

# VERITAS

St Mark's Catholic School

No. 24 - AUTUMN 2020



# Rosary Retreat and Meditations

The year 8 meditation, led by our Chaplain, was an incredible experience. When we entered the room candles were lit and the curtains were closed. We were all seated and immediately felt relaxed. We did a breathing exercise and cleared our minds, both in preparation for our meditation. We were then told the story of the Prodigal Son and how he ran away from home and wasted all his money. Then famine came and the son realised that he could still go back to his father. His father, we learnt, represents God and this tells us that even if we turn our backs on God he will always welcome us back with love. After the parable we experienced Eucharistic Adoration and it was incredibly calming. Overall it was a very memorable, relaxing, religious experience.

Delilah Guerra  
8 Becket



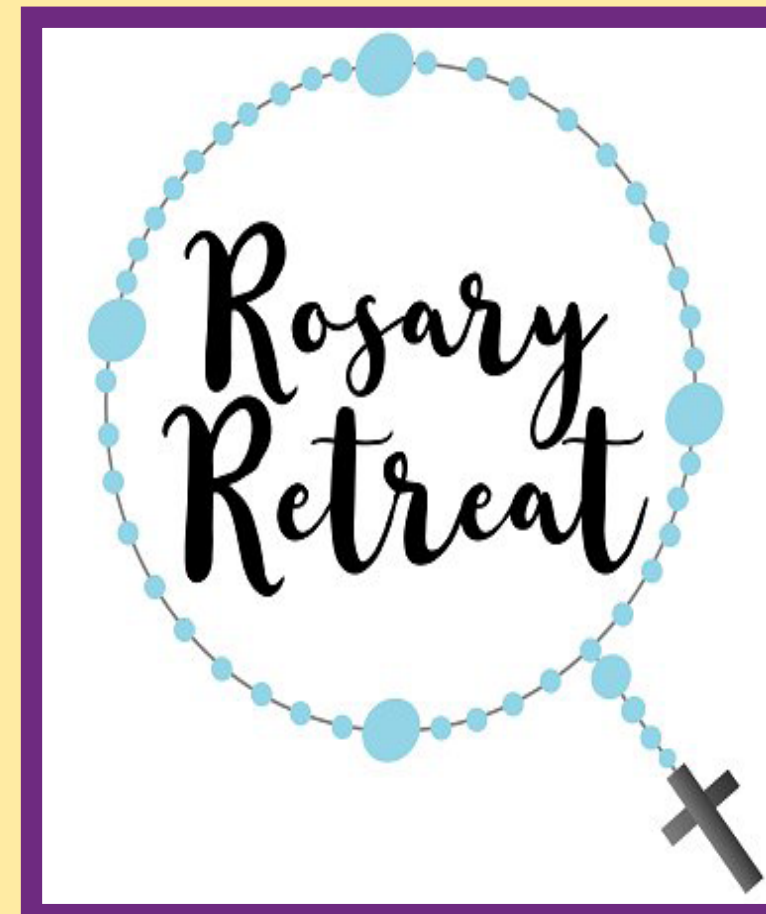
We learnt the order of the Rosary and what each bead represented. We also learnt about all of the Holy Mysteries and that they are the Glorious Mystery, the Joyful Mystery and the Sorrowful Mystery. Also I learnt that October was the month of the Rosary. During this time, with class it was relaxing because we were all praying together.

Sarah  
7 Becket



During our RE lesson, Ivan the Chaplain came in to our class to talk about the rosary and what it was. He also talked about what the beads represent and all the different mysteries. I felt relaxed as we were praying and the information that was given was useful, especially for us Catholics!

Hanna Paluch  
7 Becket



Welcome to this Autumn edition of Veritas. Despite the pandemic and the restrictions in place, the school has continued to be a vibrant place of learning over the past term and there is so much to celebrate. Enrichment activities have taken a different format and, as always, we acknowledge the wide range of talents and skills displayed by our students and staff. This edition clearly reflects the Gospel values that are so central to daily life at St. Mark's, and our appreciation of the ethnic and cultural diversity that enriches our school community.



At Christmas we celebrate the coming of Jesus, the Light of the World and we need this light of Christ more than ever in the current climate. As it is written in the Gospel of John:

*"The light shines in the darkness and the darkness can never extinguish it"*  
(John 1: 5)

On behalf of the staff, I would like to wish you and your families every blessing for Christmas and the New Year.

Andrea Waugh-Lucas  
Headteacher



# World Town Planning Day 2020 School Competition

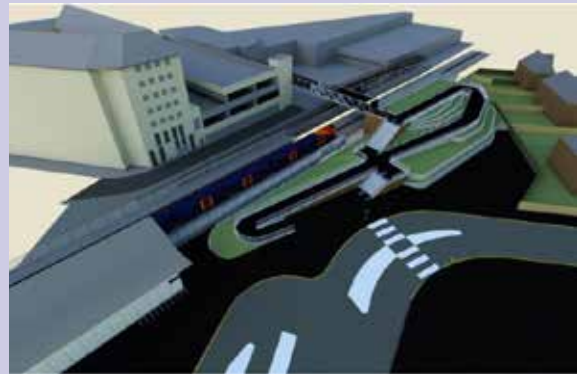
In October the year 12 A-Level Geography class took part in the World Town Planning Day and aimed to answer the question proposed by the RTPI ( Royal Town Planning Institute) Competition question: As the citizens and planners of the future - How can you make local communities and places more sustainable?

As town planners, we were thinking about the ways the Borough of Hounslow will need to adapt in the future. This includes adjusting to the current pandemic and keeping people safe, but also looking at the lessons we've learned about working remotely, reduced travel, online shopping and the way we use our town centres and interact with each other.

As Geographers we understand that there has never been a greater need for considered action to save the planet. Town planning had a unique and significant part to play in encouraging us as students to be more sustainable and more resilient in the face of an ever-changing climate.

This national schools competition has inspired us to look at our local environment, scrutinise the decisions that impact it, and come up with master plans. It also introduced us to the important career of a town planner, with excellent job prospects and a chance to make a difference.

The COVID-19 pandemic has brought into sharp focus the strengths and weaknesses of our places and our way of life and it is now vital that we plan a greener, place-based recovery that responds not only to the lessons learned from the pandemic, but also to the challenges that we were grappling with long before COVID, most notably climate change. All of the class really enjoyed the opportunity to be creative and present our ideas, this was a great experience in utilising the knowledge we had gained from our Geography course so far and applying it to our local area. I personally loved this project as it helped me explore a potential career path related to Geography.

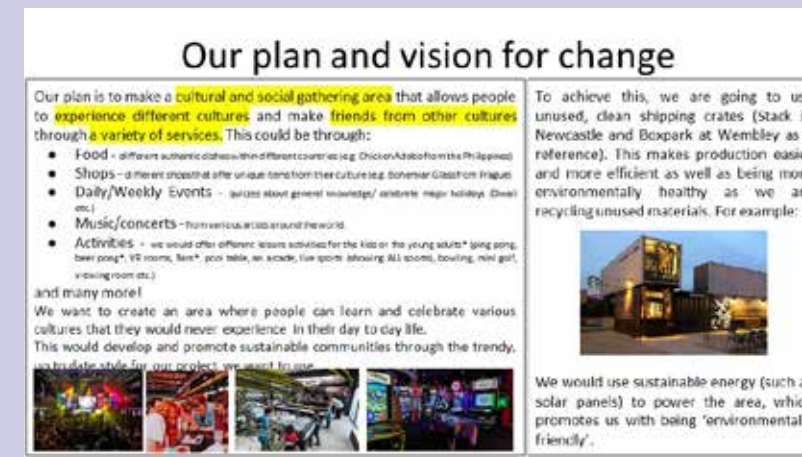


Jacob and Niall presented an idea about a new cultural community hub with a direct bicycle path to Lampton park to encourage more sustainable travel methods and to allow bikers to remain safe. Their plan as a whole was to mainly improve culture recognition and to improve social life in Hounslow. As well as this

they aimed to encourage better environmental sustainability and reduce emissions in this area.



educate people on the diverse cultural landscape of Hounslow.

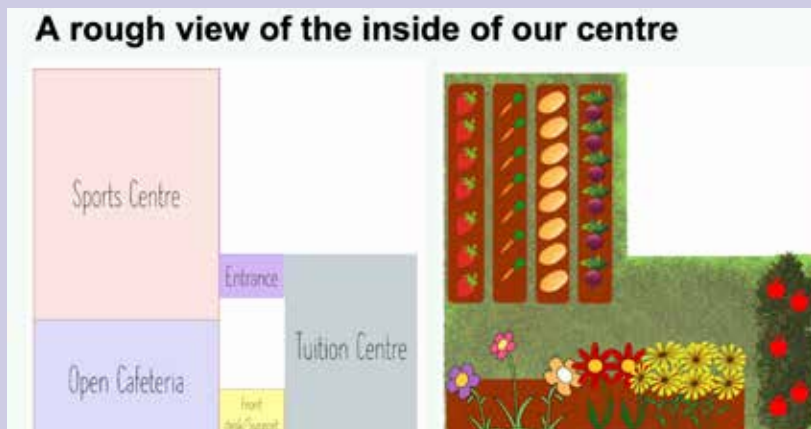


Eva, Phoebe and Christian worked on the regenerating of the Brownfield site on Hounslow, Grove Road. Phoebe and Eva put forward a plan to create a Community Hub that provides for and brings together a wide demographic of people, which will support small businesses, promote environmental sustainability and



Alannah and

Keishe's project titled 'YOUTH' was about building a sports centre for mostly young people. They established with census data that Crime and gangs had been a vital issue in Feltham something that continues to be unresolved. They believed that the best way to reduce the amount of gang crime was by making young people feel included and giving them an opportunity to succeed. Alannah and Keishe attempted to solve this issue by education and sport, both of these help to promote a better quality of life, they also tackle the poor Index of Multiple Deprivation as it impacts physical health and hopefully in the future; income.



**Written by Aydan De Melo - Year 12 Geography student**





This **Anti-Bullying Week**  
we are

**UNITED  
AGAINST  
BULLYING**

From **Monday 16<sup>th</sup>** to **Friday 20<sup>th</sup>**  
**November 2020**

We all have  
a part to play this  
**Anti-Bullying Week.**  
What will yours be?

This year, more than ever, we've witnessed the positive power that society can have when we come together to tackle a common challenge. Bullying is no different. But by channelling our collective power, through shared efforts and shared ambitions, we can reduce bullying together. From parents and carers, to teachers and politicians, to children and young people, we all have our part to play in coming together to make a difference. We are all a piece in the puzzle, and together, we are united against bullying.

At St. Mark's we define bullying as The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. It will not be tolerated at St. Mark's Catholic School, and each member of our school community has a role to play in making change happen.

During November's Anti-bullying week, year 7-11 students explored the psychology behind bullying as a group behaviour, moving away from traditional understandings of a 'bully' and a 'victim'. They understood why at St. Mark's we do not use these labels, which can be dis-empowering, as bullying is a behaviour, not an identity. Students analysed of the many roles involved in bullying behaviour, and particularly the power of the outsider, who may have nothing to do with the incident. If outsiders are empowered to stand up and make a change, then a huge impact can be made on changing bullying behaviour.

Our Sixth Form students also took part in this important week by exploring 'bullying in the workplace' as part of their preparing for the world of work programme. They discussed how to identify workplace bullying, and what they should do if they find themselves in this situation in the workplace.

Anti-Bullying Week was led by the Year 10 Peer Mentors





**The ringleader** – Starting and leading the bullying but not always the person 'doing' the bullying.

**The target** - The person who is being bullied.

**Assistant(s)** - Actively involved in 'doing' the bullying.

**Reinforcer(s)** - Supports the bullying, might laugh or encourage other people to carry on what is going on.

**Defender(s)** - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

**Outsider(s)** - Ignores any bullying and doesn't want to get involved.



Albert Einstein once said "The world is a dangerous place, not because of those who do evil but because of those who look on and do nothing". From this quote we can understand that bullying is also caused by the people who see what's going on, who know that something is not right but just keeps moving along. This is called the bystander effect, it is a known fact that when there are more people around, an individual is discouraged to help another person in a situation. Yes, this person hasn't done anything to anyone, but they knew something was wrong and didn't do anything. Doing nothing is just as bad as doing! Bullying is still prevalent among students in schools, families, friendship groups and workplace nationally, but more and more people are becoming aware of the issue and are starting to take action. We as a community should look out for one another because here at St Mark's Catholic school we believe is a safe environment with unity and equality!

Thea Kurukulasuriya Fernando 10BE Peer Mentor

**AS A SCHOOL COMMUNITY WE  
BELIEVE THAT...**

**YOU MIGHT NOT UNDERSTAND  
SOMEONE'S BEHAVIOUR,**

**SOME BEHAVIOUR MIGHT  
IRRITATE YOU,**

**SOME MAY AMUSE YOU,**

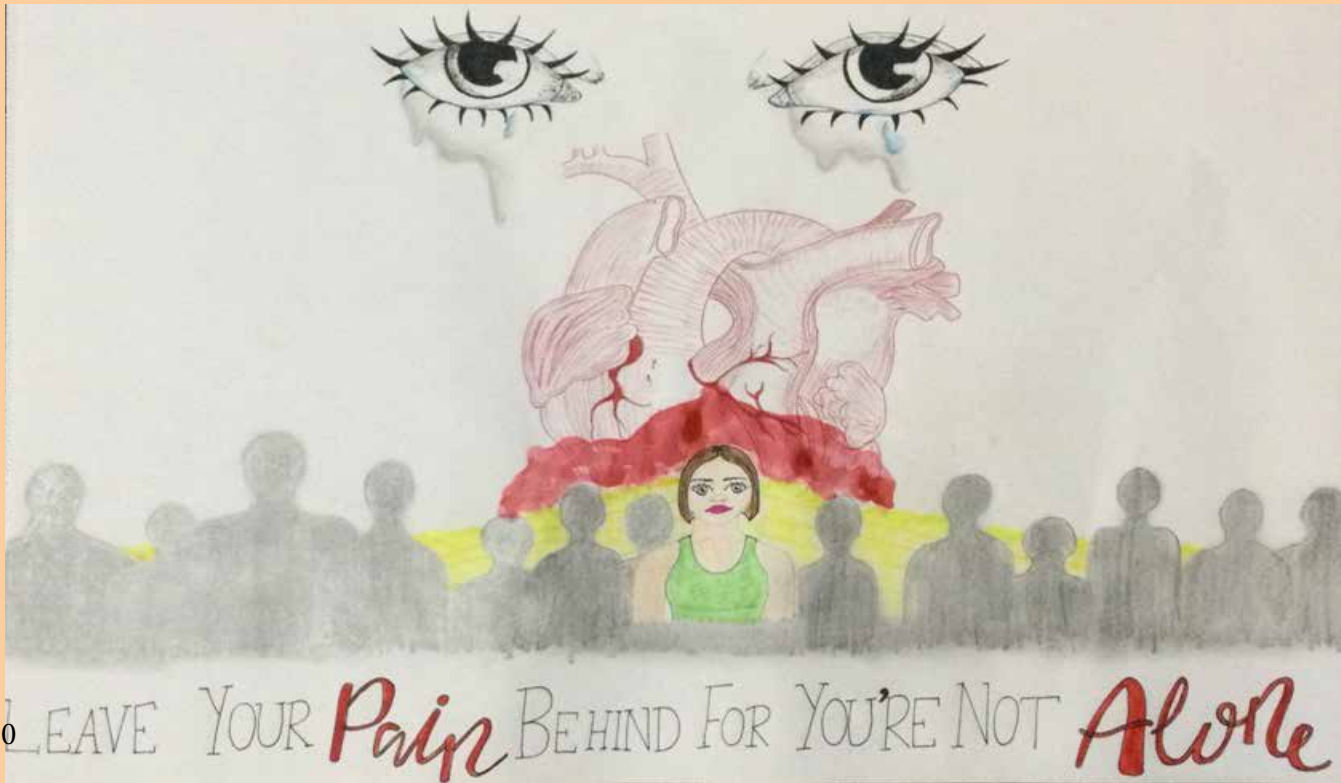
**BUT IT IS NEVER ACCEPTABLE  
TO TREAT SOMEONE BADLY OR  
SOCIALY EXCLUDE THEM.**

**AT ST. MARK'S  
BULLYING  
WILL NOT  
BE TOLERATED  
IN ANY FORM**





**Pupils' art work entries on  
this year's  
Anti-Bullying Week theme  
'United Against Bullying'**



At the beginning of November, 13 of our year 12 and 13 mathematicians, along with just under a twelfth of a million students nationwide, took part in the 2020 UK Senior Maths Challenge. This taxing 25 question multiple-choice test of their mathematical ability aims to provoke a different sort of mathematical thinking and problem-solving to the challenge provided by their A-level. I am happy to report that 9 of them have since earned a Bronze or Silver Award Certificate. Special mention should go to Jairus Gonsalves of Year 12 for also attaining the Best in School Award, as the highest scorer of the group.

I know the students would like to thank their maths teachers for the smooth running of this year's Challenge, as indeed would I. If any parents/guardians are interested in seeing the challenge posed to our senior students in this exacting annual workout of the grey matter, this year's and previous years' papers and solutions can be found on-line, initially at 'UKMT'. Prepare to be taxed, mentally.

Mr. Gold

**MATHS CHALLENGE**



We were very disappointed that we were unable to celebrate our usual Year 7 Family Mass at the start of this Academic Year, but were delighted to be able to share with Year 7 families a virtual Family Liturgy which was created by the RE Department and our Chaplain - Ivan. There were two themes running through the liturgy. Firstly that 'We are all one body' and secondly, that Jesus is always present throughout our journey and is the 'calm in the storm' and with us in times of need. We hope our Year 7 students enjoyed taking part in this liturgy with their family. At the end students from each form spoke about their House Saint and how they inspire them.

**Year 7  
Family  
Liturgy**

Year 7 students will also be receiving a copy of the New Testament and Psalms, in this 'Year of the Word'.



European day of languages is celebrated on 26 September.  
It is celebrated in Europe.

There are 44 countries in the European union.

There are 6500 languages in the world.

About 25 languages are spoken in London.

Common languages spoken in St Mark's are Polish, English, Konkani, French, Spanish, Italian.

Learning a language is useful because if you want to go on holiday to Spain and you only know English it would be hard to understand anything.

It is important to celebrate linguistic and cultural diversity (differences) because we need to respect other languages and cultures.

In our lessons about European day of languages we have learned many languages and tried to list them in our books and also from emojis try to unscramble countries.

Paulina Budarz

**CIAO**

Learning a language is useful because it can help us communicate with other people who don't speak English.

It is important to celebrate linguistic and cultural diversity because it can teach you how to be inclusive with other people.

In our lessons about European day of languages we have learned our classmates who speak different languages and from other countries.

Ugnius Makarovas

**SALUT**

**BONJOUR**

Learning a language is useful because if you visit another country you may get an understanding of what they are saying.

It is important to celebrate linguistic and cultural diversity because learning different cultures and languages gives us knowledge of the world we live in.

In our lessons about European day of languages we have learnt lots of other languages in the world that we did not know about.

Donelly Mascarenhas

**HELLO**



European Day of Languages  
26 September

Journée européenne des langues

EUROPEAN CENTRE FOR  
MODERN  
LANGUAGES  
E C M L  
C E L V  
CENTRE EUROPEEN POUR  
LES LANGUES VIVANTES

COUNCIL OF EUROPE  
CONSEIL DE L'EUROPE

Learning a language is useful because when you are going to the country you can communicate with the people who live there for example asking for directions to the destination that you want to go to maybe you could help some people with translation.

It is important to celebrate linguistic and cultural diversity because it discourages racism. Racism is a global issue that needs attention. This is because some people just leave others out of a conversation or most of the time people make fun of others skin colour and it is absolutely not fair.

In our lessons about European day of languages we have learnt about different ways to say a greeting in other languages spoken in European countries which some of them have similarities.

Adrian Gonsalves

**GUTENTAG**

In our lessons about European day of languages we have named different countries from emojis, explored languages by the alphabet, and guessed languages from their greetings audio.

Ashleyn Cabillan

**OLA**

**AHOJ**

Learning a language is useful because you can experience different cultures.

It is important to celebrate linguistic and cultural diversity (differences) because you can learn about other cultures and to show that being different is fun.

In our lessons about European day of languages we have learnt that there are lots of languages and that it is important to learn something new.

Andi Hita





# HOUNSLOW TEEN READ

The shortlist has been announced, year 9 and some year 8 students will take part in reading the books and voting for the winner. The votes will be counted in Spring 2021 when the winner will be announced. There are 6 books in the running and I'm sure the students will enjoy reading them.



Every Year 7 student will receive a free book from Bookbuzz. The books are on display in the LRC and students will be able to come and pick a book they would like to read. The books will be delivered to them in the Spring.

Which is YOUR favourite?

I like... MYSTERIES

I like... FACTS

I like... REAL-LIFE STORIES

I like... SUPERNATURAL ADVENTURES

I like... ANIMALS

I like... FAST-PACED ACTION

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Bookbuzz

booktrust.org.uk/bookbuzz

#MyBookbuzz

# THE LRC



## Year 7 Reading for Pleasure

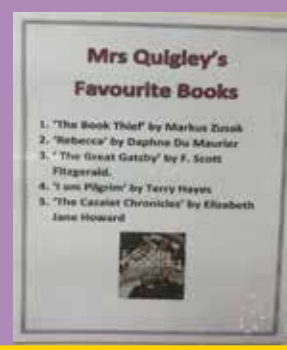
Year 7 have been enjoying reading for pleasure since September. All students took part in a reading survey earlier in the year and it was fantastic to discover that 30% of year 7 students are reading for 30 minutes or more every day and 100% read for pleasure each week. Everyone understands the benefits of reading in addition to the enjoyment - so keep this up, year 7!



As part of their English 'Reading for Pleasure' lessons they spend time reading and discussing their personally selected reading books. Moreover they are introduced to a variety of new texts that often link to key events happening at that time; for example during Anti-Bullying Week they relished the opportunity to discuss the novel 'Wonder' by R.J. Palacio and some students who hadn't read the book before then went to the LRC to borrow it.



After the first half term year 7 were asked to complete a reading project based on their reading for pleasure texts and some students really embraced this creative challenge. The work produced by the students in all forms really outlines the connection the pupils have with the books they are reading. Well done, year 7!



**Teacher's favourite books - all teachers will be asked to reveal what are their favourite books, the results will be displayed around the school.**



# Year 12 Students to the Rescue

On Wednesday 14th October, two Year 12 students, Christopher Bartholomew and Kieran Akrong, demonstrated great care and mature decision-making skills when they attended to an elderly lady after she had experienced a nasty fall while out shopping. At the lady's request, they helped her walk home to her family and called an ambulance.

Ms Tobin, a paramedic for the London Ambulance Service, wrote a letter to the school commending Kieran and Christopher on their conduct. In addition to acknowledging the excellent care the two boys gave the elderly lady, Ms Tobin wrote that 'Kieran and Christopher stayed on the scene, waited for an ambulance to arrive and gave us an excellent account of the event. Both boys are a credit to your school.'

The elderly lady's grandson was also very grateful to Christopher and Kieran, and he has since let the school know that his grandmother is recovering well from her injuries.

Well done to Kieran and Christopher for their responsible behaviour and for helping another person in their time of great need. What they did was commendable, and they are indeed a credit to the school.

Mr Monaghan



In October 2019 37 year 10 pupils enrolled on the Bronze award while 30 year 12 students enrolled for the Silver award. The programmes started in school with the map reading skills needed for the Expedition section of the award, little anticipating how the COVID-19 pandemic would interfere with our ability to run the Expeditions which were scheduled for the summer months of 2020. Pupils started work on their Physical, Volunteering and Skills sections independently, again with no awareness of how the opportunities for these would be curtailed. The DofE recognises that our students are among many young people across the UK to have worked hard to complete their Skills, Volunteering and Physical sections, and continue to do so in these unprecedented times. They (and we) want them to be recognised for their amazing efforts and achievements even if social distancing, personal

circumstances or other challenges mean it's not possible for them to do an expedition, and therefore achieve their whole Award, over the next year. They have therefore extended the award to recognise the fantastic accomplishments of these young people – the 'Certificate of Achievement'.

For the next academic year, certificates will be available to all participants who have completed their Skills, Volunteering and Physical sections at Bronze, Silver or Gold level, but haven't been able to do their expedition and/or residential because of the pandemic. All of our students are eligible for this Certificate. The Certificate will be a formal recognition, by the DofE, of the students' dedication to their programmes and everything they've achieved through these three sections, as well as their resilience in coping with ongoing uncertainty.

Some of our Bronze students have worked on their Physical, Volunteering and Skills sections before and during lockdown which means they can be awarded the Certificate of Achievement. Congratulations go to Tia Chopra, Michael Da Silva, Maria Gonsalves, Kaell Kanagarasa and Pietro Nobili. A second group of pupils have one section left to complete for this: Tristan Brown, Esther Colaco, Abbie Haylock and Suzanna Polluk so well done to them too.

We are still aiming to run adapted expeditions as soon as government restrictions allow, for both Bronze and Silver. The DofE have modified their advice so that it is possible for us to offer an alternative expedition which will allow students to continue towards completing the award. This will take place locally and will not need to include an overnight stay. Sadly, we were all ready to go ahead with this in November but the second lockdown prevented this from happening. However, we remain determined and optimistic that we will go ahead with them in the new year, so current Bronze and Silver participants watch this space!

We are also aware of current year 10 and 12 students who are keen to embark on D of E this year. We do plan on enrolling new Bronze and Silver cohorts in Spring 2021, so again, do look out for information about this.

Ms Stewart and Mr Shore





In October, St. Mark's students joined people all over the world in talking about mental health, seeking to reduce stigma and reflect on ways they can look after their own mental health and well-being. They looked at the

difference between everyday feelings and overwhelming feelings, and reflected on how seeking ways to be hopeful and calm, can be protective factors in times of difficulty.



# PERIOD 7



Period 7 started four weeks ago on the 2nd of November, the week we got back from half term. Period 7 is an extra lesson after school that allows Year 11 to receive more support from our teachers, as well as learning more content or simply revising in class. As Period 7 is over a two-week timetable, every subject is covered fortnightly (except for Maths, which we have every week.)

The activities we do in Period 7 vary from subject to subject but, for instance, in English Language we have been recapping 'Writing to Argue' and 'Writing to Describe'. In Maths, we have been sitting tests that review most of the topics that will come up in the mock exam. I have been finding this particularly valuable as it allows me to identify the areas I need to revise. Although some of you may well be thinking that this seems very tedious and long after a six-period day, it has honestly helped me so much! Period 7 allows you to receive face-to-face help from your teachers and they provide many different, excellent resources to revise from/with. Personally, I think that I will benefit greatly from Period 7 as we begin our mocks for all the reasons above.



Turning to an especially useful resource that all of Year 11 received before the October half term, is the ready-made timetable. This was given to us to help organise our

time and revision over the half term – a key period before our mocks. For me, I found this extremely practical and it allowed me to really structure my days and recognise the revision I needed to complete. I decided to work in the mornings and afternoons to fully maximise my time in 'work mode' which left my evenings free to relax, an important aspect of revising! Moreover, we were given an additional three weeks' timetable to further help with configuration of revision

and to support homework in the lead-up to the mocks. Again, this was an extremely useful resource specifically as it helped me to allocate slots to all my subjects. All in all, every resource we have received, whether it be Period 7 or the timetables, has really aided the organisation of our days in lead up to the mock exams.



**Do one thing**  
for better mental health this  
World Mental Health Day

10 October

To get started visit  
[mind.org.uk/DoOneThing](http://mind.org.uk/DoOneThing)



## The St. Mark's Coronavirus Time Capsule 2020

The Coronavirus Time Capsule project was a response to the Coronavirus pandemic by teenagers across the world. Thousands of teenagers created videos documenting their lives in lockdown.

Over the summer holiday, a number of St. Mark's students created their own media reflections on their lockdown experiences.

They reflected creatively on the positives that have come out of the summer lockdown, the things they had been missing, and how they had been looking after their mental health and well-being during this time. They were a joy to share in and showed how reflective and resilient our young people are.

### The Coronavirus Time Capsule

A week-by-week response to the pandemic,  
through the eyes of teenagers everywhere.





# BLACK HISTORY MONTH

Like so many others around the UK the school community recognised and marked Black History Month (BHM), in October 2020. During a school assembly, Eloise Doyle from Year 11 reminded the school community of some key events in black history. Eloise had researched this as part of an extended project set during the period of school closure.

PSHE lessons specifically on Black History Month, for Years 7-11, began with a quiz. This featured questions on many things including the history of BHM itself, the first black football player to captain England, the author of Noughts and Crosses (Malorie Blackman), Baroness Doreen Lawrence and facts about the transatlantic slave trade.

Students had the opportunity to discuss the fact that BHM has, over the years, attracted critical comment - some say it could be seen as an excuse to ignore black history for the rest of the year or that it is a mechanism for separating black history from history. As a school we are committed to ensuring neither of these are true. Senior and Middle Leaders have been involved in conducting an audit of our curriculum to ensure diversity. The school is committed to ensuring it is woven into the curriculum throughout the year. It is unfortunate that at present, not all students can access the LRC. We are making sure that we promote books by black writers, as well as others. The Guardian newspaper produced an excellent pictorial timeline of black history that we have purchased to display in the school.

Black history was celebrated in many subject areas during the month of October and some of the things that happened have been shared in this edition of Veritas. During the month we promoted the importance of listening. This has inspired the launch of the St Mark's Listening Project - a new project that invites members of the school community to record one of their

conversations - a conversation about something that they feel is important- that can be shared with the rest of the school community to reflect on. Two Year 9 girls Diyara and Ruth were the first to record their powerful conversation on the impact of racist slurs on individuals. Ceara and Jenny from Year 12 have used their media skills to make a brilliant introduction for these films and the theme tune is part of a composition by Kaelyn in Year 11 entitled - Just like a rainbow. Black History Month came to an end on the 31st October. However, much work is still going on and there will be more to report on our commitment to racial justice in the next edition of Veritas.



In the beginning of November, St. Mark's was invited to host an educational presentation for the year 6 students of Botwell Primary School in Hayes Town. Mr Shore was joined with two of our Science IT trainees, Miss Brand and Miss Guillen, to teach the cardiovascular system and assist a heart dissection investigation with three groups of 25 year 6 students.

"This heart resection investigation was such a great introduction to the cardiovascular system that our year 6's are about to learn. Thank you so much, I hope we can do this again next year!" - Miss Stroud, Botwell Teacher

The students were introduced to the blood vessels that exist in our body, and the two main pathways that blood can travel through the heart was reinforced using counters to represent the oxygen that goes around the body. Each pupil personified a blood cell and has a designated path to follow, the group of students worked together to keep the body alive and the heart well oxygenated. Students' misconceptions about having blue blood were refuted, with visual diagrams and a clear explanation, how our skins act as colour filters. Mr Shore also explained 'lub dub', heart murmur, and helped students locate their own heart beat.



"One of the students initially was really grossed out by the smell of a real heart and how blood was dripping off it, but at the end he was the one to volunteer to do the final incision to reveal the heartstring valves." - Miss Brand

Once all the students had a good understanding of the cardiovascular system, they were placed in groups of four to perform the heart dissection. Each member of a group was designated a task as they resected a lamb's heart. Throughout the investigation, the pupils had to identify certain features of the heart and both Miss Brand and Miss Guillen assisted and described their roles of the heart.

"The best part about this whole educational trip was seeing Mr Oakley, my old primary school teacher back in 2007, as the headteacher of Botwell School!



It's funny how everything turned out like a cycle - and he remembered me too!" - Miss Guillen

By Miss Guillen and Miss Brand



## ST MARK'S TEACH BOTWELL BIOLOGY



# Art Teacher's Royal Academy Success

Mr Kerrison who teaches in the art department at St Mark's currently has two paintings on exhibition at the Royal Academy. His entries 'Peel' and 'Pear' were two of a few hundred successful entries out of eighteen thousand applications to the prestigious annual Summer Exhibition at the Royal Academy in London. This year's show, now billed the 'Winter Show' was postponed due to the lockdown and runs till 3rd Jan.

Mr Kerrison said he was delighted to have his work recognised in such a way. 'I have exhibited there once before in 2015 which was great but to have both my entries accepted this time is very special. I have applied several times in the past and not been successful. It just shows, particularly to young people, at school, with their whole lives ahead of them, that if you persevere, work hard and aren't frightened to 'give things a go' to achieve your goals, life can sometimes surprise you in very positive ways.' The exhibition features a large number of varied and exciting works and is well worth taking a look at, either online or in person if lockdown restrictions allow.



Mr Kerrison with 'Pear' above



'Peel'

## KS4 Challenge Highly Recommended

During lockdown I completed the KS4 challenge in English and MFL. The KS4 challenge was set up for all students but especially those who are keen on a particular subject and would like to challenge themselves to take their knowledge beyond the curriculum. As soon as my phone buzzed with an e-mail about the 'Challenge', I immediately knew I was going to participate as I have passion for English and I am particularly interested in the structure of language. I finished the challenge log by completing various activities ranging from TED talks to online courses and then recording what I had learnt on my Challenge Log. I am grateful for being given the opportunity to participate in the challenge as it has helped develop my knowledge for the English language and taught me to apply that knowledge to real life situations. In total, I completed 36 activities relating to language comprehension such as: How words are made, how stories can be interpreted in various different ways, lexicographers (who they are and what they do), forensic linguistics and much more. After being introduced to these topics, although we don't cover them in school it has helped support my understanding in lessons. After completing the Challenge I was inspired to do extra research and apply the theory to my own family life particularly as my young sister is developing her use of language and forming her own opinions. Overall, I managed to achieve a Gold award for my Challenge log. I was proud to receive a letter of commendation from Ms Waugh-Lucas and had a lot of fun learning about these fascinating topics in a new and interesting way.



Larson Rodrigues 11Fisher

**The KS4 Challenge is now open to all Year 9 and 10 pupils.**

**Join the Year 9 or Year 10 google classroom for more details (deadline February half term) or speak to Ms Wickenden.**

**Year 9 code: 3bgethd (you must be in Year 9 to join).**

**Year 10 code: xqp2efv (you must be in Year 10 to join).**





Lionel De Souza  
7 Becket

# DESIGN TECHNOLOGY

## BLACK HISTORY DESIGNER COMPETITION

In celebration of the cultural diversity at St Marks the Technology Department decided to focus on fashion designers of colour from around the world. Each student in Yr 7 & 8 was asked to research a designer of their own choice, images of their designs and then design an outfit of their own in that designers style. There were some fantastic designs and I felt that the job of judging them should be shared. All the tutors, Pastoral leaders and Technology teachers were asked to vote and here are the winning choices.

Well done to absolutely everyone whose designs were put forward, they will all be awarded with mark points.

Ms McIntyre  
Subject Leader of Technology



Rachel Colaco  
7 Campion



Joyce Bitumba  
8 Fisher



Rachel Rodrigues  
8 More



Kane Lopes  
7 Fisher



Aine Kynes  
8 Campion



Evie Bale  
8 Clitherow



Aerin Alvarez  
7 More



Igor Zelechowski  
8 Becket



Giaime Fronteddu  
7 Pole



Gabriella Dobrzanska  
8 Pole





Rumain Pallagamedara Don  
My project represented toxic childhood, I made a cake with various aspects such as a cigarette to show Sue Palmer's idea of toxic childhood



Charlotte Henry-Stumpe  
I made a child's mobile out of wire but instead of toys hanging from it there were symbols connected, demonstrating Sue Palmer's theory of a trend towards Toxic Childhood



Dale Lopes - I made a brownie cake to represent the division of labour



Ashani Fernando - My cake was the shape of a house to represent the types of families and households we've learnt about



Aman Amaf - I made a cake shaped as a broken heart along with a baby figure to represent toxic childhood and divorce.



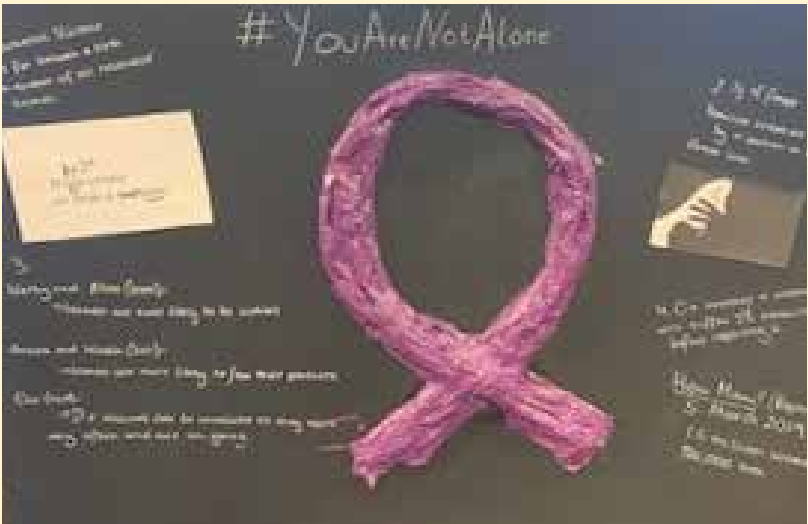
Lynette Ossei-Yeboah  
- I blew up purple balloons as purple is the colour that displays awareness for domestic violence. On the balloons I wrote different facts, statistics and hotlines in regards to any type of domestic abuse.

# Sociology

Year 12 were set a challenge for half term - using household items create something to depict a concept learnt in their first half term. they rose to the challenge and we had cakes, models, pictures, posters and even balloons! Here are a selection .....



Scarlet Crowe  
I chose to create a collage revealing the ways in which a toxic childhood permeates our society and media. These images include inappropriate clothing, unhealthy eating, alcohol and diet culture



Alice McGann - I chose to create a purple ribbon to represent domestic violence. Around the ribbon I displayed facts to raise awareness. I also included the trending #YouAreNotAlone which allows survivors to share their stories and get in touch with others

Owana Migambi - I drew a woman with a cracked face who had been domestically abused but she tried to cover it up. However, her eye wasn't covered up to show the pain and abuse she actually went through. I put that in a donut to convey how she is trapped in an ongoing cycle of abuse and she can't escape so she just hides her pain.



Sophie Trussler - I made an illustration of a woman with many arms completing a number of tasks to symbolise the triple shift; referring to women's work both inside and outside of the household. I also surrounded my illustration with images of how a women's role in society is portrayed in the media



Isaac Phelan - I decided to mutilate a bear, which is a symbol of childhood, to represent the effects of abuse and neglect based around a toxic childhood



**GLORY JOHNSON**



Sport: Basketball  
League: WNBA  
Team: Atlanta Dream  
Number: 0  
Birthday: July 27th 1990  
Career: 2012-present  
WNBA Drafted: 2012, Round 1, Picked 4th Overall  
College Education: Enrolled at the University of Tennessee-Knoxville - 2008  
Position: Power Forward  
Nationality: American / Montenegrin

**Emma Clarke**



Emma Clarke was the first footballer. She was the first black woman to play football.  
Emma Clarke was born in 1876 and was born in London. Emma Clarke played football until her career ended when she died in 1903.  
Emma Clarke was mistaken as a goalkeeper and her contribution during the game many times.

**Ebony Rainford Brent**



Ebony Brent was the first black woman to be a cricketer and was a former cricketer in the England team. During her career, she had become a captain of the women's team.  
She was born on the 31 December 1963. She had studied once about medical in The Grey Coat Hospital and University College London.

**Althea Gibson**



Althea Gibson was an American tennis player and a golfer and one of the Black athletes to cross the color lines of international tennis. In 1950, she became the first African American to win a Grand Slam title.  
She was born on 25 August 1927 and died on the 28 September 2003.

**Katarina Johnson Thompson**



Katarina Thompson is a British heptathlete. She won the gold medal at the 2016 World Championships and broke the British record with a score of 6991 points. Katarina Thompson was born 9 January 1993.

**Steph Curry**



**A famous NBA player**  
STEPH CURRY (OR STEPHEN CURRY) IS A CHRISTIAN BASKETBALL PLAYER WHO PLAYS FOR THE NBA TEAM OF THE GOLDEN STATE WARRIORS. HE HAS BEEN LOCKED DOWN BECAUSE OF HIS HEIGHT BUT NOW, IS GOOD AT THREE-POINTERS. HE HAS DELIVERED SOME EXTREME SHOTS INTO THE HOOP DESPITE HIS HEIGHT.

**Nigel Benn**



Nigel Benn, known as the Dark Destroyer, was twice a world champion in middleweight and super middleweight. He lost only 5 of his professional fights, three of those defeats coming at the end of his career.  
Born in 1960, on January 22nd 1964, as a boxer in the army he had a record 41 wins and one loss. He turned professional in 1982, and had 22 consecutive knockouts. Benn was crowned world middleweight champion after knocking out Doug Green, the defending champion, the defending title against former WBC champion Ivan Bulkin, but lost to Chris Eubank.

**ALICE COACHMAN**



Alice Coachman was born on November 5, 1923, in Albany, Georgia. Coachman was unable to access athletic training facilities or participate in organized sports because of the color of her skin. Coachman's first opportunity to compete on a global stage was during the 1948 Olympic Games in London. She qualified for the US Olympic team with a high jump of 5 feet 4 inches breaking the previous 10-year-old record by 1/4 of an inch. In the high jump finals of the 1948 Summer Olympics, Coachman leaped 5'8" on her first try. Her nearest rival, Great Britain's Dorothy Tyler, matched Coachman's jump, but only on her second try. Coachman was the only American woman to win an Olympic gold medal in athletics in 1948. Her medal was presented by King George VI.

**Paul McGrath**



He was born and lived in an orphanage for the first 16 years of his life. As a footballer he started playing with Derby United until he moved on to St Patrick's Athletic. He won the Young Player of the Year award in 1982 and posed Manchester United the next season. He settled in greatly winning an FA Cup medal in 1985. His greatest achievement in my opinion is when he helped Ireland to the World Cup in 1990. In 2004, he was part of the Ireland side that qualified for its second World Cup. I think he should be remembered because he had to battle with alcoholism to get to the top.

**Michael Jeffrey Jordan**, also known by his initials MJ, is an American former professional basketball player and the principal owner of the Charlotte Hornets of the National Basketball Association. He played 15 seasons in the NBA, winning six championships with the Chicago Bulls. He is the only athlete to become a billionaire. As a member of the NBA, Michael Jordan was awarded the NBA's Most Valuable Player a total of five times. Because Michael Jordan was so successful in his sport he received major endorsement deals with brands like Nike, making him even more famous. Michael Jordan's father was shot in 1993 by two robbers and died in St. Patrick's Series. He Averaged 33.6 PPG and Won Every Series. He is the Only Player to Win the Scoring Title and DPOY in the Same Season. ... He Won a League Best 10 Scoring Titles. ... He is the Only Athlete Who is a Billionaire. ... He Has Five Children From Two Marriages. ... He Once Recorded 10 Triple Doubles in 11 Games.





**ELIUD KIPCHOGE**



Eliud Kipchoge is a humble athlete that tried to run the Marathon in under 2 hours which scientists proved was impossible until 2055. And Eliud proved them wrong.

**MUHAMMED ALI**



Muhammad Ali was an American former heavyweight champion boxer and one of the greatest sporting figures in the 20th century. Citing his religious beliefs, he refused military induction and was stripped of his heavyweight championship and banned from boxing for three years during the prime of his career.

**Jesse Owens**



Jesse Owens was an American track and field athlete and four times gold medalist in the 1936 Olympic games. He is one of the famous track and field athletes.

**Jackie Robinson**



Jackie Robinson was an American professional baseball player who was the first African American to play in Major League Baseball. Robinson broke the color line when he first started baseball.

**Jack Johnson**



**Serena Williams**



Serena Williams is an American professional tennis player and world number 1 in single-vehicle tennis. She has won 23 Grand Slam singles titles. The most by any player in the open era.

**James Harden**



James Edward Harden Jr. is an American professional basketball player for the Houston Rockets of the National Basketball Association. He became one of the NBA's most prolific scorers and earned recognition as the best shooting guard in the NBA, as well as one of the top overall players in the league.

**Michael Jordan**



Michael Jeffrey Jordan, also known by his initials MJ, is an American former professional basketball player and the principal owner of the Charlotte Hornets of the National Basketball Association. Michael played 15 seasons in the NBA, winning six championships with the Chicago Bulls.

**Jackie Joyner-Kersey**



Jackie Joyner-Kersey was one of the greatest athletes in the world. She won three Olympic gold medals, one silver, and two bronze medals, in three events at four different Olympic Games. Sports Illustrated magazine named Jackie Joyner-Kersey the Greatest Female Athlete of All Time. She is on the Board of Directors for USA Track & Field (USATF), the national governing body of the sport.

**Arthur Ashe**



Arthur Robert Ashe Jr. was an American professional tennis player who won three Grand Slam singles titles. Ashe was the first black player selected to the United States Davis Cup team and the only black player ever to win the singles title at Wimbledon, the US Open, and the Australian Open. He retired in 1980.

**Pelé**



Edson Arantes do Nascimento, known as Pelé, is a Brazilian retired professional footballer who played as a forward. Widely regarded as the greatest player of all time, he was among the most successful and popular sports figures of the 20th century.

**Tiger Woods**



Eldrick Tord "Tiger" Woods is an American professional golfer. He is tied for first in PGA Tour wins and ranks second in men's major championships and also holds numerous golf records. Woods is widely regarded as one of the greatest golfers, and one of the most famous athletes of all time.

As part of Black History Month, Year 8 were invited to create a slide about a black sportsperson of their choice. It was really interesting to see who has inspired our students and to see so many positive role models recognised in this way. I hope you will also enjoy this selection of work from the students.

*Mr Taylor*  
*Subject Leader - Physical Education*



## OPEN EVENING - THE COVID WAY .....

As a school, we always look forward to Open Evening. It's a great chance to really show off how outstanding all our students are gives potential parents a great insight into school life. Unfortunately, like many things at the moment, we were not able to welcome visitors in the same way we normally would. Instead, we took Open Evening online!

Departments and students all pulled together to create some wonderful videos which really show off our departments and the fantastic work is being done all the time. The evening was a tremendous success, with 14,700 views and 370 hours of videos watched so far (and increasing every day!) While we would be proud for all our students to represent us to the public, a special thanks to the students who have helped out this year. You really did a great job of showing how far our students will go to help our school community.

