

MAGAZINE OF TTO
SPRING EDITION 2023

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From the TTO Coordinator's Desk

Dear TTO Students and Parents,

To me, it is absolutely incredible that I am writing the foreword for the Spring 2023 Edition of the Magazine of TTO already. Surely, not enough time can have passed for it to be spring? Yet, the end of the school year is approaching fast and before you know it, we will all be off for the summer holidays...

First, however, we have a May break coming up and in those two weeks of freedom in which you don't have to worry about grades or projects or other school-related issues and drama, you might want to browse through this edition of the MOTTO, which Mrs. Royle has carefully compiled for all of us.

One of the first projects to be displayed in the MOTTO is the one that Ms. ter Haar created with the Year 1 TTO classes for Earth Day, which is celebrated on the 22nd of April. I am sure that you will all agree with me that Ms. ter Haar and her students have done a marvelous job when it comes to raising awareness about environmental issues. Be sure to take a close look at the display when you next walk past A111, the TTO Office.

Another incredible achievement that is celebrated in this MOTTO is the success of our Year 2 and 3 TTO Public Speakers. We had an incredibly successful school competition in February 2023 and our two winners – Laurence Verweij for Year 2 TTO and Isabelle Hemmes for Year 3 TTO – went on to compete in the Regionals on Wednesday 12 April 2023. You can read the girls' excellent speeches on consumerism and animal testing in this edition as well.

The main part of this MOTTO, however, is dedicated to the Oxford Trip. I am sure that if you were to ask one of our Year 2 TTO students what the highlight of their school year has been so far, that many of them would mention their adventures in England. From 13 to 17 March 2023, we travelled to Oxford with 123 students and 13 teachers. It was both a lot of fun as well as hard work, seeing as the students had to complete assignments upon their arrival back in Wassenaar. Many of them, however, did so successfully and some of the tasks they completed can be admired in this Spring 2023 MOTTO.

Other things that you can read about and/or enjoy in this MOTTO are a visit to the Chinese Cultural Centre in The Hague, a very successful THIMUN Event at which all our Year 3 TTO students served as admins, many projects completed by the Year 1 and 2 TTO students and, finally, many beautiful art creations by our talented students.

At the end of this foreword, I would like to take a moment to wish our thirty-nine 6 IB English A students all the best of luck as they sit their Paper 1 and Paper 2 exams on 3 and 4 May 2023. The students will be sitting their exams in the "New Old Gym" over the May break and we hope all of them will be successful after all their hard work in the past two years of IB English A: Language and Literature.

Have a lovely holiday, everyone!

Best Wishes,
Miss Haasnoot

EARTH DAY

Earth Day this year is on the 22nd of April. It is celebrated across the globe in a variety of ways, but all highlight the need to educate and promote awareness around the impact of climate change on our Earth.

Under the knowledgeable guidance of Ms ter Haar on this topic, students of year 1 TTO designed posters with the purpose of tackling the global issue of climate change. They investigated five different planetary actions: **Protect and Restore Nature, Revive our Oceans, Clean our Air, Fix our Climate** and **Build a Waste-Free World**. In their drawings they show problems and solutions and call people to action on global Earth Day.

Outside the TTO Office is a dazzling display of their efforts in the form of a mural.



Year 2 & 3 TTO – Junior Public Speaking Contest



On Thursday 16 February 2023, 12 Year 2 and Year 3 TTO students competed in the annual Junior Public Speaking Contest, impressing both the audience – consisting of proud teachers, classmates and parents – and the judges present.

The theme for the 2023 competition was “Let’s Celebrate”! You can find a list below of all the competing students and the titles of their speech:

RLW Junior Speaking Contest on 16 February 2023

Year 3 TTO

- Merlijn Faas – Let’s Celebrate Artificial Intelligence
- Lizzy de Klein – The Celebration of Changes
- Dorsa Farsi – Let’s Celebrate Our Achievements
- Joel Wang – Let’s Celebrate Hope
- Isabelle Hemmes – Let’s Celebrate You!
- Patryk Cichon – Don’t Despise, Let’s Celebrate
- Emilie Steenbakker – Let’s Celebrate Our Freedom

Year 2 TTO

- Caatje van Well – Let’s Celebrate All The Great Speeches
- Eline Groenhagen – The Celebration of Life
- Shai Geva – Let’s Celebrate Women’s Education
- Laurence Verweij – Let’s Celebrate Animal Rights
- Martina Zelissen – Let’s Celebrate

Winners

- Year 2 TTO
 - o Laurence Verweij (2A)
 - o Marina Zelissen (2C)
- Year 3 TTO
 - o Isabelle Hemmes (G3A)
 - o Merlijn Faas (G3A)
- Audience Award
 - o Dorsa Farsi (A3A)

The winners of the Year 2 and Year 3 TTO Competition – Laurence Verweij (2A) and Isabelle Hemmes (G3A) – went on to compete in the Regional Round on Wednesday 12 April 2023. Both girls were absolutely incredible and did an amazing job representing the Rijnlands Lyceum Wassenaar at the Dalton in The Hague.

What is even more incredible is that Isabelle Hemmes (G3A) won the Regional Round with her speech “Let’s Celebrate You!” which was praised by the judges as perfectly ironic!

As a TTO Department, we are incredibly proud of all our keen public speakers! Well done and congratulations to all of you!

You can read Laurence Verweij’s and Isabelle Hemmes’ speeches on the next pages.



Isabelle Hemmes, G3A (pictured right) together with the winner of the Year 2 Competition from a different school.



All Year 3 TTO competitors from schools in Gouda, Katwijk, Almere and many others.

Let's Celebrate Animal Rights

Speech by Laurence Verweij, 2A

"As long as people think that animals don't feel, animals will have to feel that people don't think." I am Laurence Verweij and I will be talking about animal testing today.

Animals shouldn't be put in a laboratory where there are chemicals injected into their body or forced down their throats. 97% of animals are killed during animal testing. That is about 100 million animals in the United States of America alone. A lot of people think that animal testing is just putting on lip-gloss on a dog or putting on some blush on a rabbit. Sadly, it's much more cruel than that.

Animals are forced to inhale toxic gasses, they are injected or fed with harmful substances. These animals are purposely harmed and most of them are killed at the end of the experiment. Another reason as to why animal testing is so bad, is that it is very time-consuming and it is also very expensive. The US government, for example, wastes almost 20 billion dollars on animal testing each year.

You might think: "but isn't it dangerous if products aren't first tested on animals?" Animal testing, however, is quite inaccurate: 95 out of 100 drugs tested on animals, actually fail on humans. So, not only do the animals get harmed, but also humans.

So, what are the alternatives? Luckily, there are other methods being developed that don't involve animals being harmed. These alternatives should be used, because animal testing is just really cruel and it makes me sad that there are still so many animals getting killed because of this. These alternatives, as a bonus, are also way less expensive.

Many cosmetic brands test their products on animals. Luckily, more and more brands are starting to become cruelty-free, because people are starting to pay more attention to whether a brand is cruelty-free or not. Cruelty-free make-up is becoming more popular, because people are realizing that animal testing is cruel. It is also a topic that should be talked about more on social media, because the more people that know about it, the more people will buy cruelty-free make-up. Also, if a brand is receiving a lot of hate, because it is not cruelty-free, it might think about becoming cruelty-free.

I think every brand should become cruelty-free, because there are now alternatives to animal testing and it makes you feel better about buying that brand.

Overall, I hope there will be way less animal testing, because they don't deserve it and I hope more brands will become cruelty-free. I also hope this speech will make you buy more from cruelty-free brands and less from brands that test on animals.

This was my speech. Thank you for listening!

Let's Celebrate You!

Speech by Isabelle Hemmes, G3A

Let's celebrate you! Let's celebrate your birthday! Let's celebrate your achievements! Let's celebrate you winning your last hockey match or let's celebrate the amount of followers you have on Instagram. Let's celebrate you! The amount of hours you've spent on Netflix, the amount of TikToks you've watched or the amount of YouTube videos have absorbed. Let's celebrate you; the amount of energy you have wasted and the amount of things you've consumed.

You consumed and consumed but never stopped to ask yourself, "Why am I doing this? Why am not doing something for the greater good, or for others? Why am I not improving? Why do I take yet never give, consume but never create?"

But no worries, let's celebrate! You've just ordered your 100th piece of trendy clothing from a fast fashion website! Are you happy? You'll wear it an average of seven times until you discard it, and it ends up in a landfill, but – hey! – at least you look absolutely fabulous.

Let's celebrate! You've had a tough day please, relax, take your mind off of things. Eat some sweets, chocolate, puddings or cake. Consume and forget your worries, while the world may be going under; climate change is causing floods and famine across the globe, at least you have your cake and you can eat it too! Not all of it though, it's estimated that around one-third of all food globally is thrown away resulting 1,3 billion tons of food waste each year, yet in that same year 36 million people die of starvation. So you'll eat two-thirds of your cake and throw the rest away. But who cares? After all, if you're doing great, who cares about others? Why do anything unless it benefits you directly? Why waste the hours you could spend scrolling on something productive?

The 12th of April is overshoot day in The Netherlands, this day symbolizes when our demand for earth's resources overshoots the amount that the planet can produce that year. For us this means 102 of 365 days the earth can create as much as we consume, the remaining eight and a half months we live in a deficit causing water pollution, deforestation and depletion of earth's natural resources. We're taking more than the earth can give. If the whole planet lived like we do, like you do, we'd need almost 4 planets to make it work. We must change or we'll be forced to leave earth.

But, let's celebrate you! Let's celebrate your birthday! Let's celebrate your achievements! Let's celebrate you winning your last hockey match or let's celebrate the amount of followers you have on Instagram. Let's celebrate you! The amount of hours you've spent on Netflix, the amount of TikToks you've watched or the amount of YouTube videos have absorbed. Let's celebrate you, you, you, you.

OXFORD TRIP

Across the next pages, you will find an assortment of images and works, made by year 2 TTO students related to their recent trip to Oxford.

The assignments had cross curricular elements, as can be seen for example in their invented magic spell enactments, combining English and Drama!

It was a packed week of adventures. Enjoy the impressions.....



Oxford Student Testimonials

I can only look back on this trip with a big smile. I had such a lovely time. I enjoyed making all the Assignments and I loved Oxford.

I thought day 3 was the best day. The weather was great, and I had a stomach ache from how much I laughed. I hope everybody had as great a time as I did. The trip made me even more friends and it felt like one big family.

I loved it when I could see my other friends from other classes, but I also had a very good time with my friends from 2A and 2B.

England was amazing, and we were very lucky with the great weather.

- Valerie van Acker, 2A

Making the Oxford Report was (I am just going to be honest) way less fun than the trip itself. Luckily, this also had some positive sides. Such as I could relive some moments I absolutely adored. For example ,the Harry Potter studios or the part of the bus ride home where a few boys had bought themselves an air hockey set.

But when you ask me to decide what I liked best... well I can't answer that question. I thought it was such a fun experience and I can't wait for the moment I can go there on my own or with friends or family

- Shai Geva, 2Dt



Oxford Student Testimonials

I really enjoyed this trip. The daily bus trips were very fun and cosy. I loved sharing a room with my friends. The programme was full of different activities, which were very interesting and fun. I have learned a lot on this trip, I would absolutely like to go back to Oxford some day.

- Anna Bolkenstein, 2Dt

On 12/03/2023, all second years in RLW went on a school trip together to Oxford, England. There, we were tasked with making an assignment for each subject. This was a very fun and memorable experience and I'd like to thank the teachers for this opportunity.

This trip has given me so many memories and I've really enjoyed making all these assignments.

- Marina Tsaalbi, 2B

I had a lot of fun in Oxford. I learned a lot about Oxford and I got to see a lot of fun places. I also learned a bit more background information about Oxford with some of the assignments.

The place I found the coolest was Harry Potter Studio Tour! I had a lot of fun. Especially the fireworks were very cool!

- Florine Blonk, 2A



Oxford Student Testimonials

I had a really good time in England, and I feel so lucky we did this with our school. Some schools don't do this, and of course, last year there was Corona, so we are lucky we could do this amazing trip!

I saw and learned a lot of interesting things in and about England, and I had a good time with my friends and teachers. I want to thank Ms. Haasnoot and all the other teachers who went with us for giving us such a great Oxford trip!

- Robin Jacobs, 2B

Exactly three weeks ago we left for Oxford. We had to wake up pretty early, but surprisingly I wasn't super tired. I think that also might have been from the excitement.

In the bus I sat next to Rosalie and we had a great time together. Before I knew it, we had arrived at Duinkerke. We went on the ferry and luckily, I didn't get seasick. There were a few problems with the hotel, because we ended up not staying in Oxford, but in London. It ended up all fine, and I had a great time with the people in my hotel room.

On the first day we went to Reed's school and we went bowling. I really enjoyed both things. The next day we went to Hampton Court and to the Harry Potter Studio Tour. I have watched a few Harry Potter movies, so I recognized a lot of things. Everything looked so cool and I had a great time there.

On Thursday we went to Oxford which was definitely my favorite thing that we did. We got a lot of free time to walk around, so it was really fun.

Overall, I had so much fun during the Oxford trip, it couldn't have been better.

- Laurence Verweij, 2A



It all started with a *strong* storm ...



Oxford: its university buildings,
Natural History Museum and
Blackwell's amazing bookstore!





Hampton Court in London – the palace and the kitchens ...
and then off to the **Harry Potter Studios**.





The visit to our partner school **Reed's**, gave our students a unique experience of an English private school.



They had a tour of the school, delightful lessons, a tasty meal and did some sport.



Next up: **Elsa Luijer's** Oxford report, and then the last part of **Aya Denno's** report.

After looking at these, you can find a variety of individual assignments by various pupils picked out for their quality or humour!

Oxford report

By Elsa Luijer



This Oxford report is made by Elsa Luijer (153505) from 2C. And it is handed in on the 12th of April 2023.

It was finally time, we were going on our Oxford trip. It was amazing! We were having fun when we were at the activities, and also when we came back at the hotel! But it wasn't only a fun trip, but also a trip where we had to work and learn about different subjects. For each subject we had an assignment, and those assignments are :

- ❖ Art & Design (page 3)
- ❖ Biology (page 4)
- ❖ English TTO (page 5)
- ❖ Geography (page 6-9)
- ❖ History (page 10-11)
- ❖ Mathematics (page 12-13)
- ❖ Music & Theatre (page 14-15)
- ❖ Conclusion (page 16)



Art & Design

For Art & Design we had to make a cartoon inspired by Harry Potter and our Oxford trip. It was a lot of fun to make! I hope that you like it as much as I do ☺.



Biology

1. something alive



First I thought: 'How am I going to find something that is alive in this museum?'. But then Jia said: 'You and I are alive!' and she was right! (I hope:))



But when we walked a bit further into the museum, we found alive cockroaches! Luckily they weren't just walking around.



This is Galileo. He was the most famous for his use of the telescope for observing the night sky and he was also very famous for his theory that the sun was the centre of the universe and not the earth.

2. A famous scientist

3. Something that's not real



It depends what you mean with not real. If it hasn't or doesn't exist, then this animal is what I found.



But if you mean that it isn't real in the sentence of a replica or a cast then I found this.

It wasn't very hard to find a British insect, because there was a whole section just for them. From this section I chose the Bumblebee Hoverfly.



4. A British insect

5. Something that's older than 100 million years old



Finding something that is older than 100 million years old was easier than I thought. But first I was looking for an animal, and then we walked pass a model of the sun.



I would really like to be a monkey for a day. You can climb in every tree without it being hard. Flying from tree to tree, how fun is that!

8. A snake with ears



It is maybe hard to see, but this snake has ears. This is because the Irish carvers that made this carving, didn't have any snakes in Ireland, so they didn't know how the looked.

6. Something you'd like to be for a day

7. A flea with a backpack



I couldn't find a flea with a backpack at first, but then I went to the section of the fleas and I saw this. I searched it up aswell and got a similar photo.

For English TTO we had to make a vlog. It was so much fun! Everywhere we went, there was always someone filming themselves for their vlog. But I can't put in the video in this document ofcourse, so here are som pictures of it! You can find the vlog in the 'bijlagen' of this Simulise assignment and if that doesn't work I will send it to Ms van Otterloo. Enjoy!



Geography

In this assignment we had to make photos during the Oxford trip. But not just random photos, no, we had to make photos of different *dimensions*. Dimensions are actually approaches for researching a place geographically and there are 5 different types of approaches. These dimensions are : Physical dimension, Economic dimension, Socio-cultural dimension, Demographic dimension and Political dimension. And for each dimension you had to make two photos, here are mine!

Physical dimension

The Physical dimension is about the natural subject such as the climate, soil, rivers and rocks. When we were in the UK, I noticed that the physical view of the country was very different in comparison with the Netherlands. But there were also a lot of similarities and these two pictures will show you exactly that.



These cliffs are the White cliffs of Dover. I chose this photo, because these cliffs are a good example of the difference in physical dimension if you compare the Netherlands with the United Kingdom. In the Netherlands you would never find this type of relief, so the difference is very noticeable. The White cliffs were formed a few million years ago when algae died and sank to the bottom, combined with the remains of other creatures. And eventually the seabed became exposed and now we call it the White cliffs of Dover.

Another thing that I really noticed in the UK, was that there were a lot of meadows. In the Netherlands you have them as well, but then again, it is much flatter and it is a different type of green than in the UK. In the Netherlands the colour of the meadow looks more fake, because it is much brighter. In the meadows you see right here, there are hills. For me, that makes the landscape in the UK a bit more interesting than the landscape in the Netherlands.

What is also very noticeable is the weather in this picture, it is very rainy.

And unlike the differences that I talked about, this is a similarity. I think that we can all agree that it rains a lot in the Netherlands as well :).



Economic dimension

The dimension about economics are of course about earning money and employment. And even though this dimension is not really noticeable with the naked eye, it didn't take long to make these photos. Compared to the Netherlands, there are a lot of differences in the economy, for example that they use the pound here instead of the euro, but I will come back to that later. Here are the photos that I chose for this dimension.



I chose this photo, because I think that this photo is an excellent example for an economic dimension here in the UK. As you probably know, the UK is separated from Europe physically, you have to travel by boat to come there. And there aren't a lot of other ways, so a lot of people go with the ferry (boat). Those people who want to travel to the UK, also have to pay in order for them to go with the boat. And I think that a lot of money is earned because of this 'business'.

In almost every country there is tourism. And in the UK there is a lot of it. The UK is a very interesting country if you look at the history. There were a lot of kings and queens who were, and still are, very famous and who came from the UK. As you can see here, this is a photo of the Hampton Court. This is where the famous king Henry VIII had a lot of his parties. And because he is famous, there are a lot of people who are willing to pay to see where he lived and had his parties. So there are many places in the UK where one of those famous people lived, and that results into a lot of money for the museums that are made in honour of the person who lived there.



Socio-cultural dimension and Demographic dimension

For the socio-cultural dimension and demographic dimension you can make lots of photos. This is because these two dimensions are about the characteristics of the inhabitants, the language, the religion and the living conditions. All of those aspects are different in the UK compared with the Netherlands, but, then again, there are also some similarities. Here are the photos that I chose.

As you can see here, this is a tag for a dessert at Hampton Court. If you look at it, you can see that the amount of calories is written on the tag as well. This tag is not the only one. In the UK all the restaurants have to mention the amount of calories of every dish on the menu. This is because there are a lot of people in the UK that are overweight. By showing the amount of calories of every dish, the government is hoping that people don't eat as much as they did before. I chose this photo, because it really stuck out to me when we were in the UK and I thought it was an original photo to talk about.



When we were at Hampton Court there was an Indian wedding. Everyone was dressed in a stunning way, I loved it! But it isn't a coincidence that there was an Indian wedding and that there were a lot of Indian people. This is because there are a lot of Indian people that live in the UK.

In the UK there are a lot of Indian people, because between the 1950s and the 1960s, the migration of Indian people to the UK started to increase a lot. After that, those people didn't leave of course and now the new generations still live in the UK. This was an original photo and I was interested why there are so many people in the UK, that is why I chose this photo.

Political dimension

When we talk about the political dimension, we mean : who is in charge here? And what do you see of that?. And the UK is a perfect country to talk about when you talk about politics. For example they have recently finished the Brexit and are no longer part of European Union. This is why it wasn't very hard to make photos of this dimension, here are the ones I chose!

Here you can see the currency of the UK: the pound. I think that a lot of students chose this photo, but they showed it in the economic dimension. That is correct, but there is also a political aspect to this little piece of paper. When the UK was still a part of the EU, it still had his own currency and not the euro. Due to inflation, the value of the pound has decreased tremendously, and they can't ask the EU for help anymore. An easier way to understand why we (the European) can't help the UK in these hard times is this example : you can't help a friend just after you had a fight, you need time to cool of. I chose this photo, because it looked at the pound from a different angle and not just from the fact that it is money.



this topic in a different way.

As you probably may know, the people in the UK drive on the left side of the road. And just like the pound, this fact can also be mistaken in only one dimension. It can also be found in the political dimension. One of the reasons why the UK drives on the left side is that in the olden days, they thought it would be more practical to walk on the left side for safety. Because most people are and were right-handed, it would be easier to grab your weapon to defend yourself, because it was in your right hand. Another reason for this strange law is that traffic congestion in 18th century London led to a law being passed to make all traffic on London Bridge keep to the left in order to reduce collisions. And just like the photo above, I chose it because it looked at

History

Eaves drop pers

HUGE PARTY
AT HAMPTON COURT
(BRING GIFTS)
PG. 61

HENRY'S Lottery
GRAND PRIZE OF
500000£



Prepared for
Anne BALLER



ANNA BOLEYN ANGE REINA FULL ARTICLE PG. 32

**A
PLAYER
OR A
SLUT?**

Execution of a witch!
PG. 25

CATHERINE'S BEAUTY SECRETS
FULL ARTICLE PG. 43

MEET THE CHEFS AT
MEAT and greet
Tudors kitchens at Hampton court 16:30

Henry the Eighth



FULL ARTICLE PG. 14

CATHERINE COWARD!

'I die a Queen, but rather would die a wife of Culpeper!'

GAY HENRY?
A little gay is okay... except for when it is Henry the eighth!

FULL ARTICLE PG. 69

FULL ARTICLE PG. 23

A talk with the blacksmith
FULL ARTICLE PG. 23



Henry the Eighth



Catherine Coward

Catherine Howard, the fifth wife of Henry VIII was executed on the 13th of february 1542! WHAT A SHOCKER (NOT!!!)! She was charged with adultery, but as the coward she was, she cried back to her daddy, (oops husband) to plead for her innocence. Allas, her cries fell on deaf ears. Our 'cowardess' was seized strongly by her daddy's daunting guards, who dragged our Scream Queen to her Chamber of Secrets.

Rumour has it she loathed her culinary experience, because it was prepared in one single pot by dirty little rascals, even though she wasn't the one consuming it. Another whisper claimed she wanted two kitchens to prevent the aroma of boiled peacock mixing with the delicate balance of her flavourful veal. Catherine's kitchen disasters were not her only vice.

She probably thought that her marriage with Henry VIII was "the will of God" but, that didn't stop her from being with her other sugar daddy... Tomas Culpeper (her cousin once removed!). Or at least that is what the party eavesdroppers heard when they were listening in when Catherine was talking about her affair during one of Henry's spectacular parties.

Even though she was going to be executed, she SLAYED with a final quote: 'I die a queen, but rather would die a wife of Culpeper!'. DAMNNNN! Definitely dominating royal British history.

Don't worry, Catherine Howard might have been executed, but we still have one rubric of her Juicy Beauty Secrets on page 43, so enjoy! (Made with Jia.)



Mathematics

We want to find out the *total number of pages* of *all the books in the store*.

Step 1 : What is your first guess? My first guess is that there are 57 000 000 pages in the entire bookstore.

Step 2 : Describe your group's strategy for picking 15 random books. There are four floors in the whole bookstore, so from the first three floors we choose 3 books and from the basement floor (the biggest floor) we choose 6 books. There has to be a variety in the amount of pages of the books, so per floor we are going to choose one thick book, one medium book and one thin book.

Step 3 : List your books in the following table and calculate the average number of pages.

<i>Book title</i>	<i>Number of pages</i>
The earth transformed	695
Generation A	357
Soho	78
The World	
Agent Sonya	
How to go alcohol free	
Oh what a paradise it seems	
The pillars of earth	
Rose blood	
Raising forest	
Nabare writing for every day of the year	
London shop front	
Nothing	
Poems from the end of extinction	
The nature of middle earth	

Step 4 : Now, think of a strategy to estimate the number of pages in the entire bookstore. What other information do you need?

Our strategy to estimate the amount of pages in the bookstore works like this. We have to know how many books there are in the entire store. To do this we counted the amount of bookcases on the first floor. We also counted the amount of shelves on one bookcase and the amount of books that a shelf contains. We multiplied the amount of books on a shelf by the amount of shelves in a bookcase. Now we know how many books there are in one bookcase. Then we multiply the number of books in one bookcase by the number of bookcases on one floor. One of our last steps is to multiply the amount of books on one floor by six, because there are four floors, but one floor (the basement) is so big that it counts as 3 floors. And then you multiply that amount of books by the average number of pages of the fifteen books that we chose.

But there are also tables in the bookstore and each table contains about 60 books. And there are about 30 tables in the bookstore. So we multiply the number of books on one table by the amount of tables in the whole bookstore. And at last you multiply that amount of books by the average number of pages from the fifteen books that we chose.

Step 5 : Write your calculations and final estimate below.
Make sure that your teacher understands what the numbers refer to.

There are 81 bookcases on the first floor. In one bookcase there are seven shelves and on one shelf there are about 25 books. So now we have to multiply the seven shelves by the 25 books which is 175 books. So then we multiply the 175 books by the 81 bookcases on the first floor which is 14 175. And now we multiply the amount of books on the first floor by six (the amount of floors) which results in 85 050 books. And the last step in this multiplication is to multiply the amount of books in the whole store by the average of the fifteen books that we chose : $85\,050 \times 412 = 35\,040\,600$ pages.

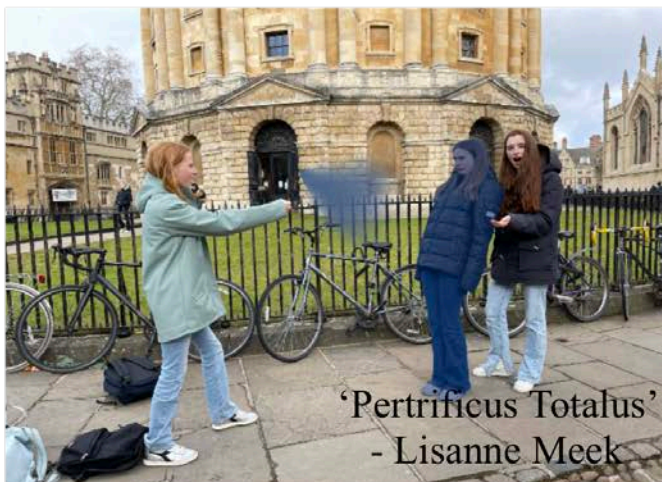
We also have the tables. There are 60 books on one table and there are 30 tables in the whole bookstore. So $60 \times 30 = 1800$ books. And one of our last steps is to multiply that number by 412 (the average of our fifteen books) which is 741 600.

And now finally, our last step : we add 741 600 and 35 040 600 which is 35 782 200.
So we estimate that there are 35 782 200 pages in the whole bookstore!

I made this assignment together with Jia Minnaar and Isabelle Wielenga and we are all from 2C.



The wizard's world in Oxford



Doris the Duoris



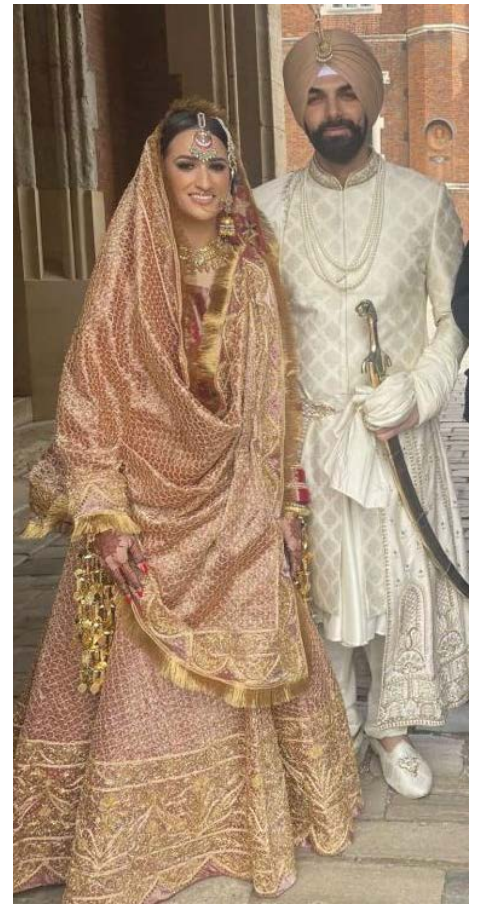
This is Doris the Duoris. You can find the Duoris in the water. Their power is that they can hypnotise you! But not in a normal way, no, they hypnotise you with very high sound waves that become vibrations in the water. The sound waves are so high that you can't hear them with the human ear. When the Duoris is hypnotising you, their one eye turns into a dark red, but as I mentioned, you can't hear anything, that is why they are so deadly! When you are hypnotised, the Duoris takes its chance and grabs you with his two tentacles (which he or she also swims with), and eats you with its deadly sharp teeth! The tentacles flop horizontally in the water which makes every type of movement possible.

So long story short, you would really not like to meet this creature when you are swimming ☺!

The video of the Lumos spell and the spell that we made up are sent to Ms van Leeuwen and, if it is possible, in the Oxford report when you look at bestanden.

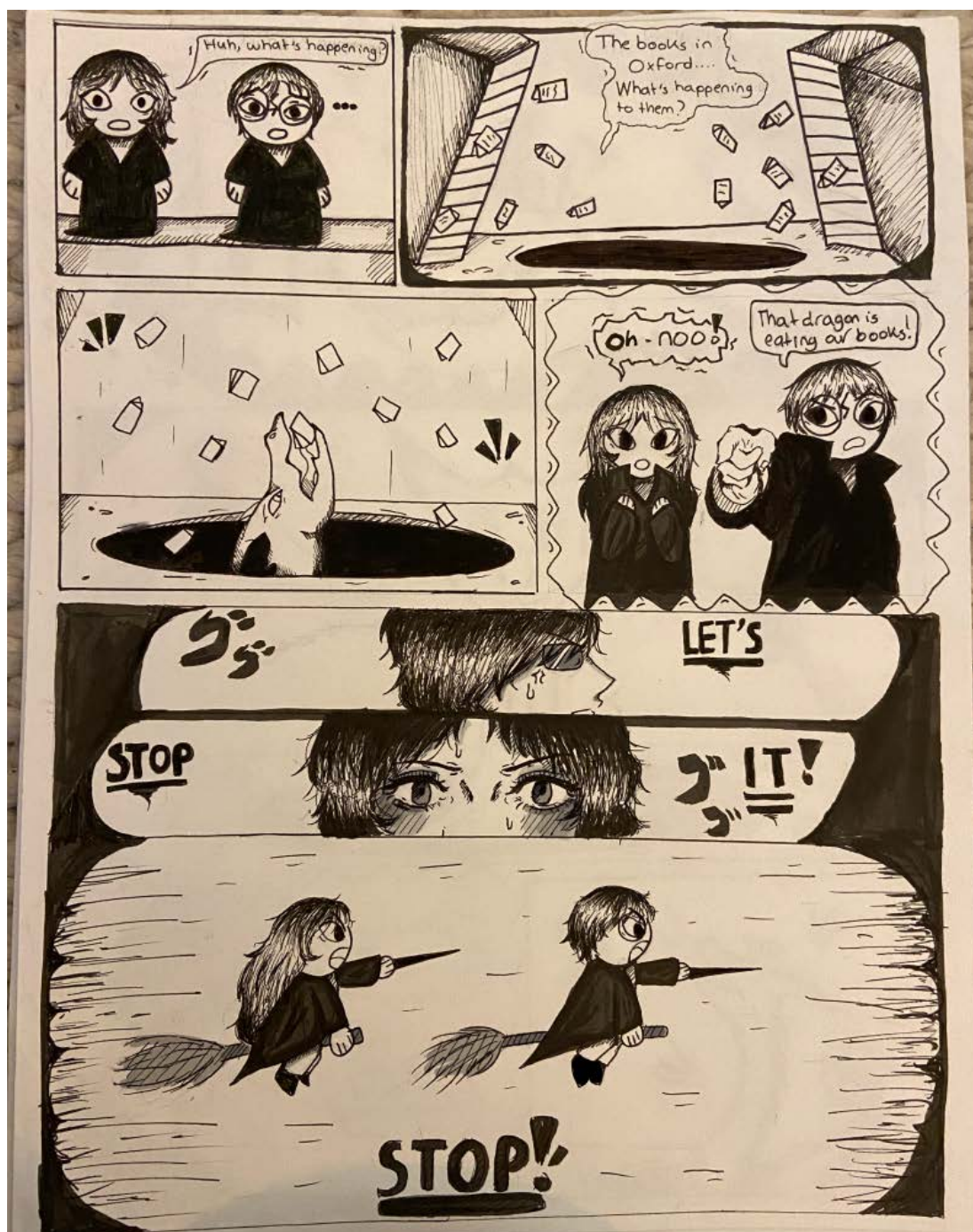
Conclusion

This is the best trip that I have ever been on in my whole life! It was so much fun. I learned the most when we were at Hampton court. It wasn't my favourite, but learning things was actually the most important part of the whole trip. We learned about Henry VIII and his six wives. But we also learned about the eavesdroppers and the tapestries of Abraham. The things that were my favourite on this trip was that when we went to the Harry Potter experience and the Reed's school, I loved those. I loved Reed's, because we could interact with the children who live here and learn more about it. And don't even get me started on the Harry Potter Studio. It felt like I was in heaven. I recognised everything from the movies and I smiled from the beginning to the end of the tour. Long story short, this is a trip that I will never forget!



The next pages are taken from the last part of Aya Denno's Oxford report. They show her **Art & Design** and then her **Music & Theatre** assignments, which are excellent.

Savus the bookus!



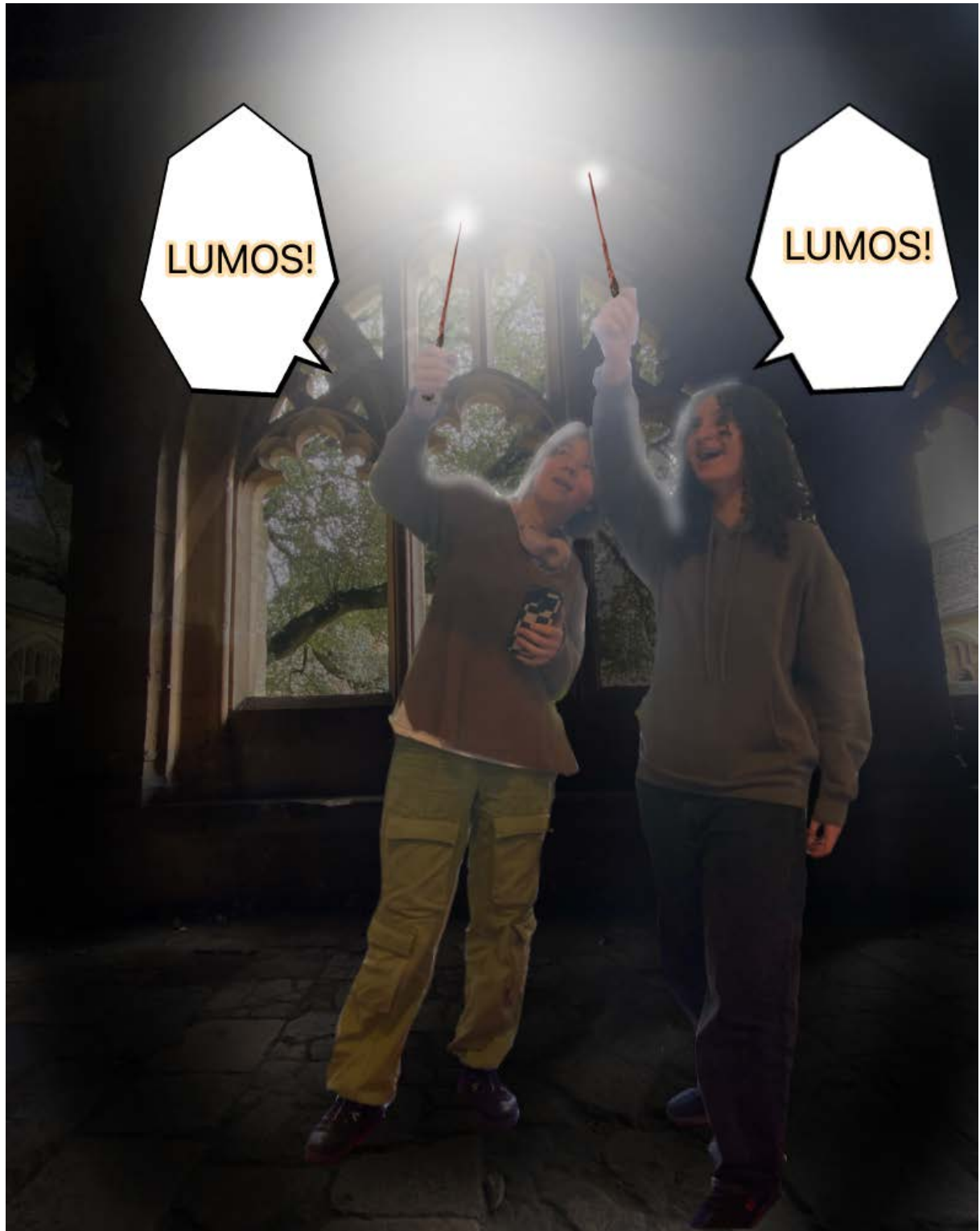


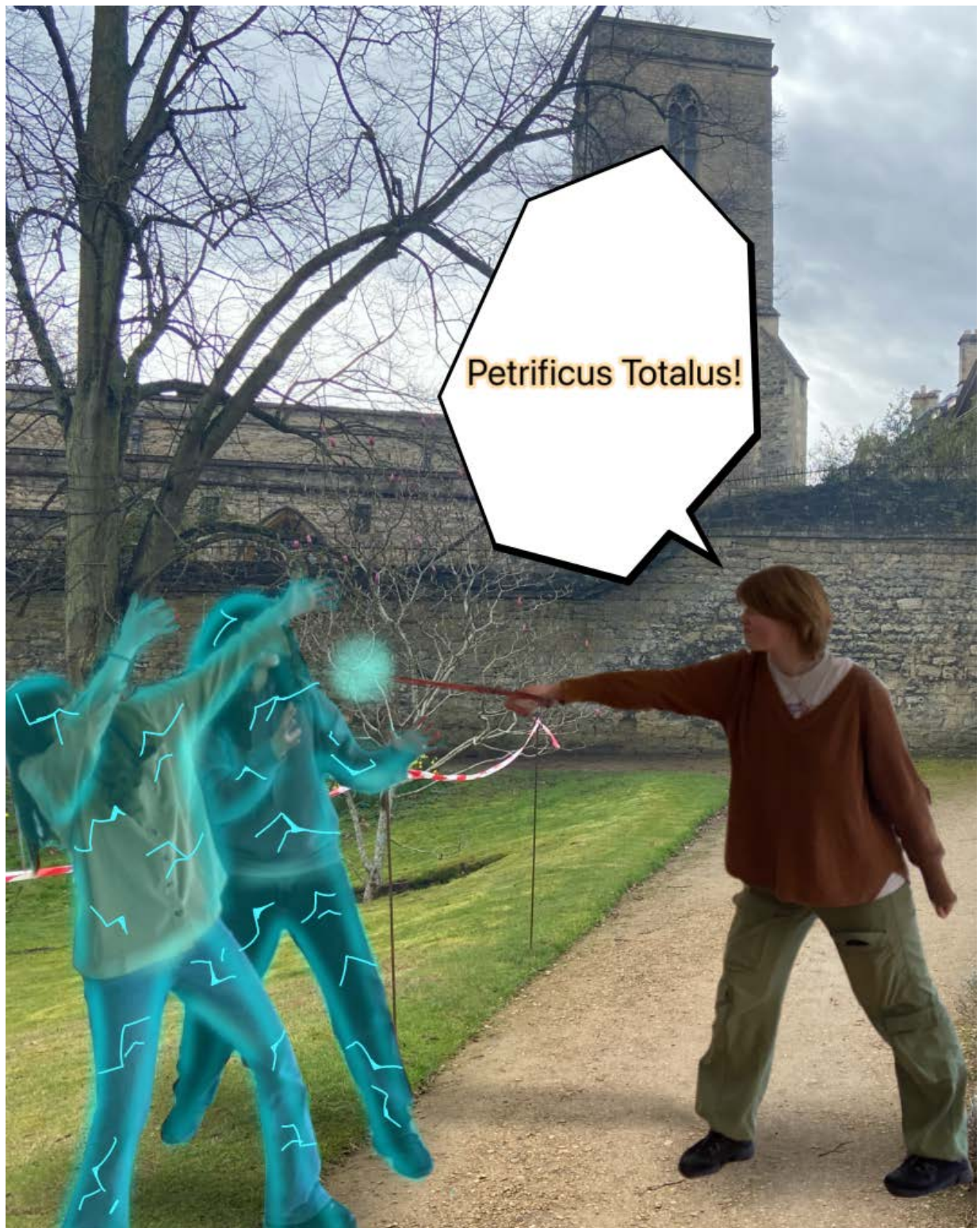


The End.

Music & Theatre assignment







Petrificus Totalus!



The Yawm Al Qiyama.

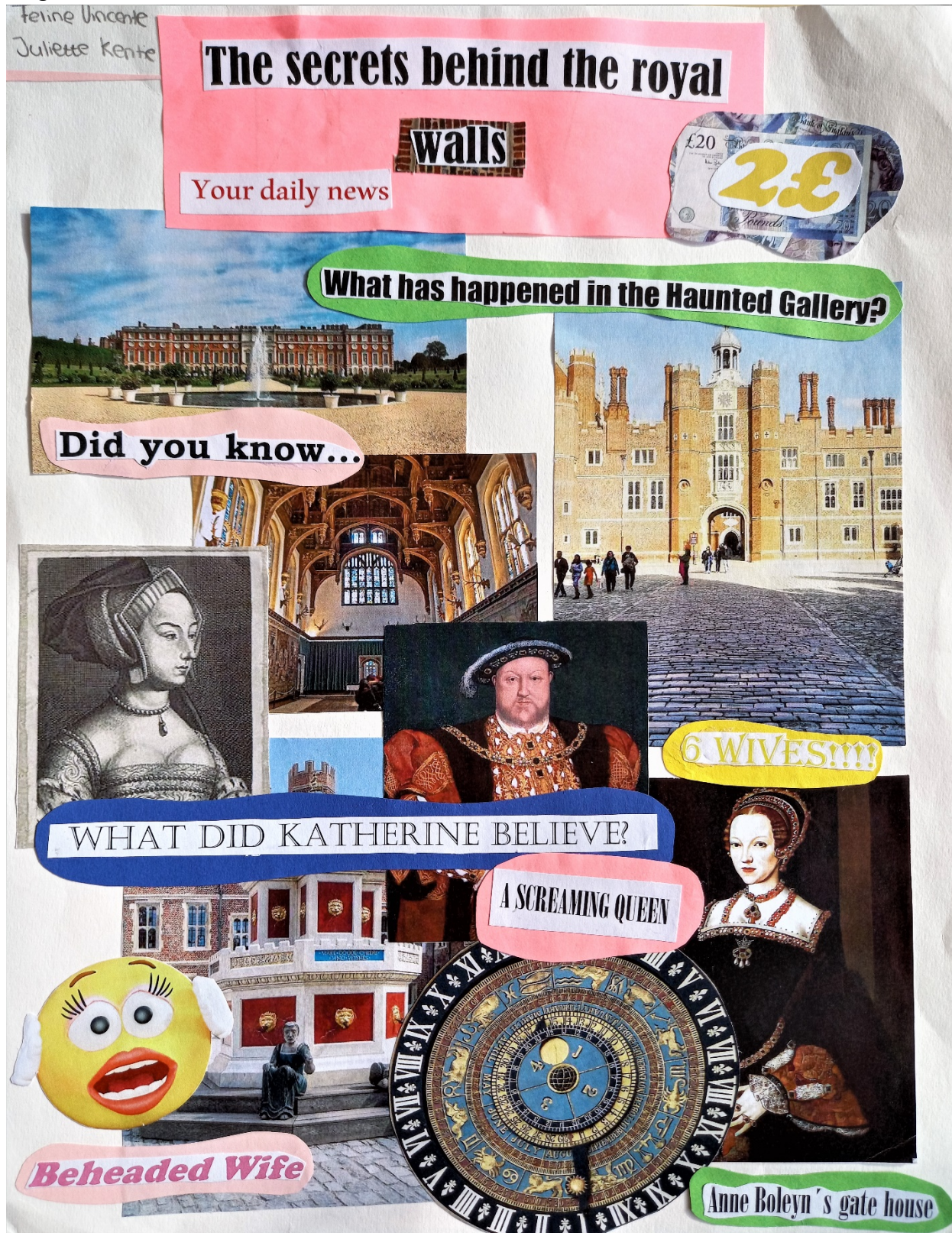
The Yawm Al Qiyama is a combination of an eagle, a deer, and a horse. This Majestic creature can fly up high very high and cast spells with its antlers. It can cast curses, or good-luck spells. It scares anything in its way just by looking at it. But it's a very gentle and kind creature. This creature can shape shift and even imitate other sounds.



**The End of
Aya's journey.**

The visit to Hampton Court, a favourite residence of Henry VIII, gave pupils inspiration for their Oxford Trip History assignment.

Our pupils certainly know how to recreate the writing style of a tabloid newspaper or gossip magazine!



Juliette Kentie and Feline Vincente. 2Dt.



CHILD LABOUR IN TUDOR KITCHENS???

After yesterday's news from our worker it appears that there may have been child labour in Henry VIII his kitchen also called the 'Tudor Kitchen'. After we heard that news we went to investigate the kitchen. And believe it or not many children came out of the kitchen in work clothes. In the Tudor Kitchen they had to feed a lot of people, which means that they needed to make a lot of food. Kids also worked in these stupid kitchen for Henry VIII. A big amount of raw food was needed and kids worked in this dangerous workplace with a big fire. In the boiling house it was so hot that you would almost choke, this was because all the food was made in one pot. The children worked in a dangerous environment, where they had to cut herbs, meat and other food with big and sharp objects. In the big fire there where blazing flames, they went in all directions, but this did not matter to stupid Henry VIII, the children still had to roast food in the big hot fire. But as if that was not enough, greedy Henry VIII did not want to eat the same food as the normal people, that was not good enough, according to Henry VIII. The hard working children had to repeat their dangerous ritual again, but then with special food and more extensive only for Henry.

Lisanne Meek and Arlette van Paassen. 2C.

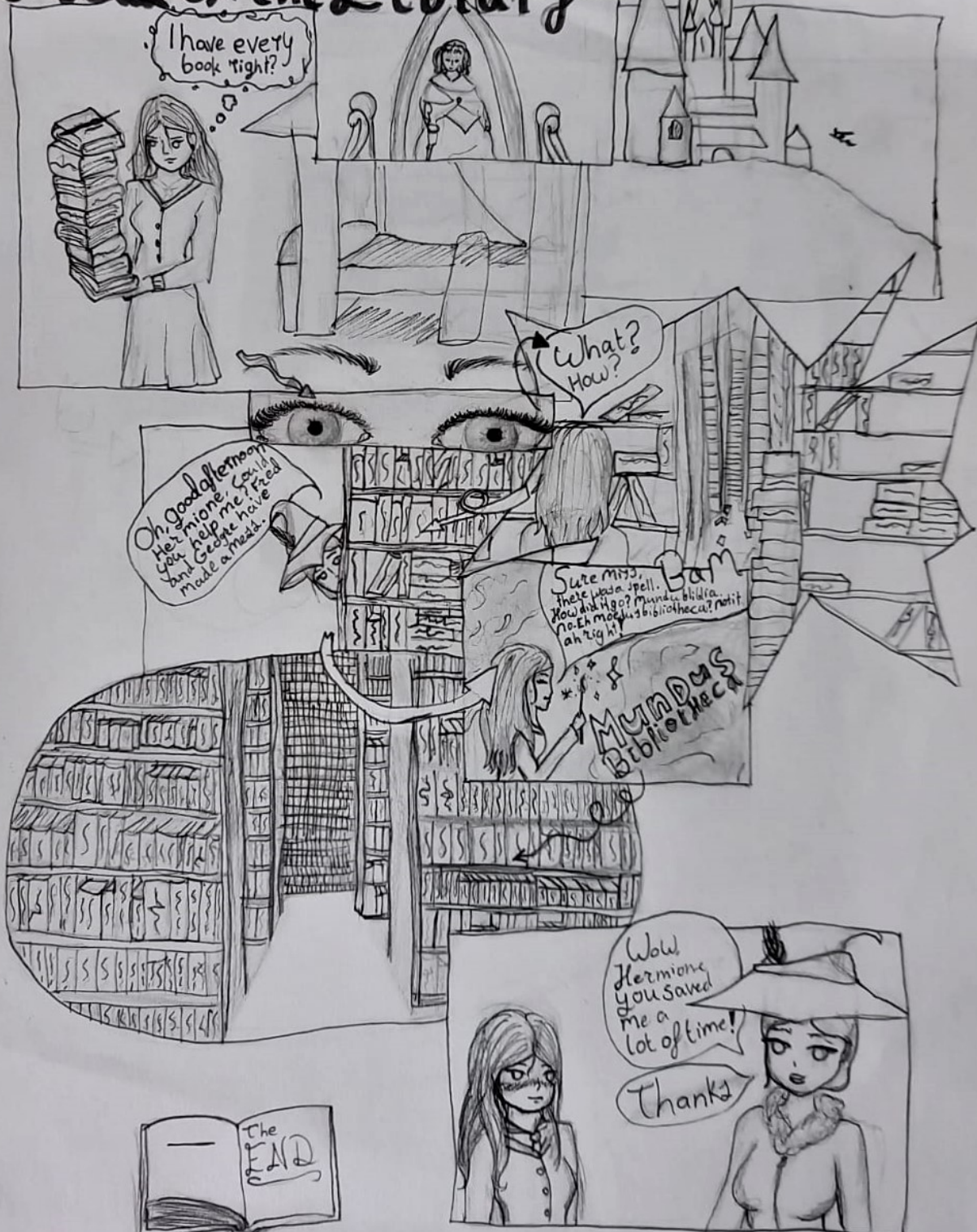


Valerie Bijnen and
Eliane van Vollenhoven. 2C.

For Art, pupils invented a Harry Potter themed cartoon. Their story could be loosely based on the Oxford Trip, although some pupils incorporated Harry Potter and some new magic into other, wider issues such as Dutch politics (see Elsa Luijer's cartoon in her report above), Harry Potter saving Ukraine and climate-change world politics as can be seen in Jia Minnaar's cartoon below.



Mezz in the Library



Roos
2C

CHINESE CULTURAL CENTRE – EXHIBITION

Earlier this year, G3A and 2A pupils participated in an exhibition at the Chinese Cultural Centre in The Hague. The organisers of the exhibition praised the level of work our pupils produced and especially of note was how each pupil gave an explanation of the ideas behind their work. These were placed next to their artwork.



The theme was very Dutch! *Huisje, Boompje Beestje* and the pupils expressed this in very individual ways and in a wide variety of media. For example Merlijn Faas made a film and Lauren Erckens made an image using printmaking.

The Chinese ambassador to the Netherlands was present and spent quite a while chatting to our pupils and Mrs Tate, the Chinese teacher.

Here is an overview of their works.



MUN NEWS

At the end of January our school participated in **THIMUN**. I was an Admin in the MINIMUM which was at school in October. This time though, I was a Head Admin.

The *bovenbouw* students were either chairs or delegates. The delegates would participate in the debates and resolutions and the chair would supervise it and make sure it stayed professional. The third-year students were Admins, so they had to pass and screen notes, stay by the doors, count the votes, and help with the all-round organization of the committee they were in. You also had Head Admins like Lizzy de Klein and I who oversaw our classmates, and we made the schedules for the different roles of the Admins and made sure they were doing their job. Luckily, my class was very kind and understanding.

THIMUN was a fun experience, and I learnt a lot. Although it did take some work to keep everything organized, it was worth it! I especially enjoyed the last day, because of the closing ceremony which was a lot of fun and everyone was just laughing and cheering. I also really enjoyed hearing all the discussions between the delegates and the frustrated chair asking them to stay on topic. I was also very lucky because everyone in my class made it very easy to keep things organized and the delegates and chair were also extremely understanding and sweet! I'd definitely want to do it again!

Kyla de Boer A3A



I thought MUN was a really great experience. I got to see how the United Nations work and if that could be something for me. I experienced their way of debating, like only speaking in third person. Saying the delegate agrees, not I agree. I thought that was really interesting.

My class served as Admins for SPC2, and I was the Head Admin along with Kyla. Despite some initial trial and error, by the end of the conference, we had become pros. We knew that in the mornings, we needed to act swiftly to ensure that the delegates were seated correctly, otherwise we might not be able to locate them if they needed to receive a note.

So all in all, I thought MUN was really fun, we got to enter the world of the UN for the week and got to listen to real world problems being discussed and debated. We witnessed the joy of the delegates when their resolution was passed as well as their frustration when they were not called up to speak. We gained the experience of being an Admin and how to do it well.

Lizzy de Klein A3A

1 TTO – BIOLOGY

These photos show **B1B** having a fun, practical lesson on 'the senses'.

In groups of two, they worked together on each 'sense'. They rotated around the five tables on which there was a 'sense' practical. They read instructions, did the practical and then wrote down their findings. Later they needed to think up a research question based on what they had experienced.

Guess the **senses** from these photos!



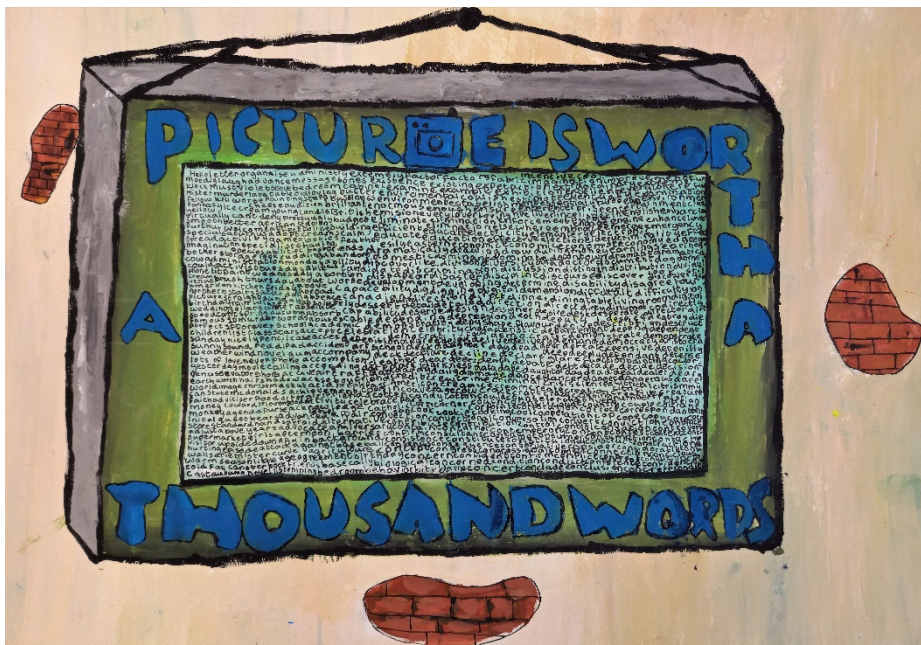
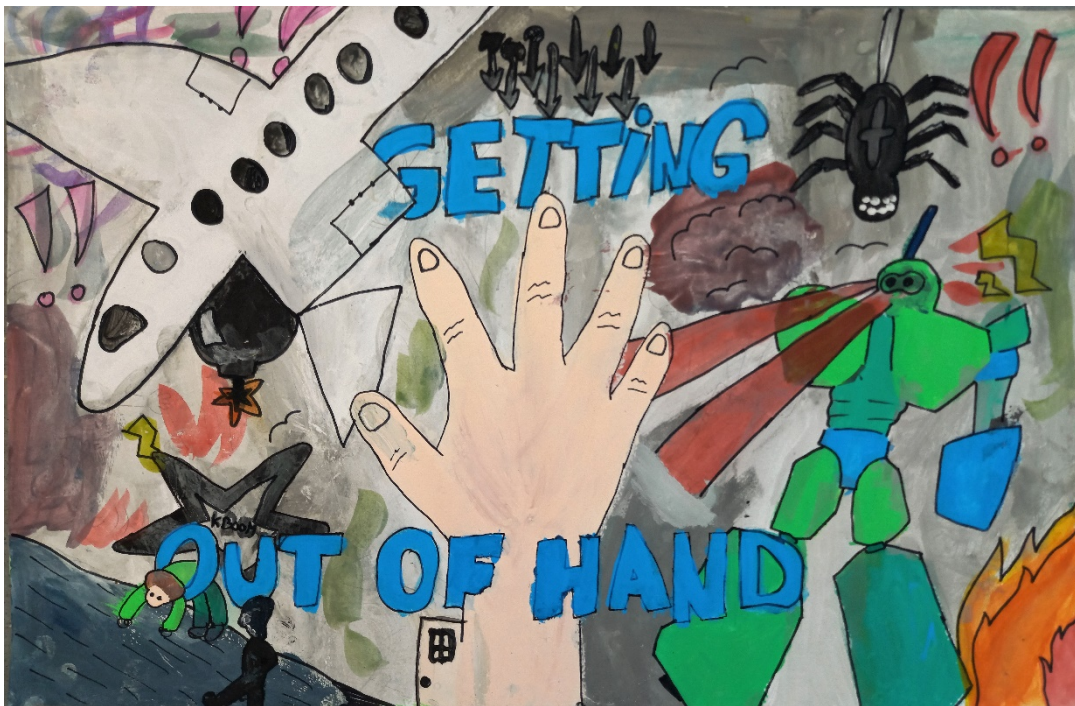


1 TTO – ART



Idioms. Pupils had to pick an idiom and in a creative way incorporate the idiom into the illustration. In this way they got an understanding for the creative use of language to express something, learning some weird and wonderful expressions along the way! To Pull a Rabbit out of the Hat, It's Raining Cats and Dogs, and so on and so forth!

Above: Tina Wang. 1C. Below: Sabrina Mohammed. 1C

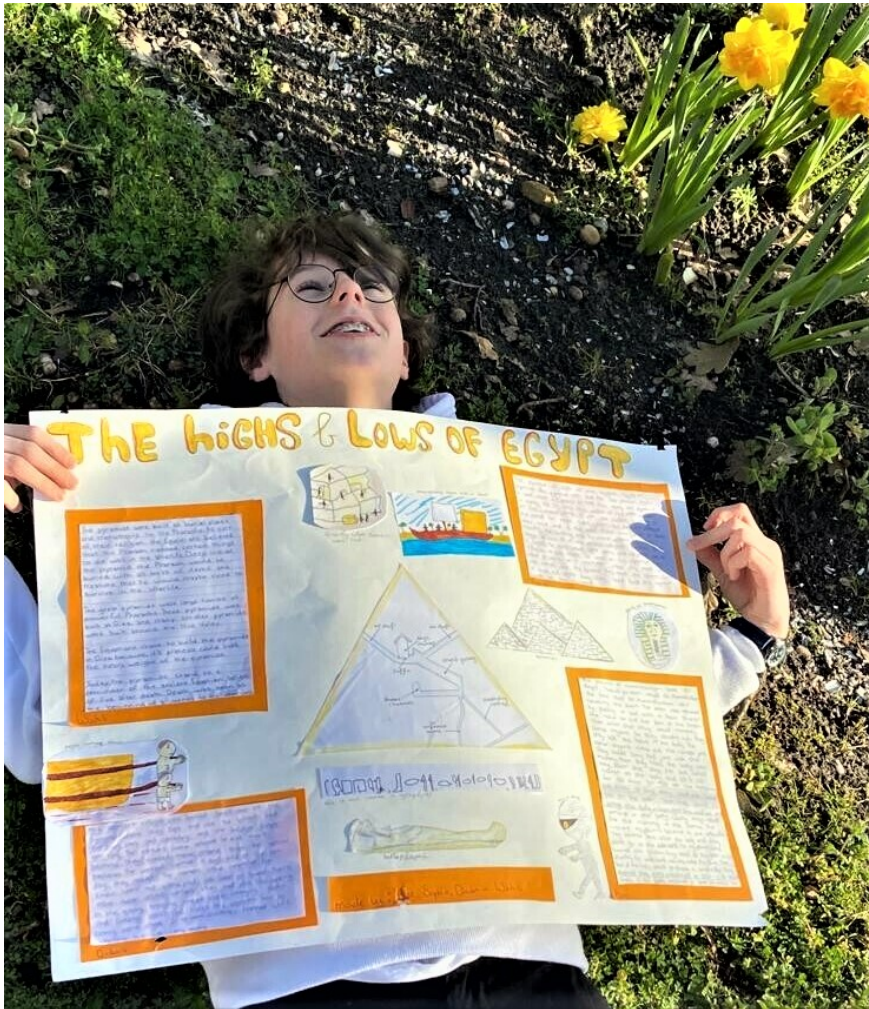


Kikki de Jong.
1D.

1 TTO - HISTORY

Year 1 TTO pupils made posters in groups. In images and text they expressed key aspects of Ancient Egypt such as their rituals and the afterlife.

Each group gave their poster a unique (and funny) title and then, using their imagination, took photographs of their poster in weird and wonderful ways!

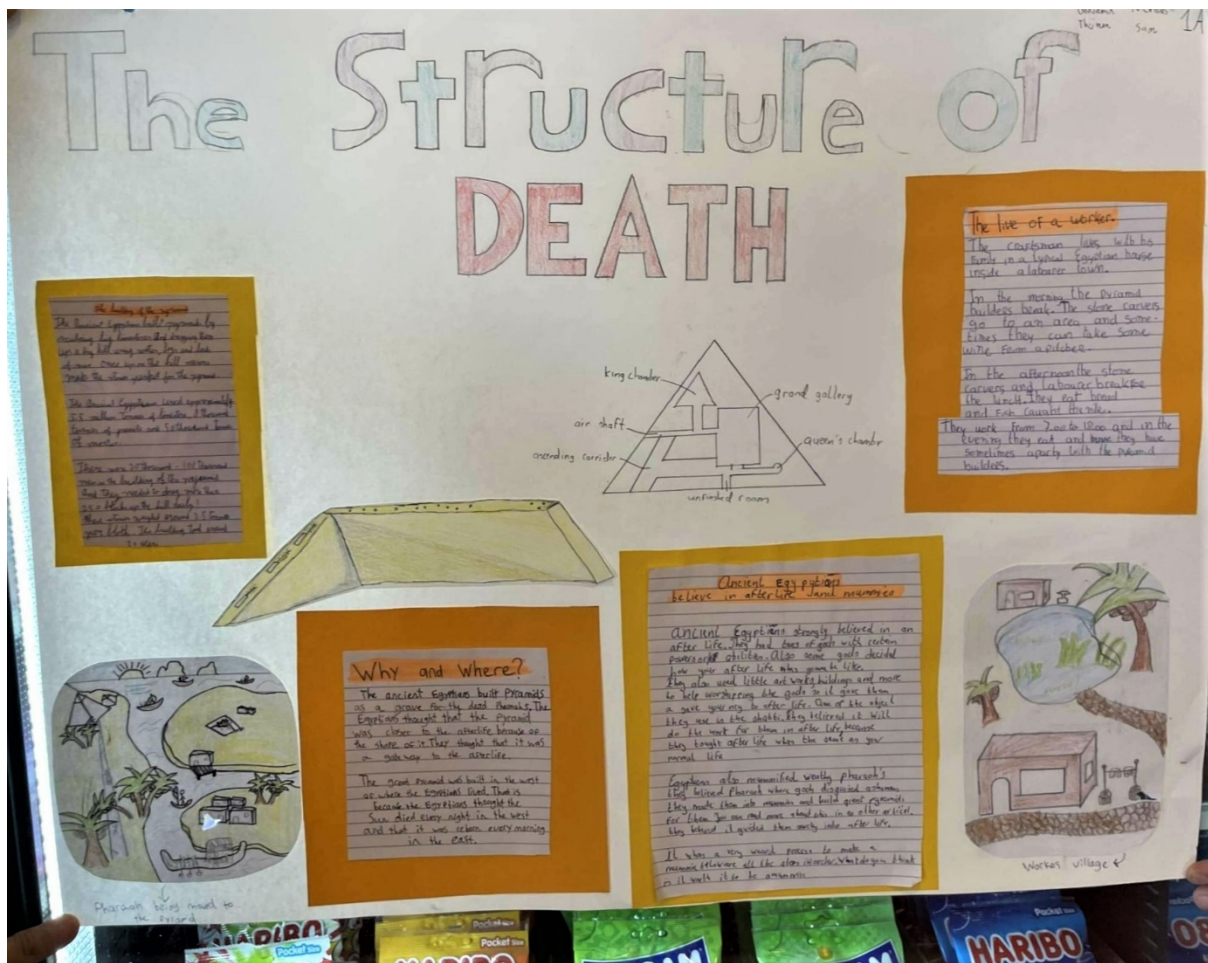


The Highs and Lows of Egypt is the title of this poster, photographed in a relaxed, lying-down pose!

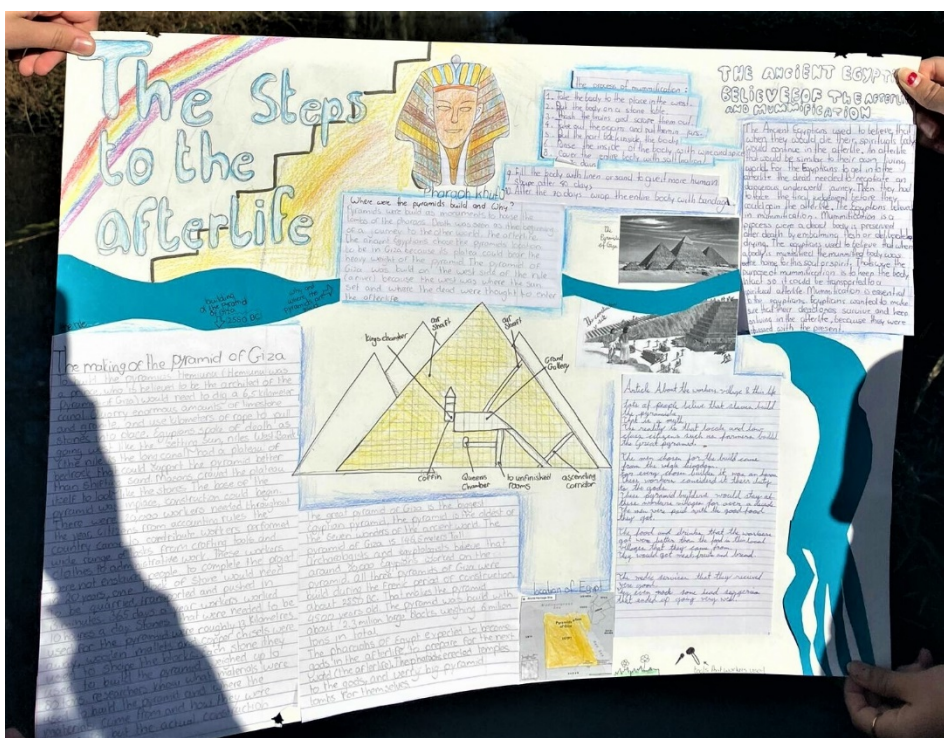
The group:
Sophia Boot, Bree Levi,
Wahib Amoukal and
Diederik Griffioen.
1A.



This group made themselves into a pyramid structure to show us their poster. Ha-ha!
Mijke Ninaber, Lizzie Bernoski, Kyan Groeneveld and Koen Damhuis. 1A



This group decided their **Structure of Death** poster should be photographed against the back drop of the Snacks Machine in the Atrium!
Benjamin Mounier, Nicolas Stretton, Thijmen Ruizendaal and Sam van der Mark. 1A.



This poster had a clever title:
The Steps to the Afterlife.
Nicely designed poster!
Saar Smeets, Sophie Brons and Emilie Weustink.
1A

1 TTO – ENGLISH TTO

In English TTO pupils have been working on ‘personal narratives’.

Here is an excellent story of which Miss Haasnoot said *I loved reading your story, Frederieke and I agree with your message!*

Magical Mission in Expiandra By Frederieke Ettema

Introduction

In the year 2489 fairies and wizards lived in the mountains of Expiandra. It is a magical world with unicorns and other magical creatures. There is a school in Expiandra. I am in a friend group of 6 fairies. I will introduce them: Lizzie, she is the loudest of the group and she really likes to sing. Her magical animal is a wolf. Hannah, her favourite animal is a dog, so that is her magical animal. Hannah is the technology girl of our group, so she is really smart. Mijke really likes musicals and is good at solving problems. Her magical animal is a white rabbit. Amber is funny and a little bit crazy. She is also very confident. Her magical animal is a cat. And Sophia her magical animal is a tiger. She is the tallest and the eldest of the group. And of course myself, me, Frederieke. I'm kind, loyal and a fashionable princess! My magical animal is a butterfly, Belle.

But let's start now with the story. So, about the school... My school is the most awful place I've ever been to. The teachers are mean and aggressive, they scream and shout. And the worst part is that they give a lot of homework and tests! The level is also very high. And if you are not done with your test but the timer has gone off, they snatch away your test and scream that the time is over. But yeah, I need to go to this school...

It was February the 26th and it was an awful day as usual. I saw my friends and we went to class. We went to Transfiguration class with Miss Cruel. She is very strict and not nice to students (she actually hates children). It was really boring, but everyone was quiet because we are all afraid of her. But after a long time the lesson was over.

We had a break, so I went to the bathroom. I walked in and noticed something weird... I saw a few monsters coming out of the toilet! But they wore normal clothes. They looked like normal students but transformed into monsters. I ran back to the atrium to see if my friends were still there. Oh no! They already went to class. I ran through the halls and marched into the classroom. Mr Trumbler was really mad and said I needed to stay at school for an hour!

After that I went home. I texted my friends and talked to Belle my butterfly to ask if she knew what kind of monsters they are, but she didn't know. I did research and found an article about school monsters. It said: 'If students have a lot of stress, they can turn into monsters. I was shocked: is that really true?! But actually, I could imagine it, we work a lot, don't have enough sleep. But I need to inform my friends soon. We need to do something!

The next day at school I ran right away to my friends. Hannah said immediately that she also saw a monster in school. I told them about what I saw and told them about the article. We need to make a plan said Amber and we all agreed on that. But how are we going to do that? I have an idea. But I will tell you later on. See you tomorrow!

The next day

I walk into school and I already see Amber because she is always early. We searched the rest and we talked for a little while. `So the plan is as follows: We are going to fly to school at night and we will bring our animals, because they need to help us with the mission. We will meet each other at the back of the school. When we are at school Amber, Lizzie and I are going to search for tests and homework and all the things that gives us stress. We will burn it and put the rest of the paper in the shredder. While we do that Hannah and Mijke are going to hack all the devices. And Sophia will be looking around the school if she sees something or someone. I've borrowed tools and alarms from my parents, but they don't know that yet... So don't say a word. Everyone agreed on the plan and was ready for the mission. We did our yell and went home.

It is 23:30

I pack my bag and look for Belle, and take my flying unicorn (her name is Ines!). We fly to school. I see that the girls are already there. `Are we ready for our mission, to save the students?!' I asked Belle and Luna the white rabbit of Mijke if they could look if there are windows open so that we could sneak into school. Belle sent a map with the location. We ran to the side of the school, where Belle and Luna are, only Sophia stayed at the back of the school. We gave her tools and the alarms if someone would come.

So let's start with the mission. Amber, Lizzie and I jumped in the window. `Okay so where are we going to search first?' "I think it is best to go through every class, but we need to work fast because we are not with a lot of people." We burned the homework and all the tests with our wands. Hannah and Mijke went to the classroom where all the computers are and hacked them. Hannah and Mijke used their wands to turn the digital boards in the classrooms into chocolates. They are going to hand out the chocolates to the students later. We completed our task and made sure we didn't leave any tracks, and that no one noticed us. We had contact with Sophia and she made sure she saw no one. We gave each other a high five and we flew back home quietly. I sneaked into the house as quietly as possible. And I went to sleep because I was really tired.

So the next day at school the teachers were shocked when they saw the school. I said to my friends that we needed to change the monsters back into students. We looked for all the monsters and we saw them we waved our magic wands and said: "Monstrus antidotum!"

After about fifteen minutes we saw them changing back into humans. Immediately after we ran to find the teachers. We found them in the Teachers room and they were shocked. So

shocked that they couldn't move and looked like statues. The only way to transform them was our very secret trick that we only use in very special circumstances.

Each of us stood in front of a teacher and at the count of 3, 2, 1...we each held them, hugged them and at the same time said: "amate infante et vita!!!" (Translation: love children and life!). The magical moment happened right after that: the teachers hugged us back, thanked us for what we had done and were never the same after that. They never gave us hard tests, never snatched away our papers, always were very considerate to hear how we were, gave excellent explanations when we didn't understand our lessons and life at school was wonderful. Thanks to our magical animals, our friendship for each other, our teamwork, our wisdom and our willpower to change the negative vibes in school, we succeeded in our mission in helping everyone!

The End

The message I want to give is:

- Children are usually right and they are wiser than adults.
- Adults should listen to the children and adults are not always right.
- You can come further working as a team.
- Spreading love and respecting each other is the most important thing in life.



Also in English TTO pupils have been learning how to script-write. They did this in small groups. Harry Potter and Hogwarts School being the inspiration for their scripts.

Here is one good example:

Caught!

People in this scene: Severus Snape, Quirinus Quirrel, Hermione Granger, Ronald Weasley and Harry Potter.

In this scene, Harry, Ron and Hermione go to the Mirror Of Erised and stump upon Quirrel...

Harry: *sighs...*

Hermione enters

Hermione: Harry what are you doing here? We aren't allowed out of bed after hours.

Harry: I just wish that my parents were here. When I look in the mirror it just seems as if there right here behind me... but then when i turn around they are gone... 😞

Hermione: I get it.. It must be so hard to be an orphan.

Ron enters

Ron: GUYS!! I SAW QUIRREL COMING! WE HAVE TO GO NOW!!!

Harry: Calm down Ron. What happened?

Ron: Well, I saw- *faints*

Hermione: Ron! Are you okay?

Quirrel enters

Harry: Professor I am-

Quirrel: S-s-silence! It i-is 1am! E-e-explain y-yourselfes!

Hermione: I am so so so sorry Professor. We went looking for Harry and we were just about to go back to bed.

Harry, Ron and Hermione are just about to leave

Quirrel: Wh-where do you t-t-think you all are g-g-going?! DETENTION! Go to pr-pr-professor Snape n-n-now!

Harry, Ron and Hermione nod and go to Professor Snapes office. While walking they talk about what just happened

Harry: I'm sorry guys, I didn't mean to get us detention. 😞

Hermione: Its ok Harry, we went looking for you.

Ron: Yeah, but did we really have to get detention from Snape?!

The trio arrives at Professor Snapes office, They look at each other and then Hermione knocks. Almost immediately Snape opens the door, looking absolutely furious. He looks at the trio and sighs.

Snape: Looking for something again Mr. Potter, Mr. Weasley and Mrs. Granger?

Harry, Ron and Hermione: We-

Snape: I didn't ask you to answer, 5 points will be taken from Gryffindor! Now instead of detention I will take an additional 50 points from Gryffindor.

Harry, Ron and Hermione gasp, then quickly run back to their dorms. On their way back they bump into Quirrel...

Harry: Professor! What are you doing here?

Quirrel: Oh! **seems nervous** Mr Potter! I thought you were in detention.

Ron: Not anymore... Although I would have preferred that!

Quirrel: YOU SHOULD NOT BE HERE I MUST FULFIL MY PURPOSE!!

Harry, Ron and Hermione look confused

Harry: Uhm, Professor are you okay?

Quirrel: I'M SORRY MASTER!

Quirrel runs off looking very frightened

Ron: What do you think was up with him?

Hermione: Whatever it was, he didn't mean to say that to us. I'm sure of it.

Harry: Yeah, but let's get to bed before we lose anymore house points.

THE END

By: Lotte, Kathleen, Mira and Lenthe 😊

2 TTO - MATHS

Hogwarts grades

In Math, the 2TTO students analyzed the grades that their peers in Hogwarts school for witchcraft and wizardry received this year. Unfortunately, Hogwarts does not offer math classes, so its teachers and students are notoriously lacking in basic numeracy. Luckily, our students were here to help. They used mathematical concepts such as the mean, median and mode, and made charts and graphs about the grades. Some went the extra mile either in the aesthetics of their report, the quality of the research, or the thoughtfulness of their interpretations. A sample of some excellent work:

A fragment from Zoë Spaendonck's report (2A), showcasing several useful Excel formulas that her math teacher didn't teach her.

	Astronomy	Charms	Defence against the dark arts	Herbology	History of magic	Potions	Transfiguration
Passing Ravenclaw grades	71%	87%	87%	77%	84%	84%	97%
Total passing grades	69%	85%	77%	76%	77%	71%	76%
Perfect Ravenclaw scores	0%	13%	6%	0%	3%	3%	6%
Total perfect scores	0%	6%	6%	1%	1%	1%	2%

I thought it would be useful to see how good the Ravenclaw charms students are in comparison to other subjects and other houses. Therefore, I decided to make a table of percentages including both Ravenclaw's and the total results in all the subjects. I chose to look at passing grades and perfect grades because because I think it gives a good general insight to how good the grades are.

Firstly, I combined the given information (about all the Hogwarts grades) in one table. I also added a column for the house per student. I used Excel to find how many students were in Ravenclaw and in Hogwarts in total with the function COUNTIF. This allows you to find selections from data. I did this with the following formulas: `=COUNTIF(B2:B125,"RAVENCLAW")`; `=COUNT(C2:C125)`. Next, I used these equations to find the percentages:

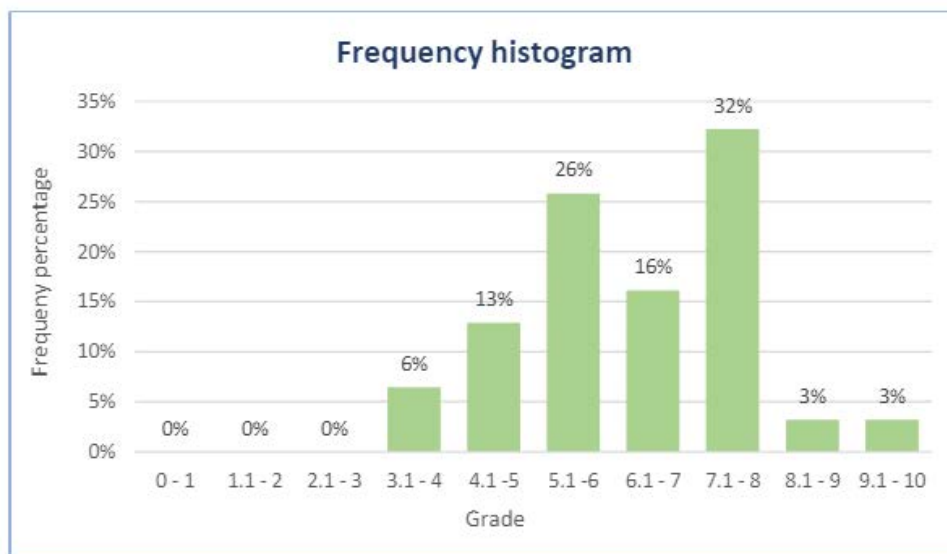
- Passing Ravenclaw grades:
`=COUNTIFS(B2:B125,"RAVENCLAW",C2:C125,">=5.5")/M2`;
- Total passing grades: `=COUNTIFS(C2:C125,">=5.5")/M3`
- Perfect Ravenclaw scores:
`=COUNTIFS(B2:B125,"RAVENCLAW",C2:C125,"=10")/M2`
- Total perfect scores: `=COUNTIFS(C2:C125,"=10")/M3`

in which the *B* column refers to the house, *C* to the subject, *M2* to the total students in Ravenclaw and *M3* to the total students in Hogwarts. The *COUNTIFS* function selects data based on multiple filters (in this case the house and the grade). I simply typed in these four formulas, and every time I moved a column to the left, I changed the *B*'s into the next letter of the alphabet (*B*, *C*, *D* ect.).

From the results, you can see that Ravenclaw's grades are exceptionally well. They pull up the total of all the other houses (except for the perfect scores in herbology). And as it turns, Ravenclaws are better at transfiguration than charms, although Charms is not far off in the list (tied with Defence Against the Dark Arts in second place).

This is by Florence van der Heijden (2C). It is difficult to make proper histograms in Excel; but not for Florence, who made a very convenient grouped frequency chart first. Also note the nice (and consistent) coloring scheme:

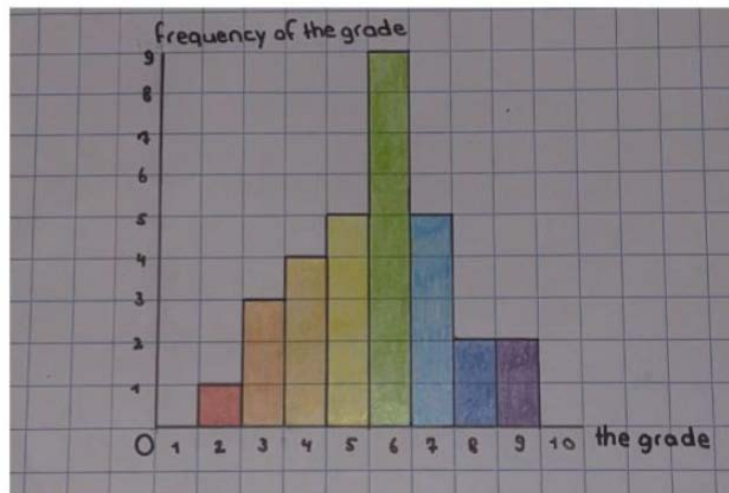
<i>Grade bin</i>	<i>Frequency</i>	<i>Frequency percent</i>
0 - 1	0	0%
1.1 - 2	0	0%
2.1 - 3	0	0%
3.1 - 4	2	6%
4.1 - 5	4	13%
5.1 - 6	8	26%
6.1 - 7	5	16%
7.1 - 8	10	32%
8.1 - 9	1	3%
9.1 - 10	1	3%
	31	100%



Elsa Luijer (2C) made colorful and functional charts on paper, clearly explaining the general theory and the steps she took to apply it every step of the way.

The histogram

For the histogram I have to use my data. A histogram is a bar chart for a frequency table. Because there are a lot of different grades, an histogram with all those specific grades would be very long and not so high. Because of that, I'm going to round those grades. I have already done that with the mode so I can use that data. Down below you can see the histogram that I have made based on the rounded grades for defence against the dark arts from the students of Huffelpuf :



The teachers and students at Hogwarts will be ever so pleased with the excellent work in **descriptive statistics** that our students at the RLW performed for them.



2 TTO – English TTO

Percy Jackson and the Lightning Thief



Valerie van Acker is painting her Medusa mask.

The Year 2 TTO students have been reading the novel *Percy Jackson and the Lightning Thief* by Rick Riordan in class.

One of the assignments they were asked to complete as part of the unit was the Greek Mask Assignment. The students had to create a mask – in the style of ancient Grecian theatre – for one of the characters in the novel.

Their masks needed to include:

- Images
- Symbols
- Words
- Colours
- Physical Features

Many of the students created wonderful and creative masks as you can see in the pictures on the following pages. The diversity of the final products – materials used, characters chosen – made this a truly wonderful project. It was a joy to see our students work this hard!



Veerle van Assen is hard at work!



Josephine Brouwer and Annabelle Brocades Zaalberg are working on their masks in class.



Students from 2Dt wearing their fabulous masks!



Percy defeats Medusa without looking in her eyes.



Aya Denno's beautiful mask.



The Minotaur and Percy Jackson are fighting.

This is the scene where Percy pulls the Minotaur's horn'.





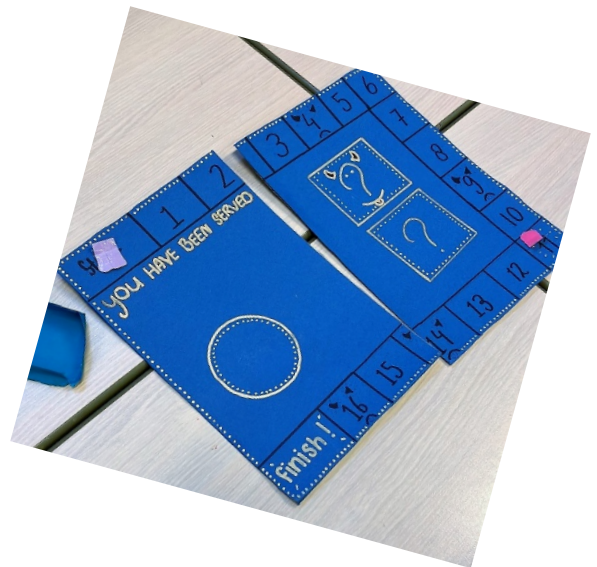
I am
Annabeth, I
am walking
to Camp Half-
Blood and
Athena is
helping me.



Also in regular ENGLISH, 2TTO pupils have been getting creative.

Word Games.

In groups, 2TTO classes made board games, using vocabulary about either **Law and Order** or about **Plurilingualism**.



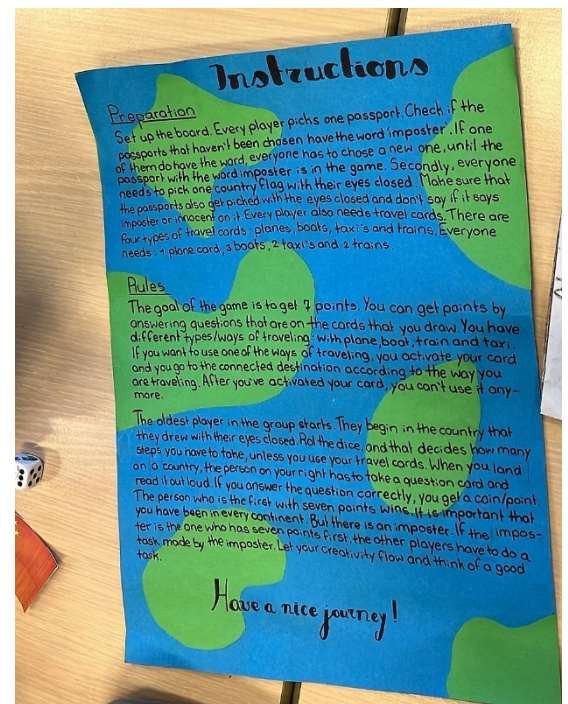
The groups discussed and created an original board game with rules, a board and all the pieces required to play the game.

As we wanted the games to be environmentally friendly where possible recycled materials were used to make them.



The final task was for groups to swap the games and play them, and provide each other with feedback. All the time using English and learning new words!!





2 TTO – ART



After learning about Modern Art movements, pupils then created self-portraits inspired by Pop Art.



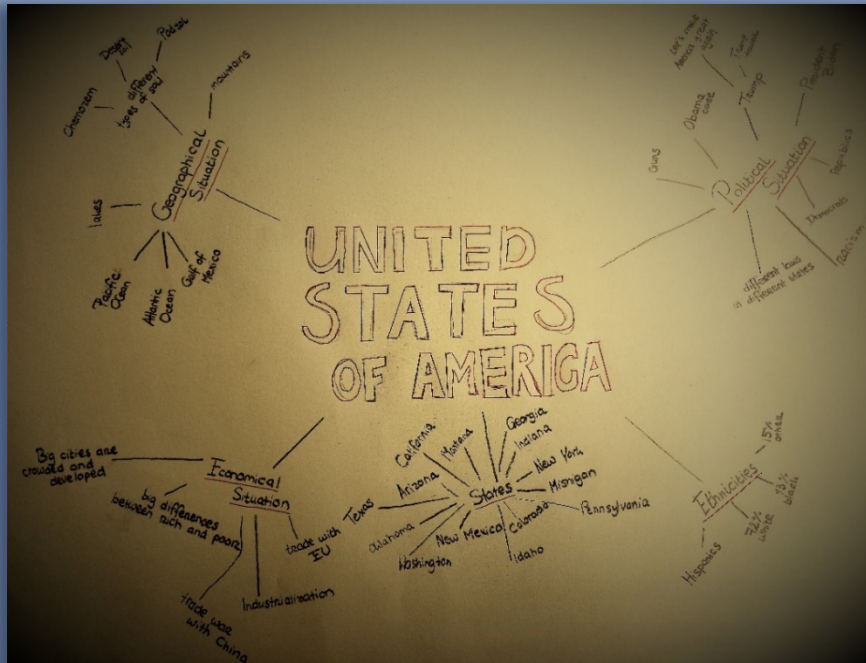
Above: Shankar Sweys and right: Nanoe Kunkels. Both 2A.

Below Renée Hoksbergen from 2C.

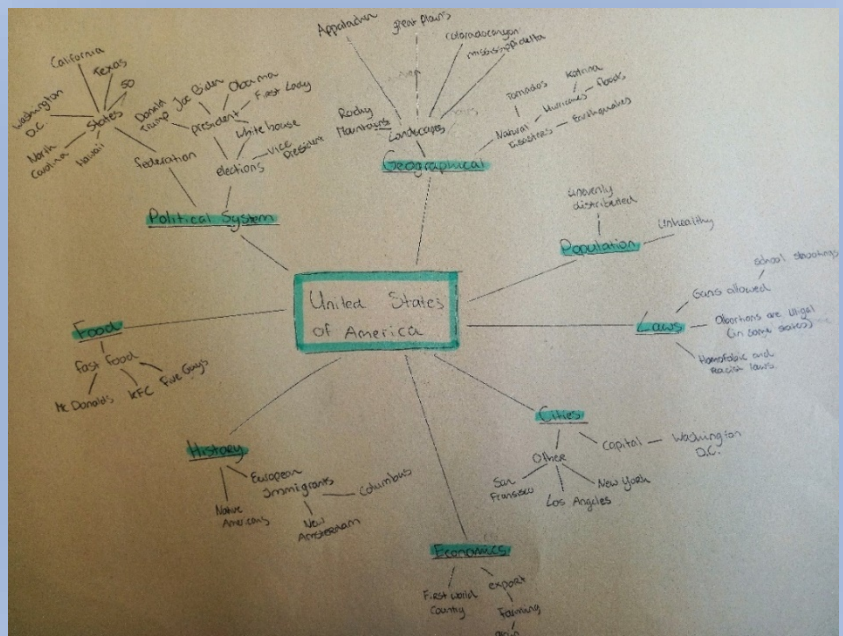


3 TTO – GEOGRAPHY

In groups, pupils created **word webs** to set out geo-political facts about the United States of America.



Sophie de Geus
&
Tess van Bunnik
G3A



Lauren Erchen & Babette Nulsmann G3A

3 TTO – ART

Using wax, pupils made semi-abstract sculptures. They were able to manipulate this material to create details in their sculptures. Some sculptures were quirky and fantastical, whilst others had deeper meanings, told a story, or reflected a mood or emotion.

In their PowerPoints they showed all the stages of development; from photos of poses, to sketches of these and their final work with a description of their ideas. They also researched their own choices of artists who worked in semi-abstract ways.

Below are a few good examples.

'The path to forgiveness' by Isabelle Hemmes. G3A.

The meaning behind *'The path to forgiveness'*



"You can see two people bound their chairs with straps. A rope connects them, a shared experience. The straps represent their pride. While the figure on the left is bound, and focused completely on itself the one on the right has broken free and is turning around, ready to ask for forgiveness and pull them out of their suffering."



This sculpture by Pelle Schutte A3B has tons of small details. Every time you look at it, you notice something new. It is a joy to look at and deserving of being exhibited!

This is a great example of a pupil being open to using the material and allowing the creative process to take him in unexpected directions.

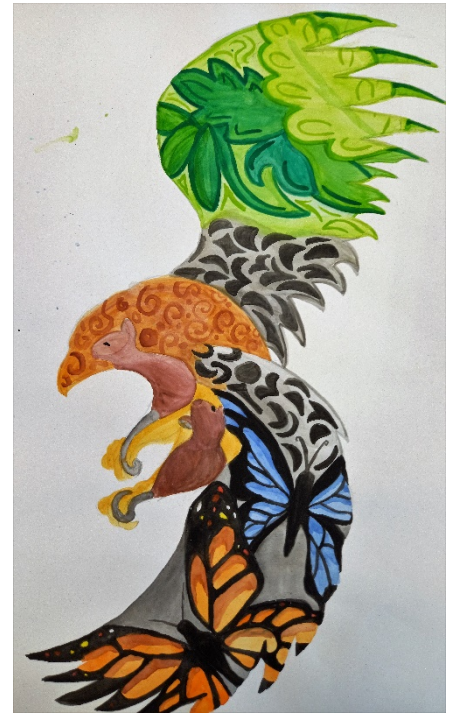


"I started by making someone doing a handstand. His one leg became longer than the other but I just went with it. His hands accidentally got way too big. I went with the flow but it became a little too realistic to classify as an abstract sculpture. After realizing that it was too realistic instead of destroying it I added some items like the boombox and the cans."



Also in **ART**, A3A invented fables and illustrated them. They included the main animal of the fable and a moment from it, plus other decorative elements such as patterns and motifs.

Below: Emilie Steenbakker and right: Sophie van Ede. A3A.



Below: Annaïs van Veen. Below right: Dorsa Farsi. A3A.

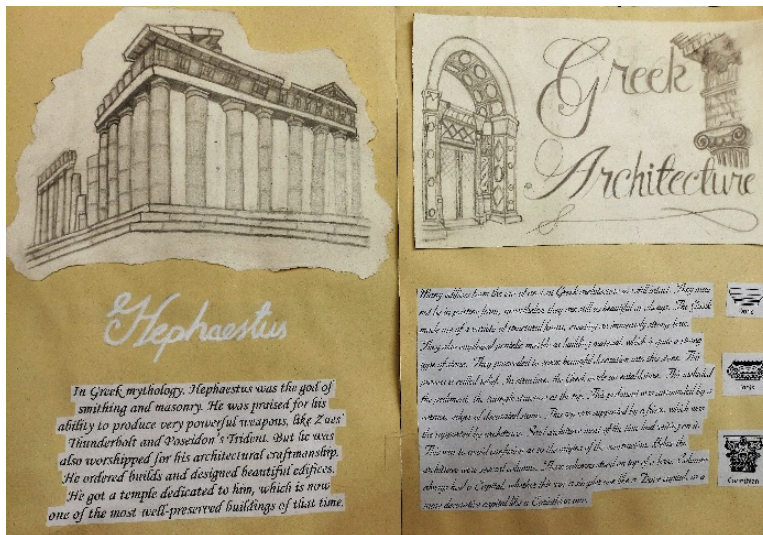


4V TTO - CKV – ART & CULTURAL STUDIES

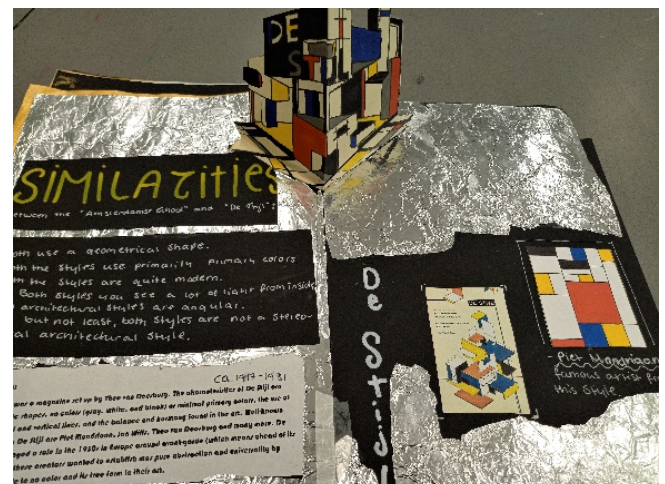
Over the last few months, CKV pupils have been learning about the contexts of many well-known architectural, fine art and design styles.

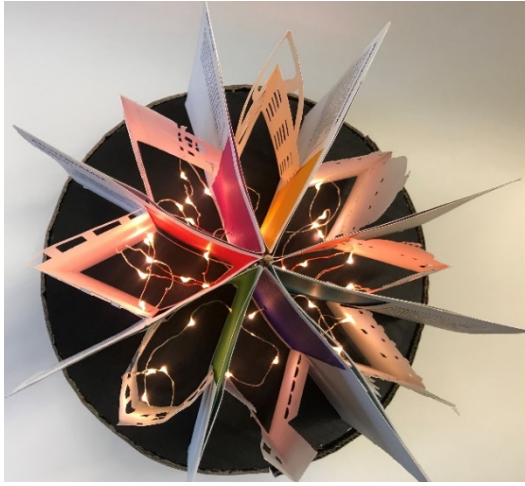
Below, are some examples of the Architecture practical, and further on you will see some examples of the Fine Art practical.

Whilst learning about some key characteristics of some important architectural styles, one class enacted being a Gothic cathedral with flying buttresses, rib vaults and high walls. For the tall walls, the taller pupils were chosen!



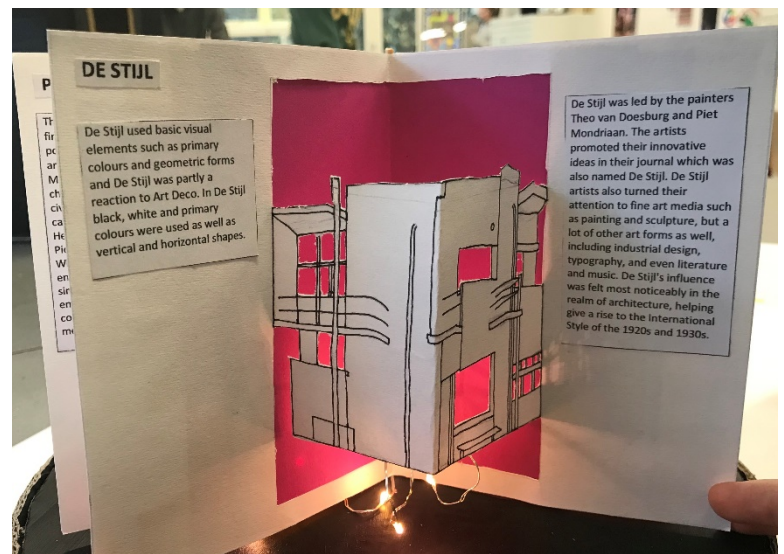
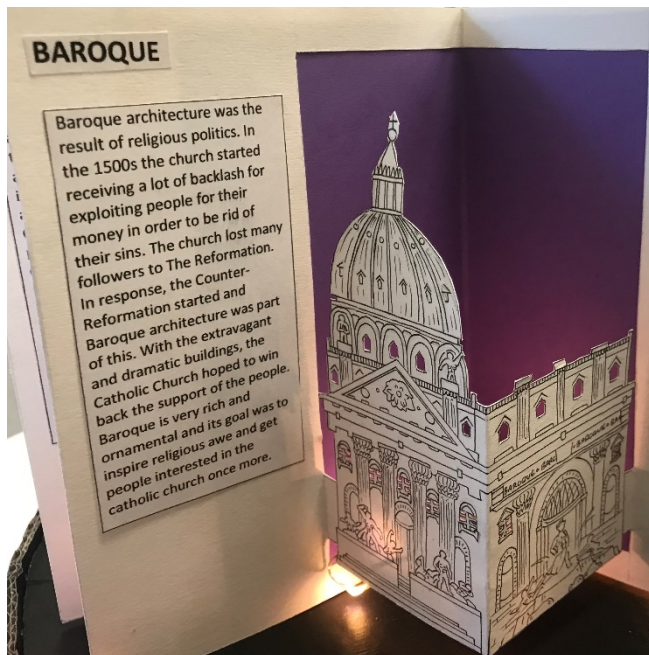
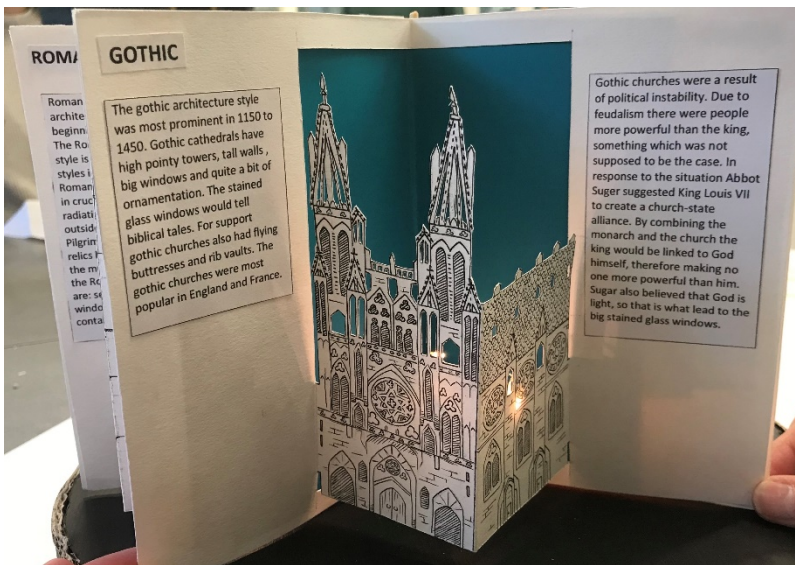
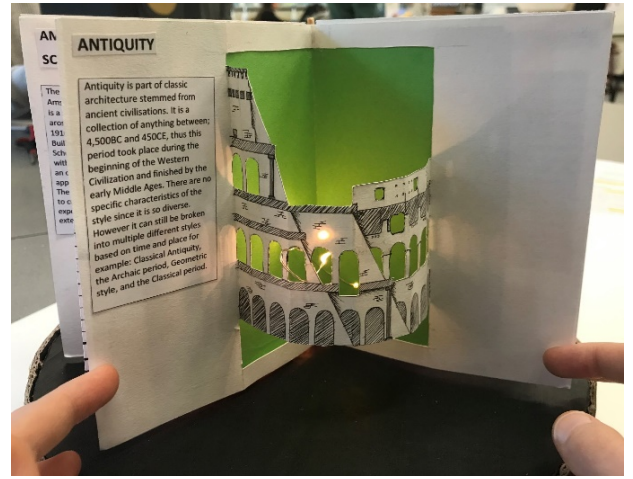
Here are just a few examples from a quirky pop-up booklet of architectural styles from antiquity to post modernism made by Lenya Croughs, Chrisje Klein and Emily White.





Sophie Dijkstra,
Lex Holtslag
and Floor Kees
created a very
complex pop-up
book with a
difference; each
of the eight
pop-up
drawings, with

text rests on a base with lighting effects. There was a lot of skill and effort involved in creating this. Well worth it; it looks amazing.



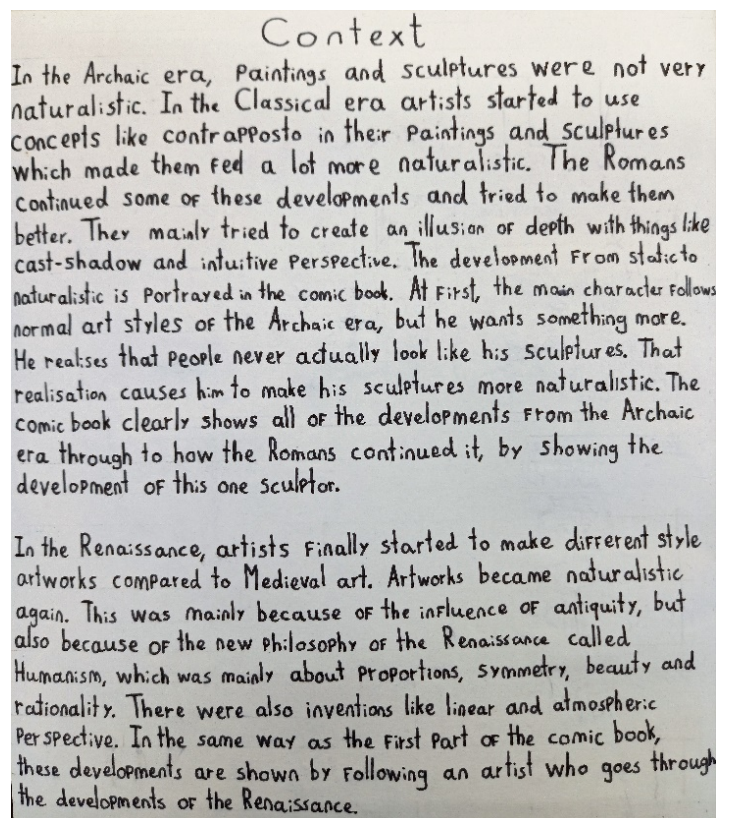
The following examples relate to the recently made Fine Art practical. Pupils were encouraged to choose a set of important Western fine art styles and use specific terminology to analyse these styles. There were some fantastic works handed in. Some groups made PowerPoints with spoken text, there was a film (acting out being art history experts).



One stand-out work - a spoof podcast by Lenya Croughs, Chrisje Klein, Sophie van Loon and Emily White, consisted of them deftly chatting us through the many aspects of Baroque in southern and northern Europe. It was completely believable and thoroughly entertaining; just as if you'd

tuned into a 'real' podcast: well done, great acting!

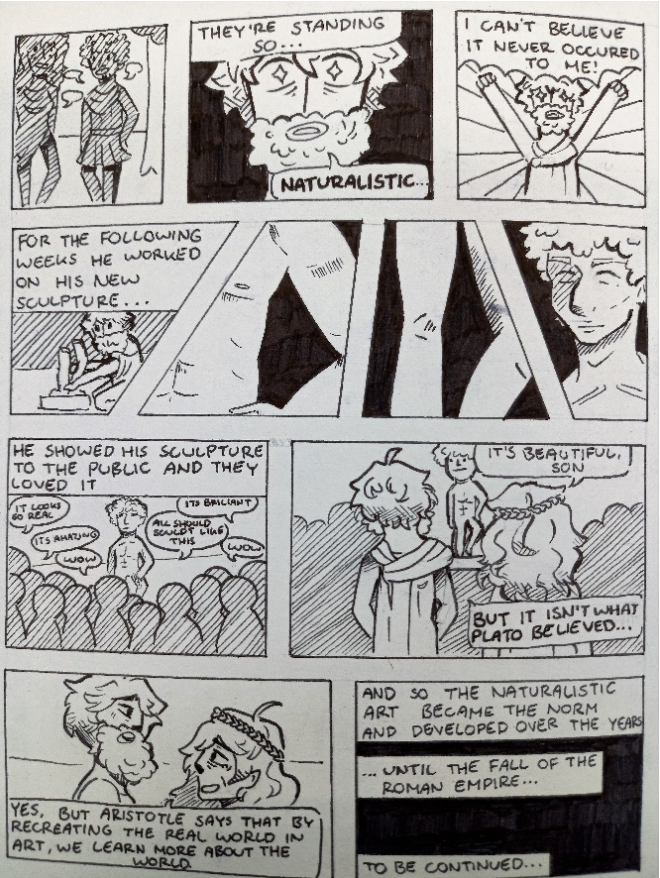
The comic book set over the next pages is by Floor Kees and Marcus Vincken. It cleverly captures the essence of how naturalism in the arts developed through Antiquity and remerged in the Renaissance. Their story zooms in on some key historical and philosophical moments and the visual characteristics that developed. These have been captured through the humour of the text and Floor's excellent cartooning skills.



CHAPTER 1:

ANTIQUITY

A SCULPTOR'S DISCOVERY



CHAPTER 2:

RENAISSANCE

A PAINTER'S REDISCOVERY (MANY YEARS LATER)





From Classicism to Naturalism is an engaging comic book that shows the development of realism throughout the antiquity and the Renaissance.

"It feels like I am reading a comic created by professionals with a lot of experience." - Lex



"The illustrations make you feel like you are part of the story." - Ségolène



"The comic has great wording!" - Niels



Other inventive final works included games or quizzes to test knowledge of important eras in Fine Art. The kahoot by Alex Rots and George de Jong was nicely made as was

a quiz-show *Painting with your Brain* by Sophie Dijkstra as the quiz show host, and Lex Holtslag playing *both* contestants!



6IB – UPDATE

IB News.

Thirty-nine senior IB students in 6IB completed their Individual Orals in the week before the Crocus Vacation. This IO is the internal assessment required senior TTO students to engage in a 15-minute, orally-delivered critical examination of two different works plus extracts connected by a Global Issue. One work must be a literary texts (selected poetry by award-winning poets Carol Ann Duffy; the award- winning play *The Crucible* by Arthur Miller; or *To Live*, a Chinese work in translation by Yu Hua) and the other a non-literary text (such as the film *The Hate U Give*; a bundle of political cartoons by Liza Donnelly; or speeches delivered by Michelle Obama).

During the May Break, these same students will take their very final IB assessments, the IB Paper 1 (an unseen textual analysis) on Wednesday, 3 May; and the IB Paper 2 (a comparative commentary on two works studied in class) on 4 May. We wish the candidates good luck with these endeavors!

