

# THE HOLY MARY TIMES

## DUKE OF EDINBURGH EXPEDITION

*Cisla Moreno de los Rios (Y12), Maia Rodriguez and Anna Antignac (Y10) report on their first DoE's expedition.*

The past couple of days have been a roller coaster of emotions for some Year 10s and Year 12s because of our exciting journey to the Sierra de Gredos. Throughout the school year, these students have completed three types of activities: a skill, a voluntary service and some kind of physical recreation. Last Wednesday, twenty-one students left school to complete their adventurous journey in Sierra de Gredos. In groups of either 4 or 6, we managed to cook a full meal by ourselves, sleep outside in tents and walk long distances using a compass.

Wednesday night was our first night there and, after eating a delicious dinner provided by the centre, we went into our tents. Although it was very cold and no one really slept, it was the source of many laughs and entertainment for the next day.



On Thursday, we planned our route with professionals at the Gredos Centre, who taught us all the skills required to, in a way, survive in the wild. After preparing lunch, we departed with huge rucksacks for an eight-kilometer walk. Some groups arrived successfully, while others got really lost but still enjoyed their time together as a team. Despite the fact it was a tiring journey, we laughed and sang along our route. We met our DoFE coordinators (Mr Alexander, Miss Cowgill and Mr Cattermole) half way through the

journey, at the so-called checkpoints, to refill our water bottles and snack on a piece of fruit. When we arrived back at the campsite, we set up our tents and cooked a three course dinner-consisting mostly of pasta!

We went to bed as soon as we could as the next day we had to wake up ridiculously early, since our departure time was eight o'clock and we had to repack our tents, rucksacks and cook breakfast before that. Thursday night's sleep was much more enjoyable for everyone!

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Friday's journey was longer and around 12 kilometers. We walked through an incredible landscape: we all enjoyed the forests and broad meadows which were scattered with many horses and cows. We also came across a few small vipers (which we won't be forgetting any time soon). Parents were sent updates along the way (especially pictures of our tired faces and crazy morning hair...) and some even suggested we should stay a couple more days!

The journey was tough and we could make a list of all the things we missed, like a warm bed or a nice cup of coffee. Although we had trouble getting used to the circumstances, we grew to enjoy

each kilometer of our walks. Throughout the journey, we learned countless lessons and made tons of memories. From learning logical skills and map interpretation to friendship and leadership skills, the Duke of Edinburgh experience was like no other. Each group was as unique as the people who were in it, and our four teams were able to create special bonds with each other.

Amongst all of our duties, each team had to complete an aim. We had the choice between several options such as collecting litter found along the way or documenting our travels by contrasting pictures from our walks and pictures from the urban

city of Madrid. The groups had to complete those aims throughout their journeys. This was a way to learn discipline and order as on top of our routines we had to stick to a particular goal that we had chosen.

We strongly encourage other year groups to join in the future. Throughout the year, the Duke of Edinburgh program encouraged us to practise sports which we had never contemplated, become more creative through a variety of skills such as knitting, gardening or dancing and spend hours helping less fortunate people or animals.

We also looked forward to the final expeditions throughout the entire year and were very pleased at how much fun it was. It is an opportunity to become closer to your classmates as a team; learn basic mountaineering skills that can be very useful further on; take a few days off your phones and the internet and, last but not least, immerse yourself and enjoy the beautiful Spanish landscape. It is a memorable experience!

# COMPETITIONS: KS3 BASKETBALL TOURNAMENT

*Beatriz Álvarez de las Asturias and Carlos Ivorra Lillo (Y7A) review some Holy Mary's KS3 activities.*

This term, Holy Mary held lunchtime basketball tournaments for Key Stage 3 students. This tournament was organized by our P.E. teachers, Mr. Dormer and Mr. Cattermole. It has been very fun for every single person involved: on the one hand, players had the opportunity to show off their skills and challenge themselves to do even better, as they competed against stronger opponents; on the other hand, teachers and students from other year groups enjoyed watching the matches and cheering and supporting their team. We have seen all types of games, from balanced, nerve-wracking ties to matches dominated by one team, and we have been often surprised by impressive comebacks. Overall, it has definitely been a very interesting series of events to watch and, while everyone did brilliantly, in every game there must be a winner. The winner of the tournament was **Audax**, and some of the MVPs selected by Mr Dormer are: **Gonzaga Sánchez-Horneros, Beltrán Moreno, Juan Leyva, Mateo Sansalvador (Y7A); Bruno Rodríguez, Filippo Coletti, Sofía Angulo, Nicolás Williams (Y7B); Álvaro Riera, Teresa Calvo, Kai Longo, Javier Tortuero (Y8).**

We really enjoyed being involved in the basketball tournament and we hope to play even better next year!

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## YEAR 7 PLAY: THE TERRIBLE FATE OF HUMPTY DUMPTY

On Wednesday 16th, a group of Y7 performed the play *The Terrible Fate of Humpty Dumpty* by David Calcutt. The play explores the complex dynamics that lead to bullying, and the consequences of not taking a stand against it. Fear, pity and guilt divide the bullies, giving rise to discussions of moral issues and prompting students to consider what it means to be part of a community.

Our amazing cast practised for over a month during drama lessons with Miss Monorchio, and was made up of the following actors:

**Cinta Lorenzo** - Mrs Dumpton  
**Enzo Piattoni** - Mr Dumpton  
**Alejandra García-Loygorri** - Lesley  
**Lola Borrero**- Terry  
**Beatriz Álvarez** - Terry  
**Gonzalo Bengochea** - Stubbs  
**José María Alberdi** - Pete  
**Jimena Heras** - Jimmy  
**Sofía Angulo** - Kathy  
**Casilda Hartley** - Janet  
**Eugenia Ayala** - Tracey  
**Corina Capriles** - Sammy  
**Carmen Puyol** - Mr Dumpton  
**Constan Hernández** - Kay; 1st police officer  
**Gonzalo Fernández** - 2nd police officer

We had great fun and we would like to thank those that helped us with props (such as **Natalia Rodríguez**) and those that recorded videos and took photos of the play (**Jesús Izquierdo** and **Carlos Ivorra**). We look forward to more performances next year!



# THE ISRAEL-PALESTINE CONFLICT

*Juan Méndez-Trelles and Eugenia Jiménez-Laiglesia, Y10, explore together the complexities of this war.*

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The Israel-Palestine conflict has been a 100-year-old major territorial fight which started at the beginning of the 20th Century, when Britain took control of the area known as Palestine after the Ottoman Empire was defeated in WW1. The land was inhabited by a Jewish minority and Arab majority. Tensions between the two peoples grew when the international community gave Britain the task of establishing a "national home" in Palestine for Jewish people. For Jews, it was their ancestral home, but Palestinian Arabs also claimed the land and opposed the move. Between the 1920s and 40s, the number of Jews arriving there grew, with many fleeing from persecution in Europe and seeking a homeland after the Holocaust. Violence between Jews and Arabs, and against British rule, also grew. In 1947, the UN voted for Palestine to be split into separate Jewish and Arab states, with Jerusalem becoming an international city. In 1948, unable to solve the problem, British rulers left and Jewish leaders declared the creation of the state of Israel. Many Palestinians objected and a war followed. Troops from neighbouring Arab countries invaded. Hundreds of thousands of Palestinians fled or were forced out of their homes. By the time the fighting ended the following year, Israel controlled most of the territory. In another war in 1967, Israel occupied East Jerusalem and the West Bank, as well as most of the Syrian Golan Heights, and Gaza and the Egyptian Sinai peninsula. Tensions are often high between Israel and Palestinians living in East Jerusalem, Gaza and the West Bank. Recently, tensions have escalated since the start of the holy Muslim month of Ramadan in mid-April 2021, with nightly clashes between police and Palestinians. The threatened eviction of some Palestinian families in East Jerusalem has also caused rising anger.

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It is undeniable that, in the Israel-Palestine conflict, both sides have done terrible things against the other, both have their share of blame, just as both certainly have their reasons; however, in this article I will argue that Palestine is more deserving of our support. Just picture this: you are at home-- the house you are in is your family's house, where your parents and grandparents grew up-- and suddenly you are told this is home no longer. Some people just arrived and claimed the land upon which your house is built, your territory, your house, your nation, all of it; it feels like they are stealing your identity, and these claims are based upon the excuse that the Jews are the chosen community by God and that the whole of Israel and Palestine is their promised land, so you should leave right now. How unfair is that? The Palestinians have lived there for decades whilst the Jews left to go to Russia, Germany, France, Britain and the United States. Now that the Jews have been murdered and killed in places like Nazi Germany, they decide to return to Israel, yet that is insufficient, they want the Gaza strip and the west bank as well. Naturally, the Jews want to come back to Israel, which has been Jewish since the times of Jesus Christ, but what they cannot do is remove and expel the Palestinians because they also have the right to be there, and Israel's pretext is that they have been buying land. They might

have, but they haven't bought it entirely, there is still Palestinian land, and the problem is that the Jews want to take it by force which is the reason of the conflict, in which Palestinians have been unfairly removed from their homes. This issue can be summarised as Israel being a military occupying power and fighting to maintain its occupation, while Palestine is resisting that occupation by trying to fight against it in whatever way it can; or, in other words, it can be seen as the poor, oppressed, defenceless Palestinians as David against the Israeli military Goliath. This is seen by the fact Israel has greatly limited the Palestinians ability to develop infrastructure and to move freely, they have refused to allow Palestinians to develop Area C as defined by the Oslo Accords in such a way that would create prosperity, and they have abused eminent domain and destroyed Palestinian villages to expand itself. And yes, the Palestinians have also destroyed Israeli villages, they have done shocking things but the truth is that no one can tell them where to go, they have the right of self-determination like all free citizens in the world have, so although both sides have rights and wrongs in the conflict, the fact that Palestine is fighting to preserve their culture, customs and homes, makes them the side to be supported.

*(Juan Méndez-Trelles)*

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While it is extremely challenging to defend Israel and justify their actions in this current conflict, it is also crucial to admit that this situation is being heavily corrupted by social media influence, the growth of antisemitism and the spread of misinformation. As teenagers in 2021, we are constantly exposed to the public opinion diffused through social media, it has become a type of 'trend' to be politically aware or 'woke', so much so that I find myself scrolling through Instagram and seeing people talk about incredibly complex topics by using a nice font and pretty colors, with no regard whatsoever of the impact behind their words. During this time of conflict between Israel and Palestine, all of social media has been infested with posts such as 'what you can do to help Palestine' being reposted in young people's stories. The situation most of the time is someone who has seen that story reposted several times and does so themselves, with no regard of the heavy complexity and variety of sides of this topic, and how their words impact on the way the public opinion refers to Palestine. This integration of misinformed people in the subject is increasing the spread of false information which sides with Palestine, portraying Israel as a monster who viciously murders civilians. This is also naturally resulting in the increase of anti-semitism amongst young influential minds. This is what is going on from a deceived point of view, but these are the facts and truths that build this conflict. The relationship between Israel and Palestine lays on a very thin thread, and they are constantly building up tensions between Israel and Palestinians living in East Jerusalem, Gaza and the West bank. Gaza is currently ruled by a Palestinian terrorist group, Hamas. Israel and Egypt tightly control Gaza's borders to stop weapons from getting to Hamas, and yet this still does not stop them from constantly sparking uprisings against Israel, at the cost of putting innocent civilians from Gaza in danger. Israel naturally defended themselves from this attack and

are currently receiving backlash for this perfectly understandable and valid action. Since the start of Ramadan in April 2021, problems between Palestinians and Israel police have escalated. This is mainly because of evictions and issues with Palestinian refugees. Peace plans organized by the US and established by Israeli PM Benjamin Netanyahu have all been denied by Palestinians, making it clear that they don't respond to negotiations or peace talks (that have been going on for more than 25 years). This is the first time this conflict has reappeared since 2008. The main reason for which I think Israel is being unjustly blamed right now is because of the misconceptions on Israel's bombings. Their main priority right now is to stop the spread of Hamas and avoid at all costs the murdering of innocent civilians that are stuck as hostages in Gaza, their home being used as a war playground for an extremist terrorist group. Israel identifies their bombing zones before launching and calls at least one hour before to inform the families in that area, giving them plenty of time to evacuate. Acts like these are what made the Jaala tower attack one with no deaths, but still one that destroyed a Hamas base. It is also important to highlight that missiles have also been launched to Israel by Palestine, although these are not as common because of the protection of Israel's iron dome, which was built in 1991 and stops 94% of missiles launched at Israel. The fact that this is an invasion reflects the way Israel has been exposed to centuries of constant suffering, hate and wars that eventually led them to progress above and become more powerful and prepared. While these are my current opinions on this topic that I developed when looking at both sides, this does not in any way mean that I or anyone should completely side with either Palestine or Israel in this conflict, as both of them have their motives and should be defended.

(Eugenia Jiménez-Laiglesia Heredia)

# PHOTOGRAPHY COMPETITION

*This term, Holy Mary hosted a photography competition- one of the many events organized so that students can gain points for their House (Audax, Concordia, Magnanimus or Virtus). Students from all ages could participate and unleash the photographer spirit inside them. The entries that were sent were judged by teachers from our secondary staff teachers. The pictures were classified according to three themes: Urban Environment, Plants and Fungi and Animals; students could send a photo that related to one of these topics from places that they visited in trips or strolling around the city. (Celia Reigada Ortega, Y10)*

## Here are the winners:



(from left to right) Teresa Calvo, KS3 Urban Environment, Concordia / Enzo Piattoni, KS3 Plants and Fungi, Audax / Pepe Aramburu KS3 Animals, Audax



**Pablo Ibañez, KS4 Animals, Concordia (above)**

**Sofia Prini, KS5 Animals, Virtus (right)**



**Victoria Castro, KS5 Urban Environment, Audax (above)**

**Cisla Moreno de los Ríos, KS5 Plants and Fungi, Magnanimus (right)**



# SCIENCE

## *Starship SN15 successfully lands and Starship is ready for first orbital flight*

*Jesús Izquierdo and Enzo Piattoni (Y7A) report on Elon Musk's SpaceX latest missions.*

On the 5th of May, Starship prototype SN15 successfully launched and completed the belly flop maneuver before starting to descend from a suborbital altitude of 12km. At t+5:44 it ignited its 3 raptor engines which produce a total thrust of 12.000Kn, seconds after it successfully landed at Starbase, Boca Chica, Texas.

After this successful flight the FCC (Federal Communication Commission) wrote a report explaining how the first orbital flight of Starship and Superheavy would go. SpaceX informs through social media that the orbital flight is very close, the report says that this flight could be as soon as the 20th of June.

After launch the booster (Superheavy) would softly land on the water as the landing platforms to land at sea are still under construction. Meanwhile the ship (Starship) would complete almost a full orbit around earth and splashdown on the Pacific Ocean near Hawaii as the landing platforms for Starship are also under construction as the ones for Superheavy.

The objectives of Space-X for this launch is to have a better understanding of the experience in a flight, the data will be saved for making improvements in the vehicle (CONOPS) and for building of better models in the near future.

Furthermore, these tests and models are all created for helping humanity to return to the moon and then reaching Mars.

As Elon Musk tweeted, the Super heavy booster will have 29 raptor engines in the first serial numbers, then the booster raptor engine will be ramped up to 32 raptor engines producing 7.500 million tons of thrust which is enough to lift the Eiffel Tower.

Actual production of raptors engines is approaching one raptor engine every 48 hours but, as Elon Musk suggests, it can be brought down to



24 hours. A lot of raptors will be needed because each Starship and Super Heavy combined would require 35 sea level engines and 3 vacuum raptor engines.

Elon Musk's plans are to put 1 million people on Mars by 2050 with starships. Each starship can take 100 people to Mars and, since Mars and Earth's orbits are combined every two years, around 1000 starships should be sent every two years, equaling a total of 35.000 sea level raptor engines and 3000 vacuum raptor engines.

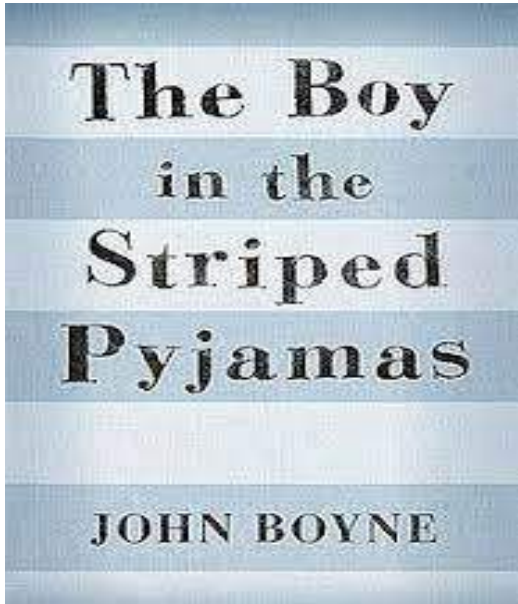
Starship has also been awarded a 2.900 million dollar contract by Nasa to use Starship as the lunar lander for the Artemis program to return to the moon by 2024. The Nasa astronauts will launch on the SLS (space launch system), then in moon orbit the astronauts will transfer to Starship to safely land on the moon.

Finally, Starship has been awarded a contract by the US military to launch satellites and move equipment to remote areas with Starship as it can land on itself wherever there is a little bit of flat land.



## REVIEWS: THE BOY IN THE STRIPED PYJAMA

Valeria Becerra, Y8, reviews the heartbreaking yet inspirational book by John Boyne.



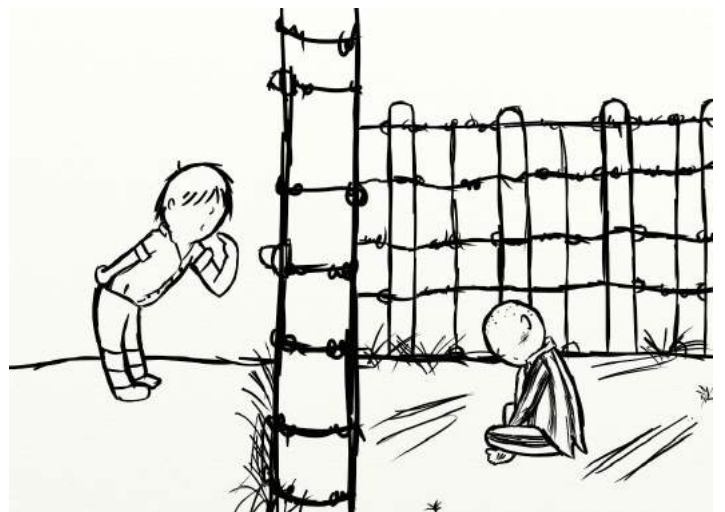
This term, Year 8 read the book called 'The Boy in the Striped Pyjamas', written by John Boyne. Usually, when we read a book, we read it to entertain ourselves, to laugh, or to learn something new. Well, this book doesn't do any of those things; instead, it makes you realise how life was, how life is, and most importantly, how it should be.

The story begins with Bruno's family leaving Berlin and going to live in a place called Out-With because of his father's job. Bruno at first doesn't like the change, and there are some things about it he doesn't understand. For example, why does he see people wearing striped pyjamas on the other side of the fence? Why are there so many kids he can't play with or talk to, and why do they look so unhealthy and dirty?

The time comes for us to meet one of those kids, Shmuel. A kid who lives on the other side of the fence. He and Bruno start to be friends, and talk everyday at the same hour. Bruno likes being with Shmuel, because he is his only friend there. For them the word 'Jew' is a word like many others.

One day, Shmuel's father is lost, so Bruno decides to cross the fence and help him to search for him. It was going to be their last adventure before he comes back to Berlin with mum and Gretel, his sister. Instead, they are taken into a march, a march which will turn everything dark...

This book shows you how people (even innocent children) can be brutally treated for no other reason than religious or ethnic discrimination, and end up having, just because of where they are lucky (or unlucky) to be born, very different lives, like Shmuel and Bruno. The fact that this happened between 1939 and 1945 doesn't mean that nowadays, we don't see discrimination, or people being disrespected, just because of their beliefs. This story is the story of thousands of people seen through a child's eyes, and sadly the end was the same for them and for everyone.



## MESSAGES FROM LEAVING Y13s



### **From Diego Medina, Headboy:**

You will be missed! I wish you all good luck in your time at school, in your exams, in class and with your teachers. The latter will always be there to help you, and I couldn't be more grateful for those that I have had; I will never forget those chemistry classes with Mr Alexander, where we looked for every little distraction to change topic- from chemistry to, preferably, cinema-, although any common gossip would do just fine. Mr Breathnach will always love a little chat

about yesterday's game, previous to an intense physics lesson, and Mr Pomponi will keep his mask on 10 years after Covid-19 dies out. I'm sure you'll have plenty of laughs and will be just fine without us. Good luck and bye!

### **From Inés Serrano, Headgirl:**

I will never forget my time at Holy Mary. While short in time, it has been lengthy in memories.

I want to thank my teachers for helping me to not only learn the extensive A-Level curriculum, but for helping me learn about myself too. Our last two years of school are meant to help us discover ourselves, to either realize what we want to do for the rest of our lives, or advance one step closer in deciding. I can confidently say that Holy Mary has helped us do that. So thank you for guiding us in the right direction. Thank you to my classmates as well, who have made the experience memorable and undoubtedly enjoyable.

If there's one piece of wisdom that I would wish to pass on to the younger generations, it would be to not forget to enjoy your time here. Between the stress of school work and the occasional bad grade, sometimes we forget that school is also about having fun; about forging new friendships and about making memories. I, for one, won't regret having a good time, which is why I'll always fondly remember Holy Mary and every one I shared it with.

### **From Maia Bunge:**

It has been a privilege to be a student here at Holy Mary. The teachers and my fellow classmates have always had my back and have always been there to help whenever I didn't understand something as well as share the good times and successes during my Holy Mary career. I remember the very eventful science lessons with Mr King in Year 10, as well as the beginning of Maths A-Level with Ms Jedid- classes which were never dull. My favourite classes were English Literature A-Level with Ms Monorchio and Ms Cowgill. My final message to all the younger generations of students is to enjoy yourself, respect each other and study hard so you can follow your career choice, but most importantly have fun while learning. I will miss my time here at Holy Mary and hope to see you all in the future!