

**St Michael's Catholic College**

**Llewellyn Street  
London SE16 4UN**

**Tel: 020 7237 6432**

**www.stmichaelscollege.org.uk  
contact@stmichaelscollege.org.uk**

# THE LINK

*A fortnightly Newsletter for the pupils, parents and staff of St Michael's Catholic College*

**Issue 197- 28th February 2022**

## 'The Diary of A Young Girl' by Anne Frank

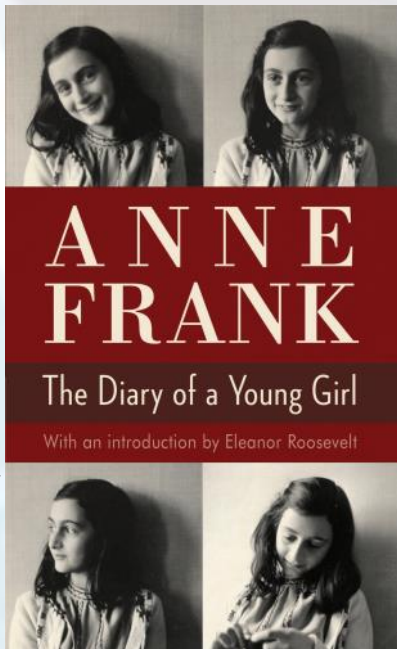
'The Diary of A Young Girl' is a true diary of an adolescent girl that begins on Anne's 13th birthday (12th June 1942) when she receives a diary. It tells the story of her family, who lived in Frankfurt, Germany, and are forced to flee as a result of Hitler and the Nazi Party's treatment of Jews in Europe during WWII. They flee to Amsterdam and go into hiding with other Jews. The diary abruptly ends on August 1st, 1944.

This book contains many important messages, the most important of which is that all people have the right to live in freedom. Anne's story demonstrates that just because people are of a different religion or race, they should not be treated differently. This was demonstrated by the atrocities committed against Jews during the war. Her diary reveals details that most people do not consider, such as how people in hiding were constantly concerned about being discovered and prosecuted.

Even though Anne and her family were in a terrible situation, I liked that she was a really happy and cheerful person. Anne enjoyed writing about others and describing them. She was chatty and inquisitive, but she could also be selfish. She was a typical adolescent, and she didn't always realise how difficult life was for her mother and the other adults in her life. She made a remark about the people who shared their hiding place. This wasn't always pleasant, but it demonstrated how difficult everyone's life was because they had to be quiet and not draw attention to themselves.

Because it is so interesting, I would recommend this book to anyone who enjoys reading historical, war, or mystery novels. Because it is quite sad in places, this book is best suited for readers aged ten and up.

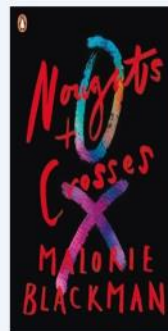
**Stephanie C in 8VI**



## World Book Day events



Join us in G18 to hear from a different sixth form student reading the opening pages from their favourite book and taking questions each afternoon. Don't miss your chance to hear our very own Mr Bourke reading the first few pages of his new published novel 'Line'!



**Monday 28th February**—Emily Murphy reading from 'Drive Your Plow Over the Bones of the Dead' by Olga Tokarczuk (KS4/5 only)

**Tuesday 1st March**— Liam Maolmthithil-Bates reading from 'Noughts & Crosses' by Malorie Blackman

**Wednesday 2nd March**— Juliana Cano reading from 'Wuthering Heights' by Emily Bronte

**Thursday 3rd March**— Mr Bourke reading from his novel 'Line'

**Friday 4th March**— Kweku Quansah reading from 'Percy Jackson and the Lightning Thief' by Rick Riordan



## A level Politics Presentation Winner Joshlyn E. on Greenpeace



When approaching my politics assignment about pressure groups, I was presented with various topics of discussion. There were many pressure groups that advocated for many important issues and causes of relevance today. However, after pondering on my decision, I decided on the pressure group which I thought held the most relevance and importance to current situations right now and which has significance in everyone's lives. That pressure group was Greenpeace. In light of COP26 this year, I felt that the pressure group Greenpeace would be a good chance to shine a light on the international crisis, climate change and the devastating effects it has on people and the planet.

Not only was Greenpeace a relevant pressure group within today's society, it was also very suitable for the purpose of showing the impact pressure groups have on government decisions. Greenpeace has made loads of impact on a national and international scale through the power of social media, allowing people from all across the world to connect and educate themselves and each other on pressing issues such as climate change.

Greenpeace's effectiveness as a pressure group has caused massive changes implemented by governments. For example, Greenpeace's ongoing protests as well as exposing violations made by governments, businesses and corporations in the natural world, has drastically opened the public eyes to all the duplicitous acts the international governments make, worsening the climate crisis.

Greenpeace stresses the importance of reducing single-use plastics in major food businesses as well as within the fashion industry. At the current rate, plastic production is said to increase in 2030 compared to 2010. These numbers are increasing at an alarming rate and there are many more issues that need to be addressed and tackled, such as deforestation, sea level rise causing flooding in coastal areas as well as many others. Every minute areas the size of football pitches get cut down from the Amazon Rainforest, this puts major stress on the rainforests ecosystem as well as the animals and Amazonian tribes that live within the rainforest.

Greenpeace try and tackle these issues through exposing the destruction being caused by humans, some of the ways they do this is through massive posters on ships, trucks which transport trees illegally and through social media platforms such as twitter and adverts on YouTube such as 'a plastic story' based in South Korea and the viral 'Waste Minister' advert exposing Britain's overuse of plastics and how it is disposed. 1.8 kilograms of the UK's plastic is exported to other countries every single day. This exposes Britain for not being able to dispose of their own waste and essentially shifting their problem to other countries that might be less economically developed, making the burden much heavier than it already is for these countries such as Malaysia.



However, with the help of Greenpeace and their continuous exposure and scientific research which provides accurate and reliable data, they were able to make changes and create an impact that couldn't be ignored by the government. Now, UK waste is banned from Malaysia after many campaigns and protests. This shows that there is power in numbers and proves that people can make changes and influence government decisions.

Although, what I wanted to highlight from the presentation the most is that this matter concerns the younger generation more than anything as we are the ones who will live on after many world leaders and huge oil company CEO's and we will see first hand the damage we, as humans, have made on our planet.

I wanted to remind my peers that climate change may not be affecting your life directly right now, but somewhere around the world many children and families face the threat of losing homes, lives and all that they have ever known, all because of a lack of action and commitment to goals set by world leaders to reach by a certain year. This was seen clearly in COP 26 when China and India, one of the world's biggest consumers of CO2 emissions, wasn't there to actually show concern to the pressing matter or even make a significant contribution. I wanted to make it clear to my peers that we, as the younger generation, have the power to make a change, no matter how big or small, through things like this pressure group. Time is running out and we need to act now in order to have a chance in saving our planet. And to end with a quote:

*"We need to work with Nature, not against it"* Sir David Attenborough.

## Brilliant Year 7 Scholars Graduate at Cambridge University!

St Michael's is celebrating the success of twelve Year 7 students as they graduate from The Scholars Programme, a national university access programme. These students were encouraged to think and work independently across seven tutorials with a subject expert PhD researcher. During the programme, they studied Literary Theory and then completed a challenging final essay which was given a university-level grade. All twelve students graduated and were singled out for praise from their PhD tutor. As a reward, these students attended a prestigious graduation ceremony at Downing College, University of Cambridge.

Mirabel M. and Yousef C. further distinguished themselves by delivering articulate and inspiring speeches to an audience of academics, undergraduate students and other schools. Their speeches have been included below. Please do congratulate all these students when you see them!

*Mr D Magnoff*

### Spokescholars Thursday 10th February

Hello, my name is Yousef and I've been studying literary theory with The Brilliant Club and their scholars programme. At first, I pondered on whether grasping this opportunity would be the right choice for me? Standing here now I realise the journey that not just I, but also my fellow scholars, have taken. And not just as individuals, but as a team because we embraced the riches of this course. I want to start by emphasizing my enjoyment of the scholars programme. There were only 7 tutorials, but Dr. Wattam pushed us to our limits in every single one. There was never a finishing line as he always found something to improve, whether it was fleshing-out an idea or trimming down a sentence. This was the highlight of my experience. The constant challenge to bring out the best in all of us inspired us and gave us the belief that anything really is possible, including this.

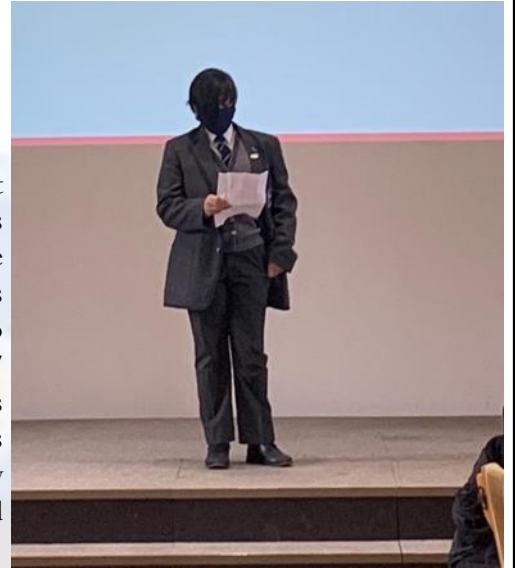
Of course, with such challenges comes doubt and struggle and I'm confident that all of my peers can join me in saying that there was plenty of both. I know that I struggled, particularly at the start. We all struggled. Nowhere else had we been presented with such an enormous end task: write a 1500 word essay in just over 3 months. Looking back on it now, I find it a bit humorous, all the panic and stress I put myself through because of my self-doubt. In the end there was no need for this doubt, because as we've all proven to ourselves, with hard work and the right mentoring it has been possible for us to pass with flying colours. I believe that this experience should be a way of inspiring everyone and I would like to leave you with this question: why do we self doubt?

Before you reflect on said question however, I would like to share an extract from my own final assignment: a Marxist analysis on Suzanne Collins' 'Hunger Games.' It's a piece that, I feel, shows the benefit of constant impetus which the scholars programme was able to provide for every single one of us.

*"It is ironic that the system designed to grind Katniss into the coal dust which coats the streets of her childhood district, instead, builds in Katniss the strength of character a person needs to inspire and lead a revolution. It is the very hardships that she endures as a child and teenager that helps to shape Katniss into a determined, resourceful, self-contained young woman, willing to sacrifice herself for the life of others. The Capitol even chooses to broadcast Katniss's willingness to kill herself, rather than take the life of another, at the end of The Hunger Games [1], thus becoming complicit in the creation of a 'living symbol of the rebellion [2]' who would ultimately bring about the downfall of their regime."*

I appreciate you all listening to my speech today. And thank you for letting me share my extract. Most importantly, thank you to Dr. Wattam and The Brilliant Club for providing me with such an opportunity, and an experience that I certainly will never forget.

**Yusef C. ED**



## Brilliant Scholars Ceremony Speech



Good morning/afternoon everyone, my name is Mirabel M. , and I am delighted to have been given the opportunity to speak here today on behalf of my peers.

Brilliant Scholars isn't something that comes everyday, and I am so happy I said 'yes' when given the opportunity. I remember the day when Mr Magnoff approached me and asked 'Would you like to be a part of a programme called Brilliant Scholars?' I wasn't sure what to say because I didn't know what I would be putting myself forward for but I agreed to participate and look where I am now. The best university in the country. It just goes to show how beneficial one word can be.

The name of our course was called 'Introduction to Literary Theory', and we were being taught by a PhD tutor called Ryan Wattam who introduced us to this idea of literary theory and told us about 4 main ones: Feminist, Marxist, Eco-criticism and Postcolonial Literary Theory. These were all very interesting to learn about as Literary theory gives you a different way of reading a text. This is because when you read a piece of literature and apply a literary theory, you read it with only one particular idea or concept in mind. For example, when you're reading a text through the lens of the feminist literary theory, you would be looking out for anything that gives the idea that the writer was either trying to undo the opposition or inequality between men and women or trying to show women's experiences.

For me, the best thing about Brilliant Scholars is that it enabled me to unlock my true potentials and skills in writing as well as giving me the opportunity to discover the purpose of an extract and what the deeper meaning may be. It also gave me an idea of what it would feel like to be in university. Unfortunately, university isn't for everyone but after doing this project, I can definitely see myself going to one in the future and hopefully, if I continue to work hard, this one.

Before I conclude, I would just like to share one of my favourite pieces from the final assignment we did. For this assignment, I chose to write a feminist literary analysis on a poem called Little Red Riding Hood and the Wolf by Roal Dahl. It says, 'she has stopped wearing what a reader would expect a girl to wear to wearing something that shows power and complexity which you wouldn't (stereotypically speaking) see in females. This is one of my favourite parts of the assignment because it was one of the most interesting points to write about which could be interpreted as feminist.

Thank you for listening.

**Mirabel M**



## Year 11 History Trip to the National Migration Museum



On Monday, 7th February, the Year 11 History students went to visit the National Migration Museum in Lewisham. This museum tells a wide range of stories about the movement of people to and from Britain across the ages and how this has shaped who we are as British people. It is important to study the histories of migration because these record our national experiences of integration and independence, the two-way exchanges that have occurred between newcomers and the society into which they arrive. These histories are present and embodied, sometimes without our even knowing it, in our customs, foods, and language.

The museum exhibits were directly linked to my history course because they consider the 6 themes we've been learning about in our Migration & Empire course: government, ideas, war, religion, technology, and economy. At the Museum, I learnt about a wide range of different people's experiences of migrating to, and emigrating from, Britain. This also links to what we have learnt in our USA course topic about 'immigration in the 1920s' and shows similarities and differences between Britain and America. It also helped me see recent events like the 'Windrush Scandal' in context. These people were recruited to immigrate to Britain because of their 'Britishness' after the wars, but then later excluded for not being perceived as British enough and struggling to 'prove' their British identity and legitimacy. The museum has left me with lots to think about, including wanting to know more about the positive reasons or 'pull-factors' that have brought people to England. I hope that learning more about how these have changed over time will help strengthen my essay writing. **Brendan A Year 11**

### Review of the Migration Museum Lewisham

On the 7th of February, 50 students including myself journeyed to Lewisham to visit the Migration Museum as part of our GCSE history course.

We were welcomed by staff and learnt many things that we haven't yet covered in our history lessons. I believe it is important to have a migration museum in the UK because it explains why so many more people emigrated than we know of. It also challenges frequent news that we hear of immigrants coming to the UK as a bad thing and explains that this is actually a great economic and social benefit when others come here, especially from minority groups. We learnt about this in the Huguenot migration as they brought money and culture to Britain, whilst also looking down on the British, contrasting the 'natural superiority' they once had.

At the museum, we learnt about aspects of history such as the Windrush scandal, South Africa and Cecil Rhodes as well as foods that are uniquely British but are not actually British. We also learnt to challenge systemic racism such as being able to identify race by skin tone, and about the pressure migrants must go through for a test they will most likely not pass to enter the UK as well as stories inside a barbershop set of what it meant to be British- all of them giving a unique and different opinion. This showed that there is no one way to be British.

I would definitely recommend this exhibition and it was an eye-opening experience for me. **Layla P**



## STEM CLUB—Lego Competition



On Saturday 28<sup>th</sup> January a group of Year 8 STEM Club members participated in the First Lego League (FLL) Lego competition. Prior to the date the team collaborated in building the Lego circuit and their Robot. Programming their Robot to move around the circuit completing various challenges required the team to learn to write a set of instructions using SCRATCH.

The team worked exceptionally well on the day presenting their robot to the judges, discussing the challenges encountered and the steps taken to successfully create and programme a moving Lego Robot.

### What do I think of the LEGO experience?

"I think that having the amazing opportunity of participating in the LEGO League Competition really emphasized all Core Aspects of STEM (Science, Technology, Engineering and Mathematics) as well as Creativity. Everyone involved expanded the boundary of imagination exponentially – much further than we initially thought. In addition, it has improved our teamwork and co-ordination skills for future contests involving other necessary skills such as speaking to an audience of any kind." - **Roger**

"I think it was a very enriching experience as we got to speak to other contestants some of which had much more experience going to these competitions. I thoroughly enjoyed this experience it taught me a lot about how Lego can be useful to reflect problems we may face every day but also as an opportunity for me to show the Salesian and RUAH values part of the Core values in the competition. I am proud to be a representative of the school's STEM team and I look forward to many more events and competitions like this one." - **Maria**

"I thought it really encouraged us to think more about how much engineering has to go into such small things and how it all has to be planned out. It also helped us work as a team when it came to the actual day and when we had to make adjustments to our design." - **Stephen**

"I really enjoyed the Lego Competition as it showed STEM and the great abilities of programming and how it can be used to complete tasks, roles and jobs. Not only this but the experience was extremely fun and interesting and I am extremely grateful for the opportunity given to us." - **Matthew**



### Chaplain's Corner

#### *The Word of the Lord*

Matthew 5:43-48

'You have heard how it was said, You will love your neighbour and hate your enemy.

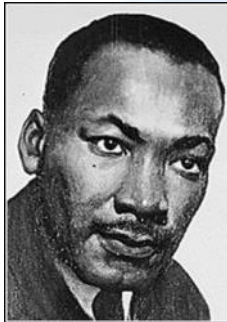
But I say this to you, love your enemies and pray for those who persecute you;

so that you may be children of your Father in heaven, for He causes His sun to rise on the bad as well as the good, and sends down rain to fall on the upright and the wicked alike.

For if you love those who love you, what reward will you get? Do not even the tax collectors do as much?

And if you save your greetings for your brothers, are you doing anything exceptional?

Do not even the gentiles do as much? You must therefore be perfect, just as your heavenly Father is perfect.'



Now there is a final reason I think that Jesus says, 'Love your enemies.' It is this: that love has within it a redemptive power. And there is a power there that eventually transforms individuals.

— Martin Luther King —

AZ QUOTES

#### A reflection on this...

Simply we ask at this time, for us to remember our neighbours across Ukraine and the innocent residents of Russia

We pray for the strength of world leaders and that that their good sense might be inspired by God's word

*Miss Casey*

Head of Chaplaincy



#### What's been happening in the faith life of the school?

Bosco Charity week hosting a series of events

Vicuna charity week is upcoming, let's see how well they do

Plans for Lent are underway, with Ash Wednesday starting on 2<sup>nd</sup> March

The Year 12 chaplaincy team have begun celebrations for their summer event... watch this space

#### Lost property

Please make sure your child's property has their name on, this makes it easier to reunite lost property to its owner.

Please don't bring expensive property to school;

Please note that all lost property that is not collected will be disposed of at the end of each half term.

#### Safeguarding

**Important Notice from the Safeguarding Officer - there is a copy of our Safeguarding Policy on the College Website. A hard copy of this is available in the College Office.**



Contacting the College - Direct parents access to college via email  
[contact@stmichaelscollege.org.uk](mailto:contact@stmichaelscollege.org.uk) For absence please phone: 0207 237 6432 EXTN. 708

