



**Rafflesia**  
INTERNATIONAL & PRIVATE SCHOOLS

# Newsletter 2020

SEKOLAH MENENGAH  
RAFFLESIA, KAJANG

## STAR OF THE WEEK

As an assistant monitor for Form 1, Nia set a good example for her classmates.

She is a hardworking and diligent student. She always completes her homework on time and takes initiative to ask teacher whenever she encounters problem in her studies. She is also a proactive and talented student, recently participated in World Speech Day and World Poetry Day events. Keep it up!



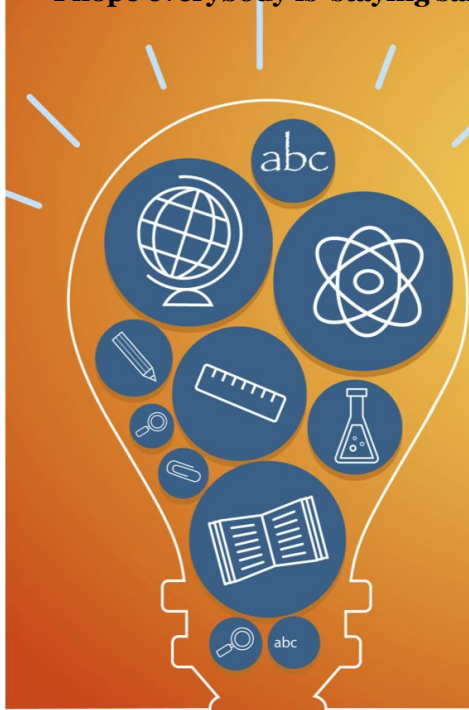
**Nia Arianna**  
**Form 1 Respect**

Rafflesia Private Schools  
Semester 1/21 Week 11 and12



**Dear Parents and Guardians,  
Greetings, from Rafflesia.**

**I hope everybody is staying safe at home or at work.**



**The SPM Examination 2020 lasted for a month and it finally came to an end on 25th March, 2021. We congratulate all SPM-takers and teachers who were on duty during the examinations.**

**For internal examinations, Rafflesia has just completed their first summative assessment for the year: Classroom Based Assessment 1. After weeks of hard work, students surely are looking forward to a big break. Therefore, happy holidays everyone! I hope you all return to school on the 5th April well-rested and ready to tackle the rest of the academic year.**

**Madam Zainab Batin  
Principal  
Sekolah Menengah Rafflesia  
Kajang**



## **Visual Arts : Cubism**

Cubism, a highly influential visual arts style of the 20th century that was created principally by the artists Pablo Picasso and Georges Braque in Paris between 1907 and 1914.

The Cubist style emphasized the flat, two-dimensional surface of the picture plane, rejecting the traditional techniques of perspective, foreshortening, modeling, and chiaroscuro and refuting time-honoured theories that art should imitate nature. Cubist painters were not bound to copying form, texture, colour, and space. Instead, they presented a new reality in paintings that depicted radically fragmented objects. Rafflesian Artists has created amazing pieces of Cubism Art to be shared with all. Beautiful art pieces that deserve recognition.



**Form 3  
VISUAL ARTS  
Portrait Cubism**



**NURUL ADREANNA**



**JIAN TECK**



**LETISHA**



**LOKE LI TING**

Form-3 students practiced their skills in portrait cubism by breaking down the facial features into basic geometrical shapes.



**Form 3  
VISUAL ARTS**

**Portrait Cubism**



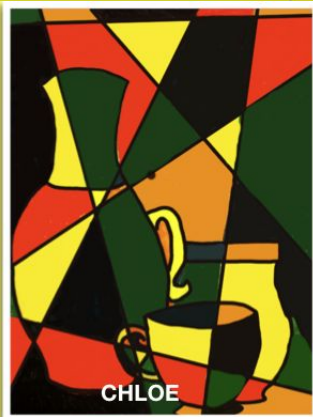
**TAN MEI SI**



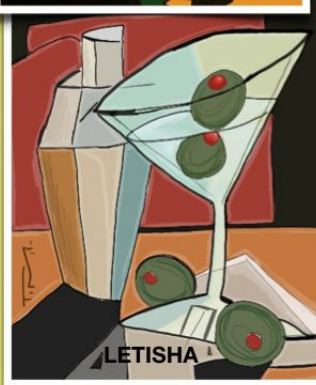
**TANG HUI JUN**



**NICOLE**



**CHLOE**



**LETISHA**

**Form 3  
VISUAL ARTS  
Still Life Cubism**

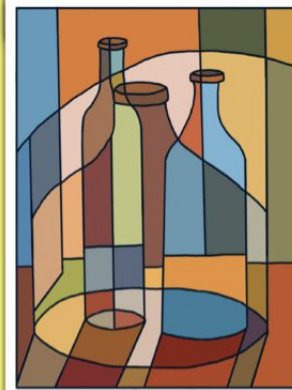


**TANG HUI JUN**

Form-3 students practiced their skills in still life cubism by breaking down the object into basic geometrical shapes.



**LETISHA**



**NICOLE**



## **Visual Arts : Shapes and Forms**

In the visual arts, shape is a flat, enclosed area of an artwork created through lines, textures, colours or an area enclosed by other shapes such as triangles, circles, and squares. Likewise, a form can refer to a three-dimensional composition or object within a three-dimensional composition.

Specifically, it is an enclosed space, the boundaries of which are defined by other elements of art. Shapes are limited to two dimensions: length and width. Rafflesian artists used a 3D forms knowledge to transform a 3D forms to a vase.



**Form 1  
VISUAL ARTS**

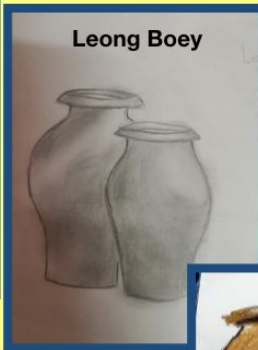
**Still Life Shapes and Forms**

Form-1

students learn to apply their knowledge in understanding 3D forms by drawing a still-life image of a vase.



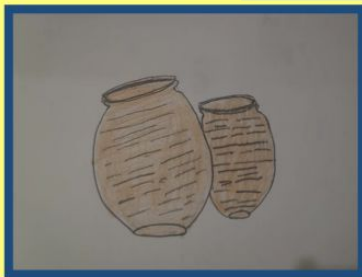
Yun Xin



Leong Boey



Amos



Yong Seng



Puteri



Percival





## **Challenge Based Learning In Action**

Challenge Based Learning (CBL) is a framework designed to improve learning and organizational behavior around authentic learning experiences that encourage learners to leverage the technology they use in their daily lives. Through the CBL process, students learn skills and ways of thinking that will support them as learners throughout their lives. CBL framework in a way integrates 21st century skills in instruction, and supports the realization of the full potential of technology in learning.

This year is the first year that Rafflesia offers such activity to students. The framework encourages students to participate in finding solutions to current issues or challenges that are happening in their own communities or at a global level. Students will be required to use sustainable development goals as their Big Idea and relate it to the current issues that they like to research and find solution.



## Challenge Based Learning In Action



### Group Discussion 1

- i. Problem statement@Issues at the community or global levels and relate it with a relevant Big Idea.
- ii. Blog preparation.



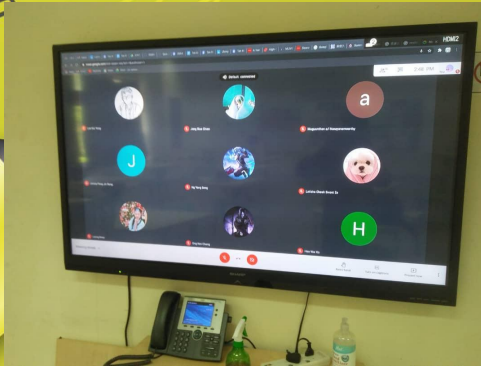


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## SCHOOL EVENTS AND ACTIVITIES

TRADITIONAL VALUES  
GLOBAL VISION

### Challenge Based Learning In Action





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**SCHOOL EVENTS AND  
ACTIVITIES**

**TRADITIONAL VALUES  
GLOBAL VISION**

## Challenge Based Learning In Action





## **World Poetry Day**

Poetry reaffirms our common humanity by revealing to us that individuals, everywhere in the world, share the same questions and feelings. Poetry is the mainstay of oral tradition and, over centuries, can communicate the innermost values of diverse cultures.

In celebrating World Poetry Day, March 21, UNESCO recognizes the unique ability of poetry to capture the creative spirit of the human mind.

At Rafflesia we acknowledge and celebrate the day through poetry recitation, role play and storytelling. A character came alive and gentle tone of the poem read by our students.



## World Poetry Day



**Poisoned Talk**  
by Raymond Wilson

Who killed the lake?  
I, boasted Industry,  
I poisoned with mercury  
Fish, plant and wood  
To pamper man's greed.

Who killed the forest?  
I, mistreated the wind,  
I grew uncivilized,  
Blowing acid rain  
Over field, forest and fen.

Who killed the forest?  
I ensured that it died,  
Said sulphur dioxide,  
And all life within it,  
From earthworm to insect.

Who killed the robin?  
I, said the worm,  
I did him great harm.  
He died on the branch of a withered tree  
From the acid mist that poisoned me.

Who killed the fern?  
I, smothered the fish,  
With my tainted flesh,  
I killed tern, duck and drake,  
All the birds of the lake.






**Poisoned Talk**  
by Raymond Wilson


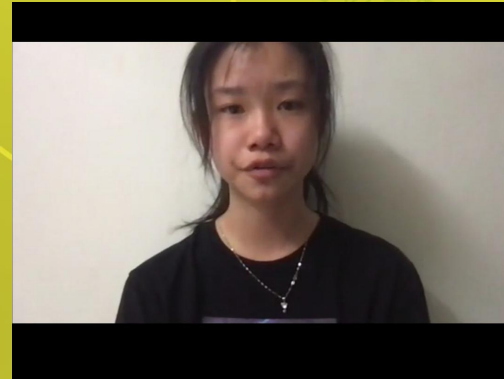
Who killed cock robin?  
I said the worm.  
I did him great harm.  
He died on the branch of a withered tree  
From the acid soil that poisoned me.

Who killed the heron?  
I mouthed the fish,  
With my tainted flesh  
I killed tern, duck and drake,  
All the birds of the lake.

Who killed the lake?  
I boasted Industry,  
I poisoned with mercury  
Fish, plant and weed  
To pamper mens' greed.

Who killed the flowers?  
I moaned the wind,  
I prowled unconfined,  
Blowing acid rain  
Over field, flood and fen.

Who killed the forest?  
I ensured that it died,  
Said sulphur dioxide,  
And all life within it,  
from earthworm to linnet.

**NAME: NIA ARIANNA**  
**CLASS: FIR**

**Poisoned Talk**  
by Raymond Wilson


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## **Exciting Learning Tools : Science Experiment**

Experiment plays many roles in science. One of its important roles is to test theories and to provide the basis for scientific knowledge. It can also call for a new theory, either by showing that an accepted theory is incorrect, or by exhibiting a new phenomenon that is in need of explanation.

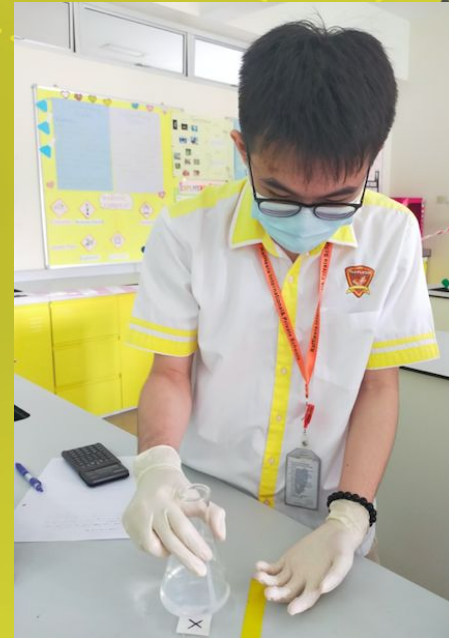
At Rafflesia, learning by doing experiments is an important phase of learning. Students are given a fair chance to discover their own learning during this scientific process .





## Science Experiment

**Effect of concentration on rate of reaction between Sodium thiosulphate and Sulphuric Acid.**





## Science Experiment

**Effect of concentration on rate of reaction between Sodium thiosulphate and Sulphuric Acid.**






## Science Experiment











**Effect of concentration on rate of reaction between Sodium thiosulphate and Sulphuric Acid.**





## Cold & Flu Symptoms



COLD	FLU
 LOSS OF APPETITE	 MUSCLE PAIN
 SORE THROAT	 HIGH FEVER
 SNEEZING	 HEADACHE
 COUGH	 FATIGUE
 VOMITING	 CHILLS

Influenza (Flu) and COVID-19 are both contagious respiratory illnesses but they are caused by different viruses. COVID-19 is caused by infection with a new coronavirus (called SARS-CoV-2), and flu is caused by infection with influenza viruses.

Because some of the symptoms of flu and COVID-19 are similar, it may be hard to tell the difference between them based on symptoms alone, and testing may be needed to help confirm a diagnosis. If you have any of these symptoms, stay home and rest.

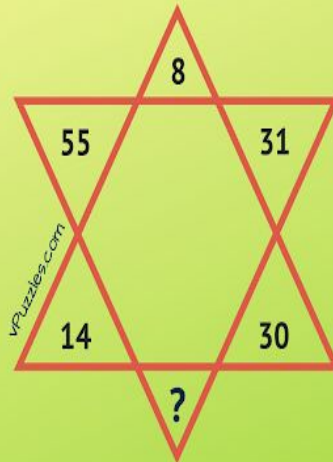


○ ***Important Reminders***

- **Challenge Based Learning  
Big Idea & Essential Question  
Create a Challenge  
25th - 30th March**
- **Mid-Semester I Holiday  
31st March - 4th April, 2021**

**School reopen on 5th April for all levels.**

**There will be no online teaching once the physical class commences.**



$$8 \times 4 = 32 - 1 = 31$$

$$30 \times 4 = 120 - 1 = 119$$

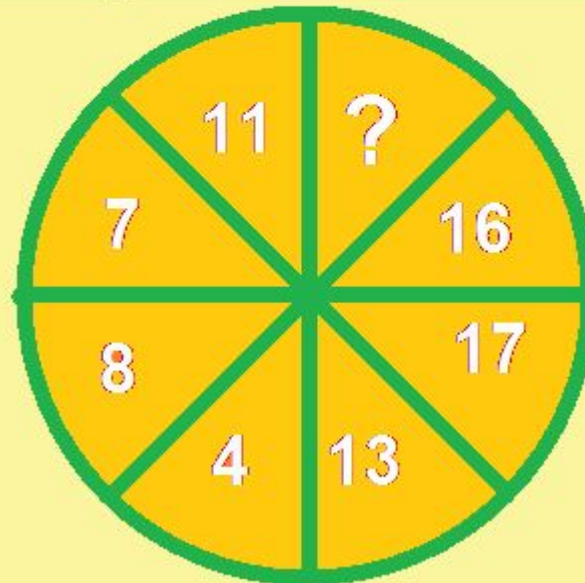
$$14 \times 4 = 56 - 1 = 55$$

*vPuzzles.com*

The Answer is 119



What number will  
replace "?" ?



Find the answer?



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TRADITIONAL VALUES  
GLOBAL VISION

THERE ARE NO LIMITS TO  
WHAT YOU CAN  
ACCOMPLISH, EXCEPT THE  
LIMITS YOU PLACE ON  
YOUR OWN THINKING.

—  
BRIAN TRACY

BRIANTRACY.COM

