

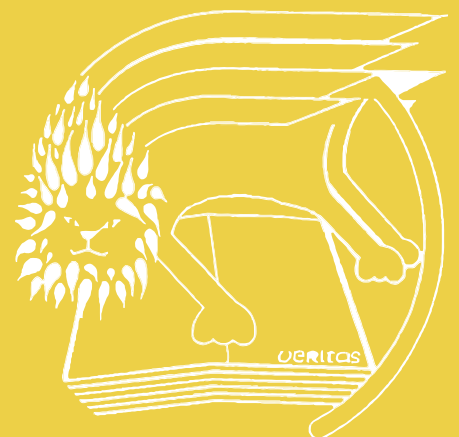
VERITAS

St Mark's Catholic School

No. 27 - SPRING 2022



A TIME FOR PEACE



Fjolla Krasniqi, a Senior Consultant for FTI Consulting, an international business consultancy, came to St Marks to give a talk on how Life after St Mark's could be with the right dedication, perseverance and hard-work. Prior to joining FTI Consulting, Fjolla worked at the thinktank Onward, where she led their first research programme on the state of community focusing on regeneration, levelling-up local communities and left-behind people and places in the UK.

Fjolla began her career in Parliament working for Members of Parliament. She was the Chief of Staff to Seema Kennedy OBE MP during her time in Government and as the Parliamentary Private Secretary to the then Prime Minister, Theresa May MP. She also worked for The Right Honourable Boris Johnson MP during his time as Foreign Secretary.

As you can see Fjolla has gone on to do many things in her life and all are incredible steps towards a very bright future.

During her talk she went on to tell us about how she got where she is today and how she did it, and as many of you could guess she put in the time and effort to achieve her goal. However, politics was not always her dream as medicine was the goal she was working on for many years. She always thought that she wanted to do something in medicine until she reached out for an opportunity and fell in love with politics.

This just shows how important it is to reach for different opportunities, and always be open to new experiences, because you never know what is waiting for you and how one single thing you do has the ability to change your whole life.

Fjolla also went on to say how hard she had to work to reach her goal and how she had to personally go up to people such as professors and politicians to gain work experience. She opened our minds and showed us that if we ever want to reach our goal, no matter what it is, we need to work hard, persevere, and commit to what will get us to our dreams.



Guest Speaker introduced by
Justin and Sheniz



by Sheniz Kariyawasam

Welcome to our Easter Edition of Veritas – the first one since 2019 due to Covid! Although Covid has continued to affect members of our community most clubs, activities, and trips have been able to continue, and these are such an important part of education beyond the classroom. I would like to thank all families who have contributed to the School Fund in recent years as your contributions have enabled us to provide valuable resources for our students. We have leased new minibuses and students now have first-class transport to sports fixtures and other extra-curricular activities.

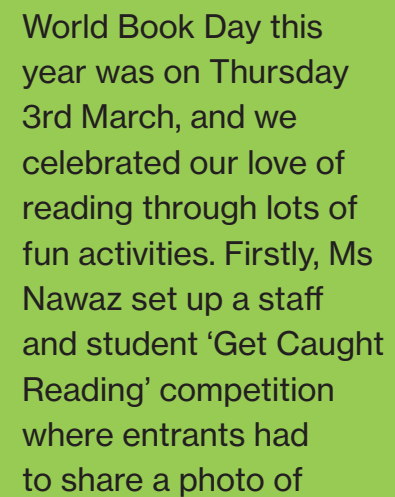


'A Time for Peace' was our school theme for Lent and our community has been united in praying for peace and supporting the people of Ukraine. The response to our request for urgently needed supplies was overwhelming, and we have so far raised over £3000 for Cafod's Ukraine Humanitarian Appeal. We are very grateful for your generosity. We also held a prayer vigil for peace in the Chapel and we continue to be united in our prayer for peace throughout the world.

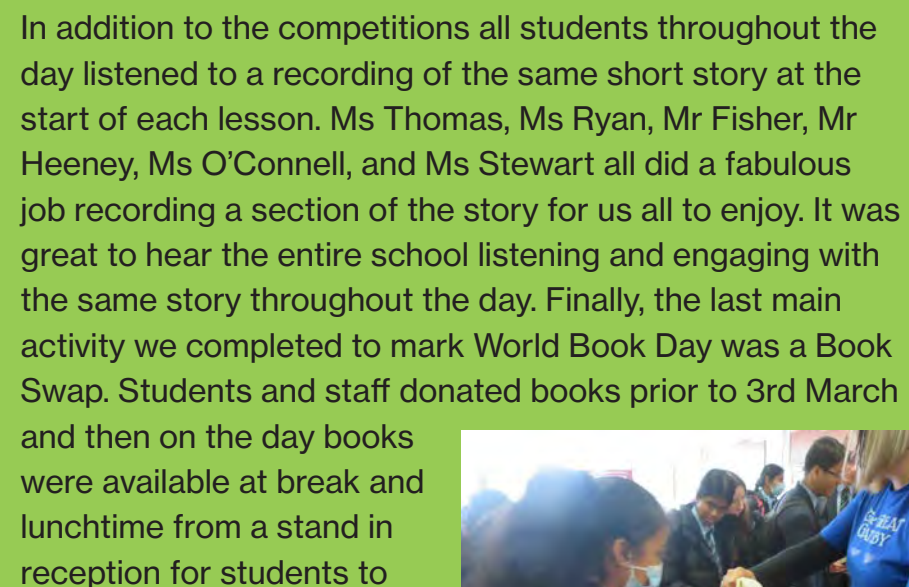
On behalf of all the staff, I wish you and your families a very happy and holy Easter.

Andrea Waugh-Lucas
Headteacher

Life After St Mark's



them reading in an unusual location. Congratulations to Grenil D'Costa and Casper Kiczka for the successful student entries! Another competition that happened throughout the day was a World Book Day quiz where pupils had to find out staff members' favourite books as well the answers to questions about famous books. The winners of the quiz were Jessica Remin and Pauline Budarz. All prize winners were rewarded with a £10



take for free – with the promise they would read the book and hopefully love it! This was an extremely popular event, and all donated books were taken home to be enjoyed by a new reader.



get caught reading



SUPPORT FOR UKRAINE FROM ST MARK'S



For two weeks we have been collecting donations to help the refugees of Ukraine. Thanks to the outstanding efforts of the students, and with the much appreciated help of the sixth formers, we were able to collect and provide much needed help to the people of Ukraine.



All donations collected were delivered to the collection points located in London from where they were then transported by qualified drivers across the Ukrainian border, and distributed across the country.

On behalf of all the people of Ukraine, we would like to say a huge thank you to our school and to all the teachers for being so kind and helping organise the collection. We would also like to give many thanks to all students and their parents who have contributed to this cause. All efforts have helped to make a significant impact for our people. We really appreciate your consideration and aid to our country.

Khrystyna Dyakovych



This year the Toy drive was more successful than ever. We managed to hand over a huge amount of toys for children in foster care in Hounslow.

Velosha Soares (11 Ca) donated a huge amount of crafts and colouring equipment, something that she has done every single year. 7 Pole managed to donate the most toys out of any form in the school although it was a close call between them and several other forms. We are incredibly grateful as a school for every single donation and would like to thank you for making such a significant difference to the children of Hounslow.

Social services were overwhelmed with the amount donated and asked us to pass on their thanks to the school community for their generosity.

It is initiatives like this that allow us to live out the gospel in our everyday lives.



Toy Drive

24 students in Year 10 are currently working towards a qualification in public speaking with LAMDA. LAMDA refers to the London Academy of Music and Dramatic Arts and is a world-renowned exam awarding body which specialises in the transformative power of the dramatic arts! The qualifications it offers specialises in training students in their performance and public speaking skills promoting creative, authentic and confident communication!



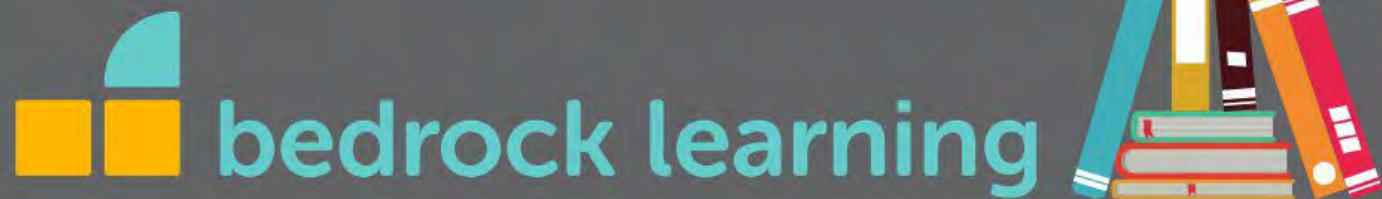
As part of the programme, they have been given a Key Skills Passport which overviews specific public speaking activities they should be volunteering themselves for, which aims to challenge students with as much opportunity as possible to practise speaking in a public form.

Ms. Waugh Lucas challenged the students to take on the International Women's Day assembly. International Women's Day is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity. Significant activity is witnessed worldwide as groups come together to celebrate women's achievements or rally for women's equality. Marked annually on March 8th, International Women's Day is one of the most important days of the year to: celebrate women's achievements, raise awareness about women's equality, lobby for accelerated gender parity, and fundraise for female-focused charities.

This year, the theme of this special day was "Break the Bias", but what does this actually entail? In essence, the whole idea of this theme is to challenge gender stereotypes and attitudes so we as a collective can create positive visibility of women and overall a fairer and more equal world for all.

The assembly offered a fantastic opportunity to recognise the significance of women in our lives and in society and inspire them for greater future achievements but also it was an excellent demonstration of incredible voices of the future coming together in a perfect harmony. Well done to the Year 10 LAMDA students.





Since its launch at St Mark's in October, Bedrock Learning has been a fantastic resource to develop students' reading, comprehension and vocabulary skills as well as developing their cultural capital knowledge. Each week students in year 7 and 8 complete one Bedrock Learning lesson in English and complete an additional one for homework - this is a minimum expectation. Year 9 students complete Bedrock only as homework. On average students have achieved between 400 - 600 Bedrock Learning points if they have completed the expected tasks each week. However, several students deserve a special mention because they have absolutely gone over and above this!

Darius Dias - 8 Fisher - 3489 points

Shaun Rodrigues - 8 Champion - 3468 points

Sarah Amadoru - English class 9B1 - 2270 points

Arshman Mohammed - 7 Fisher - 2125 points

Darius and Shaun keep competing for first place and it is always neck and neck between these students.

At the start of term, we conducted a special prize giving assembly to reward the top 30 students in each year group who had completed the most topics in Bedrock or had made the most progress. We also announced the winning class for each year group and the champions were...

Year 7 - Pole

Year 8 - Clitherow

Year 9 - English group 9A2

All prize winners are listed across the page. We will complete another prize giving after Easter - who will come out on top then?

TOPICS COMPLETED		
Grenil D’Costa	7 More	13
Bartlomiej Szubski	7 Pole	11
Arshman Mohammed	7 Fisher	9
Sara Fernandes	7 Clitherow	6
Zoey Cruz	7 Fisher	5
Aden D’Souza	7 Champion	5
Guido Gomes	7 Fisher	4
Geraldine Kwakye	7 Champion	4
Lara Paajarvi	7 Becket	4
Priyoshka Godinho	7 More	4
Max Krusinski	7 Clitherow	4
Giselle Narh	7 More	4
Luke Donnelly	7 Champion	4
Famio Miranda	7 Pole	4
Nikola Owsik	7 Champion	4

TOPICS COMPLETED		
Darius Dias	8 Fisher	24
Shaun Rodrigues	8 Champion	19
Henry Koduthore	8 Fisher	7
Rachel Varley	8 Clitherow	7
Aishwarya Vettickal	8 Clitherow	7
Ewelina Nowosielska	8 Clitherow	5
Jessica De Souza	8 Clitherow	5
Michelle Deocampo	8 Clitherow	5
Ethan Goes	8 Clitherow	5
Karol Gaudyn	8 Becket	4
Niamh Smith	8 Fisher	4
Ellary Dioquino	8 More	4
Filip Zwirecki	8 Becket	4
Rein Cortez	8 Clitherow	4
Audrey Balangao	8 Becket	4

TOPICS COMPLETED		
Sarah Amadoru	9B1	12
Prylon Estocio	9B4	11
Olsen Rodrigues	9B1	8
Macaria Alexander	9A2	7
Raphaelle Briones	9A2	7
Dominika Krolik	9A2	7
Nicole Lewandowska	9B4	6
Noel Nelson	9B4	6
Jessica Reginald Nimalan	9A2	6
Thea Peck	9B3	5
Aloysius Fernandes	9A2	4
Aziel Carvalho	9B1	4
Eva Gonsalves	9B1	4
Anton Safin	9A4	4
David Dziedzianowicz	9A2	4

PROGRESS MADE		
Tenosh Fernandes	7 More	164%
Shemira Fernando	7 Clitherow	139%
Joel Emildaruban	7 Clitherow	111%
Jolexson Pereira	7 Fisher	102%
Shelly Ghouri	7 Clitherow	97%
April Fernandes	7 Clitherow	93%
Caelan Fernandes	7 Pole	86%
Naod Andebrhan	7 Clitherow	76%
Kornelia Bonko	7 Pole	76%
Maryvonne Simon	7 More	75%
Oskar Czarnecki	7 Pole	70%
Xavier Borlaza	7 Fisher	69%
Francesco Cardelli	7 Pole	67%
Zara Carrasco	7 Becket	63%
Ethan D’Silva	7 Champion	54%

PROGRESS MADE		
Jazael Albuquerque	8 More	126%
Maja Pasek	8 Pole	89%
Zoe Moloney	8 Champion	86%
Kian Hand	8 Fisher	70%
Kane Lopes	8 Fisher	60%
Mellison Ferrao	8 Clitherow	57%
Kyrah Pascal Wellington	8 More	52%
Bryson Fernandes	8 Champion	49%
Oliwia Jedeasz	8 More	49%
Thairissa Panzo	8 Becket	48%
Lynsey Da Costa	8 Champion	48%
Vianney Ferrao	8 Champion	44%
Eleanor Julian	8 Fisher	40%
Kamryn O’Brien	8 More	40%
Kimberley Goes	8 Fisher	40%

PROGRESS MADE		
Siobhan Grimes	9A4	196%
Marcelino Simon	9A3	194%
Louis Osayomwanbor	9A3	152%
Nathan Pereira	9A2	137%
Ethan Green	9B2	136%
Menzie Mascarenhas	9A2	130%
Jena Enokaren	9A3	114%
Adrian Croos Fernando	9A2	110%
Dwayne Pereira	9B3	100%
Kacper Skowronek	9B2	97%
Sophie Carrasco	9A1	88%
Sean Byrne	9A2	83%
Kristina Tierno	9A3	79%
Adam Elliot	9B1	68%
Maxime Yazdanbakhsh Gola		

CHESS CLUB

BOARD GAME CLUB

Fridays 3.05-4.00

There has been a tremendous interest in chess at St. Mark's since the opening of extracurricular activities earlier this year. The number of pupils turning up on Fridays after school meant that two classrooms had to be used to play the games.

Finally, Marcus Foord (11 Champion) has very kindly organised and run a chess competition in the last four weeks. The quarterfinals took place last term, and the following managed to reach the semi-finals:



Luke Donnelly (7Ca)
Marcus Foord (11Ca)
Andi Hita (8 Po)
Jack O'Flaherty (11Ca)



The final was played between Jack O'Flaherty and Luke Donnelly and after a tense struggle Luke managed to win the game. Congratulations to him and all the other contestants for taking part in the competition! Anyone interested in joining can see Mr Crone, Mr Mihailovic or Mr Grover. Beginners are most welcome as are other game players such as Scrabble and Cluedo!



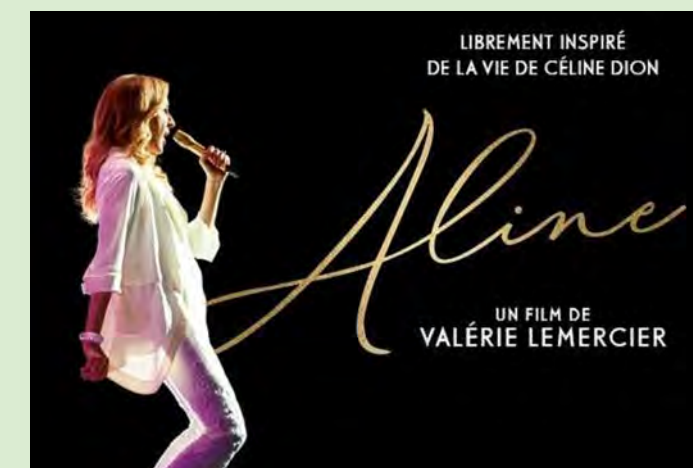
On Friday 25th February, Film Studies was delighted to welcome back one of its bright student successes, in the form of Beya Kabelu. In 2021, out of 10,000 applicants, Beya was one of 10 aspiring filmmakers awarded by Netflix with their Documentary Talent Fund, a £40,000 budget to create an original Short

Documentary. Beya screened his documentary, *The Pet Detective and the Dog Thief*, to both Year 12 and Year 13 Film groups, and gave them insight into the film's production. Beya's post St Mark's career has taken him from Sky TV to The Guardian, and he passed on great advice to the next generation of budding Film undergraduates. If you would like to watch Beya's short, it can be found at https://youtu.be/_JZz9rONq-Q

Film Studies



On Thursday the 10th of March our A level French class went to a French cinema, Ciné Lumière, in South Kensington to watch a biopic of Celine Dion called *Aline*, starring Valérie Lemerrier. After seeing the film, we all agreed that it was a very enjoyable experience and that we would certainly be revisiting the cinema in the future. The film itself was aesthetically different, but nonetheless very eye-appealing; the outfits, music and settings were incredible. It showed all the stages of her life, from the difficulties of gaining recognition at a young age to the challenges of growing up in the competitive environment of the music industry. One of the most shocking things we learnt was that she had to endure 3 months of not talking in order to heal and retain her powerful voice, after damaging her vocal cords. Overall it was a heartwarming and awe-inspiring spectacle that not only broadened our cultural horizons but allowed us to experience authentic French cinema.



Anna-Marie, Rebekah, Joanna, Pearl and Christina



Science Week is a wonderful opportunity for students to learn and develop their knowledge of Science. It offered a wide range of engaging activities where it encouraged students to explore different aspects of the subject ranging from

dissection to producing blinding flames through the use of magnesium powder and methane bubbles.

Science week 2022 at St Mark's kicked off on Monday with two events taking place. Firstly, Dr Fiona Tsang-Wright delivered a talk to the students in the lecture theatre which was incredibly well attended including some from years 7 and 8.



SCIENCE WEEK



The other event was a little bit light hearted with key stage 3 students making slime using borax into the cup of warm water and mixing it with freshly made clear glue and adding a few drops of food coloring and/or glitter to the clear glue and stir gently to combine. The students then examined some of the properties of this amazing substance. Unfortunately, the pupils were not allowed to take away their slime back home due to health and safety reasons. However, the

students now have the knowledge and expertise for preparing homemade slime using simpler ingredients. Thanks to Ms Doohan for helping to run this very messy but highly enjoyable event!

Easy way to make slime at home:
<https://www.bbcgoodfood.com/howto/guide/how-make-slime>



This was followed on Tuesday when about thirty students (mainly lower school students) carried out pigs' trotter dissections arranged by the Biology department giving them an



exposure to the use of scalpels and forceps and other instruments to get under the thick skin of the pig in order to see underneath. Whilst having fun dissecting the pig trotter, they also

learned that the trotter is easy to handle and provides a clear example of a synovial joint as well as the different tissues involved in joints - tendons, ligaments, cartilage, bone and muscle. Thanks to Mr Shore and Mr Janman with assistance from



Ms Andrews in running this popular annual event! Wednesday after school saw many pupils attend and look at the



idea of forensic Science and its uses by carrying out two techniques - flame testing and chromatography. The pupils had a chance to look at the range of colors that are



produced by burning metal compounds on a blue flame and then afterwards using a range of pens to separate the colors to obtain a chromatogram.

The Thursday afternoon of Science Week continued with a bang, literally! Explaining everyday risks is a critical task for any teacher - though the exercise can have unexpected effects, as some remarkable photographs reveal. Chemistry teacher Mr. Mihailovic demonstrates with powdered milk the dangers posed by one of life's more unusual hazards: exploding custard factories. He demonstrated how the reactivity of a substance is related to its surface area. A material in powder form exposes much more of its surface to the



air; as a result, normally inert substances can become highly reactive. Milk is scarcely combustible when it comes out of a cow, but if dried and powdered it becomes highly flammable.



Next demonstration used some teacher hands in soapy bubbles filled with methane, and set fire to them, with flames that touched the ceiling (no damage though!). This was followed by a series of demonstrations, including 'screaming'



jelly babies by Mr Yiu and the 'whoosh' bottles by Mr. Windmill. A mixture of alcohol and air in a large polycarbonate bottle is ignited. The resulting rapid combustion reaction, often accompanied by a dramatic 'whoosh' sound and flames, demonstrates the large amount of chemical energy released in the combustion of alcohols. Finally, the students were taken outside and treated to a selection of

rockets powered by hydrogen and methane which generated some loud bangs. A brilliant way to end Science Week! The week was a big success and it definitely deepened the student's love and appreciation for Science! Thank you to all involved in running any of the activities.

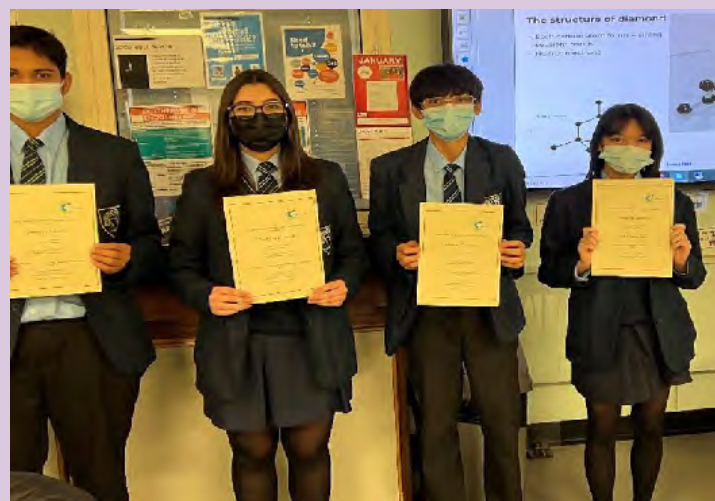


Science Week

The Royal Society of Chemistry (RSC) - Chemistry Challenge 2021 - 2022

"It was fun experience; I would do it again if I had the chance. The questions were quite challenging, but that made it feel more rewarding when I received my certificate. I got to work with my friends, and we used our logic and skill to complete the challenge. I would really recommend it, I even got a Royal Society of Chemistry pen for my participation. The hours I spent after school were worth it."

Natalia Bujak



Natalia Bujak, Paul Fernando, Shayna Sichon and Shawn D'Souza took part in this year's Royal Society of Chemistry Chilterns and Middlesex local section's Chemistry Challenge. The competition consisted of a range of general knowledge and curriculum linked questions. The students were all very committed, without any preparation work spent a few hours after school 2 days before the Christmas holidays completing the challenge activities! Well done to all of them!

Dr Chakraborty

The chemistry challenge was very difficult and challenging. It was a lot of fun going through difficult questions that were unlike any chemistry questions that I have ever experienced but it was very interesting learning along the way.

Paul Fernando

I found the chemistry challenge well challenging, it made me think and explore new topics, overall it got me interested in chemistry as a whole and the entire experience was fun

Shawn D'Souza

The experience was very fun and truly tested my group's knowledge. I would encourage others to participate in future challenges such as the RSC Chemistry Challenge – it's definitely worth your time if you want to push yourself to expand your science knowledge!

Shayna Sichon

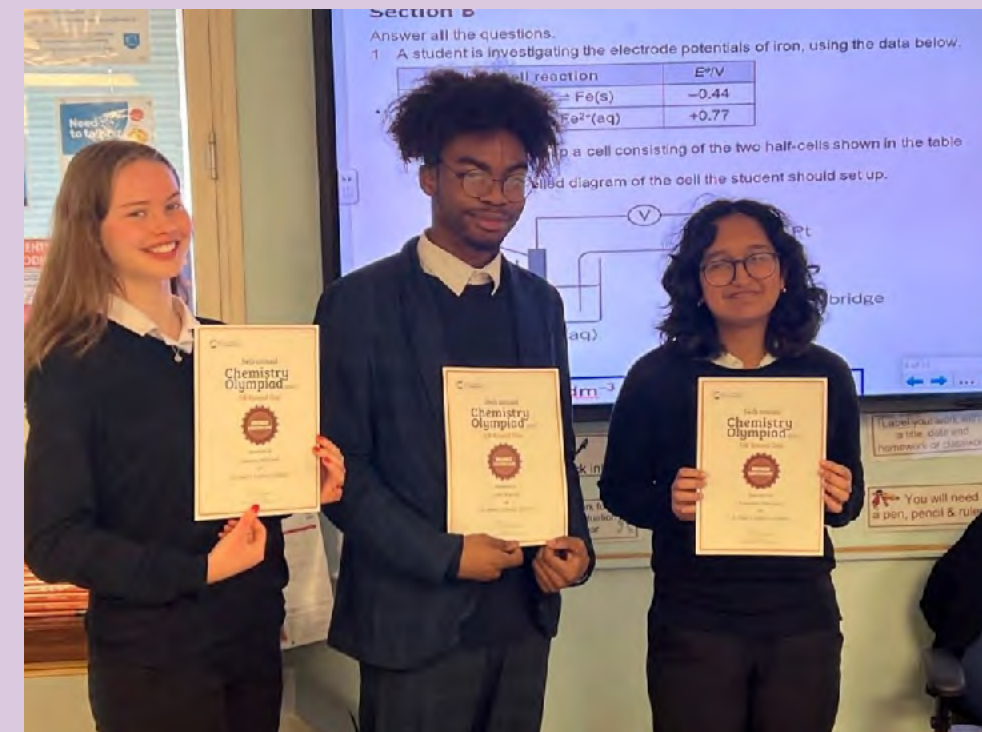
Chemistry at St Mark's

Three Year 13 Chemists took part in the Royal Society of Chemistry's UK Chemistry Olympiad, a difficult two hour paper designed to challenge and inspire. The competition was an opportunity students to push themselves further by thinking creatively and testing their knowledge in new, real-world situations, including questions on fuels, lateral flow tests and the storage of vaccines. Despite the challenging nature of this competition Uriel Ankrah, Annabeth Menezes and Alannah Williams all achieved bronze certificates.

Mr Mihailovic

Whilst taking part in the chemistry Olympiad was no doubt challenging, it was still a very enjoyable experience. Doing the Olympiad was a great way of challenging myself by applying concepts I have learnt in school to problems beyond the specification. In a way this helped me to understand the concepts in A-Level chemistry better.

Annabeth



Taking part in the Chemistry Olympiad was very rewarding and allowed me to access my full potential in Chemistry.

Being able to see examples of Chemistry's real life applications such as in PCR gave me a greater understanding and appreciation of the subject.

Overall, undertaking Chemistry Olympiad gave us all a great insight into the vast applications of Chemistry in modern science and allowed us to develop our critical thinking skills and think more laterally.

Alannah and Uriel

Royal Society of Chemistry UK - Chemistry Olympiad



In previous Veritas we documented our plans for the launch of an additional pastoral support programme for our students. This happened in September 2021 when our Spectrum group met for the first time. Spectrum is a weekly

peer support group for students who have experienced a significant loss or painful experience. Our very first group completed the programme on Tuesday 25th January. We are grateful to The Catholic Children's Society for this experience!

The students were very committed and together with the facilitators (Mrs O'Neill and Ivan, the chaplain) had a wonderful final 'Celebrate Me' session during which they reflected on and celebrated their journey together. The following words are from the students who participated in the programme:

'Every Monday after school, a group of Year 10s would meet in the school Chapel for the Rainbows Spectrum group and collectively discuss the feelings we went through because of our loss of a loved one. There were 12 sessions that included thinking and feeling activities, for example: Stages of grief, Our worries, Fears and disappointments, Reaching out and Endings and beginnings. We shared real life stories and our feelings towards other scenarios. Over the sessions, our feeling of safety in expressing our thoughts became stronger. We also felt understood and listened to through each topic we covered. This helped us gain trust with each other in the group and this has definitely been beneficial for all of us going along. At the end of each session, we concluded with a "Today's thought" which left us with a positive note to take away with us.'



"Spectrum has helped me gain trust and confidence to speak about my emotions and feelings. I felt that over the sessions, I learnt to understand my emotions which helped me to control my negative thoughts. Overall, I thoroughly enjoyed each session and would recommend the Spectrum programme to any of those who are struggling through a loss and are finding it difficult to talk to someone and open up."

"Spectrum has helped me express my inside thoughts that I was too scared to share. By opening up in this group, I felt relieved and safe in the supportive environment which helped my mental health and mindset. In general, I loved attending this group every week as it helped me overcome my stress and sadness and this resulted in me being much happier. I recommend this group to all who are struggling".

"Spectrum has helped me with my emotions and expressing myself by thinking about things through different perspectives. I also came to understand that my own emotions aren't good or bad, they just are. Overall, I liked the group and would definitely recommend it because it would help you get through tough situations. Spectrum is a place where you can go and feel free to say whatever you feel and not

COP 26 Hounslow Schools Climate Change Conference

On the 12th of November, a passionate group of A Level Geographers participated in the Hounslow COP-26 conference day. This virtual event connected us with schools from around the borough where we took the role of powerful countries and made decisions to act on the current climate crisis.

This year was the 26th Global Convention to address Climate crisis and was hosted by the UK in Glasgow between the 31st of October to the 12th of November. The COP26 summit brought parties together to accelerate action towards the goals of the Paris Agreement and the UN Framework Convention on Climate Change. Time is running out and the voices of the younger generation are vital in contributing to the future of our world which is why we enjoyed this opportunity so much.



One of the biggest highlights of the conference was the discussions that took place between the students. Each school was allocated a country and had to try and come to a resolution to combat climate change. We were allocated breakout rooms which gave us students a chance to create ideas and plans to help one another but also do what was best for our countries. We were all given a chance to voice our opinions on the climate change crisis and encourage one another to spread awareness and do as much as possible to stop the disaster that is showing the haunting effects day by day.

We learnt that it is much harder to change our inefficient ways. The strategies that we use today that may add onto the negative impacts of climate change are the ones that are the most convenient to us on a daily basis. It is easy to say 'Just stop using fossil fuels!' 'Change all vehicles to electric!' But how do we do this when we need to protect our country's economy and the public? What is the point of cutting back on the resources that we use that have a negative impact on climate change if it means that our public will suffer more? The conference showed many of us just how many things that there are to think of. As a community, we think that we prioritised climate change well whilst balancing out our economies well. For example, we made partnerships with other countries such as China to help us with deforestation. We were certainly more lenient than some of the countries in the real world!



At St. Marks we were also lucky enough to have Seema Malhotra, a local MP, ask for our opinions on climate change to take to COP 26 in Glasgow where she would be taking part. It was a lovely experience for all sixth formers who took part, each with their own ideas and opinions. We are expecting Seema Malhotra to be in touch with us soon after the conference.

Article written by Kanyl Majeed and Lily Doran (Year 12)

Debate team: Year 12s: Zainab, Sinead, Kanyl, Lily. Year 13s: Alannah and Eva

This term, the Year 9 Aiming for Oxbridge group have been taking part in an exciting project where they have had to apply their new skills and knowledge in a practical way. Mirroring the BBC's The Apprentice, students are competing in a series of business-related activities designed to test and challenge them across several subject areas.

Round 1: Old School Research Project



In Aiming for Oxbridge, we were tasked with Round 1 of the Apprentice, which was the problem solving task. Each of us was given a booklet filled with different problems we had to solve. This ranged from music, science, maths, geography, Greek mythology, general knowledge and other questions that involved our problem solving skills. Along with this task, there was a twist. We were not allowed to use the internet at all to solve these problems. In our individual

groups, we had to work together, use our own knowledge, use old school research in the LRC and talk to knowledgeable people such as teachers or family members. My group worked together to figure out the answers and talked to many teachers, friends and family members to be guided towards the right direction in order for us to solve the



problems in the booklet. Each group also had a project manager such as myself, who had to use their leadership and organisation skills. We were also given the money we can use to trade for answers with other groups. As this was a competition, there was a leaderboard created which was ranked based on the number of

points each group has earned. The points were decided by the number of correct answers we had in the booklet and the amount of money we had returned in the final hand in. However, the leaderboard can change between every task so each group has the chance to be at the top. Overall, this task was all about problem solving skills, communication, teamwork, negotiation and creative thinking as a group.



Raphaelle Briones



Round 2: Medical Practice



In our Aiming for Oxbridge new project of The Apprentice, we were faced with a medical challenge. We were given 25 different conditions ranging from contagious diseases, to chronic disorders to learn over a period of 3 weeks. We had to make sure our groups knew their symptoms, causes, diagnosis and way of appropriate treatment to be able to



understand the condition. On the 23rd of March, in the main school theatre, each group had 6 appointments in total with personas who came to us in hope of a diagnosis, however it wasn't that simple. We were encountered with language barriers, angry patients, and some too shy to even say a word. Our



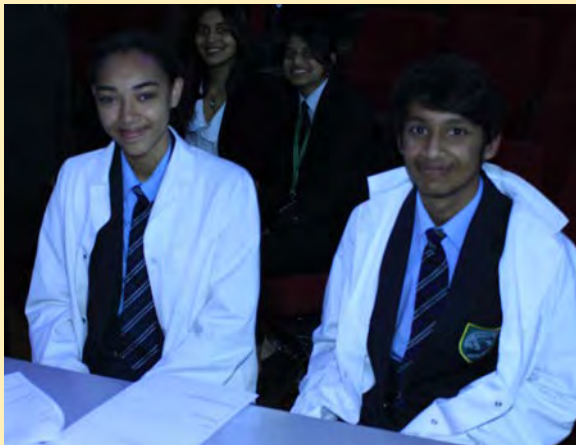
challenge was to not only diagnose the patient, but build a relationship with them, to be able to make sure we received all our needed



information. I think this round was by far the best one, but we are intrigued to see what's in store for us in the upcoming weeks.



Emilia Radon



Aiming for Oxbridge

Year 8

Problem-Solving

This term, the theme for the Aiming for Oxbridge sessions have been problem solving. Problem solving is an essential life skill as we are often surrounded by different circumstances everyday, some of which require varied responses. Analytical and critical thinking skills can assist you in your university applications and they are also valuable traits among employers.

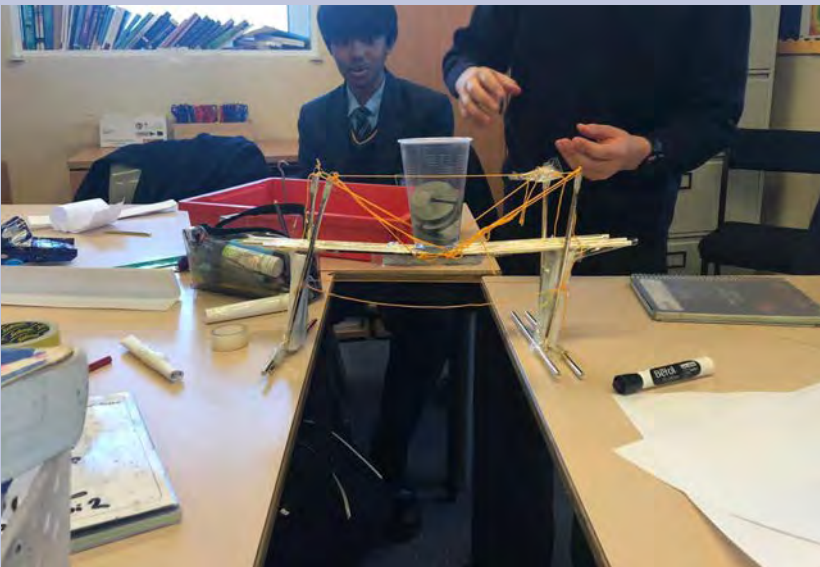
In the first few sessions this term, we worked with friends to try and untangle a series of riddles and puzzles. Then, we were taught practical ways to approach a problem effectively. For example, it is easier to set about solving problems by visualising it on paper. Brainstorming produces a large amount of ideas quickly, and then organising them on paper may help to identify and correct flaws within your methods. Our skills were then put to the test when we were locked into an escape room, where we had to discover clues, work out puzzles and accomplish tasks. Creativity is also appreciated in problem solving. In one lesson, we were asked to make a free standing bridge that supported weight up to 500 grams with only materials we were given. Some groups built

beam bridges with paper straws, while others tried to construct suspension bridges connected with string.

And remember, most problems will not be solved on the first attempt. We have learned to stay resilient throughout the problem-solving process as mistakes could steer us to a more successful strategy. Techniques, resilience and practice will help you to get there sooner or later. The Aiming for Oxbridge sessions have been absolutely wonderful and I would 100% recommend it to anyone that has the opportunity to in the future.

Jessica De Souza

Aiming for Oxbridge



YEAR 11 CAREERS DAY

Careers day - A window into the future

Choose a job you love, and you will never have to work a day in your life. Many of us have heard this said but it is not always easy to imagine; however, on our Careers Day it was very clearly evident that this was the case. Hence, Year 11 was introduced to three very different but very fascinating companies: GSK, Lego and Shark Ninja. To say the least, it was a very eye opening experience that was made available to us thanks to the hard work and dedication of all the teaching staff, which we are grateful for. One interesting aspect was the fact that we participated via video call and a webcam that captured the entire class, of course one of the many adjustments we've had to make due to covid. Despite this, we were still able to communicate really well with the representatives who were very intellectual and friendly; many of them were doing their placement at university which was incredibly useful to us, as it provided insight into, not only what future careers might be awaiting us but, also the various aspects of university life. As well as that, they were also spectacular guides throughout the virtual event and made sure we knew exactly what to do.

Subsequently, our form worked together with GSK, a science-led global healthcare company who provide products and services all around the world, coincidentally including Johnson and Johnson who have previously worked on the Covid vaccine. What's more, GSK works with many toothpaste brands such as Sensodyne and Aquafresh which was the theme of the occasion. We began with some introductions and then went on to do some fun activities - the first activity was looking at the profiles of several customers and their needs, this allowed us to practise different marketing techniques and the creation of sustainable products accustomed to customers needs. After that our groups looked at the different ingredients necessary to make the toothpaste and what their purposes were as well as managing their costs. Finally, we were asked to design our own toothpastes and packaging that would best appeal to customers. Our group decided on a Christmas themed toothpaste (despite it being January) that was peppermint flavoured and contained red colouring, in order to recreate a candy cane concept - it can certainly be argued we thought outside the box. After this we were able to present our ideas to the class and the representatives, who provided us with some positive feedback and constructive criticism. This was beneficial as it allowed us to gain some confidence and some public speaking experience. A particular favourite of mine was a group whose toothpaste was eco-themed: 'eco-smile', whose objective was to transfer 5% of profit from the product towards planting trees.

Overall, it was an incredibly beneficial experience and one that will remain with our year for a long time. What was most important was that we were able to come together as a collective and work effectively as a team, as well as gaining useful skills and knowledge to prepare us for the future. Moreover we were able to broaden our perspectives beyond the classic, familiar jobs such as teacher or firefighter and also learn what skills and education are required for the industries and fields we have interests in by having the opportunity to ask questions. Therefore this event was incredibly insightful and I hope that St Mark's continues to provide this opportunity for all year groups to come.

YEAR 11 CAREERS DAY

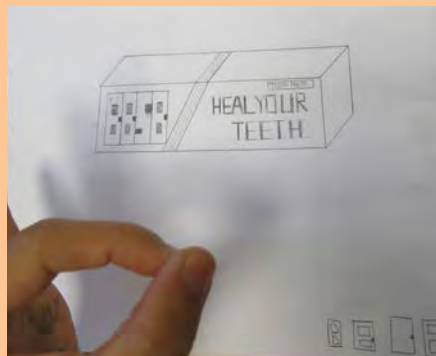


After multiple occurrences of being sent home and continuous amounts of rescheduling due to covid, Year 11 were finally given the opportunity to take part in a careers day where we were able to explore the aim of different types of business industry and the influences they have in our daily lives. 11 Fisher had partnered up with GSK, a pharmaceutical company. When our class, especially me, heard that we were going to be partnered up with a pharmaceutical company,

questions definitely arose, specifically concerning the amount of fun and excitement our careers day was going to bring, but as soon as we begin our interaction with the team of GSK, we were greeted with warm welcomes and given a variety of entertaining tasks to lead us to our final product which was toothpaste.

Our class was put into small groups where we collectively came up

with the price and ingredients of our toothpaste and we were further pushed to think of a suitable age range that we could please with our product. My group and I then started to work on the design of our toothpaste and we choose to base our design on the song 'Dancing Queen' therefore inspiring our products name to be 'Denta Queen' and we decided to go with the slogan 'young and sweet' which we took from the song lyrics of 'Dancing



Queen'

This experience was extremely eye opening as I got the opportunity to adventure into the steps and skills needed

to create products that we use in our daily lives. I was extremely lucky to have got to spend time with the company GSK and the team gave 11 Fisher really useful advice for the next steps of our education. GSK

were also kind enough to send us bags full of things such as pens, rulers, pen-drives and more, which I was immensely grateful for.



Although delayed several months by covid, our Y11 careers day finally came around on the 20th of January. Each form was assigned a different company, and as a member of Clitherow, we had the privilege of partaking in a workshop experience hosted by SharkNinja who, as I'm sure you are aware, are one of the biggest names in the field of household and kitchen products, known for their cleaning solutions and household appliances that are designed to make everyday life easier.

The workshop began in the morning where we met our two group leaders for the day via a video conference call; Dan and Catherine, who both work as designers. To begin with, they delivered a presentation containing an overview of what their day-to-day jobs entailed, giving us an insight into what working as an engineer for a large innovative company like SharkNinja is like.

After a short break, we were given our interactive challenge for the day. We were tasked with building a contraption that was capable of propelling a ping-pong ball a minimum of 6 feet through the air, landing in a target. And so, for the next few hours we split into groups and set out to complete the task. My group began by drawing out and planning a potential design, before attempting to assemble our designs with the limited resources supplied. Armed with cardboard, balloons, rubber bands, and other forms of unused stationery, we set out to construct a device that can only be described as a makeshift sling shot-the brainchild of none other than myself. By afternoon, all builds were complete, and it was time for product testing. Whilst some creations were not at all effective, and even broke during testing, I am pleased to say that a select few of our contraptions worked, and successfully completed the test. (I will not mention which group our invention belonged to, for obvious reasons).

However, all was not lost, as finally we were presented with the opportunity to put questions to Dan and Catherine, where we learnt about their careers, and how their very different career paths had led them to their current profession. As well as this, we were able to part with invaluable advice on how to choose our own career paths, find a job we enjoy, and how to excel in our chosen field.

Our careers day 2022 was an extremely enjoyable and insightful experience, and my peers and myself are extremely grateful to the SharkNinja representatives and school staff for making it all possible.

Samuel Henry-Stumpe



YEAR 11 CAREERS DAY

Year 11 Trip to Shakespeare's Globe Theatre – first trip out of school for 2 years !!





Saturday 5th March was a cold, slightly grey day, but enthusiasm was high among the 40 year 10 students starting out on their D of E adventure. In groups they navigated around Richmond park, using their maps, route cards and compasses, and practising their skills. They were ably supported by a committed staff team of Mr Shore, Mr Janman, Mr Haley, Mr Bamrolia, Mr Crone, Mr Yiu, Ms Jackson, Ms Harris, Ms Ryan, Mrs Ferguson, Ms Sandeman, Mr Heeney, Mr Savage and me. The groups started with supervision and made good progress, before testing their skills independently.



They walked well and completed their 12 km routes in good time. Next will be their practice expedition at the end of April in the beautiful countryside around Amersham. I'm sure they'll be brilliant!

Here are comments from some of the year 10s:

Overall, the expedition proved to be a challenge that tested both our navigation skills and resilience to keep going, but nevertheless, all persisted. Everyone completed the journey having learnt something new and having enjoyed a fun day out.

Emma, Grace, Karolina, Ruth and Sian's group

It was undoubtedly an experience. At one point we fell into deep mud, got lost and went off track entirely, yet, we still (somehow) found our route back. This was certainly a useful practice to acknowledge what we should not do during our real expedition. Nonetheless, it was remarkably fun to walk around with friends and attempt to use a map and compass whilst laughing the whole way.

Natalia T



Bronze Award - Richmond Park

Silver Award - Wendover Woods



GIRLS BOXING

Every Wednesday, during lunchtime, a mix of girls from years 9 & 10 participate in a boxing session. These sessions are lead by Leroy from Sweet Science boxing mentoring.

So far, over the last 4 weeks we've been learning new skills and techniques with different members of the group. We've seen a lot of improvements with everyone working hard and pushing themselves to the best of their abilities.



Initially, we were excited and perhaps a little apprehensive in the sessions as it was something completely new, but we are enjoying our time learning something new and you can see that we have all grown in confidence and are comfortable with working with a new partner each week, not just pairing up with our friends! Leroy has been impressed with how quickly we are picking up the skills and we look forward to the session each week.

The benefits we've noticed are: decreased stress levels, better stamina, more



overall body strength, improved focus and a greater boost of self-esteem in self-defence. This expert boxing training has been a great experience for all!



Sian Elliott & Karolina O'Farrell
Year 10 pupils

The Year 7 girls football team's season has been severely disrupted by covid and then the bad weather!! The games we have played have resulted in a win but unfortunately we will be unable to fulfil all of our fixtures by the Easter break, which is when the season ends.

The level of commitment they have shown at training each week has been impressive and I think next season the other schools had better watch out! Roll on rounders season!

SPORTS UPDATE



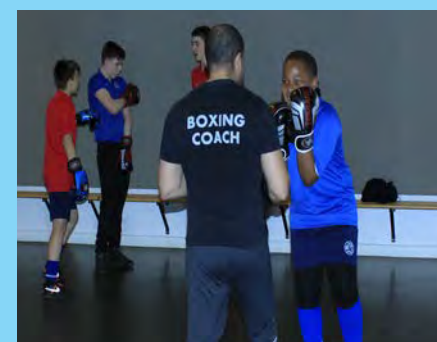
Rugby restarted at St. Mark's this term with support from the London Irish rugby foundation. Students have been fortunate enough to have had a training session with ex England International Delon Armitage and the club will be looking to expand next season further and play some competitive fixtures. Please look out for notices next year about when and where the club will take place

BOYS BOXING

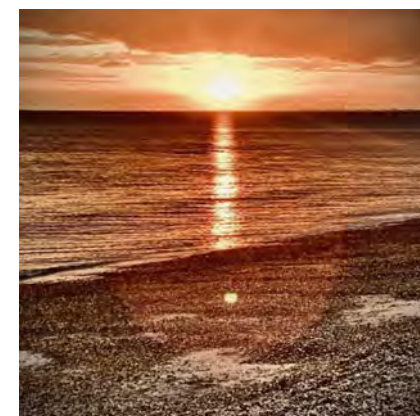
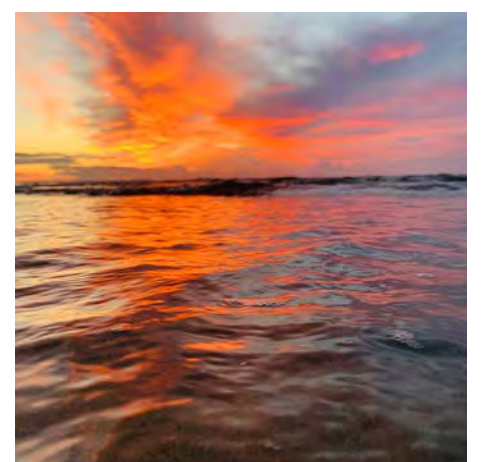
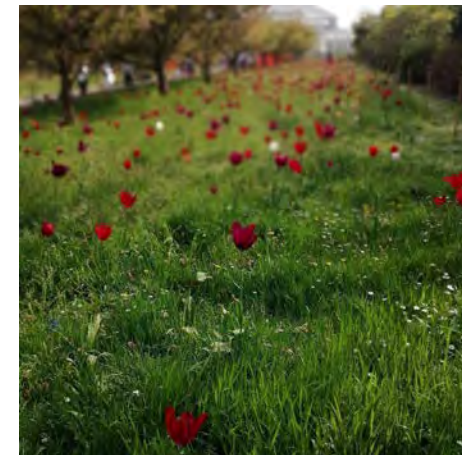
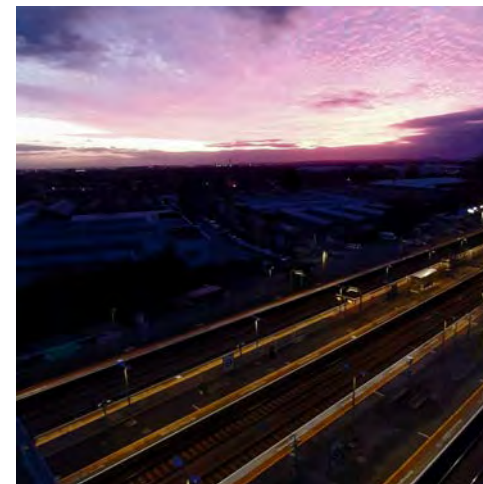
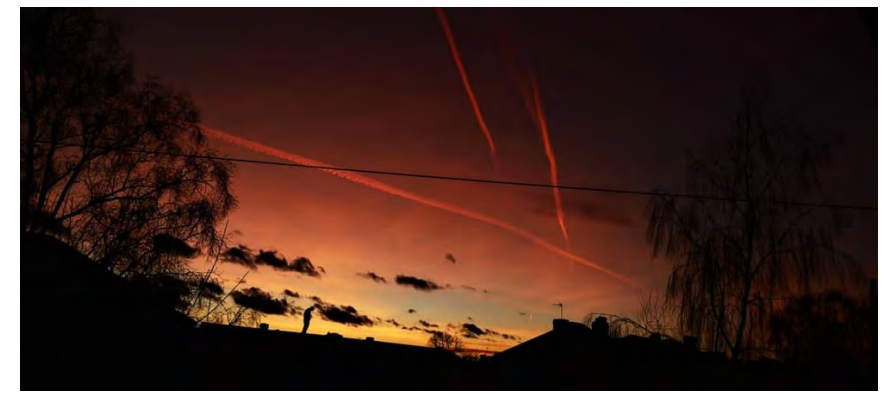
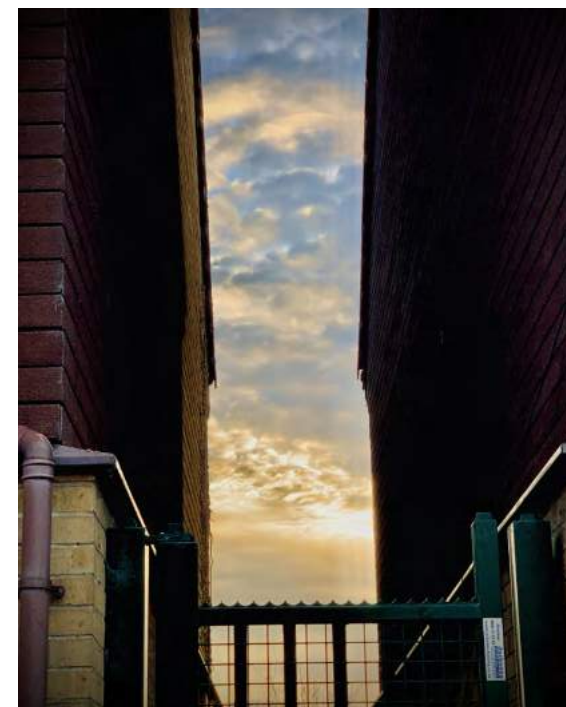


The boxing continues to be a great success for the boys! A new set of boys started this term and the feedback has been fantastic! The coach Leroy is putting them through their paces...jabs, combinations, speed ball and pad work - the boys certainly know they've had a session! The impact of the course is clear to see....growing confidence and self esteem, discipline and improved fitness!

Maybe some of them will pursue their interest in outside clubs - who knows we may have the next world champion amongst them!?



ART AT ST MARK'S



**MY WORLD PHOTOGRAPHY
BY ST MARK'S ART STUDENTS**

STAFF PHOTOGRAPHY COMPETITION



