

MOTTO

MAGAZINE OF TTO
AUTUMN-WINTER EDITION 2022-2023

BACKERSHAGENLAAN 5, 2243 AB WASSENAAR, WWW.RIJNLANDSLYCEUMWASSENAAR.NL



RIJNLANDS LYCEUM WASSENAAR
VRIJ, NIET STUURLOOS



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Front cover: section of an artwork by Laura van Damme, 1D

From the TTO Coordinator's Desk



Dear TTO Students and Parents,

To me, the first few months of 2022/2023 perfectly exemplify the idiom “Time flies when you’re having fun!” It’s difficult to believe that we are nearing the Christmas holidays, although – when you take a look at this December 2022 Edition of the MOTTO – a lot has happened in the first term at the RLW.

Our school year started on Monday 22 August 2022, which was the first ever time that the Year 1 TTO students set foot inside our school as RLW students. When you look at all the work these students have completed in several of their classes, it’s truly amazing to see how much they have already grown.

The same, of course, can be said about our other students as well. Year 2 TTO presented about a European country to the MYP 1 and MYP 2 students and wrote lovely mysteries about Enola Holmes. The Year 3 TTO students furthermore spent time on World War One through reading the novel *Stay Where You Are And Then Leave* by John Boyne and through studying World War One Poetry by British soldiers, the impact of which became all the clearer in their Phileas Fogg Theatre Workshop.

In the past few months, we also had two graduation ceremonies. One for the Year 4 TTO students who passed their Junior TTO Exams at the end of Year 3 TTO last year and one for the graduated Year 6 IB students, who passed their IB Exams in May 2022. It’s wonderful to be able to celebrate your achievements with all of you and you make us – as a TTO Department – so very proud!

This December 2022 MOTTO is a diverse one. From work completed by our beginners in Year 1 TTO to more advanced vlogs and textual analysis essays by our students in 5 IB English A, all your work is impressive and shows how hard you work.

Luckily, in two weeks’ time, you will get a bit of a break from all the work you have already completed this school year, seeing as *the most wonderful time of the year* is upon us.

I wish all of you a wonderful Christmas break and hope to see you again in 2023 to make this school year a huge success for all of you!

Enjoy the MOTTO!

Best Wishes,
Miss Haasnoot

1 TTO – THEME DAY - Canada Day



On Monday 10 October 2022, all Year 1 TTO students celebrated Canadian Thanksgiving together with the MYP 2 students. From baking pancakes which they ate with Canadian maple syrup to playing a game of Jeopardy and archery tag in PE, the students had a wonderful time.

One of the main goals of the day was for the TTO and MYP students to get to know each other a little better and to, hopefully, form some friendships. It was wonderful to see our students interact and communicate with English as their common language.

Let's hope we can host many other activities together!



Not so dear Ms Trunchbull,

I am the mother of Nigel and Nigel told me some things about you.

I heard that you treat the children a Crunchem Hall in a very specific way. I do not suggest that this is true, but if it is true, I can and will inform the police about this.

I think it is not normal that a headmistress can throw kids out of the window or pull them up by their hair! If someone doesn't know the answer to a 7 times table question, you cannot just scream at them. They are only 6 years old!

If this doesn't stop, I will take my son to the Helpem Hall that is the other school just outside of Crooktown. I think that you are the worst person I have ever met in my entire life! You should not be treating children the way you treat them now. I did not want it to go like this but if I must inform the police, I will do it without any hesitation.

Not so kind regards,
Mrs Kennedy

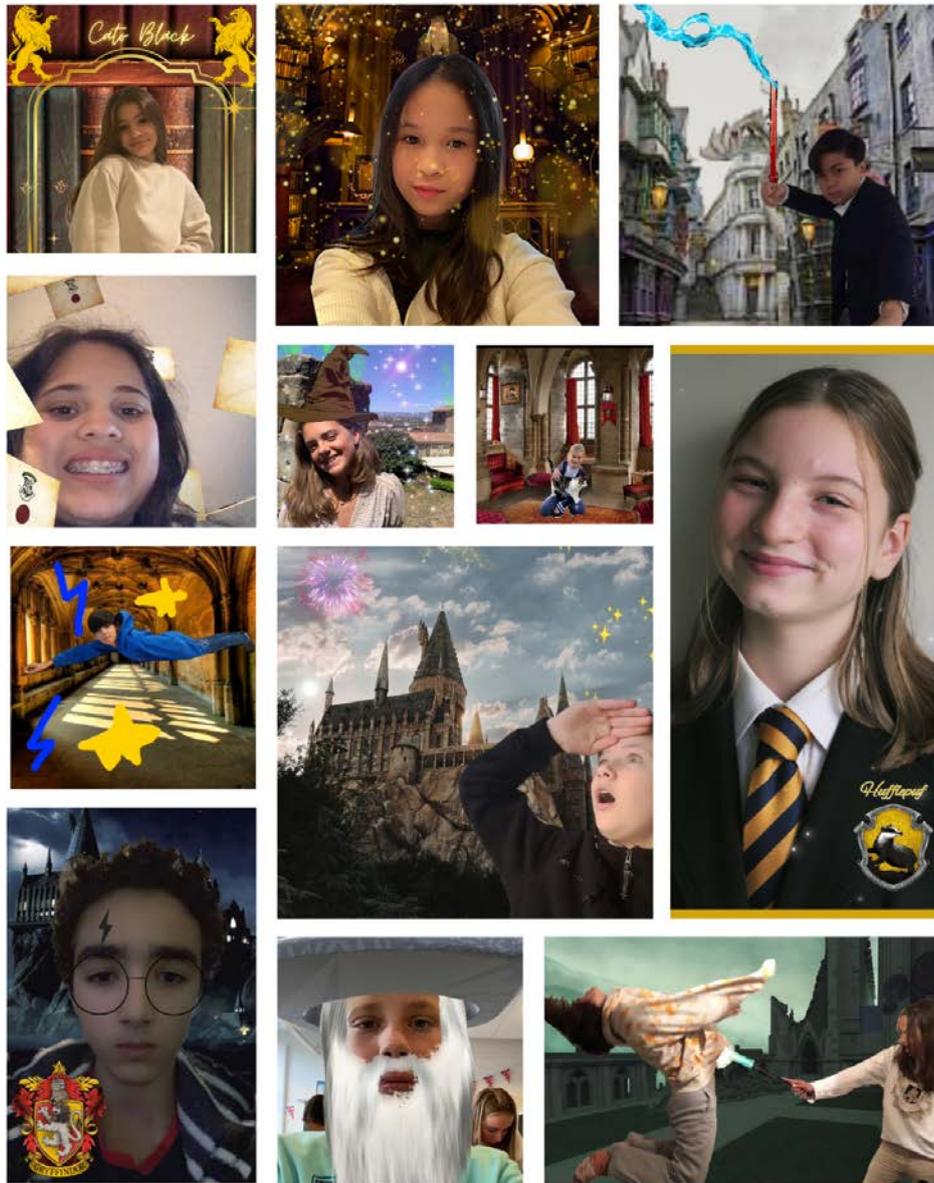


1 TTO – ENGLISH TTO

After completing their *Matilda* Unit, the Year 1 TTO students have started to read J.K. Rowling's *Harry Potter and the Philosopher's Stone*. As a part of the unit, all the Year 1 TTO students in class 1A, 1B, 1C and 1D students have been sorted into one of the four Hogwarts houses: Gryffindor, Slytherin, Ravenclaw and Hufflepuff.

As part of this unit, the students were asked to design their own Chocolate Frog Card and made fabulous magical pictures to go on their very own.

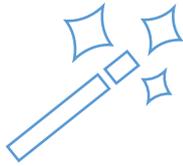
Some of the pictures created and taken by the students can be found in the image below.



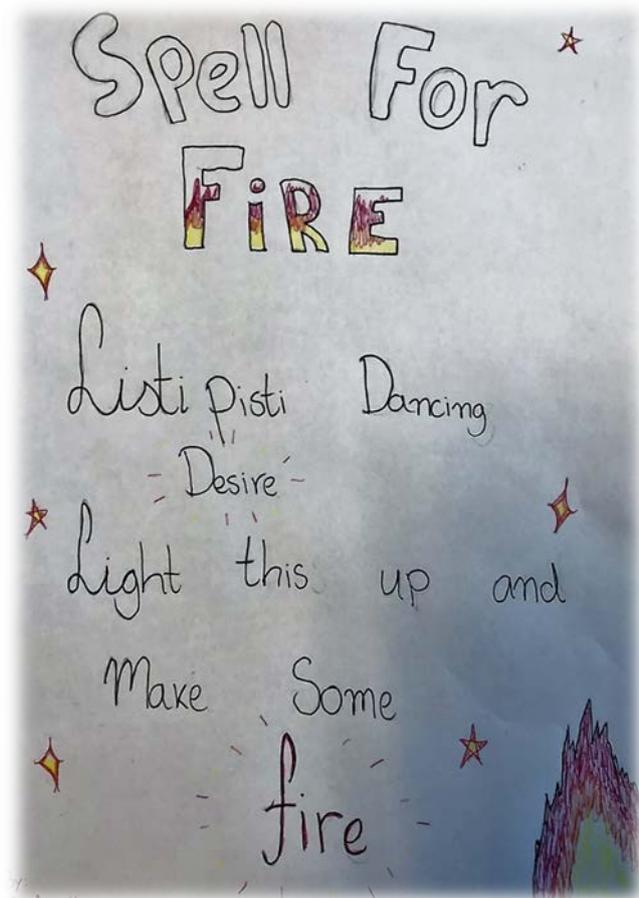
Magical pictures taken by students from class B1A.

In class students also made wands and wrote spells.

Here is Marrit Berger (1B) with her wand.



Below is the spell for Fire written by Josefien Hoppenbrouwers (1B)



1 TTO – MUSIC & DRAMA

In year 1 we did some voice acting. We created scenes with hand puppets first and then we dubbed a short movie called: *'for the birds'* by Pixar.

The pupils gave the birds a voice and performed their new 'lines' while the audience watched the movie on screen.





1 TTO - BIOLOGY

Year 1TTO have been learning about the characteristics of life by making posters and annotating them. Here are some nice examples.

GROWTH OF ORGANISMS



An adult horse is 2.5m long, wise and above 15 hands horizontal which is about 152cm. A foal will become a horse when it's above 152cm tall, around 50-60% weight is achieved at the age of 1 year and 20% at the age of 2 years.

SUMMARY

This poster is about growth of the organisms, horse, duck, dragonfly and the tree. In every description there are information like about the animal like for example ducks grow really fast they look fully grown when there are only 10 weeks while a dragonfly stays 1-2 years or up to 5 years in the larval development. A horse is a horse when it reaches 152cm tall. A tree can grow 20+ metres high. A dragonfly's adult life span is from 6-8 weeks. A tree has 300+ more years left when it reached mature age.

Written by Hector and Sam



A dragonfly has 3 stages of growth: egg, larva and adult. Unlike other winged insects who go from egg, larva, pupa and insect - winged, dragonfly goes on following from the pattern laying eggs close to the water surface. The eggs hatch within 2-5 weeks. When they hatch they are larvae. Larval development takes 1-2 years they moult 14-15 times till fully grown. The life expectancy of an adult is 6-8 weeks.



Ducks grow really fast, they tend to look fully grown when they're only 10 weeks. Adults mope progress each week and learn more really fast. An average adult is 30-45cm and its wingspan is 85-90cm, which is very impressive. A duckling is around 13cm, and will learn to fly when it is only 8 weeks old.

Every oak tree starts life as an acorn. Each acorn contains 1 seed. When a seed when a seed germinates it sends up a shoot. It pushes through the leaf litter for photosynthesis. A mature tree can grow up to 45 metres wide. At the age 700 the tree has reached the old age. At the age of 1000 it breaks off branches and is dying.



Above: Hector, Sam and Thijmen. B1A.

Below: Wahib, Cato, Benjamin and Maijke. B1A

SENSITIVITY

Eagles have a highly developed sense of sight. Much more than us, they can see things that we cannot see. Eagles have excellent eyesight compared to an average human who only has 20/20 vision. Eagles are also good at running because of their eyesight.



EAGLE

The simple definition: the quality or state of being sensitive such as the capacity of an organism or sense, the quality or state of hypersensitivity.

The medical definition: has well a test can assess a specific disease or condition in people who actually have the disease or condition.

All moles have very sensitive snouts and long, clawed digits that they use to dig through the soil. Unlike other mammals, moles are to some more sensitive to touch than a human hand.




MOLES

Bats need sensitive hearing to function effectively, yet live immersed in an intense clamor of sound—a new study shows that the noisy background doesn't reduce their hearing sensitivity, which is a rare natural.



BAT

Up to two thirds of the total weight of a shark's brain is dedicated to smell. They're super-sensitive to smells that are important to their survival, including scents produced by potential predators, prey or a mate.

Another sense a shark's sensitive to is its sense of hearing. Sound travels faster and farther in water than in air. The general structure of a shark's internal ear resembles that of humans, but a shark's is much more sensitive.



SHARK

So much to do
so little time ...



Poster making in B1A.



My autumn walk

Carolinje Groenendijk
Class 1b

What i chose

- I chose moss, it was hard to find something that's not like a mushroom.
- I wanted to be original so I chose moss.

- This is the moss,
- It belongs in the kingdom of plants.
- The binomial name is: *Anomodon viticulosus*.
- All the cell organelles are: cell wall, cell membrane, cytoplasm, nucleus, chloroplasts, mitochondria and a vacuole.



BIO AUTUMN WALK



By Casper van Foreest



TURKEY TAIL

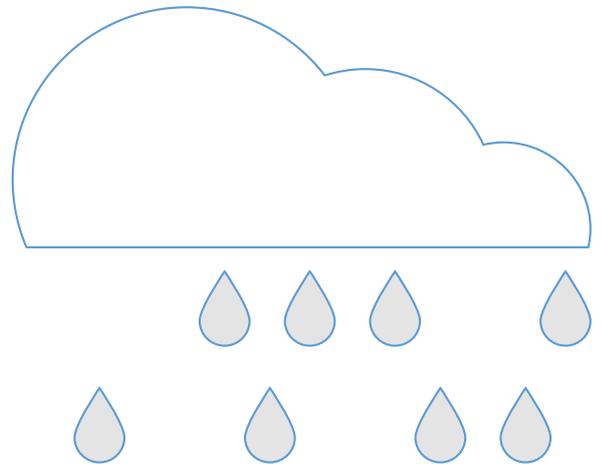
I found a Turkey tail. They are called like that because they look like a bench but smaller.

They are a kind of mushroom and you find those in Autumn.



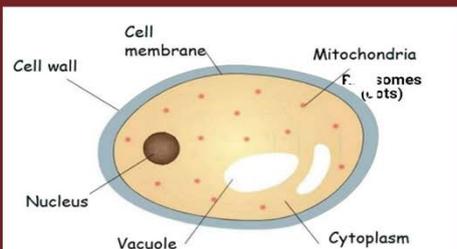
THE FUNGI

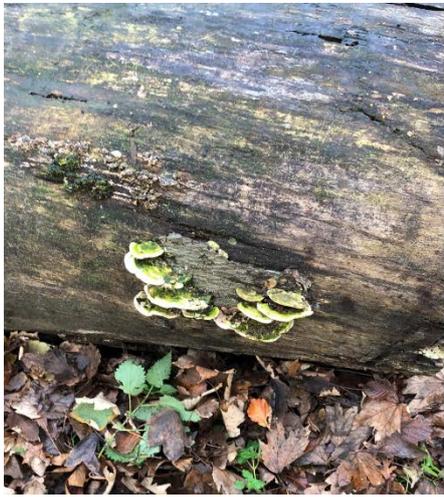
- Class: Agaricomycetes
- Family: Polyporaceae
- Species: T. versicolor
- Kingdom: Fungi



THE ORGANELLES

Fungi have a cell wall, cell membrane, cytoplasm, nucleus, mitochondria and a vacuole.





The Mushroom

By Ewan Birkin



What did I observe?

I saw that all the trees leaves were all brown red and orange.

I saw mushrooms on fallen over trees.

I saw very pale trees.

Kingdom of fungi

- Phylum: Ascomycota
- Class: Arthoniomycetes
- Order: Venturiales
- Family: Venturiaceae
- Genus: Agaricus
- Species: Agaricus campestris
- Binomial name: Agaricus Bisporus



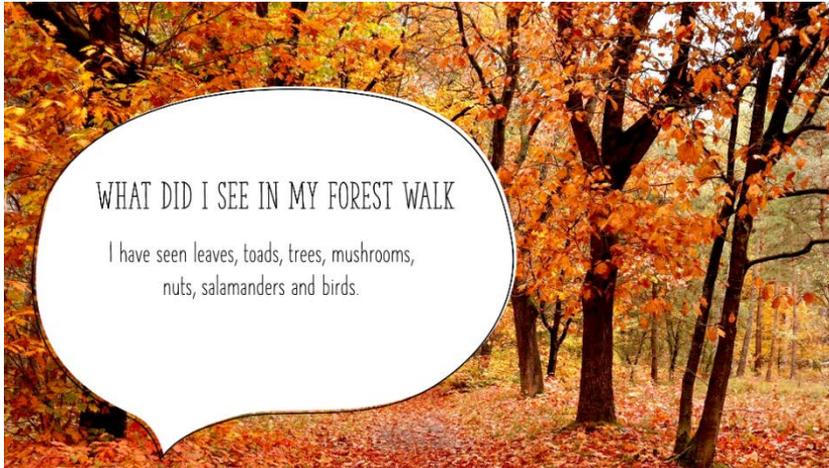
Cell organelles

- Mitochondria
- Nucleus
- Cell wall
- Cell membrane
- Vacuole
- Cytoplasm





MY AUTUMN
WALK



WHAT DID I SEE IN MY FOREST WALK

I have seen leaves, toads, trees, mushrooms,
nuts, salamanders and birds.

I SPOTTED THIS
LITTLE ANIMAL



This little animal is called a toad.
You recognize a toad by its dry, warty skin.
Toads often have a heavy body.
Toads have short hind legs and mainly walk
rather than jump.



WHICH ORGANELLES
HAS THIS CREATURE?

This little creature belongs to an
animal cell.

So this little animal has
a mitochondrion, cell membrane,
nucleus and Cytoplasm.



THE END!!!

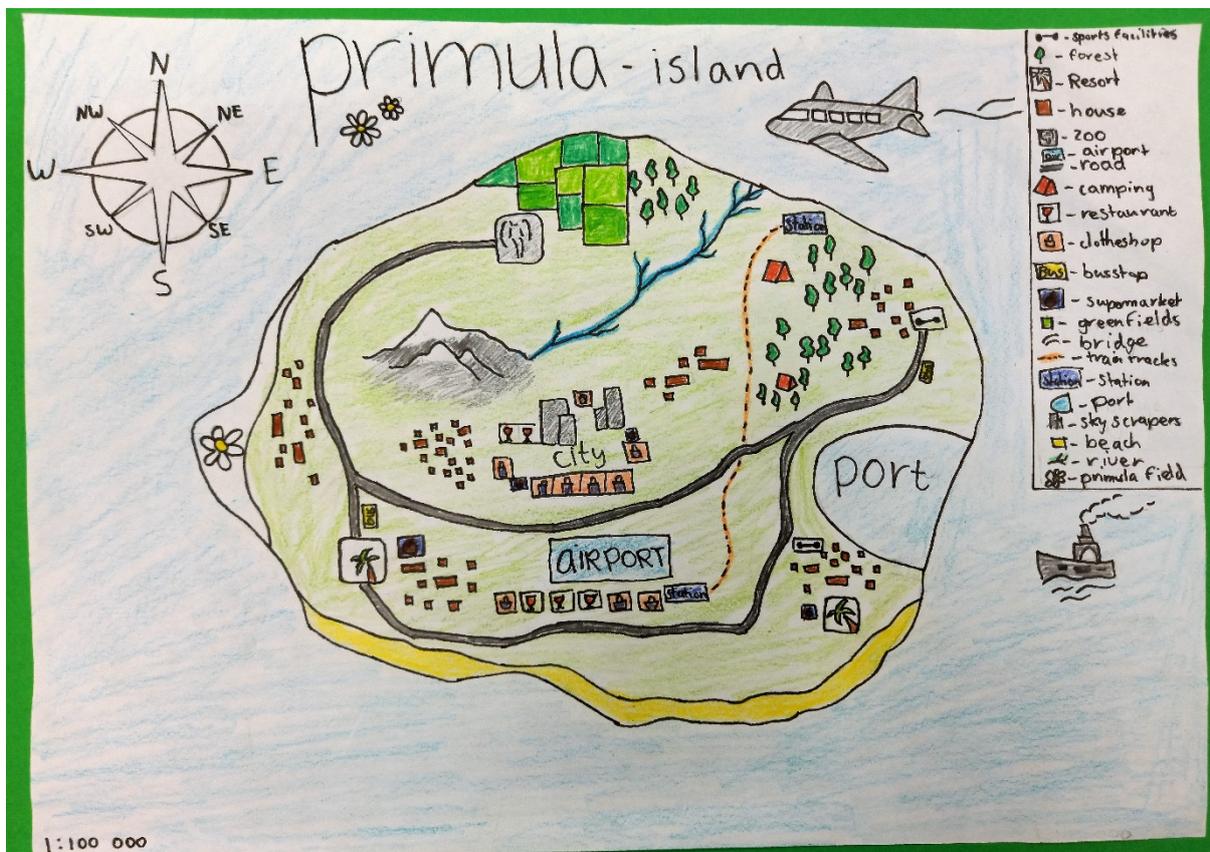
By Jack Libourel, 1B

END!!! END!!! END!!!
END!!! END!!!



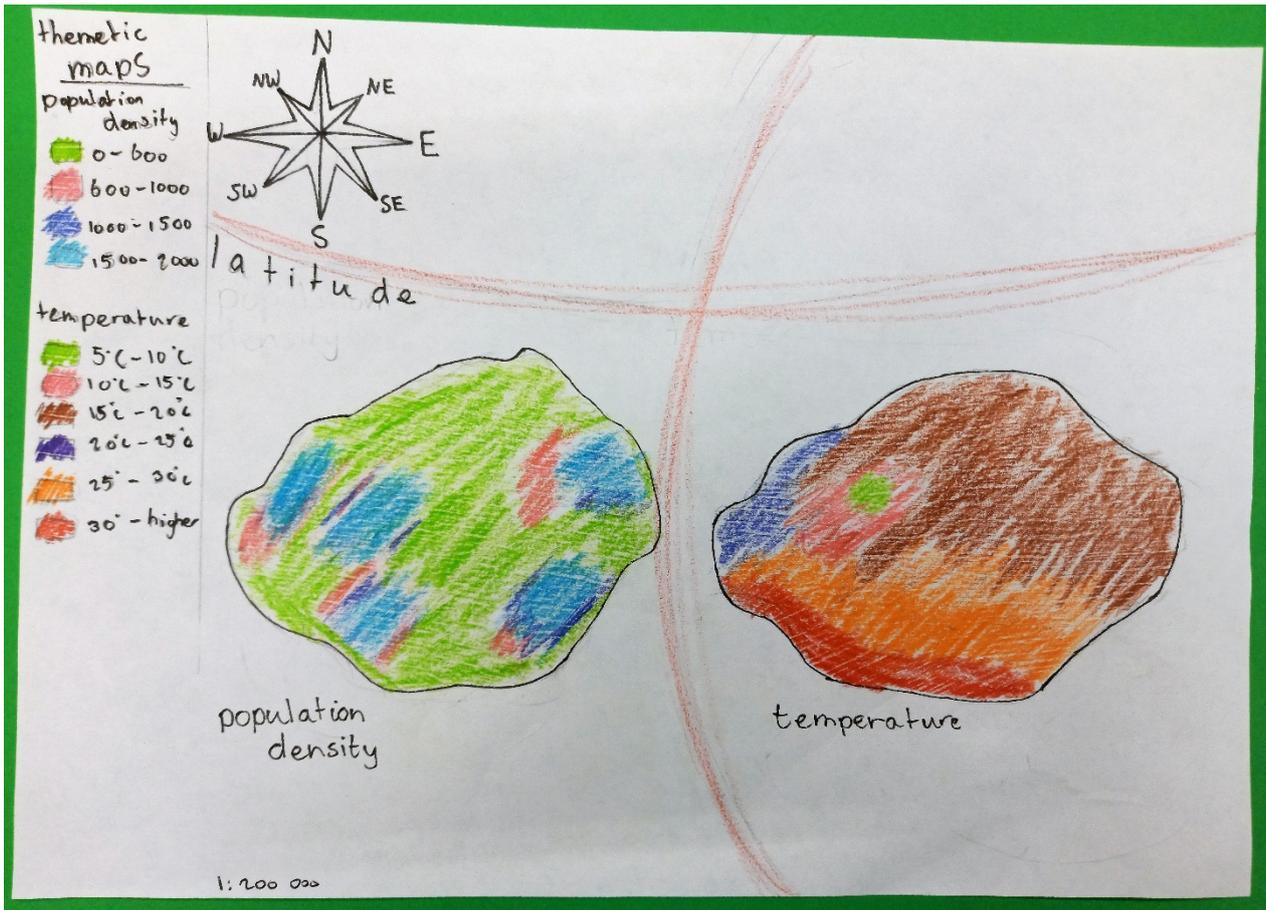
1 TTO – GEOGRAPHY

By creating their own imaginary islands, year 1 TTO built up their Geography map skills.



This creative imaginary island was made by Christiane Spruijt, B1C, and showing her Thematic Maps on the next page.

Primula - island explanation Christiane Spruijt
This is Primula - island. The name Primula is daisy in Latin. A daisy is my favourite flower that's why I named it like this. There is also a daisy field on my island. There are a lot of fun things, you can go camp and you can go to the zoo. You can come to the island by boat or by airplane because we have an airport. I placed my island 20°S because it matches the climate very well. The absolute distance from the beach to the daisy field is 1,5 km and the relative route is the same because the paths are in a straight line. All the products like clothes and food are brought by boat that's why we have a port. The temperature is around 25 degrees. That's the perfect temperature for a vacation. The big city is also a fun place to go. To shop and to eat a lot of food. You can explore the city by bus or by train.



thematic maps explanation

population density = there live a lot of people in the city and around the beach because the temperature is very good there.

temperature = around the beach the temperature is pretty high. On the tops of the mountain is even a little bit snow. the temperature is colder around the mountains.



Bird Island by Fatima Ybrak of B1C, with her very thoughtful explanation.

my map is the form of a bird cause a bird stands for freedom and I love freedom and ~~my map consists of a forest~~
 I want to be like the bird free and little
 my map consists of a forest cause I love the nature and green and it's relief calm and very nice and it consists of water cause water is fluid and translucent it lives everywhere simplified when it rains it never ends even if you drink it. It consists of the desert cause the wind then makes you feel free and it make you feel like she removes all of your worries and my island consists of mountains higher than the mountains is your faithfulness deeper than the valleys is your love
 It also consists of fire or better volcano fire is destroyed by water broken with sorrow bliss of happiness sometimes a raging hurricane but all your memories is power of happiness.
 And why the bird as a island cause a bird makes my feel free his sound makes you take away all your worries and his sing every day cause he's every day happy.



Task B: explanation of Fantasy Island

Fantasy Island is a small island in the Mediterranean Sea. It has a subtropical Mediterranean climate and is popular for its white sand beaches and its clear crystal waters. The island only has five small villages, one harbor and some nice hotel resorts at the beaches. On the island you can experience the real authentic way of life of the people who live here.

If you prefer to stay in nature there is also a camping near the forest and the beautiful fantasy lake, where you can swim and canoe.

There are many things to do on the island, like for instance: visit the castle, rent a (sailing) boat, go windsurfing, play golf, visit a local traditional market, eat traditional food or enjoy swimming and relaxing at the beach.

There are mountains in both the north and the southeast of the island, from which a river flows.

Fantasy Island by Fiene Hendriks B1C

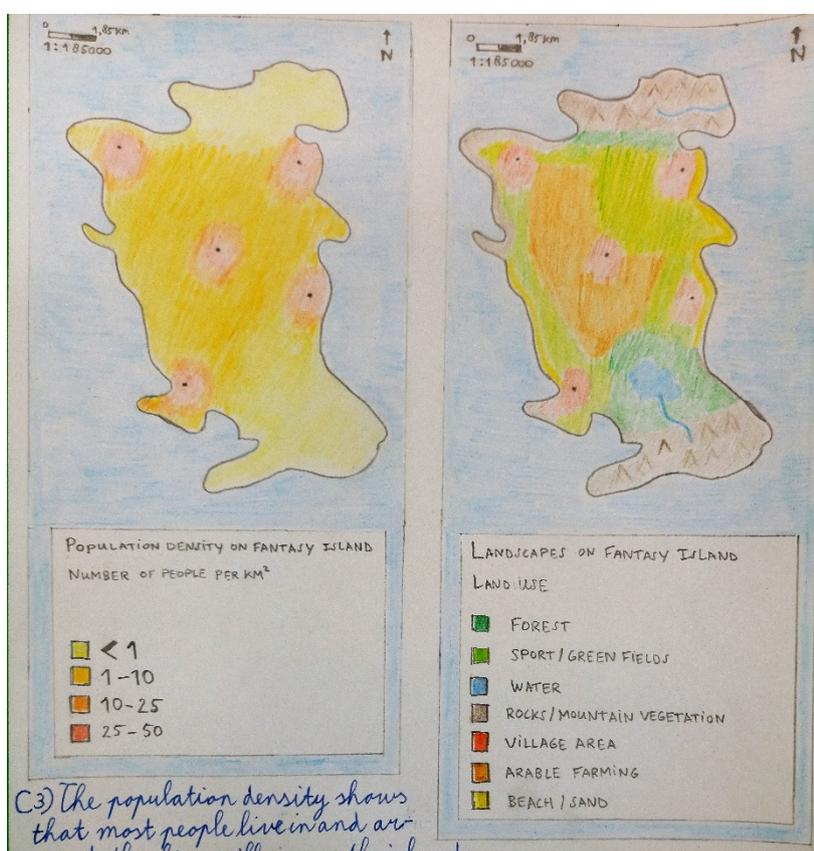
Task C

1) Fantasy island is in the Mediterranean Sea at 10° East longitude and 35° North latitude. This is why the island has a subtropical Mediterranean climate, with warm summers and mild winters. Because of this climate, Fantasy Island is suitable for various travel purposes. If you go for a sun holiday, you can also travel to Fantasy Island in the middle of summer.

2) Look at the map of Fantasy Island.

Relative Distance 1 (blue dotted line 14.5 km): from the camping to the beach on the east side of the island. The relative distance is much longer because you can only get there by car via the road around the lake. Also, part of this road goes through the mountains (up and down), so this takes extra time. This route is therefore longer (compared to absolute distance) both in terms of distance traveled in km and in time.

Relative Distance 2 (blue dotted line 15 km): from the caves to the most upper beach at the east side of the island. The relative distance by road doesn't go in one straight line, therefore it takes longer.



(3) The population density shows that most people live in and around the five villages on the island. The landscapes map shows the land use on the island. For example, you can see there is arable farming in part of the area between the villages. When you compare the two thematic maps you can see that there aren't living any people in the mountain and forest areas.

1 TTO - ART

In Year 1 TTO, pupils build up a range of art and design techniques and skills.

Composition, use of colour and lettering are among some of the design skills pupils put into their first big project; a design for their homepage of an own imaginary school website. As well as their name, class and hobbies, a lot of pupils also made references to the importance of preserving nature and climate action.



Top: Kiki Mak, 1D

Below: Sabirin Mohammed Moumin, 1D





Top: Dauphine Spruijt, 1B.

Below: Alma Vroege, 1D



2 TTO – Day of the Languages

In the week of 26 to 30 September, the Year 2 TTO students visited MYP 1 and MYP 2 to give presentations on a European country and their language. They presented on a variety of different European countries, such as Monaco, Finland, Bulgaria, Sweden, Scotland, Ukraine and many others.

The presentations were so well-received by the MYP 1 and MYP 2 students that they wanted to visit our classes in turn!

Below, you will find two presentations slides created by Dinand Monnik, Varun Satbhai and Shankar Sweys (2A) prepared. On the next page, you will find some reflections by 2A students on their DOL Presentations.



I think the activities that we prepared were very fun and creative, especially the alphabet worksheet activity, because it was really original. I also thought that the presentation was really pretty. We all talked about something interesting and I thought that everyone's information was really good. It was very fun to do and it was also really cute to see how the kids were really happy with the treat!

- Laurence Verweij

The presentation and the Kahoot went really well during the presentation and didn't really feel uncomfortable, and the slides about the culture and history went smoothly when Mathias was presenting it. The Kahoot was also very fun to do with the children as they were very cooperative and friendly towards us. Alexanders slide about Latin noun cases were explained well and the kids also seemingly enjoyed trying to guess Latin words based of off their English counterpart.

- Zeger Franken

When we were dividing the work there was a quick mutual agreement and everyone was willing to do their part well. When we were Presenting we were also not interrupting or correcting each other. I think personally the game I made was creative and captivated these young children and the chocolate motivated them to do well. I think the cultural; historical part of my presentation was well done and explained well.

- Daria Csontos

I think we had a fun and good topic, of which we did not know a lot before the presentation, and I think we learned a lot about it. I also think that we had fun working together. I think my slide looked decent and most of the slides were good. Something else that I think went well, is that most of us had a lot to say during the presentation. Pepijn also made a good Kahoot, even though we did not have that much time left.

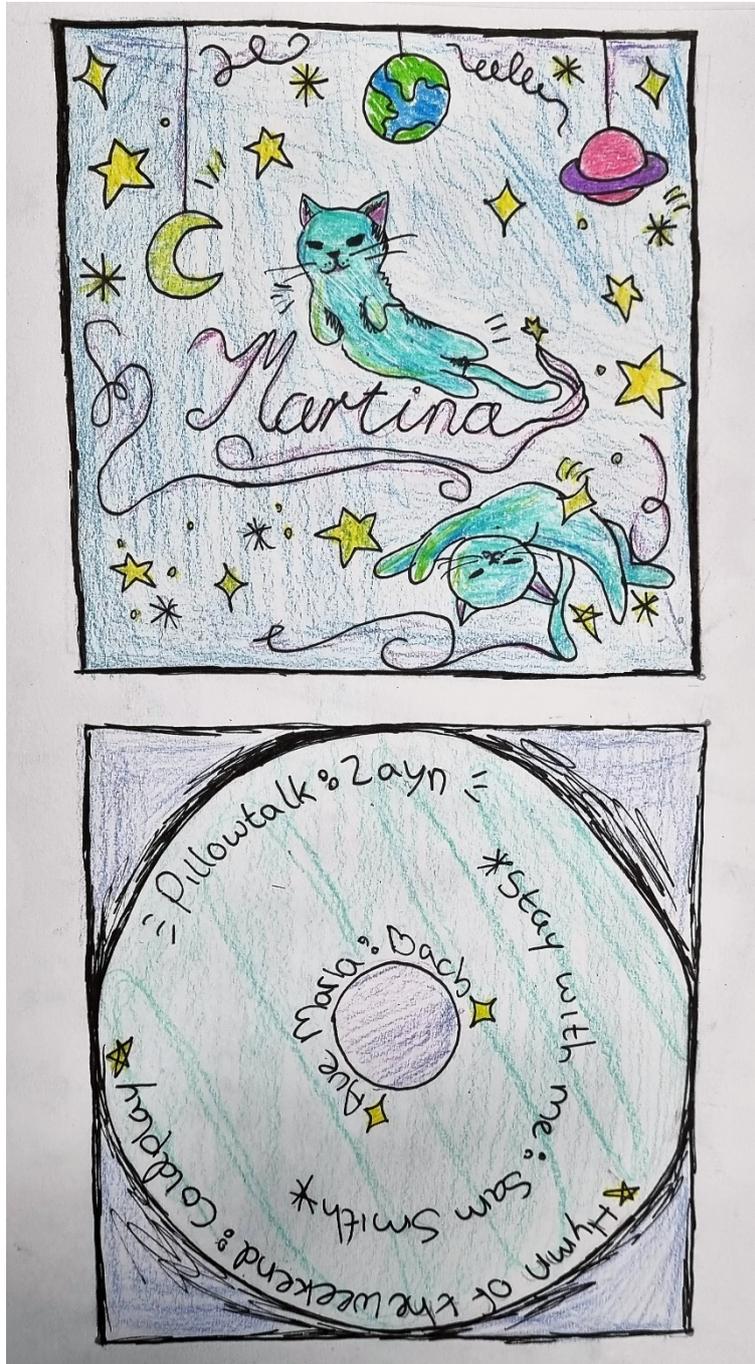
- Christoph Nolten

I think what went really well was, a few days after school we went to the media room and practiced there. That went really well, because we really learned how to work together. I also find that our presentation looked really good, and we had a lot of information in the presentation. We had a Kahoot, a play about Russia, a few facts and we also taught them how to count from 1 to 10 in Russian. We had prizes for the winners of the Kahoot, so I think we really organised that well.

- Josephine Brouwer

2 TTO - MUSIC & DRAMA

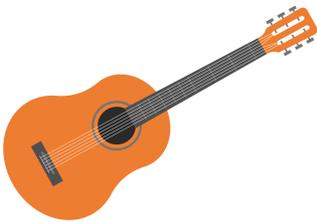
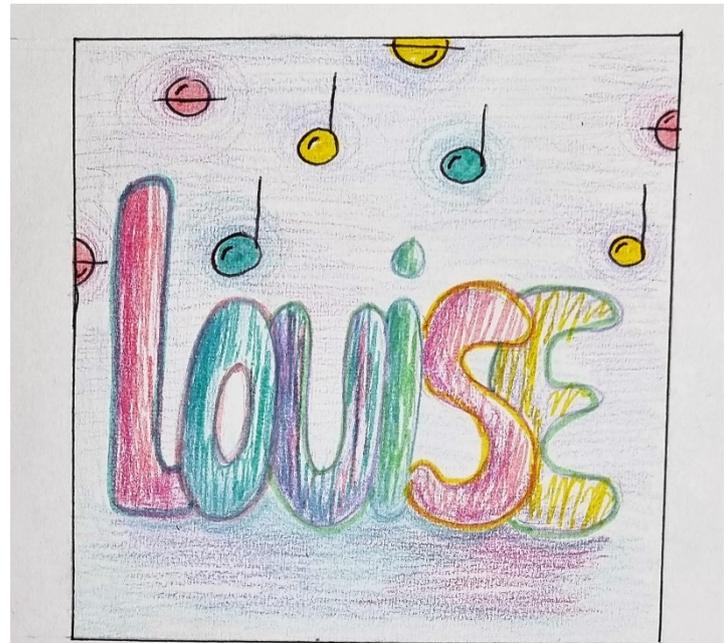
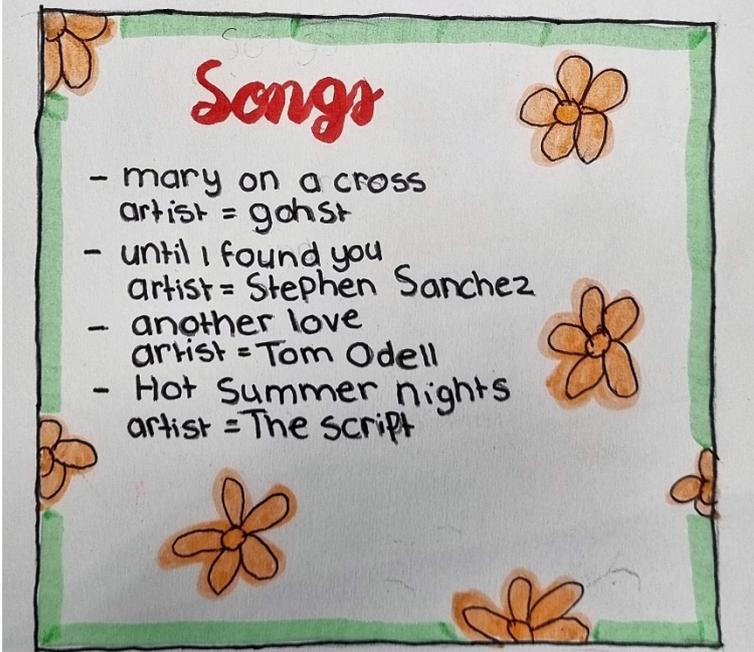
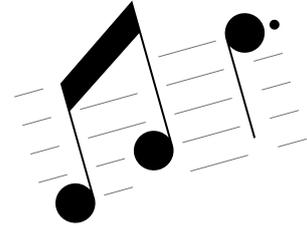
In year 2 the students made 'a soundtrack of their lives'. They had to choose 4 songs that meant something to them in their lives and they created their own album cover.



Martina Zelissen, 2C



Emma Ruinen, 2C.



Right: Louise Talmard, 2C



2 TTO – ART

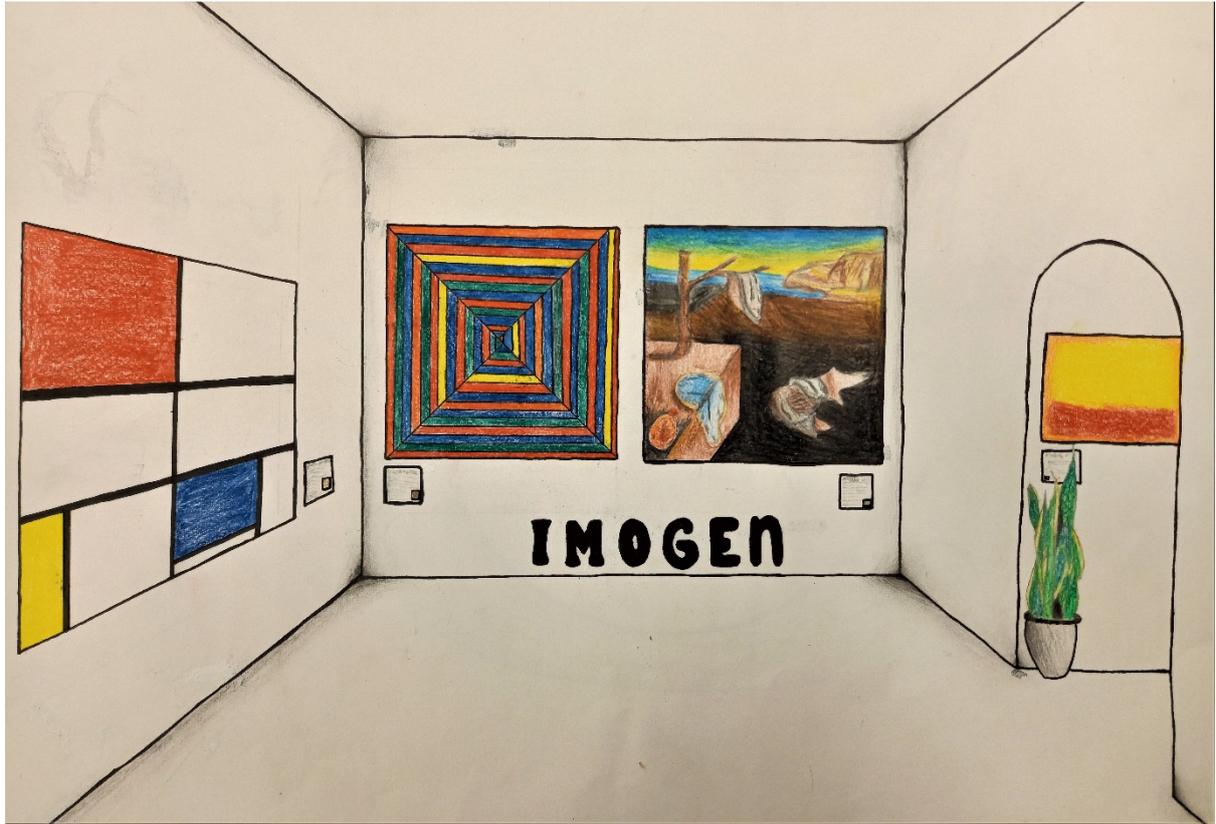
Year 2 TTO recently had a test on Modern Art movements and their typical characteristics. You can see some great copies of masterpieces in these artworks pupils made of their own modern art galleries, using one point perspective.



Valerie van Acker, 2A.

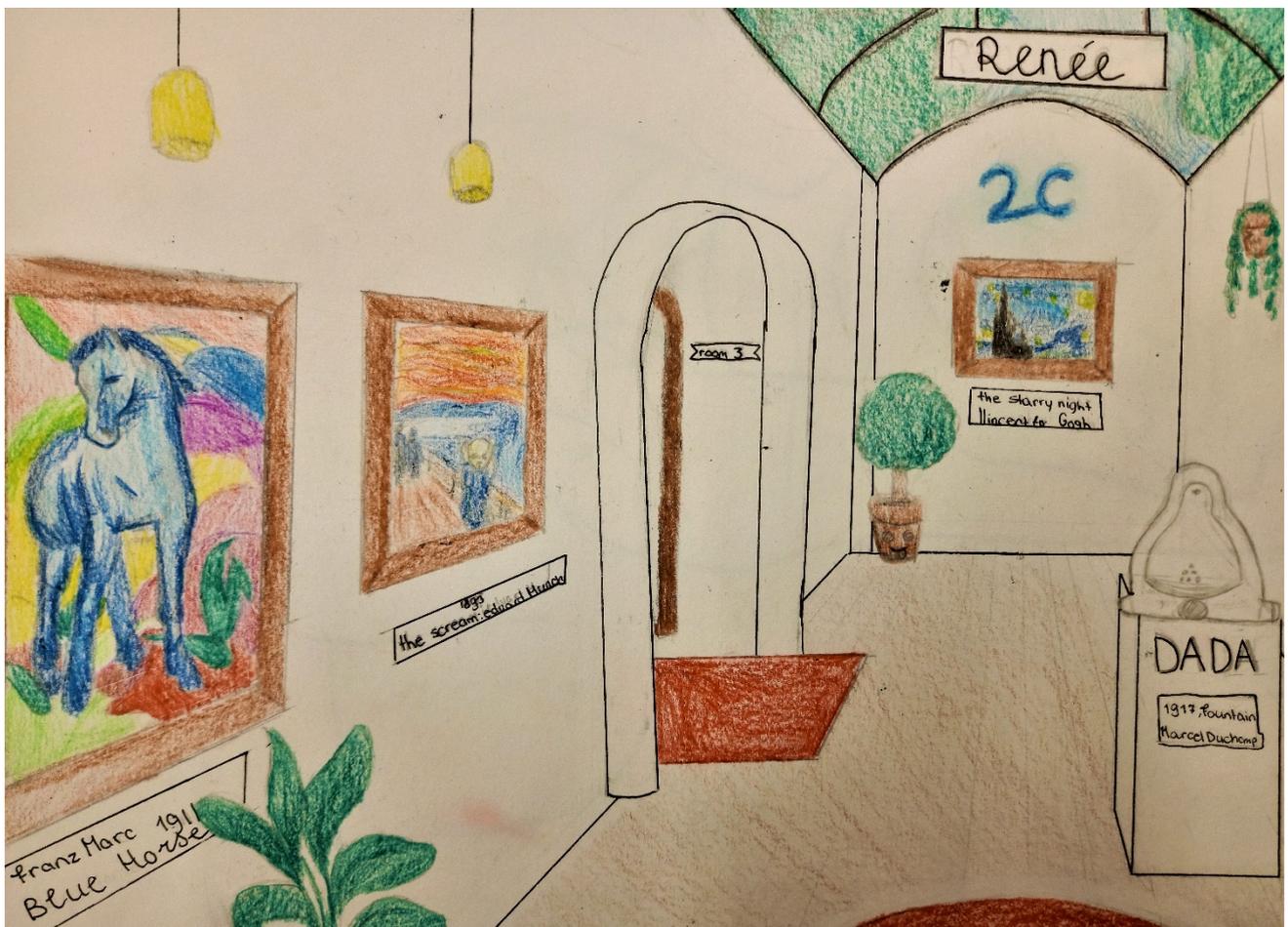


Arlette van Paassen, 2C.



Imogen McNeill, 2B.

Renée Hoksbergen, 2C.





Elsa Luijer, 2C.

Jia Minnaar, 2C.





Enola Holmes and the Case of the Missing Marquess

Over the past couple of weeks, the Year 2 TTO students have read Nancy Springer’s novel *Enola Holmes and the Case of the Missing Marquess*, a novel about the famous detective Sherlock Holmes’ younger sister called Enola. Like her brother, Enola likes to solve mysteries.

As part of this unit, the Year 2 TTO students were asked to write an Enola Holmes mystery. Below, you can read part of an Enola Holmes mystery written by Felice van Beers (2A).

♥ Enola Holmes Mystery ♥

1889, London, solving once again a case about me.

Hello, I am Enola Holmes which backwards spells alone. You must already know that if you have read about my last mystery.

Yes, it was me that solved the mystery of Lord Tewkesbury and, as you also might know, we are still very close. A little secret between you and me? We are in love! Oh, and if you’re new to my great adventures then let me quickly explain!

So, as I already told you I am Enola. I am 15 years old, and I live with my mom at Ferndell Hall, and it has all been loads of fun until a few days ago... I noticed my mom was acting differently, but we will get into that. More about me.. hmm... I don’t know I like pancakes!

Oh, and let’s not forget: I am a great detective, like really good! I think that’s all, now let's get into this story!

So, as I already told you I noticed something weird about my mom, but for you to understand this we would first have to go back a few weeks.

Five Weeks Earlier

“Today should be fun!” Lord Tewkesbury said while helping me pick out some wildflowers for my mom. “Yes, I am so excited for mom to come back home,” I responded.

(I didn't tell you guys yet but my mom is on a trip with some friends. I can't really call this a trip because then it would be a fun thing, I suppose. My mom is really changing the world and I believe that she is planning to someday prove that women deserve the same rights as men. Which is amazing!)

We are walking back with our flowers for mom when I hear a carriage. “Oh, that must be mom,” I say to Lord Tewkesbury. So, we say goodbye to each other and I quickly go inside with my fresh bouquet of flowers for mom. I hear footsteps and then finally my mom is back! I am so happy to see her! I run up to her and give her a big hug, but you must know that when she comes back from such a trip, we always do our special handshake. So, I said “Handshake?” But my mom says she doesn't remember how it goes and that she is tired and just wants to go to bed.

“This is strange...” I think to myself in my room. And from this point I started noticing more weird things about my mom. First of all, she always puts her peanut butter on a spoon instead of a knife because she believes that that is more effective. (I know weird right?) But now she suddenly puts it on her bread with a knife. Second of all, she would never ever not even in a million years forget our handshake. We have been doing it this way since I was five. She can't just forget about it! So, now we are back at this moment five weeks later and, as I lay in my bed, I am thinking about how differently my mom has been behaving, and then I realise...This woman isn't my mom!

Ok, this is bad. This is really, really bad!

I have so many questions like: where did my mom go? And: who is this woman? But the question I want to see answered the most is: Why me?

I look at the clock, it's 3 AM, which is not a perfect time to escape the house, but I think I have no other choice. I put on some clothes, get some food and take my fake mom's purse. This will come in handy later on when I investigate. I write a quick note for Lord Tewkesbury and then I am off to London. Again.

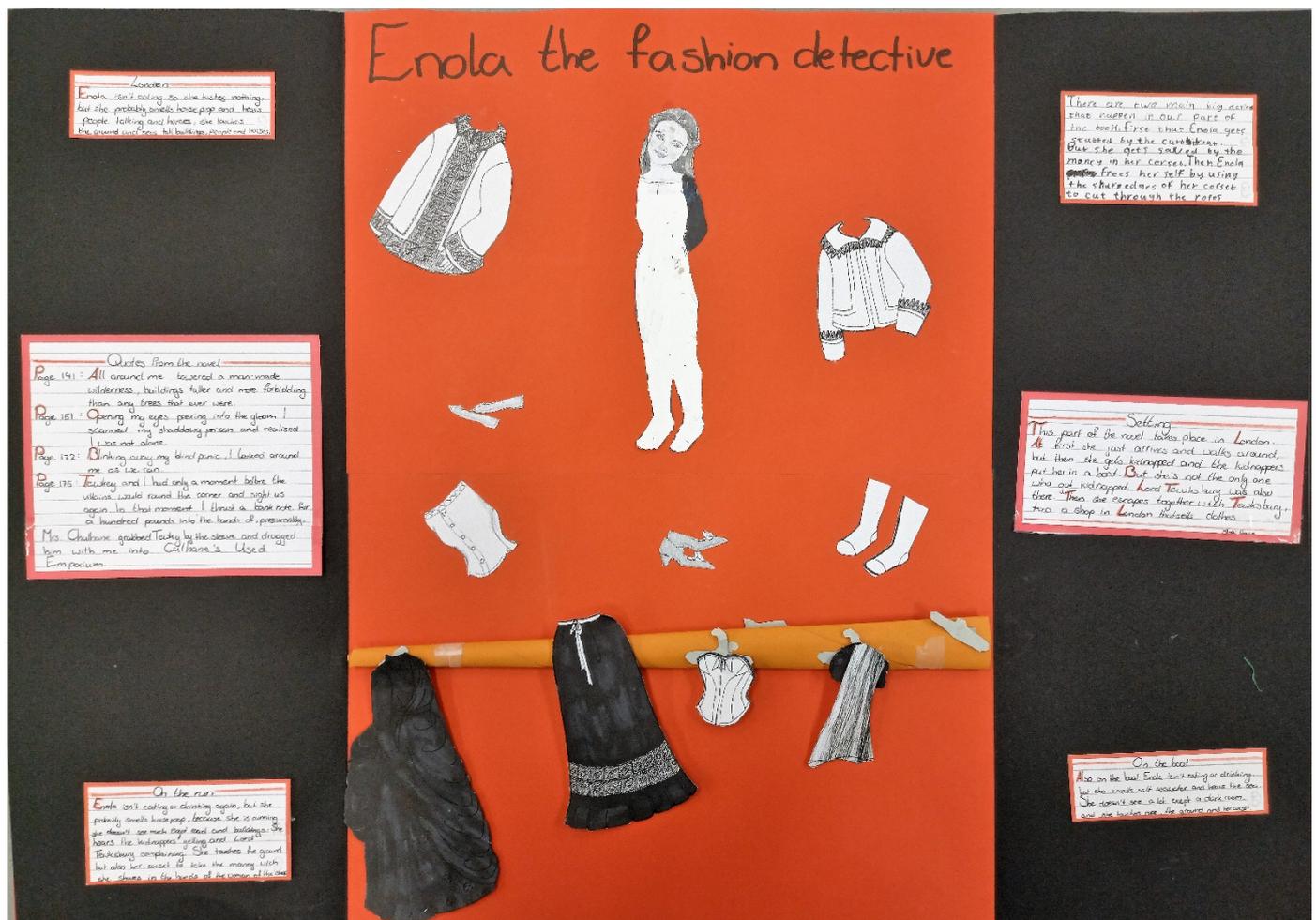
To Be Continued...

2Dt Enola Holmes task:

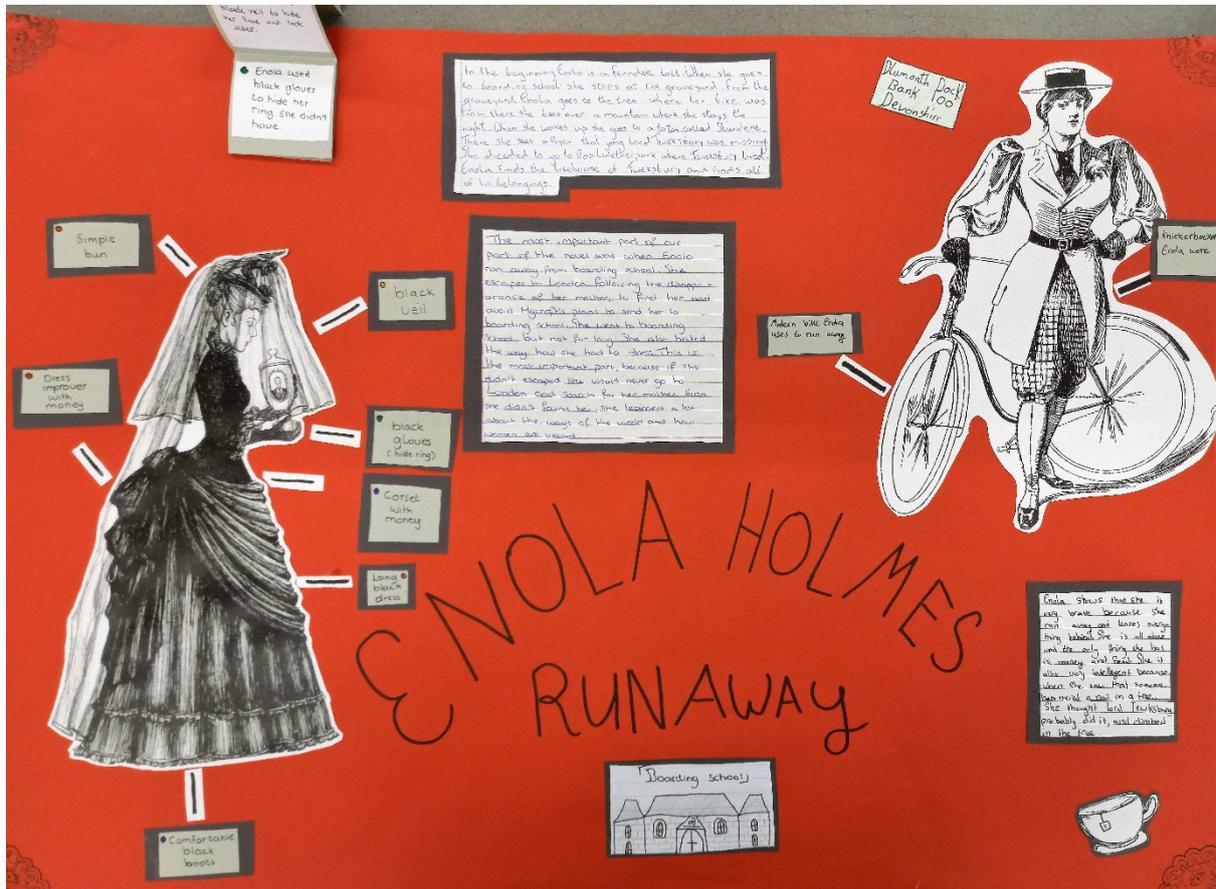
Each group got a **section** of the **novel** to **depict** on a **poster**.

The groups each presented their **poster** with an **emphasis** on the **role** Enola's **clothing** had to the **plot** of the novel. In addition they explained an **event** that showed how Enola's **action** portrayed her **character** in terms of being **brave**, **clever**, **kind** and **loyal**.

As you can see from these **striking** posters, **2Dt** did some **outstanding** presentations.

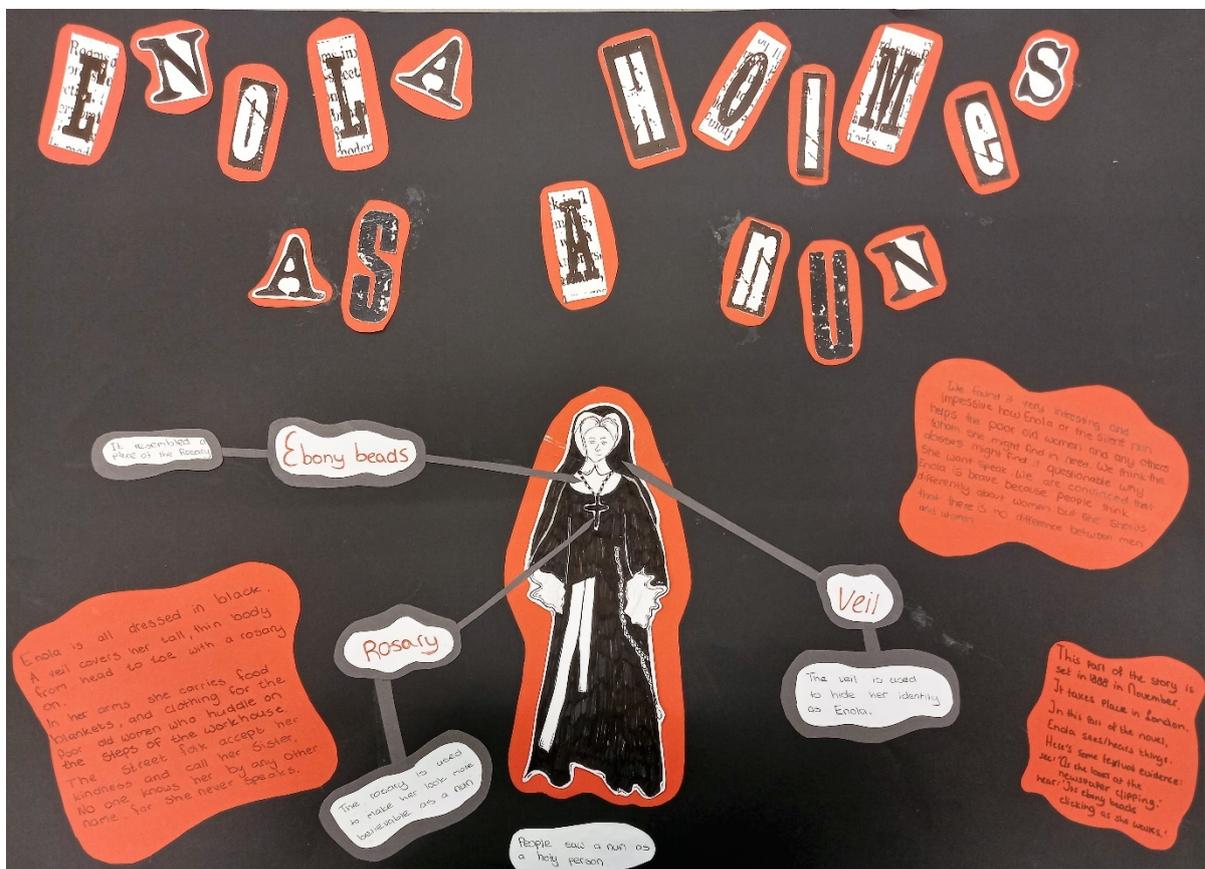


Shai Geva, Caatje van Well and Valerie Kortekaas. 2Dt.



Top: Valerie van der Graaf, Christa Bosch, Anna Bolkenstein and Eline Groenhagen. 2Dt.

Below: Juliette Kentie, Eva Jongbloed and Feline Vincente. 2Dt



2 TTO – GEOGRAPHY



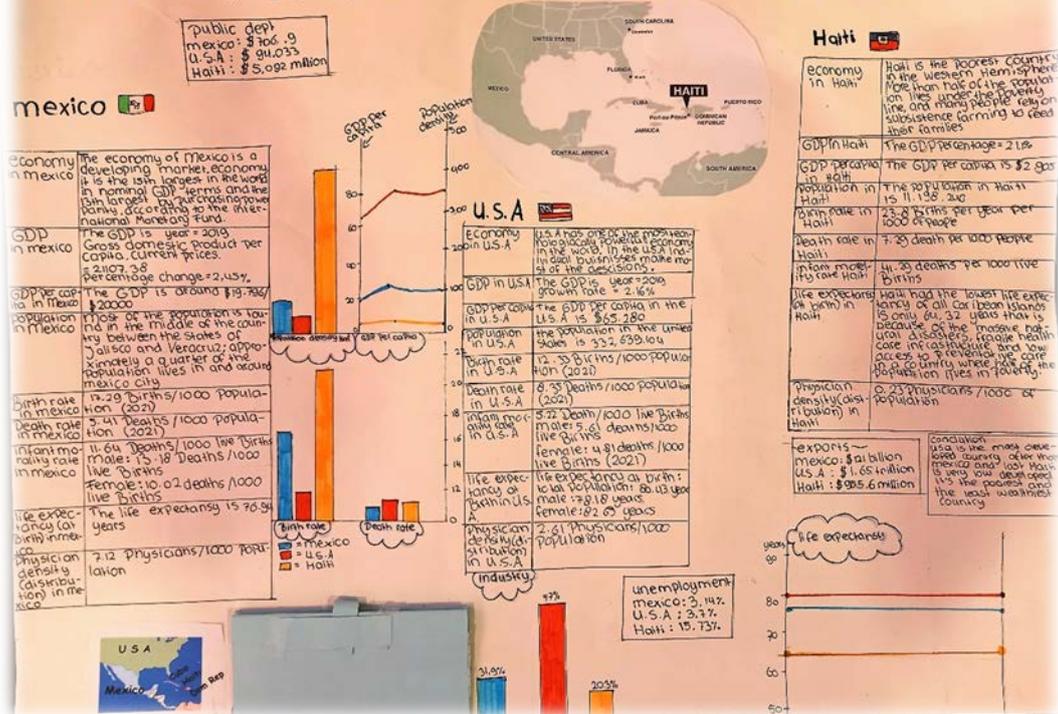
Pupils made posters setting out facts, figures and statistics on groups of countries.



Left & close-up: Eva Jongbloed and Valerie van der Graaf. 2Dt.

Below: Emma Ruinen, Florence Betist and Alec van Rijen. 2C

North America + Central America



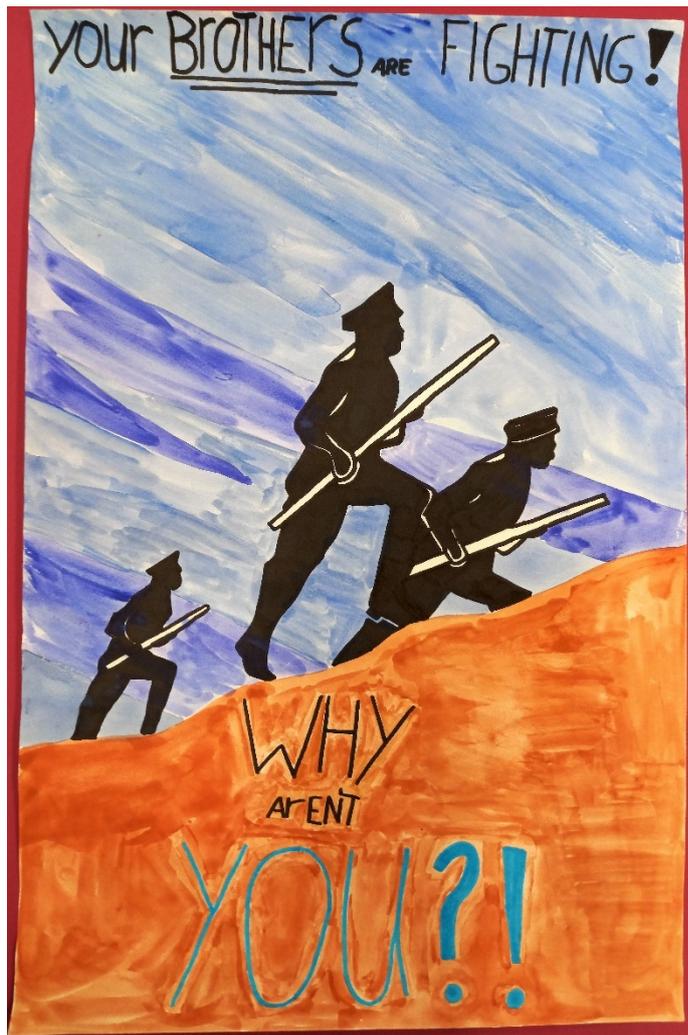
3 TTO - Phileas Fogg Workshop: WWI Poetry



On Friday 4 November 2022, the Year 3 TTO students were visited by the Phileas Fogg Theatre Company for a theatre workshop in which they learned more about lives in the United Kingdom during World War I and got to experience what life must have been like in the trenches for the young soldiers fighting in the war.



3 TTO CROSS-CURRICULAR – ENGLISH TTO & ART



As well as workshops on WW1 and History lessons on this momentous period of history, pupils also made propaganda posters in English TTO, and in Art they analysed artworks with the theme of resistance.

Left: Lizzy de Klein, Emilie Steenbakker and Frederieke Spruijt. A3A.

Below: Dorsa Farsi, Roosmarijn Gelderblom and Vèrène van der Putten. A3A.



ART ANALYSIS on the theme of resistance; looking at artists whose works relate to, or critique war and violence.

Pupils studied a range of artworks and had various styles of creative writing to respond to them.

Task 1 a twitter dialogue between the pupil, Banksy, the artwork itself and a character or object within the artwork. Pupils had a choice of Banksy images from which to choose.



Task 2 a cinquain or haiku poem reflecting on Picasso's *Guernica* painting, 1937 and an interpretation of the symbolism used in the painting.



Task 3 comparing and contrasting two very different paintings made during WW1; *Void* 1918 by Nash and *Armoured Train in Action* 1915, by Severini.



Task 4 exploring place through the senses, as pupils 'walk' into the painting *Soldiers Playing Cards*, by Léger, 1917.



Task 1: Twitter Perspectives. By Gitesh Murugavelu. A3Bt.

Gitthepro

[@banksy](#)

'Why did you choose you use the Mona Lisa as your subject? Isn't there more...experienced people who can wield a bazooka?'

Banksy

[@gitthepro](#)

'Yes there are more experienced people, but she is more than capable of wielding a bazooka. Truth is, I was also shocked that a person like Mona Lisa wanted to have anything to do with violence, let alone aim rocket launcher. This just shows that war can be very influential, forcing people like her to even take up arms.'

Gitthepro

[@mona_lisa](#)

'You look great on Banksy's new painting! Although I'm surprised as to why a person like you, would want to stand for this. Based on your previous works, this one seems a little, out of your area of expertise.'

Mona Lisa

[@gitthepro](#)

'While I agree that this isn't what I usually do, I feel like it is still important for me to share this message to the world, that war can change a lot in a country'

Task 2: – *Guernica*. By Gitesh Murugavelu. A3Bt.

Cinquin Poem

Chaos
Confusing Dramatic
Shouting Fighting Dying
All Lies In Ruins
Havoc

Symbolism in *Guernica*.

Bull	I think it represents strength and fighting
Horse	The horse looks terrified in the painting, to maybe show how scary the war was to normal people
Newspaper	The painting looks like bits of newspaper representing that the war news probably came from newspapers for the painter
Broken Sword	This shows that even the weapons for war were breaking down against the war
Candle	This is probably the only light in the darkness of the war
Light Bulb	This is also light against the darkness
Flower	A sign of peace
Open Palm (hand)	A sign of defeat, showing that your unarmed

Task 3: – Compare and Contrast. By Claire Filius G3A.

<p>Artwork title: 'Void' Artist: 1918 by Paul Nash</p> <p>1)I see a ww1 landscape that has ended, in the foreground a single uniform, blood, in the background a plane bombing, clouds, in the mid-ground trees, tanks, materials all broken. On the left a vehicle. A void because there is nobody to be seen alive</p> <p>2/3)There are a lot of depressing colors, dark/middle values, cool tones. Somber, woebegone feeling. There isn't a lot of negative space, very filled painting. Lots of depth, round shapes (wheels), irregular lines, curved clouds, the vehicle is a three dimensional shape.</p> <p>4)This painting is static. No movement can be seen. The lines and angles are painted in a way to be standing completely still.</p>	<p>Artwork title: 'Armoured Train in Action' Artist: 1915 by Gino Severini</p> <p>1)I see an armed train with people inside, the people are holding a gun, I also see a tank, there is no background it's all in the foreground</p> <p>2/3)There are a lot of bright colors, light values, there are mostly cool tones but also a bit of warm tones. When you first look at it you get a joyful feeling. But when you look closer you will see people in war. Which gives you a somber feeling. There isn't any negative space, it's a very filled painting. Mostly depth in the background, sharp lines, organic shapes, geometric lines, the tank is a three dimensional shape.</p> <p>4)This painting is dynamic. The lines on the side of the train look like they are pulling away. That everything on the side of the train is moving away. The soldiers are in action.</p>
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SIMILARITIES

There aren't many similarities. They are quite the opposite. They both made around the WW1. They both have tanks. In terms of mood they are both somber because it is about war.

JUDGEMENT

I think Paul Nash fought in WW1 because there is more detail and it's more realistic. In Gino Severini's painting its more abstract.

Task 4: – Exploring place: 5 senses. By Julia ten Cate. A3Bt.

What do you hear?

I can hear the men talking or mumbling, outside there are guns firing and maybe grenades falling on the ground.

What do you see?

I see the men looking at their cards, with no life in their eyes because they don't wanna die at the front, missing their families. It is dark in the bunker and I am looking at my cards.

What do you smell?

You can smell the musty bunker, the grenades falling and the smoke that comes from the guns that are firing over and over again.

What textures can you find?

I can feel my cards in my hands, my hands are unwashed and my nailbeds are full of dirt from the trenches. My hands are rough from fighting and doing chores all day long.

What do you taste?

My mouth is dry and I taste alcohol to keep me from falling asleep on the battle field.

How does it feel to be here?

I don't want to be here, I want to be at home with my family safe in my home. It is horrible and I see young men dying slowly lying in the mud while grenades are falling around them. I hate it here.

3 TTO – ART

To synchronise with worldwide Climate Action Day in November, pupils created drawings of their vision for a 'green' city, using two point perspective. Their drawings showed a section of what their ideal green city would look like, in which not only sustainability but also other factors such as being user-friendly for children and disabled people would be an important part of the planning.

They also wrote a short text outlining their *VISION* for their 'green' city, which you can read on the following pages.



Dorsa Farsi, A3A.

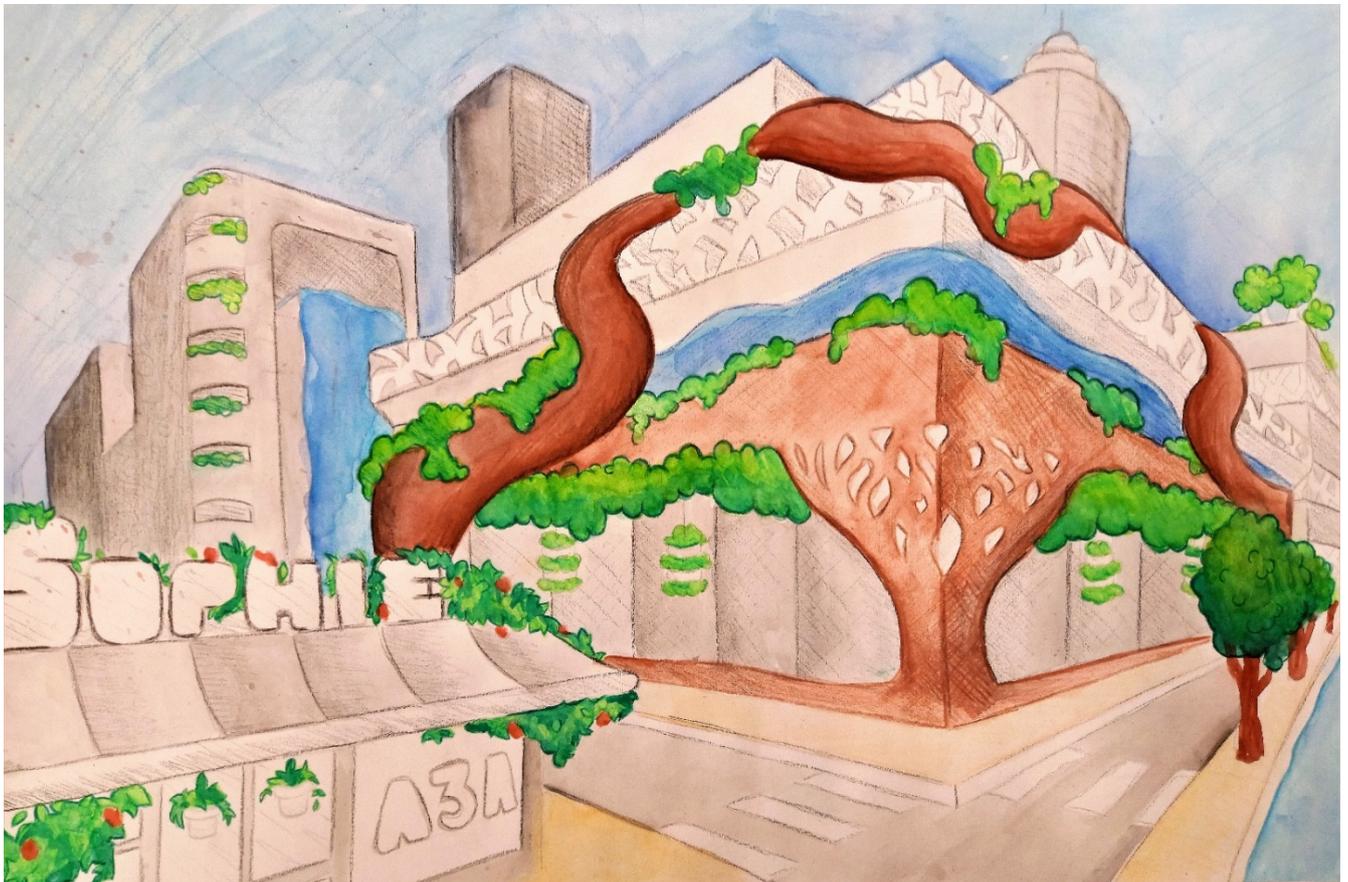
Lizzy de Klein, A3A.





Andrik van der Made, A3A.

Sophie van Ede, A3A.



MY GREEN CITY

My green city will be user-friendly for everybody, visually impaired and blind people for example. My road way will take their needs into account, so they can safely cross the street. There will be a beeping sound by the crossings, called APS (accessible Pedestrian Signal). The children also have a safe place to play across the road, it's a large field with all kinds of things to play with, like a playground. Next to this field there is a beautiful flower garden where lots of insects live.

There are benches everywhere, where you can read or just relax. This can be a great place for elderly people as well. There will be some tennis courts, football fields and a swimming pool for people if they want to exercise in the open air.



This city is environmentally-friendly, I have put solar panels on some walls of the building and the roof is covered by greenery, so we have a green zone on top of the building where plants can grow, which produces oxygen.

The letters of the shops in the street are made of sustainable material, so you can recycle it and reuse it. The buildings will look a bit as the picture here above, so a lot of green!



You can use the bicycle and hydrogen plane, car and scooter. So we won't have any carbon dioxide in the air that can disturb the environment. There will be free public transport, if people will use this more, it will be more quiet on the roads, that's safer for the children and elderly people.

This was my description of my green city!

By Tess van Bunnik, G3A.

Green your city project – Art and design - by Sabine Ettema. G3A.

Inspiring pictures:



Houses

My green city drawing contains a lot of trees because I drew treehouses! It's very sustainable and I liked the idea of living in a treehouse. The trees are real and they reduce CO2 which helps the climate. Not every building is a tree; I didn't want it to be a forest. On the left there is a ladder to climb to your apartment. There is also a pulley, for example to transport your groceries. The highest house with the swing has the best view of the whole city! Some branches of trees are near windows. If you wish you could walk on them! The apartments are made of wood of dead trees in the city or trees that were cut to build a treehouse.

Nature

There's already a lot of nature, but I drew even more by adding a park (on the right) and I drew some extra trees. Because there's a lot of nature, there are also a lot of animals like insects.

I think it's important to have a lot of nature in the city, because it is fulfilling to be in nature and it helps the climate. As they did research, it turned out that people become kinder, it reduces stress and it increases happy feelings. This green city will help everyone and everything!

Transport, infrastructure and safety

I've drawn a metro, which is electric and accessible for elderly and disabled people living in my city. The entrance of the metro (see picture 2) is inspired by the Parisian ones, like the street lights are.

The give-way road-markings are of course for safety. There is also a board that shows a running child, in order to look out for children. I want to create a safe environment for them.

3 TTO – ENGLISH TTO

EPAS initiative – EUROPEAN PARLIAMENT AMBASSADOR SCHOOL

EPAS is a group of people who have signed up to educate their fellow students on processes in the European Union and to make clear advantages and disadvantages of the EU.

We have started a group within EPAS which produces a newspaper every month about news about the EU. The point of our newspaper is for people to get to know the EU a little better, know how it works and how we all fit in it. Every month, we write about something different in the EU.

We think it is important to get to know the European Union better, since we do everything, every day, all of the time in Europe. But, whilst we learn all about our country, and what it means to be a Dutch citizen, the same cannot be said for the European Union. So we, here at EPAS, want to change that.

By Claire, Isabelle and Sabine of G3A.

On the next page is a poster made for the EPAS Project during their English TTO lessons by Claire, Isabelle and Sabine. They are our Junior Ambassadors and will inform the other students about the EU by publishing a newspaper every month.



Ukraine in the EU?

On 28 February, 2022 (4 days after Russia declared war with Ukraine) Ukraine applied for EU membership. This will take years for Ukraine, to be present at –for example- a meeting of the EU in Brussels. It approximately takes three and a half years in order to join the EU.

The European Union requires some conditions of a country, like: having a democracy, a functioning market economy and the acceptance of all EU legislation. If a country doesn't have these conditions, it can't become a member of the EU. Take Belarus for example, it doesn't have a democracy, so it cannot join and it also doesn't want to join the European Union. Another example is Switzerland. Switzerland is not a member of the European Union because it wants to stay neutral.

Back to Ukraine. Before the war between Russia and Ukraine, Ukraine wasn't a member of the European Union, nor the NATO. This meant for Russia that they could invade Ukraine without any problems. President Zelensky wanted to become a member of both organizations, but since Russia invaded his country, he is trying his best to get a membership for both organizations. The EU countries are trying to help Ukraine by sending weapons, imposing sanctions to Russia and so on.

When will Ukraine become a member of the European Union or the NATO? I expect that Ukraine will join the EU in two to three years. What do you think?

Let's Explore Europe!



The European Green Deal

What is the European Green Deal?

The European Green Deal is the EU's long-term growth strategy to make Europe climate-neutral by 2050. With the efforts in the Green Deal Europe can become the world's first climate neutral continent by 2050.

Quote: "Nature is our greatest ally in the fight against the climate and biodiversity crises. It shields us from

climate extremes and absorbs carbon. Our new regulation on land use and forests helps to redress that situation and puts the European carbon sink on a path to growth again. It's a key requirement to meet our net zero target and even opens the door to a higher climate target in the near future. This agreement is therefore a crucial step in delivering our promise to become climate neutral by 2050.

Frans Timmermans, Executive Vice-President for the European Green Deal- 11/11/2022

Child poverty

How many children do you think are at risk of poverty in the EU at the moment?

You'd be shocked to find out that the number is more than one in five.

Being at risk of poverty is determined by the amount of equivalized disposable income a household has (income after taxes that can be used for spending or saving). If this income is lower than 60% of the national median, then a household qualifies for being at risk of poverty.

People who qualify might not be able to join recreational activities, or get all the healthcare they might need if a family member falls ill.

4 TTO – Junior TTO Graduation

On Thursday 22 September 2022, the Junior TTO Graduation took place. It was wonderful to see our talented students receive their Junior TTO Certificates after three years in Junior TTO. It's even better to see that so many of our students have decided to continue their TTO education in the Senior Years.

At the Junior TTO graduation – although we are very proud of all of our students – a number of students received awards for their hard work and/or outstanding achievements in Junior TTO. Florentine van Acker, for example, received the award for the Overall Best TTO Student and Mathijs Oskam was presented with the Keep Calm & Carry On Award for his resilience.

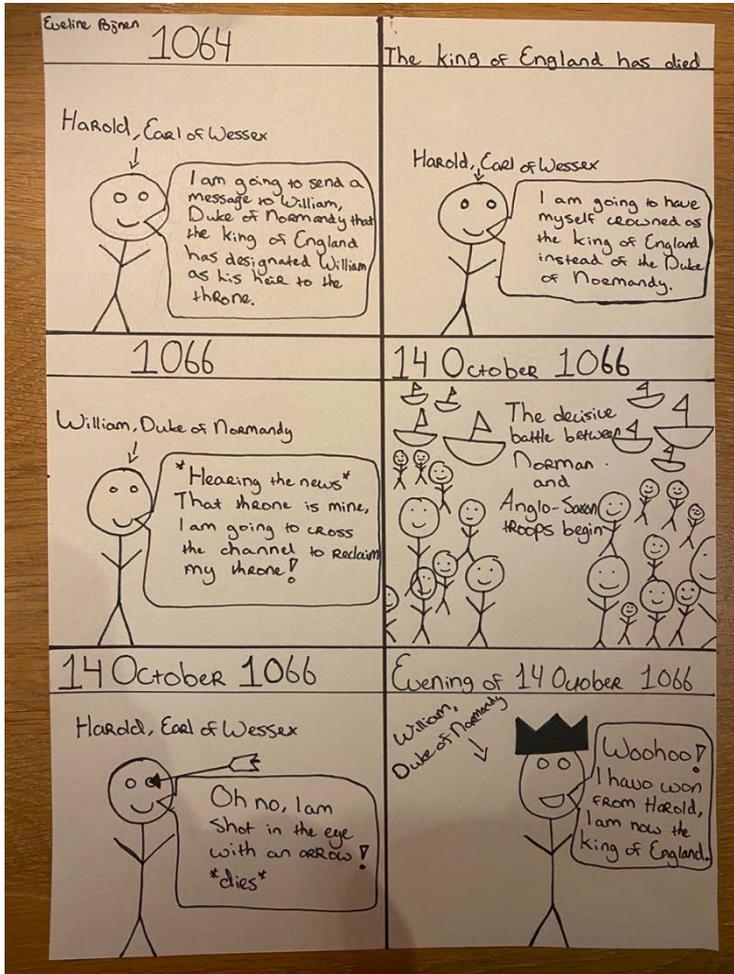
Another huge congratulations to all our fantastic students! We are proud of you!



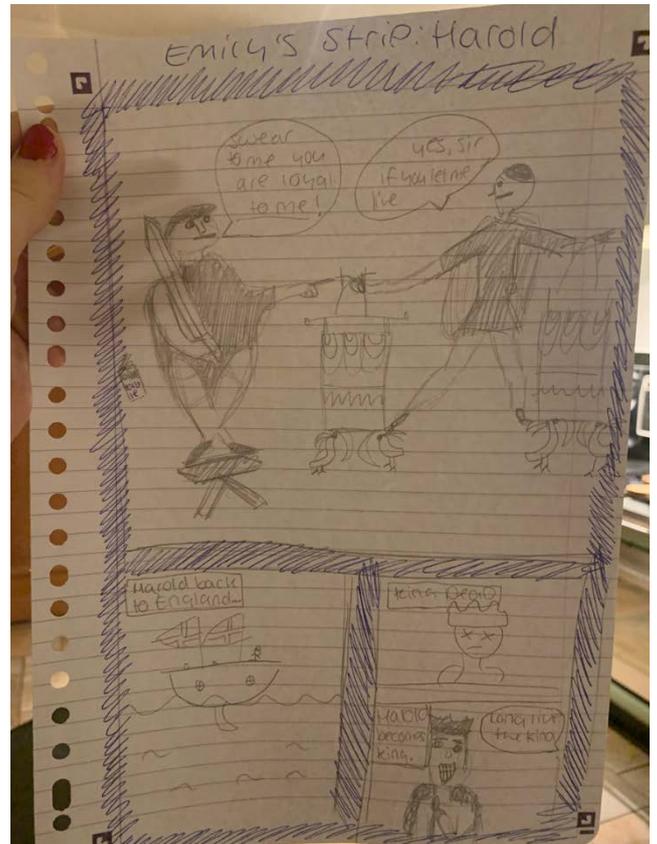
4V TTO - CKV – ART & CULTURAL STUDIES

In October 4VWO and 4Havo went on cultural school trips within Europe.

Here are a few excellent reports by TTO pupils about their trips to Normandy and Cologne.



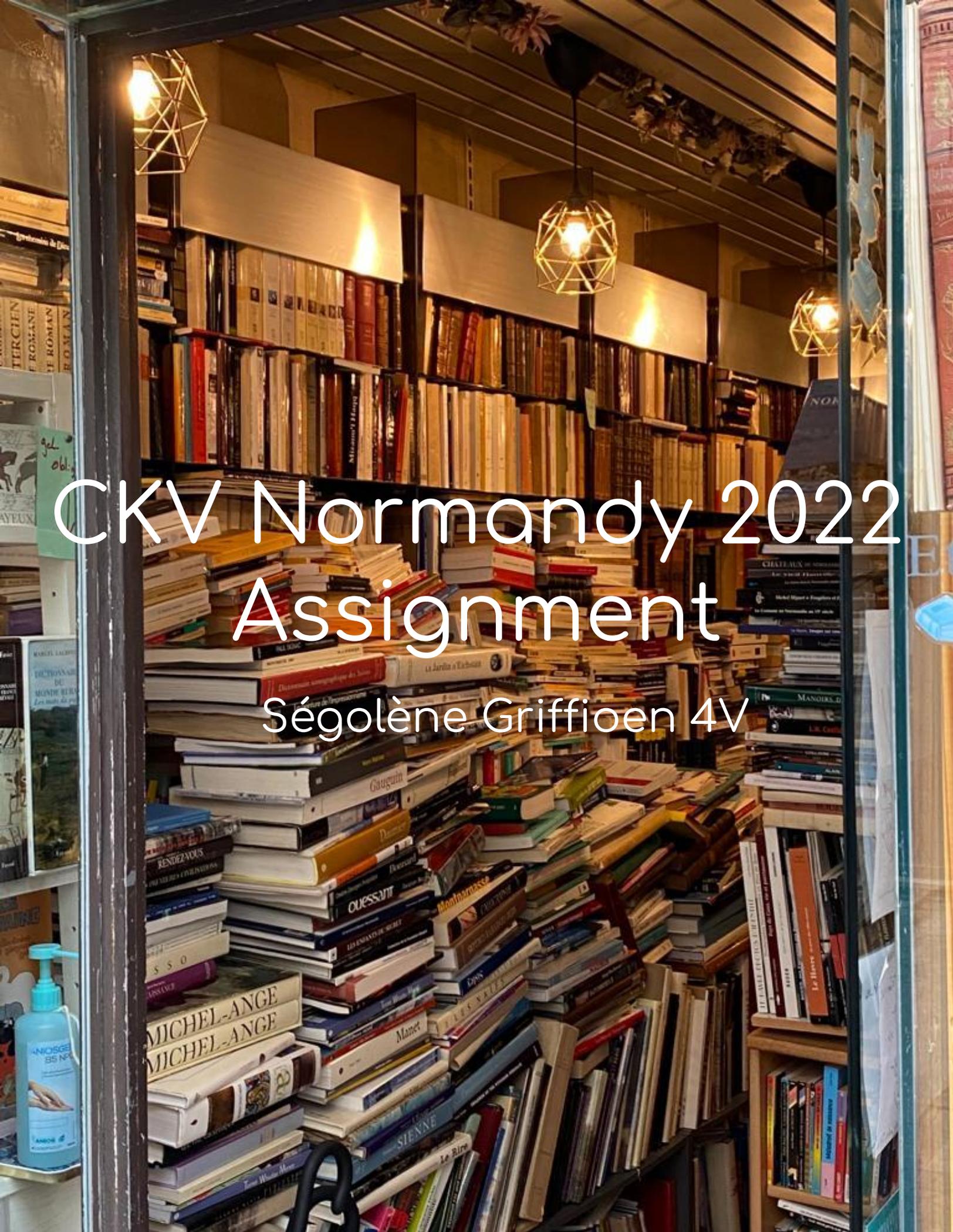
On the Normandy trip pupils visited the famous Bayeux Tapestry. Here are few cartoons which pupils made with their own cheeky take on it!



Above: Evelien Bijnen. 4V. Right: Emily White 4V.

Below: Sophie van Loon. 4V.



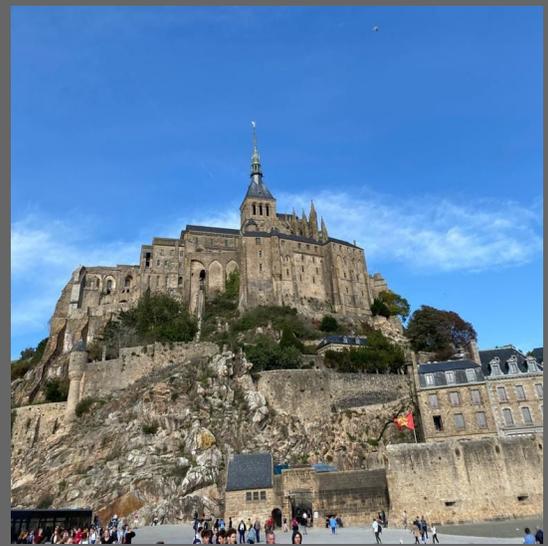


CKV Normandy 2022 Assignment

Ségolène Griffioen 4V

Abbey of Mont Saint Michel

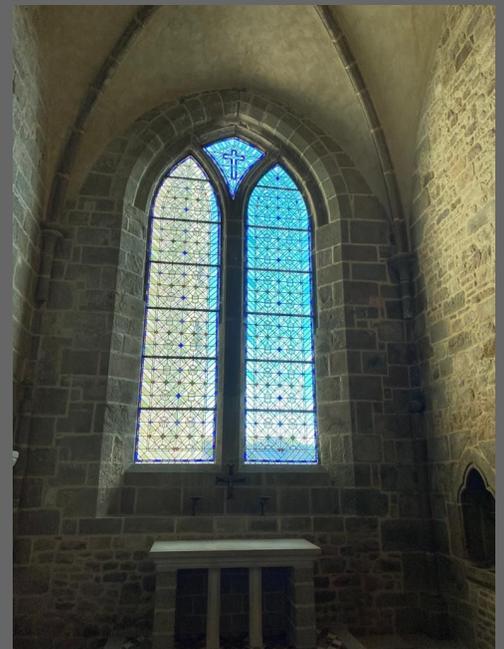
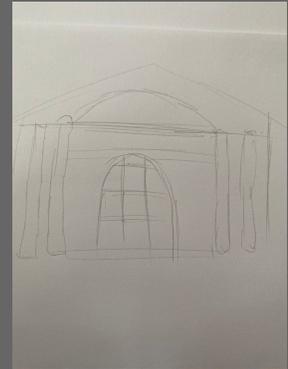
At the top of the mountain of Mont Saint Michel there is a church. The church was built in 709 AD and designed by Willem van Volpanio. Van Volpanio was an architect who build multiple abbeys in Italy and Normandy. Something which is remarkable about the abbey is that the architecture consists of two styles, gothic and Roman. This can be seen very clearly when you visit the abbey. When you first enter the building, the Roman style is noticeable. Arches, thick walls, tiny windows, they are all visible when looking around. When you enter the building, you come in a big hall with a lot of arches on the walls and the ceiling. Half round barrel vault is very noticeable at the ceiling. On the side, at the walls, you can also see half round pillars, as you can see below.



Abbey of Mont Saint Michel

Abbey of Mont Saint Michel

When you continue walking, a tall tower is something you can't miss. The gothic style. Tall towers, pointing arches and lots of tall buildings. As you can see below, the tower is tall compared with the small round tower next to it. The tower is surrounded by stained-glass and the building isn't as circular as before. When inside, the cross-rib vaults are covering the whole ceiling. Arches are pointy and at the end of the hallway the stained-glass have appeared again.



Cathedral of Rouen

The cathedral of Rouen started to be built in the 13th century. Three centuries later, the build was finished, 16th century. Cathédrale Notre-Dame de Rouen can be seen as one of the first skyscrapers because it was, compared to the previous buildings that were build, a very high building. It contained a lot of glass for that time and had high peaks. Before the gothic building period, all buildings were made small with thick walls and tiny windows. SO as you can imagine if all of a sudden a cathedral with high peaks big doors and windows, a lot of light and thinner walls appears then people could see it as the first skyscrapers. The height of the cathedral was important because height and light meant god. In that time, god was very important and needed to be seen in everything you do as much as possible.



Cathedral of Rouen

When you first walk towards the Cathedral of Rouen, the tympanum is already very recognizable. On the side of the cathedral you can see the flying buttresses containing decoration. Walking towards the door, you can see that it contains a story. While walking through the door you enter a dark place which is the entrance, also known as narthex. This dark entrance causes the next room to be more light and impactful because before it was dark. The light big room, containing a main ship and a side ship, both are very light and open rooms.



Tympanum



Narthex



'Middenschip'



'Zijbreuk'

Cathedral of Rouen

Continuing the walk, you are surrounded by stained-glass which reach the ceiling. These colourful artworks lead its way up to the cross-ribvaults. In the 'middenschip' the choir and the altar are surrounded by light because god could look to you when you were in the church. My favourite stained-glass of Rouen are actually two, both of them contain a lot of colour which speaks to me a lot and really attracts attention in my opinion.

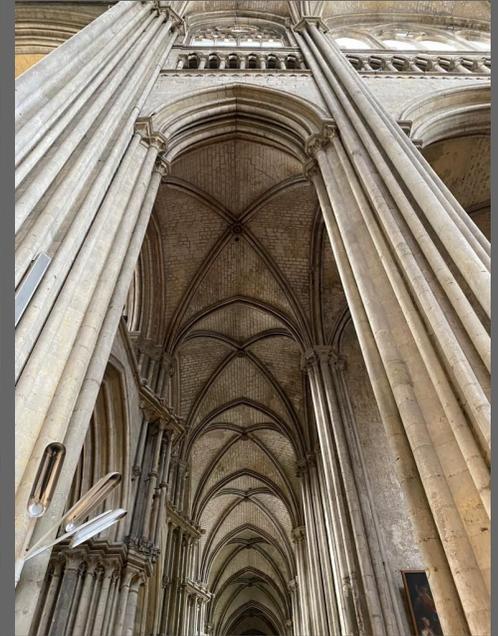


Altar



Choir

Cathedral of Rouen



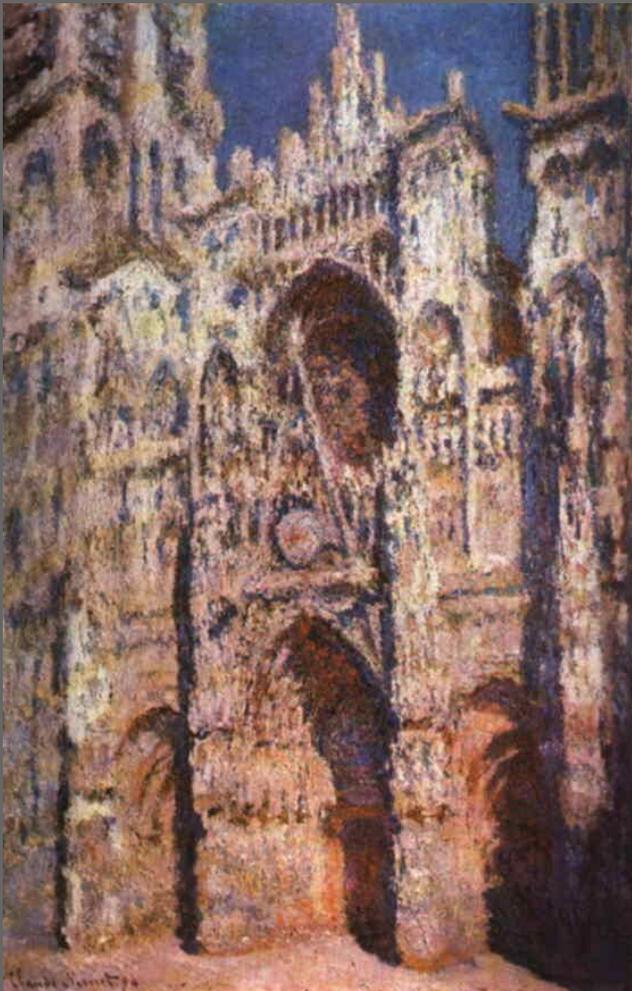
My favourite stained-glass followed by cross-ribvaults and a radiant chapel

Something I found fascinating while being there were these windows without decoration but very impactful

Unfortunately we didn't get to climb the tower so no selfie with the view but here is Lizzie and me with a statue in the cathedral

Cathedral of Rouen

The portal of Tour Saint Roman from Clause Monet was also made in Rouen. In the painting you can see one of the side sides of the church with the tympanum and decorations above the door. We got to see the same view as Monet from the same angle. In the painting, however, it isn't very clear if we saw the exact same view as he did since the painting isn't very clear.



Tour Saint Roman,
Claude Monet



Tapestry of Bayeux

The tapestry was made around 1070. The cloth consists of 58 scenes and is 70 metres long. It tells a story about the king of England and how he conquers Normandy

It was a way of telling a story which was popular in that time and even though it isn't entirely realistic they did a good job. Some imagery, like beheading a certain isn't exactly like how it happened, but the way the men travelled by horse and how they dressed, is realistic. In the older times, adding fairy tales to a story attracted the audience's attention and more people would listen to your story. In the tapestry of Bayeux the fairytale 'fox and the crow' can be seen right after the part where the king leaves towards England.

Although in the time when this tapestry was made, most people couldn't read, it could be seen as the first cartoon of film ever made. The tapestry tells a story through images with little to no text. Just like a cartoon, the image tells most of the story and the added text is for extra explanation and context. The story told isn't told in the most difficult way, when looking at it, you're, in most parts, immediately what it is about, in cartoons this is also the case.



The beheading which can be seen in the story

Tapestry of Bayeux

Cartoon chapter 23.



Conclusion

The final thing I'd like to say about everything stated previously is that Normandy can be recognized by two main styles; Gothic and Romanesque. The buildings we visited had these beautiful designs on the outside, with stories being told through the decorations. You didn't know where to look and where to start while standing in front of the Rouen cathedral and while entering the building you really got the feeling of living in the gothic period.

Normandy had stories to tell, which you never heard of before. Mont saint Michel being build with two different styles over a long period of time. Different people living on the hill and having their own beliefs and ways of thinking. Nowadays, we don't really think of what is behind something, when we look at the decorations of the cathedral of Rouen for example, people don't realize that it tells an actual story and that in that period of time it was very important to the people.

I think it is a great thing that we visited the tapestry, to show that stories were important and people lived around them.

Adding, the landscapes of Normandy were beautiful, we had nice weather and the vegetation could be seen clearly. While people in the Netherlands were already soaked by the rain, we had the luck of the sun shining so strong that a jacket was too warm.

Pictures

Here are some pictures to show the beauty of our trip and the fun we had.



Pictures

Here are some pictures to show the beauty of our trip and the fun we had.



Sources

<https://www.alamy.com/bayeux-tapestry-scene-23-in-front-of-duke-william-harold-touches-2-reliqueries-and-swears-fealty-to-duke-william-byx23-image344413958.html>

<https://en.wikipedia.org/wiki/Normandy>

https://nl.wikipedia.org/wiki/Mont_Saint-Michel

Normandy attachments from Teams

COLOGNE TRIP



CKV ASSIGNMENT

Floor Kees

Introduction

From the 17th to the 21st of October, the 4 vwo students who have german, both french and german, or neither all went to Cologne, a city in Germany. We were given 3 assignments for CKV, one taking place in the Red Dot museum, another taking place in the Ludwig museum and the last being about the Cologne Cathedral.

The Red Dot museum is a museum displaying the best modern product designs of the world. It shows a wide range of designs of every-day objects, most of which you normally would not even give a second thought. The museum made the relationship between form and function very clear for every item which was displayed.

The Ludwig museum is a modern art museum in Cologne. It displays a big collection of Pop Art, Abstract art and Surrealism.

The Cologne Cathedral is a large Gothic Cathedral, and the most well known landmark of Cologne. Its impressive architecture on the outside as well as the inside is eye-catching and beautiful. Despite the climb, the view from the towers is also very memorable.





The Red Dot Museum

The Game Boy is a rather old fashioned handheld gaming console nowadays. However, I grew up playing Pokémon Red on my older cousin's old Game Boy Colour, so when I saw the Analogue Pocket, it quickly grabbed my attention with the nostalgia.

According to the Red Dot museum's website the Analogue Pocket is a "handheld video game console compatible with over 2,780 games for the Game Boy, Game Boy Colour and Game Boy Advanced." It is also compatible with other games from Game Gear, Neo Geo Pocket and Atari Lynx with the cartridge adaptors also designed by Analogue. In comparison to the old Game Boys, the Analogue Pocket has better resolution, colours and sound quality. The Analogue Pocket is basically a modernised yet retro gaming console, for a rather niche audience. A modern version of an old fashioned object can help preserve the original object, not letting it be forgotten. The Analogue Pocket allows people who love the original Game Boys to continue with their interest, while also allowing a younger audience to gain an interest in something from the past.

The design of the Analogue Pocket is mostly about 'function follows form', in comparison to most other objects where 'form follows function'. If you wanted a handheld gaming console compatible with the other Game Boy cartridges you could just get the Game Boy Advanced. Additionally, the Game Boy Advanced is about €100 cheaper than the Analogue Pocket. The reason one might buy the Analogue Pocket is because of its clean design and improved qualities (such as resolution, colour, sound etc...), but when it comes to the actual function, there is hardly any reason to buy the Analogue Pocket over a Game Boy Advanced. Considering the price and the overall functionality of the Analogue Pocket, the people who would buy this product are mostly the real Game Boy enthusiasts.

The Red Dot Museum

Zollverein Coal Mine Industrial Complex in Essen, is well known for the incredible Bauhaus architecture which it displays. Zollverein uses a lot of materials like bricks, steel framed structures and glass. These are all strong stable materials to build with. The bricks and steel was for the stability of the buildings and the windows were located where people would be working on the coal so that they did not have to work in the dark. Zollverein very much follows 'form follows function'. The industrial complex was not initially meant to look good, it was meant to be safe and effective, which is what gives it the Bauhaus style we see today. The two architects behind this beautiful coal mine are Fritz Schupp and Martin Kremmer. The building of the Red Dot museum is a part of the industrial complex, however, the interior has been redesigned by Lord Norman Foster in the 90s.

The interior and general location of the Red Dot design museum is quite fitting for the contents of the museum. The museum has reused a building belonging to a former coal mine and created something new out of it. Reusability is a rather important part of design, so the location is quite fitting. The interior also follows 'form follows function' in the sense that it has been redesigned to be a modern-looking museum displaying different designs of day to day objects, and the layout and over all design is a result of that. It was interesting to see elements from the industrial complex be reused for the design, due to being able to see the old mechanisms it created a nice contrast between the modern museum and the old industrial part of it. This contrast was also recognisable in the items the museum displayed as the museum also made a contrast between the older and newer designs of the objects. Overall the museums design more or less went hand in hand with its collection of items.



The Ludwig Museum

The artwork 'Composition Green-Red', or rather 'Komposition Grün-Rot' by Otto Freundlich was the painting that really stuck with me after our visit in the Ludwig museum. 'Composition Green-Red' was painted using oil paint and a canvas in 1939.

'Composition Green-Red' is cubism, which falls under the abstract umbrella. It depicts many different shapes, some with straight edges and sharp corners and some more rounded, most are somewhere in-between that. The upper part of the painting is for the most part different shades of green, however, there are a few red shapes in there to create a gradient to the lower part of the painting. The lower part of the painting contains different shades of red, again, with only a few green shapes in there to create a sort of gradient from top to bottom. Around many of the shapes there is a small edge of raised paint. Though I am not sure whether this is completely intentional or not, it makes the borders between the different coloured shapes more apparent and even adds a bit of depth.

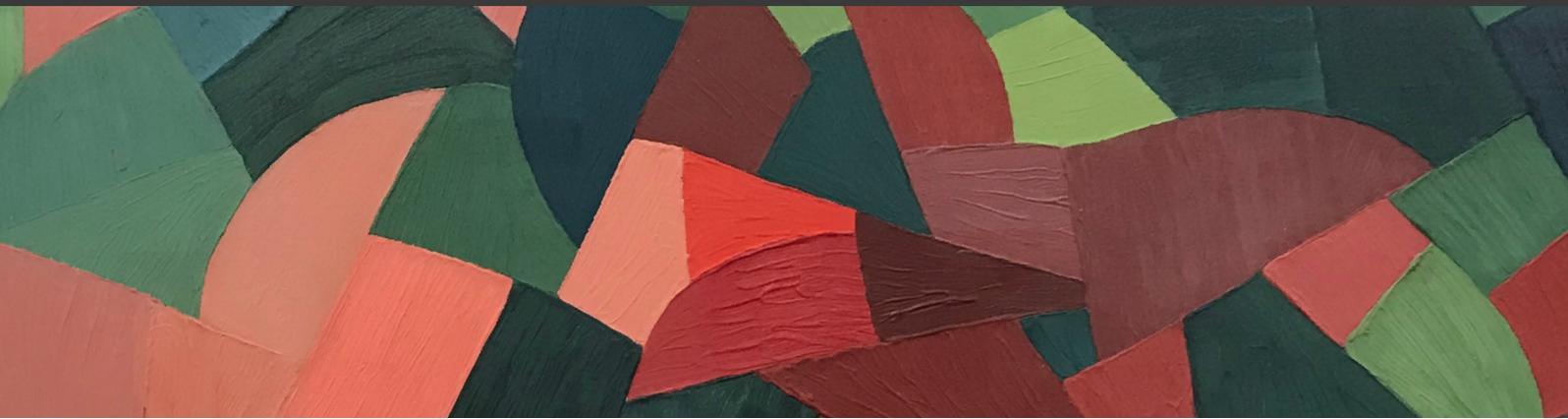
Though I cannot find the direct message or deeper meaning of the painting, I do have a vague idea of what it could be. The painting was made in 1939, which was the very start of the Second World War. Otto Freundlich was of Jewish origin, and he had moved to France after 1924, due to the severe oppression and discrimination of the Nazis. I think the red might symbolise the Nazis, considering how red tends to be the colour associated with aggression and danger, while the green symbolises the innocent, since green is often associated with peace and harmony. Since it was painted at the start of WWII it may very well represent the Nazis infiltrating and harassing innocent communities. This would after all not be his only painting resembling the political situation and oppression of WWII.

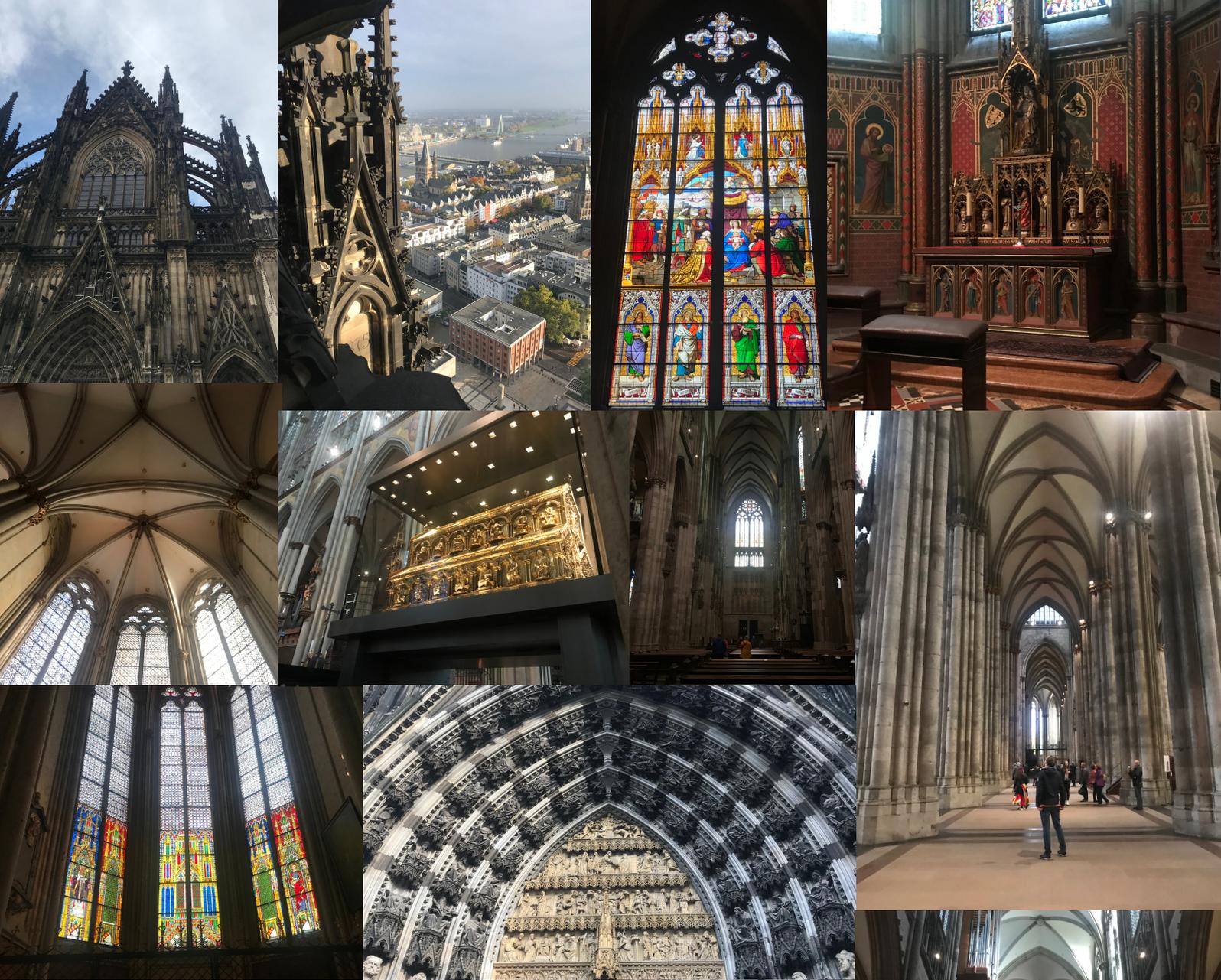


The Ludwig Museum

Though Otto Freundlich uses very geometric shapes in his painting, he has still managed to add a three dimensional aspects in his painting with the thicker parts of paint. No shape is particularly bigger than another, making the painting feel very balanced and harmonious. The colour contrast is also interesting considering green and red are opposite colours in the colour wheel. The way the painting is painted is very clean and smooth. The painting has been painted very diligently, which makes it very beautiful in my opinion.

There was no particular reason as to why I loved this painting so much, I just enjoyed looking at it. I did not completely understand the painting at first glance which made finding out more about it very intriguing. I thought the colours were very eye-catching and the entire composition as a whole grabbed my attention. Compared to other artworks which I photographed and also considered writing about, this one was that that stuck with me and the one I remember looking at the longest because of its vibrant colours and clean layout.





The Cologne Cathedral



The Cologne Cathedral was breathtaking the first time we went to see it. The height of it was in a way very intimidating and sort of scary, but this only added to how astonishing it was. The detail on every piece of the church so very impressive and you could see many small stories being told through the little things. On the outside of the church you could see the flying buttresses, the tall towers, the rounded tympanum, the big stained glass windows, pinnacles and so much more detail. The building even had the cruciform structure when you look at the layout. Inside the Cologne Cathedral you could see the rib vaults, the light the big stained glass windows let in, the altar etc. When we went to climb the towers, the view was breathtaking (much like climbing the stairs was). You had a great view of the entire city and the River Rhine.



Conclusion

The Red Dot museum is in Bauhaus architecture, the Ludwig museum is (I think) postmodernist architecture (since it was built in 1976, the time of postmodernism) and lastly the Cologne Cathedral is gothic architecture. It is interesting how you can see that the Cologne Cathedral is the older on the tree, as the sandstone gets older. You can even see which part of the church have been renovated based on how the sandstone looks. You can tell the Red Dot museum was built second. It is very industrial, which is something that many modern buildings are not. The Ludwig museum was build after both the Cologne Cathedral and the Red Dot museum, it is the most modern but also abstract of the three. Looking at the whole of cologne there is an interesting difference in architecture (something I learned on the bike trip the day before we left). You have the nice detailed buildings from the time Napoleon ruled over Cologne, but when Napoleon was defeated and the Russians took control you see how the architecture is more about the function rather than how it looks. There is an interesting split in Cologne between buildings where 'function follows form' and where 'form follows function'. The trip had its ups and downs (as all trips do), but overall it was very fun and enjoyable to learn so much more about a place I did not know anything about.



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5 IB English A

The 5 IB English A students studied political cartoons by the American cartoonist Liza Donnelly, who creates cartoons of an often political nature for *The New Yorker* as well as the *New York Times*.

As part of this unit, the 5 IB students were asked to write a textual analysis essay on a political cartoon they studied.

Below, you can find Lidwine Hofstra's excellent essay.

Diversity versus Equality

The first wave of Feminism began in the 19th and early 20th century, when women started their protest for women's legal rights such as the right to vote. After this, during the second wave, this protest spread to rights of women in almost every area of their lives including work, family, politics and other occupations. These Women's Rights Movements continued up until today, where equal opportunities and choices of women have become more and more important to people all over the world. For example, the recent Abortion Rights Movement in the US, where women protested for the right to have the choice of abortion. Liza Donnelly has actively supported these movements by making multiple cartoons about Feminism and Woman's Rights. By making these cartoons she lets her viewers know that all women have the right to be treated equal to men in every aspect of life. One of these cartoons she has made is a cartoon called "Women are Diverse" in which she highlights that a stereotypical view and unequal treatment towards women is unjust. She has done this by incorporating exaggeration, characterization and a paradox in this cartoon.

Donnelly utilizes an overemphasis of the woman's stereotype in this cartoon to direct the viewers' attention to the fact that women are treated unfairly in comparison to the opposite sex because of their gender. This stereotype of women can be seen in the second cartoon, where the words: "Breasts? Thoughtful? Soft? Know how to cook? " are written down. These words suggest that all women have these physical aspects and traits in common. In contrast to this, in the third cartoon, women stand lined up saying only one word each: "Assaulted. Belittled. Raped. Dismissed. Harassed. Underpaid. " These words are the answer to the main question of this cartoon: "But what do they have in common?" Meaning that the actual takes on the common feature of women is that they have all been unfairly treated in their lives. This gives the reader a different view on how women are seen in society and how they are treated unfairly. This matter extends to women all over the world.

In this cartoon a representation of differentiating traits of women is used to emphasize the fact that women, who find themselves in discriminating situations, are not limited to a race or ethnicity but are all unfairly treated. For example, in the first cartoon there is a woman with dark skin color and a hijab. Next to her there is a woman with a white skin tone and blond hair. In total six woman are drawn in the first cartoon who all have different

ethnicities, hair and clothing. This shows the diversity of women that live all over the world. Juxtaposing in this, the entirety of the second cartoon tries to put them all in one imaginary box, as if they are all the same, which can be seen in the way this cartoon looks for similarities between women. This contrast, when comparing the second cartoon with the other two, amplifies the message of the cartoon itself: Women cannot be put in boxes and treated as if they all belong into one category. This categorization is the foundation of unfair treatment in society. If all women, regardless of background, are put into one category then that would mean that they are all the same. Donnelly however points out that women are all different, by incorporating the different appearances of women in the first cartoon. In addition to the problem in society other than categorization, is the normalization of wrongful treatment against women.

Donnelly employs a paradox in order to emphasize this unjust normalization of wrongful treatment against women. This type of normalization can be seen in the third cartoon, where six women stand beside each other while they seem to be having a normal conversation. If not for the speech balloons, one could argue that these women are talking light-heartedly about the weather or what they had for breakfast for example, because of their body language and facial expressions in this cartoon. This, however, is not the case. From reading the text balloons the reader knows that this is a very personal and serious conversation about assault, dismissal, harassment. Therefore, what the drawing looks like and what these women are saying contradicts each other. It may seem that these experiences like assault can be part of a normal conversation, but Donnelly uses this cartoon to say the opposite: Women should not have to normalize unfair treatment like assault or dismissal. Women should never have to experience this in their lives.

In conclusion, by using an enhanced version of the women's stereotype, multiple different appearances of women and contradicting elements, Donnelly empowers her message to the viewer about how women should not be discriminated against and that unjust behavior towards them should not be normalized. Women have the right to be treated fairly and to be respected. As Liza Donnelly said: " Women are diverse. The one thing women can bring to the table as women is experience at being a woman." This means that every woman is different and that women have different viewpoints and experiences in life. One should learn about each other's viewpoints and experiences in life, regardless of gender, and start treating each other as equals. Women may differ from men, but men and women still need to be treated equally and accept and embrace each other's differences.

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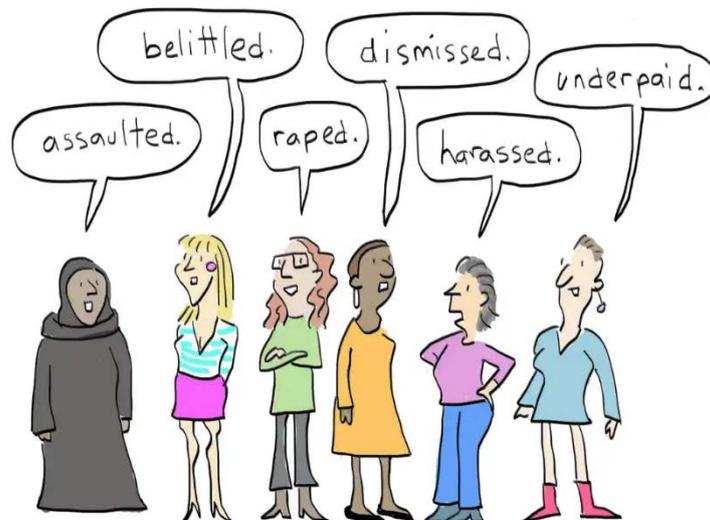
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WOMEN are DIVERSE



But what do they have in common?

BREASTS? *love clothes?*
know how to cook? **VAGINAS?**
NURTURING? *chatty?*
SWEET? *thoughtful?* **SOFT?**

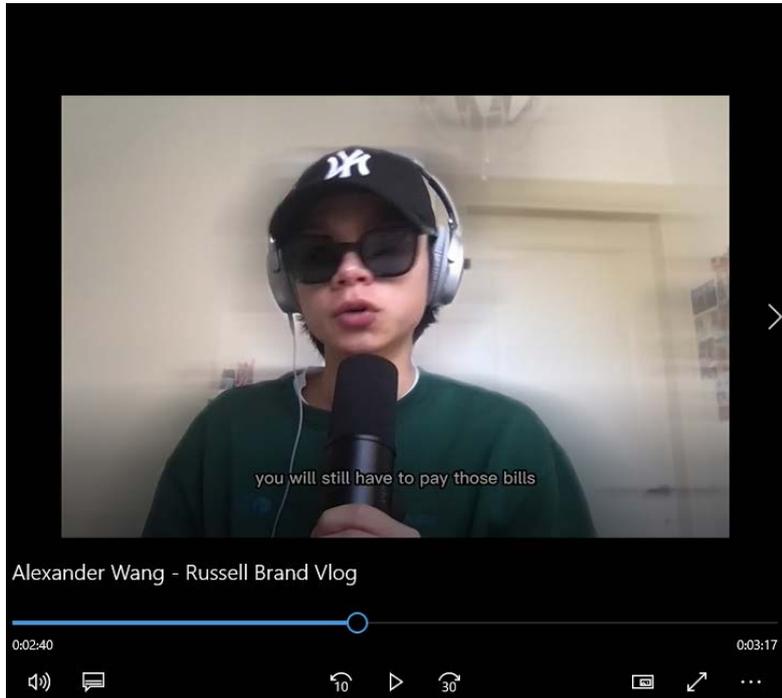


DONHELLT

The **IB English A: Language and Literature** course requires students to study non-literary bodies of work in addition to literature – this is the “language” part of the “Language and Literature.” Bodies of Work (“BoW”) are often used to connect to either the Higher Level

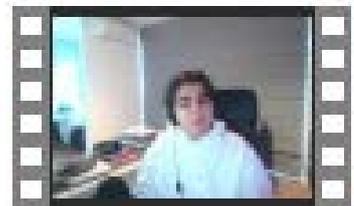
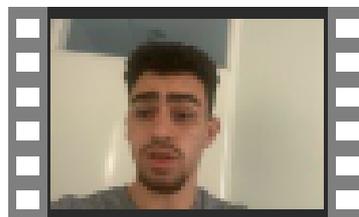
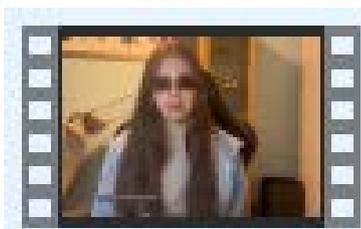
Essay (“HLE”) or the Individual Oral (“IO”) and generally revolve around a wide variety of global issues.

In Term 1, the Higher Level students completed a study of the vlogs of British personality Russell Brand. With six million subscribers to his YouTube channel and each video averaging 840K views, Brand touches on many topics of current society. The students watched between up to 8 Brand vlogs and, at the end of the unit, had to produce their own persuasive media product.



After watching all projects, all students voted for the “best and most persuasive” one and **Alexander Wang** won, hands down. Well done, Alexander!

A few more screenshots from other students’ projects:



2022 Cohort – IB & Senior TTO Graduation

On 5 July 2022, we heard that 100% of the 2022 IB cohort passed their IB English A: Language and Literature Higher- and Standard-Level exams for the 22nd time. We are very proud of this achievement!



Those same students returned to RLW on Friday, 14 October, our 2022 cohort for a festive ceremony – the first graduation ceremony with parents present since the 2019 cohort returned. Many of our students were physically present or attended virtually so as to collect their Senior TTO Certificates and their IB Certificates after six years of TTO at the Rijnlands Lyceum Wassenaar.

It is worth noting is that this cohort was extremely successful. Our Higher-Level students averaged a 5.75 (out of 7.0) which is

well above the Dutch average (4.73) and the International average (5.03) earning them the highest marks of all Dutch TTO schools in all of the Netherlands (there are more than 2,500 students doing the IB English A certificate course). One Higher Level student earned the coveted 7, which included a perfect score for his Higher Level Essay! Our Standard-Level students finished fourth in the Netherlands with two of our students earning 7's. Very well done!

Congratulations to the 2022 IB Cohort! We wish you well in your future endeavors!

Our upcoming news is that our current May 2023 cohort is busily preparing for their Individual Oral exams in February. In May 2023, during the May Break, they will sit their Paper 1 and Paper 2 exams. This latter exam will be the first time the world has taken this exam for this course – this adds to the excitement of being an IB student. We wish them well with the prep work!

-- Deb Stout, IB Coordinator, RLW

MUN

On Saturday 8 October we participated in miniMUN. We got to speak with people from a lot of different schools, such as ASH, ISH, British school of Brussels etc. At first, we talked with all the different countries which participated in your council; mine was the Security council. During the lobbying we got the chance to talk with our allied countries and discuss our resolutions.

As the delegation of Russia, I communicated a lot with the delegate of China since our main problem was the conflict between Russia and Ukraine. I enjoyed talking from a different perspective since in reality I wouldn't do anything which Russia is doing at the moment. It was also fun to negotiate with the other delegates about something which is happening in real life.

-Segolene Griffioen VWO4



This year the students of the RLW, ISW and many other schools took part in an annual Model United Nations set up by our school. The day for the student officers started at 8am, with a short briefing, explaining major things we would be doing that day. The basics of an MUN is trying to recreate a meeting of the United Nations. There are different committees discussing different conflicts and issues; such as the Human Rights Council and the Economic Social committee. These committees are led by the so-called chair and deputy-chair. They are leading the councils and committees following the rules of procedure. They state the exact ways things such as voting and giving speeches should happen and in which particular order.

The different countries in a committee are represented by delegates. They represent their country and their opinion. These delegates may only speak when given the right to. Delegates are able to hand in a so called resolution explaining what they would like to change in the world.

Delegates are then able submit amendments to change certain things in a resolution.

When lunch had arrived most committees were done discussing the first resolution. Lunch was from 12:30-13:30. Students could eat a sandwich and stretch their legs. After lunch the students and chairs continued working on the resolutions. At 5pm all councils were done and went to the closing ceremony.

-Nicolaas van Koppen VWO4