredients are being

checked and counted. The staff give instructions where the food has to go. Some of these people are the Clerks of the Green Cloth. They are checking everything, especially when the ingredients arrive at the Place and when the prepared food leaves to be served. Also they check all the food that is kept in stock and they have a reputation of being very strict to record everything in their books and to keep the costs of the kitchens under control.

The next step is that the carts go to the main square for all kitchens. It is very large because all the carts have to turn around and at the same time the kitchen staff are passing by. Sometimes they are running and screaming. If you are new it is a bit socking, but after a few days it becomes normal and you get used to it. This area is called the Master Carpenter's Court.

To go inside I enter through a small door that is just at the beginning of the large kitchens of Hampton Court Palace. It is hard to describe how big these kitchens are. When you enter you can smell the food. The smells always make me quite hungry. Everywhere there is food, pastry, greens and fruit. There are a lot of people around. I will tell you about some of the tasks and the hierarchy a bit later.

It is fascinating how the food is being prepared. Personally, I really like the way they chop the vegetables. It goes really fast, there is the rhythm and little pieces of vegetable fly on the tables. There is an area with a big table where they prepare the food to be boiled. They put some spices, herbs and all kinds of flavours and colour to the food. Then there is the large kettle. This room feels a bit small and it is difficult to move around. Also it is very hot and the smell is strong. There are a lot of things being prepared at the same time. Sometimes they boil a hundred pieces of beef at the same moment.

When I exit this part of the kitchens I come to the Fish Court. The name of this narrow area betrays what it is for. In the past only fish was stored here, but nowadays all kind of dry food and meat is stored here too. Every door in this alley has a room behind it where food is stored. The area is hidden from the sun and the temperature is being kept low to protect the food. There is so much demand for the ingredients that there is never the problem of the food getting really old. As far as I can see the food stored is gone very fast to be cooked, presented and eaten.

Next, Nicholas, we enter the main kitchens that are divided into three parts. It is a big room with arches in the walls. The delicious smells are overwhelming. The sounds become louder especially as the master chef shouts and commands. At the left side all sort of people are busy preparing the food. Some have a small copy of the big pot. All are heated by the fires. A lot of wood is brought in to keep these fires alive. They are mixing beef with egg and spices. Some are making the filling of the pastry, the pie with fruit some meat and a bunch of spices to make the taste and smell even more gorgeous. Have I already said how amazing it is to smell all the food? On the right hand side there are all the pies. Some ready to be filled and others already finished, ready to be served. There is also an large fire with a spit for roasting meat. Whole animals are roasted at the same time. It is so hot that the Roasting Boy, the man who turns the meat around, is given unlimited beer. I can imagine how fantastic that is, but they say he almost melts away or even burns himself. I am happy that I am not one of his sort of staff.

Then we walk through the other arch towards the room where almost the same things are present. A big fire with someone turning the spit very slowly with a pig and poultry on it. I am sniffing the fumes of some of the kettle's smoke. Hmmm, great! Now to the final room where also some sugar cooks work who only prepare dishes for the Royals. In this large room only food for the King is prepared by the Great Master Cook who is also called the Privy Master Cook, John Bricket. There is also a spit. The difference is the experience and knowledge of the cooks who work here. There is a lot of eye for detail. Everything needs to taste and look perfect for the King, his family and important guests. It is unbelievable what they create out of the sugar: small castles are made and painted with all kinds of flavours and colour. Also family coats of arms are being made. Sugar is the white gold. It is seen as a sin to eat it. The Chocolate Chef of the King brings personally him a nice cup of a hot chocolate drink every morning. That is a real honour. I think I want to work in that Department and be Chocolate Chef one day!

From here we enter to the area with some other chambers for handing out the cutlery. There are people again who are looking at what is leaving the kitchens. This is the office of the Clerk of the Kitchen. The Clerk and his staff have their office next to the serving batches from which food is being brought up to the Great Hall. They check and recorded every dish as it passes before them. They have a special large counter. They taste and also look at how the

plates are presented. From the outside you can see smoke coming out the whole day around, mainly from the large kitchens.

Does that give you an idea how large and complex the kitchen areas are? I heard rumours that there are many thousands of sheep, deer and pigs cooked every year. From what I saw there are also oxen, calves and almost weekly a wild boar being prepared. Also, I heard that each year about 600,000 gallons of beer are consumed here at the Palace. The King has his own liquor cellar, the Privy cellar. I cannot tell you about that cellar because I have never been in it.

If you are already impressed by what I described, I can add that there are building works ongoing, because our King Henry VIII ordered the kitchens to be expanded and extra rooms built. Overall a lot of construction work is going on. The buildings of the Palace are being expanded and it is huge and very modern. You cannot imagine how impressive it is.

The kitchens are divided into a number of Departments. Each Department is controlled by a Sergeant and a team of yeoman and grooms. The Department where meat is roasted is under the control of three Master Cooks. One Master Cook, John Bricket, takes care of everything for the King, one other works for the Queen and the third is in charge for the cooking for everyone else in the Palace. All in all it is very large and complex. There are forty different activities such as the chopping, spicing, roasting, boiling, heating, filling the pies, making the pies, cleaning, storing food, baking bread. Too much to mention. The nice thing is that I come in many areas as part of the cleaning staff. I have many colleague who need to keep the kitchens nice and tidy. It is very hard work. After each meal we have to start all over again. It is never ending. By observing and listening well I learn a lot about how the kitchens operate and also how food is prepared and cooked. I now know much more than when I was with you in Oxford.

All at the Palace have a meal twice per day. For us it is limited and for most it is a two course meal of three to four dishes. For the King, his family and important guests the numbers are of course quite different. The meals consist of many courses and a wide variety of different dishes. A young lad working close to the Clerks of the Green Cloth told me that he had heard that someone else had overheard that the King spends almost one third of his income on the

things related to food and guests. I am not surprised. It must be very costly all those meals with so many courses. There are at least twenty courses per meal which means forty courses per day for each important person at the Palace. It is a matter of honour for the King to surprise people with the quantities, the quality and the diversity of the food. Some at the Palace say that guests and important courtiers would be insulted if there were not the minimum number of meat dishes offered to them each day. Usually the main servings are in the morning around ten o'clock and in the afternoon starting at four o'clock. I already told you about the more extreme special dishes. Examples are dishes with swans and peacocks. In general the regular main dishes are lamb, beef, poultry, pork, veal, venison, wild boar and fish like cod, haddock and herring. For banquets unusual items, such as conger eel and porpoise can be on the menu. With each meal there is also quite some bread being served. With special events there can be unique sweet dishes served. Sweet dishes are served along with the savoury one. I heard that the King loves jellies, cookies with painted coats of arms and sugar castles in various designs. As you know, left overs go to some of us lower level people at the Palace, but if possible the remaining food is given to the deserving poor outside the gates. Many people are happy that so much is on the tables and that it is seen as rude to finish everything because so many depend on the leftovers.

I sleep where I can. It is a bit difficult because I am new and quite low on the hierarchy. Every day I am searching for a place. Most days I sleep in the same area around the hallway, but sometimes at different places. If lucky I can sleep on some straw. It is amazing to work in these kitchens, but it is hard work. We work from sunset to sundown. As in Oxford some food is part of my wages. Also other lower staff who do not work in the kitchens are given food for working here at the Palace. For example the daily menu for Maides, Servants, Children of Officers, Porters and Skowerers consists of two meals of bread, ale, beef and veal, or mutton.

I know that you have a lot of knowledge about food and cooking but I am sure that you do not know some of the recipes used here at the Palace. There are many new things that I am still learning about. I have seen dishes like the Stew of the Flesh, Baked Oranges; Malaches of Pork, Tarte Owte of Lente and the Dysschefull of Snowe. One of the cooks told me that the King really likes pies. This is one of the recipes that I heard about from a lady called Liz. I should warn you that it takes quite some work and a lot of time to prepare this Meat Pie.

This the Recipe for Meat Pie – Chuets. I hope you can find all the ingredients. These are: 1.75 pound of stew beef, half a bottle of red wine, two tablespoons of butter or suet, one minced onion, one clove of minced garlic, half a small spoon of whole cloves, one small spoon of nutmeg or mace, two tablespoons of pepper, three anchovies, two tablespoons of fresh marjoram (optional), two tablespoons of fresh thyme, a sprig of rosemary, two bay leaves, a quarter of a cup of red wine vinegar. Some more for the meat fillings: three tablespoons of butter or suet, four chopped prunes, four chopped dates, one third of a cup raisins, one third of a cup currants, big pinch of saffron, two tablespoons of red wine vinegar and you should have some salt and pepper. For the crust: three cups of white flour, three cups of whole wheat flour, sixteen tablespoons of butter or suet, one cup of water or less and salt to taste.

This is what Liz the cook told me to do: Chop the beef into small pieces and marinate it in the wine for a day. Remove the meat, reserving the wine. Brown the beef in the butter/suet. Remove the beef and fry the onions and garlic in the remaining butter. Put the beef, wine, onions and garlic in a cooking pot. Add the herbs and spices and wine vinegar. Slowly cook for two and halve hours until tender. Remove the cloves, marjoram, thyme, rosemary, and bay leaves.

Chop up the dried fruit (prunes, dates, raisins, currants) in very small pieces. Add them to the meat mixture, as well as the three tablespoons of butter, saffron, wine vinegar, and salt and pepper. Heat slightly to allow the butter to mix in. Remove from heat and let it sit for an hour. Make the crust by combining the white and wheat flour and butter roughly until it resembles coarse crumbs. Add up to one cup of water slowly (tablespoon by tablespoon) until the dough comes together. Let it cool for at least an hour. Create the mini pie crusts. In order to get the pieces of crust to coalesce, wet them slightly before pressing them together. Make sure the bottom of the pie has no holes before filling the pies three quarter of the way with filling. Add the top circle and pinch the sides together with the top circle with water to close the pie. Make holes on top of the pies for steam. Cook for a quarter of an hour at very high temperature in an oven. Cover the pies and lower the temperature a bit. Cook for another hour. And then the pies should be ready. Let me know whether you could taste it and what you think. Then I can tell Ms. Liz.

Write back if you can. I look forward to hearing from you and how everyone is doing in Oxford. How are the Master, the family and the staff? I miss being with you and our friends, especially the guys Edmund, Ambrose, Bartholomew, Lawrence, Francis and Rowland, and of course Joan, Agnes Mary and Margaret. I am sure we will meet again one time and I will tell you much more about everything I have experienced here at Hampton Court Palace!

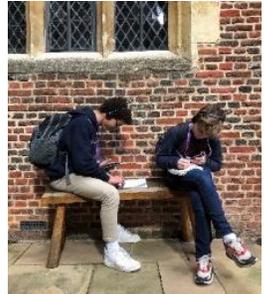
Lots of Love to all, *Floris*

Floris Emde. 2B

Sketches of the Great Kitchen



The Lay-Out of the Kitchen Areas



MUSIC & DRAMA

For our Drama assignment we needed to make photos and videos related to Harry Potter. We were asked to go in groups of 3-4 people. Our group consist of Stella Jonker, Sophie Mekking and Marieke Vledder. On Tuesday 10 March we walked through Oxford. We got five assignments which we needed to make a photo or video of. Most of the photos we made in Oxford but some we made in the Harry Potter Studios.

The first assignment was that we needed to take a picture of Quidditch. Quidditch is a sport in Harry Potter. We all do hockey or football but at Hogwarts they all play Quidditch. It is a game on a broomstick, they need to get points with scoring a ball in a hoop. Harry Potter is the Seeker of the game. When the snitch comes in the game he needs to catch it. The first person who does that wins the game.

By Stella Jonker, 2Bg

Quidditch



Stella and Sophie, reaching for the Quaffle as the Golden Snitch zooms past.



Efe, Meidan, Julia Lédé and Julia de Visser playing Quidditch.



Roni and Nicolaas whizz past on their brooms.

Wingardium Leviosa.
It's leviOsa, not levioSA!



Mr Favier, reportedly, still hasn't come down after the spell was cast on him.



Lidwine casting the levitation spell on Amy.



Sterre and Denise are – like Hermione – the brightest witches of their age!

Patrificus Totalus



Caroline is hit by Fien's stunning spell!



Lara gets hit by Julia's spell in the back!



Roni was left permanently frozen in a rather uncomfortable position.

Snape's Potions Classroom



Lidwine, Frederieke, Louise and Amy in a cauldron.



Stijn in Snape's classroom. Potions is clearly his favourite subject.



Chloë doesn't like Potions all that much...



Timo and Alex enjoy Professor Snape's Potions class.

BIOLOGY

The Oxford University Natural History Museum. Looking at a demonstration and doing the Biology assignment:



What is that in the bottle!? (TTOers always have inquisitive minds).



The fascination of dead creatures!



Jurre – We learnt about these animals. They are arthropods!



A very cool Barn Owl.
Can I touch him?

The cockroaches were a hit!



A hissing cockroach; can I touch it, does it bite?



Floris – wow you dare to hold that cockroach!



I really love this museum!



Hard working students!



GEOGRAPHY

One of the tasks whilst in Oxford was to look at a variety of differences between this city and where pupils live in The Netherlands. In a letter to a friend, pupils could express similarities and differences between The Netherlands and the UK.

Below is one such letter written by Luuk Hof. 2C.

Dear Ruben,

I have big news. Remember I told you about the trip to Oxford that trip was not just for fun. We visited a school and looked for houses. Because next month we will move to Oxford with the whole family.

Since you have been living in Singapore for a couple of years you must know how big of a change it will be. I do look forward to the English food because of the typical English breakfast especially the sausages. But my breakfast will not change dramatically. I do not assume that my mother will cook a full English breakfast every day. In my new school we have hot lunch every day, so I do not have to bring my own. I'm quite happy with that. How is the food in your school canteen Ruben?

I don't look forward to the uniform I have to wear but it's navy blue and not a colour I don't like. Do you like your uniform that you have to wear to school? The only advantage I can imagine is that you are quickly ready in the morning because you don't have to wonder what you must wear that day.

I think I will miss my daily ride to school on my bike. In Oxford I will take the bus to school. I probably will stand at the wrong bus stop the first couple of days. Because like in Singapore they drive on the left-hand side of the road. We can't bring our car, so my parents already picked out a new car. Very funny my father stepped in on the left side of the car. But the steering wheel is on the right.

You know I played rugby for a long time here in the Netherlands. It must be fun to play rugby in my new school. There is an opportunity to play in my school team. Maybe it is also easier to make new friends once I am in the new team. There is a big difference between a Dutch school and a British school. I think that will be the most difficult part about moving to another country.

Our new house will be bigger than our house in the Netherlands, but the garden will be smaller. Our new home will be different in style than our old house. The British house is a bit old-fashioned. It is situated in a nice neighbourhood. Luckily a big shopping mall is close to our house. Easy for the daily groceries but it also has restaurants and a lot of designer shops.

During the weekends I often go to the skate park near my house. Of course, I'm going to bring my skateboard to the UK, but I am not certain if there are skateparks in Oxford.

I hope you will have the opportunity to visit me and my family soon. I look forward to welcoming you and showing you around Oxford!

Best regards, Luuk

Another aspect to their Geography task on the Oxford Trip was to be aware of, and examine the following Geographical dimensions: Physical, Economic, Socio-cultural, Political & Demographic.

Amelie Schretlen of 2B observed the following:

When we arrived at Dover with the ferry, I immediately noticed that there were very high and steep cliffs. Along the coastline in The Netherlands there are wide beaches. Here is a photo of the white cliffs of Dover, made while being on the ferry: We left the boat and went to the coach. We drove on the left side of the road, which is different from The Netherlands. That was a very weird feeling. I looked through the window and I saw big hills along the side of the road, which we don't really have in our country. It was a really nice view. There were lots of trees and plants. We drove to Canterbury. I think The Netherlands does invest more money in infrastructure than The United Kingdom does. The road was worse than in The Netherlands. When we drove further away from the coast, the road became better.

We arrived at Canterbury and we stopped at a parking. We walked along a small river which had very fast water currents. I have never seen water flowing that fast in The Netherlands. We went to a little square, from where we could walk around on our own through the streets of Canterbury. Some of the shops were medieval buildings; I really liked them because they look very nice and cute. Late afternoon, we arrived at the Ramada Hotel in Oxford. During the whole week, we went to different places like Oxford and Bath. I saw the famous red telephone booths everywhere. In the past we also had these telephone booths in The Netherlands, but nowadays we don't. I really liked them, and I wanted to make some pictures, so here are a few of them:

There were also lots of British children who were on school trips through Oxford. Unlike us, they were wearing uniforms. It looked strange, but cute and polite at the same time. During the trip, we had a lot of free time. Then we could walk around on our own and buy food or cloths. Sometimes we were given some money. It was given in pounds (£), while our currency in The Netherlands is euro (€). £1 is circa €1.08 and €1 is circa £0.92. We really wanted to buy drinks, because the water from the tap has a very weird flavour in England. This doesn't mean that it is not healthy, but it just doesn't taste as good as in The Netherlands. England has about the same climate as The Netherlands. We went on this trip in the beginning of March, so there was still a lot of wind, rain and a huge grey sky. In the Netherlands the weather is already becoming better. The people in Oxford speak with a typical British accent, to me is quite similar to 'bekakt Haags'. During the trip we also went to some museums and a part of the Oxford University. Oxford is much richer in tourism than Wassenaar. It is also much bigger than my little village, so that makes sense. In Wassenaar we have only one museum and don't have a university. Here is a picture of the library of the Oxford University:

In Oxford, there live 8,500 people per km², in Wassenaar it's only 515/km², so Oxford is densely populated. That means that there live many people per one area. Wassenaar is not that densely populated. The average income in Oxford is £38.800 (€41,904), in Wassenaar, that's €77,000. Overall, I was quite impressed by Oxford and maybe I will revisit the town.

MATHS



On the Oxford day we visited the world-famous bookstore called Blackwell's.

We got a guided tour of the huge, old store and saw some secret rooms, with some fascinating and even poisonous aspects revealed. Through the hidden window:

We also bought books, and ... completed our Maths challenge!

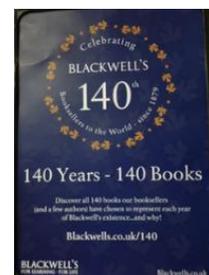
There were some truly astounding responses to the Maths challenge at Blackwell's Bookstore. The Maths teachers were stuck as to who to choose to represent the Maths section in this MOTTO edition. However the enthusiasm expended by the following two groups for "Rijnlands Leasing Wassenaar" (RLW) says a lot! Well-done.

Mathematics Assignment

Floris Emde (2Ba)

1. Introduction

With my Team (Jasper Koster, Alec Kerckhoffs, Jonah Kalsbeek, Pieter van Gent, Floris Emde) we were hired by the Dutch private equity firm "Rijnlands Leasing Wassenaar" (RLW) to estimate the value of the books in Blackwell's Bookstore in Oxford. The bookshop is for sale and RLW is interested in buying the property including the inventory. Our assignment was to go to the shop and as experts make an estimate of the value of the books in the shop.



My colleagues and I first made a rough estimate before visiting the shop. Then we formulated a strategy to use the appropriate formulas and to collect the basic information in the shop during our visit. Combining our findings in the shop with the formulas helped us find an estimate that we could send to our client RLW.

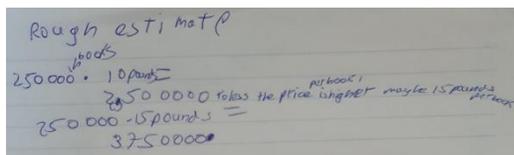
2. My Initial Estimate

First, I tried to figure out what a rough estimate of the number of books could be. It sounded easy at first but it was hard to imagine how large the store was. The assignment had two pictures. The picture of the front of the shop did not indicate too much. On the contrary, the shop entrance suggested that the bookstore is not so large. However, the other picture showed that the shop was really very large and that there were many book cases divided over a couple of floors. We had almost underestimated how big the bookstore was.



When preparing in the Weston Library, we looked at pictures of Blackwell's bookstore online that were similar to the one in the Oxford Booklet. The website of the shop did not have much information about the lay-out of the floors, but on other sites there was a lot of information and pictures made by students, tourists and other customers. We found photos and information that the shop has four large floors. We saw the bookshop was huge with many books all around.

So we knew that the shop had four floors with books. The photos really helped to imagine the size of the building and the number of books on the four floors. With this research we came with the rough estimate of the number of books in the shop: 250,000 books. Most of the books were on bookshelves in cupboards against the walls. We looked at the photos and made an assumption of 50,000 books per floor and some extra 10,000 books on tables per floor.



The **average** consumer **book price** as of June 26, 2015 was 7.48 British pounds. During the period of consideration, **average prices** generally ranged between seven and eight British pounds per **book**. 8 Jul. 2015

www.statista.com › Media & Advertising › Books & Publishing

Average consumer book price in the United Kingdom (UK)

We had a lot of debate about the average price to use for a book. Our ideas ranged between 10 and 15 pounds to use for the average price per book. We found online that the average price of a book in the United Kingdom was a bit less than 10 pounds in 2015. In the end we concluded that we could best use 15 pounds because the Blackwell's bookstore is a specialised one with also very new and more

expensive books. Also they have study and academic books that are expensive. We decided to work with an average price of 15 pounds per book.

So the rough estimate became: $250,000 \text{ books} \times 15 \text{ pounds} = 3,750,000 \text{ pounds}$

Our estimate was 3.75 million pounds.

I found this rather challenging, but I liked the thinking and reasoning we used. It was like solving a puzzle. The number of books was challenging, because at first we had underestimated the size of the bookshop. The photos gave a lot more information and the shop was huge with four large floors. It was good that we could check the average price online also because we had to use British Pounds and not Euros. Our discussion about the price was good and we all agreed with using 15 pounds.

3. The Strategy to obtain Information about the Blackwell's Inventory

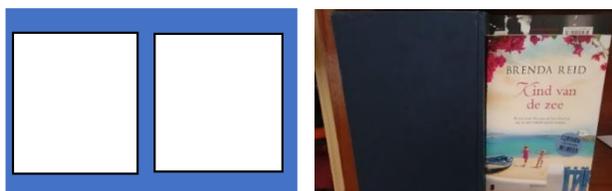
With my group we tried to figure out a plan for the assignment. The photos we found online showed that there were many bookcases, but they were more or less similar in size. The idea was that we should count all the bookcases and then use averages for the number of books per shelf. Each bookcase had about seven selves.

For the tables we counted the number of tables and used an average number of books per table. Later, we found out that we had enough time to even make some exact counts of the books on tables. For the books on shelves we counted the number of bookcases. We used an average for the number of shelves for each bookcase and then an average number of books per bookshelf. In some cases we had to take into account that most books were presented with the spine facing us while some others were put on top of each other.

For the average price of books we had the strategy to collect quite a number of books, different in price, but we made sure that the books were a good representation of the prices in terms of the quantities. We noted that there were books of seventy pounds but there were more books of eight or nine pounds. Where we saw many books of the same price we wrote the number a couple of times.



The bookshelves with the book spines facing towards us vertically.



The bookshelves with the book spines facing towards the side of the bookcase.



The bookshelves with the book spines facing towards us horizontally.

We came to the conclusion that for the same kind of book, the way the books were positioned did not lead to a difference in the number of books per shelf.

The last storage way we only saw on the tables in the bookstore.

The bookcases were very similar in their height, number of shelves and the depth/width. It was a good thing because our strategy for making the estimate was much based on the bookcases being equal and having a comparable number of books in them. We thought this confirmed the idea that we could calculate the averages by counting bookcases, multiplying by an average number of books per bookcase and then using an average price per book.

4. The Information we gathered and how

In the shop we had to count bookcases, determine the number of shelves per case and count the books on a shelf to come up with an average. For the average price we had to write down the prices of different kinds of books while taking into account the quantities of each price.

We divided the tasks:

1. Floris Emde:
 - Counting all the bookcases in the shop.
 - When all information was in: calculating the totals, the averages and the outcomes.
2. Jasper Koster:
 - Counting the bookcases together with Floris.
3. Jonah Kalsbeek:
 - Estimating the number of books on all the tables in the bookstore.
 - Afterwards counting the books on the tables because there was enough time left.
4. Pieter van Gent:
 - Write down the prices of the books taking into account quantities.
5. Alec Kerckhoffs:
 - Counting the number of shelves per bookcase.
 - Counting the number of books per shelf.

I wrote down the outcomes using the notes from everyone in the Team.

The basic information we found was this:

Floris Emde:



The Upper Floor: Number of bookcases : 8, 9, 5, 25, 30, 9, 4, 6, 1, 27, 30, 4.

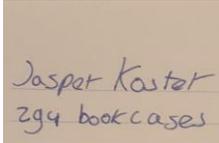
The total number of bookcases on the Upper Floor was **158**.

The Basement: Number of bookcases: 6, 7, 3, 2, 5, 8, 4, 6, 5, 5, 1, 4, 5, 1, 5, 5, 1, 5, 3, 2, 8, 10, 3, 3, 1, 7, 10, 2, 29, 4, 10, 9, 18, 86, 87, 8, 10, 12, 6, 12, 1, 8, 11.

The total number of bookcases in the Basement was **441**.

Floris total number of bookcases = The upper floor number of book cases + the Basement number of bookcases: $158 + 441 = 599$ Bookcases

Jasper Koster:



Jasper counted the bookcases on the two middle floors. Two middle floors together total = **294** bookcases. All the bookcases together in the shop = Foris' total + Jasper's total.

$599 + 294 = \mathbf{893}$ bookcases in the whole shop

Jonah Kalsbeek:

| Books | Tables | Books total |
|-------|--------|-------------|
| 63 | 8 | 504 |
| 101 | 1 | 101 |
| 24 | 1 | 24 |
| 80 | 1 | 80 |
| 200 | 3 | 600 |
| 67 | 2 | 134 |
| 81 | 9 | 729 |
| 192 | 6 | 1152 |
| 65 | 8 | 520 |
| 81 | 7 | 567 |
| 121 | 1 | 121 |
| 136 | 4 | 544 |
| 163 | 3 | 489 |
| 53 | 4 | 212 |
| 84 | 7 | 588 |
| 250 | 2 | 500 |
| 100 | 1 | 100 |
| 80 | 2 | 160 |
| 70 | 45 | 3150 |

Jonah total amount of books on table:

$63 \times 8 = 504 +$
 $101 \times 1 = 101 +$
 $24 \times 1 = 24 +$
 $80 \times 1 = 80 +$
 $200 \times 3 = 600 +$
 $67 \times 2 = 132 +$
 $81 \times 9 = 729 +$
 $192 \times 6 = 1152 +$
 $65 \times 8 = 520 +$
 $81 \times 7 = 567 +$
 $121 \times 1 = 121 +$
 $136 \times 4 = 544 +$
 $163 \times 3 = 489 +$
 $53 \times 4 = 212 +$
 $84 \times 7 = 588 +$
 $250 \times 2 = 500 +$
 $100 \times 1 = 100 +$
 $80 \times 2 = 160 +$
 $70 \times 45 = 3150$

TOTAL 115 10275
Number Tables Books

Total number of books on the tables in the shop = **10,275** books on tables in the whole shop.

We made these assumptions:

- All the books in the bookshop were stored in the areas that we visited.
- The cupboards have more or less the same size so we can use an average for the number of books in them.
- The value of the books in the shop is more or less the same everywhere so we can use the average price per book if we calculate it.
- Our sample had to represent the numbers in the shop. If there are more books of a certain price in the shop these should be in higher numbers in our sample. Prices that are not present in large numbers in the shop should be low in numbers in our sample.
- The value of a book is the price on the sticker on the back of the book.

6. The Formulas used for the Calculations

We used the average for

- the number of shelves per bookcase.
- the number of books per shelf.
- the price of the books.

$$\text{Average} = \frac{\sum_{i=1}^n x_i}{n}$$

$\sum_{i=1}^n x_i \rightarrow x_1 + x_2 + x_3 + x_4 + \dots + x_n$
 $n \rightarrow$ total number of terms

The average is the sum of a set of numbers divided by the count of numbers in that set.

$$\text{Average} = \frac{\text{Total sum of the numbers added}}{\text{The count of numbers that were added}}$$

$$\text{Average price per book} = \frac{\text{Total sum of the prices}}{\text{The count of the number of books used}}$$

$$\text{Average of shelves per bookcase} = \frac{\text{Total number of shelves added together}}{\text{The count of number of bookcases}}$$

$$\text{Average of books per shelf} = \frac{\text{The number of books per shelf added together}}{\text{The count of shelves}}$$

Estimated total value in pounds of all the books in Blackwell's Bookstore =

(Average number of books per shelf x
average number of shelves per bookcase x
total number of bookcases in the bookstore x
average price per book in pounds)
+ (total number of books on the tables in the shop x
average price per book in pounds).

7. The Calculations

$$\text{Average price per book} = \frac{\text{Total sum of the prices}}{\text{The count of the number of books used}}$$

$$= \frac{1182 \text{ pounds}}{77}$$

$$= 15.3506493506 \text{ pounds}$$

$$\approx 15.35 \text{ pounds per book}$$

$$\text{Average of shelves per bookcase} = \frac{\text{Total number of shelves added together}}{\text{The count of number of bookcases}}$$

$$= \frac{96}{13}$$

$$= 7.3846153846 \text{ Shelves per bookcase}$$

$$\approx 7 \text{ shelves}$$

$$\text{Average of books per shelf} = \frac{\text{The number of books per shelf added together}}{\text{The count of shelves}}$$

$$= \frac{449}{14}$$

$$= 32.0714285714 \text{ number of books per shelf}$$

$$\approx 32 \text{ average number of books per shelf}$$

Floris Emma Total calculations
Formula
Average per shelf = Shelves per bookcase * Total books
= average amount * books * shelves = average
amount
 $7,3846153846 * 32,0714285714 * 893 = 15,256$
 $4,93506 * 15,3506493506 = 10,2735 =$
 $= 34042,95116 \text{ pounds}$
 $\approx 34042,9512 \text{ pounds}$
 $\approx 34042,95 \text{ pounds}$

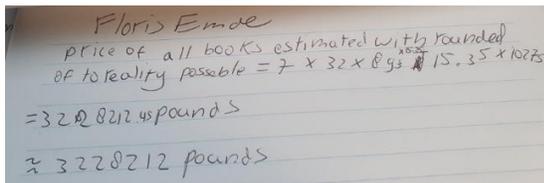
Estimated total value in pounds of all the books in Blackwell's Bookstore =

(Average number of books per shelf x
average number of shelves per bookcase x
total number of bookcases in the bookstore x
average price per book in pounds)
+
(total number of books on the tables in the shop x
average price per book in pounds).

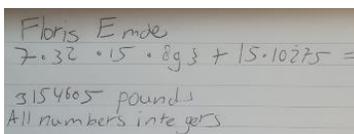
Estimated total value in pounds of all the books in Blackwell's Bookstore =

$7.3846153846 \times 32.0714285714 \times 893 \times 15.3506493506$
+
 $10275 \times 15.3506493506$
= 3404295.119 pounds is the value of the whole book store estimated
 ≈ 3404295.12 pounds
 ≈ 3404295 pounds

Based on this figure we can tell our client RLW that the total value of the books in the shop is around 3.4 Million Pounds.



Price of all books estimated with rounded numbers to reality = $7 \times 32 \times 893 \times 15.35 + 15.35 \times 10275$.
= 3228212.45 pounds
 ≈ 3228212 pounds



If rounding all the number to integers you get this answer.
Rounded all numbers to integers the estimated cost of the books becomes = $7 \times 32 \times 893 \times 15 + 10275 \times 15 = 3153675$ pounds.

For the purpose of our estimate to RLW we can use the number above of 3,404,295 rounded to 3.4 Million Pounds.

8. The End Result

The estimated value that we can report to our client RLW is 3.4 Million British Pounds.

9. Reflections

My colleagues and I really like this task. We have done our best to come with the most accurate estimate we could make in the time we had.

I am very proud of my team. Everyone did what was asked of him. Also, because we had discussed the plan and the strategy we could immediately start working when we arrived at the shop. We had prepared to have much less time than we had in the end. We started really fast and were good at the counting of bookcases and books on tables as well as collecting input for our calculations.

The quality of our outcome really depends on the accuracy of our averages. We really did our best to make the average as accurate as possible. I am pretty sure that we counted quite well the bookcases and the books on the tables. Those numbers are not perfect, but those numbers must be really close.

As a team we concluded that the quality of our end result can be improved most if we could improve the averages further. For the time we had we made the best possible effort. I think the number of books is a good estimate. The average price was less easy to determine. Our assumption was that the books all over the shop have the same range of prices. Otherwise there was the risk of missing big differences in prices. So if there would be very large areas with very expensive or very cheap books then our method is not good enough.

I am pretty sure we have a good estimate of the number of books. The average price per book was the price that was the higher one of what we had first come up with before being at the bookstore. If our estimate of the average price is wrong, this influences the quality of our estimate of the value of the books in the shop. If the average price of the books is one pound less or one pound more than the 15.35 pounds that we calculated the difference in value is huge. So, our outcome can be different if the estimated average price changes. Let me explain by making a difference of 1.35 pounds.

For our outcome 15.35 pounds 220,000 books 3.4 Million Pounds Value

If lower price 14.00 pounds 220,000 books 3.0 Million Pounds Value

If higher price 16.70 pounds 220,00 books 3.7 Million Pounds Value

| | Average price per book | Number of books | Total value | Rounded | | | |
|--------------------------|------------------------|-----------------|----------------|------------------------------------------|--|--|--|
| Our price | £ 15.35 | 220000 | £ 3,377,000.00 | 3.4 Million Pounds | | | |
| Lower price (- 1.35 GBP) | £ 14.00 | 220000 | £ 3,080,000.00 | 3.0 Million Pounds | | | |
| Higher price (+1.35 GBP) | £ 16.70 | 220000 | £ 3,674,000.00 | 3.7 Million Pounds | | | |
| Difference of 1.00 GBP | £ 1.00 | 220000 | £ 220,000.00 | One pound difference in price = | | | |
| | | | | 220,000 difference in value of the books | | | |

For the total number of books we estimated to be 220,000, any difference in price of one pound leads to a value difference for the books in the shop of 220,000 Pounds.

We had to round the number of our end result, because the outcome is not very exact. We made assumptions and there may be counting errors. We used samples and estimates. If we would have had more time the estimate would be better if we could improve the estimate of the price per book.

Before we arrived at the shop we had developed our strategy to count and make the estimates. Also, we came up with a rough estimate. The photos online helped a lot. Otherwise we had not seen that Blackwell's was so big.

Let me compare our outcome with the rough estimate for the number of books and the prices.

Estimated total value of books=

(Average number of books per shelf x
average number of shelves per bookcase x
total number of bookcases in the bookstore)

+

(total number of books on the tables in the shop)

= (7.3846153846 x

32.0714285714 x

893)

+

(10275)

= 221,768.8022 Books

≈ 221,769 Books if you look to a real number you cannot have 0.8022book.

So also ≈ 221,768 Books.

Our outcome is close to our first rough estimate where we expected 250,000 books. Now we have come with our more accurate estimate of about 220,000 books in the shop.

With our rough estimate we had estimated the price per book to be about 10 to 15 Pounds.

The rough estimate to begin was

250,000 x 10 GBP =

2,500,000 Pounds

2.5 Million Pounds Value

250,000 x 15 GBP =

3,750,000 Pounds

3.75 Million Pounds Value

We also took the middle of those price so 12.50 pounds per book.

$250,000 \times 12.50 \text{ GBP} =$

3,125,000 Pounds

3.13 Million Pounds

Comparing the outcomes of our estimate and the initial rough estimate:

Our outcome 3.4 Million Pounds

Initial Rough Estimates 2.5 Million Pounds

3.75 Million pounds

3.13 Million Pounds

If we had chosen the 12.5 GBP for our initial estimate then the two values would be very close. If we had used the lower or the higher price for our rough estimate then the difference with our calculated value would have been quite large.

Floris and his team of experts certainly accomplished their Maths and Business challenge in real style.

Mark van Damme of 2C bravely led his groups' challenge.

INTRODUCTION

The RLW sent me on a difficult mission, which could net them millions in profits, or in losses (big mistake on their part). I had to estimate the value of the books in the Blackwell's bookshop. My group of "Experts" and I (Also an "Expert"), got to work quickly.

PART 1: ROUGH ESTIMATE

I estimated each book to be around 15 euro's, secondly, I estimated 20 books per row and at last, I estimated 100 shelves. That means it should be around $15 \times 20 \times 100 = 30000$

This is obviously inaccurate if you look at the more accurate estimate.

PART 2: ACCURATE ESTIMATE

We started in class discussing our method, I presented my idea and they presented theirs. I said that we could bring a measuring tape to get an accurate amount of shelf meters (how many meters of shelf). This would be more accurate because some shelves might be longer or shorter than others. They eventually agreed and I prepared by packing a measuring tape ahead of time.

I gave my measuring tape to Diederik and Berend so they could measure the number of shelf meters. They concluded that there were 330723 shelf cm. When you convert it to meters you have 3307.23 shelf meters (A).

They then gave it to me in the break so I could do my part. I went in and sampled 15 different locations for the number of books per meter. I tried to sample many different sections, which you can see in the following table.

| Section | Books per meter | Section | Books per meter | Section | Books per meter |
|-----------------|-----------------|--------------|-----------------|-------------|-----------------|
| Rare books | 21 | Loeb library | 26 | All ages | 30 |
| Tudor England | 30 | Translations | 52 | 13+ fiction | 33 |
| Science | 45 | Classics | 22 | New titles | 30 |
| General history | 42 | Biography | 26 | | |
| History Titles | 12 | Poetry | 44 | | |
| Anthologies | 30 | History | 27 | | |

If I convert that to an average I get 31.333 books per meter (B)

Alex meanwhile, sampled over 25 sections for the average price of a book, with 3 books per sample. When he averaged everything he got 20.58 pounds per book (C)

But to get an accurate amount of books we still need to know how many columns there were per bookshelf, I checked and saw that there were around 6.5 columns per bookshelf (D). This wasn't done by sampling but by looking because I ran out of time (oops).

So at last, shelf meters * books per meter * columns per bookshelf * pounds per book (A*B*D*C) = 13,861,974.79 pounds.

PART 3: CLOSING COMMENTS

As you see, my estimations weren't too close. There are many reasons why, but mainly, we only saw one room, not the entire library. There are also many reasons why the more accurate estimation isn't accurate.

1. We used averages

This meant that it can't be accurate, and when you consider we only had 30 minutes to work, we couldn't take many samples.

2. Book tables

In the picture, you don't see the book tables clearly, which meant we didn't account for them. So, when we arrived we couldn't count those in. They may have added 1-3 million pounds extra.

3. Time

We only had 30 minutes which meant we did a sloppier job to get as many samples possible or to barely measure all the bookcases. Human error might have been the biggest issue.

But this method does have upsides,

Mainly, once you have accurate enough averages you can quickly re-estimate the library's value by measuring it again.

Also, the RLW is screwed. It is definitely going bankrupt. Oops.

Mission completed: Mark van Damme, Diederik Betist,
Alex van der Kuip and Berend Zwitzer. 2C.



Choosing books, watched over by our very own studios Professor!

I really enjoyed my trip to England. First, I really enjoyed going there with my class and the teachers. I really got to know some people better. I also enjoyed visiting England.

The city of Oxford was interesting to see. It is well known for its famous university and there are a lot of old and beautiful buildings. The assignment in Blackwell's bookstore was fun. It is nice to solve a practical problem.

The visit to the Natural History Museum was also very interesting, especially the ground floor of the museum I liked very much as you could see how animals have evolved.

In my spare time, I did some shopping and bought a nice Oxford sweater. I am sure I will wear it a lot.

The second day in Bath was interesting as well. I thought Bath was a very nice city and I really liked visiting all the highlights of Bath with a tour. I also think it was surprising that we went to the film on our study trip. It was a nice surprise.

The visit to the Harry Potter Studios was of course also very fun. It was nice to see platform 9 $\frac{3}{4}$, the Hogwarts Express and all the outfits of the cast. The Great Hall where Harry and his friends are always having dinner was very large. It was much more than I expected. And we had a lot of fun making Harry Potter style photos.

On Thursday we went to Hampton Court Palace in Surrey. I have never seen such a large building. I was impressed also by the scale of the kitchens. I tried to think about what it would have been like to live in Tudor times and I can imagine it a little bit now that we visited Hampton Court Palace.

The journey to and from Oxford was long, but it was well worth it. I hope we will have another trip like this when we are in school.

And after all, it was nice that we could go, because now, this would not have been possible with the Corona virus and the lockdown. Thank you to all the teachers who went with us on our trip!

P.S. The Ramada hotel that we stayed in was fun. And of course we were in bed by 10 PM! 😊

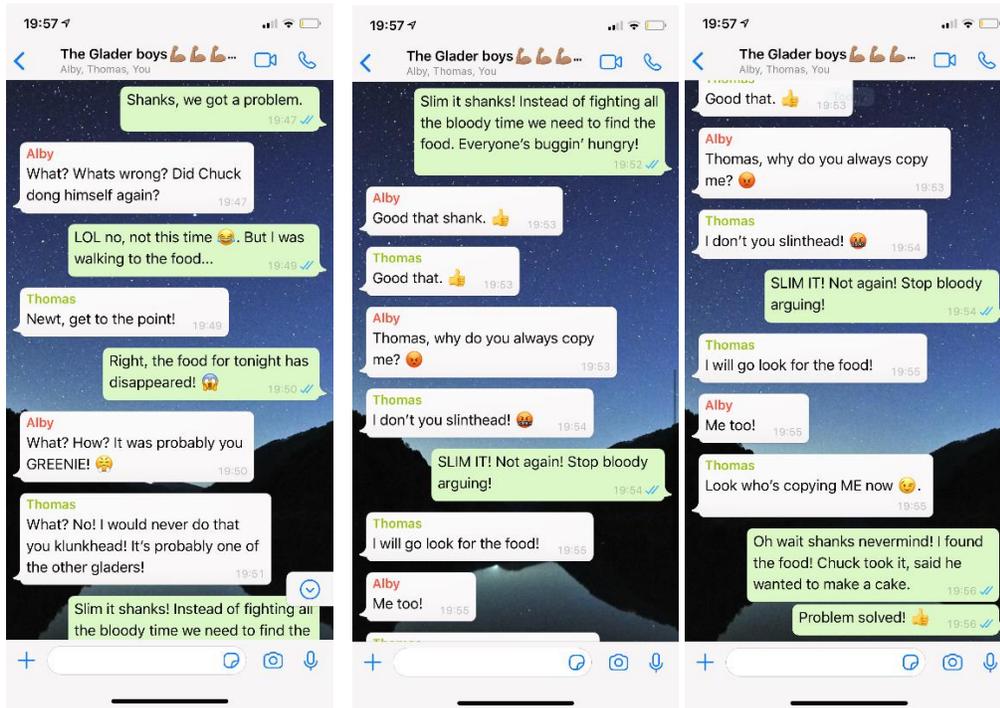
By Willem Hoftijzer, 2A



English TTO

Year 2TTO have just finished reading The Maze Runner.

Their response to reading this book can be seen in this creative writing activity using Maze Runner- Glader slang.



Cathelijne Dantuma and Eleanor Luijckx 2B



Nicolaas van Koppen and Roni Çiftçi 2B

BIOLOGY

Mrs O'Herne's 2A Biology class turned in some excellent creative writing on the subject of evolution. The choices were:

1. You are a journalist for a local newspaper in a small town. Folk in your town either belong to the old families, who have been living in the place for generations, and who mostly have a strong Christian faith; or they belong to the 'newcomers', who came in when a research lab was built for a biochemical company. A Darwin Debate is taking place in the town hall, and you are sent to report on it.



Write the article to your newspaper on this meeting between Darwinists and Creationists

2. Imagine you are the young Darwin. You are sailing on the HMS Beagle. You keep a diary, in which you put down all your impressions and thoughts about the places you visit. Write the entries to his diary that Darwin might have written when visiting the Galapagos islands.



3. You are a palaeontologist digging in the Utah desert or the Great Rift Valley in Africa. One day at the dig, the team and you come across a fossil of a completely new species. It is an exciting find, it might be the remains of a so-called missing link.



Write the speech you are going to give to a class of 13-14 year olds, explaining the find and its importance if it is indeed a 'missing link'.

Heated Darwin Debate ended in a Battlefield

As you may know our picturesque town has one very big problem. Since the research lab is built our town has totally changed. When scientist Clarence Williams called Christians dumb during the debate the Christians were furious and the authorities had to intervene.

Today there was a big pandemonium in the townhall. The Scientist and the Christians had a heated Debate. We have a short interview with Clarence Williams. A man hated by Christians but loved by scientists.

Clarence how are you doing today?

I am doing just fine.

What do you think of the debate in the townhall?

I think it was amazing. The scientists and I could finally tell the true story of how mankind started. Not by Adam and Eve, but by evolution. We had proven it a million times, but the Christians keep don't believing us and that's working on my nerves.

A question a lot of people asked us was: Why do you dislike Christians and other believers so much?

Well, that's is a very good question. The answer to that question is, I don't dislike Christians. I now they can be smart and civilised, but when I am in a bad mood, I can't stand their nonsense anymore.

Thank you for being here

No, thank you.

It's not clear why the two groups started fighting. Some say it started when the elder Christian Lucas Wasowski tried to punch Mr. Williams in the face with the bible. Others say the Christians had such a good argument about the Evolution Theory, the scientist lost it and started attacking the Christians. The argument stated `The Evolution theory is totally bullshit our Lord would never make apes our ancestors and that evolution is bullshit.` The police are investigating the situation. One thing is clear this won't be the last time this will happen.

By your reporter Nicolas Oguorie

Good evening, students

I am a palaeontologist and my name is Lara Pilouw.

Today we are going to talk about a new find that I and my team have recentley dug up in the Utah desert, this find is very special because it can be a missing link, a missing link is something that can put all everything together, just like a puzzle, so that we, people, can understand our history or even our origin. The fossil that we found could possibly be linked to our origin. The fossil looked like a crossover from an ape and a human.

The important thing about this fossil is that it can be a missing link to our evolution, as all of you know, there are more of these fossils and they all have a name according to what, we think, they did and how they lived in their days, with tools from stone and wood or just with their hands, because of this rough timeline we can see a slow evolution from monkey to human, according to scientist. We all also know the story of how god shaped the Earth and the humans, this is also possible but the problem here is that there is no usable and real proof, this story is built on the believing in God, it is not build on facts. The evolution of monkey and humans IS built on facts and fossils that were found and analysed.

This is why a possible missing link is very important, it can help us end the bigger puzzle of the existence of humans and possible apes. By this 'puzzle' we can see how we evolved and what we used and what

were the benefits and cons of the changes that they made to fit in their environment. That is how we find out about our origin, we dig finds, analyse them, rank them in a timeline, mark the changes and eventually being able to read the timeline and evolution of the human.

Thank you for listening and your interest.



Dear residents, entrepreneurs, and workers in Voorschoten,

Monday 20 January

My name is Julia Lédé, and I am this week's reporter. This is a very exciting week for everyone in our little town because on Thursday the 23rd of January there will be a **Darwin Debate**. This is something extraordinary because this has never happened in our town. Be prepared on the 23rd and watch the debate LIVE at 16:00. The debate is between the Darwinists and the Creationists. Who are these people? That is a question that Joep van Kopels asks on the Radio. I will explain that in a minute. The debate is about the evolution, and you have two groups that represent different ideas.

The first group is called: *The Darwinists*, they believe in the theory called "survival of the fittest" and evolution. In summary this theory means: The continued existence of organisms which are best adapted to their environment.

The second group is called: *The Creationists*, they believe in a god who is the absolute creator of heaven and earth.

Wednesday 21 January

Welcome back! Today I am going to interview people about their opinion for the debate and on which side they are: The Darwinists or the Creationists. I have prepared a few interesting questions about how they feel about the debate. I am walking on the famous square in Voorschoten, and I hear conversations with the subject of the debate, this is proof that people are excited and curious about what is going to happen at this debate. I am going to write one of the interviews in this newspaper and in order to read the other interviews go to our site:
www.grootvoorschoten.nl

Interview 1:

Julia: 'Hello sir, my name is Julia Lédé and I am a reporter for Groot Voorschoten, and I have a few questions, are you open to answers some questions? but first what is your name?'

Thomas(21): 'Hi Julia, my name is Thomas, I am open to answer some questions! What do you want to know?'

Julia: 'The questions that I am about to ask are about the Darwin Debate that is taking place tomorrow, are you informed about the Darwin Debate?'

Thomas (21): 'Of course I am informed, my father Julian is part of the debate, he supports the theory of Darwin.'

Julia: 'Oh wow! So what do you think about the debate? Are you going to watch in LIVE?' And which group do *you* support?

Thomas(21): 'Yes! I am very exciting to see what is going to happen, and I want to know what they have to say so you can count me in to watch it LIVE. I do not support any group because we cannot be sure what happened in that time period! Of course there are a lot of theories but at the end of the day we were not there so we will never know.'

Julia: 'Ok thank you for being honest and answering the questions, and I captured your point of view. I have more interviews to do today so I am going to leave it here. Have a nice day!'

Thomas (21): 'Bye!'

Thursday 23rd of January

15:56: Good afternoon, I am now in the townhall and in several minutes the big debate will begin.

16:45: The debate just ended, and WOW it was really tense, the two groups had some very strong arguments. When the Darwinists had an argument the Creationists came back with a stronger argument and also in the opposite way. I think a lot of people were captivated with this debate. There were a lot of arguments that I had never thought of before.

Thank you for reading this week's Newspaper!

For more updates subscribe to our newspaper: Groot Voorschoten

This was Groot Voorschoten with Julia Lédé

September 16th, 1835

Day 1 of my great adventure to the Galapagos Islands.

We seem to be brought somewhere near to that great fact, that mystery of mysteries. The first island, San Cristobal, looked like a deserted and isolated place. I don't think I will find the tropical richness I expected, only desert plants and some reptiles that I still noted down. Luckily we still found a special species, the San Cristobal Mockingbird. A small brown bird with a sharp beak. I collected a few and went back to the ship.

September 26th, 1835

Day 2 of my fascinating adventure.

A few days later we arrived at the second island to explore, Floreana. I had three days to collect species and I found another bird, the Floreana Mockingbird. I realized the differences and similarities between this species and the last one. From that moment I decided to pay more to this species. I also met an English Vice Governor who gave me crucial information remarking the difference and variations in the shape of the shells of tortoise on each island.

September 29th, 1835

Day 3 of my incredible adventure.

The third island I sailed to was Isabela. We went on a trip around the island through the channel between Fernandina and Isabela. The island looked very deserted and volcanically active. When I was sailing next to it, I observed the lava flows and the smoke coming out from the craters. We anchored in a place named Tagus Cove, because of the easy water bay. I started exploring the volcanic terrain and I found ancient creatures, iguanas, both marine and terrestrial. They were magnificent.

October 8th, 1835

Day 4 of my unbelievable adventure.

The last island where I disembarked was Santiago. This is where I will stay the longest because I know that the islands were something bigger and more important than they seemed when I first arrived. In the two weeks that I visited, I walked the whole island with a few crew members that helped me by carrying the specimens that I was collecting. After a few hours, I noticed the difference between the tortoises from the different islands. I was very impressed by the number of tortoises, which had different shapes and sizes. That is when I noticed that most species were similar but different from others in the other islands, which gave me enough evidence to theorize that species change. I collected finches to help me understand this resolution and I left the Galapagos on October 20th, 1835.

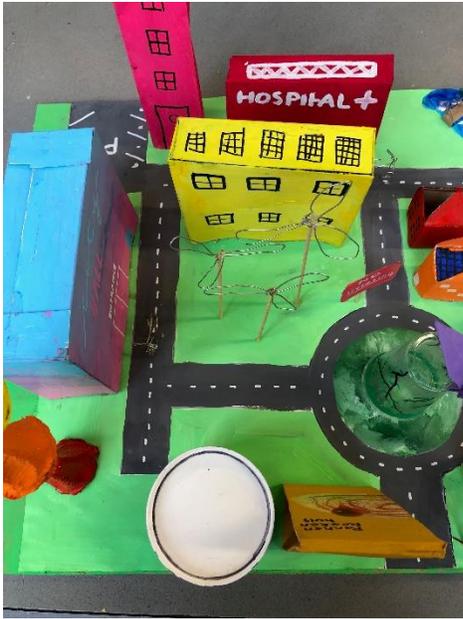
Frederieke Smit.

ART

My Ideal City. That was the title of the group-work that 3TTO had to create in three dimension. Concepts such as town planning, idealism, utopianism, user-friendliness, sustainability and new materials were some of the areas they had to research. Of course what their city should look like was key: all the groups had their own 'vision' for what their city should offer and look like; some were very practical whereas others were very fantasy-rich. The Art classroom was a clutter of cardboard boxes and other recycled materials for many weeks before their creations finally came together!

Below are some photos of work-in-progress. Beyond these are some finished examples.





Femke Gerzon, Laura Montouives and Sydney Wilde, A3B made some wonderful constructions as part of their city.



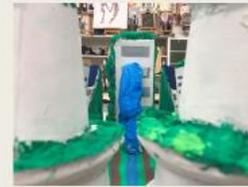
'In our ideal city, we have chosen for a colourful, childish and sustainable theme. In our city everything is able to reach by bike, and there is also a special bike-park. We have multiple windmills, which provide the city from electricity. There is a little park, with trees, a river and a playground. One side of our city is the 'human' part. Here are the houses, shops, markets and park located. On the other side of our city is the 'business' part. It has a city hall, multiple offices and restaurants.'



Our final city



Viridi City
by
Henriette
Kettler,
Francien
Holleman
and Lotte
Tjebbes.
G3A.



Our ideas for our city

- Our idea was to create a modern and vibrant city that was environmentally friendly and suitable for all people to live.
- We wanted to have a city that reduces the CO2, because that causes global warming and it is a big issue these days.
- We also had a clear colour scheme; mostly white and green.
- Our ideas were also based on a futuristic city with a lot of business buildings, so lots of skyscrapers and buildings with lots of glass and windows.
- We also added a lot of plants on the buildings and in the rest of the city, we liked how it looked (modern, futuristic) and it reduces CO2.



- Our city has different things for kids, for example like a school and different courts to play different sports on.
- Our city is kind of divided in three parts: the working part, the skyscrapers, it has a library, a pool and a park to relax in and it has a living space with an apartment building and neighbourhoods.
- We made a bus station for public transportation, with a couple of busses.
- We decided to make our city very, very colourful because we thought it would be something special and different than other cities. We also decided to make the buildings in different shapes.



SKETCHES OF OUR CITY

- We decided to make our city like this because these things are the things that are necessary for a functional city. We tried to think of everyone: sporty people, people who like to read, sick people...



Above: work-in-progress.

Left: sketches and summary. By Eveline van Bemmelen, Anouk Boele and Anna de Niet. A3B.

During lockdown, 3TTO were kept busy making Picasso-themed paper/card sculptures. Picasso's Cubist style was something they had to keep in mind for their own works.

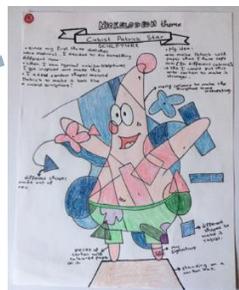
With online Art lessons, came the concept of the Digital Sketch Book! They all had to keep records of their work-in-progress; ideas and sketches and of course their final three-dimensional works.

Below is a great example showing the contents of Sofia Barnes of A3B's Digital Sketch Book.



Patrick has many cubistic pieces on his body. This idea Patrick more cubistic.
Cubist Patrick Star sketch
 The background of the drawing makes it more interesting to look at and it gives a more cubistic appearance.

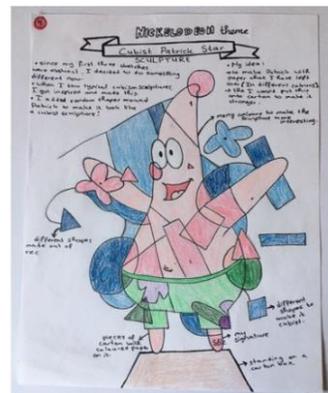
Lesson one



Questions:
What are you doing?
 I have attempted to draw Patrick Star in a cubistic way I did this using cubistic patterns that I would later draw onto this piece of paper on the right-hand side. You can read the text that I wrote about Patrick Star which materials I should use to make a sculpture of him later on and my idea behind this sketch!
What are you happy with?
 I am happy that it is clear what I have drawn and that the different lines, colors and patterns make a rather simple Nickelodeon character look more interesting and advanced.
What are you struggling with?
 Personally I think it is difficult to draw the cubistic patterns on the correct places of Patrick's body. Another thing I found hard to do was to color the drawing with different colors for the rest, this sketch was one of the easier ones to make

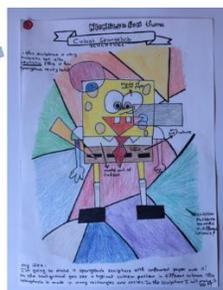
How can the teacher help you? For making this sketch I did not feel the need to have the help of a teacher, I can make this sketch on my own.

My inspiration: First I searched up typical cubistic sculptures to base my sketch on. After that I searched up an easy version of making Patrick Star using that photo as my inspiration, I made a drawing more difficult from that one.



Cubistic shaped sculpture and very 3-dimensional
Cubist SPONGEbob sketch
 The idea behind the making of the final sculpture is written on the drawing!

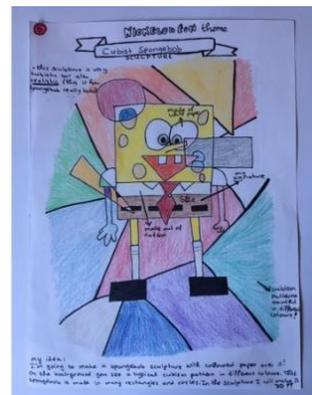
Lesson one



Questions:
What are you doing?
 As you can see on the photo, I am working on a SpongeBob sketch which has a cubistic style. I chose SpongeBob as one of the Nickelodeon characters to draw because everyone knows SpongeBob. I also wanted to make a sketch which not the typical SpongeBob that you see on TV. Another reason why I chose to draw SpongeBob is because it has to do with the current pandemic that we are living in. Soon you will find out why.
What are you happy with?
 I am glad with the warm and bright colors, it really makes the sketch stand out more. The background also turned out good, the patterns make it look as if SpongeBob is standing in front of a bright wall of different colors. Overall, I have a brilliant idea of how I am going to make a sculpture of this sketch later on.
What are you struggling with?
 I am not sure yet how I am going to make the SpongeBob stand up as a real sculpture. I hope to do more research and think about many materials to make SpongeBob look appealing from all sides. I hope the sculpture will look a lot better than this sketch.

How can the teacher help you?
 If I had the help of my teacher, I would ask her to help me with making more original cubistic patterns around the body of SpongeBob. This would make the

My inspiration: When I was thinking about ideas for making sketches of the first idea that came up onto my mind was SpongeBob. This is because I was watching Nickelodeon with my brother the day before. All in all, this video shows that it is important to think about things that happens around you daily. It really helped me in being creative during the project.



Cubistic shaped sculpture and very 3-dimensional
Cubist Phineas sketch
 The idea behind the making of the final sculpture is written on the drawing!

Lesson one



Questions:

What are you doing?

Since I already made Patrick Star and Spongebob, I thought Phineas would go perfect together with those sketches. I have always watched Nickelodeon since I was a small child and one of my favourite characters was Phineas. So I have not only drawn Phineas, it has a story behind it.

What are you happy with?

I am happy with the shapes that together make Phineas. The most important thing that I succeeded in doing when making this sketch was the brightness of it. I think this really shows who Phineas is because he is always dressed in bright colors.

What are you struggling with?

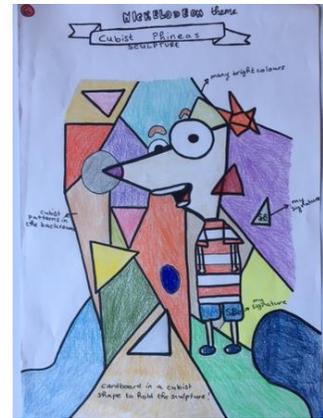
This was the easiest sketch from all the nine sketches. Luckily there was not really anything that I was struggling with when making this sketch.

How can the teacher help you?

The teacher could have helped me with making a different kind of cubistic background because it looks a bit similar to the sketches before this one.

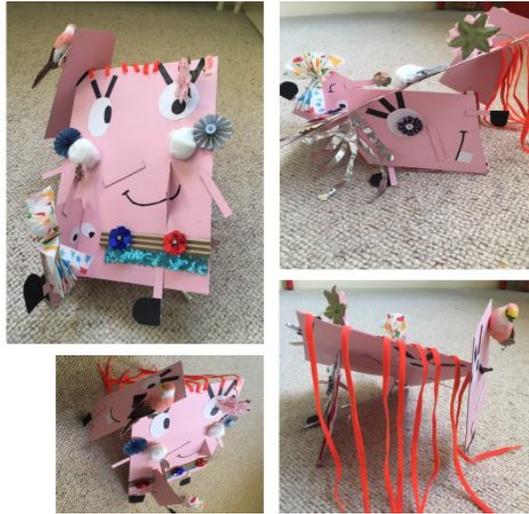
My inspiration:

While I was watching Nickelodeon with my brother (do not ask me why) this gave me many ideas for making this sketch.



Sculpture one

Coronavirus against
SPONGEbob



Description of the first sculpture:

- I chose to make a sculpture out of the spongebob sketch because I wanted the sculpture to have a relation with things happening at the moment, for example the corona pandemic. At the moment, a lot of SPONGES are used to clean the house with and to stay hygienic.
- The spongebob itself is pink, I made a female version of spongebob to be more creative.
- I used many materials that I had laying at home to create this sculpture, even materials that would normally land in the trash. I am glad that I managed to make a decent sculpture from these materials.
- When you look at the pictures of my first sculpture, you can see that the sculpture stands up by itself!

Sculpture one

"Coronavirus against
SPONGEbob"

The style of this drawing is cubistic but also abstract because of the lines on the turtle. This is not how a "normal" turtle would look like.

Abstract cubistic turtle sketch

The idea behind the making of the final sculpture is written on the drawing!

Lesson two



Questions

What are you doing?

I'm proud that I managed to draw a turtle in a different way from reality. Also, I drew the turtle in different shades of blue to make the drawing more interesting to look at. Overall, I am happy with the end result.

What are you happy with?

I am pleased with the fact that the sketch still has the appearance of a turtle, even though I drew the body totally different from how people would normally draw the body of a turtle.

What are you struggling with?

It took me a long time to figure out how I would draw the shape of the turtle's body.

How can the teacher help you?

If I had the help of a teacher, I would ask Mrs. Koyle to help me with making the head of the turtle. It took me a long time to draw the head correctly but eventually it worked out.

My inspiration

The inspiration came from the animal documentary and pictures of an elephant when I went to a safari a couple of years ago! This has absolutely helped me in making my own elephant sketch.



The style of this drawing is cubism but also abstract because the

Abstract cubistic elephant sketch

The idea behind the making of the final sculpture is written on the drawing!

Lesson two



Questions

What are you doing?

I am making an abstract cubistic elephant. The body of the elephant is cubistic (look at the colored pieces of the elephant). At the same time, this sketch is also abstract because it does not attempt to represent external reality.

What are you happy with?

I am pleased with the fact that the sketch still has the appearance of an elephant, even though I drew the body totally different from how people would normally draw the body of an elephant.

What are you struggling with?

It took me a long time to figure out how I would draw the shape of the elephant's body.

How can the teacher help you?

If I had the help of a teacher, I would ask Mrs. Koyle to help me with making the head of the elephant. It took me a long time to draw the head correctly but eventually it worked out.

My inspiration

The inspiration came from the animal documentary and pictures of an elephant when I went to a safari a couple of years ago! This has absolutely helped me in making my own elephant sketch.



The style of this drawing is very abstract, see all the patterns

Abstract lion sketch

The idea behind the making of the final sculpture is written on the drawing!

Lesson two



Questions

What are you doing?

I am making an abstract lion sculpture. First, I started with drawing different types of lions and then drawing abstract patterns on it. Since I already have made sketches with a Picasso style and other sketches with a cubistic patterns, I thought it was time to use a different style, even though I am not the biggest fan of abstract sculptures.

What are you happy with?

I am very happy with the abstract patterns in the sculpture. Even though it took me a long time, it made the sculpture stand out more!

What are you struggling with?

This is definitely the most difficult sketch that I am making. While making this sketch, I found it hard to draw the lion symmetrical (that the lion looks the same on both sides).

How can the teacher help you?

My teacher could help me with thinking about other creative ways for the sculpture to stand on. (In the picture you can see that the abstract lion sketch is standing on two wooden sticks, however, my teacher could help me to think about other materials I can use for the sculpture to stand on.)

My inspiration

The inspiration for making this lion sketch is that in my free-time, I really like to draw animals, especially lions. So I already thought it was a clever idea to make sketches with an animal theme. I used drawings of lions that I made a couple of years ago to create this original lion sketch.



Sculpture two

"Animal Rights"



Sculpture two

"Animal Rights"

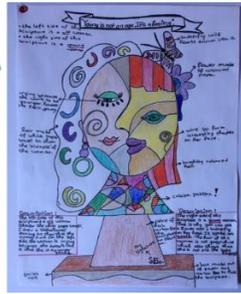


Description of the third sculpture

- The reason for why I chose to make an elephant sculpture is because of the global problem of poaching animals (especially elephants and rhinos) for the illegal ivory trade. It's crucial that people start taking action! Otherwise these beautiful animals will become extinct someday (which I already happening).
- The title "Animal Rights" is a good title because this shows that animals have almost no rights compared to humans. In my opinion it is so horrible seeing animals being slaughtered, abused and wild animals being used for human entertainment (for example in a circus). This is something that the animals have no choice in. Why does our world have to be like this?
- Fortunately, during the corona pandemic many animals are having an easier transportation (for example with crossing roads).
- For the sculpture I used many materials that I would normally have thrown away.
- The elephant has leaves on his body. This is a symbol of that this animal belongs to nature and not in a zoo or circus.

Many different recycled materials put together so you can see a more Picasso style in front of you.
 Picasso styled sketch- "young is not an age, it is a feeling"
 In the drawing you see a old woman on the left and a young woman on the right! Look at the description on the photo for further details.

Lesson three



Questions

What are you doing?

I am trying to show different types of emotions in one scene and I am doing this using two total different people: an old and a young woman. The woman on the left feels sad (therefor the tears running down her eyes).

What are you happy with?

I am very happy with that the sketch is colored in well and the Picasso patterns on her body shows that the sculpture has a Picasso style.

What are you struggling with?

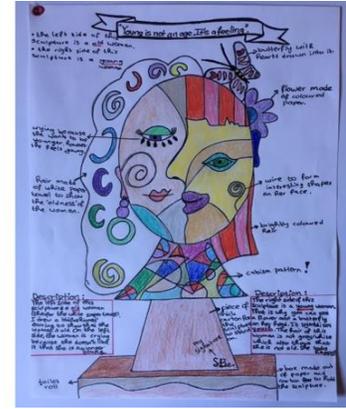
I was struggling with what message would be behind this sketch (if you look to the right, you can see what my idea behind this sketch was). I also found it difficult to draw the Picasso-esque lines. Besides that, I did not have many problems while making this sketch.

How can the teacher help you?

My teacher can give me some tips on how I can make the two heads fit in to each other so that it looks like one person.

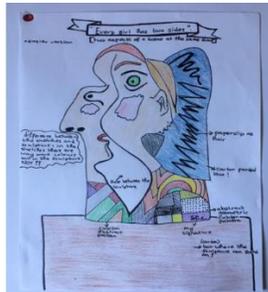
My inspiration:

The inspiration for drawing this Picasso styled drawing is because of some artworks that I have made when I was younger. This artwork really started to make me think deeper about what the message behind the drawing would be.



Picasso-esque lines
 Picasso styled sketch-
 "every girl has two sides."
 Lesson three

Lesson three



Questions

What are you doing?

I want to make an abstract sculpture that shows two different angles.

What are you happy with?

With the originality of the sculpture and the abstract hair that I have drawn (made of paperclips). Another thing that I am happy with is the clothes that the woman is wearing. This sketch really turned out well and the quote: "Every girl has two sides" really makes sense when looking at this sketch.

What are you struggling with?

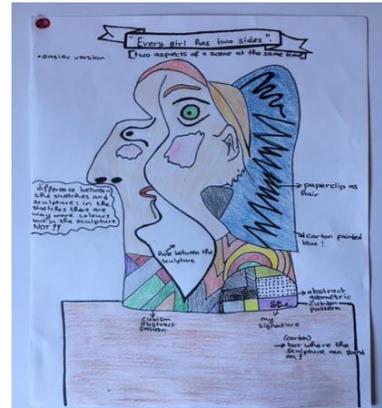
It took me a while to make the abstract geometric patterns. Later on when I am going to make my own sculpture, I think that will be difficult to based on this sketch. I need more kinds of sketches to make a decent sculpture.

How can the teacher help you?

Making the head of the woman. Even though I have many inspiration sources, it still was complicated to draw the head of the woman with two different sides.

My inspiration:

The inspiration came from looking at diverse websites with typical Picasso sculptures and a cartoon magazine, for example to create the ear and the hair.



More than one aspect of a scene at the same time
 Picasso styled sketch
 Lesson three

Lesson three



Questions

What are you doing?

In this sketch I tried to show how strong connections between loved ones can be. You can see on the photo that they share the same nose and face (a man on the left side and a woman on the right side). With this I actually mean that they share the same life together. This is a couple in love and it shows that nothing can break them apart!

What are you happy with?

I am the most happy with this sketch because I was able to make a sketch with a Picasso style. As you have read before, there is a huge message behind this sketch.

What are you struggling with?

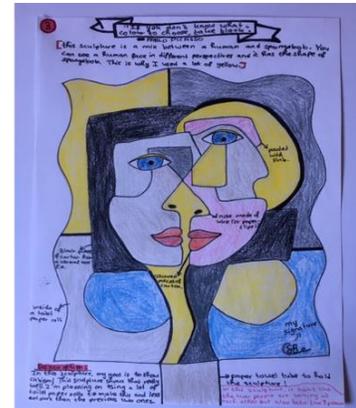
The most difficult part of creating this drawing was connecting two different people together, for example to make sure that they share the same nose and eyes.

How can the teacher help you?

I did not make any arms and legs, so if I had to choose something which Mrs. Royle could help me with it would be that.

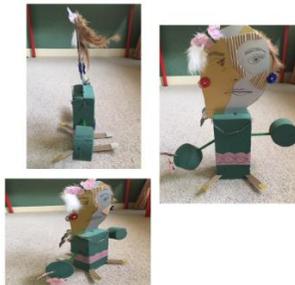
My inspiration:

This is the first sketch with I used myself almost completely to make the sketch.



Final sculpture three

"Love yourself"



Final sculpture three

"Love yourself"

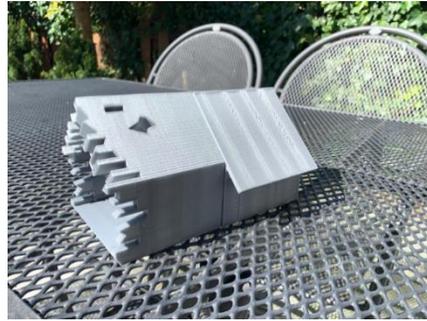
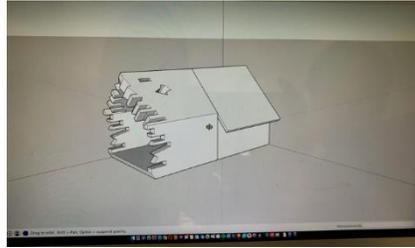


Description of the third sculpture:

- The face is very in the style of Picasso
- The reason why I chose to make this sculpture is because of many girls and boys who feel they have to have the perfect body and have to look like a supermodel.
- When making this sculpture I thought of how I could make this sculpture less "perfect" because everyone is unique in their own way.
- The two different faces on this sculpture are not cut out perfectly. Also, the body of this sculpture is not the most beautiful one.
- The message that I am trying to leave behind is that girls and boys should not worry about looking perfect all the time, it is more important to be yourself.
- My inspiration for the title is from the song "Love yourself" by Justin Bieber and I think this song really shows that you should love yourself for who you are.



Kayleigh van Zyl of A3B, was able to use a 3D printer at home to make a sculpture. Her idea: 'The opposition between rich and poor in modern art that I want to change into Picasso-like art'.



Above: Malou van der Heijden. G3A. 'In this sculpture, I experimented with color blocks and different shapes at different angles. I think this was very interesting, because I made semi-realistic parts. It still looks more abstract, because the placement of the object isn't realistic.'



The Touch by Paul Wolters G3A

Ismeiy Otterstedt of A3B had a full Digital Sketch Book with lots of ideas and sketches. Here are the final results with her thoughts behind her sculptures.



First Sculpture:
Fly With Hope

By the making of this sculpture I used a rubber glove for the wings. This rubber glove is a symbol of the pandemic we are facing right now. The title of my sculpture is: 'Fly With Hope'. And with this title I'm trying to verbalize that all we need in these hard times is: hope. We need to believe that every cloud has a silver lining.



Second Sculpture:
Disguise

With this sculpture I was trying to portray people who feel like they can't be themselves. People who 'disguise' themselves in order for society to accept them. Don't misunderstand me, this society that we live in today has grown a lot over the past 70 years, but we still have a lot of growing to do. With this being said, I wanted to indicate these affairs in my sculpture. As you can see, the head of my sculpture is divided between a male and female. But their body is not, their body is a mixture of different colours. Which symbolizes the unity we all have with each other and how we should embrace this unity.



Final Sculpture:
Rebalanced World

With this sculpture I was trying to capture the way how some people behave exactly like animals do. In our world humans have always had the upper hand in the relationship between mankind and animals, because we were the ones who thought 'rationally'. But I feel like this relationship has shifted. I feel like our world has rebalanced. Our world now consists of people behaving like animals and animals behaving like people. Animals and humans are on the same level. And this is why I found the need to make a sculpture out of this phenomenon. The head of my sculpture is divided in a person on the left side and a cat on the right side and the body is a mixture of both. This sculpture can be seen as a personified cat or an animalistic human.

Before 'lockdown' and online lessons, A3A had completed their assignment looking at the artist Gustav Klimt for inspiration. Pattern and abstraction combined with realism were visual aspects pupils had to weave into their paintings. In the next edition of MOTTO, we should see G3A and A3B's versions of this assignment which will have been completed at home!



Caia Teurlings A3A, created a beautiful Klimt-inspired painting using patterns in the headwear of the model.

GEOGRAPHY

Geography pupils have just finished a unit on earthquakes. Here is an example comparing the experience of earthquakes in two different countries.

Geography Earthquake assignment

By Thijmen de Haas. A3A

I am comparing two earthquakes for this assignment. They are: The earthquake in Java in 2006 and the earthquake in Japan in 2011. Now let's be more specific and get into the details

Java, 26th May, 2006



At Java the Indo-Australian plate meets with the Chinese plate. The Indo-Australian plate and the Chinese plate move over and under each other which means that subduction happens there. The Indo-Australian plate moves land inward from Java's perspective. The hypocentre was located at about 10km under the earth surface. This is unusual in

Indonesia, most of the time the hypocentre occurs deeper into the Earth. The epicentre was located about 20km South/South-east of Yogyakarta, this is the capital of the province called Yogyakarta, on Java. The earthquake had a magnitude of 6.3 on The Richter scale.

The earthquake happened at 5:54 in the morning. This of course means that 80-90% of the people were still in their homes, sleeping or getting ready for work. That is a bad thing because approx. 60.000 buildings collapsed. It is said that 200,000 people lost their homes. An estimated 6,234 people were killed according to the World Health Organization.

Tons of buildings were completely destroyed, about 60,000 houses were destroyed. Leaving 200,000 people homeless on the streets, whilst torrential rain was pouring down. In a nearby town Bantul 70-80 percent of all the house collapsed, including the hospital. The transport system was completely out, same goes for the water system and the electricity supplies.

The earthquake appeared near quite a densely populated area. The population density is about 200 people/km². With nearly 1.5 million inhabitants. Luckily the place wasn't really remote because Yogyakarta is quite a big city. And because it was quite a big city it was easy accessible, but because of the earthquake it became way more difficult.

There was help from abroad for example: The British red Cross, German earthquake task unit and Singapore Red Cross.

Of course the Indonesian Red Cross also helped. The British Red Cross logistics Emergency Response Unit had flights almost immediately ready to go. At arrival they gave blankets, tents and food away.

In the region where the earthquake happened there is a volcano. It wasn't really active but it also wasn't dead, The Merapi volcano. It was only rumbling a little bit around May. When the earthquake occurred the volcano got some more activity. Eventually around 2 weeks later the volcano sent clouds of hot gas and lava down its slopes. 11,000 people had to be evacuated. Although earthquake's and volcanos happen often in those regions it wasn't clear if these two events were connected.

In the end the government was able to help really well and the recovery went quite smooth but it just took a lot of time. Information about what help they received and how they received it is two paragraphs up.

Japan, 11th March, 2011



At Japan the Eurasian plate and the Pacific plate meet. The Pacific plate moves towards the Eurasian plate which is land inward from Japan's perspective. The Pacific plate and the Eurasian plate move over and under each other. The epicentre was about 130km east of Sendai, a city in Japan. The hypocentre was located 24.4km beneath the seafloor according to the U.S. Geological Survey (USGS). The earthquake had a magnitude of 9 on The Richter scale. If the initial measurements are confirmed (which they probably are by now) then this is the fifth largest earthquake ever to occur. It is most certainly the worst in Japanese history.

The earthquake happened at 2:46 pm local time. This meant that most people were still at work or at school. This could mean two things or it is a good thing because those buildings might be stronger than their homes. Especially because Japan has been preparing for a big earthquake to happen for over 30 years, so they sort of knew this was coming and so the buildings like offices and schools might be stronger.

Or it is a bad thing because especially the working people were all mostly in the business district, and so then they are all close together and one big wave (I will tell about the tsunami later) could kill thousands.

I post this video here because then you can see the buildings literally being swept away by the tsunami caused by the earthquake. I cant find any numbers on how many buildings were destroyed but I know that the aftermath was huge. Also some of those waves can go up to 3 miles (about 5km) inland and then if you think about it, like the city is like super close to the coast so then 5 km is a lot of damage. One month after the earthquake big roads were being cleaned very well but the rest still was a mess.

<https://www.youtube.com/watch?v=oWzdgBNfhQU>

I think there is quite a difference between the two cities because Sendai is more developed than Jogjakarta but I think the damage of the two was quite comparable and because the earthquake in Japan had a tsunami as secondary event I think that caused the most damage in total.



Sendai has about 1.5 million inhabitants. The population density is 200-700 inhabitants/km². Sendai is quite a big city and it is far from remote.

Now let's talk about the massive tsunami that followed the already horrible earthquake. The earthquake of course did the most damage. It swept through whole towns. The airport at Sendai was struck badly, a terminal was cut off with more than 1000 passengers in it. Also was a nuclear plant hit and there the cooling systems got shut down by the tsunami. People within a 2 mile radius were evacuated and people outside the radius were advised to stay home.

A small conclusion about the poor and the rich country difference. The rich was of course struck by a way worse earthquake so to compare the damage wouldn't be realistic . What we could compare is the action taken by the government and how fast the stuff was cleaned up. Both countries did pretty good on that end.

Now I cannot really type more because I almost hit my limit. So this is my ending of my report. I liked doing this report, I put a lot of effort in and learned a lot from this. I find these seismological activities quite interesting, and quite scary. Luckily we are not close to any plate boundaries so there is a very little chance that The Netherlands will ever be hit by a big earthquake.

BIOLOGY

3TTO could choose any written form to describe resuscitation, for example a poem, a reported interview, story etc..

This very creative take on the assignment is by Alessandra Lamb, G3A.

You were laying there
It was so unfair

You were always the reason
The happiness for all
Who could've guessed on this alleged day
You'd be the one to fall

It was that Friday afternoon
I walked into the kitchen
And there I found you on the floor
In critical condition

I checked your pulse
You were alive
But I was lucky
To have arrived

While on the phone with 911
This terrible memory had begun

"On our way" is what they said
Then I moved towards your head

Luckily you were already on your back
All I did was move your neck

Trying to open up your airways
Because that's what my instinct says

I tried chest compressions
To support the circulation

Gave you artificial respiration
Mouth to mouth resuscitation

I thought I had it all figured out
I hadn't a single doubt

But when help troops arrived
It was too late
This was your unhappily ever after
This was your fate

You were so loving
You were so sweet
A lifetime was lived
But incomplete

God damn, I've come to this realization
I have let you die, no resuscitation

I need your heart
This is my confession
I need your love
In this depression

8:00 AM 9/7/2020

Dear diary,

I am so excited! Today is my first day of work as a camp counsellor. I hope everything goes well. It's supposed to be really hot out today though. I'll have to make sure that everyone drinks enough water.

9:00 PM 9/7/2020

Dear diary,

Well that definitely didn't go like I thought it would. Thankfully, everything turned out ok. What happened was that I was walking towards the pool when I heard someone scream and saw a group of kids huddled around a boy from one of the older bunks. I guess he hadn't been listening to his counsellors and hadn't been drinking enough water. He probably had heatstroke. I ran over to him and shook his shoulders gently. He didn't respond. I checked to see if he was breathing, but it looked like he wasn't. I got one of the kids to call 911 and I told someone else to run and get the AED device which is in the dining hall. Meanwhile I had started chest compressions, with my hands on his chest, in between the breastbones. I was humming along to the beat of the song "staying alive" in order to perform the correct number of chest compressions, which is 100 to 120 compressions per minute. Once I had done 30 compressions I lifted his head back and made sure his airway was open. I then gave two rescue breaths by pinching the nostrils shut and breathing into his mouth. I could hear the ambulance sirens in the distance. Then the kid came running with the AED device. I opened his shirt and placed the pads onto the correct places. I then administered one shock and then resumed the CPR. The paramedics had arrived on the scene and took over. Once they had made sure that the boy was breathing again and stable, they took him to the hospital. The heatstroke had caused his heart to fail, but he's okay now. I'm so happy that everything turned out fine, and on the brightside, I'm now counsellor of the month.

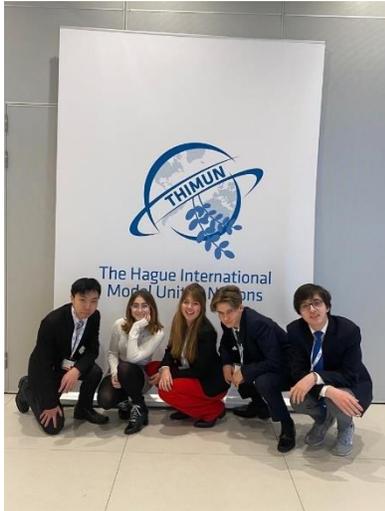
Anouk Boele. A3B.



Tijmen de Haas. A3A

THIMUN

THIMUN summarized is exactly what I would call an experience of a lifetime. The excitement I feel from debating in front of large groups of people, the thrill of discovering new things about the world we live in and most of all, the joy in meeting new people. I am unable to properly put these feelings into words. The people, the debating, the suits, the friendships, the new knowledge, the discovering have a large place in my heart.



THIMUN is a safe haven; it's a gathering of different ethnicities, cultures, personalities, religions and sexual orientations. We are all so different yet brought together through our shared passion of debating global issues. The friendships I have made in short five days at the world forum trump many of the friendships I've formed in way longer than that.

My favorite part of doing MUN in general and THIMUN specifically is the people I meet. Then it would be the feeling of excitement I feel for my future. THIMUN focusses on present problems and how to deal with them in the future. In our world today, my future will always be uncertain due to politicians making disappointing decisions on global warming, major pandemics and possibly causing wars. The actions of current politicians will always be questionable which makes my future terrifying. However, at THIMUN I listen to my fellow-students debating current issues and it gives me hope. My fellow MUN'ers make me excited about how we will, together, change our current world for the better. THIMUN creates future world leaders and I am proud to be a part of it.



By Heleen Klapwijk 4V



4TTO English

Below, a compare and contrast essay selected by Ms Guidera, written by Chris van der Zanden.

Rationale

This essay compares two variations on the well-known *Cinderella* fairy tale, "*Cinderella*" choreographed by Christopher Wheeldon and performed by the Dutch National Ballet and "*Cinder Edna*" by Ellen Jackson. It is very interesting to see how these pieces of work play with the storyline and message of the original fairy tale. Wheeldon was born 22 March 1973 and is an English ballet choreographer. He expresses stories using the stage and dancers as his pen and paper. Jackson, in contrast, writes her stories. She is a children's book writer and "*Cinder Edna*" is also addressed to children. It is complex to compare story to stage, but at the same time it is extremely educational. Actors, dancers and music are factors that make a story come to life. Watching such an incredible performance by the Dutch National Ballet reminds us that there are no words needed to communicate a story. While reading a book people do not realize always the authenticity of that story. By looking at the settings, characters and themes of their works, it is noticeable that Wheeldon and Jackson both want to convey a special message to their audience. In short, this essay will be about language in relation to culture.

Chris van der Zanden

The Expression of Fairy Tales

Cinderella is one of the most famous fairy tales in the world. It is part of the folklore of countless countries and cultures. There are many versions published, each with its own details and accents, but always telling about the unjust treatment of a young girl and how she overcomes this situation with a 'guardian angel'. Both Christopher Wheeldon and Ellen Jackson in their stories, "*Cinderella*" and "*Cinder Edna*", reflect a realistic view of the well-known fairy tale "*Cinderella*" through adjustments to elements of the setting, characterization and theme.

"*Cinderella*", performed by the Dutch National Ballet in the Opera in Amsterdam during the season of 2018/2019, was choreographed by Christopher Wheeldon. In this production Wheeldon wanted the story to be magical. At the same time, he wanted his Cinderella to be more lifelike. Together with the famous American playwright Craig Lucas he elaborated the piece. The two initially based themselves on the *Cinderella* story of the Brothers Grimm. On the other hand, Jackson said, "My first thought was to

write a humorous story that would explain all those little discrepancies. But then it occurred to me that Cinderella wasn't much of a role model either. Why not have my Cinderella be spunkier and more of a go-getter?" Eventually, they both tell their adapted stories using different ways to approach their audiences.

Wheeldon uses music, décor and dancers to tell the Cinderella story to create a forever-lasting experience amongst his audience. The production is performed in the Opera in Amsterdam. This theatre is beautiful and this already has a magical effect on the spectators. The music, composed by Sergej Prokofjev, is played by the ballet orchestra that is located underneath the stage. The costumes and décor, which are provided by Julian Crouch, make this performance a real story. The audience is emotional impressed. Jackson utilizes illustrations and text to tell her story, which gives the readers the possibility of using their own imagination to create the story. Her book is a tangible product, which will stay with the reader for a couple of years. "*Cinder Edna*" is illustrated by Kevin O'Malley. These illustrations serve as a guideline for the reader so that they get an idea of what the story would be like in reality. Page 35 of the book shows the means of transport for Cinderella and Cinder Edna. Illustrating this gives the audience a clearer view of the story. Both Wheeldon and Jackson use very clear characters in their stories.

Wheeldon created a Cinderella who has her life in her own hands and makes wise decisions. In act one of the ballet, Cinderella is serving breakfast when a beggar (the prince in disguise) comes to the door asking for food and warmth. Cinderella lets him in. By doing so, Wheeldon's Cinderella looks more lifelike, because she is making her own decisions like we all do. Jackson uses two protagonists, one is the traditional Cinderella, the other is a more modern version called Cinder Edna. Jackson writes, "Even with her ragged sooty clothing Cinderella was quite beautiful. Edna, on the other hand, wasn't much to look at. But she was strong and spunky and knew some good jokes" (4). Giving her readers this important information makes the story more credible and so do themes.

In his ballet production, Wheeldon tries, besides giving a more realistic version of the fairy tale, to give the audience a magical experience. He does so by utilizing, for example, the décor. In the end of the first act, a magical tree grows out of Cinderella's mother's grave. The tree fulfils all her wishes when Cinderella goes to the ball. This creates a special feeling among the audience. Jackson utilizes Cinderella and Cinder Edna to show the reader that beauty and perfection are not the key to happiness. During the story, Cinderella and Cinder Edna are constantly compared. "The fairy godmother wasn't surprised that her goddaughter couldn't seem to figure anything out for herself. However, with another wave of the wand, she changed a pumpkin into a carriage, six mice into horses, and a stray rat into a coachman" (Jackson 8). This event teaches the reader that gorgeous Cinderella goes to the ball in a fantastic carriage provided by her fairy godmother. (Jackson 9) "Cinder Edna took the bus", showing how

wise and independent Cinder Edna is. The audience gets the impression that Cinderella is not a role model like they thought she was.

Wheeldon uses his décor, whereas Jackson tells using illustrations. Jackson uses two protagonists, while Wheeldon creates a wiser Cinderella. Wheeldon tries to keep the magic of the fairy tale by introducing a special tree. Jackson compares the outcome of both characters to give a significant moral to her story. These are a few different ways of how Wheeldon and Jackson try to express their stories “*Cinderella*” and “*Cinder Edna*”. In the end, they both succeed in making their versions of the Cinderella fairy tale more realistic. Would that be better for humanity, reading more realistic fairy tales?

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Exchange 2020

Seven of the Year 4 TTO students were lucky enough to go on Exchange to Bishops or Herschel's in Cape Town, South Africa or PLC in Sydney, Australia. Emilie writes about her experience as an exchange student in South Africa!

On the 8th of January 2020, Anna, Aloyse, Ruben, Luca and I started our journey to South Africa, a country I had never travelled to before. Even though saying goodbye to my family and friends was hard, I was really excited to meet new people! My exchange (Ella) stayed in my house for two months from October to November, so I luckily knew one person in South Africa already. Just for your information: although having an exchange sister stay at your house is very nice, it is quite hard at the same time! I wanted to give her an amazing time in the Netherlands, but also had to keep up with all my school work. Luckily, it worked!

My stay in South Africa was amazing! I had the best possible time. We went to the most beautiful places; we've visited lovely beaches like Kalk Bay, Muizenberg Beach, Camps Bay, Hout Bay and Noordhoek. We also experienced an amazing weekend on the west coast and stayed in a farm on a private game resort in the middle of nowhere, surrounded by the best people ever, giraffes, zebras, guinea fowls, springbokken, ostriches and other fantastic animals! Together with Ella's family, I visited Stellenbosch and Franschhoek, lovely places with the most beautiful wine farms.

We climbed up Table Mountain and Elephant's Eye, visited Robben Island, went to huge shopping malls and we even slept on a stone in a river in the middle of nowhere! We went to that place (Beaverlac) together with the two Chilean exchanges (still really good friends of us) and some boys from Bishops! (Not) Sleeping on the thinnest mattress ever during a full moon with scary monkeys around you, is something I'll never forget!

One of my highlights during the whole exchange was the Garden Route; a trip of five days where we visited beautiful caves and beaches, saw an innumerable amount of (scary) animals, did the funniest Segway tour ever and went to the highest bungee bridge in the world! We travelled together with boys and girls from around the globe who also went on exchange to Herschel's and Bishops. We did the best things ever and became really good friends!

The family I stayed with had a beautiful house and they were really nice to me! Herschel (our school) was amazing as well! I played hockey and did stamina sessions at 6.00 am in the morning, something I'll never forget! Also, I will never forget wearing the ugliest school uniform ever.... I loved the school and made so many friends! I had to leave my house at 6.45 every morning and came back from all the sport events around 19.00, so the days were really long.

It's incredible to see how life can be completely different on the other side of the world!

- Emilie Dahmen



The Exchangers arrive in South Africa. From left to right: Luca, Ubaid-Dullah, Emilie, Ella, Anna, Noa, Aloyse, Ani, Abdul and Ruben.



Aloyse went bungee jumping in South Africa.



Luca petting an elephant.

On the other side of the world Talia and Amy had the time of their lives.



The Exchangers in Australia. From left to right: Rose, Caitlyn, Talia and Amy.

I am one of the lucky few who were chosen to go on exchange, and I had an absolute blast. I left in January for Australia and attended the “Presbyterian Ladies College”, or PLC for short, for about four weeks. Every week, Talia and I went on three outings with Mrs White, the exchange coordinator. It was an amazing way to explore and get to know Sydney. I also became much more familiar with Australian culture, because I lived with an Australian family for six weeks. I absolutely loved learning about another culture first-hand.

My favourite part of the exchange was probably the camp, even if I twisted my ankle there. That’s where I met the most people and got to try new things, for example bushwalking. Another amazing outing was the Tobruk Sheep Station, where we learned about stockmen (Australian cowboys), sheep and how to use a whip.

I am very glad that we went when we did, and not a moment later, due to the current situation the world is in right now. I would definitely recommend it to students who want to get out of their comfort zone, or anyone who is mulling it over right now, it is an awesome experience that you won’t regret going on! Amy de Boer.

My Exchange to Australia.

This year, I spent January and February in Australia on exchange. I stayed with a lovely host family, and went to school with my exchange sister. We visited so many beautiful beaches, and even went on vacation two weeks! Nature in Australia is truly magnificent, and we saw lots of it, for example koala's, birds and rainforests.

School was definitely stricter in Australia. We had to wear uniforms with skirts reaching the knees, and no makeup or jewelry was allowed. I do feel like school stress was way less in Australia, compared to home. The children had little homework. Also, in Australia, the school was more a community than here. There were houses, and home groups, and once a week there was assembly, in which the whole school came together. The school was also religious.

I learnt a lot from this experience, and will never forget the memories I made. I learnt to be more independent, and also learnt a lot about how different cultures can be. If you’re thinking of going on exchange, I promise you won’t regret it! Talia Croughs V4

CKV – Art & Cultural History

Aloyse van Waseberghe was not only busy bungee jumping on her exchange to South Africa, she also visited an art museum which she wrote about for her CKV cultural report.

CKV
cultural visual report
APRIL 2020

by Aloyse van Waesberghe

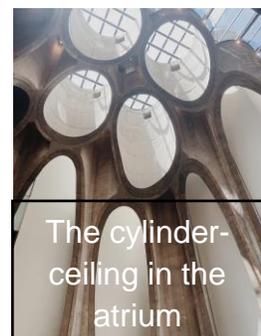
Zeitz Mocaa



During my visit to Cape Town, South Africa, I visited a lot of museums, concerts etc. The Zeitz Museum of Contemporary African Art or Zeitz MOCAA was my favourite. The building itself was already an artwork on its own, being located at the V&A Waterfront. We had to walk to the museum, and on our way, you could already see the museum rising above all the other buildings, creating a beautiful sight.

Zeitz MOCAA is a museum that hosts the largest collection of African art in the world. It is a very new museum, only having opened its doors around 2,5 years ago (September 2017). It is a non-profit organization, that was established because of a partnership between Jochen Zeitz who is a German businessman and the V&A Waterfront. The Waterfront made the construction of the building possible, Zeitz agreed to exhibit his beautiful collection of African art.

The building where Zeitz MOCAA is now located, was from origin a grain silo and built in 1921. When it was decommissioned in 2001, Thomas Heatherwick planned to convert the building into the museum it is now. It was a difficult undertaking, considering it is a 57-meter-tall building with 42 narrow concrete cylinders inside. However, the effort was worth it, because one can still see the original purpose of what the building used to be very clearly. When



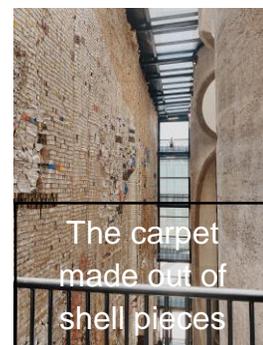
you enter the museum, you set foot into a huge central atrium. This atrium is surrounded by glass windows on the top, creating all the light to be centered to one point, making the visitors focusing on the ceiling. When looking at the ceiling, you could see the top of the concrete cylinders, which gave the ceiling a wonderful vibe of old and new. This makes you think about the need to preserve memories from the past, by making it fit into our society nowadays. In this way, the upcoming generations will still be aware of the past.

In total, the museum exhibits nine floors with art work. There is also a sculpture garden, a restaurant and a shop. The upper part is an hotel, named The Silo Hotel. We went to see the exhibitions. To go to the exhibitions, you had to go one floor up through the use of an elevator. The elevator was completely made out of glass, giving you the opportunity to either look at the great view of watching over the city, or seeing the atrium from a higher level. This again makes you focus on the beauty of the museum. The first floor consisted of two exhibitions on two sides of the museum.

We went to see the photography section. Every exposition of the same theme was displayed in a separate room, creating each room to give you a different feeling. The expositions were all portraited in white cube-like spaces, creating you to focus on the artwork, and not on the room. This creates a better view on the artworks and makes you think more about the purpose of the artist wanting to show his work to the world. The photography exposition that amazed me the most, was the 'Faces & Phases' series of Zanele Muholi. It is a series of black and white portraits of black people from the South African townships. Each portrait is different, each person having a different facial expression, each person having experienced awful things in life. It makes you think about the big problem of criminality in the townships, and shows the power of these individual men and women towards that.



We went to the other exhibition, and to get there, you had to go to the other side of the floor by crossing a sort of bridge. This was open on both sides, showing a large carpet decorated with little coloured pieces of shell. When you looked down, you again saw the atrium. It does not matter which route through the museum you take, you always end up in the atrium. For me, this has a deeper meaning, showing you that whatever path in life you take, they will all come together.



The second exhibition also amazed me, showing more photography exhibitions.

The exhibitions are shown in a modern way; the rooms being sleek and white. This makes the museum more attractive for younger generations, ensuring they also learn about art. The artworks are also more about modern day concepts, for example discrimination.

The fact that the museum was first used for another purpose, ensures that the visitors enjoys his or hers visit even more, because he/she is looking at beautiful artworks, while being inside one! All the exhibitions were all displayed very peacefully, making one



focus more on the artwork itself. This forces you to give the works a second thought, and this makes it possible for the visitor to discover the deeper meaning of the artist.

Left: Everything in the museum was an artwork on its own: even the stairs were constructed in such a way that it looked like a snail shell.

Right: Two interesting and beautiful photography exhibitions; both displayed in the white cube-like rooms.

Visual aspect to the Cultural Report. I painted an abstract version of Zeitz MOCAA



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Except for the one on the front page, I have taken all the photos that are displayed on this document myself.

IB ENGLISH 5TTO

5 IB – The Hate U Give



One of the misconceptions about the IB English A: Language and Literature course, which Senior TTO students take in Year 5 and 6, is that we only talk about literature in class. This term, however, the 5 IB students were lucky enough to get the following homework assignment: watch the 2018 film *The Hate U Give*.

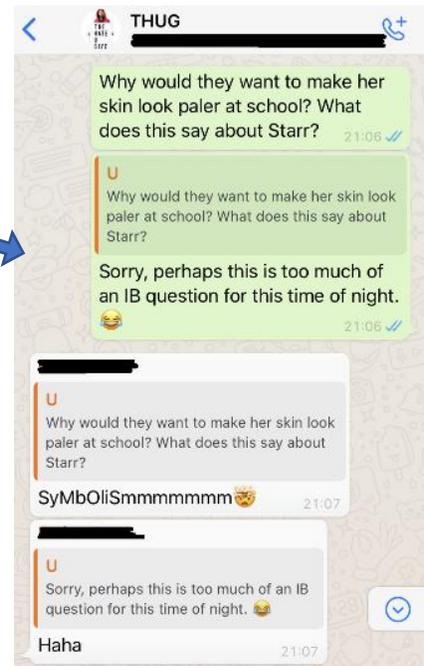
The Hate U Give (THUG) is a film based on Angie Thomas' #1 bestselling novel of the same name about the 16-year-old Starr Carter who witnesses the shooting of one of her best friends: Khalil.

The movie and the novel deal with themes such as racism, police brutality, community, loyalty and the power of language.

Because we watched the film at the start of the Corona crisis and the film could not be shown in class, Miss Haasnoot and some of her students enjoyed a movie night, using WhatsApp to talk about the film and to discuss what they noticed and how they felt.

After the students watched the film, they had to answer questions and – in pairs or groups of three – analyse a scene from the film. Each group selected a scene they liked and had to create a video in which they pretended to be film students at Yale University, looking at the film through the eyes of a director and explaining why certain film techniques were used.

The 5 IB students created excellent film analyses in which they looked closely at the effect of the use of film techniques on an audience. An extract of one of the students' analyses can be found on the next page.



Starr Arrives at Williamson Prep

By Sjoerd Scheenstra and Frederique Kampen



[VOICEOVER STARR]

Garden Heights is one world. Williamson is another. And I gotta keep it separate. So when I'm here. I'm Starr version two.

Starr explains that Garden Heights and Williamson Prep are two different worlds and that she has to keep them separate. As she is talking, the camera zooms in on her hoodie that she has just taken off and she puts it deep inside her bag.



The hoodie symbolizes her Garden Heights personality. This is the first time we learn about Starr's dual identity, which remains an important theme throughout the entire film.



The camera switches to a wide shot, showing us that Seven and Starr are the only two African Americans attending Williamson Prep. The contrast between the white background and their dark skin colour makes them stand out even more. When looking at the context of this movie, it is not unusual that Seven and Starr are the only African Americans attending Williamson Prep, since

African Americans living in minority neighbourhoods often do not have the capital to pay for such a school.

[GIRL WALKING PAST]

Hey boo!

[STARR]

Hey, how are you?

[GIRL WALKING PAST]

I'm good, bro!

[BOY WALKING PAST]

So... those kicks are lit!

[STARR]

Thanks! Space jams.

As we then pass the hallways through Starr's point of view, we get to know how Starr feels about her classmates through her facial expressions as she encounters them. They all use slang while talking to her. She purposefully doesn't use slang when responding. This is because she wears a mask to make sure there is no reason for anyone to call her 'hood'.

Film Reviews

Esther Chung

The Hate U Give is a beautiful coming-of-age movie, directed by George Tillman Jr, based on the novel written by the talented Angie Thomas. This film is one of the most captivating and inspirational movies I've ever watched for a class assignment.

In the movie we follow the life of a sixteen-year-old girl, Starr, who is a person of colour. More specifically we follow the events of how Starr deals with the still ever-present racism towards black people, especially when it comes down to cases where Caucasian officers feel the right to wrong them, and at the same time victimize themselves, acting like their acts are justified. The movie perfectly shows how even in modern-day society people will still stereotype African Americans as crime committers. It shows that people continue to believe that – even though innocent black lives are lost – there must have been a solid reason to suspect them of committing a crime. From what we see in the film, this sole reason is the fear of the other; the fear of someone with a different skin colour.

The movie is educational yet inspirational and I believe that there is something to be learned from it for people of all ages. It is educational, because it helps the audience realize and remind them of the fact that what happens in the movie is actually still a reality for a lot of people. It is inspirational because of the strong characterization of the protagonist: she is only sixteen, yet she has to go through so much pain and hardships to be able to live a somewhat normal life. A life where she could be herself, wouldn't have to worry about something as simple as her own life and basic human rights.

The movie gives a glimpse of how a black person has to live through (possibly) their whole life when being put in an environment, which is dominantly white. Starr, living a double life, perfectly shows the struggle a black teenager has to go through when being given the opportunity to go to a 'white school': having to keep their own identity silent, trying to fit in with the crowd, yet back home they can't show too much of the influence that their white environment has on them. It shows the ridiculous double standards, which are still embedded in our society and how important it is to change them!

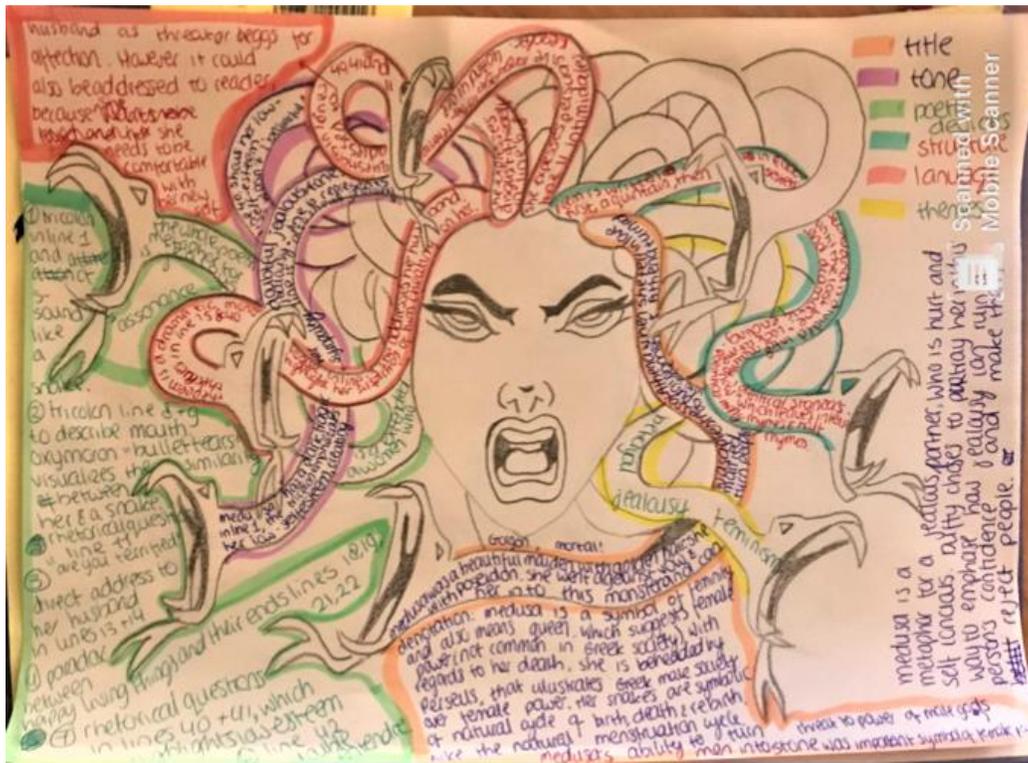
Frederique Kampen

These past few weeks we analysed the movie *The Hate U Give* in IB. It is the film adaption of the eponymous young adult novel by Angie Thomas.

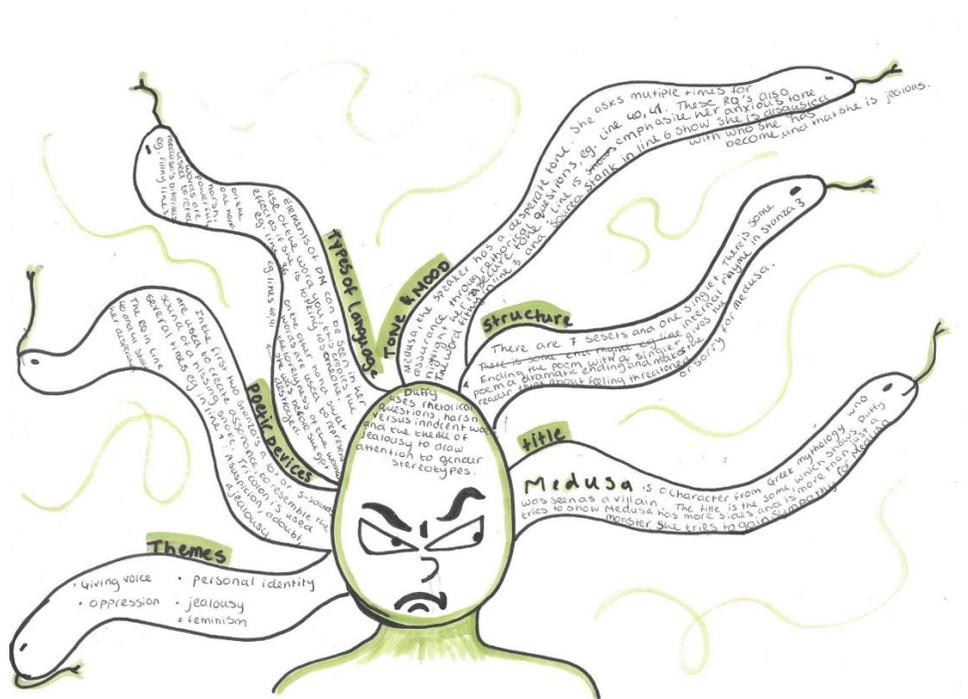
The movie plays in on the current #BlackLivesMatter conversation in the USA. The protagonist, Starr Carter, lives a "double-life": she lives in a quite poor black neighbourhood called Garden Heights with her parents and brothers Seven and Sekani, but goes to a preppy school called Williamson Prep where she is best friends with rich girls Hailey and Maya and has a white boyfriend Chris. She is perfectly able to adapt to these contrasting environments until she witnesses the death of her black friend Khalil by a police officer who mistook his hairbrush for a gun. Starr feels like she owes it to Khalil to speak up for him and, therefore, she accepts lawyer and community organizer April Ofrah's help to bring across the message that the justice system in the USA is racist and that Khalil was murdered by the police officer.

The title of the movie derives from a citation of 2Pac T.H.U.G. L.I.F.E.: "The hate u give little infants fucks everyone". This is the main message of the movie and the citation is quite literally depicted in the scene where all the hate eventually causes Starr's 8-year-old little brother, Sekani, to point a gun at someone. Seeing the consequences of racism and knowing it is based on real life events, this movie motivates young adults like me to make an end to racism and make the world a less hateful and happier place.

Distanced learning apparently does not harm creativity! During our poetry unit, the 5IB students looked at Carol Ann Duffy's poem "Medusa" in a bit of a different light!



Fiona White 5TTO



Pien Oostwegel 5TTO

IB ENGLISH 6TTO

Forward from the IB Coordinator

Spring 2020 has been unusual, to say the least. Normally, the 6vwo / 6IB students would be furiously studying and doing last-minute preparation for their final Dutch exams as well as their IB Paper 1 and Paper 2 exams. Normally, we would be able to see each other and take group pictures. But now we are done. Now we cannot see each other.

So, instead of a group picture wishing our cohort Good Luck on their final exams, we have a group slide show Congratulating all our seniors on the fact that they have successfully completed 6 years of TTO and 2 years of IB English.

All 41 students will receive their IB English A: Language and Literature certificates (some do Standard Level, some do Higher Level). We will hear on July 5 what grades they receive, but we know they will get them.

Ms Haasnoot and I are very proud of the work you have completed. Although there is no Paper 1 or Paper 2 exams, we have watched you grow and watched you excel in class and with your assessments. We know you are on your way to being wonderful citizens of the world!

Thank you for being wonderful pupils and we are honored that we were able to teach you.

Sincerely, Deb Stout.

Below photos and captions from all the 6IB students:



I am actually bored out of my mind now that school is over. I miss it a lot (never thought I would say that)! It still feels weird that our Centraal Examen and the IB exams are cancelled... Although at times it was a lot, I do actually miss Ms Stout's lessons and my classmates quite a bit! So, in honour of IB, here is a picture of me and one of the only books I have read during my time at the Rijnlands that I have actually thoroughly enjoyed reading. :) Thank you for the great times! I hope you are all safe and well! Take care.

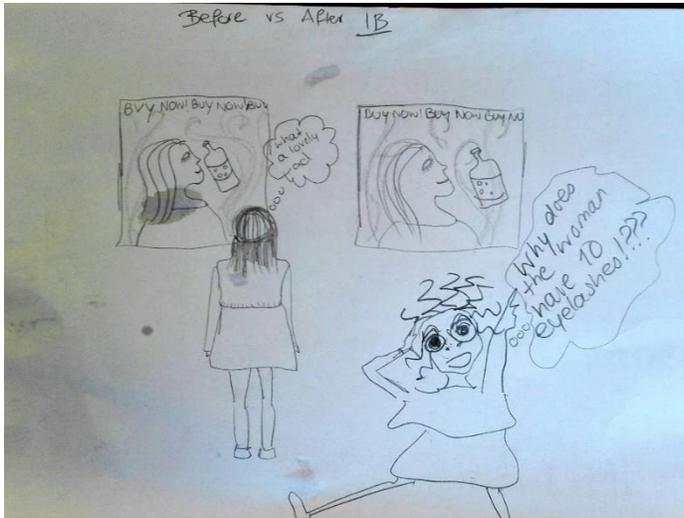
Sarah.



Not having to do the Paper 1 and Paper 2 exams makes it feel as if my IB certificate is incomplete. However, when I think of all the other books, papers, essays, presentations, deadlines, orals etcetera we had to put effort in I am more than proud of us all. I would like to thank Miss Haasnoot and Mrs Stout for pulling us through and making every lesson a joy.

Enjoy this long holiday everyone,

Berber



I am very happy to have taken HL IB, it was challenging and fun and we learned about very important things that are going on in the world. I think the class highlighted (amongst other things) the importance of critical thinking and the power of words and images. I am glad to have learned about the English language so broadly and have some very good memories of the lessons. It is a bit sad that everything ended so abruptly (in my case with uploading my final written tasks to the IB website while I was sitting in the tourist centre of a German train station) and I therefore really hope to see everyone at the graduation. I wish everyone good health and good times!

Jacobien



Dominique Kuijper



Even though Paper 1 and 2 were cancelled, I still feel like I deserve the IB certificate. I feel like IB is the subject that I put most of my efforts in, but it was all worth it. I feel like in the future I will still hear a tiny Ms Stout in the back of my head asking me which stylistic features are used in the Road, or why colors are important in The Handmaid's Tale. I will miss the music that Ms Stout played at the start of each lesson, and the cookies we got when someone didn't do their homework and most of all I will miss my classmates (and the coffeecake). This picture is a representation of the information on the novels that floats through my brain.

Xxx Joosje



When looking back on six years of high school, I can say with certainty that following the IB program was one of the wisest decisions I've made. Even though our school year and the IB curriculum ended in a horrible anti-climax, I'm thankful for the skills and lessons I learned which will continue to support me in university. Cheers to never getting rid of our IB hats.

Lucy



Hello all.

My name is Bas Coppens and I have recently completed the IB course.

It is a shame that it had to end this way but I still feel grateful for the opportunity to take part in the course. It can be tough sometimes but it really is worth it!!!



I am glad I have chosen to take part in the IB course. At times it can be very challenging and a lot of work, but it was all worth it! We could always be very creative and it teaches you to think out of the box. I have learned a lot of analysing techniques and it has made me a critical thinker. It is a shame that we cannot write our Paper 1 and 2, but with the other things we did do, I still believe we earned our diploma. I will miss the IB classes with Miss Haasnoot. She was very kind and helpful and she taught us a lot. My favourite subject of the day was always IB and I will miss it dearly.

Chrisje



Joran Kroese

Great teacher.
Wonderful lessons.

Maes Doornbos



Having IB as one of my courses at Rijnlands with Miss Haasnoot and Ms. Stout was great. They knew how to motivate us to work hard and still, their classes were never boring. They taught me a lot and although I often thought about it being a lot of work and if IB was useful, I am glad I completed the course. I think it is safe to say I will be able to use multiple strategies that I have learned with IB, in the future. I would recommend taking part in the IB course to every young student, because when participating, your English as well as your reading, writing and analyzing skills will grow and there is also much fun involved ;). In short, my IB-time at school is something I won't forget.

Sophie van Baal



I feel like doing IB with Ms Stout has added some kind of decoration to my thinking and it has become impossible to take it down. Even when playing the guitar. I'm thankful for it though.

Shivani

IB is a subject that requires a lot of work, sometimes accompanied by a lot of stress, in a very short time. This, however, is exactly what makes IB so great. The big workload forces you to learn and develop a unique way of looking at language, information and the world in general. Through challenging but fun, creative and very insightful assignments and activities, Ms Stout and the IB course have taught me things I never realized or thought about before starting IB. I am very happy to have done IB, because it is one of the few subjects where I have been able to learn things that can and will be useful for the rest of my life.

Floris van Pelt



IB, one of the few subjects I will remember and use in the future.

Karel Vreeburg



My books still have the post-it notes I would have used to remember quotes for paper 1 and 2. It feels strange that I will no longer need them. IB is a subject I will surely never forget; and I would like to thank Ms. Stout for everything she taught us.

Zawadi Fonteijn



Look at us, who would've thought, not me! Thank you, Mrs. Stout, for giving me confidence that I could finish HL IB! I am very glad that I have chosen to do IB. It has taught me skills that I will use for the rest of my life. I am sad that IB came to an abrupt end without a movie night. I will miss the lessons and my classmates very much.

Josephine Uit den Bogaard





IB is one of the few subjects where I learnt many skills that will always be useful. The way in which we were constantly pushed to improve our writing skills, is something I will benefit from for the rest of my life. I would like to thank both Ms. Stout and Ms. Haasnoot for all their hard work and time to get us through the past few years.

Famke Wakkerman

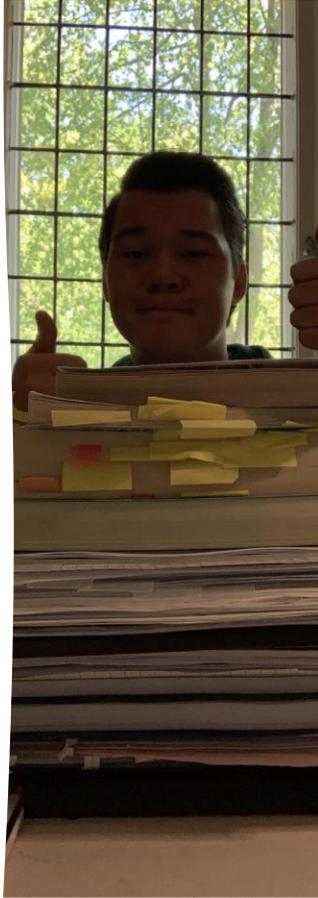
Some symphonies are left unfinished, but the work put in for IB has definitely bore its fruits. Thank you to Mrs Stout and Ms Haasnoot for the amazing lessons.

Aedan Boender



Though IB was often a lot of work (and stress), I can say it was a unique experience. The skills that we've picked up as IB students will be very useful to us in our futures and the memories we've made are precious. In other words, thank you to Ms. Stout and Miss Haasnoot for guiding us and always pushing us to our limits.

Jasmijn Jongbloed



IB has been like going to the gym. At first it seems like a good idea as you can see the advantages it can offer you and so you sign up. Then you wake up in the morning and don't want to go. You eventually do go, but you absolutely dread every second of being there. But when you're finally done and go home, you're so glad you did it. IB has been a crazy ride with many short nights of sleep, a lot of procrastination, high levels of stress, endless amounts of booklets, assignments and essays (for fun???) but eventually AWESOME results all thanks to our favorite Aunt Deb. Even though Paper 1 and 2 were cancelled, I do still feel like we completely deserve our certificates as we finished more than enough assignments and presentations over the past two years. Thank you Ms. Stout for your great lessons, homemade cookies and pulling us through and believing in us!

Gijs Vroege



Hi all,

I just finished the IB curriculum and had so much fun doing it. I learned a lot from the lessons, things that will be useful for a lot of stuff. I'm going to miss the lessons with Miss Haasnoot and how enthusiast she always is about the books, that got me excited too :)

Lisa Kroon

Doing IB has totally been worth it. I know that I can use my IB skills in future situations such as essay writing and oral communication. It has also opened my eyes and changed my view on films, adverts and speeches. Now whenever I'm watching a movie or series such as Money Heist , I notice all these things I would have never seen before. The information explained during the lessons were in some instances a lot to catch up on but Ms Haasnoot and Ms Stout always compensated the theoretical lessons with fun educational activities such as an escape room or a kahoot. IB has taught me alot and this would not have been possible without Ms Haasnoot and Ms Stout, thank you for the lessons!

Lieve



Even though IB has caused me to have missed out on much sleep, I am extremely glad that I did it. We had to work hard, but the classes were always well prepared by Ms Stout and we had a lot of fun! Thank you for everything that you have taught us!!

Fleur

It is a shame that our IB adventure ended so abruptly and I am certainly going to miss the wonderful lessons with Ms Stout and my classmates. Even though it was tough at times, I learned many skills that I will hold on to for the rest of my life and it was definitely worth it.

Myriam Oskam





The IB course has taught me many skills that will be useful for the rest of my life. I'm grateful for all the fun times we've had in class and I appreciate Ms Stout for always motivating us to do better.

Congrats everyone! (I'm going to miss you)

Sophie de Koning



IB English and I have had a two-sided relationship. I got the best teacher at school, but she always expected me to be as hard working as she is. I got to learn about stuff that would be useful for later in life, but I also got to do IOC's. The lessons interesting, but also often got me super stressed out. Basically what I'm saying is: IB is the best, most challenging subject you can take at the RLW, and therefore I love hating it.

Jochem Nederlof





I think IB is one of the few courses that has taught us skills which we can all apply in the years to come. For some these skills may include essay writing or visual literacy and for others they may be being on time or else having to bake cookies or actively participating in class or else having to do jumping jacks.

I am grateful for what IB has brought and will bring me in the future and will for sure miss all the kahoot's, quizzes, escape rooms, chats, songs and lovely classmates!! I wish you all the best.

Floor



Hurray!

Looking back at the last two years of high school, I can say that IB English has been the best subject. While there were some very stressful moments, I've already benefited so much from the skills and knowledge that I've obtained through IB. I would like to thank Ms Stout for her hard work and the best lessons.

Kika

Now that IB and school in general is over and we have a lot of time to ourselves, I can proudly say that I will *fully* dedicate my free time towards finally reading the books I should have read in the summer of 2018.

All jokes aside, I am proud to have completed the course in the way that I did and believe that I could not have done so without the guidance of Ms Haasnoot.

Douwe Ruttenberg

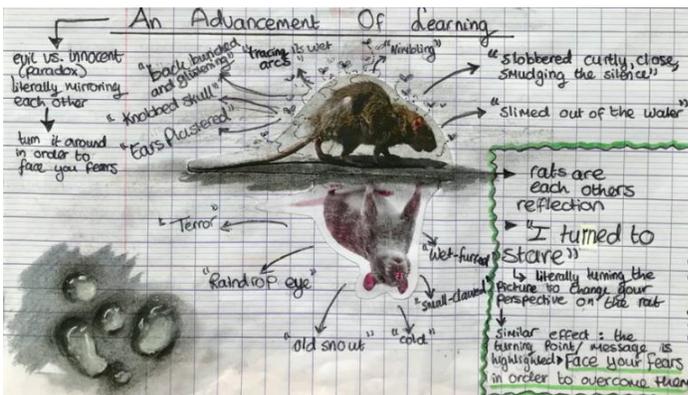


At the very last moment possible, I decided to continue the TTO program, and follow the IB course. This was one of the best decisions I have ever made. Yes, IB can be tough at times, but in the end it is all worth it as you not only learn great skills, but also have great teachers who care for you and want the best from you. IB also causes you to be creative and everyone can express their own views on things.

Elise van Utenhove



“Blackberry Picking Can you visualize the poems?”



“An Advancement of Learning”

Ana-Lisa Egmond

I'm looking back at three school years with lessons from a subject I enjoyed every single week with two great teachers. Thank you, Ms. Stout and Ms. Haasnoot, for the effort every single lesson!

Mats Nederpel



IB has taught me perseverance. Ms Stout made sure we kept up with the work. We went through ups and downs, but in the end we all succeeded!

Flora.

IB has taught me a lot of valuable things, though it was a lot of work and sometimes very stressful. It does feel weird to end the course like this, but on the other hand I am happy to finally have the time to read some of the books that were collecting dust on my bookshelf. (Of course the books we had to read for IB deserve some free time in the sun too)

Thank you, Miss Haasnoot for making every lesson interesting and the incredible amount of effort you put in your teaching.

Daelynn Ramanna





Jason Ritzer



Richard Holtslag



Bruno Mazzola



Christiaan van Wingerde



Mijke van der Putten



Matthijs van Rijen



EXTRA NEWS

POSTPONED: *Into the Bookstore* – No Escape From Reality

Unfortunately, the Corona virus has not only caused the students and teachers not to be able to meet in school, but also for the school musical – *Into the Bookstore* – to be postponed. Luckily, we are still able to meet via Microsoft Teams, but it is truly not the same.

We miss being able to see each other every Friday afternoon and – apart from rehearsing, which is serious business – talking and having fun together.

Luckily, we will continue with the same cast in the next school year 2020/2021, because we truly love our cast and the story that we created.

We will keep you updated and hope to see you next school year. We can't wait to show you what our fabulous and talented cast has in store for you!

Mrs van Leeuwen & Miss Haasnoot

P.S. Too curious to wait? Let's see what you make of these three images, which spoil a thing or two about *Into the Bookstore*.



Paul Wolters (G3A) is one of our musical veterans. He was part of the cast in our previous musical: *Hogvard* (2017/2018) and *Zomaar Een Musical* (2018/2019).

Hello! My name is Paul Wolters and I play Draco Malfoy in the school musical "Into the Bookstore". I have had a lot of fun rehearsing every Friday. Unfortunately, a few weeks ago, we heard that the musical had to be moved to the next school year, because of the Corona virus. This is really upsetting, because we now have to rehearse via Teams and there won't be any auditions next year, which means that no one else can join the cast. Most importantly, though, I hate that we don't get to see each other on Fridays anymore.



Paul in *Hogvard* (2017/2018).



Paul in *ZEM* (2018/2019).