

MOTTO

MAGAZINE OF TTO
SUMMER EDITION 2025-2026



RIJNLANDS LYCEUM WASSENAAR
VRIJ, NIET STUURLOOS

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FRONT COVER: 'Tempt Summer Vibe' a close-up of
a painting by Emilie Brocades Zaalberg A3B.

See further inside for full painting.

From the TTO Coordinators' Desk:

As I read through the pages of this edition, I am reminded once again of the creativity, talent, and dedication of our Junior and Senior TTO students. The work showcased here represents the culmination of a busy and productive final term, and I would like to congratulate all our students on their achievements.

For our Year 1 TTO students, September marked the beginning of an exciting adventure. Taking approximately 60% of their subjects in English was a significant challenge, and they have risen to it with great enthusiasm and success. In this edition, you can admire the wonderful artworks they created. You can read the insightful art analyses, as well as for English TTO, the museum creative writing, both of which they produced following their Dutch History Tour in Leiden.

Our Year 2 TTO students have also produced impressive work this term. Their creativity is reflected in the artwork featured in this magazine, while their commitment to History, English TTO, and Geography has resulted in some excellent work of which they can be proud.

The Year 3 TTO students have been especially busy. They devoted considerable time and energy to their *Earthshot* Projects, tackling important global challenges with creativity and determination. They also wrote and illustrated *Fabulous Fables!*, demonstrating both their imagination and their growing confidence as bilingual learners. In addition, they sat their Junior TTO examinations at the end of May, and I am delighted to say that every student was successful. We are very much looking forward to celebrating this achievement at the Junior TTO Graduation on **Wednesday 30 September at 19:00**.

Our Senior TTO students have also worked hard this term. Year 4 students produced creative work in CKV, while our Year 5 IB students successfully completed their Profielwerkstuk in English, showcasing both their academic skills and their command of the language.

A special highlight came on 5 July, when Ms Stout and I had the pleasure of congratulating our Year 6 IB students on obtaining their Senior TTO and IB English A certificates. We look forward to welcoming them back after the summer for the official presentation of their certificates and celebrating their achievements once again.

This Summer Edition is a wonderful reflection of what our students have accomplished during the final term. Every page demonstrates curiosity, perseverance, creativity, and a willingness to embrace new challenges. Reading this edition fills me with immense pride. Our students continue to impress me with what they can achieve, and they inspire me every day.

Have the absolute best summer, everyone!

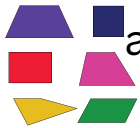
Ms Haasnoot



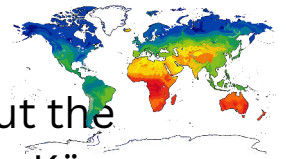


Summary of 1TTO subjects this summer term.
by Anouk Janssen of 1B

Biology: we are now talking about the nervous system. We are learning about reflexes and about impulses, it's pretty fun to now know how we can see, hear, taste, smell and touch!



Mathematics: in Maths this term, we learn about measuring angles and recognizing quadrilaterals, its like a puzzle you have to recognize. It's very interesting.



Geography: in Geography we are learning about the temperate zone, climate change and of course, the Köppen letters!

English TTO: we have been watching a movie called: Hunt for the Wilder People. Connected to this, we are busy making a poster about the idiom: Home is Where the Heart is.



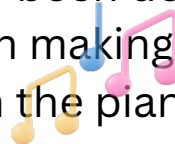
History: we are learning about the Middle Ages, a subject I didn't know much about yet. It's a lot of fun!



Art and Design: with art we are busy making an Escher inspired pattern. It's complicated, but when finished it has a nice result!



Music and Theater: this year we have been doing a lot, but this last term we have been focused on making a photo story, the Frozen Family and playing GAB on the piano. It was fun!



PE: In PE this term we started with football, and we ended with softball. It was a very nice series of lessons and I learned a few new cool skills.



DUTCH HISTORY TOUR

The Dutch History Tour describes a fun-packed few .
days of educational activities in Leiden.

The **year 1 TTO** classes joined up with **MYP2** and experienced tours at the Hortus Botanicus, the National Museum of Antiquities, and the Lakenhal art museum, as well as a city walk through the historical centre of Leiden.

Included below, are a few very good art analyses of paintings students saw at the Lakenhal, and also, written for English TTO are two excellent pieces of creative writing. See further below.



Dutch History Tour and Art

While in the Lakenhal, students chose a painting they liked and they made notes about it.

In the Art lesson before visiting the Lakenhal, the students got information about how to look at a painting and to be aware of how an artist uses **line, colour, texture, perspective** (depth), **overlapping** and **composition** to create a painting and tell a story, or capture a mood.

In the Art lesson after Dutch History Tour, the students typed up their notes. Well done to all of you. You are now mini experts in how to explain a painting!

Art analysis- Our trip to the Lakenhal museum- April 2026

Noor Tijsseling, class 1B.

On 9 and 10 April we went to Leiden. One of the places we went to is the Lakenhal. This is a pretty big museum with lots and lots of pretty paintings. We needed to chose one of the many paintings there to make this about. Now I am going to tell you more about the painting that I chose for this assignment.

Information about my painting

For this assignment I chose the painting *The Astronomer* by Gerrit Dou. This painting was painted in 1650. It is a pretty old painting don't you think? I chose this painting because it spoke to me, it is a small painting but with a deep meaning, I think.

What do we see?

Now I am going to tell you more about what the painting looks like. My painting is a portrait. It is a portrait of a older man, an astronomer. He is in a dark room, with his book, potions, globe and a hourglass but he has a little light, a candle. About what we see in the painting, which colours we see, how the paint is applied, the composition, the depth or the texture, I am going to tell you more about in the next paragraphs!

The size of the painting.

The painting is particularly small actually. And the dark light doesn't make it bigger. But there is one thing that for me makes the painting very big, in my opinion. We have one little thing in the painting that really brings this together and I actually chose this painting because of this little part. You just read that the painting is very small and dark but there is, in the middle of the painting, a burning candle. The candle is not big but it hides a big meaning behind it. Because of the dark room the candle really pops out and when I saw this painting I knew I needed to choose this, but why? Do you want to find out? Please read further! It is a lovely painting after all!

The details of the painting.

Now I am really going to tell you about what, how and where you can see specific visual elements. I am first going to talk about the composition, where the main focus of the painting lays. The main focus of the painting lays in the centre of the painting. You can make like a triangle of where your eye drifts to when you see this painting. Then the use of colour, the use of colour is not very bright as I already said. There are a lot of dark and warm colours in this painting. This is a dark room so obviously the painter used the dark browns and the blacks. But not with the candle, the candle leads you to the light in the painting. For the candle the artist used a white, beige like colour and red, yellow and orange for the little flame. There is not really depth in the painting because the background in the painting is just black because the candle is not that bright. It only lights up a little part of the room, the astronomer, the book and the desk and just the other things also on the desk, so there is not really depth in the painting.

Oh yes! Of course! The use of line! How could I forget that!? Well there is in some places some use of line like with the astronomer or his books. There are also some curved lines, like with the globe! Ohhhh the texture of course you want to know that! The paint is applied thinly but good on to the canvas, you don't really see the brush strokes so that is nice, in my opinion. There aren't any blended colours, well only in the flame to get the perfect little flame. So the painting is in an arched form and with a very beautiful frame in gold. On the lower left side you see the wall and a little bottle with a potion like substance inside. In the upper left corner there is just darkness. On the lower right in the painting you can see the globe with the hourglass. And in the upper right of the painting there is also just darkness. But in the middle you see the astronomer with his candle and his books.

My opinion.

I find the painting very pretty with a meaning that really spoke to me, the moment I saw this painting. I think the message that the artist was trying to explain is that in a dark room or in a dark time that there is always a light that you can find, your own personal light. And that you will find it. The painting doesn't look very special but it has a very special meaning to it. This painting is not like other paintings. It has contrast between light and dark, cluelessness and knowing, but also emotional and finding new things. This painting has a deep meaning behind it and that is why I chose this painting.

Art in Leiden

By: Mees Kok 1B

On the tenth of April we visited the Lakenhal museum. First our art teacher Ms Royle talked about a large painting. It was very cool to see such a large painting because I have never seen a painting that large! And after that we got an assignment to make, we had to choose a painting, and write all sorts of things about it, for example how the artist used his colors. It was kind of fun to do, because you see all kinds of cool, old paintings. And most people were in a kind of duo, which made it even more fun because you could talk about your opinions and help each other.

First I will be describing the painting I chose.

First let's start with some information about the painting. The painting I chose was *View of the Korte Mare, Leiden*. The artist was Paulus Constantijn la Fargue and the year it was made is 1778.

I will now be describing the painting, about what I saw for example. The artist painted a landscape, with a big canal in the middle of it, at least it started in the middle. The sides of the canal are shaped going inward. This gives an illusion of depth. If you look at the painting, the canal would be the first thing you would see. There are a few boats in the canal on the sides. At the far end of the canal there is a bridge, but nothing special about that, just a bridge. Next to the canal on the left side it shows a quiet scene, with only a few people walking around, and terraced houses. On the opposite side, it's busy. Loads of people walking around. In the middle on the right-hand side, I see cows and horses, but the artist made the background a bit vague so it's hard to see what is there because it's not the main point of the painting. Right behind the canal, there is a city gate where you can investigate and see more depth, but behind that the artist made some vague trees. The artist made the front stick out, and the background just a little bit vague. The artist also made a difference in size, not only vague. The front is bigger than the back, that's also a reason why you couldn't see it very good.

Next, we go to the colors that were used.

The artwork was made with multiple kinds of colors. He used warm colors, such as a soft brown, reds or golden light, but also blue colors. You could also find contrasting colors, like the blue of the sky, which contrast with the warm light. He also added a bit of harmonious colors, like brown. The artist used a variety of colors; he even added soft colors! And with all those colors, you can make a good painting. But that's also because they were realistic colors. It looks like a real-life scene, but just in a painting.

The artist also used overlapping in his painting, you can see that in the canal and with the boats, the boats overlap with the canal, or the houses which overlap. Paulus Constantijn la Fargue did crop, but not a lot. He used overlapping more. The houses, he used overlapping for some and cropping for a few. Behind the city gate the scene continues.

If you look at the sky, you can see that it could be anytime on the day. You could see it as a sunrise, so morning, but also it could be sunny outside or even sunset. Paulus Constantijn la Fargue also used texture which made the painting interesting. The artist used a small, smooth brush, not thick, so he could really make the painting with detail. And you can see that with all the details in it.

Now for the composition.

I looked at the canal first, because of the lines that were going inward to the background, it really takes your attention.

And finally, my opinion.

I think the artwork is beautiful, because it looks realistic. It makes you feel like you're in the painting, because it just looks like a regular day. The artist used good colors, smooth texture and made tiny details big. If you look at it for a bit of time, you really see the work the artist did, and how he did it. He worked carefully and small. I also saw the place in the painting in real life, and it really looked like it. It was so much better because it just looked realistic.

ART IN THE LAKENHAL MUSEUM. By Tijn Velter 1B

In this report I am going to talk about what I and my class did in the Lakenhal and mostly about the painting that I picked. But first I need to explain why we were even in Leiden in the first place. Let's start at the beginning. It all started with a school trip that our school organized. The trip that the school organized was a trip to some city marks in the city of Leiden, like the Rijksmuseum of oudheden or the Hortus Botanicus. But the place I am going to talk about is the Lakenhal museum. There we had an assignment about picking a painting and writing notes about it so I could write this piece of text. So now that you know why I am writing this let's start by describing the painting that I picked.

Let's start with the name of the painting. The painting I chose is called: *Het Uitzeilen van de Nederlandse Vloot* It was made by in the year 1650. The painting looks like a landscape but with a bit more life than your usual landscape, because if you look at the painting it is mostly sky, sea and land. But it also has ships in it and soldiers leaving shore to get to the ships and people preparing the food and weapons to go on the ship. What the painting is depicting is the fully armed Dutch fleet ready to embark on a conquest to destroy the English fleet.

The painting itself is quite big but not large like the *Nacht Wacht*. I also noticed that when I was looking at the painting there are multiple different kind of ships, there was a large flagship in the right corner on the foreground. And a smaller 8th Charter vessel in the middle foreground of the painting. And if you look at the ships you can see that the artist intended to let the wind come in from the left side of the painting, you can see that because all the flags and sails are pointed to the right indicating that the wind comes from the left. I find that an interesting detail. But even more intriguing I think is that the artist put the most important object on the right side of the painting and put a smaller object in the middle of the painting and on the left side it is just almost flat which makes for an interesting diagonal line splitting the painting in two parts.

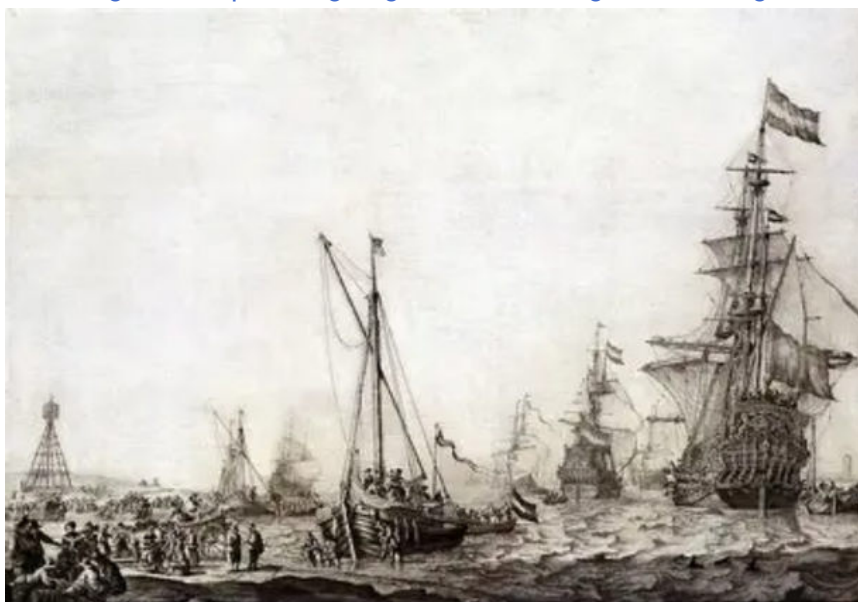
Now I need to talk about the interesting color use that the artist used. The color that he used is no color, but black and white, that makes for an interesting contrast between light and dark especially because the artist used ink as the material. So, when the lines are closer together the painting becomes darker, I like that effect a lot because you can show the lines of shadows well.

The visual aspects of this painting aren't that interesting except that the horizon is put low on the painting which makes it look like some of the ships have already sailed out. Interestingly the artist put in a low horizon but makes a nice contrast by adding in the vertical masts of the ships sticking through the horizon. He also made one side of the painting way flatter and made a diagonal line through the top of the masts to the low ground on the left side of the painting.

Talking about that diagonal line, that diagonal line points right to the highest point of the main focal point. Which is the big main flagship of the Dutch navy. What is also interesting is that the artist put the focal point off-center.

Now that I have described the painting, I think it is time to write my opinion about it. Let's start with the story behind the painting. I really like the story behind the painting because it's an important part of Dutch history. Because it's one of the fleets that went to war during the Dutch English wars. Those wars also included people like Michiel the Ruyter and other well known Dutch war heroes.

I personally always liked paintings about warships or battles, so this one is no different in that way but this one I find better than the other paintings about the navy. That is because of the beautiful way he painted the ships using ink while most people while making those navy painting mostly used paint. If I would need to give this painting a grade I would give it an eight and a half out of ten.



Dutch History Tour & English TTO

During Dutch History Week, Year 1 TTO students took on a creative English challenge. After exploring the museums, they chose an object and imagined what might happen if it came alive at midnight!

Using their notes, students spent three lessons developing their ideas through the writing process. They created exciting stories with strong introductions, interesting adventures, and surprising endings. The result? A collection of imaginative tales that brought history to life after dark!



The Midnight Museum

It was the half-moon night when the sphinx was being transported into the new museum.

"Goodness, where have I stranded today?"

As I stretched my wings and slowly got up, I looked around in the room where I was placed. It was a small room with only a few vases, which I recognized from the tomb I guarded in 400 BCE. My name is Koesha Halle, and I am a sphinx with the head of a woman, wings of an eagle, and the body of a lion. I am going to take a look around; I feel a bit uncomfortable in my spot. As I walked out of the room, I saw a mummy standing in front of me.

"What are you doing here?"

I got scared and quickly ran around a corner. I breathed heavily, but then I saw a big shadow approaching.

"Sorry for scaring you."

I looked at the mummy. He had old, brown-tinted cloth wrapped around him. He looked like a bunch of rags sitting there.

"Who are you?"

"Yes, sorry, I did not tell you that yet. My name is Julius. What is your name?"

"Koesha," I said with a trembling voice.

"Well, Koesha, do you want me to show you around?"

"That would be kind!"

After we walked around, he showed me the old Egyptian temple at the beginning of the museum.

"This is my father's temple."

I looked at him and at the temple. It was quite a small but a unique and perfect temple.

"Do you want to enter it?"

I looked around in the temple. Everywhere I looked, I saw something new.

"Do you like it?"

"It is beautiful!"

We entered a new room.

"This was my father's bedroom."

He leaned against the wall. We heard a loud screech.

"What was that!?"

The temple began to shake, and dust was falling from the ceiling.

"IT IS COLLAPSING!!"

I looked around for Julius, but I couldn't see him anywhere.

"JULIUS?!" Nothing.....

The temple began to shake even harder, and pieces of stone were falling from the ceiling. I needed to get out of here! The second I got out of the temple, the whole thing collapsed. Dust was everywhere, and I still hadn't found Julius!

"Julius, where are you!!??"

"I am at the door on your left side. Quickly, I will bring you back to your spot!"

We rushed back to our spots since the sun was about to rise again.

"Come on, quickly!"

Julius stopped and looked at me.

"It was a great pleasure to meet you, Koesha. I hope you know your way back."

I looked at him, but he said nothing and walked away. I stood there, confused, but then came to the realization that I needed to go back to my spot.

As I rushed back to the exhibition room, all kinds of questions rushed through my head. Who was he, actually? None seemed quite right.

When the golden sunlight came through the large window, I was already thinking about my next adventure once the clock struck midnight again.

By Caroline van Bentum - 1Dt

The Last Judgement

This morning, I woke up, still a bit confused about yesterday. It was such a strange day. I was on a school trip. We went to Leiden and visited the Lakenhal Museum. Something felt strange in my stomach when our class stepped into the Lakenhal. I didn't know why. The first object I saw was

The Last Judgement by Lucas van Leyden.

Then I looked behind me and saw a man standing there with a huge wooden branch. The man looked so real! But then something weird happened. The man whispered to me, "Hey there, come closer to me." I walked to the man, and he said that he would open the museum at night, at 12 a.m., just for me. I didn't even think about why; instead, I simply agreed and said, "Okay!" So that night, when school finished, I went back to Leiden by train.

At 12 a.m., the same man as before was waiting for me at the door. He said, "Follow me." I listened to him and followed him into the same room as that afternoon. We stopped right in front of The Last Judgement painting. There was a moment of silence. Then, all of a sudden, the man pushed me into the painting, and hell began. I was teleported right into the painting. It was so weird because when I looked to my left, I saw lots of special creatures. They were beautiful, all wearing white clothing. They looked like angels and fairies.

But then I heard people screaming and shouting from far away. I turned my head around, and what I saw was terrible...I saw people being dragged into a dark, black space. There were strange creatures, like dragons and other devil-like monsters. Those creatures were biting people who thought they could run away. I screamed, "This looks like hell and hea—" but before I could finish my sentence, a calming voice came from above. It said, "Hey there, come here, to me." I cried because I was so panicked. I yelled back, "How?"

Then a cloud-formed staircase appeared. The voice told me I had to trust him, so I did. I stepped onto the first stair. Instead of climbing the stairs, I was flying with the staircase beneath my feet. I stopped somewhere in the clouds. A man was coming towards me. I recognized him; he was the man with the calming voice! He began to talk to me. I asked why I was there and he only told me he was God.

"Hello, Fleur. You are here for a reason. You didn't finish your mathematics homework, did you?" The man continued, "You are here because I will make your Last Judgement. I will decide whether you go to hell or heaven." I was so scared. I thought this was the end of my life. The man started talking again. "I was about to send you to hell, but I want to give you one more chance. Answer my question correctly." He stopped for a second. Before I could take a breath, he began again. "I will send you to heaven if you answer me correctly. Here is the question: What is $1 + 1$?" "Wait, seriously?" I thought. I answered him, "Two, sir. The answer is 2." He told me I was right, and then he called some angels to come and pick me up. I was flying with the angels to heaven. I was sitting on the back of one of the angels, but then, right before we were about to land...I somehow fell into a deep hole. The ground wasn't visible. After a few seconds, I landed in the museum, in front of the painting where everything had started.

I ran as fast as I could to the exit of the museum. I luckily escaped. It was still night, so I went home again by train and fell asleep as if nothing had happened. And ever since then, I've never forgotten my math homework again.

ENGLISH TTO - 1TTO

FINDING HOME.

Year 1 students explored Hunt for the Wilder People, following Ricky's journey to find a place where he belongs. Along the way, they strengthened their English listening skills by answering questions about the film.

Inspired by the idea "Home is where the heart is," students created posters showing what home and family mean to them. Their work highlighted creativity, personal reflection, and empathy.

The project also linked to Global Citizenship, as students learned about life in New Zealand for the First Nations People.

We are proud of their fantastic work and how much that they have achieved this year, as language risk takers.

-Mrs van Otterloo



1Dt with their posters of Hunt for the Wilder People

ART & DESIGN 1TTO

Those of you reading this in year 2TTO and above will remember fondly *the* Jungle assignment. *The* big test of all the skills you built up during the first part of the year in 1TTO.

Well, here are some gorgeous tropical-looking paintings that certainly show off some Art skills. Colour mixing. Composition. Depth. Cropping. With lots of flora and fauna thrown in!



Above: Anouk Janssen, 1B



Left: Anne-Lotte Senf, 1B





Above: Kara Roelofse, 1B. Below: Matheo Krol Jara, 1A



The last project that our 1TTO created in Art & Design was a drawing inspired the Dutch graphic artist MC Escher.

They learned how to create tessellations, something that Escher also did. By using a few techniques and tricks they created patterns of repeated shapes that connected together.

On the next few pages: some examples by 1C and 1B.



Above: a selection from 1C.

Below left: Olivia Odendaal, 1C Below right: Anne Westdorp, 1C





Noor Tijsselling, 1B



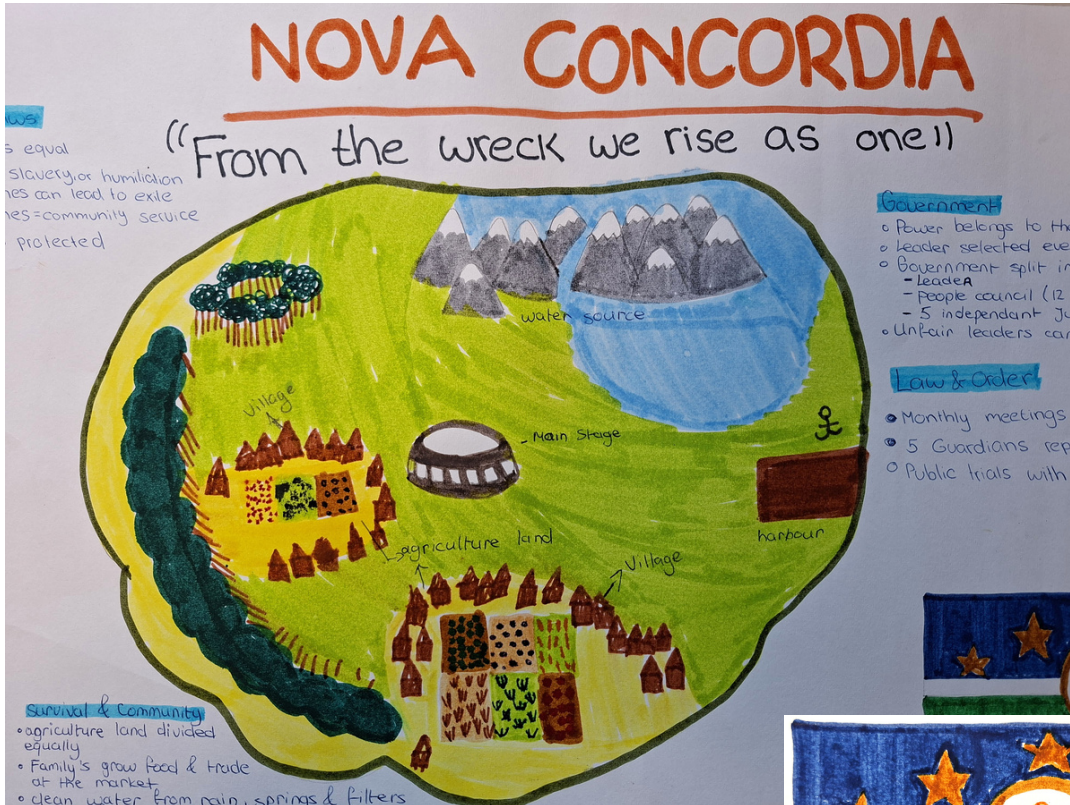
Fleur van Leusden, 1B

HISTORY 2TTO

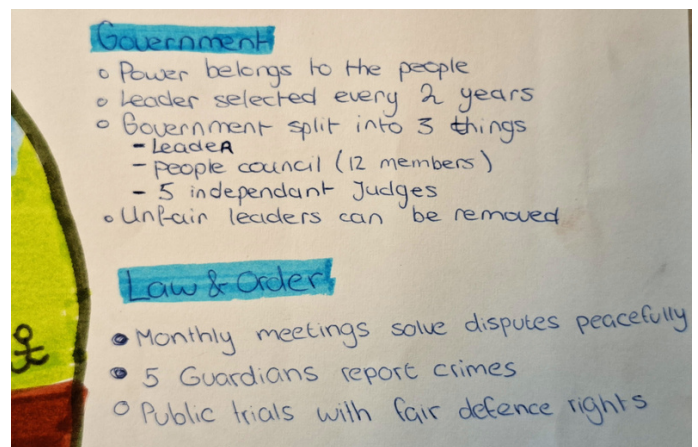
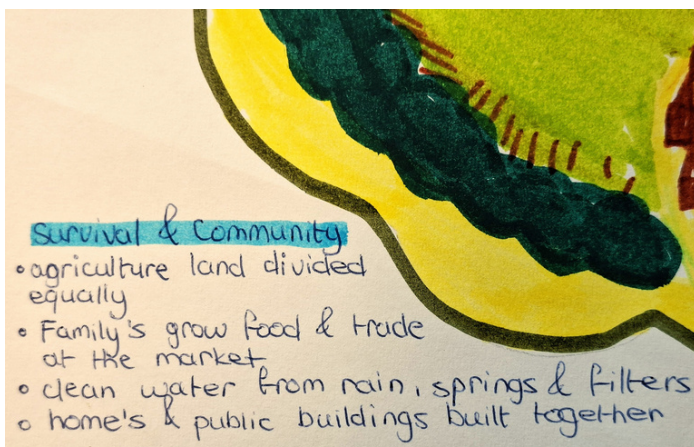
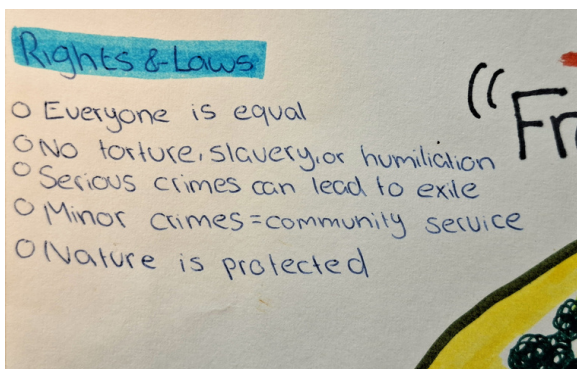
History lessons this last term got the students imagining an ideal society; its laws, systems of governing and values.

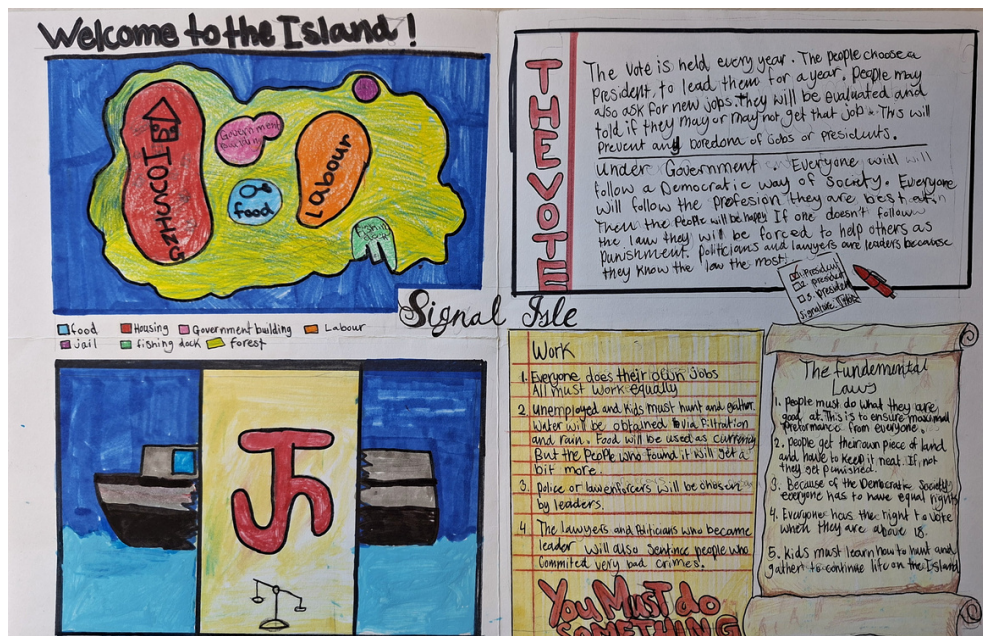
They invented an island nation, with its own flag, and described how it would function for its people.

The posters and the ideas are



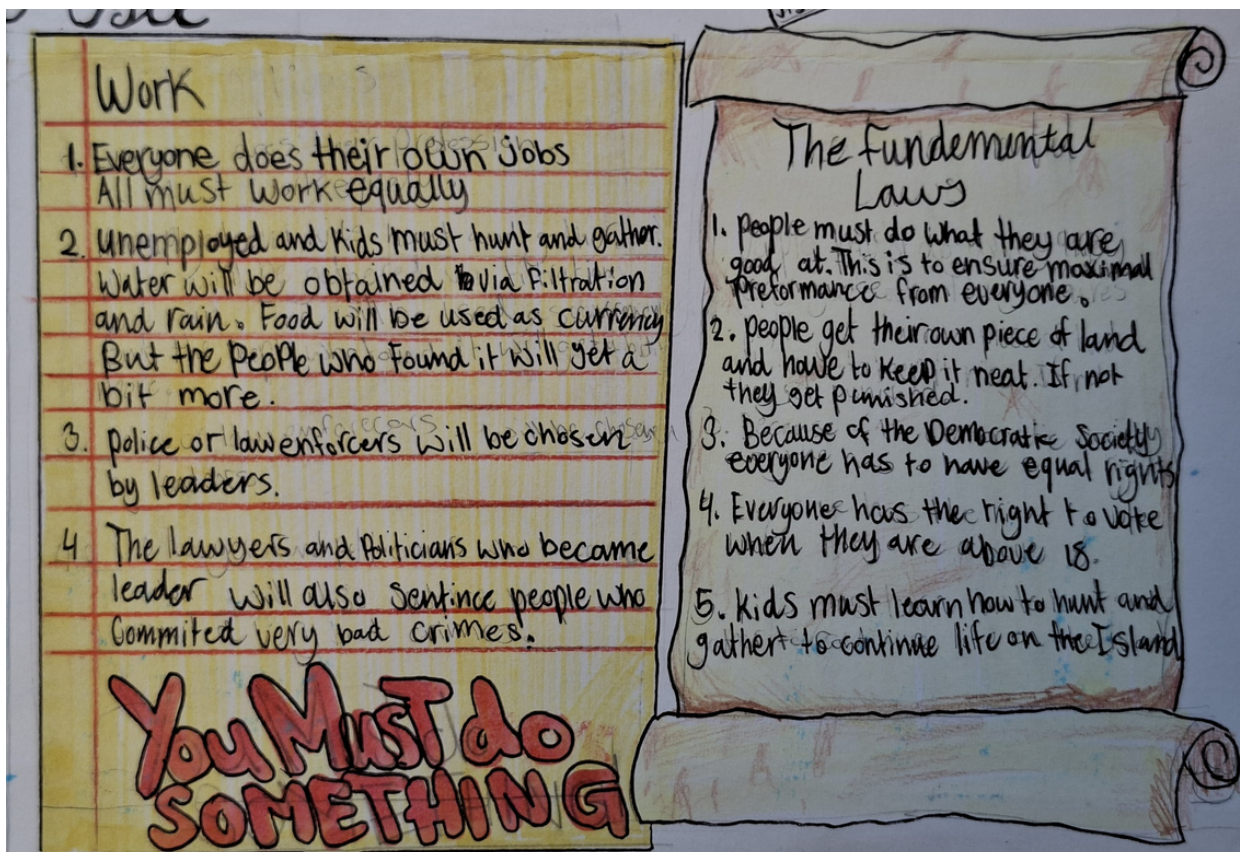
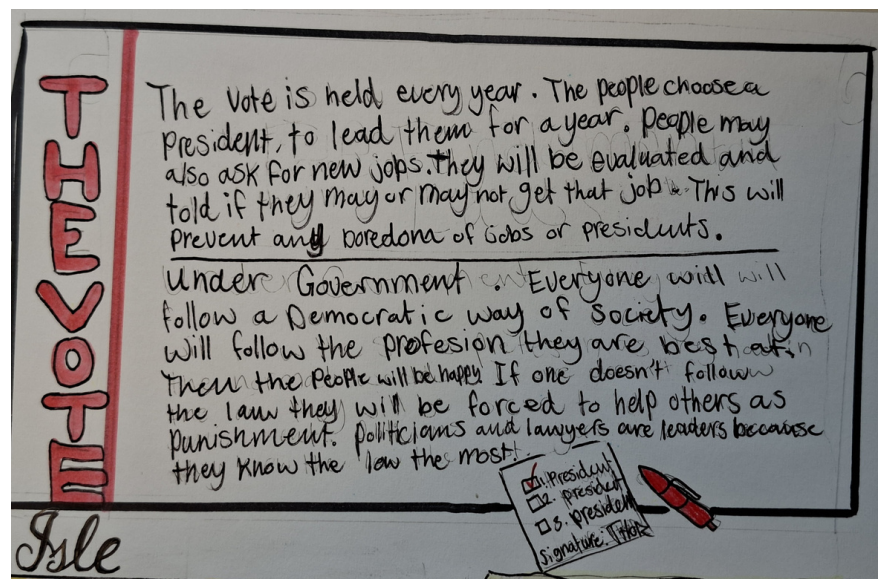
Nova Concordia.
By Aurora,
Lovella,
Nora, Josh,
2C





Signal Isle.

By Thor,
Jack
&
Sjoerd.
2B



Calypso "Actions, Not Words,"



Every citizen has been assigned their own stretch of land, equal to those of others. They are free to do with it whatever they please, as long as it does not affect the neighbour. Those who cannot care for themselves will be assigned a spot in an apartment complex where they will be taken care of. These places will be stationed near the city parts for their own convenience. Normal citizens use cycles for vehicles or walk. Cars and trucks are only used for transportation underground.

Port for shipping goods



Ferry



Dangerous water current



LEGEND

- ↑ Train station
- +++ Train tracks
- Mall
- Red cross Hospital
- Police
- Fire department
- Supermarket
- Housing
- Town center
- City

W

Every citizen has been assigned their own stretch of land, equal to those of others. They are free to do with it whatever they please, as long as it does not affect the neighbour. Those who cannot care for themselves will be assigned a spot in an apartment complex where they will be taken care of. These places will be stationed near the city parts for their own convenience. Normal citizens use cycles for vehicles or walk. Cars and trucks are only used for transportation underground.

Port for shipping goods

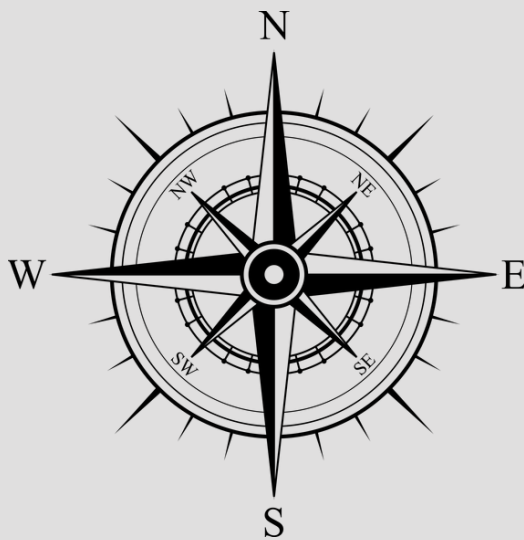


Ferry



Dangerous water current

This and the following page:
Calypso.
By Gennie, Soraya and Sophie.
2B



1. In a way, our government is both Democratic and Communist, Anyone except those medically deemed insane and those under eighteen can vote. For each specialty, one minister can be elected. The requirements to be fit for becoming a minister are as following:

- 18+
- Finished education

6 Parliament (all the elected ministers together) create and vote on laws. If the people want to enforce a law, it has to go through Parliament for approval.

7 Those who do not follow the rule appointed for the members of parliament will be put on trial, where a judge will decide the nature of their crime and base the punishment on it. Because the ministers have equal power, no one will singularly seize power.

8 As mentioned before, our government is purely communist. This is based off of the enlightened theory of Rousseau, for everyone is equal and received the same amount of land to live on.

9 Death Penalty is Prohibited

- 10 DO NOT DISOBEY OR PROVOKE THE PEOPLE OUTSIDE OF YOUR LIVING SPACE
- 11 Violence of any kind including gun violence is considered a crime unless it's a part of your profession or used in self defense
- 12 The courthouse takes their cases very seriously. Judges, victims and attorneys will be separated.

3 While there was already an (overgrown) graveyard, the people (of course) needed more to survive. The people used the shipwreck to scavenge, where they eventually found plant seeds. In modern times the inhabitants rely on importing and farming food. While sea water is boiled to separate the salt from the drinkable water.

13 The resources are spread depending on how much the person bugs

4 14 Flash cameras have been installed to watch the population. So have security cameras been installed outside of buildings.

15 When laws aren't followed, you will get punished with either jail, prison or community service depending on the severity of the crime.

16 Those convicted of crime will appear in a courtroom in front of a judge where they will be tried. Both the offender(s) and victim(s) will have attorneys, or a lawyer. Lawyers will be separated outside of court where the attorney/lawyers hand in evidence and written statements, so the judge can compare. The conviction will happen on a separate date after the evidence and statements have been thoroughly reviewed by the judge.



Hailey and Emma 2B

Rambania is a democratic island within the Bermuda Triangle where freedom, equality and justice is protected by the people and the law.

About Rambania

- Rambania has no ruler and no centralized power
- Our government is chosen by the inhabitants
- Everyone above 18 can vote
- Leaders cannot abuse their power
- All departments can check on each other
- Our departments have divided powers
- We respect all cultures
- No discrimination is allowed
- If discrimination occurs, it is punished through a fair court

Flag of Rambania. our flag represents:

- the light of freedom
- the strength of equality
- the unity of our people

OUR SLOGAN: "Equal rights, safe lives, shared freedom"

1:250000



No power. Only people.
Rambania is not ruled.
It is chosen. By the people, for the people.

Our 4 Fundamental rights

1. Right to safe life
2. Religious freedom
3. Free speech
4. Fair trial

The most important: Equality For All

our system protects freedom, equality and justice through strong government and the good rights of people.



The Bermuda Triangle
Rambania is located within the mysterious and historic Bermuda Triangle



Cities

- Rambley** => Strong capital
the city with most facilities
- Fairport** => fairness and justice
the fair and honest government area
- New Haven** => calm and civic
the area where most of the inhabitants live
- Brightwater** => clean water
the famous source of clean drinking water
- Greenport** => farming and village
place where farmers live and harvest
- Cedar Bay** => natural and transport
harbour with transport boats, since we don't support mechanical vehicles

Leadership and government

- Everyone above 18 can vote and a leader is chosen by the people
- Legislative** makes the laws / thinks of laws.
- Executive** enforces the rules / looks if they are good and realistic.
- Judicial** at a court makes the laws official.
- (Montesquieu)** Government has divided powers and each department should be able to check the other departments so everything is equal and there is safety and people do their job equally well.
- Our system is democratic, because everyone is equal and everyone can vote for a group of important people. It connects to the enlightened theory from Locke, because government should be chosen by people and there is no ruler with centralized power. People have natural right and the government exists to protect those rights.

Protection of laws

All laws are equal and clear and in our system we respect all cultures and there is no discrimination. When you don't obey the laws you go to court, where a fair judge decides a fair penalty.

1. Right to safe life
2. Religious freedom
3. Free speech
4. Fair trial

! Equality For All !

Order of laws

- We try to prevent crime and conflict by having fair penalties. We have community service for smaller crime. And for bigger crime we don't have too big penalties, but we try to make the person be better, punishing people harshly may have adverse consequences.
- Laws are enforced because we don't make the law system too harsh, we still want people to follow the laws and have the boundaries in their freedom. We also try to make everyone happy and everyone's opinion matters.
- If you do something against the law, the judge will assign you an appropriate punishment accordingly. The second judge will evaluate if the given punishment is fair.

Extra about Rambania

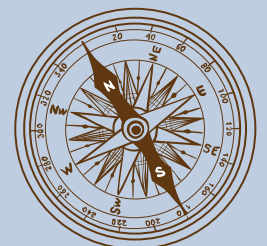
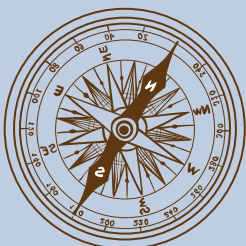
In the east part of the island, south of the Bluewater Peaks there is an area where people are allowed and able to come, because tropical animals live there free and unbothered. To make sure nobody enters, it's surrounded by water and blocked by the mountain in the north. If you still manage to enter the area, you go to court and get a penalty.

Survival

- People on the island get water from the mountain Bluewater Peaks. The people grow their own food/harvest. And they eat very healthy and natural.
- Resources are shared fairly. Every village has a well where clean water from the mountains is available. If people abuse the ability of free water they are given a water penalty. For food everyone can grow their own food, but if you don't want to, you can buy food from a farmer at Greenport or the Trade Centre. Everything is the same price everywhere so it is fair.

Why did we organize things this way?

- We think everyone is equal, even the animals (read "Extra about Rambania"), and we believe everyone has good in them. We don't think big punishments are always the solution, because it might make the person worse than before, we also try to make them better, not worse. For our inhabitants we find freedom, safety and equality the priority. We love to make our folk a happy community and a place where people want to be!

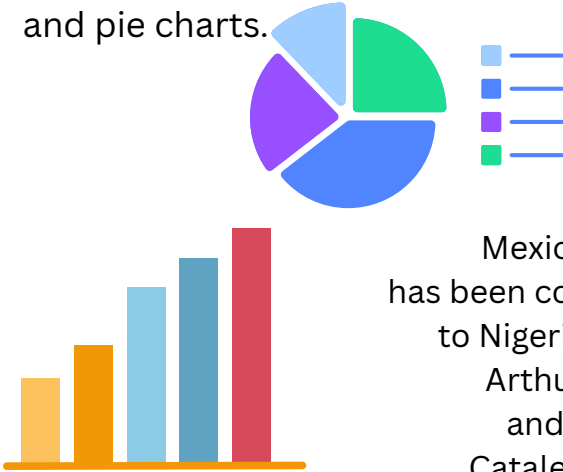


RAMBANIA

Rambania.
Hailey &
Emma.
2B

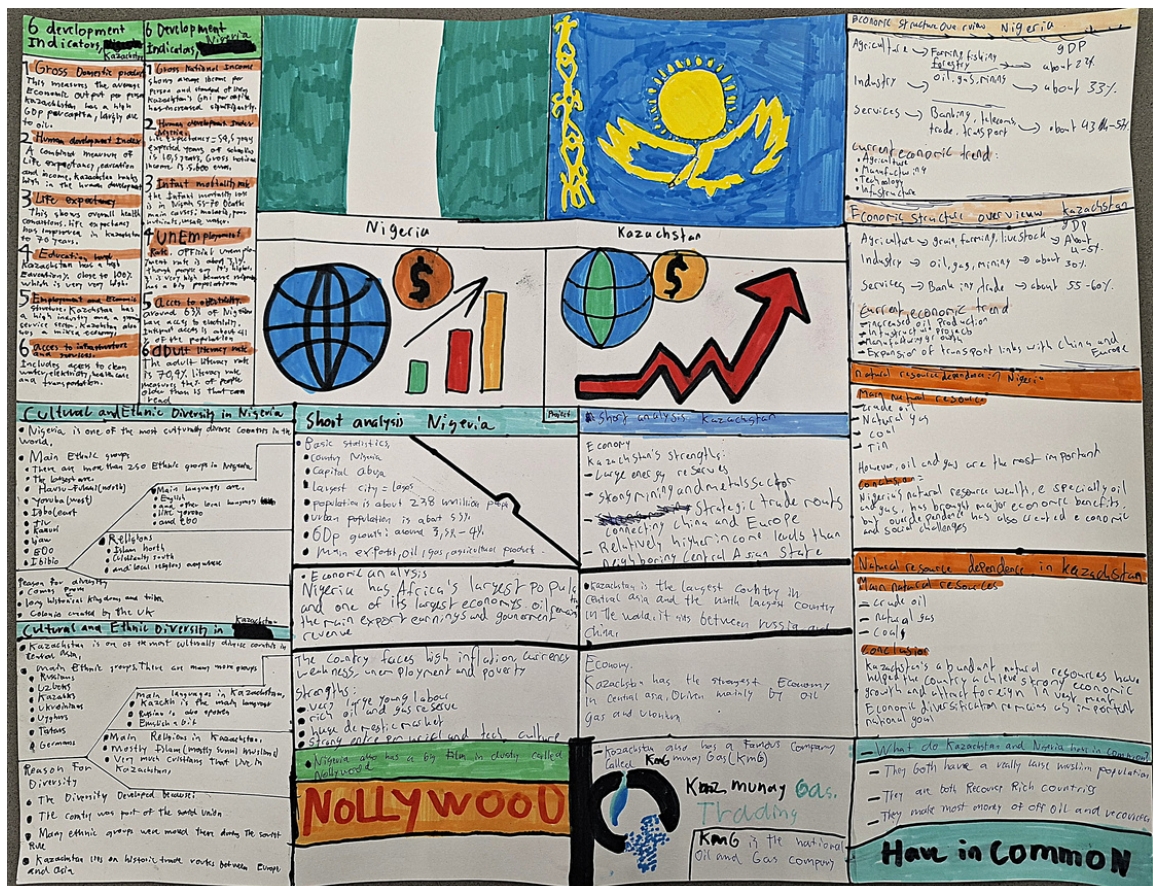
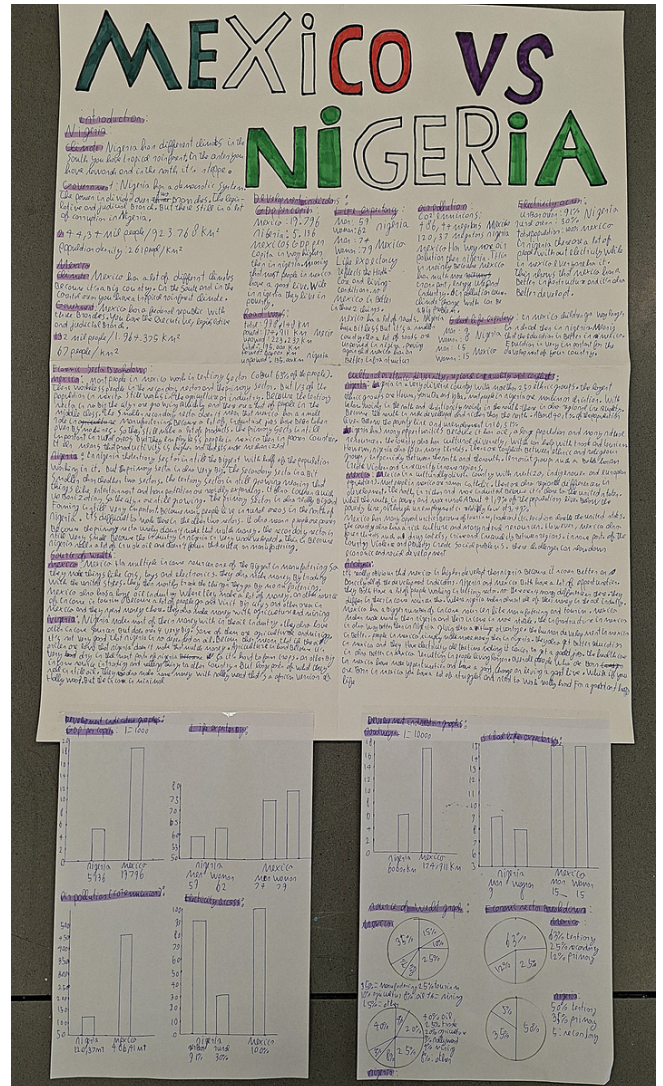
GEOGRAPHY 2TTO

In Geography year 2TTO have been comparing the economies, demographics, agriculture, industries and culture of a variety of countries to Nigeria. They worked in small groups to research then express the information using various techniques, such as bar charts and pie charts.



Mexico has been compared to Nigeria by Arthur and Catalaya of 2C.

Nigeria compared to Kazakhstan.
By: Alexander and Glen of 2C.



2C's Louella and Aurora's clear lay-out of a comparison of Nigeria to India.



NIGERIA VS INDIA

6 Development Indicators

What we measure

HDI score
Overall score for how well a country is doing (0=worst, 1=best)

Money per person per year

How much money does the average person earn

How long people live

Average age when people die

How many adults can read & write

out of every 100 adults

Access to clean drinking water

Out of every 100 people

Babies who die before age 1

out of every 1000 babies born

Nigeria

0,548

-\$ 1,100

54,6 years

61 out of 100

57 out of 100

54 babies

India

0,644

-\$ 2,700

67,7 years

81 out of 100

96 out of 100

26 babies

Who's doing better?

India

India

India

India

India

India

Graph 1 - How long do people live

Average age of death

Nigeria 54.6 years

India 67.7 years

people in India live about 13 years longer than people in Nigeria. This is because India has better hospitals, cleaner water, and fewer dangerous diseases like malaria.

Graph 2 - How many babies die before age 1?

Per 1,000 babies born (lower=better)

Nigeria 54 Babies

India 26 Babies

In Nigeria twice as many babies die compared to India. This shows Nigeria's hospitals and healthcare are much weaker. Many mothers give birth without a doctor nearby.

3 economic sectors

Nigeria out of every £100 the country earns

Farming & Oil (primary)

28%

Factories & buildings (secondary)

17%

Shops, phones, banks (tertiary)

55%

Nigeria has lots of farmers and oil workers. Factories are few. The shop and phone sector is growing but many jobs are small informal ones like selling on the street.

India out of every £100 the country earns

Farming & mining (primary)

20%

Factories & building (secondary)

25%

IT, banks, tourism (tertiary)

55%

India earns a lot from computer and internet companies (IT). It also has bigger factories than Nigeria. Even though farming earns less money about 40 out of 100 Indians still work on farm.

Source of wealth

Nigeria

Oil & gas (sold to other countries)

90%

Food & crops sold abroad

6%

Other things

4%

Nigeria earns almost all of its money from the oil. If oil prices go down, the whole country gets poorer. This is very risky. Think of it like only having one subject you are good at, if that exam goes bad, your whole grade suffers.

India

Computer & internet services

44%

Things made in factories

30%

Food & crops

14%

Other

12%

India earns money from many different things. If one goes bad, the others help. This makes India much more stable. It is like being good at many subjects even if one test goes badly, your overall grade stays fine.

Nigeria

Nigeria has over 250 different groups of people, each with their own language & culture. The 3 biggest are the Hausa, the Yoruba and the Igbo. The north of Nigeria is mostly Muslim and the south is mostly Christian. This difference causes a lot of tension and sometimes leads to violence.

The terrorist group Boko Haram operates in the North-east, making that area very dangerous and poor. There is also a big age gap between regions, the South earns more money than the North.

THREAT: All this conflict makes it hard to build schools & hospitals. Businesses don't want to go to dangerous places, so the country stays poor.

India

India is very diverse, it has hundreds of languages and many religions. About 80 out of 100 people are Hindu, but there are also many Muslims, Sikhs and Christians. Sometimes there is tension between different groups, but it is less violent than Nigeria.

The old caste system means some people are born with fewer chances in life, like fewer good schools or jobs. There is also a big gap between rich modern cities like Mumbai and poor villages where many people still have no clean water.

OPPORTUNITY: India has many young people, and more chance to keep growing in the future.

Conclusion - India is ~~more~~ more developed, here's why.

Both Nigeria and India are still developing countries, meaning they are not as rich as the Netherlands. But when you look at the numbers India is doing much better than Nigeria in every single area.

The biggest reason is how the countries earn their money. India earns money from computer companies, factories, farming and tourism. Nigeria earns almost all of its money from oil. When oil gets cheaper on the world market, Nigeria has a big problem. India doesn't have this problem because it has many different sources of income.

Another big reason is education. In India, 81 out of 100 adults can read and write. In Nigeria only 61 out of 100 can. People who can read and write can get better jobs and help their country grow faster.

On top of that, fighting and violence in Nigeria keeps the country poor. When there is war or terrorism schools and hospitals get destroyed and businesses leave.

India has problems too, but it is much more peaceful overall, so it is easier to build and grow.

In short India is more developed because it has a stronger and more varied economy, more educated people, and less violence conflicts.

But both countries still have a long way to go before everyone has a good life.

ENGLISH TTO - 2TTO

Unmasking Heroes

This term, our class has been diving into *Percy Jackson and the Lightning Thief*, exploring not just the action-filled storyline, but also the deeper skills of character analysis.

To bring their learning to life, students took on a creative challenge: Design and create a character mask!

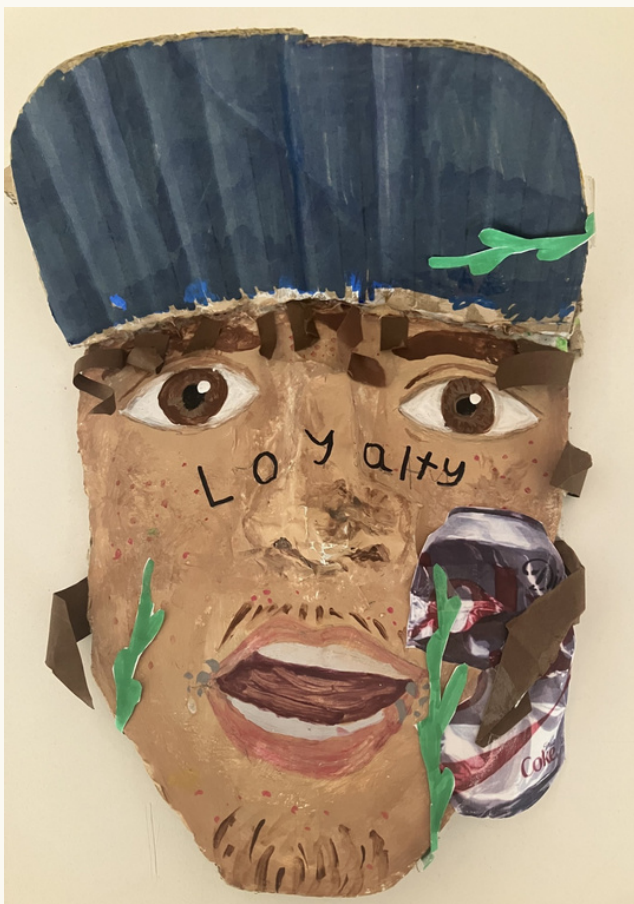
Each student chose a character from the novel and crafted a mask that represents the characters personality, strengths, and inner struggles. From powerful gods to brave demigods, every mask tells a story.

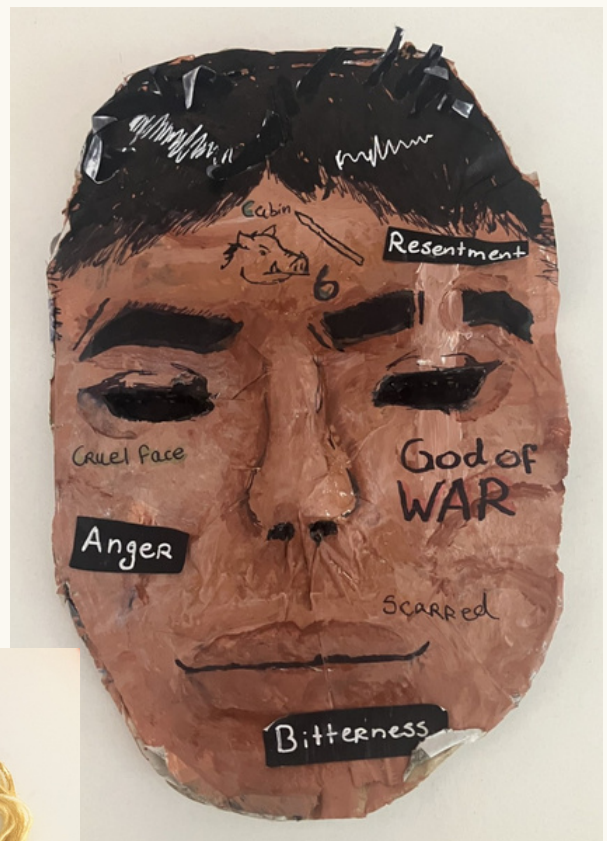
We are incredibly proud of the creativity, effort, and insight our students have shown. Their masks don't just look amazing—they reveal a deeper understanding of literature and the art of storytelling.

Enjoy seeing the characters of Percy Jackson come to life!

-Mrs van Otterloo

Left: Thor Luijter and right: Sophie Egberink of 2B

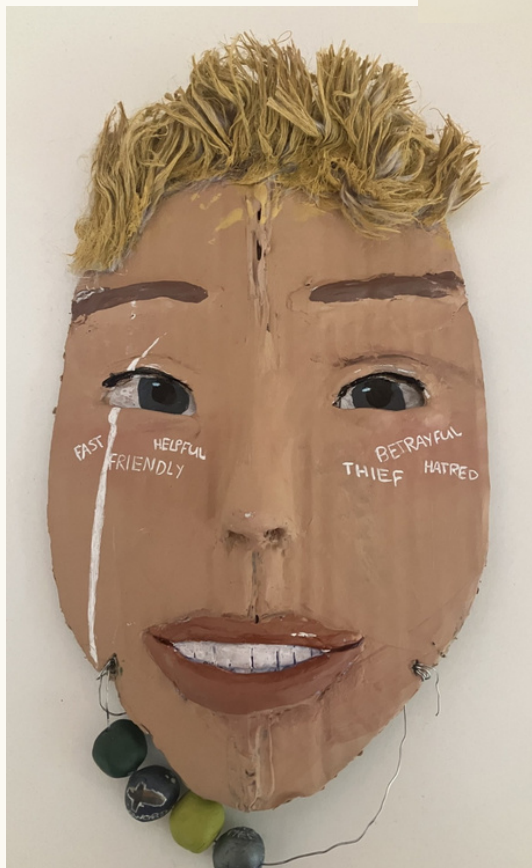




Above: Roya Gholami.
Middle: Mathilde Derouineau.
Right: Soraya Brandon.
2B.



Below left: Abigail Schmidt.
Below right: Isla van den Bremer.
2B.





2B posing in the hot June sunshine with their amazing hand-made masks!





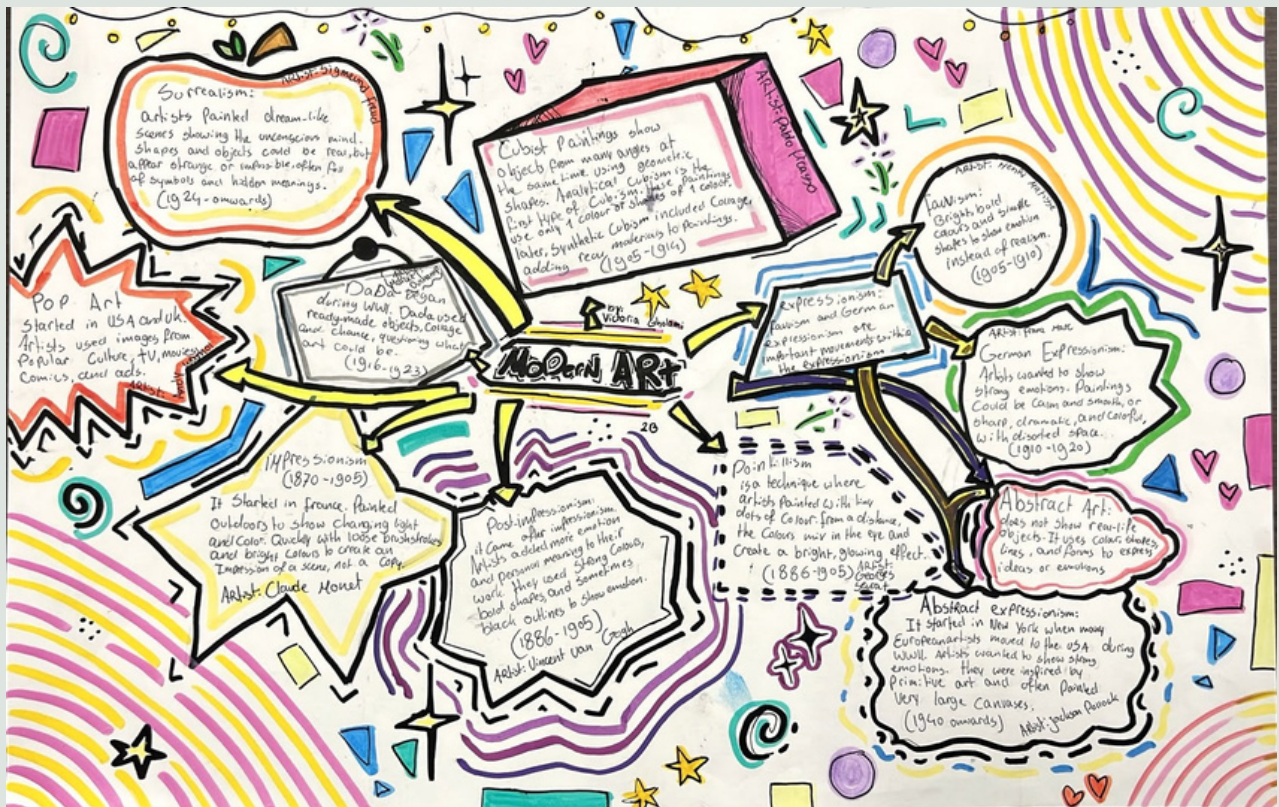
ART & DESIGN 2TTO

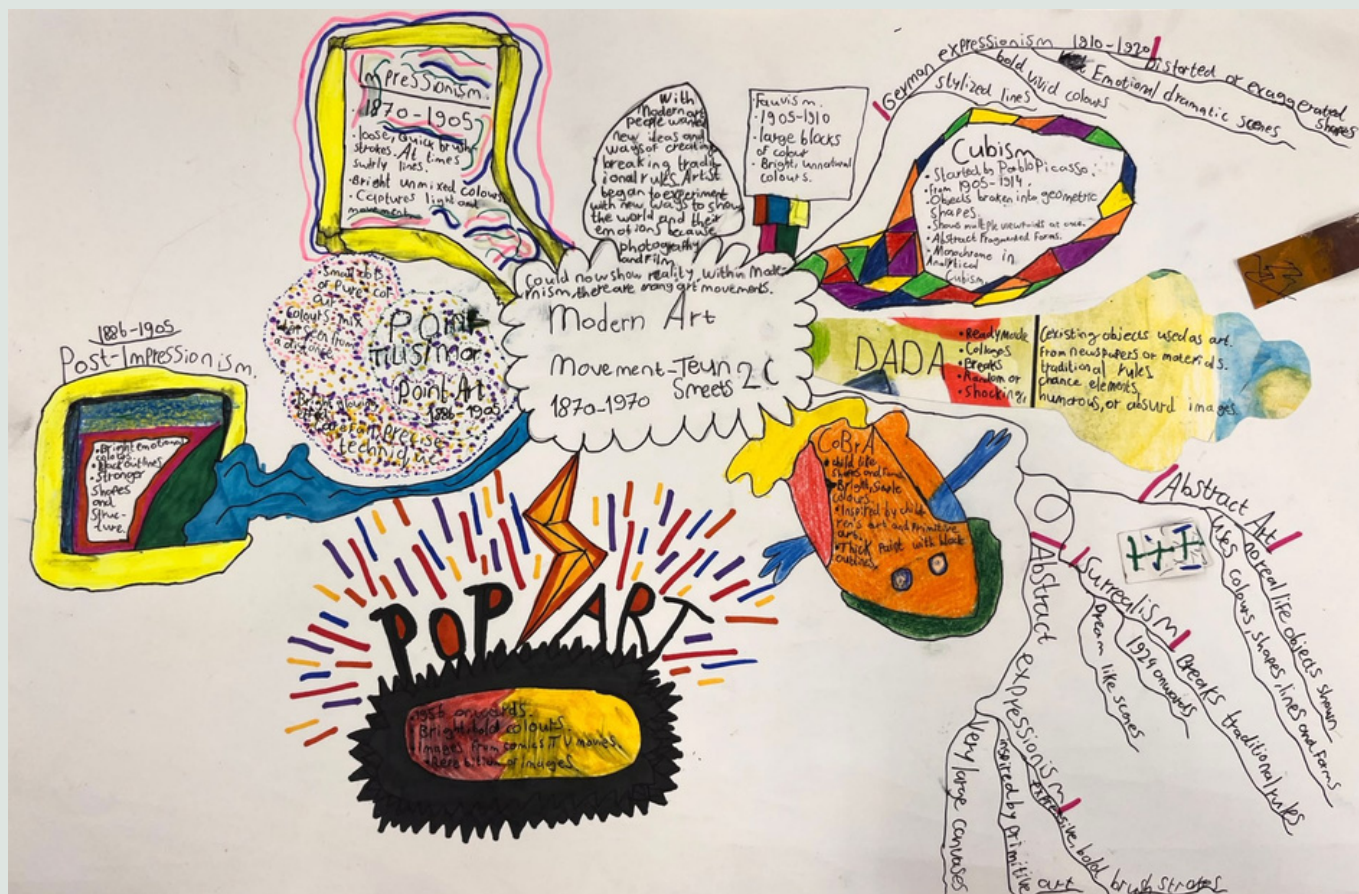
2TTO students learned some art history this term; Modern Art; its movements and characteristics. Here are some stand-out mind maps. We really like how on some of the mind maps the information on each movement has been set out in the typical style of that art movement.



Above: Sophie Egberink. 2B

Below: Victoria Gholami. 2B





Above: Teun Smeets. 2C
Below: Alexandru Chisnenco. 2C





After learning those key characteristics, students then went on to create four portraits, each one in the style of a chosen art movement.

After seeing some of their mind maps you should now be able to spot the art movement in each section!

Great work 2TTO - very clever!



Above left: Thor Luijer. 2B

Below left: Abigail Schmidt. 2B

Below right: Jonas Bartelink. 2C

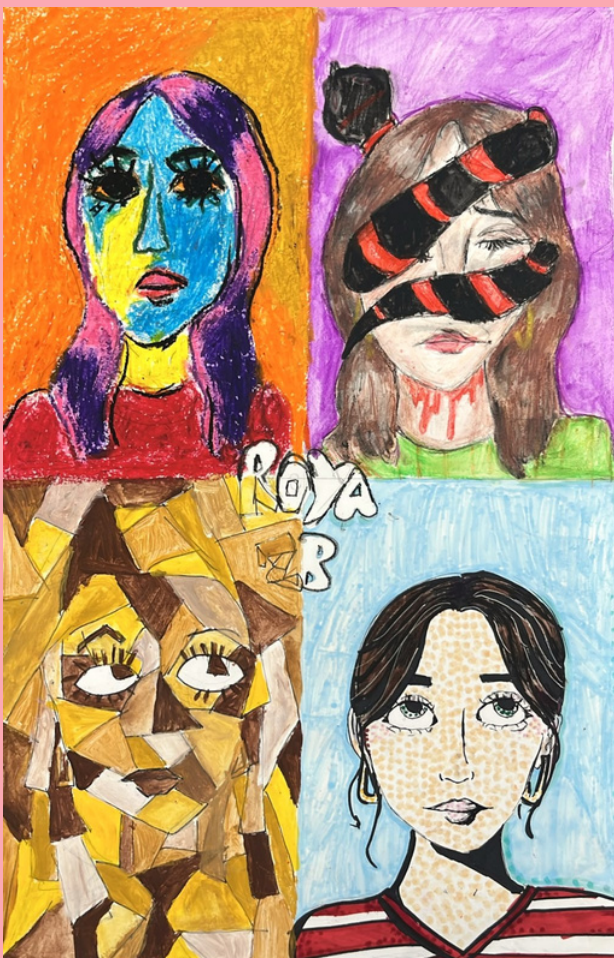




Above left: Mathilde Derouineau. 2B.
Below left: Roya Gholami. 2B.



Above right: Polina Ex. 2B
Below right: Emma Westbrook. 2B.



GLOBAL CITIZENSHIP - CROSS CURRICULAR PROJECT

EARTHSHOT

BIOLOGY - ENGLISH TTO - ART



Mission Earthshot – The Future Starts With Us

Year 3 students have been exploring what it means to be a global citizen through an inspiring “Mission Earthshot” project. Working in teams, they imagined entering the Earthshot Prize, researching one of its five environmental categories and designing an innovative product or idea to help solve a global problem. This exciting cross-curricular project, linking English TTO, Biology and Art, encouraged students to combine scientific understanding with creativity.

For English TTO, each group created a short film explaining the issue and presenting their solution.

In Biology, each group created a digital poster expressing eco-systems closely related to the region of the Earthshot environmental category they were assigned to.

In Art, beautiful paper cut-out semi-abstract artworks were made, also to represent the essence of their Earthshot environmental category.

The final stage of the unit will culminate in The Junior TTO Graduation Ceremony, featuring a screening of the students’ films and an auction of their artworks. All money raised will go towards supporting initiatives that help protect our planet.

We are incredibly proud of their creativity, teamwork, and commitment to building a better future!

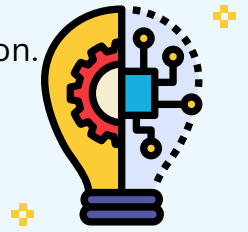
-Mrs van Otterloo



EARTHSHOT - ENGLISH TTO

Just as with the Earthshot Prize, our students also invented ingenious solutions to environmental problems.

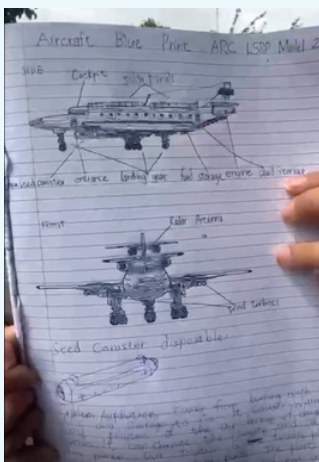
Here are some videos they created to **pitch** their group's invention.



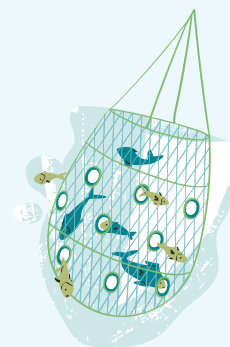
Beau Langereis, Danil Kuchurkin, Zahed Naimi and Jayden Chiang - A3B with their Earthshot invention pitch for the CGEB. watch to find out just how good this invention is!



Ammar, Gary, Ilya and Nout - A3B - with their well-thought out invention and pitch to aid air pollution through EPLANES.



An invention to counter illegal fishing. By Daisy van Veen, Milou Oosterveer, Josephine Doedijns and Eline Bol - A3b. Featuring Bob.



Next 3 pages:

EARTHSHOT - BIOLOGY TTO

Eco-systems related to Earthshot project

Marine Life Survival

RAJA AMPAT

Helen, Zoe, Nienke & Jacqueline

Eco system!



how pollution of the ecosystem contributes to the poisoning of all organisms in Raja Ampat

Pollution threatens Raja Ampat through bioaccumulation, where harmful substances such as heavy metals, oil, sewage, and microplastics build up in organisms over time. Pollutants are absorbed by plankton, passed to fish, and become more concentrated at each level of the food chain, eventually affecting top predators and humans.

This weakens coral reefs, causes disease and reproductive problems in fish, harms filter feeders such as giant clams, and reduces food sources for manta rays, whales, and other marine animals. Because Raja Ampat is one of the world's most biodiverse marine ecosystems, pollution poses a serious threat to its rich coral reefs and sensitive species. Pollutants can also sink into the seabed and coral reefs, where they stay for a long time and continue to harm marine life. Toxic substances such as heavy metals can affect the growth, health, and ability of fish and other animals to reproduce. As these toxins become more concentrated higher up the food chain, larger animals like sharks, manta rays, and whales can be poisoned, and humans may also be affected when eating contaminated seafood.

Animals in danger of extinction + Measures being taken to avoid extinction



Raja Ampat faces threats from resource depletion and pollution. Overfishing and unsustainable harvesting can reduce fish populations and damage reef ecosystems. Pollution from plastic waste, oil spills, and coastal development harms marine life and coral reefs, while climate change causes ocean warming and coral bleaching. For example, sea turtles may mistake plastic bags for jellyfish, leading to injury or death, and polluted reefs provide less habitat for fish and other species.



symbiosis forms that exist between populations
• Which Abiotic and biotic play a role in Raja Ampat?



Leatherback turtle



Olive Ridley turtle



Hawksbill turtle



Ridley turtle

Raja Ampat contains many important symbiotic relationships. Mutualism occurs between clownfish and sea anemones: the clownfish gain protection from predators by living among the anemone's stinging tentacles, while the anemone benefits from nutrients in clownfish waste and protection from predators. Commensalism occurs between remora fish and sharks, where remoras attach to sharks for transport and food scraps without affecting the shark. Parasitism also occurs when parasites feed on fish, benefiting the parasite while harming the host. Coral polyps and zooxanthellae algae have a mutualistic relationship: the algae provide up to 90% of the coral's energy through photosynthesis, while the coral provides shelter and nutrients.

The ecosystem is supported by abiotic factors such as sunlight, warm saltwater, ocean currents, rainfall, and a tropical climate, as well as biotic factors including coral reefs, reef fish, sharks, manta rays, mangroves, sea turtles, algae, plankton, and birds of paradise. Together, these interactions help make Raja Ampat one of the most biodiverse marine ecosystems in the world.

Sources

Human-caused exhaustion or pollution + How Raja Ampat aims to solve these problems



Raja Ampat protects its ecosystem through marine reserves, sustainable fishing practices, ecotourism, coral reef conservation projects, environmental education, and strict enforcement against illegal fishing. These efforts help preserve biodiversity and protect endangered species. However, the reefs of Raja Ampat face threats from locally developing industries. Currently these are low impact, but they require management as the area is rich in natural resources grow in popularity and reputation. Addressing these now is essential to stop future impacts.

Foodchain Raja Ampat



green algae (producer)



zooplankton (primary consumer)



manta ray (secondary consumer)



killer whale (tertiary consumer)

Sources Raja Ampat.docx

AIR POLLUTION IN THE TATA STEEL COMPLEX

JAGGER, FRANCISCO & EVANDER - A3B

POPULATIONS IN OUR ECOSYSTEM

• ECO SYSTEM

WE CHOSE THIS ECO SYSTEM BECAUSE WE WANTED TO CHOSE ONE RELATED TO OUR SOLUTION FOR THE EARTHSHOT PROJECT WHICH IS FILTERING POLLUTED AIR WHICH CONTAIN HEAVY METALS AND GREEN HOUSE GASSES. THIS ECO SYSTEM IS REALLY POLLUTED WITH DIFFERENT POPULATIONS LIVING IN IT.

• ALGAE

ALGAE ARE SMALL ORGANISMS THAT LIVE IN THE WATER THAT PRODUCE THEIR OWN FOOD USING PHOTOSYNTHESIS AND THEN COME IN ALL SHAPES AND SIZES.

• PLANKTON

SMALL ORGANISMS THAT MOVE USING THE WATER CURRENT AND ARE A VITAL FOOD SOURCE FOR AQUATIC ANIMALS

Estimated population size is somewhere between 0 - 5 million organisms per liter. This is for Algae and plankton together.

• ATLANTIC HERRING

SMALL FISH THAT USUALLY SWIM IN SCHOOLS THAT ARE IMPORTANT FOR MARINE FOOD CHAINS (EST. POPULATION SIZE IS 2-5 MILLION)

• EUROPEAN SEAGULL

BIRDS COMMONLY FOUND IN EUROPEAN COASTAL CITIES THAT EAT WHATEVER THEY CAN FIND, PREFERABLY FISH (EST. POPULATION SIZE IS ABOUT 2400 ADULTS)

POLLUTION OF OUR ECOSYSTEM

• Symbiosis

• Mutualism

Honeybees pollinate the plants, for example bee orchids, in which the plants provide nectar to the honeybees which helps the flowers to reproduce.

• Commensalism

Birds, the buzzard for example, will build nests in trees in which birds benefit while the trees do not get anything in return.

• Parasitism

Parasites live on frogs or fishes and harm them.

• Because of Pollution these relationships can be damaged in which those organisms disappear.

• Abiotic factors

Because of the heavy industry, the water quality has worsened and this is bad for the organisms depending on the water.

- Temperature
- sunlight
- CO₂
- heavy metals

are the abiotic factors which play a big role in our ecosystem

• Biotic factors

- plants such as dune flowers are the foundation of the food web because of photosynthesis.
- animals such as birds transfer energy because they eat those plants.
- bacteria such as algae are the breakdown engines by breaking down dead plants or animals

Endangered animals

Different kinds of organisms, like butterflies, caterpillars, worms and buzzards being endangered due to the heavy industrialisation which comes with extreme environmental pollution. Because we want to prevent those organisms from getting endangered, we want stricter environmental laws like stricter air and water filtering. Because this is hard to reach, we've invented our Earthshot idea.



Our Earthshot idea

Our Earthshot idea is to make a filter for Tata steel and other steel companies. Our filter works as follows, firstly the heavy metal and carbon smog enters the tube and goes up the tube then in the tube is a filter which filters the heavy metal particles such as mercury and lead and tries to reuse those particles in other steel products and then as last the Carbon Dioxide gets filtered into oxygen to be used for organisms and the carbon gets stored inside the ground. This protects the ecosystem against toxic smog which can endanger animals. And products which are not used in our can be tried to be reused into other products.

How does this solve the pollution problem?

This solves the pollution problem in Tata steel because it filters out the carbon so we have clean oxygen to breathe and it filters out the heavy metal particles not only out of the air but also out of the water.



Energy flow in the Ecosystem

The sun is the energy source

↓
Producers like algae produce food with photosynthesis using solar energy & this is the 1st trophic level.

↓
Primary consumers like plankton then eat the producers & this forms the 2nd trophic level.

↓
Secondary Consumers, for example the Atlantic Herring, eat the Primary consumers and this creates the 3rd trophic level.

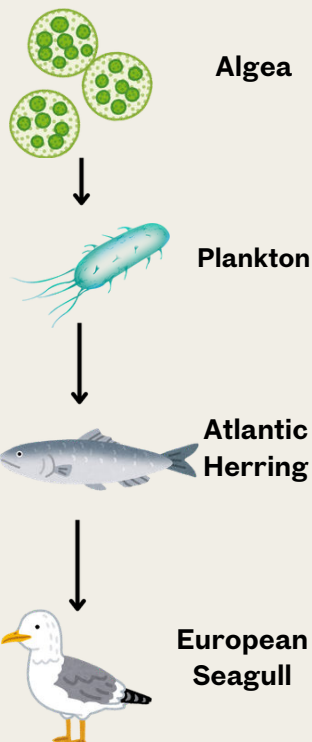
↓
Tertiary consumers, an example is the European Seagull that eats a fish (secondary consumer). This together makes the 4th trophic level.

↓
If for example the European Seagull dies, reducers clean up the body.

How does the energy flow in our ecosystem?

- Producers create O₂ and Glucose, which for many animals is the main source of energy, with photosynthesis.
- Consumers gain energy from the glucose they get from eating other organisms.
- When organisms die, reducers gain energy from eating the corpse.
- Combustion gets formed in our ecosystem when the factories operate.

FOOD CHAIN



Accumulation

Residues from heavy metal products such as mercury and lead enter the water and can get absorbed by small organisms. This causes accumulation. And if the organisms eat those toxins it will build up inside them over time. And if other organisms eat those contaminated organisms and then the harmful substances accumulate further into other organisms and this is called biomagnification.

• Example

Algae absorb the heavy metal residues from the sea and then the Plankton eats the Algae and then the Herring eats the Plankton and as last the Seagull eats the Herring which causes them to receive large toxin levels.



Did Humans cause exhaustion or pollution?

Yes, Humans made this area into a huge industrial zone by building factories that release lots of CO₂, burning fossil fuels like oil, produce a lot of industrial waste and also produce lots of vehicle emissions.

What are the effects of this?

Producing this many gasses and (industrial) waste helps speeding up climate change, can cause acid rain, cause water pollution and cause animals to turn endangered which is bad for biodiversity. If we continue opening and running places like this we will notice huge differences in the environment over time. If we go change the way we live now, we can still save our planet.

PROTECT THE AMAZON

ANTONY HOLLEMAN, LEONIE KORTLAND & PAOLA TEN CATE – A3A

OUR ECOSYSTEM

Our ecosystem is the Amazon rainforest. The Amazon is one of the biggest ecosystems in the world. There are about 390 million individual trees and 30 million animal species.



PRODUCER
KAPOK TREES
POPULATION SIZE: UNKNOWN



FIRST CONSUMER
CAPYBARA (RODENTS)
1-5 MILLION



SECOND-ORDER CONSUMER
JAGUAR (PREDATORS)
110,000

BIOTIC FACTORS

Living organisms of the Amazon:

- Plants (producers) → Trees and flowers
- Animals (consumers) → Mammals, birds, reptiles and amphibians, fish and insects
- Fungi (decomposers) → Mushrooms, termites, bacteria
- Micro-organisms

ABIOTIC FACTORS

Non-living parts of the Amazon:

- Climate & temperature (25-30 degrees)
- High rainfall (2,000-3,500mm)
- Humidity (80%)
- Amazon river
- Sunlight (creates layers of habitat)

SYMBIOSIS

Mutualism (both species benefit) occurs between leaf-cutter ants and fungi. The ants cut pieces of leaves and use them to grow fungi. They take care of the fungi but also eat it afterward. Commensalism (one species benefits) occurs between the poison dart frog and the bromeliad. The frog benefits by using the leaves to shelter from the sun and rain, while the bromeliad is neither helped nor harmed. Parasitism (one species benefits while the other is harmed) occurs when a parasite lives on or inside another organism, called the host, and gains food or resources from it. The parasite benefits, but the host is negatively affected. An example is a tick feeding on the blood of a mammal. The tick receives nourishment, while the mammal may lose blood or be exposed to diseases.

EXHAUSTION & POLLUTION BY HUMANS

Exhaustion - Humans cut down trees for farming, logging, mining and roads which erases forests and is bad for animals.

Pollution - Mining chemicals, pesticides, oil spills, smoke from fires, and waste contaminate the air, water, and soil.

ALMOST EXTINCT ANIMALS & HOW TO HELP

One of the most endangered species is the Amazon river dolphin, it is recognizable by its pink color. But their population is rapidly decreasing due to fishing nets, deliberate killing for fish bait, pollution from mining and warmer rivers. To try and avoid extinction, the government has introduced fishing bans and preserved areas. As well as education programs to help people understand the situation.



SOURCES

For our sources, go to the Earthshot logbook! Then you will be able to click on the link.

POLLUTION & POISONING IN THE AMAZON

Pollution in the Amazon rainforest can poison organisms through accumulation. Harmful chemicals like mercury, pesticides, and waste build up in water, soil, and living things over time. Small organisms absorb the pollutants, and when larger animals eat them, the toxins accumulate in their bodies at even higher levels. This process spreads poisoning throughout the food chain, affecting many plants and animals, including humans.

OUR SOLUTION

To decrease the amount of pollution and exhaustion we created an app. In this app, called Junglwatch you can buy a cheap piece of land off of the government. When you own this piece of land, local citizens will protect it with sensors and cameras to prevent illegal tree-cutting. The cameras and sensors are not expensive and are financed by the government and the donors who use the app can earn points to earn more pieces of land.

Some outstanding semi-abstract paper cut-out artworks related to this project.
The creative inspiration being artist Henri Matisse.

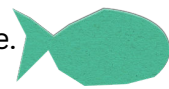


Above left: Louise, Laaz and Sari.
Above right: Lakshmi, Kai and Jia.
Below: Maraya, Daan Dinkelman and Nik.
All of A3A





Above left: Madelief, Bloem,
Josephine van der Lubbe and Georgine.
Above right: Zoë, Helen, Nienke and Jacqueline.
Below: Ammar, Gary, Nout and Ilya.
All of: A3B



Fabulous Fables!

A CITIZENSHIP & CROSS-CURRICULAR PROJECT ENGLISH TTO & ART & DESIGN 3 TTO

The title, *Fabulous Fables!*, encompasses a cross-curricular unit in which students explored universal and timeless themes: kindness, honesty, courage, responsibility, respect for others, and care for our environment. Such timeless sentiments were transformed into modern-day settings through the storytelling tradition of fable writing.

Our students demonstrated not only creativity and language proficiency but also a thoughtful awareness of the moral choices and challenges that connect people across cultures and generations.

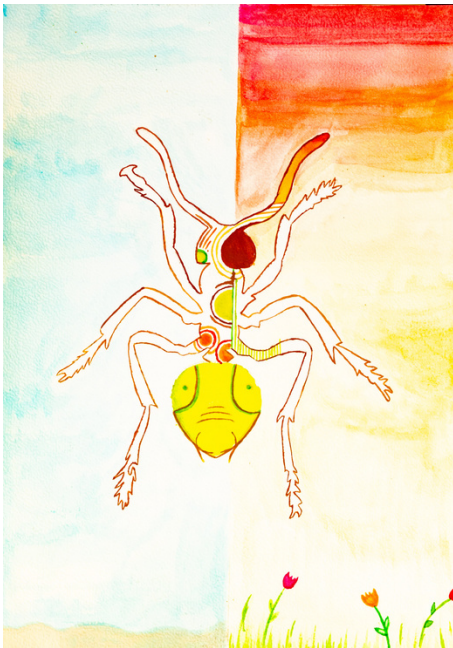
In Art & Design the students transformed their fable into an illustration. They took a snap-shot moment out it, and expressed it inside their main animal protagonist.

Their achievement in this project will be celebrated at the Junior TTO Ceremony in September.

-Mrs van Otterloo & Ms. Royle.

With special thanks to Mrs Kroese-van-Dijk, as well as to Mr van Bergen for photographing 82 illustrations!

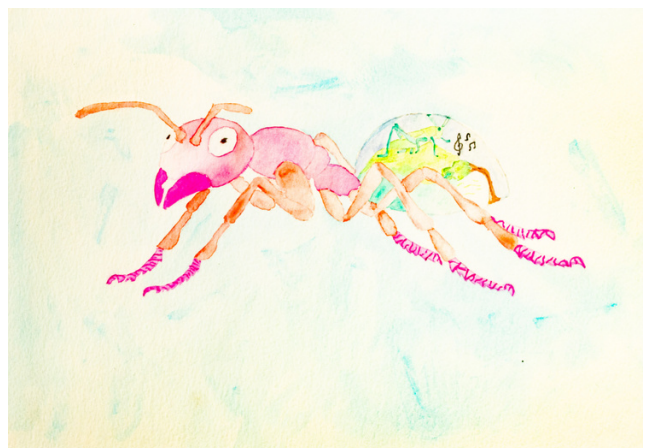
On this and the following page: individual illustrations. Following these: a few examples of some *Fabulous Fables!* with their illustration.

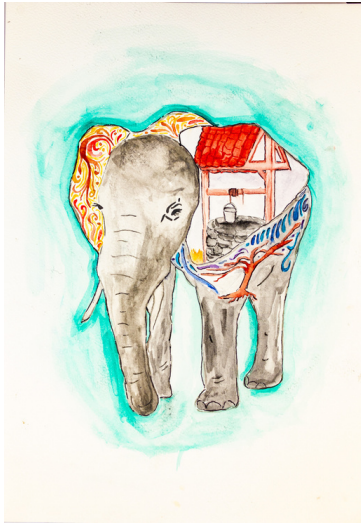


Above left: Roisin de Kleine. A3B.

Above right: Madelief Smith. A3B.

Right: Ilya Borodin. A3B.





Above left: Rosa Heijdra, G3A.
Above middle: Nienke van Thuijl, A3B.
Above right: Maraya Baramova, A3A.



Above left: Nouka Lucassen, A3A.
Above middle: Jolie Linnemann, G3A.
Above right: Philippa Knijnenburg, G3A.



Above left: Emilie Brocades Zaalberg, A3B.
Above middle: Adrianto Lanslots, A3A.
Above right: Sari Coenen, A3A.

The Ant and the Peacock

There once was a poor ant. He was kind and always worked hard to earn enough food to survive. There was also a rich peacock, the CEO of a large company. He was rude to poorer animals and wasted food without thinking about it. He liked to eat in famous gardens and drink the sweetest nectar with his breakfast, lunch, and dinner.

One day, the ant was working at the Train Station Meadow. His job was not the best, but he made the most of it and always stayed positive. He made friends everywhere he went. He was cleaning up crumbs from the ground when the peacock passed by. The peacock was talking loudly to another bird while eating a sandwich. After one bite, he dropped it on the ground without a second thought, nearly landing on the ant.

The ant politely spoke up about it, but the peacock became angry and shouted that the tiny creature should watch out or get a “real job.”

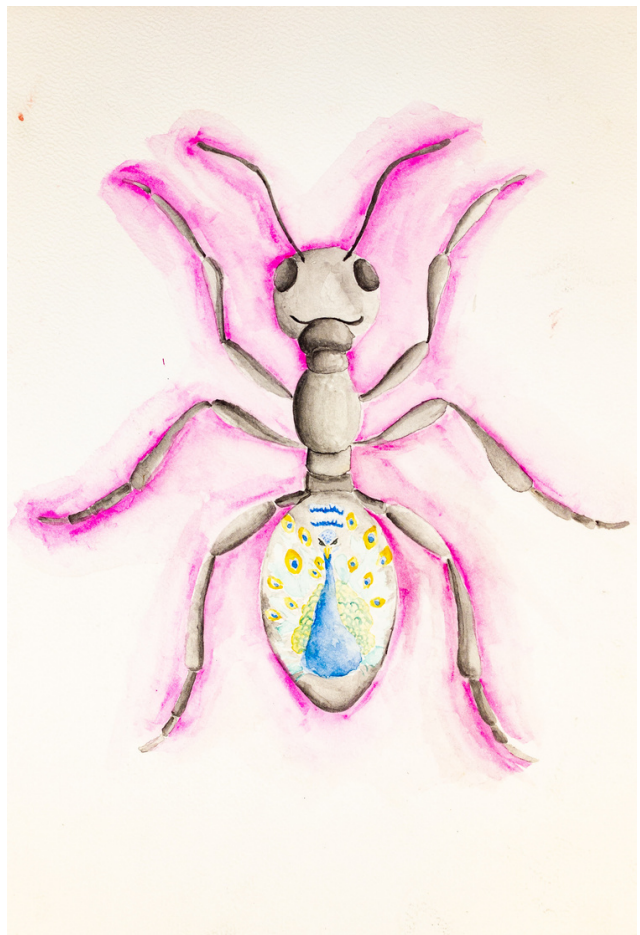
The ant did not get angry. Instead, the peacock’s words motivated him to work even harder. His dedication earned him a promotion. The ant saved his food wisely and took only what he needed. He continued to work hard, and slowly he became richer and more successful.

The peacock, on the other hand, continued living the same way he had for years. His company no longer performed well, and he became less wealthy than before. This did not stop him from showing off his feathers, eating expensive food, and gambling every night. The peacock began losing more and more of what he had. Soon, he could no longer afford the food or shelter he was used to. Eventually, he even lost his nest.

While the peacock struggled to survive because he was no longer accustomed to hard work, the ant received more promotions and eventually became the manager of the Train Station Meadow. He could afford a comfortable anthill, and with his spare food, he helped hungry animals by giving them crumbs and shelter.

One day, while handing out food, he saw the old peacock. The ant did not laugh at him or make fun of him. Instead, he helped him and offered some advice. He said that if the peacock worked hard and did not give up, he could build a better life again.

Moral: Hard work earns success, but kindness and respect helps everyone thrive and builds a stronger world for all.



By: Victoria Noltén. G3A.

The Cheetah and the Beaver

Once upon a time, there was a little cheetah named Max and a little beaver named Olivia.

Max was known for doing everything fast and at the very last moment. He rushed through life, trusting his speed to save him. Olivia, on the other hand, was cautious, calm, and steady, always thinking ahead.

One day, a huge problem struck their village. Because of constant drilling nearby, powerful earthquakes began shaking the land. After the first quake, Max believed it would be a long time before another one came. So he didn't prepare at all. He lounged around, laughing and bragging that it wouldn't matter anyway, he was "fast" and "fabulous," and could build a shelter in no time.

Meanwhile, Olivia had already begun preparing. She worked slowly but carefully, gathering strong materials and building her shelter piece by piece. She worked tirelessly, making sure everything was sturdy and safe.

Twelve hours later, an alarm suddenly rang. Another earthquake was coming. Olivia had just finished her shelter and quickly took cover. Max, however, was far from ready. He had only just started throwing things together in a panic.

When the earthquake struck, the ground shook violently. The soil split apart, and heavy objects crashed down all around them. Just as something was about to fall on Max, Olivia shouted for him to run to her shelter.

Safe inside, Max clung to Olivia and thanked her over and over again. In that moment, he understood his mistake and learned an important lesson.

Moral of the fable: Responsibility means thinking ahead not acting too late.

By: Benjamin van Beers. G3A.



The Wolf and Bunny

Wolf was one of the most confident and well-known animals at The Owls Eye Academy. He was captain of the hunting club, viewed as the leader of the cool creatures, popular in his classes and involved in different kinds of afterschool activities. Because of this, Wolf was used to being recognized and glorified. He rarely noticed the quieter animals who blended into the background of his glow.

One crowded Monday morning, as animals hurried through the corridors, rushing to class, a newcomer Bunny tried to navigate the busy space. She had recently moved from another forest and was still adjusting to the noise, pace, and unfamiliar routines. In a rush, she accidentally collided with Wolf, causing her books to scatter across the tiled floor in the corridor.

"I'm so sorry," she said quickly, her voice barely audible. A few animals nearby exchanged amused looks, whispering comments about her being "different."

Wolf had the urge to react sharply, but something held him back. He took the newcomer in. She was shy, nervous, and not oblivious to the fact that others were talking about her behind her back. Wolf quickly looked up, exhaled, and said a simple, "It's fine."

Trying to recover from the awkward moment, Bunny looked up into Wolf's annoyed eyes and added, "Maybe one day I can help you." Wolf couldn't help a small, surprised laugh. He didn't mean to dismiss her, but he truly couldn't imagine how someone so new and quiet could ever help him.

Several days later, Wolf found himself overwhelmed by a major "Global Culture" project. The assignment required animals to learn and analyze a different culture from their own, and Wolf didn't know where to begin. When the teacher announced partners, Wolf discovered he had been paired with Bunny. At first, Wolf hesitated, unsure of what to expect. But as the two of them began working, his uncertainty slowly vanished. Bunny brought a lot of new knowledge that Wolf didn't know about. She explained traditions from her home forest, shared personal experiences, and offered insights into cultural identity and the challenges of adapting to a new environment. Her perspective transformed the project into something extraordinary — something far more meaningful than he could ever create alone.

By the end, Wolf realized how much he had underestimated her. "Thank you," he said sincerely. "I'm sorry that I misjudged you at first."

Bunny looked up at him and gave him a bright smile. "Anyone can make a difference, so remember that even a mouse can help a lion."



By: Lisa Crooijmans. G3A.

Robin and AI

It was the year 2080. AI was enjoying the sun in one of the many beach chairs next to the pool in their huge mansion. It was a beautiful day, and AI had no worries. They were confident that they were going to take over the world tomorrow.

In a school a couple of blocks away, Robin was studying hard for her upcoming Math test. When she looked up from her book, she saw none of her classmates paying attention. She decided to ask some of them how they were planning on passing if they weren't paying attention. They all answered that they were going to ask AI to help them with their test because AI was very smart and amazing.

After school, Robin decided to visit the mansion of the famous AI. When she arrived there, she was stunned by the size of the house. She rang the doorbell, after which the door started talking to her. When she was done answering some questions, the door opened, and she was instructed to follow... a robot?

After a long walk through the mansion, Robin finally saw them. AI took a look at her and, with their chin high in the air, told her to sit down next to them. Robin did as she was asked. She immediately started talking and asked AI why everyone thought they were so amazing because they surely could not be smarter than her, a hardworking student and math genius. AI answered that if she was so confident that she was smarter than them, then why didn't they both try to solve the hardest math problem on Earth to prove who was smarter?

The next day, Robin was waiting in her classroom for AI to show up. She was ready for this moment, and at exactly nine o'clock she started working on the math problem. Twenty minutes late, AI came walking in. They were sure that they were going to win, so they did not bother showing up on time.

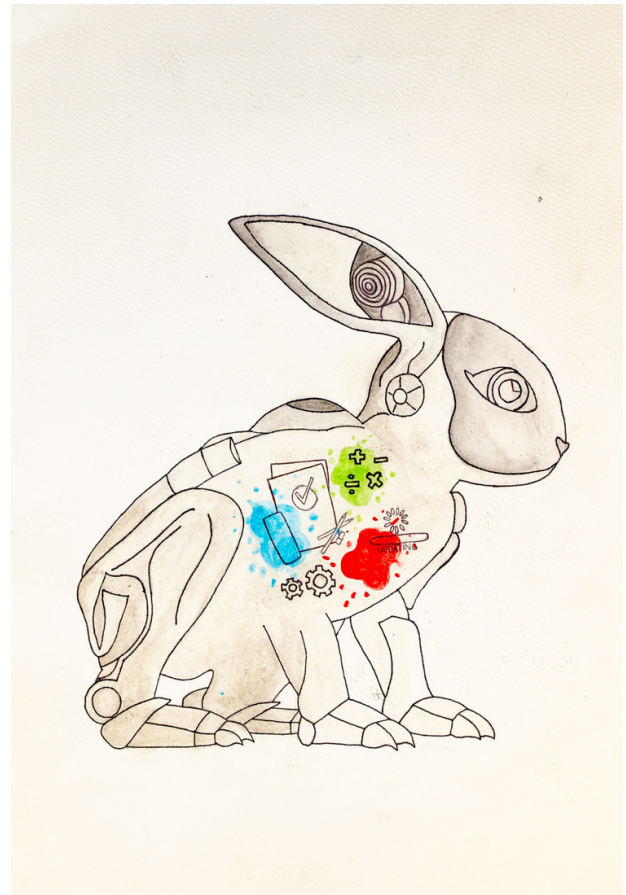
After another thirty minutes, AI looked over to see how far Robin was. As they expected, she wasn't even close to where AI had gotten. AI then remembered that there was an update waiting to be downloaded, and this was the perfect time to do so. Meanwhile, Robin was struggling with the math problem. She kept trying different techniques, and bit by bit she kept solving the problem.

Five hours later, AI was done downloading their update. At the same time, Robin jumped up excitedly and yelled out that she had found the solution. AI was dumbfounded. There was no way a human could have been faster than them. Robin was applauded for not giving up and was celebrated by everyone.

After this day, Robin was recognized as a true hero. And AI? They were never quite as confident again.

Moral: slow and steady wins the race. If you keep going and don't give up, you will get further than if you give up and let someone else do all the work.

By: Anna Keesmaat. G3A.



The Ant and the Capybara: an Unlikely Friendship

Once upon a time in Old Birch Forest, there stood an ant colony known for its brave scouts. Among them was Simon, the strongest ant anyone had ever seen. He walked around proudly, always reminding everyone how much the colony needed his strength. Many ants admired him, and he admired himself even more.

Then there was Nibble, a small, quiet, and usually ignored ant. No one expected much from him; in fact, most ants thought he was useless. Still, Nibble dreamed of joining the scouting troops one day.

One morning, as the scouts gathered, Nibble hurried after them.

“Wait for me! I can help!” he shouted.

Simon rolled his eyes. “Oh, look who it is. It’s tiny, whiny Nibble.”

The scouts burst into laughter and continued making their way outside.

As they marched away, Nibble turned back, his shoulders sagging. He was about to return to his empty and lonely hole when suddenly a loud cry echoed throughout the forest.

“Help! Someone please help me!”

Nibble froze. The voice called out again, sounding frightened and alone. Even though he was scared, Nibble stepped outside the ant hill for the first time in his life. The feeling was thrilling, but he needed to get somewhere fast.

As Nibble ran through the forest, he noticed something strange. He had always heard stories about the beautiful, clean, and neat outside world, but it didn’t look like that at all. It was filthy, and in every corner he looked, he saw plastic bottles, cans, bags of chips, and more lying on the ground. Maybe this was why he wasn’t allowed outside. Maybe it really was too dangerous for him. After following the cries, he found where the shouting had been coming from. He peeked through some bushes and spotted a capybara sitting on the ground, roaring in pain. What looked like a sharp piece of a cola can was lodged deep inside his paw. Nibble decided to go help.

“I’m Nibble,” he said. “You don’t know me, but I think I can help.”

The capybara looked around in confusion until he looked down and spotted Nibble.

“You? But you’re so small.”

Nibble smiled a little. “I may be small, but I’m definitely the most courageous ant you’ll ever meet!”

The capybara laughed a little, hesitated, but then nodded. Nibble climbed onto the paw and carefully pulled out the piece of metal. The capybara sighed in relief.

“Thank you so very much, little ant,” said the capybara. “The least I can do is bring you home.”

They headed toward the ant hill together, chatting along the way. But as they got closer, both stopped in shock. A stream had flooded, and most of the ant hill was underwater.

Nibble gasped. “My colony!”

Without waiting, the capybara raced forward through the water with Nibble on his back.

Nibble climbed onto the hill and rushed inside.

“Everyone out! The tunnels are flooding!” he shouted.

Ants scrambled upwards in a panic. Nibble checked every tunnel and helped any last ants get out. All the ants huddled on the tiny patch of dry ground. The water was rising fast.

The capybara swam by and said, “Hop on! I’ll take you all to safety!” One by one, the ants climbed onto his back. Soon the entire colony was safe on higher land.

Then Nibble heard a voice behind him.

“Hey Nibble, I just wanted to say sorry. You may not be the biggest ant, but you’re definitely the bravest,” said Simon.

Ever since then, Nibble was accepted for who he really was, and the colony lived happily ever after.



ART & DESIGN 3TTO

3TTO students weaved realism with pattern and abstraction to create these amazing portraits of well-know figures from the world of sports, fashion and entertainment.

Not all could be included here, but a very **well done** to everyone!

To the readers; see if you can spot who is who!



Above: Beau Langereis, A3B. Below: Cato Vajner, A3A





Above: Minh-Anh Bui, G3A. Below left: Victoria Noltén, G3A. Below right: Louise Reitsma, A3A.





Josephine Doedijns, A3B



Emilie Brocades Zaalberg, A3B,
of which close-up on front cover.

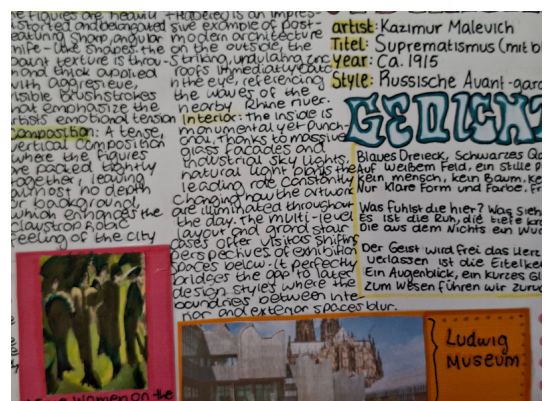
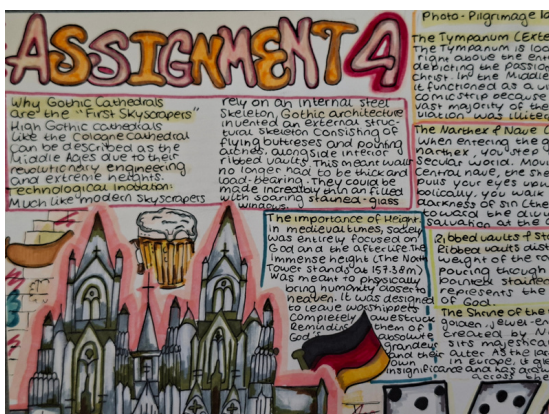
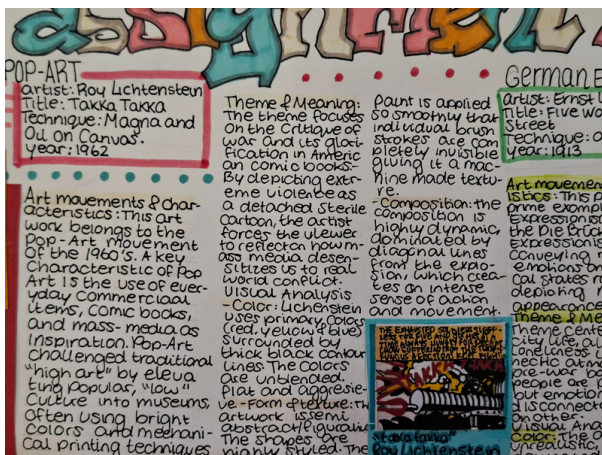
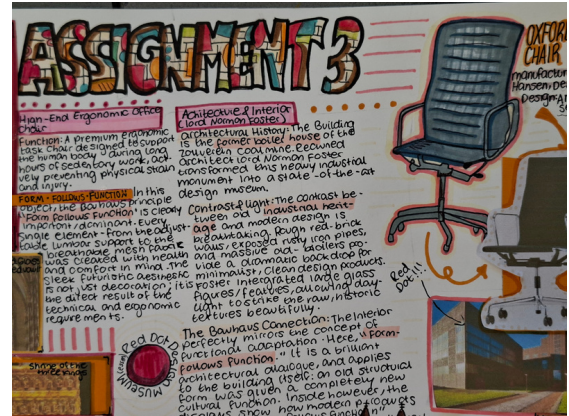
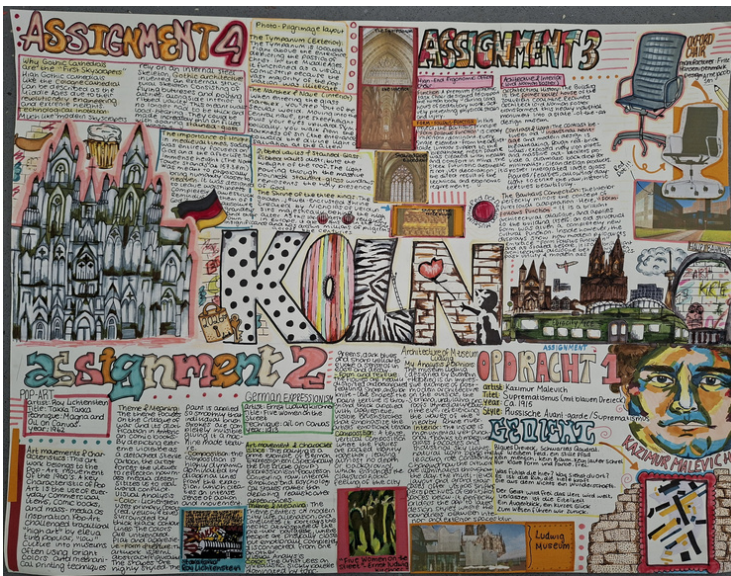
CKV 4VWO TTO ATHENEUM

Just before the May holiday, 4 VWO Atheneum went on a school trip to either Lille or Cologne.

On their return they wrote a visual report of their cultural experience. Here are a few excellent examples of what such a report can look like.

Well done!

The example on this page is by Cee Reitsma, including some close-ups of her stunning graphic poster.



CKV students' final work this year, was to research a cultural topic that interested them and to discuss how two cultural practitioners of their choice relate to that topic.

Next to this they had to make a practical work which in some way expressed what they had researched.

The example shown here is by Mira Homburg. At the end you can see her related practical.

Fashion of the Future

Final Research Project including a practical work.

By: Mira Homburg



Iris van Herpen "Couture Spring"
2020

Laduma Ngxokolo "SiyiKulture"
(We are culture) 2026

Introduction

Fashion is something which constantly changes. New trends emerge and others disappear. Some elements in fashion come back and some do not. Fashion trends are hard to predict. Some designers try to anticipate future trends, others only follow their own style or produce personalized pieces specifically created to their clients' liking. Not only clothing itself changes, the materials and techniques involved are constantly developing as well.

“What will the fashion of the future be like?”, this is a question many people would like to know the answer to. However, the truth is that we do not know. As time goes on more and more fashion designers rise and more styles are created. New technology creates amazing opportunities for the fashion industry. It creates the possibility of designing a comfortable, sustainable and fashionable piece of clothing.

Iris van Herpen and Laduma Ngxokolo are two fashion designers who both have their own unique style. Their works have been and still are presented all over the world. Both designers use innovative and extraordinary materials and techniques to create outstanding high-quality fashion pieces. Although they are two completely different designers with a very different background, they share many similarities in their works and ideas. These are further explored in the following pages.

IRIS VAN HERPEN

Context and Influences

Iris van Herpen is a middle-aged fashion designer from the Netherlands. Since 2007, she designs under her own label ‘Iris van Herpen’ and has created a wide variety of works distributed all over the world. She is well known for her futuristic haute couture, which are high-end fashion pieces that custom-fitted to the clients' liking. In 2006, Van Herpen graduated from ArtEZ University of the Arts in Arnhem. After completing multiple internships, she launched her first collection named ‘Chemical Crows’ at the Amsterdam Fashion Week.

The haute couture dresses made by Iris van Herpen often consist of large flowing structures which accentuate the shoulders and hips. Her dresses are inspired by the symbiosis of nature and her past in as a classical ballet dancer. She uses 3D-printing, laser cutting and materials such as wood to create her unique and neat designs. Van Herpen already is a world-famous designer who has had cooperations with multiple celebrities such as Beyonce and Lady Gaga who has worn multiple of her dresses. Furthermore, she is hosted by the Parisian Chambre Syndicale de la Haute Couture and has yearly exhibitions at the Paris Fashion Week.

The Innovative

Iris van Herpen is well-known for her futuristic designs. She uses curving and flowy elements in her dresses to express elements such as water. Her dresses consist of cleverly chosen materials such as acrylic, plastic and metal. To this day there are not many artists who have a similar approach to fashion. Van Herpen's dresses are not only special due to them being the first 3D-printed dresses on the runway. They are also special due to their material. Iris van Herpen often creates her own new fabric to match her designs and be able to execute them in the best way possible. She collaborates with scientists and architects. This shows how much effort she puts into her works and how science is integrated into her designs.

Van Herpen's dresses express that fashion might no longer be handmade or crafted out of fabric in the future. However, the works do show that clever design is still of importance. Van Herpen's designs relate to the Bauhaus slogan 'Form follows function.' Her dresses might be revealing or seem hard to move in, however they still fit the model's body nicely and function very well as dresses even during performances such as those of Lady Gaga. When designing her works Van Herpen makes use of biomimicry. This is an art in which the strategies and designs of the plant and animal kingdom are studied to help solve human problems.

By combining science with fashion Iris van Herpen has created a unique and renewing form of fashion. Her works are futuristic and well-executed in a way not seen before. This gives her a monopoly in fashion design as she is one of the first ever artists to integrate techniques such 3D-printing and laser-cutting into fashion design. By collaborating with world-famous artists such as Lady Gaga she not only promotes her works, she also shows the public how her dresses do not only belong in a museum but are really meant to be worn.

The Traditional

The first impression of Iris van Herpen's works is very futuristic and sci-fi like. However, there are multiple traditional elements included in her style. Van Herpen's dresses are haute couture this a fashion type which originates from the mid-nineteenth century. Haute couture is the art of making dresses by hand specifically tailored to the client's liking and fitting. It is contrary to fast fashion where items are made as fast and cheap as possible to make maximum profit. Haute couture works are often beautifully detailed and consist of high-quality materials.

Another traditional element of Van Herpen's work is where it is made. Iris van Herpen spends hours making her dresses inside her studio. The 3D-printed and laser-cut elements are hand stitched onto the dress. Without the stitching the piece would simply fall apart because of how complicated the stitching and embroidery details are. It would be impossible to integrate Van Herpen's style and design with use of only machinery. Furthermore, Van Herpen uses traditional cloth-making techniques such as pleating, smocking and folding. Her designs start of a simple sketch and are then worked out into a mix of extraordinary materials and timeless cloth-making techniques, this together creates a unique combination futuristic and traditional worked into one fashion piece.

Iris van Herpen's background in classical ballet also has a great influence on the design of her works. She knows the rules of movement in the human body and designs her pieces in a way that enhances the anatomy and interaction between the body and fabric. Ballet practitioners need a good understanding of motion to always be elegant and make smooth movements. This is also seen in Van Herpen's works, her dresses are well-proportioned and give the model freedom of mobility. Most of her works consist of many small pieces which embrace the movement of the model when she walks or moves her arms. The pieces form waves or vibrations giving the dress an abnormal almost alien-like look.

LADUMA NGXOKOLO

Context and Influences

Laduma Ngxokolo is a middle-aged fashion designer who has gained popularity in South Africa as well as in the rest of the world over the last few years. While studying textile design and technology, he started a small business with scarves and beanies to earn some money. Nowadays, Ngxokolo is best known for his brand MaXhosa. Xhosa is an ethnic group which Ngxokolo is related to himself. The Xhosa people live in South Africa and surrounding countries such as Zimbabwe, Botswana, Mozambique and Lesotho. They have their own language and have inhabited the area since 600 AD.

MaXhosa first started off as a brand with only male clothing pieces. However, in 2014 they launched a female clothing line as well. Over the years, the brand has grown and won multiple competitions and awards. MaXhosa also took part in multiple major fashion shows such as New York and Paris fashion week. The products are produced locally in Johannesburg where Ngxokolo has started his own factory. Recently, the brand has gained popularity through collaborations with large brands such as Mercedes Benz. They even opened a flagship store in Manhattan in 2024.

The Innovative

Laduma Ngxokolo and his company MaXhosa are well known for their traditional clothing designs and patterns. However, part of the elements integrated into Ngxokolo's work are actually very modern and futuristic. The patterns in his clothing originate from ancient Xhosa symbols and clothing. In the Xhosa culture the patterns and beadwork had a meaning. They represented the age, family and marital status of the person wearing it. By including them in modern clothing designs such as hoodies, beanies and socks, Ngxokolo changes them into trendy pieces which can be worn in everyday life. This way the cultural heritage of the Xhosa people lives on in the clothing of people all over the world.

Traditional Xhosa clothing was made by hand out of materials such as beads, animal skins or raw cotton. Ngxokolo has revolutionized the making of traditional Xhosa clothing by fully mechanizing production. Furthermore, the artist mainly uses raw locally produced materials such as South African mohair and merino wool. The traditional Xhosa patterns used to be created by hand and took a long time to make as they were created row by row. This is not profitable for a large company such as MaXhosa. Therefore, Ngxokolo has made the clever decision to translate complex patterns into digital code. By doing so, the digital code can be fed into industrial automated knitting machinery which produces the desired pattern and product. This way production is easily sped up, and larger quantities can be produced at the same time.

In Western culture, African clothing used to be mocked and labeled as costume clothing. By creating a luxury brand based on the heritage of the Xhosa people, Ngxokolo completely changed his reputation. His company stands for high-tech luxury, sustainability and cultural preservation. Because his work is presented in runway shows and showcased in a luxury and rich context, customers associate it with premium quality clothing. With help of online marketing his work spread internationally, and his company grew a worldwide audience. This way Ngxokolo flipped the world's perspective of African clothing and spread the cultural heritage of the Xhosa people all over the world.

The Traditional

At first glance Laduma Ngxokolo's works already have a traditional, ancestral look. However, there are more details to their design and production that stand out from regular clothing companies. For example, the start of the company MaXhosa began with the lack of luxury, African made clothing items. In Xhosa culture, a rite of passage is performed on young men called "Ulwaluko". In this ritual, men transition from boyhood (ubukhwenkwe) to manhood (ubudoda). Afterwards they may be called "Amakrwala" and need to wear neat, luxury clothing for a period of 6 months. In the past these people often turned towards luxury Western brands such as Crockett & Jones, Polo Ralph Lauren, Pringle of Scotland. Ngxokolo wanted to change this and created a local luxury brand called MaXhosa. Nowadays, his clothing is indeed bought to be worn after undergoing the process of "Ulwaluko", but it is also worn in everyday life and bought by customers all over the world.

Apart from its original purpose, Ngxokolo's clothing pieces also have a very ancestral and traditional appearance. The clothing pieces are partially inspired by modern-day clothing trends. MaXhosa has items such as hoodies, cardigans and beanies. However, certain elements such as the beads descend from the customs of the Xhosa people. In the Xhosa culture the beads were arranged to form geometrical shapes which provided information about the wearer's marital status, age and social standing. This is the same for the patterns used in Ngxokolo's clothing and home furniture.

MaXhosa's clothing lines do not follow the current fashion and color trends. Instead, they consist of black, ochre and deep blues which are typical for traditional Xhosa culture. For example, red tones represent the blood of ancestors and the earth. Red or ochre clay was applied to the skin and often used as deodorant or skin protector. By including culturally significant beadwork and patterns Ngxokolo lets the heritage of Xhosa people spread internationally and live on in the form of luxury clothing wear.

Another traditional element of Laduma Ngxokolo's works is the importance of locally produced materials. This encourages sustainable clothing production and ensures that the pieces are premium quality. MaXhosa clothing wear mainly consists of South African Mohair and merino wool. These materials are produced and harvested in South Africa. In Xhosa culture clothing was made of raw materials such as basic cotton and animal skins, although these materials are not used for the production of Ngxokolo's clothing anymore, agriculture and livestock farming are still of significant importance to the production of MaXhosa's clothing pieces. Also, all of MaXhosa's knitwear pieces are produced in Ngxokolo's own knitwear factory in Johannesburg. Therefore, materials as well as production takes place locally. This increases the company's sustainability and gives it a traditional homemade aspect.

Contrast and Comparison

Iris van Herpen and Laduma Ngxokolo have many differences. However, they also share many similarities. For example, both artists present their work on runways and in fashion shows. Van Herpen has her own clothing label under which she produces her work. Ngxokolo produces his pieces on a larger scale and has his own company, MaXhosa. Although both artists have different styles they both want to produce clothing which is of high quality and comfortable to wear for the client. Van Herpen as well as Ngxokolo are interested in the use of new, extraordinary materials. They design and create new textile types which enhance their works. Van Herpen does this through the use of revolutionary textile making techniques such as 3D-printing and laser cutting. Ngxokolo uses less exotic materials, however he focuses on producing his works with local products such as South African mohair and merino wool. He also makes use of digital coding to create the patterns and beadwork on his clothing.

While Van Herpen and Ngxokolo are both fashion designers they have some major differences. One of the main contrasts between the artists is the purpose of their designs. Ngxokolo owns a company which exports their products all over the world. His pieces are mechanically produced in large quantities. Ngxokolo also has his own knitwear factory, where he produces fashionable pieces which can be worn in everyday life such as hoodies, cardigans and socks. He owns many stores in South Africa as well as in other parts of the world where his clothing is open to the public to buy. Recently, MaXhosa has also started selling home furniture which is also inspired by the Xhosa heritage.

In contrast, the production of Van Herpen's works takes place very differently. Iris van Herpen mainly creates haute couture pieces. These are handmade and have lots of detail included in them. Van Herpen designs under her own label, however she creates pieces specifically designed for her clients. Many of her works are displayed in museums all over the world. Another difference is that Van Herpen creates clothing which is mostly worn for special occasions. Her dresses are not influenced by everyday fashion trends and are only influenced by the client's wishes and Van Herpen's own style. While Van Herpen uses futuristic innovative materials to create clothing in an old-fashioned way, Ngxokolo uses local materials to create clothing for commercial purposes through use of cutting-edge technology.

My own work

This fashion piece is inspired by the many works of Iris van Herpen and Laduma Ngxokolo. It is a store-bought t-shirt with a patchwork depiction of a springbok, the national animal of South Africa. The image of the springbok consists of many different colors and patterns, this is inspired by the works of Ngxokolo and typical for the Xhosa fashion culture. On the shoulders there is an area covered in layered leaf-shaped fabric pieces. This is inspired by the works of Van Herpen. The layered textile creates the illusion of scales which move smoothly when the wearer uses their arms or shoulders. The idea of clothing which enhances the movement of the wearer can be traced back to the dresses from Van Herpen which are also designed to move with the model or client following the Bauhaus rule "Form follows Function". Together these ideas create a unique piece of clothing which can be worn for many different occasions. The materials used mainly consist of old clothing, tea towels and pillowcases. This makes the piece more sustainable as it is made of recycled textile. Sadly, it was not possible to make use of 3D-printing or laser cutting such as Van Herpen does. Neither was it possible to transfer digital code to industrial automatized knitting machinery. However, this causes the piece to have a beautiful handmade and authentic look.



Sources:

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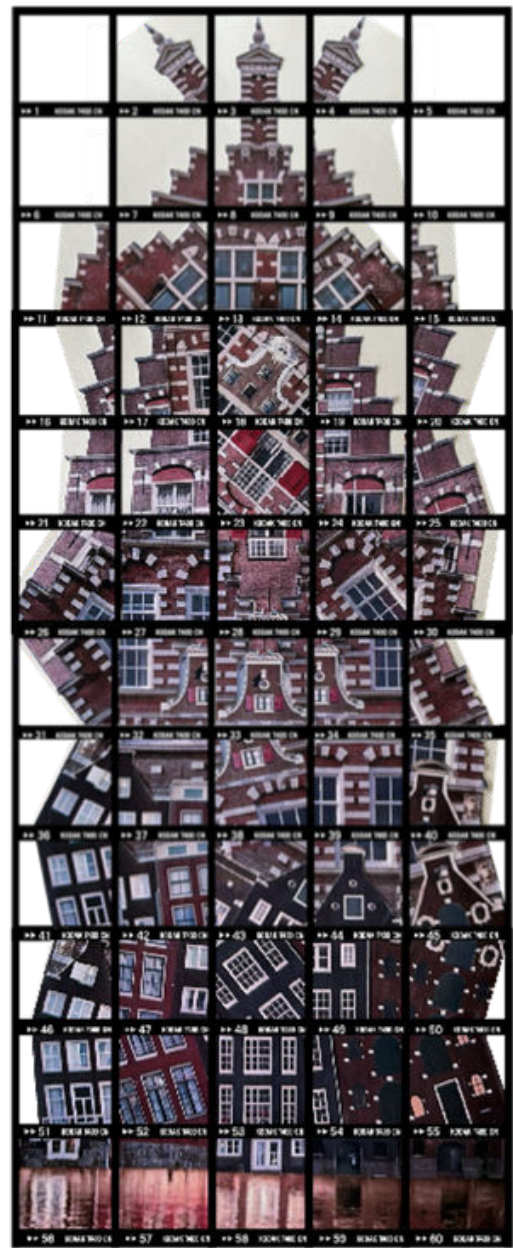
Fiene Hendriks turned in an excellent final research work, entitled
Architecture & Identity
Familiar but unfamiliar
which looked at the artworks of Anastasia Savinova and Thomas Kellner.

Below is an extract from the end of it, in which she shows and explains her practical, based on these two practitioners she wrote about.

I love working with collages, so choosing this practical assignment was an easy decision. For my artwork I combined ideas from Anastasia Savinova and Thomas Kellner.



Part 1 of my practical artwork: collage inspired by Savinova's project 'Genius Loci'



Part 2 of my practical artwork: inspired by Thomas Kellner

Just like Savinova, I combined parts of different buildings into one new structure. I chose Amsterdam canal houses because I have always been interested in their history and architecture. The final building (part 1 of my practical) is made up of different canal houses and includes various facades, windows and decorative details. Recognisable elements such as stepped gables (*trapgevels*) help connect the building to Amsterdam and its architectural identity. Although the building is fictional, it still feels connected to Amsterdam because of these familiar features. Instead of doing digital collages like Savinova, I wanted to make a physical one. I actually tried out a few different ideas on my laptop first to see what worked, but the final piece was totally handmade. I printed everything out, cut the pieces and glued them together on a large paper like a big puzzle.

For the second part, I was inspired by Thomas Kellner. I took my canal house collage, cut it digitally up into a grid and put it back together using the different sections. This created a fragmented image but you can still recognise the building.

My work is different from Kellner's approach because he photographs buildings from many different angles. Since I used my first collage (part 1) as the base, I couldn't really do that. Instead, I just took his concept of breaking things down and rebuilding them by chopping my image into a grid and mixing up the pieces.

Creating the grid turned out to be a huge part of the process. I spent a lot of time playing around with different numbers of rows and columns before deciding on the final layout. I needed the squares to be large enough to show architectural details and still create the fragmented effect that is characteristic of Kellner's work. Finding the right balance took a lot of trial and error.

I also created a monochrome version of the second artwork. Comparing the colour and monochrome versions showed me how colour influences the way people look at an image. The colour version brings out the vibe of the Amsterdam canal houses with the recognisable red bricks and detailed facades. The monochrome version feels calmer because there are fewer distractions. It lets you focus more on composition, shapes and how the building is broken up. This actually connects back to Kellner's early monochrome works, where he focused more on form and composition.



My artwork relates to the theme of Identity because Amsterdam canal houses are an important symbol of the city. The building is made up of many different canal houses but still got visual characteristics that connect it straight to Amsterdam, like the stepped gables (*trapgevels*), decorative facades and tall, narrow proportions. These familiar features make it easy for viewers to recognise Amsterdam's architectural history.

The work also plays with the dimension of Recognition and Alienation. People immediately notice the architectural elements, but the final building is fictional and is presented in an unusual way. This way I created a connection between recognition and alienation, which is an important aspect of both Savinova's and Kellner's work.

I am very happy with how it turned out. This final project was a cool way to combine my interest in architecture and collage while experimenting with the ideas of two artists whose work I really liked researching.



Hannah Meijerink's final research work was related to the theme of **fast-fashion versus sustainable fashion**. The impact of fast fashion on the environment, is picked up in her practical. As you can see here, she made these fashion pieces using a bleach technique to transfer her designs (turtles, jellyfish and sting rays) onto clothing.



SOCIAL STUDIES 5VWO TTO

Students watched the acclaimed documentary *Inside the Manosphere* during



Here is a critical reflection by Nanoe Kunkels, 5VWO Gymnasium..

The Manosphere

The manosphere can seem like a distant issue because it promotes fragile masculinity, rigid gender roles, and attitudes that contribute to an unsafe environment for women. These may appear to be broad concepts filled with complex terminology, but they are much closer to home than many people realise. They are evident even within our own school through behaviours such as locker-room talk, the sexualisation of female peers, and the idealisation of toxic patriarchal figures.

Locker-room talk is particularly harmful to young men because it glorifies the objectification of their peers and normalises viewing women primarily as sexual objects rather than as complete individuals. This reinforces the very issues highlighted in the *Inside the Manosphere* documentary, namely that men are pressured by one another not only to objectify women but also to measure their own self-worth through superficial indicators such as the amount of money they have, how much they can lift at the gym, or how many women they have kissed or slept with. This mindset not only harms female students but also negatively affects the self-esteem of many young men during a crucial stage of their personal development. As a result, they may become trapped in a vicious cycle in which these harmful behaviours continue to escalate.

During my second year at school, Andrew Tate was widely admired as a role model and a successful businessman, despite evidence suggesting the opposite. The allegations against him, including those related to human trafficking, were often dismissed by his young supporters. Although he promoted toxic values and harmful ideals, he presented concepts such as wealth, fame, and success with women as easily attainable goals for young boys. Our school was also heavily influenced by this trend. Therefore, although many of the boys in my class laughed at the documentary because of its apparent absurdity, several years earlier they had praised many of the same beliefs and attitudes that it criticised.

The influence of the manosphere is much closer than people often expect. It can appear in many aspects of everyday life, whether at school, in the workplace, or on the street. This is why it is so important to raise awareness of these issues by discussing them in the classroom and showing documentaries that address these topics. Although such discussions may not immediately change behaviour or eliminate stereotypes, they encourage young people to compare their own attitudes with more extreme examples. This process of reflection can help them recognise harmful patterns in their own behaviour and make more positive choices.

6 IB ENGLISH

Congratulations to the students who earned their Higher or Standard Level IB English A: Language and Literature certificate for this 26th iteration of RLW sitting the IB exams! Right before the start of the national exams (CSEs), our students took valuable time to take their Paper 1 and Paper 2 exams. Well done. We are so proud of their effort and diligence in working for six years towards this accomplishment. As a result of this persistence, the two graduates will also earn their NUFFIC Senior TTO Certificate.

This is cause for a celebration! The IB Cohort (plus parents/guardians) is invited to return on Friday, September 26, 4pm / 16.00 hours. It will be a lovely time to see one another again and recognize the hard work these students put into their time at RLW.

-- Deb Stout, RLW IB Coordinator





The Winner Takes It All

Musical 2025-2026



Another amazing musical has come and gone, and WOW, what an experience!

This year's musical, *The Winner Takes It All*, has been a rollercoaster of emotions. The romance between our two lovebirds, the crazy grandma and Henk de Kok, the rivalry and cooperation between the staff of the two hotels, and of course the built-up tension between the managers (yes, the aura wasn't always very open and "liefdevol"). The battle between the bitterballen and the caviar gave us plenty of laughs, tears, and unforgettable moments.

It is amazing to see how everyone has given their best since the beginning of the year. We all worked incredibly hard, and in the end, we delivered three wonderful performances. The vocals were outstanding, the dances were on point, and the energy on stage was amazing.

We became a fantastic musical team, and we owe a huge thank you to Miss Haasnoot, Mrs. Van Leeuwen, and Miss Visser for making all of this possible and for making the experience as wonderful as it could be.

Like every year, I - and many others - made new friends, developed new skills, and created memories that will last a lifetime.

So, in conclusion, participating in this musical was, as always, an amazing experience. It was a great time not only for us but also for everyone who came to watch - and Granny Patty liked that! 😊

Lisa Crooijmans, G3A



Lisa as Patricia Zilverling, a.k.a. Granny Patty





