

the

# Salvatorian

the  
summer  
edition  
2020



Salvatorian  
College

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When the last edition of the Salvatorian magazine was published back in the Spring, we could not have foreseen the extraordinary and testing events of recent months.

Our thoughts and prayers are, first and foremost, with all those from our school and the wider community, who have been affected by the COVID-19 pandemic. God willing, we will soon be through the worst of it, and able to resume our normal life as a school community; however, we have pulled together over this last term, to ensure teaching, learning, spiritual, and communal life continued with vigour.

I'm sure you will agree with me, when looking through this edition, that the response from our pupils and staff has been heroic. I commend to you their efforts, which are proof that, when faced with unprecedented challenge, they respond with great hope, creativity and imagination.



I was delighted that the transition to online learning was so smooth and happened so early following school closure. We must thank all those support staff behind the scenes, particularly our IT team and Mr Evans, Head of Curriculum, who made this possible.

As our attention turns to the resumption of normal school life, the quality of work shown by this edition gives me great hope and high expectations that boys at Salvatorian College will continue to make great progress, whatever further challenges may lie ahead next year.

My prayers and best wishes for your health, and the health of all those close to you.

**Mr A Bryant Head of School**



# Art

Since the closure of schools due to the COVID-19 pandemic, the Art students at Salvatorian College have had to be creative with how they make work outside of the Art classroom.

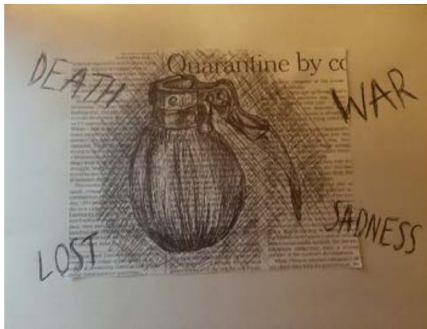
Students have been encouraged to work with recycled materials - to make and create using what they have at home already, and to use Art as a mindfulness tool during these difficult times. Some students have also taken advantage of the increase in digital learning to enhance their graphic design skills.

Over the Easter break, the Art department set a creative challenge for all students to depict their favourite film using a toilet roll tube.

The students were shown examples that were drawn on in pencil, digitally manipulated, and painted. Here are the three submissions picked out by the Art department to represent Artists' of the Week that week. Well done to Adam, Matthew and Mevinton!







Toni Serban's response to a "War and Conflict" project. 9G



Kausik Subakumar, 8G, Sculpture.

Year 7 have been studying Pop Art since May while learning at home. Each week aims to focus on creating an original piece of work in response to Artists such as Andy Warhol and Roy Lichtenstein.

The response below is Mevinton's original piece of work using graphic design, which was a task to respond to the current COVID-19 pandemic with a piece of Art inspired by Pop Art.



A digitally drawn self portrait by Mevinton to accompany his submission.



Mevinton Kugathanan, 7G

## Why is Art important?

by Soul Denton, year 10.

What is art? This question does not have an overall conclusion, as there is so much to discover as of the 21st century. "Art" is not just a story, smothered in scribbles and meaningful emotions and colour, it is simply the ingredient to life. **Why do I say this? Well, it's true.** Like it or not, we are surrounded by art daily, just as much as someone may point out that we are surrounded by the likes of mathematics or science. This argument will value art, but I will also keep in mind of the opposing judgement surrounding the statement in order to keep this balanced.

Needless to say, not every living-being takes art as a 'pathway to life'. Yes, there are those who don't see the importance of art as much as those who have taken pride since they were able to walk. Tim Burton says, "When it comes to art and science, people don't like a lot of either. Instead of being open about it, they're closed off about it." What Tim Burton is saying is that many people choose to stay far away from the topic mentioning art, in fact, they hide this certain feeling that shuts them out from the rest of the world (understand that art is worldwide, meaning that people all over the world would have a vivid image of some form surrounding art). In addition, we may think about art in school; multiple students may feel discouraged after ruining a semi-decent piece of work, therefore forcing them to feel indifferent to the artistic atmosphere that the education system includes. However, how many students know the extended matter of art? How many know that art comes in different shapes and sizes? For example, art can be represented in the form of poetry in the English language; there is the matter of speech writing, which needs art in order to have this speech executed well.

**'Art is the activity by which a person, having experienced an emotion, intentionally transmits it to others'** says Leo Tolstoy. What does this say about art? Well, as a Salvatorian, I have learnt that art simply makes up the Earth. I've learnt that **"without art, the Earth is just Eh"**, but this is just the start of understanding the deeper meaning of art.

In the real world, Art is crucial in society; it is what people say and do. Art contributes to communication between people through culture, lifestyles, etc. Communication can be expressed through sound, image, and possible stories. In London, tourists are welcomed with the likes of museums, theatres, and landmarks which speaks to a wide range of people (whether they're an expert or not). Furthermore, people see art as a form of therapy. Mental health affects an enormous group of people in ways such as self-identity, stress, depression and so on. Art helps to relieve a person from their poor mental health through the creation of work, which acknowledges multiple feelings that have been imprisoned in the person's mind, seldom spoken out loud. Also, the process of finishing a piece of art gives the person a piece of encouragement (self-esteem), therefore improving a person's overall appreciation of the world around them, giving them the confidence that they need to move on.



Soul Denton, Year 10

School does its best to portray the importance of having art in a person's life. At first, students would believe that art is surrounded by the singular subject alone, however sooner or later, they would find out that this is not the case. Art can be represented in poetry, political history, storytelling, scientific diagrams etc. Without the use of art, where would all these educational resources be? What kind of world would we live in without that Artist picking up they're first pencil to draw a couple of circles? Where would we be?

In conclusion, "Art" is important to a deeper extent to what people would have ever imagined and this pandemic has brought that to light. People are not creating Art for no particular reason; they are doing it as a source of therapy to bring back the confidence that they have lost as a result of mental health. Romero Britto says, "Art is too important not to share" which means that everyone is going to be surrounded by art, and they should share their own. Art is part of the human race; art never ends, and more discoveries are yet to be made.



# Business & Economics

**Thomas Haren and Tinu Reji in year 11 discuss the effect of COVID-19 on the economy.**

The Covid-19 pandemic has had and is having a major impact on the global economy. According to the BOE estimates "Gross Domestic Product (GDP) will plunge by 25% this quarter, with unemployment possibly hitting 9%, due to the abrupt halt to activity under the Covid-19 lockdowns". It also claims that Britain will face its "worst recession in 300 years." Essentially what this means is that if we assume that all the businesses in the UK made approximately \$2.7 trillion in 2019 a 25% reduction in GDP will mean business revenue will fall to about \$2 Trillion which will mean big job losses. Figure 1 shows the sharp drop in GDP which contrasts sharply with the previous six quarters where in the main they were positive.

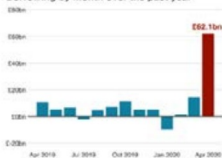
## UK government borrows record £62bn as high street feels strain of crisis

A recession is generally identified as a sustained decline in GDP for at least two consecutive quarters. The UK has faced many recessions over the years, most notably the 2008 financial crisis. The biggest cause of that recession was the amount of business and individual debt, and a lack of confidence in the banking system to cover this debt.

The Covid-19 lockdown could cause an even worst scenario given its abruptness, and the negative impact on confidence and expectations. The BOE (and the Monetary Policy Committee) have attempted to reduce the economic impact of the Coronavirus in the UK through actions such as lowering the interest rate to 0.1%, and injecting over £200bn into the economy via quantitative easing. However, fears of a harsh economic recession still remain as our economy shrank by 2% in the first quarter of 2020, followed by an unprecedented 25% decline in the first months of the second quarter.

During the Coronavirus pandemic, consumer spending (aggregate demand (AD)) has declined by 30% which means that individuals are not spending nowhere near as much as they had done prior to the pandemic. This means a range of businesses from all over the UK have experienced a sharp decline in sales and revenue. The loss of revenue and profits for business has had a devastating impact for the majority of business sectors (e.g., oil, tourism, recreation, banking) and the majority of businesses whether big or small e.g. BP, Virgin to the small sole traders and partnerships. The lack of liquidity will lead to many closing and workers made unemployed. As more of the working population become unemployed, their household income will drastically decrease as they have to rely on other people's income, or government benefits such as Job seekers allowance. This in turn creates an even bigger cut to consumer spending, and firms will lose more in revenue. This leads to a de-multiplier effect in the economy with GDP continuing to fall and the recession worsening. In addition to unemployment, workers

Borrowing by month over the past year



A more accurate - if still incomplete picture - is provided by the alternative method used by the **Office for National Statistics** to calculate unemployment: the claimant count. This showed a rise of 856,000 to 2.1 million in April, the biggest monthly rise since modern records began in 1971.

may face fears of a reduced income, as firms can offer lower wages in a labour market with high supply. This leads to a

reduction in the standard of living in those who remain employed, and also continues to contribute to the de-multiplier effect, putting the country into a deeper recession.

Figure 1: GDP fell by 2.0% in Quarter 1 (Jan to Mar) 2020, signalling the first direct impacts of the coronavirus (COVID-19) on the economy

UK GDP growth, Quarter 2 (Apr to June) 2018 until Quarter 1 (Jan to Mar) 2020



As well as businesses finance struggling, so have governments. The UK government need revenue to fund their expenditure, however, during this period government revenue has decreased sharply - as consumer spending falls, the government makes less money from Value added tax (VAT) as people are purchasing less products. Also, as the revenue of businesses continues to decline, the government make less money off corporation tax, and income tax for smaller businesses. In addition to this, as more people become unemployed, or accept lower wages, the government collects less money from income tax. The amalgamation of all these losses result in a significant reduction in government revenue. In addition,

the Government has been spending huge amounts of money in supporting business and employees (the furlough scheme will enable businesses to recover 80% of wage costs for employees on 'furlough leave' - which is an entirely new concept and is a new class of indefinite leave where the government will reimburse the employer for wage costs.). In addition, the government will have to spend more money of welfare payments, such as benefits and Job seeker's allowance. The government has had to increase spending on public sector workers e.g., NHS in order to maintain and protect UK citizens. Both the reduction in revenue and the big increases in expenditure has led to a huge internal budget deficit (over £60 billion in April has had to be borrowed). The high amounts the Government has had to borrow will continue to add to our National Debt and will harm future Government spending which will ultimately harm the competitiveness of the UK economy.

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In conclusion, it is very difficult to say how long the recession will last although the huge amount of government spending must have a long term negative impact as it removes spending on supply side policies hence harming UK competitiveness. The issues related to how we are fighting Covid-19 has also highlighted how low our manufacturing base is in terms of our reliance on China, Turkey and other countries for hospitals PPE. However, recently global stocks are rallying as investors perceive the recession will be short lived, and there are positives namely the reduction in pollution, and the likely increase in businesses allowing its employees to remain working from home.



# Design & Technology

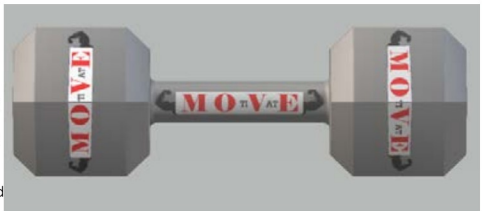
In Design and Technology, students have been getting creative since schools closed. The department focussed on two main types of tasks - making from recycled materials, and Graphic Design.

Without our wonderful DT laboratories, students are limited in the making they can do at home, so of course we decided to tailor our projects towards CAD (computer-aided design) & Graphic Design. Below, you can see examples of designs by year 7 and 8, submitted via Show My Homework. Students were given two tasks: Create a graphic showing support for the NHS, and design a product and brand for a gym called "Motivate".

On the opposite page, you can see year 7 and 8 responses to a 3D Design challenge at home. Using mostly recycled materials, they were challenged to create a 3D clock inspired by Alice in Wonderland. The results are fabulous! Well done guys!



Sai Patel, 7G



Joshua Fernandez, 7G



Cosmin Burdusel, 8G



Roshan Hirani, 8G



Priyan Patel, 7C



Matthew Kowloski 7C



Christopher Corsini, 7B



Benjamin Baker, 7G



Ibraheem Beelut, 7G

# Drama

**Role up! Role up! Get your theatre news here!**

**What have the effects of the Coronavirus had on the world of theatre?**

Theatres across the UK have been closed since March 16 as a result of Covid-19 restrictions, meaning all venues will endure at least five months of closure, even if they reopen in August.

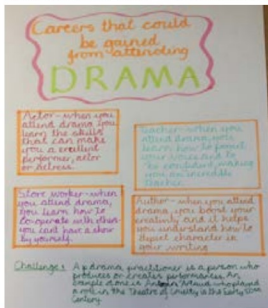
The impact - Theatres and industry bodies have outlined the "colossal" damage facing the sector - with the strongest warnings yet of widespread venue closures and the huge financial ramifications of the coronavirus pandemic - in the first tranche of responses to a government inquiry.

the severity of the situation facing theatre and the performing arts, with respondents including Shakespeare's Globe, the Edinburgh Festival Fringe Society and Really Useful Group warning of "catastrophic" consequences for the theatre industry well into 2021.

However, do not fear! The National theatre is showing a variety of there wonderful productions for FREE via YouTube weekly. You can access all the latests news on theatre at [www.thestage.co.uk](http://www.thestage.co.uk). You may also wish to take advantage of free streaming theatre shows on YouTube via [www.ntlive.nationaltheatre.org.uk](http://www.ntlive.nationaltheatre.org.uk)



**What skills are used in drama and what careers can you get from learning drama?**



Joshua Fernandes, 7G says:

## BODY LANGUAGE

Stage directions are separate from spoken lines, but they work together to explain the events of the plot and clarify each character's emotions and personalities. Actors bring their characters to life by moving and reacting in different ways compared to other characters in the story. Small things like differences in posture can tell the audience about your character's intentions.

## VOCAL DYNAMICS

When you are performing you need to be able to speak coherently so that the audience can understand what you're saying and so that people on stage with you know when it is their time to come in. This can also be applied to other things that are not drama. For example you can use a projected voice in a meeting with a boss so that you can sell a product or get a pay raise.

## Facial expressions

When you are acting you must use facial expressions to show the emotions of your character so that the audience will know whether the character is happy, sad or angry.



## TECHNIQUES



Leon Henley-Boateng, 7G says:





## Year 8 Theatre Through Time

Frantic Assembly is a physical theatre company who devise a wide range of plays. One of the plays created by Frantic Assembly is called The Curious Case of the Dog in the Night-time.

Storyboard by: Pitiyangan Pirabakaran 8C

### Theatre Project - Cardboard Game

During the Easter break, students in year 8 Drama were asked to make a cardboard game as a home learning project, which teaches students about different rehearsal techniques in Drama. Here are two cardboard games created:



### Year 7 Box Theatre Project – Shrek the Musical

The students in year 7 were asked to create a model theatre out of an old shoe box or cereal packet and design a set based on Shrek the Musical.

Students got the opportunity to get creative and make their very own set based on the musical 'Shrek'



# English

A poem dedicated to our key workers. Written by a Y9 student, it honours the many people across the world that've been working tirelessly to keep others safe.

## *Our True Defenders*

It's been months since the virus,  
what a horrible crisis.  
We've been forced to stay home,  
and discouraged to roam.

Most people can't work,  
which is actually not a perk.  
But our key workers remain,  
with that comes great pain.

Staff of all sort,  
stay working so they can support.  
They risk their own lives,  
So that everyone else survives.

When the pandemic is over,  
and when everyone recovers,  
we all must remember,  
our true defenders!

We must thank them.  
For they were our stem.  
They work 24/7,  
to prevent early trips to heaven.



Artwork by Apishan Sutharsan, 7G



## Frankenstein National Theatre at Home Review

The show must go on! Lockdown or not.

By Ms Ingram

4 Stars



One of the few highlights of lockdown is theatre companies finding creative ways to ensure we still get our theatre fix while they're temporarily closed. Every week, the National Theatre releases a new title from their archives for people to enjoy from the safety of their home. This week it's Danny Boyle's much-anticipated 2011 production of Mary Shelley's *Frankenstein*, adapted for the stage by Nick Dear, and starring Benedict Cumberbatch and Jonny Lee Miller, who alternate the roles of the scientist and the so-called monster on each successive evening.

*Frankenstein* at the National Theatre. Jonny Lee Miller as *Frankenstein's* monster waits to be born.

The familiar story is presented in an unfamiliar sequence omitting the epistolary narrative of Robert Walton. Victor Frankenstein, an ambitious scholar-scientist, creates a creature out of body parts and manages to reanimate it. Appalled by its monstrous appearance, he abandons his creation and casts it out. Alone in the world, the creature inspires horror in all who meet him. He moves into society and we as the audience witness his rejection by prejudiced people, leaving us to ask the pertinent question: who is the real monster here? The monster finds temporary solace when he stumbles upon a kind old blind man in a remote forest. Here, the monster acquires an education, following Shelley's original incorporation of Milton's *Paradise Lost*, and then conceives of a desire for a mate. The following events build to brutal conclusion leaving the audience devastated and heartbroken for all involved.

Nick Dear eliminates much of the novel's complexity stripping it back to one of mankind's most persistent and destructive flaws: prejudice. Nearly every human character in the novel assumes that the monster must be dangerous based on its outward appearance when in truth the monster is (originally) warm and open-hearted. However, the dialogue exposes Dear's interpretation, which is often simplistic and lacks both subtext and depth, rich in Shelley's original novel.

Cumberbatch's monster is a mesmerizing creation, at first uncomfortably primitive, then astonishing us with his sincere plea for love. His anger is visceral, and his energy is palpable, although some might accuse him of over-acting. As *Frankenstein*, by contrast, he is both icy and frantic. Miller's interpretation is less animated, but perfectly carries a savage force as the creature and a confident arrogance as *Frankenstein*.

A dynamic duo, Miller as Dr *Frankenstein* and Cumberbatch as his monster.

At times, the play seems to lack the profundity of Shelley's original work, however, overall there is some exceptional acting and poignant moments. An excellent synergy of all that the National has to offer in our lockdown period. I highly recommend that you visit their website to view the available plays!

<https://www.nationaltheatre.org.uk/whats-on>

## The Salvatorian Edible Book Contest

All pupils were invited to bake something inspired by their favourite book or literary character. The competition was fierce —while it was a small batch, the sheer quality across the board really impressed us! Of course, behind every baker, we know there is a kitchen support team so a big thank you to parents, carers and siblings that assisted our contestants.

The Harry Potter series was a popular choice with **Thomas Griffin** frosting an incredibly accurate portrait of Harry himself. **Mujtaba Sherali** took a slightly different approach with his professional and Potterlicious muffins.

**Tommy Whicker** baked a magnificent red velvet Pika-chu inspired by the Pokemon comic books. The cleverly crafted ears bring the cake to life. Tommy says, "It's all about how well you roll the icing" and I'd have to agree.

**Toni Serban** constructed a splendid honey pot inspired by Winnie-the-Pooh by A.A Milne. This tiered masterpiece has a smooth and professional finish, just look at the detail in Winnie's face!

**Hettiyakandage Fernando Karunaratne** baked a brilliantly detailed pop-up cake, depicting the Real Boy Wizard by E.R. Riley. The technical accuracy of this edible book is outstanding. **Thomas Corcoran** made a rustic, life-like cover, inspired by There and Back Again a novel based on the enchanting prelude to The Lord of the Rings.

**Rohith Premkumar** baked a cake inspired not only by the book Grandpa's Great Escape by David Walliams but also by his own Grandpa who served in the Royal Air Force. The striking colours of this cake combined with the intricate detail of the lettering make it an absolute success!

Thanks so much for sharing your talents with us! All contestants will receive Epraise. Keep reading and keep your eyes peeled for the next literary-themed competition.

Ms Ingram  
Literacy Co-ordinator



**Lockdown Journal - Pupils were asked to write a lockdown journal, using pathetic fallacy and extended metaphors.**

### **Soul Denton Year 10**

**Wednesday** - Today was like any other day; I still managed to find it spiritless within a haunted well of bricks. I could give the sun all of my hatred, as it shone down on the lifeless pit at the end of my garden. Swiftly, I glanced at my neighbour's garden to my right – the gutless rays from the heated creature had gently shone on these puny animals, who drank until Death said "no more!" Their celebrations clearly indicated their love for lockdown; I dedicated none of my love towards that heartless being. Today shows the reality of the imprisonment of lockdown. No gently soul could help to understand the benefits that this "new normal" is going to bring.

**Thursday** - The weather presented its guilt outside. It was completely guilty of having the sun violate the ground until it ran to our feet. What did this mean? Well, it meant that the clouds would cry through a sudden darkness over the world. This type of darkness was an eerie blanket. Its job was to break connections between the earth and its nemesis, the sun. But secretly, the sun was shining furiously; the dark blanket giving it an enormous hug. Unfortunately, the darkness was not welcomed by its neighbours, so it was dismissed with absolute rage.

Today was like no other, as it finally unravelled the idea that the world has more than one face. I can only hope for love and compassion tomorrow.

**Friday** - Again... it rained! The rain brought with it major regret, as the thunder spoke a thousand words across my very own street. The sun was hidden in the dark; its rays remained coated in the agonizing blanket of doom, as the wind ran fearfully from the growing sparks of lightning. I felt nothing that was out of the ordinary, as I sat in my bedroom, feeling down from the weather. All I want to do is break free, just like the sun breaking free from the violent, dark blanket that tightly squeezes the world. One day, we will break free; we continue to be challenged, as the weather cries for help once again.

### **Saturday**

The weekend has finally arrived, and the sun has gracefully broken free from the forceful outbreak of the awaiting storm. The congenial rays from the sun surrounded my house like a heavenly dome; the rays did not alert me with a dangerous type of heat, as I've found it lovely and amiable. It was also delightfully welcomed by the guests with whom the sun has found its own comfort.

I have managed to sit down, without having to hear the cries from the rain, which bring everyone's mood down to the ground. Summer has become a reality so I decided to have a swift walk outside during the early hours of the evening; all I saw was the sun, continuing to beat on across the abandoned road, almost outstaying its welcome.

**Sunday** - Today was vivid day. The sun welcomed itself within the world again; its beating rays across the atmosphere blinded my ruined eyes, leading me to take a minute to recover from the fierce actions that have already been committed. I was hoping for a slight drizzle of rain; I could not stand the heat that had somehow found its way to the comfort of my own bedroom. In addition, the noise of my neighbours' partying grew aggressively! Why would they celebrate during times like these? This led to my own form of lightning, which sparked vigorously around my head.

**I only hope for a better week next week...**

# Food Technology

As part of the Catering GCSE pupils need to demonstrate 3 different preparation methods in their making of two courses. Whilst the Year 10 pupils have been practicing these at home the Year 11 pupils are showing them here in the build up to their coursework examination.

## Skills demonstrated :

Blow Torch  
Folding in  
Rubbing in  
Whisking  
Melting  
Chopping  
Filleting Fish  
Cleaning Prawns  
Combining Ingredients





During lockdown, many students have been practicing their cooking skills and home and even taking optional Level 2 courses at the virtual college.

Well done to Aiden Evans for achieving a Level 2 in Food Safety and Hygiene for Catering.

Below are some images of VE Day bread made by Nas Davis in Year 10, and a home-made pie by Charlie Woolcombe, also in year 10.

## Certificate of Achievement

This certificate is awarded to

**Aiden Evans**

Who has successfully completed the online training course and assessment in:

### Level 2 - Food Safety and Hygiene for Catering

An introduction to Food Safety & Hygiene • Impact of Food-Borne Illness • Understanding Food Law • Food Safety Hazards & Contamination • Food Preservation, Storage & Temperature Control • Personal Hygiene • Hygiene Premises & Equipment • HACCP & Summary

Certificate Number:

**GT4P-RP6R-WE2Z-YTEJ**

Date:

**29 May 2020**

Signed:



Hannah Brindle, Director (Virtual College)



# French

This is Szymon Ciba's answer, Y10 French student, to a Picture –based discussion, task in the Speaking exam.

Bon travail, Szymon!

**Topic: Who am I?**

Regarde la photo et prépare des réponses sur les points suivants:

- la description de la photo
- ton opinion sur les familles nombreuses
- comment tu étais quand tu étais petit(e)
- ce que tu vas faire avec ta famille ce week-end
- !



There might be some unfamiliar words on the task card. Don't panic! try to work out what you think they might mean. Remember that the bullet points follow on from what is in the photo.

1) Dans la photo, il y a quatre enfants: deux garçons, une fille et un bébé. Je pense qu'ils sont dehors, peut être dans leur jardin. De mon côté, ils sont frères puisque ils se ressemblent. Les enfants sont l'air contents. Gr - pl

2) Personnellement, je pense que les familles nombreuses sont nuls. C'est très cher pour les parents, puis les enfants se disputent souvent. Les familles nombreuses créent beaucoup des inconvénients. Ag F pl

3) Quand j'étais plus jeune j'habitais dans une petite village avec ma famille au France. J'étais petit et gros. Quand j'étais plus jeune j'adorais lire avec mes parents cependant maintenant j'ai horreur lire puisque je trouve ça ennuyeux. Gr - 10 pl présent

4) Ce weekend, je vais aller au cinéma avec mes parents, nous allons regarder une comédie. S'il y a de temps nous irons au parc. Ça va être prestigieux! Gr - F

5) Qu'est-ce que tu fais hier avec tes copains? T - perfect tense tu as fait

✓ You have used language effectively to narrate, describe and inform in response to the set questions, expressing opinions and giving justification, successful references to past, present and future events.

Targets:

1. Use the French accents and check the adjectival agreement
2. Check present tense endings -er verbs and the formation rule of perfect tense.
3. Avoid repetition. How can you replace 'quand j'étais plus jeune'?



## POURQUOI APPRENDRE LE FRANÇAIS ?

### LA FRANCE, UN ACTEUR CLÉ DE LA SCÈNE INTERNATIONALE

Apprendre le français, c'est d'abord le plaisir d'apprendre une belle langue, riche et mélodieuse qu'on appelle souvent la langue de l'amour. Le français est aussi une langue analytique qui structure la pensée et développe l'esprit critique ce qui est très utile dans les discussions ou les négociations.

Le français, une langue parlée dans le monde entier. Plus de 200 millions de personnes parlent français sur tous les continents. La Francophonie regroupe 70 États et gouvernements. Le français est la langue étrangère la plus largement apprise après l'anglais.

Le français, une langue pour trouver un emploi. La France, cinquième puissance commerciale, est un partenaire économique de premier plan. La connaissance du français ouvre les portes des entreprises/ organisations françaises en France comme à l'étranger dans tous les pays francophones (Canada, Suisse, Belgique et continent africain) et les portes des entreprises/organisations locales en relation avec la France et les pays francophones.

Le français, la langue de la culture. Le français est la langue internationale pour la cuisine, la mode, le théâtre, les arts visuels, la danse et l'architecture. Connaître le français, c'est avoir accès en version originale aux grands textes de la littérature française et francophone mais également au cinéma et à la chanson.

Le français, une langue pour voyager. La France est le pays le plus visité au monde avec plus de 70 millions de visiteurs par an. Avec des notions de français, il est tellement plus agréable de visiter Paris et toutes les régions de France ainsi que la Suisse, le Canada, Monaco, les Seychelles, l'Afrique...

Le français, l'autre langue des relations internationales. Le français est à la fois langue de travail et langue officielle à l'ONU, dans l'Union européenne, à l'UNESCO, à l'OTAN, au Comité International Olympique, à la Croix Rouge Internationale, etc.



# Geography

## A blurb from the geography department about geography and covid19 Geography and Covid-19 – A pause for thought

Geography is unique, it brings the social sciences and the natural sciences together. There are two main branches of geography: human geography and physical geography. Human geography is concerned with human existence and the way it spreads out across the earth. Physical geographers study patterns of climates, landforms, vegetation, soils, water and even disease. Geographers use many tools and techniques in their work, and geographic technologies are increasingly important for understanding our complex world.

You might not know it but geography is playing a very important role in the understanding of and the fight against the coronavirus, covid-19.

Geographical Information Systems (GIS) are used to organise, present and analyse geographical data and this is exactly what every government on the planet is doing as they attempt to keep track of the spread of the disease. The global spread of the virus can be understood in geographical terms by considering the impact of mass and uncontrolled air travel as people moved away from infected areas and unknowingly take the virus with them.

Geography weather specialist's (Climatologists) try to help governments understand why the virus is not being halted by the change from winter to summer ( this is what normally happens with the flu). It is possible global warming is having an impact, making the virus more resistant.

The examples above are just some of the ways geographers are helping the fight against covid-19.



An example of remote work by Simon Monaghan. This is an excellent piece of work showing great geographical skills, fantastic language and structure.

**Aid in Nigeria: Exam Question 'By receiving aid, a country may become more dependent. This could slow down its economic development' Discuss how far you agree with this statement.**

I agree with the statement to a certain extent because when other countries such as the U.S. offer aid to countries such as Nigeria which lead to dependency upon the U.S. for aid and investment. For example, aid in from the USA helps to educate and protect people against the spread of HIV. Firstly, this is socially beneficial towards the local people living in Nigeria as they become educated upon how HIV is able to spread and how they aim to reduce such a spread. Therefore, the U.S. backed aid providing education may lead to a significant decrease in death rates within the country and therefore, more people are able to financially support the country through development. However, as a result of the aid, the country may become increasingly independent upon the U.S. and other states for further education in not just HIV but other diseases. For example, the NGO Nets for Life provides education on malaria prevention and disturbs anti-mosquito nets to many households. This could slow down the country's economic development because the government are focusing in sustaining such education schemes to help protect the public against certain diseases such as malaria and HIV, however, the dependency on these schemes means that less of the countries money is invested in improving infrastructure such as main roads and housing across the country and increasing trade in crude globally thus, resulting in a slowdown of the country's economic development.

However, in 2014 the World Bank approved a US\$500 million to fund development projects and provide long term loans to businesses. This helps reduce over dependence on oil exports. This is beneficial for the growth in the country's economic development because the oil trade is hugely profitable, especially in Nigeria. Therefore, the country can expand upon its trade of oil to other countries globally with countries such as China and Japan in high demand for such oil. However, this may still affect the country's economic development as the US\$500 million loan will still have to be paid off by the Nigerians. Therefore, the money which Nigeria gains in the high demand trade may not always be used to expand Nigeria's economy to fund further development but, the profits may end up being paid to the U.S. in their efforts to repay the loan they have provided Nigeria, thus increasing dependency. The high proportion of foreign aid in the form of loans can cripple a newly emerging country such as Nigeria through the accumulation of debt. Many rich nations such as the U.S. end up receiving more in interest payments from the recipient, being Nigeria, than they given in 'aid'. Especially since the 2008 financial crash, western governments, like the U.S., have exploited their ability to borrow money at low rates by setting up aid programmes. These schemes can be viewed as a scandal as the highly developed countries are lending to poorer countries, Nigeria, at much higher rates, minting money on the backs of the poor which is not aid. The Nigerian's are having to pay excess for a service which the U.S. are providing. Therefore, the more excess aid which the U.S. gives Nigeria, the more it is having to pay back in return to the U.S. to help fund their economy as opposed to the Nigerian's, which slows down the economic development of Nigeria.

To conclude, I agree with the statement to a certain extent. Although, the schemes listed above provide the Nigerian people with better education and provides the Nigerian government with an expanded oil development to enhance world trade, there are still huge costs in repaying the US\$500 million loan in supporting Nigeria and the education costs to educate the population may be too high for the government to use the money in increasing the country's development. Countries such as the U.S. may exploit these aid programmes in prioritising their own economy as opposed to the moral message behind offering aid to Nigeria as they eventually pay back more than what they are offered through 'aid'.



# Geography

**A voluntary piece of homework for the year 7s before half term on writing a letter to the Brazilian government on why they should protect the rainforests - Mevinton in 7G did it over half term.**

"Dear Brazilian government,

I think that we should do something to protect the Amazon Rainforest along with it's beautiful plants, exotic wildlife and historic tribes that have been living in the rainforest for countless years. To do this we can sign a treaty, like the Antarctic treaty, to preserve the rainforest for future generations, as well as saving the wildlife from, going extinct.

The main reason as to why we should preserve the rainforest is because there are millions of indigenous people living amongst the trees, hidden from the en-fire world. For every square inch of trees that we cut down, we are destroying the very habitat in which they are living in. Each tribe has a fascinating culture with their own languages and festivals. There are about 400 tribes that share a place in the rainforest and scientists estimate that settlements in the rainforest began around 32000-39000 years ago.

Due to deforestation some local tribes have been forced to become peasants without none of us knowing. These kinds of changes not only destroy their lifestyle but they also lose control over their territory. Logging companies, gold miners and other industrial companies benefit from this. This leads to fierce protests, which might ruin your economy or worse cause anti-militia governments, which might cause your country to break down. Do you really want this to happen?

Therefore in preserving the rainforest we could prevent these things from happening as well as protect millions of indigenous people and their exciting cultures from dying out.

Thanks,

Mevinton"

## **Think like a geographer challenge:**

Over to you now. Using your knowledge of geography, give explained examples of how covid-19 has affected Great Britain, London or your family. Epraise points up for grabs here. Upload your answers to your geography teacher, and remember, talk about social, economic and even environmental impacts. Good luck

Possible examples which still need to be explained

- Pressures on the health care
- Not enough immigrants to pick fruit and vegetables
- Aging population may be reduced



**"Whilst in lockdown, year 7 have been looking at the lives of women in the 15th century and gathering evidence as to whether it can be considered a golden age for women. This required them to focus on the interpretation of Caroline Barron who described "the picture of the lifestyle of women in medieval London" as "quite a rosy one".**

**Darren in 7G produced this excellent piece of writing where he debated the view of Barron.**

One can disagree with Barron that women's "range of options and prospects only differed slightly from those men who were of similar prosperity". The evidence to prove this is that in 1422 John of Ely (a measurer of oysters), excluded women from the job because he thought that they could not do it nor how to. This shows Barron is incorrect because women did not always have the same or very similar job opportunities compared to men as the men were not removed from their jobs. As such one can disagree with Barron that Women's range of options only differed slightly from men.

One can agree with Barron that "widows, in London" were the only women allowed to work during the Black Death. The evidence to prove this is that women's social position did not change during the Black Death 1348 and there was no guarantee that widows were allowed to work because they had to have their husband's permission to continue his business before he died before they could work during the Black Death. This shows Barron is correct because only women who were widows whose husbands wanted their business to be continued were allowed to work during the Black Death. As such, one can agree that widows in London were the only ones able to work during the Black Death.

One can disagree with Barron that "the lifestyle of women in medieval London was quite a rosy one". The evidence to prove this is that women had to pay any debts their late husband had not paid and from 1301-1433, 13 percent of all women who were entitled to dower (money a widow got if her husband died) did not get what they should have. This shows Barron is incorrect because women had to pay any debts that their late husbands and it becomes harder when they did not get any of their husband's dower. This means that the widow has to work (which is difficult for them already as they were underestimated by society) to pay debts that their husbands did not finish. As such, one can disagree with Barron that the lifestyle of women in medieval London was a rosy one.

In conclusion, I believe that women did not live through a golden age in the 15th Century because they had less opportunities than men and they were underestimated for work that they were given. They also were breached of their rights when 13% of women did not get dower from their husband and they had to suffer from any financial mistakes their late husband's made by paying debt to without any dower or work to do.

**Darren Fernandez, 7G**



# History

**As part of their GCSE course, year 10 have been studying Early Elizabethan England from 1558 to 1588. This meant studying the challenges Queen Elizabeth I faced at home and abroad, focusing on the rivalry with the Spanish superpower. In this essay, Harry Everton debated the causes of the outbreak of war with Spain 1585-1588.**

**'Religious rivalry rather than commercial or political rivalry caused the war with Spain' How far do you agree?.**

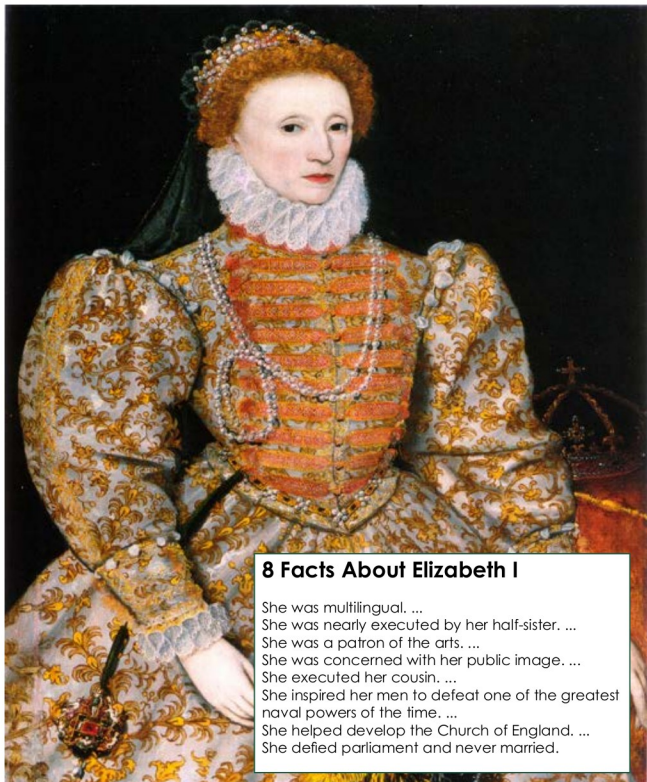
One reason as to why I strongly agree with this statement is because of the pressure applied on Philip by the papacy. For example, the papacy had wanted Elizabeth overthrown ever since he had excommunicated her from the catholic church in 1570 and saw this as an opportunity. The pope promised to forgive the sins of those taking part in the offer and as a result offered Philip II a reward if the invasion was successful. Both Spain and the papacy had also backed catholic plots against Elizabeth I in the past. This meant that there as already great religious tensions between England and Spain and was most likely the forefront of Philips intentions when launching the Spanish Armada during war with England. Therefore, one reason as to why I strongly agree with the statement is because of the religious pressure from the papacy.

However, one reason as to why I strongly disagree with the statement is because there was commercial rivalry that played a key part in starting war. For example, Philip had been building his Armada since 1586 in preparation to invade England. In March 1587, Elizabeth ordered Drake to attack Spain's navy in Cadiz (the most important Spanish naval port). Drake destroyed 30 ships, destroyed a great deal of provisions / supplies and then attacked Portugal & other Spanish colonies leading to Spain stopping their Armada prep to defend against Drake. This meant Philip was greatly provoked and that h had good reason to invade England which caused him to declare war. Therefore, I strongly disagree with the statement as commercial rivalry played a key role in starting war and it wasn't only religious features.

A further reason as to why I agree with this statement is because of the religious settlement composed by Elizabeth I. For example, this set out a series of guidelines that were greatly in favour of protestants and lacked any consideration for the catholic faith, such as having to view Elizabeth as the head of the church rather than the pope or having to attend protestant masses rather than catholic masses or be fined. Philip was a strong catholic and so seeing people of his religion being mistreated surely angered him due to the lack of consideration for Catholicism. This meant that he had religious reasoning to go to war with Elizabeth. Therefore, a further reason why I agree with this statement is because of the religious settlement composed by Elizabeth I.

In conclusion, I believe that religious rivalry was the main cause of the war with Spain. During the 1500s religion was a leading factor to how people would live their daily lives and played arguably a bigger role in society than the monarch. Although the commercial rivalry did play a crucial role with the attacks against Spain's navy, religious rivalry was more significant. Religious tensions between the two nations, Phillip's strong catholic belief and his backing of Catholic plots within England undoubtedly ushered the two sides into war.





## 8 Facts About Elizabeth I

She was multilingual. ...  
She was nearly executed by her half-sister. ...  
She was a patron of the arts. ...  
She was concerned with her public image. ...  
She executed her cousin. ...  
She inspired her men to defeat one of the greatest naval powers of the time. ...  
She helped develop the Church of England. ...  
She defied parliament and never married.

# Mathematics

A common question that students often ask is 'how do we apply mathematics to the real world?'

Looking at recent event around the outbreak of the Covid19 pandemic everyone is being forced to apply the ideas from the topic of Constructions and Loci. Interestingly this is a topic that students often find challenging although everyone has been perfectly capable of applying it in recent months.

This is a perfect example when we connect what we learn in the classroom with the real World how it makes the topic much easier to understand. The topic of Loci is all about finding a set of points that satisfy certain conditions, for example if we are to maintain two meters distance from other people, where you are able to stand will be the locus of points that meet the two meter condition.

Below are some examples of work that students have been working on during distance learning. There has been a mixture of computer based work and book work, which pupils then photograph and submit to the teacher for approval and feedback.



Mr Banji, Teacher of Maths, and  
Gradi Nkulu, Year 10.





$$\text{Watermelon} + \text{Watermelon} + \text{Watermelon} = 36$$

$$\text{Watermelon} + \text{Orange} + \text{Orange} = 28$$

$$\text{Orange} - \text{Banana} = 3$$

$$\text{Orange} = ? \quad \text{Watermelon} = ? \quad \text{Banana} = ?$$

**Stimulate your brain!**

Can you solve this fruit problem?

Below are the results of the UK Maths Challenge: Intermediate.

## Intermediate Maths Challenge RESULTS

Competitor	Year group	Score	Bronze	Silver	Gold	Best in	Cert/ follow-on
Thomas Corcoran	9	98			✓	<b>Best-in-year Best-in-school</b>	Grey Kangaroo
La Hiru Perera	9	96			✓		Grey Kangaroo
Benoit Colombier	10	89			✓	<b>Best-in-year</b>	Pink Kangaroo
Rhys Asare Sackey	10	81		✓			
Luke Pereira	9	78		✓			
Abesan Ke Hiesan	10	77		✓			
Elliot Colledge	10	76		✓			
Yezdan Sekandary	10	76		✓			
Deron Ravi	10	73		✓			
Lifran Gonsalves	9	73		✓			
Rhys Flynn	10	68	✓				
Szymon Ciba	10	66	✓				
Vithus Ragavan	10	62	✓				
Anojan Anton Julius	10	61	✓				
Nivek Karunanithy	9	61	✓				
Karol Fusingwa	10	60	✓				
Sheron Jeyaseelan	10	60	✓				

# Music

As well as class music lessons mainly for KS3 Year 7 pupils, there have been many opportunities for pupils at Salvatorian College to perform and learn music outside of the classroom environment. Pupils have had the opportunities to learn various musical instruments including Piano, Keyboard, Trumpet, Guitar both Acoustic and Electric, Bass Guitar, Violin and lessons on the drum kit. If your son wishes to learn an instrument please contact either Mr Mann ([i.mann@salvatorian.harrow.sch.uk](mailto:i.mann@salvatorian.harrow.sch.uk)) or Mr Fowler ([admin@salvatorian.harrow.sch.uk](mailto:admin@salvatorian.harrow.sch.uk)) at school for further details

Open Evening – At the school open evening on the 16th September the music department set up a mini band for the night performing various songs. A big thank you to Andre-Sorin Birzu (9G) who played the drum kit Deron Ravi who played the bass guitar (10G) and Harry Everton(10F) who played lead guitar.

In the 1st half term of the year auditions were held for pupils to join the school choir. Each pupil had to sing a song and eventually the numbers were whittled down to about thirty boys.

On Remembrance Day the school payed tribute to all those who lost their lives in fighting for our freedom during the world wars. A big thank you must go to Mr Jamie Wall (Brass teacher) who played the last post and reveille for us to signal the beginning and end of the two minutes silence.



Antoni, Year 7

The next day the boys again entertained the community at the Pensioners Tea Party while singing carols and meeting some of the more elderly members of the parish and community. The next time the boys had a chance to perform in public was for the school Lenten Service again held in St Joseph's church held on the last Thursday of the Spring term. Again, we got to hear the school choir and the musical instruments of Antoni on the violin and Liam Tamonte who performed on his guitar.

Just before the lockdown occurred Antoni who had been entered for his grade 6 violin examination got to hear the good news that he passed his examination with an extremely high merit score. Well done to him.



The Borough Carol Service which took place on the 9th December 2019 at All Saint Church Kenton. The members of the school choir sang various carols and took the lead in Infant Holy. All boys who took part had to audition for the choir and attend various practices leading up to the day. On the day we travelled to the dress rehearsal by public transport

and returned later that evening to perform to parents and teachers of various schools in Harrow. The behaviour of the boys was excellent and certainly promoted the school within the borough and local community. The School Carol Service was held on Wednesday 11th December 2019 at St Joseph's church. The school choir led the singing and notable performances that night music go to Dominik Gomulka (7F) who sang two solos in the end since unfortunately Ewan McGrady (7G) lost his voice between the rehearsal and the service and so could not perform during the evening. This night was also the first time that most of the parish and the school got to hear Antoni Skrzypkowski (7C) play and perform on his violin. A big thank you must go to Andrei during the evening since he was on the mixing desk for the night helping to make the boys sound good.



# Physical Education & Sports

The sporting year of 2019-20 was sadly brought to an end in March 2020 but before that there were many memorable memories and achievements shared between the Salvatorian students and teachers. I want to thank each and every student for the excellent effort in Physical Education lessons and extracurricular activities or fixtures. The students continue to represent the school in an exceptional manner showing determination, teamwork, competitiveness and sportsmanship.

It is a pleasure to see so many develop their technical, tactical, physical, mental and social attributes in a variety of sports. I look forward to seeing all the students again and continue this development.

**Mr Creamer**  
Head of Physical Education

## Benefits of Physical Activity



The absence of live action on our screens is no reason to miss out on the feeling watching sport can bring when we have so many great sport documentaries.



## 2019-20 Sporting Highlights

### Basketball

Year 8 Basketball Team were crowned Harrow Schools Basketball Champions after a wonderful victory against Harrow High School who are renowned for their basketball academy and dominance of basketball in the borough. The team were unbeaten in their six group games, semi final and final performances with outstanding performances from everyone involved.

The boys played with tremendous determination, unity, hard work, courage and great sportsmanship throughout the tournament and I urge all staff to congratulate them for this. It was a real display of all the Salvatorian values that we all continue to nurture everyday.

The Year 10 team qualified for the semi-finals until the season was brought to an abrupt end whilst the Year 11 basketball team made it to the final of the Harrow School Schools Tournament but we were unable to play the game due to lockdown. It was a phenomenal achievement to reach the final.



### Football

Year 11

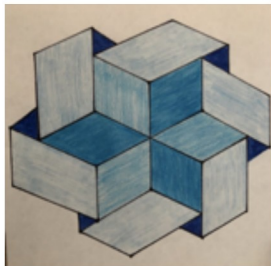
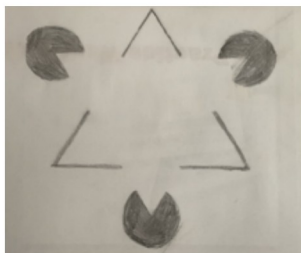
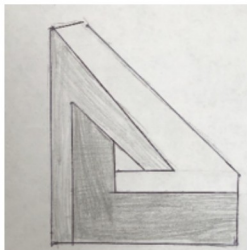
The football team was unbeaten in their group games and had progressed to the semi-finals of the borough tournament where they were hoping to retain their title from last year.

### Table Tennis

Year 11 Table Tennis Team who made it as far as the semi-finals of Harrow Schools tournament. The sport continues

# Psychology

The Psychology pupils have been working hard to re-create some visual illusions. Below are some of their efforts. Try and see if you can figure out what these illusions are.





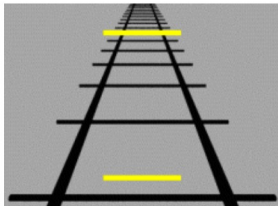
## Psychology meets Art.

Psychologists have analyzed perceptual systems for more than a century. Vision and hearing have received the most attention by far, but other perceptual systems, like those for smell taste movement, balance, touch, and pain, have also been studied extensively. Perception scientists use a variety of approaches to study these systems—they design experiments, study neurological patients with damaged brain regions, and create perceptual illusions that toy with the brain's efforts to interpret the sensory world.

## Depth Illusions

When we look at the world, we are not very good at detecting the absolute qualities of things—their exact size or color or shape. What we are very good at is judging objects in the context of other objects and conditions. Let's take a look at a few illusions to see how they are based on insights about our perception. Look at Figure 2 below.

**Which of the two horizontal yellow lines looks wider, the top one or the bottom one?**





# Religious Education

## Challenge :

A way that God played a key role in Gianna's life is that he had saved her throughout the gruelling treatment to abort her. This is because the studies show that the treatment should kill the baby. But she has escaped the fate, and this can show how God had saved her through the experience. The treatment was supposed to blind and burn the baby inside out but when her mother gave birth, she came out alive.

Another way that God had played a role is that he was her faith and support throughout. This is because in her speech, she explains that her foster family did not like her at the start, even when they hadn't met her. But because of her survival, she had believed that this was the work of God and she believes that she had a purpose in life, which is why she is an anti-abortion activist.

During her speech, she always mentions God and how we should always make him smile. This would inspire others to do good in life and not conclude to abortion. In the bible, Jesus states 'The second most important commandment is this; Love your neighbour as you love yourself.' This quote would clarify how abortion is bad and that we must love one another so much that we would not want either of us to face fate.

## Enrichment activity: Student response

To Gianna,

I am writing this letter to you to tell you that I am truly admired by the speech that you had read out today and it was truly catching and very depressing. I am really sorry to hear about the situation that you have gone through in your life, even with your new family. It was heart-breaking and I am really sure that this speech would touch the hearts of millions suffering the same problems and change their mind on abortion.

I was especially shocked to hear what procedure had been used in attempt to abort you. As well as this, it is really surprising to see how one can survive a saline procedure, which is expected to blind the baby and burn it inside out. In my opinion, it does not matter whether the baby survives or not. These people should always wonder and think about the pain and suffering the baby will go through when proceeding with this method. As you have said, abortion leads to disrespecting God. As a religious person, I understood the statements of Christ being hated as he had been crucified for coming on to earth, claiming to be the son of God. This is a serious issue and abortion should never be a decision or last resort when not wanting a baby.

When I had heard you say that your abortionist stated, 'I consider it my passion all the abortion that I've completed', I was extremely disgusted and angered by what they had said. What right do they have to say such a disgusting sentence? To think that they call it a passion to abort the babies, I had wanted to confront them myself. It made me feel anger. For them saying that, I know that they were cold blooded killers. They should feel sympathy to the people that have resulted to this type of decision. But for them to call it a 'passion' is sick and unbelievable. I can't stand it and I am really sorry for what you have been through. If you ask me, that abortionist is a copy of Satan as he finds it joyful to go through and proceed with these abortions. Absolutely disgraceful.



What I believe is that the government should step out and help with this type of situation. They should help the women who are currently vulnerable as you have said and there are many men who do not defend the women in need and don't defend their children.

As president bush had signed the act of born babies, I believe the government should make a stand on the debate of abortion. They should make a law illegalizing abortion because not only is it inhumane, it also killing God's children.



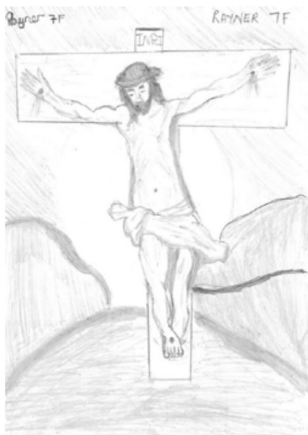
God had known us even before birth, as said in Jer 1:5 'Before I formed you in the womb I knew you, before you were born I set you apart; I appointed you as a prophet to the nations.'

We should send the message that abortion wrong and that there are many other decisions, such as adoption or foster homes. We should remember the pain the children would go through.

We must put an end to abortion now. Everyone has their own purpose, and their own dreams to follow. As an activist, we must protest to command what's right.

Sincerely,

Kausic Subakumar

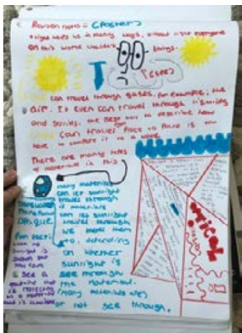


**Artwork by Rayner Esteves, 7 Francis**

# Science

Year 7 have been studying the properties of Sound and Light. Here are some examples of some of the work they have been doing.

Supersonic Travel – Students described Supersonic Travel and it's benefits/drawbacks.



## Properties of light, reflection, refraction

**Reflection** involves a change in direction of waves when they bounce off a barrier. **Refraction** of waves involves a change in the direction of waves as they pass from one medium to another. **Refraction**, or the bending of the path of the waves, is accompanied by a change in speed of the wave.



**Reflection and refraction.** Light rays change direction when they reflect off a surface, move from one transparent medium into another, or travel through a medium whose composition is continuously changing. ... The **reflected ray** is always in the plane defined by the incident ray and the normal to the surface.

### The Law of Reflection



Before Reflection



After Reflection

Supersonic travel is an aircraft designed to transport passengers at speeds greater than the speed of sound. The speed of sound is about 768 miles per hour.

When an object moves faster than sound the resulting sound travels behind the object creating a sonic boom.



Supersonic travel has not been possible since Concorde retired in 2003.



## Supersonic Travel

By Matthew Owen

The fastest jet on the planet is Lockheed SR-71 Blackbird.



### DRAWBACKS of supersonic travel

- Excessive noise at take off
- High fuel consumption
- very expensive way to travel
- Expensive construction materials to make the aircraft
- A major source of greenhouse gas emissions

### BENEFITS of supersonic travel

- The reduction of flight time – a three hour flight from London to New York takes only 3 hours rather than 7 hours
- Great for business

**Year 10 triple science class on a video lesson with Ms Ward. The lessons are run over Microsoft Teams each week.**

<https://www.rhs.org.uk/>

### Make a bee hotel

Bee numbers are falling, so by giving them a home you'll be encouraging nature into your garden and helping bee populations.

What you'll need

You can make one quite easily using:

- ☐ A terracotta plant pot (9 – 15cm in size)
- ☐ Modelling clay
- ☐ Plastic straws or bamboo canes
- ☐ String

What to do

1. Cut the straws or bamboo canes to a length that fits the depth of your pot. If you are using bamboo canes you will need a grown up to carry out this part as it's tricky.
2. Tie the bundle of straws or canes together with a piece of string.
3. Place some modelling clay in the bottom of the pot and stick the bundle of straws or canes in to the clay.
4. Place the pot horizontally in your garden in a quiet place for the bees to move in.



# SEND Department

## English as an Additional Language..... News

Over the last few weeks, since lock down, the support given to students with English as an Additional Language has moved from after school interventions to working on an online website Flash Academy, pictorial quizzes, spellings and differentiated work set on Show My Homework.



**FlashAcademy**

This is an award winning digital platform supporting independent learning across all modern devices. It is easy to use as the

student can toggle between their home language and English if they fail to understand any instructions. As a school we can track usage and progress data. Students can choose the level they wish to start at and allowing tailored teaching with access to additional resources.

- Supports independent learning
- Improves engagement
- Inspires curiosity
- Measures progress
- Gives pronunciation feedback

**Our current leadership board on Flash Academy**

Students develop ambitious vocabulary and master complex grammar. With fun animated videos, 20+ games and a variety of fast paced challenges, pupils won't even realise they are working.

EAL students <b>Leaderboard</b>		
XP Leaderboard		All time
1.	Lucian Jureto	123,320 XP
2.	Ovin Wronslight	80,120 XP
3.	Ashen Fernando	62,220 XP
4.	Nick Carrero	58,900 XP
5.	Parish Mihal	55,750 XP
6.	Masani Parul	47,900 XP
7.	Hari Shrestha Jayalika	41,500 XP



Spellings set on show my homework allows students to hear the word for them to spell, with extra help provided by giving them the definition and a simple sentence using the word. EAL students did very well across the year groups with many achieving 100%

Quiz on adjectives of personality; where words were given at the start so that students could use their bilingual dictionaries provided to look up meanings of words they did not know and then complete the quiz. This was a slightly challenging activity where class averages were

Year 7 - 73%  
Year 8 - 48%  
Year 9 - 61%  
Year 10 - 62%



Differentiated work on how to keep safe through this pandemic, where students had to watch a short clip and complete a quiz. There was also a challenge task attached to this for ones who wanted to stretch themselves.



Students currently are working on a pictorial quiz based of feelings and emotions. There are two parts to this activity where they will complete the quiz and then write a paragraph on their feeling and emotions through this period of lock down. What it has been like for them? Positive and negatives.

Watch this space to read about how some of our students are feeling in these

## Our Heroes!

An account from Ms Buddington's sister, Catherine Simpson, a Brent Speech Therapist who was deployed to Northwick Park Hospital and worked in ICU to help with COVID-19 patients for the last 2 months.

A typical day was donning the PPE in silence with support of nurses in order to put it on correctly and safely. This procedure in itself was atmospheric, and I felt like a soldier entering the warzone area.

It felt surreal, and it was difficult to make sense of the whole situation. Working on the frontline, all you can see is wall to wall Covid patients, and the sound of the beeping of monitors from every corner of the wards. There was a huge sense of camaraderie; everyone was in the frightening position together, supporting each other professionally and emotionally. The whole principal of ICU is observation - observing unconscious patients every single moment for any changes. Medics worked calmly, no one rushed or panicked, and patients had the expert, undivided attention of all of the hard working professionals on the wards, despite the pressure and the stifling heat of wearing the PPE for hours at a time.

Joy and sadness was witnessed every day – people dying and petrified faces of patients who became conscious, but who couldn't speak. We took telephone calls daily from families looking for an update and who were in desperate pain because they could not reach their loved ones and had to put their faith and trust in the professionals on the wards. What they will never witness was the love and tireless dedication of all the warrior staff, who held the hands of patients, and talked gently to them, never leaving their sides. The joy was seeing Covid patients who had been sedated and put on ventilators, then sitting up and talking, and taking in our happiness as we walked past their beds, giving a 'thumbs up' to say "well done - you survived", even though they had their eyes closed all the time and did not know who we were. We knew them, as we all made a point of finding out about them as a person.

**Working on the ICU wards was both terrifying and exhilarating – an almost life changing experience.**



Artwork by Mevinton, 7G

# Sociology

## A Sociological Interpretation of the Coronavirus

Here are a collection of questions that you can ask in order to interpret the Coronavirus from a sociological perspective:



- What is the coronavirus and what aspect of this will sociologists be interested in?
- What roles have the agents of social control (family, police, school, church, peer group, media, etc) played and how have the different agents played a part in controlling this?
- How has the government response effected the working population – has it affected groups differently?
- How have different families been impacted by 'lockdown' especially those with an extended family?
- How did the media initially respond to the outbreak? Was this a "moral panic"?
- Has the media narrative changed over the course of time? How have the public responded to this?
- What would the different theorists make of recent events: feminists, Marxists, functionalists and the New Right?
- Does the list of 'key workers' set out by the government suggest that some jobs are more important than others?
- What burden have these events put on women in the household – has the 'triple shift' (paid work, housework and emotional work) been increased to include health and medical care within the household?

**What are the social problems attached to Coronavirus? Think of the following:**

- o Bringing communities closer together
- o Bringing key workers closer together
- o Pressure on some workers
- o Possible redundancies
- o Role of the government
- o Will Crime go up as the pressures get to some and police being pressurised to deal with other aspects of life
- o The health care service and professionals dealing with loneliness, mental health problems and unemployment
- o Young people staying at home and the opportunities this may cause. Will some young people learn domestic chores, etc
- o What about our relationship with other countries? Brexit and Globalisation





## "There is no longer a typical family type in Britain" How far do you agree?

Some sociologists would agree with this statement as many family types have arisen in modern British society, with the Nuclear family becoming less prominent. For example, many family types such as Same-sex families and cohabitation have started to become more frequent in society nowadays. This is due to the relaxing of social norms and laws, which have paved way for these families. An example of this is the legalisation of Same-sex marriage, declared on the 10th of December 2013. Lone parent families have become the second most common family type in the United Kingdom, as there were 2.9 million lone parent families in 2019, having tripled in size in the past 40 years. Therefore, it is plausible to say that there is no typical family type in Britain, as different family types are becoming more frequent and gaining significant numbers.

Some sociologists would disagree with this statement as the nuclear family type is still the biggest family type in British society, meaning that it has become a staple of British families. For example, the nuclear family has been the most prevalent family type for centuries in Europe and Britain. Societal norms have been pushing for nuclear families for many years, and that still stands true in society, as the majority of families in the UK are nuclear families. For example, 12.8% of all families in the United Kingdom in 2015 were married couples, despite nuclear families declining in numbers as opposed to the rise of other family types like Lone parent families. Therefore, it is plausible to say that there is a typical family type in Britain, which is the nuclear family. This is due to the fact that it triumphs every other family type in sheer numbers.

In conclusion, it is plausible to say that there is no typical family type in Britain due to the increase of larger families and reconstituted families. Due to norms shifting (as they are a social construct), historical families and societies views on them have changed. For example, step-families were not necessarily encouraged or prominent centuries ago. Marrying after divorce was looked down upon in religious societies such as the Victorian and Early Modern Period. Also, due to the development of better healthcare and the increase of house prices, families with older relatives such as grandparents and uncles and/or aunts can live under the same house. Due to immigration, many cultures such as the Pakistani culture have put extra emphasis on family, with many living near or in the same household as their grandparents or uncles and aunts.

Kieran Chang (10 Gabriel)

### Sociology Wider Reading



# Spanish

## Top 5 Jobs for Spanish Speakers

"Hablamos Español!" Hanging in shop windows or printed on brochures, this is the telltale mark of a bilingual business. From small shops to massive corporations, companies have an endless need for the language skills of those fluent in Spanish. With millions of Spanish speakers worldwide, being bilingual really pays off as jobs for Spanish speakers abound.

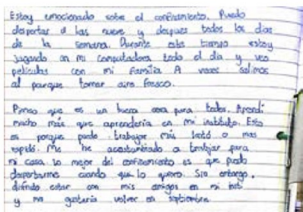
If you haven't quite mastered verb conjugation, and *ser* versus *estar* still leaves you stumped, a degree in Spanish will help you learn to speak Spanish with ease. Those who speak more than one language not only have access to multiple career paths, but also receive a nice pay boost compared to non-bilingual workers in the same position. So what jobs for Spanish speakers can you find once you've earned your degree? 1. Linguist — Ever since humankind developed the spoken language, we've been fascinated by it. Linguists study language to find out how and why it develops along with how it spreads among different nations. As a linguist, you can work in research or in translation depending on the needs of your employer.

2. Children's Book Author — Childhood is the best time to learn a second language, and many parents want to give their child an advantage in life without all that extra schooling later on. As a bilingual Children's Book Author, you merge your love of language with your creative storytelling talents to author picture books written in both English and Spanish.

3. Lexicographer — Dictionaries don't write themselves. Lexicographers research, write, and proof-read dictionary definitions to create a book that fully defines a language. As a Spanish speaker, you can work on Spanish/English translation dictionaries so native speakers of one language can quickly translate words and phrases into another.

4. Diplomat — Negotiations get much further when the people negotiating can understand one another. Working for the government not only provides a stable income and extra benefits, but also allows you to travel the world to act as a Translator, Negotiator, and Researcher all rolled into one. You help the government understand and communicate with foreign countries to promote peace and prosperity.

5. Simultaneous Interpreter — Want a job that challenges you? If you perform well under pressure, then working as a Live Interpreter will give you that thrill you seek, all while aiding communications between parties. Serving as a Translator, you work in real time to interpret Spanish to English (or vice versa) as the person speaks. From political meetings to community speaking events, you translate for the rest of the crowd so everyone's on the same page.



Source: <https://www.careermatch.com/>

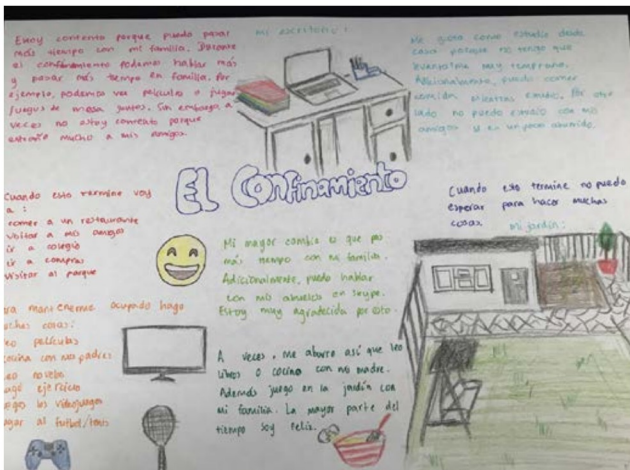
Writing to the left submitted by Rhys Flynn, 10G



In Spanish, students have been asked to make a poster about what they have been doing during lockdown.

To the right is a submission by Deron Ravi 10G, and below us Kausic, 8G.

Well done boys.



# Gifted and Talented

What have the Gifted and Talented programme been doing over lockdown?

From Fiona Stovold and Gavin James

The Gifted and Talented group has been doing weekly activities in their virtual school during Lockdown. The country celebrated **VE day** on Friday 8<sup>th</sup> May and the group thought about how the government at that time should repair the building in Westminster and considered how Clement Atlee should make improvements for the people after the war had ended. The current global issue of COVID showed many different countries endeavouring to contain the disease - so the students researched **world leaders**. We were planning to invite an ex Salvatorian College student **Kevin Fong** (TV presenter and astrophysicist who has worked with NASA at Johnson Space Centre in Houston) to meet the group. Being a consultant anaesthetist at UCL Hospitals, Anaesthetic Lead for Patient Emergency Response Team and Major Incident Planning and Honorary Senior Lecturer in Physiology at UCL, Kevin no doubt would have had more urgent issues to deal with currently!

A very recent remote task this term was for the students to watch a video (<https://www.youtube.com/watch?v=228XPLkyocw>). For the first time in history, **NASA** and **SpaceX** launched a commercially built and operated crew spacecraft on its way to the **International Space Station**. The question for the students was "If **YOU** received a phone call from NASA to offer you a ticket on the Crew Dragon to visit the ISS would **YOU** go? Give reasons for your answer."

Another task was to write about any new hobbies or activities that the group has partaken in during lockdown. The students have kept fit and some have helped out at home - for example doing cooking and DIY - fantastic life skills! It was touching to learn that a student was missing going to church - which is a wonderful way to bring the whole community together. You are very welcome to enjoy reading about what some of our students have been doing in addition to their curriculum studies .....

Apishan Sutharasan Year 7

If you are lucky enough to be in lockdown with a patch of green space to tend to, why not make the most of it by learning some gardening skills? A simple Google search can bring up a wealth of information on how to look after your plants, keep your soil healthy and attract some new wildlife into your garden. There's something really fulfilling about clearing the weeds, planting some bulbs and watching your hard work pay off. Plus, you'll have a relaxing and enjoyable space to chill out in while you're staying safe at home.



Deron Ravi

Year 10



One of the activities that I have done during this lockdown is watch "Stranger Things" which is an American science fiction horror released on Netflix. Stranger Things is set in the fictional rural town of Hawkins, Indiana, during the early 1980s in America. The nearby Hawkins National Laboratory apparently performs scientific research for the United States Department of Energy, but secretly does experiments into

the paranormal and supernatural, including those that involve human test subjects. Accidentally, they have created a portal to an alternate dimension, "the Upside Down". The influence of Upside the Down starts to affect the unknowing residents of Hawkins in calamitous ways. The first season begins in November 1983, when Will Byers is abducted by a creature from the Upside Down. His mother, Joyce, and the town's police chief, Jim Hopper, search for Will. At the same time, a young psychokinetic girl called Eleven escapes from the laboratory and assists Will's friends, Mike, Dustin, and Lucas, in their own efforts to find Will. There are three seasons and they are all entertaining throughout.



One of my regular hobbies that I have been doing is cycling because it's fun and it's a really great way of exercise and because of lockdown, I'm able to ride everyday with not as many cars as usual giving me more of a relaxing ride as I don't have to worry about cars too much. Also cycling has been my way of passing the time as not only am I enjoying myself but also it builds endurance, muscle strength and cardiovascular fitness. I've been able to improve more ever since Lockdown.

Simon Monaghan Year 10

During lockdown, I have been able to spend more time drawing objects, architecture, and vehicles of interest. Recently I have set myself the task of attempting to draw my own house based upon the picture I take of it. Certain details of my house are quite complex and therefore, it can be frustrating at times to try and accurately replicate them onto paper as well as trying to get the building in the correct perspective. I have yet to complete the task however, I am hopeful that it will turn out well once I have completed it.



As well as architecture, I have a keen interest in transportation, public transport such as trains. Therefore, whilst I am home, I also decide to draw a variety of transport-based works from pictures I have taken in the past. These range from both physical vehicles like trains to alternative rail network maps that I design based upon existing map designs.



# Black Lives Matter

In his General Audience on the 3rd June 2020, Pope Francis said that **'we cannot tolerate or turn a blind eye to racism and exclusion in any form and yet claim to defend the sacredness of every human life.** At the same time, we have to recognize that the violence of recent nights is self-destructive and self-defeating. Nothing is gained by violence and so much is lost.'

I believe strongly, as Catholics, that we should challenge racism, in all its forms, whenever it arises, and that we should be meek in doing so. Personally, I believe racism can be challenged because it cannot be justified ethically, or scientifically. Adam Rutherford wrote that "it is our duty to contest the warping of scientific research, especially if it is being used to justify prejudice." We must educate ourselves, and learn from each other, if we are truly going to see change.

- Mr Bryant, Head of School

## Wind of Change

Peaceful, our people were before they came.  
Our lives died under the shackles they made  
The bloodthirsty raiders carried by the wind.

Our skin, our blood, was not worth theirs, they said;  
Our children should be grateful for their bread.  
Ours should live in despair, whilst theirs should remain blind.

War, they caused, whilst our children were elsewhere.  
Laying asleep, our scattered bodies dreamt  
Of a fight for change, for a wind, one of a kind.

The wind blew, easing our endless lament,  
But still afflicted by blindness, some were,  
Their knees choking innocents, never to relent.

And yet, our heart, our spirit will stay free,  
Our cause will move all towards unity.

By Benoit Colombier



Art work by: Mevington 7G



## Explain how the Criminal Justice System in Britain is institutionally racist (8 marks)

The Criminal justice system in Britain is institutionally racist through the stereotypes that have been created. A prime example of this would be the Stephen Lawrence enquiry. Stephen was a black teenager who was stabbed by a group of young men. Due to Stephen being black, the police made assumptions due to the stereotypes surrounding black people. This shows how racism has been embedded in the institutions that are here to help us.

A further reason that shows that the Criminal Justice System in Britain is institutionally racist is in other institutions that link to the justice system, the education system for example. Statistics show that pupils from a black Caribbean background were 1.7 times more likely to be permanently excluded than white British children. This could make them turn to a life of crime as they have been written off at a young age, this, therefore, creates the stereotypes of black people and it all stems back to institutions.

To conclude based on evidence, it is not just the criminal justice system that has forms of institutional racism, but all institutions have some form of racism that has been created over time. Additionally, it is not just Britain has racism, but it is all over the world, especially in light of recent times with the ongoing protests that are happening.



**Anthonie Abdulkareem (10 Campion)**

Art work by: Remiston Rashetharan

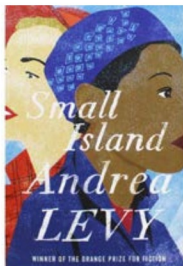
## From the Drama Department: m Live theatre Review – 'Small Island'

Small Island is a 2004 prize-winning novel by British author Andrea Levy.

The story is based on a disheartened British-Jamaican man in the Second World War, and he signed up for the RAF on the understanding that he would serve as a pilot for Britain. But instead he ends up as ground crew in a grey Lincolnshire village. The story highlights the historic treatment of British-Jamaican soldiers as they start a new life in England.

It is right to say that the National Theatre couldn't have picked a better show to stream this week. It really is a show that everyone must see, and it illuminates the history behind the message we are seeing today in the 'Black Lives Matter movement.' It shows the issues faced by the characters because of their ethnicity and place of birth.

I won't write too much as I don't want to spoil it, but If you have not seen it, it really is worth a watch as it has everything you could expect from a live theatre experience!



# Black Lives Matter

There is still work to do.

An article by Ms S. Thomas

It is known that completing University opens many doors for individuals in fields such as Medicine, Accounting, Law etc. It is also known that there are many employers here in the UK which favour candidates from Russell Universities.



**If this is the case then Black graduates are already at a disadvantage once they complete University and apply for jobs at places such as 'The Big 4' (Top Accountancy firms) if they did not attend an 'honourable University'.**

However, while these statistics have changed over the years and certainly changed for the better, there is still work to do. While we must still work harder for the things that we deserve, we must not be discouraged. These things are difficult yes, but FAR from impossible. Your voice is a platform for your experiences, please use it where and whenever you can. No, you are not 'too loud' or 'too unprofessional' when you speak as the common phrases suggest. Make your voice be heard. Where you see there are improvements to be made in the education system to improve your experience as well as the future generation than be that change you wish to see. Make suggestions and ensure that they are followed through. No goal cannot be reached. Make sure you save up and purchase property and land, own a business or two. But most importantly of all, look after your mental health, put that first and speak to your loved ones, they love you.

These knockbacks do not define you and do not be afraid to speak up if you feel uncomfortable, you are an asset to an industry, they are not only an asset to you and your voice DOES MATTER.

**Young Black men, you are BOLD,  
BRAVE AND INTELLECTUAL.**

**Never apologise for the skin you are  
born in.**



Art work by: Razaq, 8G

**"Colossians 3:13 – Bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive"**

As Catholics, we should always be looking to find forgiveness and reconciliation for those that have sinned. It is often easier said than done but the moral I feel Our Lord is teaching here is that, if you show forgiveness to others, then others will do so for you.

During the recent protests in London, the statue of Winston Churchill, the Cenotaph (War memorial) and the memorial for PC Keith Palmer, were unfortunately vandalized and desecrated.

Myself, and three other armed forces veterans, took it upon ourselves to perform a civic and catholic duty by cleaning the statue of Winston Churchill. Pope Francis recently expressed the importance for traditional Christian works of mercy and how we should be looking after our communities.

There is much frustration in our society and it has reached boiling point of late. Racism is an abhorrent and inhumane practice which has no place in modern Britain or the world. Winston Churchill was a flawed character from a different era. He held views on race and said things which were not acceptable then, and certainly would not be acceptable or politically correct in anyway today.

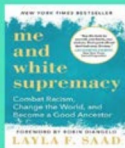
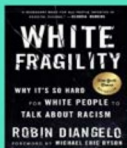
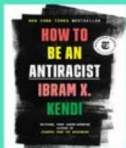
However, we should as Catholics find forgiveness in people for their sins and seek the goodness in them. Churchill stood up for this country in its darkest hour, saving the free world from the poison of fascism. He stood up for that fundamental British value. Individual liberty.

As an ex-soldier and a believer in freedom for all this is why I felt compelled to clean his statue and remember him, so that we can learn from History and not make the same mistakes again.



**Mr Sozzi**

### **Recommended books to read for anti-racism.**



These books are suggested by anti-racist organisations, educators, and black-owned bookstores (which we recommend visiting online to purchase these books).

They cover the history of racism in America (and other countries), identifying white privilege, and looking at the intersection of racism and misogyny.

# Awards

**The pupils listed were nominated by teachers for our annual awards.**

All nominated pupils will receive a Certificate of Excellence for the subject and category they have been nominated for. The winner will also receive a voucher.

All of the five Head of Year nominations will receive a Certificate of Excellence and vouchers, with the winners receiving a set of wireless earphones.

Headteachers Award - Certificate, Voucher and Trophy  
Chaplaincy Award - Certificate and Voucher

**Congratulations to all pupils nominated and well done for working hard and showing the best attributes in Salvatorian students.**



## SPECIAL AWARDS

### Headteachers Award

Aiden Evans & Soul Denton-Driver

### Chaplaincy Participation

Vlad Nito & Benoit Colombier

### Heads of Year Award

#### Yr 7

Thiveesh Thillasvaran & Dominik Gomulka  
Zaeed Rahman & Patrick Mihalí & Bobby O'Brien

#### Yr 8

Chimobi Eziefule & Niall O'Connor & Seamus Grant  
Pitiyangan Pirabakaran & Piranavan Pirabakaran

#### Yr 9

Toni Serban & Chiemezie Nwamba & Nivek  
Karunanithy & Audeley Akundabo & Harry Watts

#### Yr 10

Nas Davis & Soul Denton-Driver & Simon Monaghan  
Szymon Ciba & Anthonie Abdulkareem



## SUBJECT AWARDS Nominations

### Art

- Yr 7 Ibrahim Beelut & Joshua Frenandes  
Yr 8 Razaq Abdulsalam & Cosmin Burdusel  
Yr 9 Toni Serban & Andrei-sorin Birzu  
Yr 10 Sweden Almeida & Karol Fusi Ngwa

### Business Studies (9+10)

- Yr 9 Ronan Mervyn & Lahiru Perera  
Yr 10 Deron Ravi & Apinayan Tharmarajah

### Catering (10)

- Yr 10 Aiden Evans & Nas Davis

### Design Technology

- Yr 7 Janmesh Mistry & Athiran Thevanarandran  
Yr 8 Mujtaba Sheralli & Roshan Milin Hirani

### Drama

- Yr 7 Priyan Patel & Matthew Owen  
Yr 8 Niall O'Connor & Joseph Fay  
Yr 9 Joseph Cassel & Eduard Danila  
Yr 10 Krunal Kadam & Harry Everton

### English

- Yr 7 Akshai Uthayakumar & Kevin Srikumar  
Yr 8 Kausic Subakumar & Roland Irabor  
Yr 9 Nivek Karunanithy & Vlad Irimescu  
Yr 10 Joe Gregory & Harry Everton

### French

- Yr 7 Bobby O'Brien & Krystian Majewski  
Yr 8 Mahdi Fedai & Piranavan Pirabakaran  
Yr 10 Tharshan Nicholas & Szymon Ciba

### Geography

- Yr 7 Dominik Gomulka & Osman Tayab  
Yr 8 Chimobi Eziefula & Kausic Subakumar  
Yr 9 Thomas Corcoran & Angelo Appuhamy  
Yr 10 Simon Monaghan & Tharshan Nichols

### History

- Yr 7 Darren Fernandes & Zaki Ahmed  
Yr 8 Joseph Fay & Rares-Constantin Moisii  
Yr 9 Keerthivasan Suganthan & Audeley Akundabo  
Yr 10 Harry Everton & Benoit Colombier

### Mathematics

- Yr 7 Ryan Moran & Kevin Srikumar  
Yr 8 Roland Irabor & Harin Shelfton Jayatillaka  
Yr 9 Flavio Kuranage & Joseph Cassel  
Yr 10 Jakub Gromczak & Simon Monaghan

### Music

- Yr 7 Antoni Skrzypkowski & Liam Tamonte  
Yr 9 Andrei-Sorin Birzu & Luke Pereira  
Yr 10 Harry Everton & Deron Ravi

### Physical Education

- Yr 7 Kaedon McGrath-Davis & Ryan Moran  
Yr 8 Melchisedek Nyembwe & Samuele Ardelian  
Yr 9 Eduard Danila & Luke Pereira  
Yr 10 Charles Lawal & Conor Griffin

### Psychology (9+10)

- Yr 9 Chiemezie Nwamba & Luke Pereira  
Yr 10 Apinayan Tharmarajah & Joe Gregory

### Religious Education

- Yr 7 Gerald Klaus & Thiveesh Thillasvaran  
Yr 8 Roshan Milin Hirani & Michal Lidzinski  
Yr 9 Jakub Malinowski & Harry Watts  
Yr 10 Yezdan Sekandary & Abesan Kethiesan

### Science

- Yr 7 Sai Patel & Yohan Valliath  
Yr 8 Roland Irabor & Joseph Fay  
Yr 9 Toni Serban & Joseph Cassel  
Yr 10 Combined & Sean Brien & Aiden Evans  
Yr 10 Triple Antonio Pop & Soul Denton-Driver

### Sociology (10)

- Yr 10 Kieran Chang & Anthonie Abdulkareem

### Spanish

- Yr 7 Dominik Gomulka & Joshua Fernandes  
Yr 8 Kausic Subakumar & Chimobi Eziefula  
Yr 9 Nivek Karunanithy & Eduard Danila  
Yr 10 Benoit Colombier & Soul Denton-Driver



# Lockdown hobbies

**We asked what hobbies have students been learning/doing during lockdown.**

The most popular thing students have been learning while in lockdown has been baking and cooking!

Second place goes to cycling.

A few examples of online submissions from students are included.

**Jarell Gerrald, Year 10.**



**Janmesh Mistry, Year 7.**

**Eric Emmanuel, year 7.**



I have been learning how to bake a cake. I learned it from my family and they helped me along the way.  
Eric



**Chicken Wrap**

**Zidane Furtado, Year 7.**

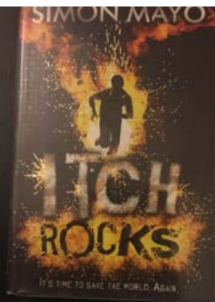


During these hard times in lockdown, I have been trying to make the best out of these days. I have been doing various activities which I enjoy to lift my spirits. The first activity, which I do almost every day, is biking.

Cycling allows me to enjoy the fresh air and escape to what feels like the alien outside world. The second activity I have been doing is gardening, an activity which relaxes my mind and overall makes me feel quite calm. The last activity I have been doing really brings out the competitive side in me and that is chess. I usually play chess with my dad and it is a great way to spend time with a member in your family.

**By Joshua Fernandes 7G**

**Rafel Zimbru in year 8 has spent time improving his reading.**



I have been reading I the book, about a boy, who collects elements for his diary, and the is very fortunate as he singled elements made of rock - but special rocks.



**Liam Tamonte, Year 7.**

**Liam has spent time teaching his siblings how to ride a bike without stabilisers**

# Farewell

This summer, we say farewell to three incredible teachers and our school chaplain, who move on to pastures new.

These members of Salvatorian College have given a lot to our school and community over the last few years, and for that we say thank you and good luck. You will all be missed! **Once a Salvatorian, always a Salvatorian!**



**Ms M. Bradley - Teacher of Science**

I would like to express my thanks to all the staff and pupils at Salvatorian College who have supported me through my teacher training and beyond. I have loved watching pupils grow and mature throughout their time here. Salvatorian truly is a special community and I am honoured to have been a part of it especially now, seeing how we have pulled together in these challenging times. I wish you all the best for the year ahead.

**THANK  
YOU!**



**Mr Y. Mosafeer - Head of Maths**

Dear all, I want to start off by saying a huge thank you from the bottom of my heart to everyone at Salvatorian College with the exception of nobody. I have truly enjoyed my time working with the trust and in particular Salvatorian and I have learned so much from many of you. I use to think that St George's was the best school I worked at but after two years at Salvatorian, I can say that that has now changed.

It's unfortunate and I'm saddened by the fact that I'm bidding everyone a farewell through a message, but I plan to visit regularly and hopefully pop by to see how everyone is getting along. I pray and hope that you are all keeping well and look forward to seeing you again... eventually.



### Ms M. Wood - Head of English

Anne Thomas, when trying to tear me away from St Georges, always told me that there was something incredibly special about Salvatorian College. I can say unequivocally that she was sooooo right; The students are an absolute joy to teach, the staff are so warm and friendly and I have been beyond fortunate to work with such positive, supportive and inspiring people and to have made lasting friendships.

Despite moving towards a significantly shorter journey to work (lord knows this is the only reason I'm leaving), I am going to desperately miss everyone who made my time at Salvatorian so wonderful!

Thank you for helping me grow, thank you for the laughs, the tears (usually from laughing too hard) and all the memories.



Staff photo at World Book Day

# Farewell Year 11

## Believe in Yourself.

Believe in yourself  
and your dream  
though impossible things  
may seem.

Someday, somehow  
you'll get through  
to the goal you have in view.

Mountains fall and seas divide  
before the one who in his stride,  
takes a hard road day by day  
sweeping obstacles away.

Believe in yourself  
and in your plan  
Say - I cannot - but, I can.

The Prizes of life we fail to win  
When we doubt the power within.



## Farewell Father Fortunatus our School Chaplin by Paula Donnelly

Some people come into our lives and quickly go. Some people move our soul to dance. Some people awaken us to a new understanding with the passing whisper of their wisdom. Some people make the sky's more beautiful to gaze upon, they stay in our lives for a while, leave footprints in our hearts and we are never the same for knowing them. Yes this is you... Father Fortunatus ! You are a unique human being and our brother in Christ. "I thank my God, each time I think of you when I pray: I pray with gladness." These are the words of Saint Paul to the Philippian's in his farewell speech.



Father Fortunatus has served not only our parish but has been a loyal servant to Salvatorian College. He has had such an impact in our school, from the joys of celebrating the Eucharist every Thursday Morning, Pensioners parties, Reconciliation for our students, Communion classes on the school site, Christmas Carol service and hampers for those in our community, Charity events, Open evenings, the list is endless! His talent knows no bounds!

He lets the students know that they are loved and never alone and always reassures them of the support that they have from the wider Salvatorian Community. He gives our students the confidence to be themselves and helps them see how truly special they are to be part of Salvatorian College. The amazing thing is not only is this support offered to students but to staff and parents as well. He has helped us in our sad times, rejoiced with us in good times, but loved us all with a whole heart all of the time. 'Gratitude is a powerful weapon' Pope Francis said and we give gratitude today to Father Fortunatus for all the ways that he has helped us experience God's love.

He is off to a new assignment serving in Plumstead Parish and we bid him farewell with a very heavy heart but as we say Goodbye we always have to find the 'Good' in goodbye as he would say, as he always has a way to find the positive in everything he encounters.

Farewells are never easy and as Salvatorians we know that his good work will live on even after he leaves us. We shall always remember his faithfulness constancy zeal and dedication to Salvatorian College. We are proud to say that Father Fortunatus is our school Priest, Chaplin and friend. We ask God to bless him abundantly as he begins his mission at his new parish. We ask the Lord to bless him as he continues to grow and glow in love and beauty graciously and gracefully.

I am sure there is the unique agony of uncertainty as you move forward but be certain of this that you have been truly valued and we know where ever you go in life you will carry the same ray of light. In the words of Blessed Francis Jordan

"The Divine Saviour, in His great mercy, has called us to become images of himself, as far as possible. He has called us so that, through holiness our work everywhere may be accompanied by blessing, happiness and Salvation. "

You have brought so much fullness and happiness to our lives and we want to thank you for all the great memories, you absolute legend! 'Good bye' came from 'God Bye' which came from 'God be with you'.

**Deo Duce. Amen**

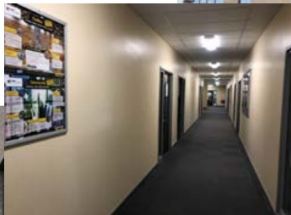
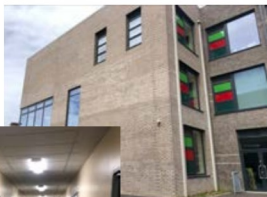


# Our New Building

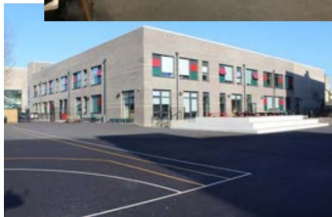
In Autumn of 2019, Salvatorian College moved into it's new build school, with state of the art facilities.

Below are some pictures showing the first half of the building gaving been lived in for the academic year of 2019-2020.

The second phase is expected to be complete in the academic year of 2020-2021.



In Spring, Art students draw the building from observation as part of their Architecture Project.





# Announcements

## **We are looking for student ambassadors!**

Are you a student aged 16 or over looking to earn some extra money? Salvatorian College employs 'Student Ambassadors' to work with pupils at the College. They undertake a variety of tasks, including assisting pupils to learn in class, supporting practical lessons in Art, PE, Food and Science. Please email [recruitment@salvatorian.harrow.sch.uk](mailto:recruitment@salvatorian.harrow.sch.uk) for further information.

## **Do you want to train to teach with Salvatorian College?**

We are always on the lookout for dynamic and ambitious people who have a passion for educating young people. A university degree is not required to begin teacher training, and salaries for teachers start at £29,915, once qualified, rising quickly with experience. There are a number of pathways you can follow to becoming a teacher - please email [recruitment@salvatorian.harrow.sch.uk](mailto:recruitment@salvatorian.harrow.sch.uk) for further information.

## **Admissions information for Salvatorian College**

Salvatorian College is now accepting applications for admissions to September 2021. Applications should be made in the first instance through the eAdmissions portal. Further forms to be submitted to the school can be downloaded on our website: [www.salvatoriancollege.com/admissions](http://www.salvatoriancollege.com/admissions).

*Integrity*

*Service*

*Tolerance*

*Holiness*

*Compassion*

*Justice*

*Forgiveness*

*Humility*