

The

Salvatorian

March
2021

Spring
Edition

**The School
of First Choice**

Remote learning,
World Book Day and
our new building!





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Tolerance | Forgiveness | Service | Holiness



Message from the Headteacher

Last week, the twenty-third of March, marked one year since the first lockdown. We took some time at midday to have a minute of contemplative silence to reflect upon what has been a trying year. Very sadly, for many families, it has been a tragic year with the loss of loved ones and friends.

We pray for those in other countries, mindful that Covid has claimed the lives of 2.7m people all over the world, and think of those living in communities without the support and necessities that those of us in the developed world are able to enjoy. We recognise the economic hardship that has affected those that are unemployed and the anxiety and stress caused by those whose jobs and livelihoods are precarious and the strain caused by loneliness, living under new rules, restrictions and protocols.



At this Easter time we draw strength from the sacrifice and love of our Lord Jesus Christ. He is our comfort in sorrow, our strength in the face of need, our rejoicing in the gifts we celebrate and our hope in the face of adversity.

Therefore, despite our difficulties, we remain optimistic for the future and think about the positive aspects of this year. The rollout of vaccines in the UK has been a tremendous success thus far and is already having an effect and slowing down the rate of virus transmission. Most of us have had the opportunities to learn new things and develop our independent learning skills. We have had the benefit of more time with our families and have learnt to appreciate our friends.

We are focussed in school at getting back to routines and ensuring that all our pupils are safe, sound and ready to learn. We are grateful for some extra government funds that will enable us to put on extra 'catch-up' lessons for many of our pupils. We are prioritising examination groups and have given the message that 'it is all to play for' and are supporting pupils to ensure they get the opportunities to show the level of attainment they are reaching.

Cardinal Vincent has written to schools asking us to continue to strive to create a society that is more compassionate, less marked by inequalities, more responsive to needs and deprivation. We have been collecting Easter eggs for the Cardinal Hume Centre and for those who would otherwise miss out.

Thank for your generosity and your prayers as we mark the end of Lent and move into Easter.

Martin Tissot

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Tolerance | Forgiveness | Service | Holiness*



St. Patrick's Day celebrates the life of Saint Patrick—the patron saint of Ireland. This influential missionary has been credited with bringing Christianity to Ireland. St. Patrick's Day takes place on March 17 each year because St. Patrick's death is believed to have been on March 17, 461. The Church began observing a special feast to honour him on this day starting in 1631.

St. Patrick's Day, March 17



Saint Patrick pray for us!

St Patrick Prayer
As I arise today, may the strength of God protect me,
the power of God uphold me, the wisdom of God guide me,
May the eye of God look before me, the ear of God hear me,
the word of God speak for me,
May the hand of God protect me, the way of God be before me,
the shield of God defend me, the host of God save me.
May Christ shield me today.
Christ with me, Christ before me, Christ behind me,
Christ in me, Christ beneath me, Christ above me,
Christ on my right, Christ on my left, Christ when I lie down,
Christ when I sit, Christ when I stand, Christ in the heart of
everyone who thinks of me, Christ in the mouth of everyone
who speaks of me, Christ in every eye that sees me.
Christ is every ear that hears me.
Amen

Whether or not you're Irish, it's hard not to love March 17 each year: The green is a welcome change from the dreariness of long winters, the cheer is infectious and the chance at good luck and seeing rainbows can make anyone feel festive. (OK, yes, and the corned beef, cabbage, soda bread and green beer are great, too.) These St. Patrick's Day quotes and Irish sayings will get you in the spirit to celebrate snakes leaving Ireland! And don't forget Irish blessings too.

Thank you Fr Mario for celebrating this day for us with a Mass.



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Ash Wednesday at Home



Lent begins on Ash Wednesday. The first forty days of Lent commemorate the period after his baptism when Jesus fasted in the wilderness.

During this time, Jesus prayed and became spiritually strengthened for his coming mission. He was also tempted by the Devil. The temptation to turn stone into bread was to break his fast and there weaken his spiritual discipline; it was also to use his power for his own selfish purposes. Both would have compromised his mission. The temptation to throw himself off the temple pinnacle, as a way of making people believe, would not have been true faith. The temptation to worship the Devil was to use evil means to get what he wanted. This would have totally ruined his mission.

"Receiving ashes is an outward sign of an inner step, a movement of the heart towards our beloved Lord. This year we invite you to concentrate much more on this inner, spiritual movement than on its outward manifestation in the imposition of ashes.

Our suggestion is this: celebrate Ash Wednesday at home, with your family, in the household or 'support bubble' of which you are a part. Gather for a while. Read the prayer which we offer. Bless each other by making the sign of the cross on each other's forehead. Spend some time praying in a way that you know. But please, make this a prayer of your heart for God's mercy upon this world, struggling to cope with the terrible pandemic and the devastation it is bringing."

Reflection for Ash Wednesday:

Lord, it feels like we are embarking on a Lenten journey together, you and I. I want to remember how much I need you in my life and how much my life needs redemption. I want to remember it clearly and in the background of my day today and all through Lent. On this special day, Ash Wednesday, may my small sacrifices in fasting be a way to clear away the clutter in my life to see you more clearly. May my longing for meat and other food, help me to focus my life today more outside myself. Let me be aware of those who are in so much more suffering than I am and may I be aware of them as the brothers and sisters you have placed in my life. Lord, I know there is darkness within me and around me. Bless these days with your Word. Let your Light shine in the darkness. Help me long for that Light until we celebrate it at the Vigil six weeks from now. In addition, most of all Lord help me to honour this day with the ashes on my forehead, or the sign of your cross. They help me remember where I have come from and where I am going. May I acknowledge to you my sins and my deep need for your loving forgiveness and grace? I pray that this Lenten season will make me so much more aware of how much I need your healing in my life.

Cardinal Vincent Nichols

Adapted from 'One Prayer A Day for Lent';

<https://onlineministries.creighton.edu/CollaborativeMinistry/Lent/Daily-prayers-00.html>

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A Lenten Reflection:

Lent is a season of reflection, re-evaluation, repentance and reconciliation. Lent is a time of profound grace and we are invited to let that grace sink in, take root and change us.

Through our observance of these days, by listening to the Scripture from the Lenten liturgies and by participating in the traditional practices of the Church, we are invited, in this holy season, to be stripped down and cleansed from all the obstacles that keep us from seeing our true selves clearly; stripped down so that we may come to understand more powerfully the Love of God who embraces all of who we are.

There are many ways to enter into the spirit of the season and to "observe" these days. It is not as important *what* we do, as it is important *that* we do something to make these days different from all the rest. One great way to enter into this season is by following the traditional practices of the Church: prayer, fasting and almsgiving. What is great about these practices is that they give us a way to enter into this season of healing with body and soul; physically and spiritually.

Almsgiving (which is more than just giving away money but also giving of our time through serving the needs of those around us) is a practice which encourages us to let go of things (money, possessions, and our valuable time) which may have taken on too high a priority in our lives. Almsgiving encourages us to strip away those "things" which can cause us to be separated from one another. It also challenges us to take a serious look at distinguishing between what we need and what we want.

Fasting. In the same spirit of examining our needs and wants, fasting (which is a practice of rearranging our eating habit either by cutting down on consumption or by abstaining all together) reminds us of our need for God to fill us. Fasting allows us to feel physically the ongoing spiritual needs of the soul and can help us to feel the truth that only God can truly satisfy our deepest longings. Almsgiving and fasting help us to do, to feel, to tangibly experience the season of Lent.

Prayer is the other traditional practice in the Church and, through prayer, we are able to experience Lent on a spiritual level. Prayer slows us down, allows us to be focused, and enables us to be stripped away from our obsession with this world, moving us to a higher consciousness. Prayer allows us to "see" our life and our works with the eyes of faith, opening the heart to seeing God in the midst of it all.

Let us pray for each other that, during this season of Lent, we can reflect on what is important, ask God for a renewal of our faith, and hope in him.

Prayer:

Most gracious Son, may your reaching dispel the darkness of ignorance in our mind, and may your commands be beacons of light, showing us the path to peace. In addition, as we walk on that path, may we find your footprints on the ground, that we may place our own feet where you have trodden.

Amen

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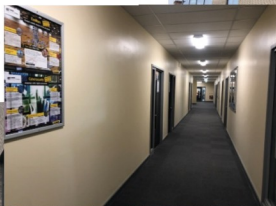
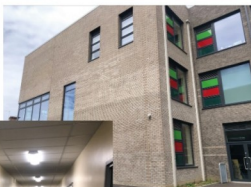


Our New building

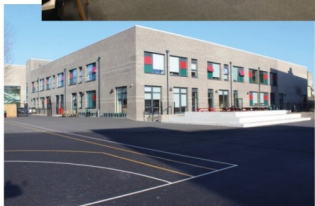
In Autumn of 2019, Salvatorian College moved into it's new build school, with state of the art facilities.

Below are images from our first phase of building works Completed in 2019.

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.



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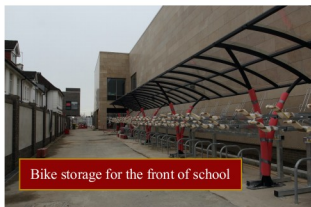
4 Tolerance | Forgiveness | Service | Holiness



Our New building



Below you will see some year 9 Artwork of the first phase, created for an Architecture project, and some new photos of our final phase, opening April 2021.



Bike storage for the front of school

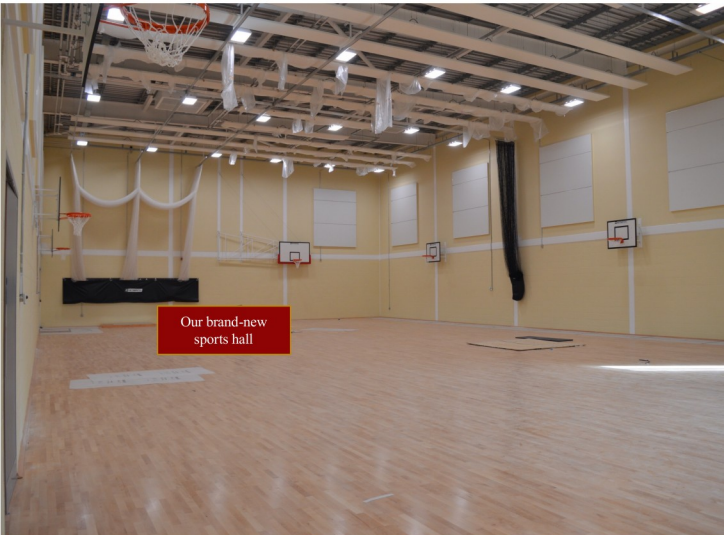


ICT rooms being set up

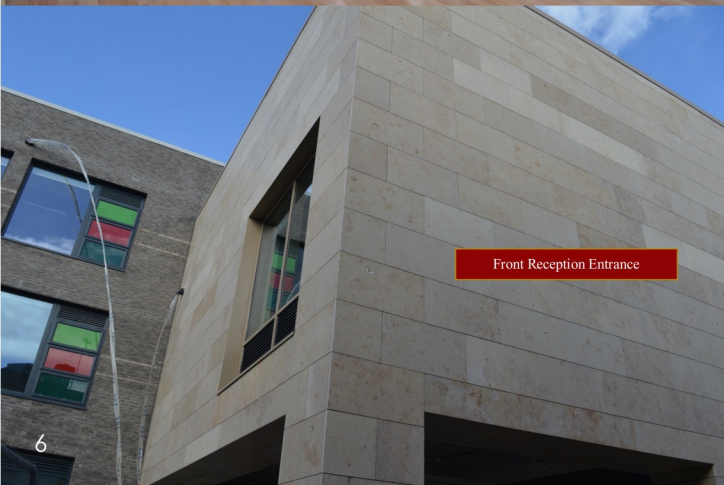


North Block corridors

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Our brand-new
sports hall



Front Reception Entrance





Artwork by Adam Y11



Metamorphosis Art

In Year 11, students were set a home project for their mock exams to develop their own metamorphosis inspired Artwork. They were tasked with combining their own self-portraits with something else, usually an animal.

Fantastic results abounded and here are two examples for Szymon and Adam, 11G.



Final outcome

- Drawn sketch using a grid to keep proportions.
- I first started by painting the face and neck. I put my base colours down and built up tone, maintaining the idea that cold colours represented dark tones and warm colours represented lighter tones. In general, that was successful, however I had some problems with the eyes which I had fixed later.
- I then painted the hoodie, with blues and purples to not distract too much from the face, helping to maintain focus on it.
- I then used wet on wet technique to paint the background. I ensured that the side with more darker tones on the face had lighter tones on the background (complementary colours). This would help to make the face stand out.
- I then went over the face, and hoodie with pen, exacerbating the dark tones and creating texture on the hair and ears.

Artwork by Szymon Y11

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Art and Design

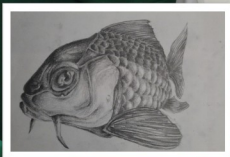
At GCSE, students have been focusing on a mixture of drawing and technology-based Art such as Graphic Design, Photography and Digital manipulation. Here are a few examples of animal drawings in pencil and a photoshop edited outcome.



Artwork by Angelo Y10



Artwork by Jakub Y11



Artwork by Simon Y11



Artwork by Joseph Y10

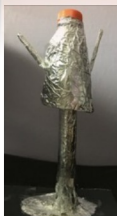
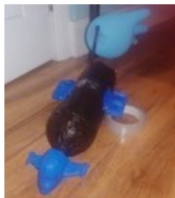
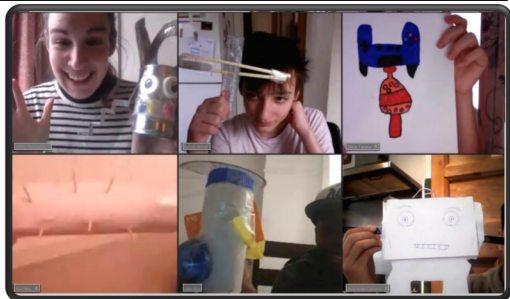
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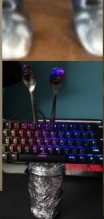
Steampunk Sculptures

Steampunk is a style combining machinery from the industrial revolution (such as steam power, clockwork and electricity) with modern and present technologies. The result is a curious juxtaposition of old and new. As part of their **Organic Mechanic** project this term, **Year 8** made **steampunk sculptures** out of "found objects" from around their homes and recycling bins. The challenge was to integrate elements of steampunk such as metal materials, coils, cogs, wheels and clockwork. This assignment exercised not only their historical knowledge but also their creative imaginations, resourcefulness, and dexterity in the assemblage. The sculptures that were produced were brilliant!



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Stedmpunk Sculptures



Catering



Mr Cooper's Culinary Cooking Corner

Mr Cooper used remote learning to record his own cooking videos for different year groups.

Here we can see screengrabs from his Pizza Toast Video, uploaded for KS3.



Great to see students back in school this term cooking in the food room.



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Catering

Home cooked dishes by students!

Below are examples of various dishes made by students, over the lockdown, while at home. We have some excellent versions of lasagna, penne and tagliatelle pastas, as well as some chowmein.



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Design & Technology

Textiles in Spring!

Over the lockdown, Design and Technology students were tasked with researching, designing and eventually making their own textile projects. In Year 7, students created finger puppets to meet the brief: Design toys for a children's hospital. Year 8 were given the brief: Design an Oyster Card Wallet for Transport for London, with a target market: Teens.

Design by Joshua



Design by Kabilaash



Design by Ibrahim



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Design by Ashon 8G



Design by Benjamin 8G



Design by Ewan 8G



Design by Darren 8G



Design by Apishan 8G



Design by Gabriel 7G

Design by John-joe 7F



Design by Nazir 7A



Design by Shayan 7G



Design by Ali 7F





Drama

Year 9 – Stage Designers

This term, Spring 1, the year 9 students have investigated the industry of stage designers and the elements that it takes to bring live theatre to life. They have also looked at behind the scenes of the different careers you can gain within the theatre world!

Here are some of the students' designs:



Sami Rahman

Tuesday 19th January

HW

Girls Like That

A traverse stage is used to enhance the play. The audience are sitting on either side to ensure they can see the actors from multiple angles. The actors are all sitting on chairs which are lined up in rows. It enhances it for the audience because they feel connected to the play as the actors are talking to them, dialoguing to the audience and the other actors, describing what is going on. This helps the audience feel like they are there with each actor as they face their problems.

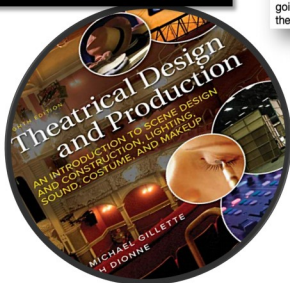
As a lighting designer, I can use colour to communicate to the audience by using specific colours to set the mood on stage.

The direction of the light is important to the way lighting designers use lights because it is good for environmental colour, and it is also good for providing shaping to actors on stage.

A gobo is an effective alternative to banners on events, providing something visually different for the audience to captivate. Gobos can be used to create patterns, imagery and shapes to support the event theme.

The way you transition between lighting is important because it can make the lighting of the smallest show much more bigger and better.

By Chimobi Eziefula



In a promenade performance, the audience move to follow the performers around the space. Performances are often site-specific in interesting and unusual locations, even outdoors, rather than in purpose-built theatre spaces. As the audience shares the space with the performers, performances can be unpredictable and as such, blocking can be particularly challenging. Audiences can tire when following performers, and there is an increased risk of slips, trips and falls. Theatre makers need to be aware of the safety when staging promenade performances, to prevent accidents.

A thrust stage sticks out into the audience, who sit on three sides. Like proscenium arch and end-on staging, there is a back wall that can be used for hanging backdrops and large scenery. Blocking is easier than in the round and traverse staging as there is a back wall, so performers don't have to worry about having their back to the audience.

By Mahdi Fedai

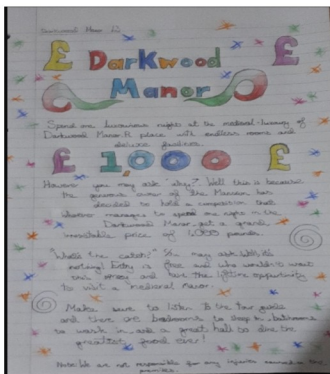
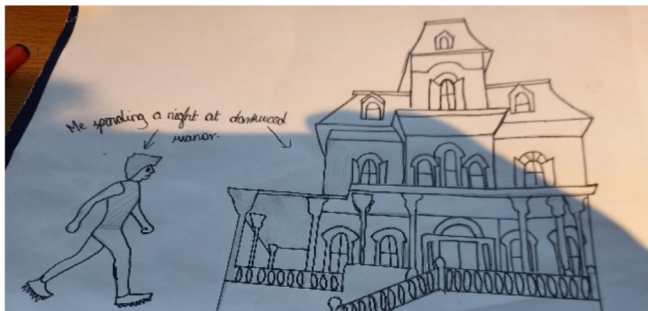
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Drama

Year 7 – Poster Advertising the mysterious and wonderful Darkwood Manor.



In Spring, the year 7 students explored the stimulus of Darkwood Manor and looked at varied performance techniques to bring the story of Darkwood Manor to life!

Would you dare stay at this mysterious looking Mansion???

Akshayan 7C

Nash 7G

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17 Tolerance | Forgiveness | Service | Holiness

This term, students across the school competed in the Lockdown Reading Challenge! Our winners received brand new books for their efforts.



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18 *Tolerance* | *Forgiveness* | *Service* | *Holiness*

Adversity**By Thomas Harrington**

'£3 sale, everything must go, closing down sale', the cracked signs were still pasted on the crumbling sides of the store, clinging on for dear life to the last bit of adhesive that secured it there. The former glass door was now a metal frame with small diamonds of glass scattered across the floor, painted in a shiny crimson coating. The shelves sat bare and dormant, once vibrant with fresh fruits and delectable meats, now begging to be restocked and cherished. Nothing remained. Rows and rows of tall cabinets and shelves, brimming with potential, were empty. There had not been a person here in months, years even, so gigantic spider webs and even more diligent spiders now took shelter in there, knowing it belonged to them. This was the same for every single small building or shop. No matter how far one looked, how far one travelled, nothing remained.

The fiery sunlight offset the amalgamation of derelict greys that shrouded the horizon in a veil of misery and anguish. Mould and rust invaded every single crevasse claiming its territory in the desolate wasteland the buzzing city had now become. Grand buildings stood tall on their last legs, the lack of maintenance leaving a toll on these structures—the buildings slouched with a sadness that had infected every inch of their form.

One could only dream of hearing the angry honk of an office worker, yet again late on his daily commute to work, screaming at the stationary traffic in vulgar slurs to hurry up—oxidised bodies of cars and buses clustered in the middle of the vacant road. Doors were ripped right off their rusted hinges in a rampant fit of rage. Windows were smashed for no apparent reason, maybe to get back at the world. Anger was in every inch of the surroundings as nothing remained unscathed, torn up by the new harsh reality they now lived in.

Walking through the stretching hallways of towering buildings that seemed to engulf you, you would not have been able to contain your fear and dread. Humans seemed so minute, powerless, small in the gargantuan world around them. It was unlikely, though, that any human had set foot, even acknowledged this place in years. The isolated lakes of water had grown lonely themselves in the barren emptiness which surrounded them. The polished clockwork, which meticulously held everything together, kept everything moving, had now come to a rusted halt.

Despite this crumbling devastation, the trees still gleamed a sweet green, standing tall and courageous in the face of adversity. The sun still shone brightly in its piercing golden aura, which painted the boring dilapidated neutral walls a blazing orange. Masses of clouds still roamed the sky freely, the fluffy white entities blissfully unaware of the destruction below. In the absence of movement, in the decrepit civilisation, nature could finally flourish and regain its divine control.



French

Submitted by the French department: An outstanding exam style answer by Krystian in 8 Campion.

This is the answer of Khrystian Majewski, Y8C French, to a writing question on the topic of holiday. He has created a long text giving and seeking information and opinions. There is evidence of appropriate use of tenses of a wide range of verbs to talk about the past, present and future. He was able to use different structures, produce descriptive language and adapt grammar to new contexts.

Bon travail, Khrystian!

Writing 1 – Mes vacances (My holiday)

Dominique, ton ami français, veut savoir ton opinion sur les vacances. Ecris un email à Dominique. (Dominique, your French friend, wants to know your opinion on holiday. Write an e-mail to Dominique.)

Tu dois répondre aux questions suivantes:

- Où vas-tu normalement en vacances? (Where do you normally go on holiday?)
- Qu'est-ce que tu fais en vacances? (What do you do on holiday)
- Qu'est-ce que tu aimes/tu n'aimes pas et pourquoi? (What do you like/don't like and why?)
- Quels sont tes projets de vacances pour cette année? (What are your holiday projects for this year?)

Ecris 80-90 mots environ en français.

Bonjour! Je m'appelle Khrystian et j'ai douze ans. L'année dernière je suis allé en vacances en Espagne avec ma ^(SP)sœur; je pense que c'était passionnant et extraordinaire. Mais, normalement je vais en vacances au bord de la mer avec ma famille.

Quelquefois, je nage dans la mer avec ma petite ^(SP)sœur. J'adore la natation parce que c'est amusant. Le soir, nous allons au restaurant et de temps en temps, nous faisons de la planche à voile, c'est extraordinaire.

Aussi, nous allons de la pêche, mais je deteste ça parce que c'est ennuyeux et je préfère retrouver mes copains. Un jour, je voudrais aller aux Etats-Unis car c'est beau. ^(SP)En Etats-Unis je voudrais jouer au basketball et je vais au rando. J'aime jouer au basketball et rando, c'est génial.

Cette année je vais du VTT, du rafting et de l'escalade. Aussi je vais à l'accrobranche parce que j'adore l'accrobranche. A mon avis, mes vacances sont génial et hypercool. Tu es d'accord?

• perfect tense
• opinions + tenses
• present tense
• frequency words
• connectives
• other subjects than (je)

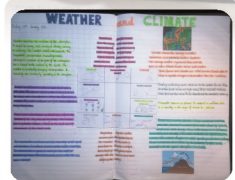
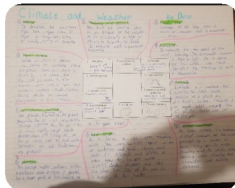
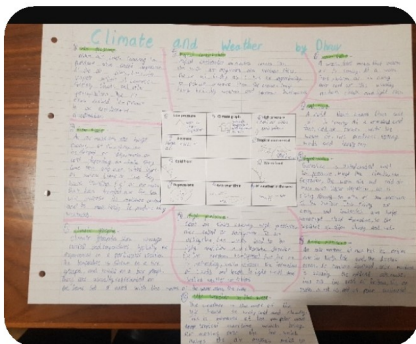
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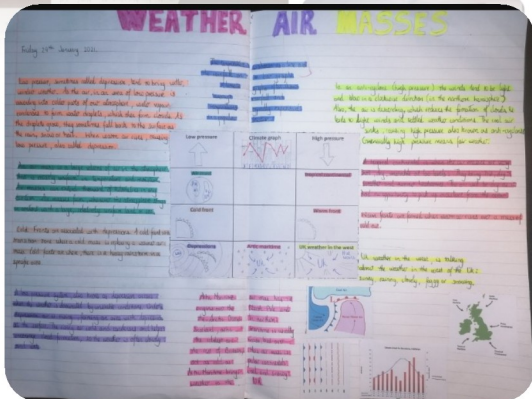


Geography



Retrieval tasks

In geography during remote learning we had a midway checkpoint from Yr7-11 and they were set a retrieval task, to help consolidate their knowledge as well as revising in prep for their assessment. Students really enjoyed doing it and found it really useful.



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Geography

WEATHER AND CLIMATE

1. Low pressure is when the warm air rises in an anti-clockwise direction. As it rises and cools, water vapour condenses to form clouds and precipitation.

2. Air mass is a large mass of air. They can be damp and dry, warm or cold, depending where they come from and what surface they have travelled over.

3. Cold fronts are the mass of cold water. The leading edge of warm water is the low pressure. Cold fronts also bring rain, but the cold air pushes warm air.

4. The depression travels in an anti-clockwise way and they are an area of a low pressure system. They produce cloudy and rainy weather conditions and develop when cold air meets warm air.

5. The Arctic maritime is origin over the north pole and the Arctic ocean. Heavy being heavy showers and thunderstorms and low temperatures. The Arctic maritime doesn't occur very often but when it does, it brings heavy snow as well.

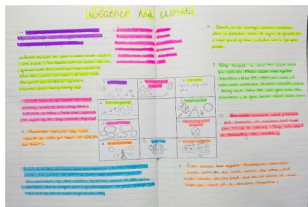
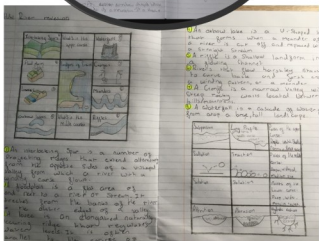
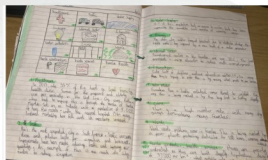
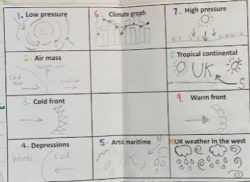
6. Climate graphs show the average rainfall and temperature in a certain location. The bar graph is on a line graph and the rainfall is shown on a bar graph.

7. High pressure goes in a clockwise way. It's when the pressure of the earth is greater than the surrounding environment.

8. Tropical continental is coming from the south and it originates over northern Africa. There is a dry and hot, but picked up moisture from the ocean. It brings hot dry weather.

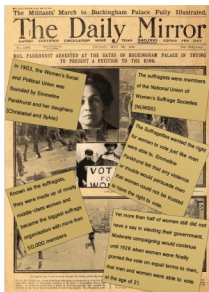
9. The warm front is when warm air rises over a cold mass of air. As the air rises into areas of low pressure, it expands, cools and condenses the water vapour as cloud. They are shown on synoptic charts.

10. UK Weather in the West is very like in the south west of UK, it being rain all year round as the north west rain. But also heavy rain all year. The maritime winds and tropical winds come and give rain as they travel over the oceans.





International Women's Day & A History of Women's Suffrage by Year 8



Fact File of the NUWSS

'NUWSS' stands for National Union of Women's Suffrage Societies. 'Suffrage' means the right to vote in political elections. Throughout history, there have been many restrictions placed on who can and can't vote based on things like age, gender, race, education, wealth and social status. During the late 18th and early 20th centuries, men in the UK had the right to vote but women didn't. Many people – including women – didn't believe that women should be able to vote. Even Queen Victoria called the fight for women's rights a "mad, wicked folly", despite being a powerful woman herself.



The suffragettes were members of the NUWSS and were led by Millicent Garrett Fawcett during the height of the suffrage movement which was in 1890–1919. They campaigned for votes for middle-class, property-owning women and believed in peaceful protests. Millicent thought that if the organisation was seen to be thoughtful, intelligent and law-abiding, they would then win the respect of Parliament. Parliament can then reconsider the restrictions and let the women be granted the right to vote. By 1900, the suffragists' hard work was starting to make waves. However, in the end, the women's suffrage won support in Parliament, but not enough to pass. They would continue and then fully pass and then have no restrictions.

This term the Year 8's have been learning about how women in Britain got the vote. They completed a fact file on the National Union of Women's Suffrage Societies which was founded in 1897.



Work from 8G who did some work on the role of men in the women's suffrage movement. They had to complete two peel paragraphs on the role of Frederick Pethick-Lawrence in the women's suffrage movement.

Fredrick Pethick Lawrence

Fredrick Pethick Lawrence had a huge part to play in the women's suffrage movement. The evidence to show this is that he used his wealth legal training and journalism skills to assist the women's suffrage movement. This is important as it makes him another person who supports what is right. It was also important as many of the women in the movement were middle class women, and with Lawrence being rich and being a journalist, the fight for the vote could be more widespread as he put the information into the papers. As such, one can agree that Lawrence had a huge part to play in the women's suffrage movement.

Another reason why he had such a huge part to play in the women's suffrage movement was that he supported women's right to vote. The evidence to show this is that in 1923, he beat the Liberal Party Candidate Winston Churchill to win Labour the government. This would allow him to promote giving women the vote and most likely would lead to women getting the vote in the near future. As such, one can agree that Lawrence had a huge part to play in the women's suffrage movement.

Compassion | Humility | Integrity | Justice

23 Tolerance | Forgiveness | Service | Holiness



History

Online learning!

Below is an example of 8 Alban History using Padlet to type their 8 mark answers, live, with conversation and feedback as they type. The whole class is able to see the wall of developing answers and live mark each other's work.

8 Mark Question
 History Explain 2 consequences of the First World War in helping women to get the vote (8 marks). What could the two consequences be? The government had to introduce a new voting law to allow soldiers and sailors fighting in the war to be able to vote. It allowed women to do this. World War One had a massive impact on the suffragettes. They stopped using violent tactics. The House of Commons passed the Representation of the People Act 1918. This gave the vote to all men over 21 and to some women over 30. The House of Commons passed the Equal Franchise Act 1928. This gave the vote to all women over 21.

Steven James 100
Information

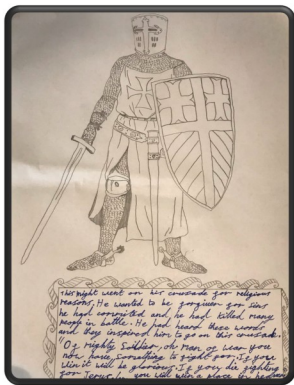
Anonymous 100
Gabriel's answer
 The men in war couldn't vote because they were in war...

Anonymous 100
precious answer
 the men in war didn't have anywhere to vote because they were war

Anonymous 100
Denis Answer
 In the old days the government didn't allow people to vote only the rich people were allowed to vote but later in the days men where allowed to vote but the problem was that women were not allowed to vote but when they worked in the military they all were allowed to vote.
 Suffragettes were using very violent tactics to let them vote and all to be equal but when the world war has happened they stopped using violent tactics and they started to help others in the war

Anonymous 100
patrick's answer
 the men in war didn't have anywhere to vote because they were in war and it was all done by postal and that's how it can't be posted and there was no electronic devices back then.
 The suffragists stopped using violent tactics because they knew they where going to win because all the men went to war and then they got a deal in the government.

Anonymous 100
Alonso's answer
 Men did not have many arguments to prove why women should be able vote. Though they knew that women were



The Crusades!

Year 7 recently studied The Crusades and the reasons why many people decided to make the long journey to the Holy Land, Jerusalem, beginning in 1095. These reasons included God, Gold and other social factors. They focused on the interpretations of historians; Dan Jones, Jonathan Riley-Smith and Richard Bartlett. Using different sources written during the time of the Crusades the pupils wrote their own interpretations.

John-Joe in 7F produced this excellent drawing of a crusader, and an interprets religious reasons as being the main driving factor. Well done John-Joe!

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Mathematics

UK Mathematics Trust News.

Last year, (April, 2020), year 7s and year 8s sat the **Junior Maths challenge** exam. It had been forced online because of the Covid Pandemic and lockdown. Congratulations to all the students who sat the first ever online version of the challenge. The student below achieved Gold, Silver and Bronze certificates. Brilliant!

<u>Competitor</u>	<u>Year group</u>	<u>Score</u>	<u>Bronze</u>	<u>Silver</u>	<u>Gold</u>	<u>Best in</u>
Kausic Subakumar	8	112	GoldBiS		✓	Best-in-year Best-in-school
Joshua Fernandes	7	107	GoldBiY		✓	Best-in-year
Amr Hasanin	8	92	Silver	✓		
Eric Emmanuel	7	86	Silver	✓		
Sai Patel	7	86	Silver	✓		
Kabilaash Mathiyalagan	7	84	Bronze	✓		
Ioachim Orel	8	81	Bronze	✓		
Ashon Abendra	7	81	Bronze	✓		
Krystian Majewski	7	81	Bronze	✓		
Victor Andrews Jr	8	80	Bronze	✓		
Roland Irabor	8	80	Bronze	✓		
Ajan Ketheeswaran	7	80	Bronze	✓		
Kevin Srikumar	7	80	Bronze	✓		
Apishan Sutharsan	7	79	Bronze	✓		
Karol Gromak	8	74	Bronze	✓		

Maths Joke

Why was the student confused when he went from English class to Maths class? Because he was taught that a double negative in English is bad, but in Maths, it's a positive.



There are 3 kinds of people in the world. Those who are good at math and those who aren't

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Mathematics

Year Group	Firstname	Surname
10	Amir	Ahmed
10	Audeley	Akundabo
10	Angelo	Appuhamy
10	Kamil	Chudzicki
10	Tomasz	Chudzicki
10	Thomas	Corcoran
10	Eduard	Danila
10	Lifran	Gonsalves
10	Isaiah	Gwisai
10	Vlad	Irimescu
10	Wali	Jaffri
10	Fares	Jalal
10	Nivek	Karunanithy
10	Flavio	Kuranage
10	Jakub	Malinowski
10	Ronan	Mervyn
10	Chimezie	Nwamba
10	Luke	Pereira
10	Lahiru	Perera
10	Umair	Raffi
10	Hajen	Rakulan
10	Toni	Serban
10	Keerthivasan	Suganthan
10	Thomas	Whicker
10	Mateusz	Wroblewski
9	Razak	Abdulsalam
9	Adegoke	Ajayi
9	Victor	Andrews
9	Denis	Bejan
9	Cosmin	Burdusel
9	Demario	Campbell
9	Andrei	Campean
9	Santiago	De Souza
9	Karol	Dworniczak
9	Joseph	Fay
9	Mahdi	Fedai
9	Karol	Gromak
9	Amr	Hasanin
9	Roshan Milin	Hirani
9	Roland	Irabor
9	Jathusan	Kethiesan
9	Desmond	Lawson
9	Malla	Malla
9	Ne'Kye	McDonald
9	Ioachim	Orel
9	Kacey	Parker-Gordon
9	Mit	Patel
9	Sami	Rahman
9	Zain	Rahman
9	Oliver	Ryder
9	Kausic	Subakumar
9	Nuluxan	Vasantharaja

This year, because of Covid and lockdown, the **Intermediate challenge** also took place online, between 1– 4 February, 2021. Participants included just year 9 and year 10 students. That means the year 8s who are now in year 9 are sitting this with year 10s. This also means that Thomas Corcoran in year 10, Best in School for the Intermediate challenge last year, is up against Kausic Subarkuma, Best in school in the Junior Math challenge last year.

This year the listed 52 students participated in the Intermediate challenge, we wish them the best of luck with their results!

Puzzle 1 - Magic Square

In this *Multiplication Magic Square*, the **product** of the three numbers in each row, column and diagonal is 1. What is the value of $r+s$?

p	q	r
s	1	t
u	4	$\frac{1}{8}$

Puzzle 2 - Brother and sisters

A boy has the same number of sisters as brothers.

Each of his sisters has only half as many sisters as brothers.

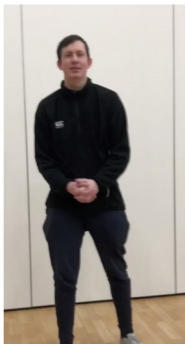
How many brothers and sisters are in the family altogether?

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Physical Education



PE home videos

Physical Education is extremely important especially during times of lockdown when we are moving the least we ever will. P.E made videos for students to follow along at home, teaching different exercises.



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Students of year 7 were given the opportunity to create posters with the theme "A Time to Act."





Balloon experiment

A simple balloon car is loaded with physics and engineering concepts! When you inflate a balloon, it stores potential energy in the form of stretched rubber and the compressed air inside. When you release the balloon, this energy is converted to kinetic energy—the energy of motion—as the balloon zooms around the room. Some of the energy is also converted to heat due to friction. According to the law of conservation of energy, the total amount of energy is conserved. Energy never “disappears”—it just changes to another form.

YR9 TRASH CAR COMPETITION

~~ SCIENCE ~~

You are going to design and build your own balloon car for the race!



WINNERS WILL RECEIVE A PRIZE



- Step 1- choose your group (3 pupils) and a group name
- Step 2- produce a design
- Step 3- produce an equipment list
- Step 4- collect resources (recycle material you no longer use)
- Step 5- bring resources to school and build your car
- Step 6- refresh your knowledge of SPEED calculations
- Step 7- COMPETITION TIME!!!!!!!

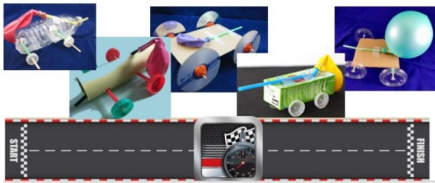
Timeline
Day 1
Group arrangements, decide on resources
Day 2
Bring resources & build
Day 3
Competition

EACH CAR WILL HAVE 3 ATTEMPTS

THE CAR THAT CAN TRAVEL THE LONGEST DISTANCE AT THE HIGHEST SPEED WILL WIN!

Things to consider: APPEALING DESIGN, aerodynamics, balloon stretch, rigidity, friction, / wheel rotation

Recommended equipment list: plastic bottle, straws, balloons, bottle caps/ old DVDs, cocktail sticks, elastic bands, tape, coloured paper for the design



Another way to think about the balloon's movement is to use Newton's third law of motion: For every action there is an equal and opposite reaction. When you inflate a balloon and then release the nozzle, the rubber contracts and pushes the air out the nozzle. This means that there must be an equal and opposite reaction—the air pushes back on the rubber, propelling the balloon forward. This principle is used in real rockets and jets that shoot a high-speed stream of gases out the back of their engines, propelling the vehicle forward. In this project the boys used this principle to build a toy car that is propelled forward by the stream of air escaping a balloon as it deflates.

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Science

Yr9 has invested time into designing and building the best balloon car from the Trash Car Competition using **recycled** materials.

~ Planning ~



~ Preparation & Testing ~



~ Competition ~



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Science

If you would like to have a go, here are a ton of things you can do to personalize and do research with your car:

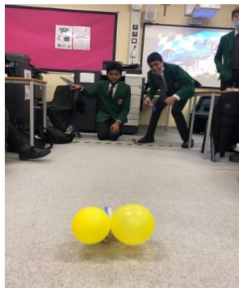
- ① Create fun designs and colours on your car to really make it your own.
- ② Change the size of the wheels to determine how that (and alignment) might affect the distance and direction your car travels.
- ③ What if you use four lids for wheels instead of cutting out your own wheels?
- ④ Trim the propulsion straw or test different sizes to see which exhaust system supplies the most thrust.
- ⑤ Test different balloons and straws to find the ideal combination for the best speed (speed = distance divided by time).
- ⑥ You have the perfect tool to confirm that Newton's Laws of Motion are, in fact, correct. You can easily alter the car for the tests.

FURTHER READING/LINKS:

<https://www.youtube.com/watch?v=HJJZoekmvCE> Air craft car with balloon and straw - Plastic Bottle Experiment

<https://www.scientificamerican.com/article/build-a-balloon-powered-car/> Build a Balloon-Powered Car (Bring science home)

<https://www.stevespanglerscience.com/lab/experiments/balloon-powered-race-car/> Experiment (step by step)



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DNA Model Competition (Yr9)

On the morning of 28th February in 1953, Cambridge University scientists James D. Watson and Francis H.C. Crick worked out the double helix structure of deoxyribonucleic acid,

To celebrate this event, Yr9 students had the opportunity to take part in the DNA model competition, organised by the Science department at Salvatorian College.

- ⌚ Franklin also contributed to understanding DNA structure, especially through her collection of Photo 51. She also determined many important features about DNA's structure independently using Photo 51. Nobel Prize is never awarded posthumously, and Franklin died in 1958 before the award of the 1962 Nobel Prize.
- ⌚ Some controversy and speculation surrounds the 1962 Nobel Prize concerning Franklin and her contributions to Watson and Crick's DNA model. Only after the publication of Watson's, book *The Double Helix: A Personal Account of the Discovery of the Structure of DNA* in 1968, was the roll that Franklin played in the discovery of the structure of DNA realized.

April 25, 1953

- ⌚ Our modern understanding of the nature of the gene is based on the discovery of the structure of DNA. Fifty years ago Friday, on April 25, 1953, three famous papers were published in the journal *Nature*.



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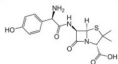


Prior to the beginning of the 20th Century, infectious diseases accounted for high morbidity and mortality worldwide. The discovery of penicillin in 1928 by Sir Alexander Fleming (1881-1955) marked the beginning of the antibiotic revolution.

Students designed and produced advertising posters of their own antibiotics. Through this cross-curricular work, they were able to utilise their skills of Art, Computer science, Photography, Biology, Design & Media.

Doses 250 to 500mg 3 times a day or every 8 hours – and use increased doses for severe infections. It can be taken by adults, including and breastfeeding women, it can also be taken by children. It should be safe for these people to take amoxicillin.

Amoxycillin is used for to treat bacterial infections, for example chest infections. And used in children, often to treat ear and chest infection. It can be used for most bacterial infections.



Amoxicillin

The common side effects of Amoxicillin are:

- Diarrhea
- Stomach upset
- Headache
- Skin rash
- Loss of taste

IMPORTANT MESSAGE:

For most infections you should feel better after a few days, even if this happens earlier you should keep taking amoxicillin until your course is finished. Do this even if you feel better. Speak to your doctor if you do not start to feel better after taking amoxicillin for 3 days.

Tell them at any time if you start to feel worse while on the antibiotics course.

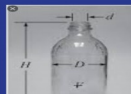
We tested the effectiveness of our antibiotic thoroughly; our main method was to place agar on a Petri dish. Then spreading a bacteria culture on it then place the antibiotics on it to be tested. We then incubate the Petri dish. We observe bacteria growth and measure the inhibition area and bacteria around the antibiotic to see its effectiveness.

You should avoid Dairy products, after taking an antibiotic you should wait up to 3 hours before eating or drinking any dairy products. Grapefruit juice and dietary supplements containing minerals like calcium may also dampen the effect of the antibiotic.

ul antibiotic
lives i
have been
them are
a human
pred in less
ho doesn't
ur baby to
ome lama, i
io doesnt
th to be wet



This is cecillin this is a very special type of antibiotic this is used to get rid of lung infection. the purpose is to cure this infection through preventing the bacteria.



What does A-IAB mean?

How was the experience of the A-Tam?

[illegible][illegible]

Our definition is unique and you must reason - the very definition needs to be consistent with the general idea of causation. It is causal if it just tells you that one event will - often some degree of probability - lead to another. It is not causal if it just tells you that one event will - often some degree of probability - lead to another.

This is to prevent any other future broken parts in your body.



The greener side implying the vitamin increase dosage of vitamin d

This medicine then tries to prevent any other broken parts in your body. This medicine is designed to increase your immune system and also increase the strength of bones through vitamin d, this then conserves you to most dangerous incidents and disease. If you want to get another dosage then you have to contact our branch @Dandimetre

Vantimetre

To take this medicine, you have to reach our branch @ [Quarantine](#), after this step. We will be giving you a number where you will then be assigned to. This is just to make it easier for the doctors to identify you. This number on your t-shirt will be called out and then you'll be walked to the room, where an antibiotic will be given to you. This antibiotic should be taken 2 times, for 2 weeks (one time for another 2 weeks). And then you have to constantly use it in some occasions, to keep the antibiotic existing.

However be aware of this antibiotic, may be providing other side effects mostly due to a unusual host. These side effects can contain, easier flus and easier to get them. You will be very sick. Sickness you can come over

The layout of the antibiotics and how the blue implies the stronger half-dosing is clear out as much texture in the book.

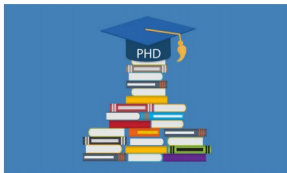


Compassion | Humility | Integrity | Justice

33 *Tolerance | Forgiveness | Service | Holiness*



Some of the students even engaged in a scenario task where they embodied a 24 year old Masters student in London, looking into applying for a PHD in Medicine, while passionate about diseases and medical treatments. The university is asking them to choose a narrow path of research. Upon thorough consideration, they have decided to apply in the field of ANTIBIOTICS writing an application expressing their passion for this field. Here is a sample:



c/w setting the scene 2/21/2

First of all I am very pleased about your consideration to allowing me to have this opportunity, the field that I am passionate about is antibiotics and I want to introduce some of what I know, Antibiotic resistance is when a Bacteria recognizes the antibiotic that is used as it is used many times and because of this the bacteria is then adapted to the damage that the antibiotic does so the next time the bacteria interacts with the similar antibiotic, it knows what it has to produce to destroy the antibiotic. For example, penicillin had encountered this same problem also.

Coming to the topic about Penicillin the creator of this type of antibiotic is the scientist Alexander Fleming, the way he found penicillin is when he was coming back from war he was so worried how many of the soldiers were suffering from bacteria, some even dying from this type of bacteria, so this was called an accidental because he only figured this out when he left food on the plate that created mold, and as he saw that he investigated that when the mold was created, bacteria was getting destroyed, this was because the Mold had a chemical called penicillin genus which was dubbed to penicillin by Alexander, well this penicillin mold had a microbial defense system that made penicillin, this works by penicillin stopping the bacteria from creating the cell wall from sugar and amino acids, which broken and rebuilt, penicillin stop the rebuild that the bacteria needs, which then breaks down the structure completely.



this is the DNA structure that is made by a bacteria to adapt to the conditions that is given

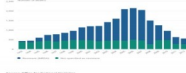
MRSA is a strain of antibiotic-resistant bacteria, we go against MRSA by maintain a good hygiene, maintain good hands and body hygiene, keep cuts and wounds clean and covered until healed, avoid sharing person items such as razors and towels. Also, medical use to destroy bacteria before further infections, side not MRSA is resisted to many antibiotics.

Balanced diet & Nutrients (Yr8)

A balanced diet gives your body the nutrients it needs to function correctly. To get the nutrition you need, most of your daily calories should come from: fresh fruits, fresh vegetables, whole grains, legumes, nuts and lean proteins. Year 8 showcased their understanding of nutrients through presentations aimed at educating children on nutrients and balanced diets.

Well, the campaign that impressed me the most would be the NHS this is due to the poster and the many warning that are on the streets to remind people that they should keep the good hygiene not just for a virus but can be for MRSA as well, because of this simplicity help I am very impressed with the work that they have put in as they have encouraged many people to put of warning and signs to stay hygiene.

Figure 1: The number of deaths caused by MRSA in the UK, 1995 to 2012 (Source: NHS)



This is very impressive due to the hypothesis that in the years the resistant will decrease from a large rate in the years that are previous. Given to the facts that are stated above we can predict that we will soon be able to find a new prevention from the MRSA.

Challenge- nanoparticles can be used in water purification this can happen through using different compounds inside one Nanoparticle this would be easy to insert and also it will be easier to go through all the obstacles as nanoparticles are very small, for example nanoparticles have a special feature where they contain more atoms on the surface. So, when the medicine is given for purification so many are released very quickly.

Well Nanoparticles can be used for sterilizing the equipment within an area, this can be done by using different cleaning products in Nanoparticles so that there is more releases also from sterilizing this can be used in the plaster industry due to nanoparticles having medicine the people can use Nanoparticles to clean the wound and see if it is effected before adding the cast.



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Eduard Danila 10G produced an excellent piece of work in his last assessment in Spanish. The structure of his writing is very good, he develops each bullet point in different paragraphs, and he has included a nice greeting and sign off for his letter. Eduard used a wide variety of opinions, exclamations to make his writing more interesting and time markers. He got to the top marks by using high-level infinitive structures in different tenses, a range of connectives, some uncommon vocabulary and some complex structures like *si* clauses.

17/25

THE penpal PROJECT




Salvatorian
College

Intercambio de cartas (letter exchange) - Marzo 2021

Para (to) Marcos GA

De (from) Randine Fab

¡Hola! amigo,

Me llamo Randine mi cumpleaños es el 1 de marzo. Tengo once años. Vivo en Londres. Me gusta el fútbol al español y mis amigos. Mi hermano es Christian. Randine porque es personal y mi pasión es el fútbol. Soy tímida, tranquila pero no soy tonta. Tengo un perro blanco. Tengo una hermana y un hermano. Me encantan los videojuegos porque soy divertida. No me gusta el tenis porque es aburrido y no me gustan los deportes porque son estúpidos.

Thanks for reading my letter Marcos and I hope you like my Spanish. Hope you have a good day!



Salvatorian
College

Intercambio de cartas (letter exchange) - Marzo 2021

Para (to) Sofia GA

De (from) John Carlo Fab

Hola Sofia,

Me llamo John. Tengo doce años y vivo en Londres. Mi cumpleaños es el treinta y uno de octubre. Me encantan los libros, pero no me gustan las verduras. Mi heroe es el TDM. Mi pasión es el fútbol. Tengo un hermano y una hermana. Soy simpático y tengo una cobaya.

In my free time, I study, read books, and watch television. In summer, I mainly swim in my swimming pool.

Adios,
John.



Salvatorian
College

Intercambio de cartas (letter exchange) - Marzo 2021

Para (to) Claudia B GA

De (from) Benson Fab

Hbb Amgo,

Me llamo Benson y tengo doce años. Vivo en Londres y mi cumpleaños es el cuatro de Octubre.

Me gusta chatear porque es divertido pero no me gusta la música porque es aburrido. Me encanta leer porque es interesante. Mi pasión es el fútbol porque es divertido.

También tengo dos hermanos. Tengo un hermano y soy boba y graciosa. Me gusta jugar en azul. Me encanta jugar en un equipo. En el verano voy bien siempre y bien así. No me gusta la primavera porque hace frío. Me gusta en Christian Randine porque es gracioso.

When I am free I normally watch television and play games on the computer or with my sisters.

I hope you liked this letter.
I thank you!



Spanish

All year 7 students of Spanish will participate in a letter exchange with a school in Toledo, a city in Spain. This is an excellent way for our students to improve their reading and writing skills, appreciate the language used in context and learn about everyday life for young Spanish people.

All the students have put their best effort in writing their letters and the Spanish school will receive them very soon. We are also very excited to read their answers when they write back to us!



Colegio Mayol
CENTRO BILINGÜE

Colegio Mayol



This is the Spanish school we are writing to.

Compassion | Humility | Integrity | Justice

37 Tolerance | Forgiveness | Service | Holiness



National Careers Week

Our Business Education Events provider facilitated five external speakers to talk to our pupils about their experiences of work. They discussed their successes and failures, learning experiences, growth mindset, skills and knowledge and pathways into their Careers. We had speakers from a wide variety of industries and included: Artificial Intelligence Music, Cocofina, Sky Media, Sports Physio, and an Engineer.

Throughout the week each subject focussed on delivering subject careers guidance, showed videos, set homework etc. Several virtual work experience opportunities, virtual Careers Fairs and virtual University taster days have been shared with pupils and parents for pupils to sign up to and participate.



Compassion | Humility | Integrity | Justice

38 Tolerance | Forgiveness | Service | Holiness



Gifted and Talented



During remote learning, tasks and activities were set for the G&T students via Show My Homework. The group undertook the **MI5 TEST** (the assignment reflected the nature of the work of MI5's **Mobile Surveillance Officers**). The whole group achieved exceptionally high scores with **Benjamin Baker** (8G) gaining 100% in the test. Very well done to all!



**SECURITYSERVICE
MI5**

There have already been some entries for the **Summer Show** at the **Royal Academy's** competition
<https://www.youtube.com/watch?v=NB7CiFHQ1Hk>



Zain Rahman 9G



Rami Rahman 9G

The **HPQ project** that ran in the summer has now come to an end. The work was submitted to the school's Microsoft Teams software and has been marked for submission to Eduqas. The standard is very high and some students are anticipated to gain full marks. In total, over 12% of the year group in Year 11 completed the project, independently, with a personal teacher mentor.

Very well done!

Examples of essay titles used in the project include the following:-

- Is Human Germline Editing Ethical? – Benoit Colombier
- To what extent does racial privilege exist in the UK – Gearoid Moore
- Should the General Public be Permitted to Travel into Space? – Simon Monaghan
- Why Do Scientists Know So little about Dark Matter? – Harry Everton
- How have black people helped to shape modern-day London? – Soul Denton
- Why is the failure of communism ignored? – Szymon Ciba
- Who can be considered the worst prime minister due to their leadership in a crisis? – Tarshan Nicholas



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HPQ Essay Extract

Higher Project Qualification

Gearoid Moore

'To what Extent does Racial Privilege Exist in the UK?'

Introduction

On the 22nd of April 1993, '18-year-old Stephen Lawrence was stabbed to death in an unprovoked attack by a gang of white youths as he waited at a bus stop in Eltham, South East London with his friend Duwayne Brooks' (BBC News 2018). On the day following the murder, police received critical intelligence which revealed four key suspects in connection to the attack the night before, although despite police intelligence, it took seventeen years until two of the four suspects identified were convicted of murder. Throughout the duration of this essay, I aim to analyse the faults of the police's investigation which followed the murder and scrutinize it after 27 years since the killing, and 21 years after the publication of the Macpherson Report to determine whether circumstances have really changed. In addition to this, I seek to investigate to what extent racial privilege still exists in the UK, specifically in the justice system. Furthermore, research made reference to throughout the essay consists of both primary and secondary research. In particular, the primary research conducted focuses on the views of racism in the UK and varies from other studies as it is aimed at a much younger demographic. I will use this evidence to focus on specific subjects regarding racism and flaws in the justice system in order to further understand as well as investigate privilege.

Hate Crime

It was concluded in the Macpherson Report of 1999 following the death of Stephen Lawrence that the murder was a racially motivated attack. After 27 years since the murder, hate crimes which by definition are 'a crime, typically involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds' have increased to the highest numbers documented since official records began. It can be argued on the basis of the following statistics that the UK is more racially hostile than in previous years:

"Number of racially or religiously aggravated offences recorded by the police by month, April 2013 to March 2019" (England and Wales)

	2013	2014	2015	2016	2017	2018	2019
January		2,409	2,899	3,052	3,364	4,040	4,039
February		2,139	2,909	3,086	3,587	3,782	4,225
March		2,816	3,508	3,483	4,697	4,730	5,167
April	2,391	2,563	3,435	3,354	4,321	4,613	
May	2,903	3,030	3,473	3,780	5,029	5,278	
June	2,926	3,300	3,599	4,190	6,042	5,454	
July	3,376	3,537	3,882	5,605	5,485	5,879	
August	2,916	3,259	3,579	4,493	4,857	4,836	
September	2,455	3,361	3,315	4,283	4,448	4,576	
October	2,524	3,359	3,570	4,023	4,568	4,768	
November	2,373	3,121	3,611	3,772	4,165	4,499	
December	2,331	2,789	3,497	3,876	4,090	4,359	

Source: 'Police recorded crime, Home Office'



World Book Day



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World Book Day

As part of our remote World Book Day celebrations, a selection of students from Years 7, 8, 9 and 10 took part in an online creative writing workshop. In the first part of the workshop, we discussed and shared the books that significantly influenced us as children. The second half of the workshop was dedicated to writing creatively. Guided by auditory and visual prompts, we took a virtual journey into an intriguing forest. Years 7 and 8 entered an enchanted forest to create a piece of writing in the fantasy genre, whereas Years 9 and 10 entered a more sinister version of the forest, creating a piece of gothic writing. Here is a small selection of extracts from the fantastic creative writing produced on the day:

Benson Cabral
Year

7

As the sun shot its final rays into the sky, an enchanting glow surrounded the forest, and the trees towered around and as fungi grew around the great oak logs. I was excited as I didn't know what this forest could behold. The mushrooms that grew around me were scarlet with white speckles, and I could hear the sweet call of the birds as the coolness of the breeze brushed against me. Slowly, I walked; the forest was calling me, and I went without knowing what was to come.

Suddenly, there was a clearing, and a massive tree seemed to be the centre of attention. White light, as if it was holy, beamed through the mythical and ancient tree. I saw a path made out of vegetation and the greens of the plants; inviting. Mystic sounds seemed to be calling me, and I was standing in the doorway of this sacred tree. My curiosity inched me further forward, but my mind was warning me to go back...

Darren
Year 8

Fernandes

It was a windy day and the towering, thick trees danced with the wind. Their long branches reached out and had a welcoming motion. I was considering carefully in my head whether if I should go deeper – Then, I remembered. My mum said that I had to be back before dark – the sun was starting to go down. I said in my head: "I won't be long. I'll just go in and see". So, on I went further into the forest, where the rusty- red autumn leaves jumped off the branches to the floor. I heard the chirping of birds in their nests above, which relaxed my feelings.

Then, suddenly I heard a loud THUMP ahead of me. I jumped, and my heart skipped a beat. My spine was tingling, and I felt drops of sweat trickle down my neck. I did not know what to do. My feet were glued to the ground, and my arms trembled. In fact, I was shivering. A cold circle of air began to circulate, harshly biting at my skinny arms. Snow started to fall rapidly, with intricate snowflakes landing in my face and blocking my view. As all of this was happening, a rumbling noise began to rise from quiet to loud in the background.

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World Book Day

Roland
Year

Irabor
9

The beautiful star, that soared elegantly above my head, shone a stunning ray of light down to the Earth. The fluffy cotton clouds floated above the air; their pure white colour somehow gave more life to the ocean-blue sky. The songs of nature, from the numerous amounts of cheerful birds, echoed through the empty forest. The remaining leaves that didn't find a new habitat on the ground rustled – danced in the in the sunlight, as the wind whistled in my ear. The trees that stayed firm to ground began to wiggle in the slowly fading light. I breathed in the rich, fresh air, my thoughts fading through my mind. The aura that the forest emitted was unearthly... almost mythical.

Ronan
Year 10

Mervyn

A giddy child-like excitement filled me from head to toe as I felt as if I was setting out on an adventure into new and undiscovered land. The trees were oddly uniform, contrasted by the uneven and bumpy ground, which was smothered by layers of emerald moss and leaves. My eyes suddenly fixated on a berry bush ripe with delicious and colourful berries; I took some and ate them (making sure of their colour before doing so).

As I used my sleeves to wipe the excess juice off my face, I noticed smoke in the distance. Curiosity got the better of me, and I began to walk towards the smoke, was someone else here? I thought, unsure of what may lie ahead. Unexpectedly, the sun started to dissipate with the leaves feeling as if they were joining together, blocking my view.

I began to notice mist accumulating at foot level in the forest, accompanied by a slight chill in the air. The hopeful and optimistic chirp of the birds ceased, and I suddenly felt much more alone. Looking behind me, I noticed that the path had somewhat changed, and I could no longer see the way back. Suddenly, the bird's chirping was replaced with horrific screams. I said to myself that it was most likely foxes - for their cries were commonly mistaken for the harrowing screams of a woman.

The trees began to whisper as I heard the crunching of leaves just behind my back; I felt too petrified to even look back for fear of what could be trailing behind me...





Youth Club

Students, supported by teachers, now run Youth Club. This means students get a big say in the planned activities. They set up the spaces for students to enjoy. Students run the tuck shop, games hire station and registration. Students also now run the cinema room and Art Space, choosing the films and activities for that week.

You can play any games or sports you wish! Currently, we have three snooker and pool tables, six table tennis tables, Fuzzball, air hockey, and video games such as PlayStation, Wii and Nintendo. Students are free to rent and use any of these stations during Youth Club. They need only their membership card. If you fancy a quiet break, you can head over to the cinema room which features a different film every week.

You can have fun developing skills! Take a trip to the Art room to learn some painting, or the hall to have some piano practice, or even a cooking session to learn how to make a new tasty treat! The decorated cookies are always excellent!



And of course, the trips!

You can expect to attend Bowling, Treasure Hunts, Winter Wonderland, Theme Parks, Football Matches and the Theatre! To join Youth Club, either fill out an application online via the school website, or speak to Mr James/Admin to receive an application.

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Abstract Expressionism Artwork by Ethan in Year 10