

BEXLEY GRAMMAR SCHOOL

SUMMER MAGAZINE 2017



SUMMER
FAYRE



TRIPS

CURRENT
EVENTS



BOOK
RECOMMEN-
DATIONS



REVIEWS



CREATIVE
WRITING



Welcome to the Summer Edition of The Muse!

Thank you for picking up a copy of the final edition of the School Magazine from the 2016-2017 Magazine Team. Despite the plethora of deadlines we all had to meet, everyone on the team was able to produce amazing contributions ranging from reports on exciting school events to thought-provoking opinion pieces on the current political climate. Obviously, I couldn't have made this magazine by myself, so I would like to thank my fellow editors (Alison Everest, Manjot Birdi, Orla McDermott), the entire Magazine Team and, most importantly, our Magazine Coordinator Mrs Johnson. I hope you enjoy reading the articles and have a great summer!

Abisola Bishi, Head Editor

Headteacher's Message

The end of the school year is particularly significant for Year 11 and Year 13. As Year 13 leave the school they will have feelings of excitement for their next steps in life, mixed perhaps with sadness at leaving friends and maybe some trepidation about their examination results. IB students will have received their results on 6th July and most will have more certainty about the year ahead as they enjoy the longest holiday they are ever likely to have. Year 11 students are also basking in the longest holiday they have had in years, most of them having taken a day to join us and external student applicants for one of our two Induction Days for the Sixth Form. Wherever they are headed, both Year 11 and Year 13 students have been a credit to the school during the stressful external examinations season and deserve to achieve excellent results. Year 13 have a potentially record-breaking array of university courses lined up - best wishes to them all!

By the end of the term we will also have said goodbye to a few teachers: Ms Vaughan (Music), Mr Deliss (Economics), Mr Collins (Computing + HoD + Timetable) and Mr Johnson (History + DoS). We thank all these staff for their tireless contributions and their commitment to getting the very best from our students. It is worth noting that Mr Collins has given eleven years to BGS and Mr Johnson has been associated with the school on and off since 1982! Mr Johnson retires having completed 22 years as a teacher here, from a short stint in his first teaching job to his most recent 16-year term from 2001. These will be difficult goodbyes.

Our weekly newsletters do a steady job of documenting the variety of exciting events and

rewarding experiences enjoyed by our students. Scarcely a week goes by without something outstanding to celebrate and although the Public Examinations dominate the lives of so many students during the summer period, a succession of key events has continued this term: Year 12 UCAS evening, the New Year 7 Parents' evening and New Year 7 Taster Day, the BGS Top Universities Conference, the Sports Day and Summer Fayre, an Enrichment week completed by our final ECM day of the year, Language trips to France, Germany, Spain and Italy, the Sixth Form Induction days, which I've already mentioned and, this year's musical production – 'Spamalot' which promises to be an energetic comedy extravaganza. The annual Art Exhibition is once again a showcase for the remarkable creativity of our students and the Jazz concert rounds off the year in style.

I feel privileged in my role and I am deeply grateful for the commitment of our staff to make this tremendous variety of opportunities available to students. In turn, I am delighted to see so many students willing to help and to take on leadership opportunities with such dedication, enthusiasm and talent. I would also like to take this opportunity to thank the parents and carers of our students for their support – without you as foundations, we would be unable to build the BGS of which we are so proud.

Finally, I would like to wish staff, students and their families a relaxing and enjoyable summer holiday. I look forward to welcoming our students back in September, refreshed and ready for another rewarding year.

Mr Elphick

GOODBYE, GOOD LUCK AND THANKS TO LEAVING STAFF



MR DELISS
ECONOMICS, CHANGING CAREER

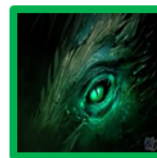
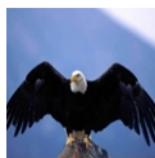
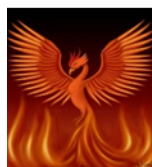


MR COLLINS
HEAD OF IT
LEAVING FOR ELTHAM COLLEGE



MR JOHNSON
DOS AND HISTORY, RETIRING

House Report



The House Competition for 2016 to 2017 finished as we broke up for the Easter Holidays back in March. The Annual House Showcase was a fantastic evening of performances by the students of their House Drama, Dance or Music entries from this year's competitions - here are the results:

Johnson House Report

It has been another brilliant year for Johnson House finishing in first place. That makes it two years in a row.

The competition began with a bang with Sports Day, followed by a wonderful rendition of Fantastic Mr Fox for House Drama. House Music was a particular highlight, seeing Lewis Watson play a medley of club classics on an array of different sized drainpipes and a pair of wooden spoons. The competition ended with a weather-inspired House Dance which concluded with a performance of 'It's Raining Men' which will be - difficult – to forget. And

Johnson House (for the second year in a row) first with 421 points, Collins second with 399 points, Wellman third with 383 points, Prothero fourth with 369 points, Mabbs fifth with 356 points and Kirkman 6th with 349 points. **Mrs J Snelling, House Leader**

this is to neglect the dozens of other competitions which have taken place.

It is down to our new House Captains to lead us to victory next year: Senior House Captains Georgina Leeson and James Crumpton, and House Captains Chloe Dominy, Heather Goodchild, Adam Ritson, Eva Williams, Ollie McKeon and Assistant House Captain Alex Coates. Our fate lies in your hands! Legend has it that no House in the history of BGS have managed the triple: so here's to winning three years in a row.

Mr Husbands, Head of Johnson

Collins House Report

First of all, I would like to say a huge thank you to the outgoing Captains: Lara, Skye, Daniel, Ethan, Favour, Jay and Anastasia. They did a great year's work and should be very proud of what they achieved. They have all tried their hardest to motivate and energise the competitors. I would also like to take this opportunity to thank the form tutors of Collins House for all their help and support all through the year.

It has been a great year for Collins House with lots of students taking part in different events.

We came first in Junior Girls' Football, Junior House Table Tennis and House Tennis, Intermediate Sports Day, Intermediate Boys Basketball, Intermediate Table Tennis and Tennis, Senior Girls' Basketball, Senior House Cookery and House

Quiz.

All these winnings led us to an overall position of second, that is the second year running. All Collins House competitors should be proud of themselves. As we round up another amazing year, I would like to wish the 2016-2017 Collins House Captains good luck and all the best for the future.

We all in Collins House would like to welcome the 2017-2018 House Captains: Joel Akande, Bethany Blackie, Nana Kwarteng, Matthew Bentley, Jack Pleckinger, Fjolla Bivolaku and Jenna Rye. I am really looking forward to working with them; Good luck to you all.

Finally, to all Collins House members, I would like to wish you all a wonderful summer.

Mrs Lasoye, Head of Collins

Wellman House Report

I would like to thank all the Wellman competitors and especially our House Captains on a very hard fought House year. We had some great successes this year, as well as some struggles, but we always showed our best as we came out to compete in number. There were highlights to our year, including widespread success at the strategy games Chess and Bridge, in which we ended either first or second in every age bracket. Our performances in the Big Three were very strong entries that we worked hard on and continue to be very proud of. We showed our artistic side with a strong showing from House Photography and, of course, there were also

numerous successes in various sporting events throughout the year. Lastly, Wellman has once again revealed it has hidden gills (tigerfish?) by dominating the swimming gala once again! These examples illustrate our true colours (Orange each and every one of us) and although we were not the top scoring House this year we have lots to be proud of and will be coming back to seek our victory next year!

Wellman are now off to a great start this year with second place finishes in both Junior and Senior Sports Day events!!

Mr Ward, Head of Wellman

Prothero House Report

I have thoroughly enjoyed my time as Head of Prothero, and the year has flown by. When I picked the House up at the end of last year we were in a strong 5th place after Sports Day, and I'm proud to say that this year (for the Junior and Intermediate events at least) we have managed to get 5th place again. (1st the worst... 5th the best). While sporting prowess seems to elude us for the most part, Prothero have excelled in creative and academic events: the giant, slightly scary Harvest Box frog came second, the fantastically unconfident quiz team came a close second, and we came first in the Intermediate Photography with some impressive landscapes.

Through their outstanding dedication, not to mention the time they gave before and after school

to lead rehearsals and learn dance routines themselves, the House Captains made sure that Prothero won first place in Drama, Music and Dance. The play, written by Lillibet Ratchford-Holt was funny, captivating, and excellently acted. The song (a mix of Stomp and singing) had a huge cast of people from all year groups led by Vikki Hughes and the other captains choreographed an excellent routine. The Dance had such great variety, and a fairytale-themed story tying the whole thing together and was equally brilliant.

All the Captains did a stellar job all year, always focussed and committed - I couldn't have asked for a better team. I wish them all the best for their futures, and good luck to the new captains who have already made an impressive start to the year.

Mr Risdon, outgoing Head of Prothero

Mabbs House Report

What an amazing Sports Day this year! Our current position does not highlight the amount of winning athletes we had on that glorious sunny Saturday.

One notable moment was the Turner brothers who were cheered on by their younger siblings making it a great family affair. James came first place and his brother Daniel, second place.

Kirsty Moore was determined to win the 800m which she stated before she placed her feet on the start line. Sure enough, Kirsty whizzed through the

finish line 10 seconds ahead of the next student.

Peace Imariagbe was also an amazing athlete winning the discus with tenacity and grace.

The stalls were manned by enthusiastic Mabbians all day with lots of students baking and preparing and buying lots of treats for the summer fete. Many students were wearing a variety of purple power clothes making the summer fete for Mabbs a success.

Ms Gabriel, Head of Mabbs

Kirkman House Report



Although Kirkman didn't come near the top of the table this year, I would like to thank my outgoing captains for all their hard work this year, so thank you to Emma, James, Tom, Chloe, Jaime, Cobby, Emeka and Oyin for everything they did. We had some really good successes, such as first places in Harvest Box, Inter Chess, Junior Cricket, Senior Football and Junior Badminton. We also did well in

Drama and Music, with hours of hard work put in to create 'Oliver' with a wide range of year groups and an original script, and also a new 'stomp' feature in the Music which went down really well!

We now have a new planter awaiting victory (hopefully) and a new set of Captains to go with it; I'd like to wish all the very best to Jack, Ellie, Oliver, Irgena, Joseph, Jess and Seyi and I hope they enjoy their year! We've already begun with a busy but successful Sports Day which included some wonderful records for Sam Hunt in the Javelin and Patrick Jackson in the 200. Most importantly, we got full teams out for almost everything and I hope everyone enjoyed taking part. This is the end of my 20th year as Head of House and it never ceases to be a source of fulfilment, and I take pride in all those who have a go at something they've never done before, or have the chance to shine in an area in which they have a talent. Long may it last!

Miss Fisher, Head of Kirkman

Jack Petchey Report



The January Award winner was from Collins House, Katherine Henderson: "Katherine takes part in lots of House events and is a very good student. She helps out with the community a lot by being involved in various clubs, such as Gymnastics, Badminton, Karate and Netball in school. Katherine is a role model for the school, the House system and her form. She works hard in school and puts lots of effort into extracurricular activities. She is very

helpful, always informing the form of everything going on in the House. Katherine is a very enthusiastic pupil. She is well respected by her peers for all that she does." The February Award was from Johnson House, Evy Williams: "Evy has been awarded the Jack Petchey Award for generously giving her time to help teach Judo to children for 3 hours after school on Tuesdays. Evy also raises money for a number of charities, among which is Great Ormand Street Hospital, and so far has raised over £2000." The March Award was from Kirkman House, Chloe Larbi: "Chloe has been a dedicated member of Kirkman House since Y7 and has put in six years of contribution to House activities. She has been involved in a huge range of

events and unobtrusively gets on with putting in the hours (lots of them!) and getting the job done, while staying cheerful and positive and supportive of everyone else involved. Her particular areas of involvement have been with music and dance but she has also supported many sporting events. Those who voted for her know that she is respectful of others' ideas and is easy to talk to. A lovely person and a great support to the House as a valuable Captain this year."

That was the last of the House based Jack Petchey awards. April's award was nominated by Year 12 students and Mariam Yacoub was the winner for the following reasons: "Mariam is always willing to help. She volunteers within the community at an Old

People's Home and a food bank. In school she takes an active part in the House events and runs the Science Society and Healthcare Society. She also tutors younger students with their English as an English prefect. She is dedicated, hard working, a natural leader and she always makes an effort for everyone." The May Head's choice Year 9 category was won by Charlotte Allen – Charlotte is a Girl Guiding Ranger as well as being a Young Leader and works within the Community. She is a kind and caring person and encourages people in her form as well as helping out in her form. The June Key Stage 3 category was won by Sai Varun Vajrapu: He does tireless work as a Computer Science prefect helping other students. He also helps with the running of other after school clubs.

Jack Petchey Leader Award

The students of the school were given the opportunity to vote for a member of staff to be nominated for an Annual Leader Award. Unlike the other nine award winners nominated throughout the year, where the students' choice is the automatic winner, the Leader award has to be approved by the Jack Petchey Foundation.

Our Nomination was sent off at the end of May and upon our return after the half term break we were notified that our nominee - Ms J Stoddard - had been successful. These are some of the reasons for nomination: Ms Stoddard is the Director of Learning for Key Stage 5 and as such her role is to guide the Sixth Form students. However she gives them so much time, energy and support, helping them through this unfamiliar process that they are able to gain access to the very best opportunities available to students of their age. For a lot of these students

neither parent attended university and they are the first in their family to follow this path. Having Ms Stoddard to guide them is very much the reason why so many of our students are successful and they are very grateful to her.

The school will be now able to apply for a small grant of up to £750 to put towards a project of Ms Stoddard's choice now that her Award has been confirmed.

The majority of our prize winners will be presented with their Jack Petchey winners' medallions at the Jack Petchey Celebration Evening at the Orchard Theatre in Dartford in July. Katie Henderson and Ms Stoddard will have their Winner's medallions presented to them at the Gala Evening performance of the summer Musical Production, Spamalot.

Mrs J Snelling, House Leader



Every year we have a real dilemma choosing the right show for us to do, and this year it felt like a harder decision than ever; we were really keen to choose a contrast to 'The Sound of Music'. Much as I loved that show, I know that I, and the students, had really missed the buzz (and challenge!) of the

big company dance numbers which have been such a feature of recent shows. It is based on the traditional legend of King Arthur and his Knights of the Round Table and is described as being "lovingly ripped off" from the classic film comedy 'MONTY PYTHON AND THE HOLY GRAIL'. We wanted to retain the humour of the British institution of Monty Python, alongside making the production relevant and appropriate for our students, and we thought long and hard about how to incorporate the themes and songs in the show.

The overriding theme of the show is a journey of self-discovery, of friendship, and of courage, things that we all need to remind ourselves of occasionally, and The Schools Edition was created in conjunction with Eric Idle, who wrote the Spamalot script, so it has retained the Python surrealness in all its glory. However there are a few obvious changes if you know the original; we have added a few references to recent political developments and our local area, and we chose to give Sir Lancelot's realisation of his sexuality (espoused in the song 'His Name is Lancelot') a 'fantasy' feel, making it a celebration of LGBT culture and 80's disco with a 'Pride' carnival-esque rainbow theme. In a show otherwise set in Medieval Britain, this might be surreal, but it feels weirdly normal in a Python show!



As always, the production team have been brilliant; Mrs Snelling and Miss Fisher have spent half-term making props, painting scenery and sewing costumes. A new member of the production team this year is Miss Roberts, an MFL teacher with a secret talent for dance! I have loved working with her closely on the choreography to create the style of the show, and I love her ideas; the show would not look as brilliant without her contribution. It has also been a pleasure to welcome Mr Laing back into the production team as Musical Director, after a hiatus (he was MD of productions previously which have gone down in BGS legend). The only viable option for the show band to rehearse was Friday mornings before school! It is testament to the commitment of our musicians that they have attended these early rehearsals without fail since January and are doing a superb job with a challenging jazz-influenced Broadway score, which covers almost every possible musical style! Miss Fisher has been a fantastic support in her role as Assistant Director and Mrs Eacott has provided support in her role as vocal coach by working with the principals individually and also running cast singing rehearsals. Again, the help of Martyn Bain

in creating the set has been invaluable and we thank him for his enthusiasm and support. I would also like to thank the site team for their support and patience as they wait for us to finish ever-longer



rehearsals to lock up on Friday evenings and Mr Elphick for trusting us with a slightly off-the-wall choice of musical!

Our musicals have often, in the past, benefitted from the expertise of ex-BGS student, and actor, Sam Houghton, and this year was no exception. By a magical coincidence, Sam spent four months earlier this year performing the role of 'Patsy' in a European production of 'Spamalot' at the English Theatre in Frankfurt. I was lucky enough to see this show in February, and enjoyed not only Sam's performance but the whole production. On his return from Germany, he brought colleague Matthew Gent (who played Sir Robin) into BGS for a workshop with the cast. They choreographed a routine for 'Always Look on the Bright Side of Life', including a challenging stomp-style ensemble section (replacing the tap routine of the Broadway show!), and then spent some time workshopping scenes with the principals, working particularly on representing their various characters, and with the students on how they could better develop their understanding of their characters and communicate this to the audience.

Changes to the global political landscape, in combination with the pressures of being in education whilst the UK government are making so many changes can be overwhelming at times, but working on a show with such wonderful comedy, great dance numbers and feel-good music has been a real pleasure and our Friday rehearsals have sent us all home feeling uplifted, despite the shocking events that have occurred in the last few months. We have loved inhabiting this silly, surreal and wonderful world; it has been a privilege to work with such committed actors and singers. It is amazing to see students develop skills and confidence as they progress through the shows:

Matt Talbot for example is playing the lead role of King Arthur this year after six years of being in the chorus / supporting roles, and we can already see

in the younger members of the cast, the potential leads of the future. Roll on next year's musical production...

Miss Swadkin, Director

BGS Snap General Election

As Theresa May called the snap General Election to take place on the 8th June 2017, so too did the politicians of Bexley Grammar, creating mock parties to campaign and voice what their respective manifestos said. In total, five parties were represented, and it was nice to see different years collaborating and getting to know each other over a common interest of politics. Whilst the aim of each party in school was to win, we all also recognised that the most important thing was to eradicate political ignorance in school and get people involved. The parties all had different ways of campaigning- whilst labour stickers are still being found in the darkest nooks and crannies of Bexley Grammar, the Green's posters have only just started to disappear. UKIP took a particularly humorous stance, which obviously worked for them, as they came second in the school election.

All the parties joined for a big Leaders' Debate, and

even other students came along to ask questions and spectate. Mr Griffin played the role of neutral Chairperson, whilst other teachers came to grill various members of the parties. The parties argued for well over an hour, displaying excellent political engagement and knowledge of their manifesto.

When the big day did finally arrive, students and teachers had the opportunity to vote. The results were diverse with Labour gaining a 46% majority, followed by UKIP (22%) Conservatives (18%) Green (10%) and Liberal Democrats (4%). It would appear, that the political opinion has not changed much since the last school election, where, again, Labour had the majority. The whole event was very interesting to take part in and really helped people to engage more deeply in politics and understand why their vote matters. A big thanks to the teachers in the English and History department, who organised it, and well done to all that got involved!

Sarah Cotter, Year 12

Top Universities Conference



On Thursday 22nd June, our school held a Top University Conference, giving us students more insight into what the top universities are looking for, how to apply to them and the application process as a whole, insight into what

studying our chosen subject at a top university would be like or what to expect from the admissions test and an opportunity to hear from not only speakers from the Universities themselves, but also from ex-BGS students who are doing their degrees now.

As other schools in Bexley were invited and there were many students from different schools, one of the first activities was working on interview

techniques and a bit of an icebreaker, as we had to find someone we had never spoken to before and explain what we wanted to study and why. Whilst this may have been awkward at first, it was incredibly helpful, as it allowed us to improve our communication skills

and confidence when talking to new people, something that we would need for interviews. After a break, we listened to speakers from Cambridge, Oxford, Imperial and LSE discuss the qualities they are hoping to see from applicants to their Universities, and brief overview of the University itself and the courses available as well as how to prepare the best possible application.

Following on from this, we had seminar groups on



two subjects we were interested in taking as a degree, led by a teacher or an external speaker which allowed us to really focus in on what you need to do to study that subject and what it would be like at a top uni, and was therefore very insightful. These smaller seminar groups were extremely invaluable, as it gave us a real insight into just what these top universities were looking for. For me personally, I got the chance to have an in-depth conversation with a woman in charge of law application to Oxford University. It was opportunities like this that made me realise how important the day was. It was especially nice to see the Bexley Grammar students mixed in with other Bexley schools, as we are lucky enough to receive these opportunities on a regular basis. However, other schools don't necessarily have the access to these resources, so it was good to see other people taking advantage of the day.

Finally, after the opportunity to talk to ex-students at

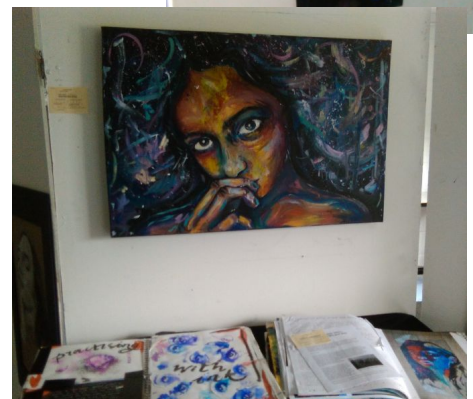
the University stands, we listened to two ex-BGS students talk about their experiences at Uni and working, giving us useful tips and reiterating that whilst we have to make big decisions, we should remember to enjoy it. Having the students there gave us a realistic insight into everyday university life and they took the time to remind us that through this stressful time, it is essential to ask for help, which was a lesson we all took home with us.

It was an incredibly useful and helpful day, and I think it gave everyone an even further insight into life at Top Universities and helped to improve our confidence in applying to them if we want to. We would also like to thank Ms Stoddard, Mrs Ellis and all of the other teachers who gave their time to organise the event and lead the different seminar sessions. Their advice was really appreciated and had a real impact on some of the big decisions we soon have to make.

Sophie King and Abisola Bishi

Art Exhibition

An exhibition has been put up in the sixth form centre, displaying artwork from year 13 Art and Textiles students for moderation. They have worked hard to produce exceptional works of art and coursework to support it.



Business & Economics News

9 secondary schools battled to win local Young Enterprise Awards

Bexley secondary schools battled it at the local levels of the national Young Enterprise Awards 2017



Picture by Brian Aldrich. The overall winners Chameleon Dental Bexley Grammar.

The Young Enterprise scheme is organised by Bexley Education Business Partnership in local secondary schools. In March, school teams, from Bexley, Greenwich, and Lewisham competed and BGS took the title for the borough, being named Bexley Winning Company. They competed by

starting up real businesses and finally presenting to a panel of judges on how they: created a business plan, raised funding, created or sourced a product, devised a marketing plan, and wrote up all their aims, strategies and achievements and results in a business like report.

They each set up a stand and gave a presentation to an audience including the deputy mayor of Bexley, Val Clark who presented the awards. They won the East London final! Unfortunately they did not get through to the UK finals but did bring home the award for Best Trade Stand and Judges Interview.

All awards can be seen in reception. **Emily King**

What a fantastic year this has been for the Young Enterprise team. I think all involved will agree what an exciting and valuable experience the programme is. The ThermoBrush is an outstanding creation which had people talking wherever they took it. Students worked incredibly hard to get this business off the ground and learnt so much in the process. Well done to all, I wish all participants the best for their future business projects!

Miss Wood, Business Studies Department

Drama News

Taming of The Shrew Y7, 8 & 9

On the 9th and 10th of June, Year 7, 8 and 9s performed the 'Taming of the Shrew' and they had the brilliant opportunity of performing it in the new Auditorium! Here are some of the actors' experiences about performing in the much loved Shakespearean play.

Kiran Matharu 12NET

"This was the first time I had ever read Shakespeare, let alone performed it, yet I, along with all of the cast, really made a connection with the character I played. I would definitely recommend anyone else to get involved in the future.

Max Dawkins (a.k.a. Gremio), Year 7



"As this was my first junior production I didn't know what to expect; but during rehearsals, I got to know more people and that made the rehearsals more fun. I think that any Year 7, 8 or 9s should totally do it next year! I know I will!"

Mia Chan, Year 8

Our Mark Evison Foundation Challenge

I am working in a team along with 12 other sixth form students who have successfully had our application accepted by the Mark Evison Foundation. The challenge we want to do will be putting on a play entirely by ourselves. All of our donations will be given to the Mark Evison Foundation and the Evelina London Children's Hospital. **Kiran Matharu 12NET**

"Mark Evison encourages individuals to do activities outside of their comfort zone when normally they would not be given the opportunity this includes acting, designing, building and technology. These experiences can influence your ambitions for the future." **Zoe Le Conte 12NET**



D of E Bronze Award:

On Saturday 29th April, a group of forty Year 10s set off from Downe campsite at 9a.m, each of us carrying a bulging 60 litre rucksack. **The**

final 2017 qualifying expedition would accompany our months we'd dedicated to volunteering, physical activity and a new activity for a skill. We'd also planned the route carefully and marked it on an OS Map as well as having written up a route card. Finally, the expedition had begun!

As we walked through various footpaths, fields and passed golf courses, we could actually appreciate the clean air and the scenery, pondering on which direction to walk: do we walk left, right, straight ahead or do we walk back because we're in the wrong place? It was particularly difficult as, whichever direction we looked, there were fields and more fields!

It didn't take long for us to get lost and we soon became disgruntled, abandoning our appreciation for the open air, as we trudged on with aching shoulders and sore feet. We realised that we'd missed several checkpoints so we tried to get back on track and, in the confusion, we ended up walking up and down the same road before returning up it again- it didn't help that it was a very steep hill.

Finally, we arrived at Downe, where we quickly set up our tents and began preparing a dinner. We enjoyed a few hotdogs (Shout-out to Mr Brook for giving us ketchup; what would we have done without it?) and then gathered around a camp fire for some marshmallows and games.

The next morning everyone was generally much more successful at following the route, which was a huge relief as, if we didn't pass every check-point, we might not pass the award! We persisted through more roads, footpaths and a field full of horses (Some of us stroked them whilst others ran away!) and with the cumulative exhaustion from the previous day, we all felt especially tired. Whilst surviving through M&Ms and Mars bars, we stumbled back to Downe at 3p.m.

Despite the fact that other groups had arrived almost three hours earlier, we felt an oddly satisfying mixture of relief, exhaustion and triumph. The whole experience was surprisingly enjoyable and new, to camp and be completely independent in carrying everything we needed from the tents and sleeping bags to food and toilet roll. Above all, we'd passed the Bronze Duke of Edinburgh Award!

We'd all like to thank Miss Muirhead for organising the award and tirelessly answering phone calls when we were lost, Miss Bellingham and Mr Brook for sacrificing their week-end to help us complete the award and Jean for directing us and helping us to follow the route! **By Saki Okada (10WEA) and Jeevana Thavarajah (10JR)**

The Duke of Edinburgh Award has been an amazing experience for students to participate in. It has pushed students to challenge themselves in ways they did not expect, allowing them to grow in confidence in their own abilities. I am extremely proud of the Year 10 2017 Bronze Duke of Edinburgh cohort, they have put in a huge amount of effort for the duration of the school year. Well done Year 10!

I would also like to add a massive thank you to all the staff who have helped me run this award, from training students how to read maps to assisting tracking down lost students on the expeditions! Without the help and support from these it would not have been possible to run the award so smoothly.

Miss Muirhead

Students in photo: Tehillah Brefo-Boateng, Saki Okada, Temi Abodunrin, Jeevana Thavarajah

English News - World Book Day 2nd March



English Taster Day at Oxford

On Monday the 19th June, two of my fellow students and I were lucky enough to have the opportunity to experience an English Study Day at Brasenose College at Oxford University. The day consisted of having an Oxford style tutorial session where we had the chance to discuss some set texts such as the Seamus Heaney poem 'Weighing In' with one of Oxford's own expert tutors as well as attending a lecture which explored interesting new ways of reading Shakespeare's great plays.

During the day, we also had the chance to tour the charming Brasenose campus with two English students who provided a great insight into the varied and exciting student life at Oxford as well as tips and advice on applying and adapting to uni life. Finally, members of the English faculty at the college gathered us together to explain finer details of the daunting application process to ease the fears of many attending students as well as putting on a mock interview in order to portray what they are looking for when accepting new applicants.

The experience was wholly pleasurable and deepened our understanding into our chosen subject of English while also providing tremendously helpful information on applying to and living at Oxford University. **Will Evans, Year 12**

Trip to Somerville College Oxford

In June, we were fortunate enough to attend the Teaching Day at Somerville College in Oxford with Ms Stoddard and Mr Risdon, about applying to

Oxbridge, which proved to be really insightful and useful. We were welcomed by the Principal Dr Alice Prochaska, and then listened to a talk delivered by Dr Steve Rayner, the Tutor for Admissions on the Oxford admissions process, from what they are looking for in students to the practicality of actually applying and what that entails. We both found this very helpful, and enjoyed listening to the talks and talking to the actual tutors and undergraduates themselves. It definitely gave us more an insight into University life and incredibly helpful advice on our personal statements, interview techniques and more.

By Sophie King and Eris Nishkun Year12

University of Sussex

- First Generation Scholars

On 10th May, a group of students along with Mr Morris and Mrs Thomas went on a trip to Sussex University as part of the First Generation Scholars scheme. There was an informative talk about choosing a degree and the main factors which you should consider when choosing a university. We were then welcomed by a group of students from the university, who gave us a tour of the library and one of the accommodations so we could get a feel for university life.

The whole day was very useful and definitely made us aware of the necessity of researching into the courses and universities, as not all offer the same thing, even if the course name is the same. I believe this scheme is truly a great opportunity for people who have parents who did not go to university to find out more information.

Alison Everest, 12JJ



Library Events

Our students got reading for charity

Precious Oladimeji, Mia Chan, Erin Godbold, Megan Lisle, Dhiyanick Gautam, Max Armstrong Mouline, Favour Amurukonye, George Kirby, Hannah Monksfield and Martha Nobbs took part in a sponsored read to raise money for Readathon, a

Carnegie Shadowing Scheme

Unfortunately, we've come to an end of the Carnegie award scheme for this year. We attended the final event and met the other schools in our borough who took part in the scheme. First, the schools presented their favourite book (all in very creative ways); Our school's favourite was *Salt To The Sea*. We then all voted individually and the Mayor revealed the winner, which was *Salt To The Sea* by Ruta Sepetys.

It was an incredible experience reading all the inspiring books, which had such creative concepts and themes, each different from the last. It opened our eyes to all the amazing books we had yet to read, and pushed us out of our comfort zones by trying new genres of book that we never would have dreamed of trying before. This whole experience has been a one of a kind.

It was great fun to be surrounded by fellow booklovers, with all equally strong and thoughtful opinions and meeting every week to discuss the book we had read; we specifically enjoyed venting our annoyance at the cliffhangers and plot twists revealed in our chosen books.

We used the shadow website to write reviews on our personal BGS Shadows page and our meetings to create some videos based on the books, including interviews with the characters and authors, trailers for the movies (based on the book

Murder in the Library – Year 7

In Enrichment Week, Year 7 had the exciting task of solving a "Murder in the Library". The CSI report told them that "Mrs Carey had opened the Library at 08:00 to find a dead body on the floor. The body has been taken to the Morgue". After examining the crime scene and collecting evidence, they wrote up a crime report. Here is the winning report:

Detectives working on the case: **Harrison, Daniel, Samuel, Hannah** ; Detective Chief Superintendent: **Hannah Monksfield**: *I was summoned to the crime scene at 11am. As I walked in, the wreck that laid before me turned my stomach. There was blood spattered all up the walls and tables turned onto*

Readathon raises £192 for Charity!

charity which provides books to children in hospitals. They raised a spectacular £192! Well done and keep up the reading!

Miss Carey, School Librarian



of

course) and some acted scenes. Our page was run by Brook Lord (8ACR) & Olivia Harry (8ACR) but the reviews were submitted by all book members. This page contained pictures, links to our videos, weekly polls as well as a weekly blog, which featured several times in the school magazine. We all thoroughly enjoyed this new experience and would definitely recommend the scheme to anyone who loves discussing books with people who share the same interest, and we look forward to seeing who we'll be working alongside next year! **Olivia Harry and Brook Lord, Year 8**

their sides. From the autopsy we have discovered that the murder weapon was an arrow straight through the heart. Through DNA tests, forensic scientists have discovered that the victim was an 18 year old spy name Tina Trott. Tina had been studying at Oxford University. We can tell that she was a spy as she was wearing a men's tweed three piece suit as a disguise. The suit was sodden straight through to the inner lining, meaning that there was a huge storm outside. From the CCTV we can see movement at the time of 11:32pm, but after that there was a power cut so there is no further evidence. But, from all the evidence collected, we can say that the kind and sweet looking Mrs Carey is actually the ruthless killer

The English Department asked staff and students to recommend some books for the summer:

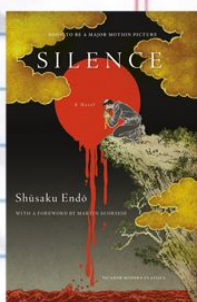
BOOK RECOMMENDATIONS

STUDENT RECOMMENDATIONS (YEARS 11-13)



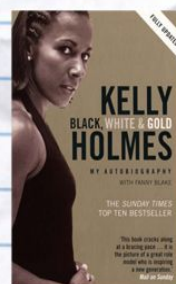
"A Thousand Splendid Suns,"
Khaled Hosseini

This book is a powerful tale of two women brought together by the awful circumstances in war-torn Kabul.



"Silence" – Shusaku Endo

It follows two Jesuit priests in the 17th century, who go to Japan in search of their mentor after they hear he has apostatised at the hands of Japanese officials who persecute Christians. With its questions of religion and martyrdom, I found this book to be gripping, as the priests endure persecution and see other Japanese Christians get tortured for their beliefs, wondering if it really is all worth it to be rewarded with only silence from above.



"Black, White and Gold"
Kelly Holmes

This is the autobiography of Dame Kelly Holmes, from when she was very young up to winning her Olympic gold medals. It goes through her career in the army as well as everything that led up to her deciding to compete professionally. It makes for a very inspirational read.



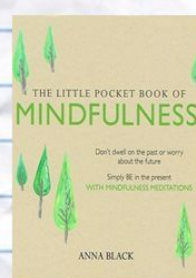
"Half Bad" – Sally Green

Part of a trilogy, "Half Bad" tells the story of Nathan- the illegitimate son of an infamous 'Black Witch' Marcus- who lives with his dead mother's family, who was a 'White Witch', but is hated by most people he knows. After being captured and held captive, Nathan needs to find his father in order to receive three 'gifts' that will allow him to become a full witch. This book does sound cheesy but it's not, Nathan's quirks, despite his horrific treatment, along with Green's interesting writing style, make this book new, exciting and above the stereotypes of a YA novel. Nathan is gifted in some aspects, but unlike the main character in a lot of YA novels, he hates that he is still inept in some things, which is refreshing. It's a great book that doesn't become boring and will make you want to read the whole trilogy.



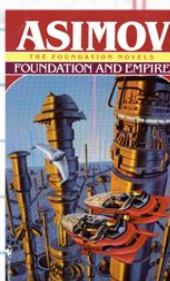
"Eleanor and Park" – Rainbow Rowell

"Reminded me not just what it's like to be young and in love with a girl, but also what it's like to be young and in love with a book." – John Green. The story of two star-crossed misfits Eleanor and Park set in one school year, 1986. A cute love story whilst also maintaining a level of realism, both characters are smart enough to know first love almost never lasts, but are also brave and desperate enough to try.



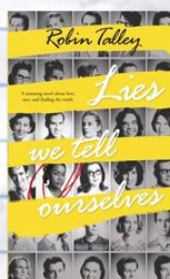
"The Little Pocket Book of Mindfulness" – Anna Black

This small, colourful book is great for anyone looking into starting a practice of mindfulness; whether that be serious commitment or on and off. Not only does it cover the origins and use of mindfulness and meditation in everyday life, but it also has multiple different practices you can try yourself alongside beautiful illustrations.



"The Foundation" series
Isaac Asimov

This is an interesting science fiction series about the fall and rise of future galactic empires. It has apparently been very influential on the thinking of people like Elon Musk and George Lucas. Well worth looking into.



"Lies we tell ourselves" – Robin Talley

A brave story about uncovering truth amidst lies and finding your voice, even when others are determined to silence it. Through the use of alternating narrative between two girls, Talley discusses themes such as race and sexuality and where the danger occurs when they overlap in America's South, at the beginning of the civil rights movement. Although fiction, the story might as well be true.



"The Miseducation of Cameron Post" - Emily M. Danforth

This book is about a girl growing up in America, who, after suddenly losing her parents, struggles with coming out to her strict family. When she does, her aunt takes a rather extreme approach to 'fixing' her, and she is sent away to a religious camp. It is a riveting read, albeit quite sad at parts.



"Red Queen" - Victoria Aveyard

I definitely recommend it to any fans of "Hunger Games" or "Divergent". A brief summary: In a world divided by the Elite people with Silver Blood (who possess God-like superpowers) and the Commoners, who have Red Blood, Mare Barrow (a Red) feels that her life will never change, until she gets the opportunity to work at a Silver Palace. A gripping fast-paced story full of twists and turns.

TEACHER RECOMMENDATIONS

Ms. Hanington recommends:

"Once in a House on Fire" - Andrea Ashworth

"My father drowned when I was five years old. A picture of me, framed in gold plastic, was fished from his pocket and returned to my mother with a soggy wallet and a bunch of keys. The keys to our new terraced house, which could now be paid for with his life insurance." So begins this moving memoir, which propels us into the turbulent childhood world of Andrea Ashworth, fraught with violence and fear and coloured by the shadow of depression. Recommended to those who enjoy tales of triumph over adversity told with humour and compassion, Ashworth's literary autobiography takes us inside her step-father's Manchester home, which burns with his alcohol induced fury and ultimately allows us to observe her escape to freedom.



Mr. Griffin recommends:

"The Goldfinch" - Donna Tartt

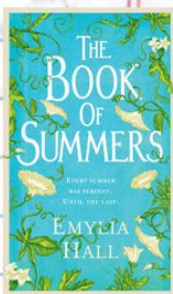
I read "The Secret History", Tartt's debut novel, a few years ago and thought it was fantastic. Her next book, "The Little Friend", left me cold, though, so I didn't have high hopes for her latest book. How wrong I was! Even though it weighs in at over 500 pages, I can honestly say I finished it wishing there were another several hundred. It's a really gripping, exciting tale of an orphaned teenager in New York and his inescapable descent into the criminal underworld. There are brilliant characters, evocatively described locations, and, behind it all, a fascinating meditation on the relevance and power of Art. Just to entice you further, I'll finish by saying that the opening is at once shocking, compelling, moving and unforgettable.



Mr. Husbands recommends:

"American Gods" - Neil Gaiman

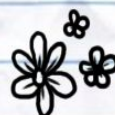
Odin. Athena. Osiris. What happens to gods when they are forgotten by the civilisations that used to worship them? This is the premise of Neil Gaiman's "American Gods". Over hundreds, even thousands of years, as people travelled from the Old World to America, they brought their religion and gods with them. The only problem is that over time people forgot their gods. In Gaiman's novel these gods still exist in America, struggling to get by as ordinary Joes, abandoned, unloved and no longer venerated. To add insult to injury, these gods have not only been forgotten, but are being replaced by the idols we now worship in our society: television, the internet, media and mobile phones. And these new gods are out to destroy the old.



Mrs. Haslam recommends:

"Book of Summers" - Emylia Hall

Beth Lowe has been sent a parcel. Inside is a letter informing her that her long-estranged mother has died, and a scrapbook Beth has never seen before; entitled "The Book of Summers", it's stuffed with photographs and mementos compiled by her mother to record the seven glorious childhood summers Beth spent in rural Hungary. I think this is definitely my favourite book ever. It just evoked so many of personal memories of my own childhood. It was an extremely emotional book which has always stayed with me.



FBCS News

London Anthropology Day

On the 29th June, London Anthropology Day was held at the British Museum. A group of five of us, including Miss Contini, attended, and saw the various lectures being held. When we got there at 10:00, we all registered and got our programmes for the day. My first lecture was on the evolution of

culture, which was very interesting as it gave an insight into the way cultures form and develop over time. The second lecture was called 'The Madness of Success', and looked at the possible reasons for
Adam Dykes 12RAM

the rise in depression in the professional world. My third lecture was around the idea of anthropology and technology, and how one can help the other and vice versa, which was also interesting. The final lecture was entitled 'When South Asians were White, Humans had One Biological Sex, And Other Surprising Tales of Modern Life' which turned more into a discussion of race.

Overall, the day was fun and very interesting and changed my perspective of the world. I recommend Anthropology highly to anyone considering it.

Year 7 Hindu Temple Trip

In June, all Year 7s took a trip to Neasden to visit BAPS Shri Swaminarayan Hindu temple. The students marvelled at the beauty of this place of worship, a very ornate, bright and majestic building, with a breathtaking interior, in extremely fine and beautifully carved white marble, representing various deities and floral patterns.

The account of how the temple was built took a colossal community effort - from the funding, the planning stages, to procuring the materials (white marble from Carrara, Italy), the actual building work and the amount of labour and skill required. The students asked interesting questions on the Hindu faith, and our host entertained them with grace and humour. The most engaging part was the *Arti* ceremony - the ritual prayer. Students enjoyed the multi-sensory experience as the priests chanted, burnt incense, rang bells to awaken the divinity and made food offerings. After this, students admired up close the beautiful statues and carvings.

I was glad to organise this trip for the first time, and extremely impressed by the students' interest and



behaviour. Their knowledge of Hinduism was certainly enriched; for many this was the first time they had visited a place of worship of another religion. This is a great way to foster harmony and mutual knowledge and understanding between different faiths and communities in our society- of crucial importance for these times.

Many thanks to all the staff who accompanied the trip, for their invaluable support: Miss Pearson, Miss Petrie, Mrs Everett, Miss Muirhead, Mr Costar, Mr Asker, Mrs Lasoye, Miss Scott, Miss Fuwa, Mr Risdon and Ms Ferguson.

Ms Contini, FBCS Dept

Geography News

What a year we have had in Geography. New teachers, new after school clubs and support sessions, new subject prefects, virtual reality goggles, trips, new Goscars and a mass of creativity.

The creativity this year has seen awe-inspiring with weather equipment made by Year 7, (this is on display in the library), 3D models for the structure of the earth and cake. Phoebe McIntyre made cup-cakes to celebrate the different types of weather throughout the UK.

Google Expeditions

Many Geography classes got to take part in a virtual expedition when Google came into school for the day and took us all on an amazing virtual tour of underwater worlds, Mount Everest, tropical jungles and Venice. The experience made you feel like you were really there and that you could reach out and touch the things you were seeing, while in actual fact we were in the hall in school. This was an amazing start to the year and has meant that the Department now have a set of these fabulous

goggles to use in lessons.

Virtual Reality Visits

Congratulations to Charlotte Allen 9F on her Jack Petchey award of £250. Charlotte decided to invest this money into the Geography Department to purchase some Virtual Reality headsets, enabling every classroom to go anywhere in the world and to explore the world – 'The art of the possible'

This resource will be a fantastic tool within our classrooms that will allow students to explore different landscapes both physical and human and enable them to visualise, and make connections with the different places that we study. Charlotte's class have

already had a go and the experience was fantastic. Charlotte is one of the top



Geography students in her year – She is hard-working, helpful to peers and always engaged and wanting to know more. She has a true passion for the subject.

It was with great pleasure that we were able to acknowledge Charlotte's kindness to the department with a plaque. This was revealed on 5th July to much applause from her fellow students. Her blue plaque is outside the Geography office. Thank you Charlotte for choosing Geography and for being such a pleasure to teach!

KS3 Geography club:

PASSPORT TO THE WORLD

This year Geography Club was amazing - it was full of creativity and fun.

Every week was a hive of activity and inspired me and others to create amazing works of art.

Some of this can be viewed in the library. One of my favourite creations this year was making the globes; I coloured in map of the world with flags corresponding to the countries and covered a balloon with papier mache to create the globe .

Then I waited for the globe to dry before painting it blue. I cut and stuck my map before vanishing my globe. I have also made a stained glass window for display. I was asked what my favourite part of the year was but I couldn't find my favourite so I

decided that just being surrounded by the love of Geography was my favourite part of the year.

I recommend Geography Club to anyone who loves Geography or creativity or biscuits.

Next year there is going to be more creativity and, for the first time, KS3 Geography Prefects!

Max Armstrong-Moulinie, 7K



Trips

There have been loads of trips this year in Geography including day trips, virtual trips and international trips.

Docklands: the most recent saw all of Year 7 visit St Katherines Dock and the Docklands in London. Students got to put some of their geographical skills into practice as well as see regeneration programmes across two very different sites.

Year 13 IB students had a one day trip exploring Notting Hill and Portland road, looking at a wealth of geographical urban issues, including, gentrification, ethnic enclaves wealth and disparity.



ICELAND - another fabulous trip, thanks to Ms Thurlow for organising. We took in the famous sights including Gullfoss Waterfall the North Atlantic ridge and visited Reykjavik.

We also got lucky and saw the breath-taking northern lights..they really were as good as everyone says.

Rewards in Geography got a new look .. the GOSCARS arrived in Spring this year and what a stir they have caused as they are judged by such a world famous panel.

These awards are about recognising students who

do something special within their class and that show a constant sparkle in their eye for Geography. As a department we like to recognise students for creativity, thinking outside the box when it comes to their learning. Once you have been on the Goscars board you are then awarded a place in the Hall of Fame. What will you do next year to get on the board?

Mrs Belton-Owen, Geography Department

History News

Year 10 History Visit to the Imperial War Museum Holocaust Exhibition



In June the Year 10 History classes visited the Imperial War Museum to experience the Holocaust exhibition. After a long coach journey, we finally arrived at the museum to be greeted by our guide. We were then given audio headsets to accompany us through the exhibition. Before leaving in smaller groups to explore, we discussed our prior knowledge of the subject. Our initial understanding of the Holocaust was the sole persecution of the Jews by the Nazis, led by Adolf Hitler, however we didn't think any of us truly understood the atrocities of the genocidal event.

During our time we saw various types of evidence to show the progression of the Nazis and how their extremist views became a reality. Firstly, we met the few survivors who would tell their stories throughout the exhibition. We learnt that the Nazis used many organisations and propaganda campaigns to indoctrinate the younger generations. These included collecting youth groups, bright posters and leaflets and powerful speeches from charismatic individuals such as Hitler and Goebbels. The Holocaust targeted more groups than simply the Jews. The physically and mentally disabled were gathered up and used as experiments until they were eventually killed, which Hitler termed euthanasia. One of the hardest hitting artefacts contained a dissecting table used for these experiments. We also saw a model of a section of Auschwitz painted in all white created from photos smuggled by some of the captives. We were struck by the complexity of the concentration camps and horrified by how the Jews were deceived by the Nazis into believing they were going to be taken care of. It also showed the systematic nature of the Nazis and their methods of killing. There was a remarkable display of thousands of objects that the Jews had possessed and carried into camps; for example many dolls, diaries and drawings from young children. Finally, at the end of the exhibition we saw the fates of those responsible for the Holocaust and how the lives of the survivors have carried on after their traumatic years in camps.



After our lunch, we were able to visit the rest of the museum which included information on the Homefront, the role of women and espionage until our coach arrived to go back home.

Amy Britton and Saki Okada, Year 10

Languages

News

MFL Report

This has been another extremely busy and successful year in the Modern Languages department. Here are just a few of the things we have been up to:



International Week

Back in September, the school held its annual International Week, where the whole school celebrates different cultures, traditions and languages from around the globe. As usual, this culminated in another successful International Day, where staff and students alike wore internationally themed costumes, and years 7-10 took part in a range of special lessons designed for the day. Highlights this year included costumes imaginative costumes (such as Ikea boxes to represent Sweden), to delicious Jamaican jerk chicken in the canteen, to some excellent salsa dancing in the gym. Many thanks to all the staff who made it such a success.



Europa Town

Another big annual event for languages is the school's 'Europa Town' marketplace, where we invite year 5 and 6 pupils from local primary schools to use their languages in a mock marketplace in the hall. As usual we had primary schools for French, but for the first time ever we also conducted sessions in Spanish. 6th formers and year 11 language leaders helped to man the stalls and worked hard to make sure the primary school pupils spoke the right language. Their support and enthusiasm was instrumental to the day's success!

International Bake Off Competition

Another first this year was the first International Bake Off, which took the much-loved Great British Bake Off competition and gave it an international

twist. Students simply had to bake and submit a cake that represented another country. Some bakers chose European recipes from countries such as Switzerland and Hungary, whilst others went further afield with recipes all the way from Australia and New Zealand. The judges thought that all the cakes entered were delicious and it was fantastic to see our students' baking talents.

KS4 Public Speaking Competition

This year's public speaking competition gave all students in year 10 a chance to give an inspiring, thought-provoking speech in either French or German. Every student in the year prepared a speech, from which several finalists were chosen.

The finale of the competition took place in the school hall in front of both the entire year group and a panel of judges - Mrs Meyer, Dr Symons and Mr Elphick! Although this may seem like a daunting task, the finalists confidently and eloquently gave their presentations whilst the year listened and supported them. From the finalists an overall winner for both French and German were chosen - Katy Jebson for French and Rosie Burrows for German. Congratulations to them and all of year 10 for

producing such great speeches.

KS5 Debate Competition

For our KS5 language learners, Bexley Grammar hosted a debate competition with other schools in the borough to debate the question "Mass media holds too much influence over politics". This is by no means an easy topic to discuss, let alone in another language, but the debates gave our sixth formers an opportunity to be spontaneous with their language and to challenge each other's ideas. Debates took place for French, German, Spanish, Italian, Chinese and Japanese, and the standard of the debates was very high. Well done to all those who took part.

Mr Gallimore, MFL Dept

Magnificent Málaga!

On Sunday 11th June, with full anticipation, Mr Stewart, Miss Orchard and an excited troop of year 10 Spanish students headed for Gatwick Airport to catch the flight to Málaga, Spain - a beautiful coastal town with fascinating landscapes... and the beach – breathtaking!

Upon arrival, we were greeted not only by the lovely scenery and beauty of Málaga, but also by intense heat! There was a happy reunion with our Spanish exchange partners who left London not quite four weeks ago. Sunday evening was lovely as our Spanish friends took us out, to take in the “Sights and Sounds” of Málaga. We strolled down to the port and had dinner at a traditional Spanish restaurant.

Monday morning we were up bright and early and headed off to school (Maristas) with our partners. It was interesting to experience a very different school life to in the UK. There was no school uniform for the students of Maristas, which was cool. They could wear whatever they wanted, but in line with some set school rules. Their classroom style and set up was also different as they had blackboards and the teachers used chalk to write. We received overwhelming attention in the school on our first day but it was quite enjoyable. After school, we went to the Picasso museum which was extremely enriching and also very interesting as we learnt about Pablo Picasso's life and his art.

Tuesday, after school we visited a local café and tasted the popular ‘churros con chocolate’. We went sightseeing with our Spanish partners and visited a cathedral in the centre of Málaga. The buskers there certainly caught our attention and we had an especially good time dancing to the music of a young guitarist who later featured us in his music video on YouTube! To wrap the day up, we relaxed at the beach, dipping in the refreshingly cool sea before having dinner at a restaurant by the beach.

Wednesday was our last day with our partners at their school which meant saying goodbyes to some of the other students. After school, a few of us went on a Segway tour of Málaga which was probably

the most fun part of the trip for us. Later that evening some of us met up at the swimming pool hanging out till late.

Early Thursday morning we took a coach down to a tour of Córdoba about an hour and half drive away. Despite the immense heat of 41°C, we were able to visit the famous Mezquita. Lunch at a Tapas bar involved many Spanish delicacies: ‘las gambas’ (prawns), ‘las croquetas’ (croquettes), ‘gazpacho’ (cold tomato soup). We had shopping time for presents and souvenirs and explored Córdoba on our own.

Friday was our last full day in Spain and we certainly made the most of it. We started the day learning some Spanish Sevillanas dancing that was taught to us by a very talented Maristas student. It was fun watching Mr Stewart showcase his great



dance moves! Later we boarded a coach to Aqualand, a large water park with some of the most thrilling rides ever. We took full advantage of our six hours there and our unlimited pass on all the rides by going on even the scariest ride called Kamikaze. The day ended with ‘una fiesta’ with all the Spanish and English students together for the last night. The food, music, dancing and atmosphere made that night such an unforgettable one.

Saturday, we savoured the last moments of Málaga in the morning by taking many more pictures and doing some last minute shopping for souvenirs. In the afternoon, we said goodbyes and even more tears were shed than the last time we had to say goodbye in London. We promised each other that it

won't be the end of our friendships. Though it's the end of the trip most of us hope to return to Málaga at some point in the future. Altogether, the trip was fabulous and every second

of it was certainly worthwhile.

Thank you once again Mr Stewart and Miss Orchard for organising this fantastic trip for us.

Joy Akinleye 10JR

Hamburg Trip



The Year 9 Hamburg trip started at 4.30 am on a Sunday. As you could imagine, we were all very happy to be

in school at that wonderfully early time. However the early flight times gave us the opportunity to spend more time in Germany! The Hamburg Trip is an exchange trip where each student has a German student; while in Germany you would live with your German exchange student and when they came over to England, you would host them. The trip is a week long in each country; we went to Hamburg

first in June and soon they will be coming over to England in September. During the stay in Germany, I went to a German school for an entire day and half days on others. We visited the famous Rathaus; we had a boat tour on a river; we had a day of shopping for souvenirs; a free day; and lastly (and my favourite day) we visited a theme park on the last day. I really enjoyed having an exchange partner and being able to go to an actual German school. I made friends with the Germans and my German improved because of that. My host family were incredibly generous and I am very excited for when the German students come back over to England. I would definitely recommend the Hamburg Exchange Trip because it is not only a wonderful experience but a beautiful city as well.

Natacha Loison, 9AWS 9H

Year 9 Trip to the Rhineland, Germany



On Tuesday 13th of June, the majority of Year 9 German learners set off groggy-eyed and yawning on the long yet entertaining journey to the Rhineland in Germany. After a two hour drive to Dover in the coach that we'd soon see as a home, we boarded a ferry to Calais, before driving through France and Belgium to reach Germany. During the journey we all anxiously pawed through bags and recited any vocabulary that might come in handy for talking to our German host families.

The first full day in Germany began in Cologne, where we spent some time in the Lindt Chocolate Museum, and yes, the gift shop was exactly as

glorious as you imagined it to be. After spending a morning in Cologne, we left for Bonn, where we were given some free time in the official Haribo shop, where dreams came true and money just seemed to vanish! Next, we visited the Beethoven Museum where Ludwig van Beethoven was born and had composed many of his pieces, and some of his personal instruments were on display. Finally, we went to Drachenfels (Dragon's Rock), which was just as awe-inspiring as it sounds, with views that spanned for miles, greenery and ruins surroundings us, while the river Rhineland flowed below us. We rode a small funicular rail for the majority of the way up and down the steep hill, while wind and trees whooshed past us. An amazing way to end an amazing day.

On Thursday we enjoyed wandering around Cologne and the stunning gothic Cologne Cathedral. We had the luck to experience a mass church service on at the cathedral - with a sense of connection and peace that really touched us all. We then took a swift coach tour of Cologne with an entertaining guide named Claudia and learnt some interesting facts about the city.

Shortly after was a tranquil ride on a riverboat down the river Rhine. The views were breathtakingly

beautiful and the weather was lovely (hotter than any English temperatures). We all sat together on the top deck and enjoyed ice creams. My personal favourite moment of the day was the rocky ride on the 'Bimmelbahn', a small green train, that drove to the Cologne Zoo. At the Zoo we saw the most exotic animals; zebras, camels, flamingos, hippos, lions, rhinos and more, and we could even enter the goat enclosure for strokes and hugs. Even the light drizzle and spot of thunder didn't deter us and we had a fabulous day.

On our last full day we enjoyed ourselves at Phantasia theme park, a strong favourite for most, which bore a resemblance to Disneyland! The theme park was very pretty and decorated to represent different cultures. Talocan must have been the most thrilling ride and definitely not for the faint hearted. There was one point where it span you 4 times around without a break and we all screamed and squealed loud. The photos from the rides were hilarious!

The end of the week came too soon and everyone was absolutely exhausted from a jam-packed fun-filled week so you can guess what the journey home held? A lot of sleep, especially from Mr Frost! Thank you to all the staff that joined us on the trip - Mr Gallimore, Miss Aspill, Mr Frost, Mr Martin-Lopez, Miss Brand and Mr Sethi. They made it all the more worthwhile and an easy trip. Thank you to all those that organised it and to the host families in Germany too. I would go back in a heartbeat and 110% would recommend this holiday to anyone considering it. It is such a beautiful and wholesome country, with stunning sights and lovely people. The families could not have been more welcoming and it was a brilliant opportunity to put our German into practice. The experiences and memories I have gathered from that week are valuable and irreplaceable and will stick in our minds for a long while.

Yingfei Chen 9AWS & Samantha Hayes-Holgate 9AWS

Sardinia trip

Day 1: We gathered with nervous anticipation at the school at 6:30, excited for the time that lay ahead. During the flight, some of us planned what to say to our families, before arriving in Sardinia at about 2:20. We applied suncream (definitely necessary!) and headed straight to the town of Cagliari to have some free time and buy lunch - mainly ice creams. The beach was our next stop, and was absolutely gorgeous. At around 6 we headed to the town of Isili, where we met our amazing host families, and got given more food than we had ever eaten before. We then headed out to meet up with each other to chat about our families. The families were fantastic and the food was delicious.

Day 2: We stayed in the town on the second day, keeping local and experiencing some traditional activities: we went to a weaving and copper museum, which was very interesting, before having a workshop on how to weave. This became very competitive as we all tried to have the best weaving



skills. Soon after this, our host families came to

take us to a house in the countryside, where we all sat together and ate the biggest meal of our lives. A walk in the countryside followed, before a pasta making workshop. The pasta making was incredible, giving us a chance to experience Sardinian culture firsthand. Another meal followed, with fantastic food. All in all, the day was amazing, and a rare chance to appreciate the interesting culture in Isili.

Day 3: We took a long, very hot coach journey to the ruins to see how the town used to be laid out and the sort of structure of buildings they had compared to that of today. After this we went to a beach nearby that could only be described as stunning and like nothing in England, after having a whale of a time we headed back to our families. In the evening we met back at the country house where we were welcomed by a huge meal that had been prepared for us and where we discovered that, no matter how much suncream we put on, most of us managed to be burnt!

Day 4: We were taken to see historic caves, discovered long ago and then rediscovered. Here we got a tour of the caves to see all sorts of crystals and rock formations. Then we went to a different beach, where no one was disappointed with how beautiful the view and the beach itself was! Again we spent lots of luxurious hours sunbathing and swimming about in the warm, clear sea. After a long

day we went back to our families, excited to tell them what we had been up to before heading back to the country house for another grand meal full of laughter and delicious food!

Day 5: Our final day. There was not a single person who wanted to leave! Most of our families were extremely kind and gave us gifts for our parents back home which was so generous. After an emotional goodbye we left the town of Isili and headed to Cagliari. But first we went to an shopping centre to buy more gifts for our families back home, and at around midday we were allowed to look around the city and get some lunch. Thankfully just before leaving Sardinia we stopped at Poetto beach

one last time. Magnificent. The view from the beaches are something we will never forget as they were absolutely stunning. Our last activity of the day was a guided tour of the history of Cagliari which we all found fascinating.

Overall this trip is something we will never forget as it has been both educational yet relaxing, it was wonderful to escape from school and get a nice sun tan. We all made new friends on this holiday, both classmates and the host families - who we all plan to keep in touch with, as they were all wonderful people. The weather and scenery was beautiful and we plan to come back as soon as possible!

Jasmine Rooney, Jessica Sulley and Bethany Orchard, Year 10

ECM Day Trip to the RAF Museum

One of my favourite things about this ECM trip was the friendly atmosphere around me on the coach on the way to the museum together, looking around at the exhibits together, and the coach ride back to Welling together. I still remember the comical stories coming from behind me on the coach ride back! Another thing I remember vividly is looking at the huge Vulcan Bomber that needed half a whole hangar to itself, and being able to climb into a bomber plane and move the controls inside. Overall, I'm very grateful that I got the opportunity to come on this trip, and I loved it!

Ray Morgan, Year 7



PE News

In October our Year 8&9 Football and Netball teams ventured to Spain for the bi-annual sports tour. The Year 8 & 9 Netball teams trained with some England Netball coaches and played games against some other English schools. Whilst the Girls and Boys Football teams trained with West Ham and Espanyol coaches and played against some local Spanish clubs. We also managed to squeeze in a tour of the Barcelona Nou Camp and some sightseeing in Barcelona City centre.

Our highlight of the Spring term was the fantastic **Ski Trip to Canada** organised by Mr Bradley and Mrs Howard. The trip was centred around Mont St



Anne in Quebec, but also included two days skiing on Le Massif, a wonderful resort with skiing down to the mighty St Lawrence River. We also managed to watch an Ice Hockey match while we were there. Remparts were playing another local team; the atmosphere was a really fab experience for all.

This was the first time

we have ventured across the Atlantic on a ski trip, we took 49 students who had a truly memorable trip.

Our friends at Shooters Hill **Tennis Club** have generously provided our Year 7s with some complimentary coaching. **Jon Pitchford**, a former BGS student, has been running fantastic sessions after school on a Wednesday that have been very well attended and popular. Thanks to all those at SHTC who have made this possible.

We have also had lots of **Tennis fixtures** this year in the LTA Schools competition. We have played a variety of schools in the London South East area in different age groups from Year 7 to 10. The skill and dedication from some of our students have been very impressive, with a number of fantastic wins achieved.

The **Gifted and Talented days for Year 7** were held at Crook Log leisure in March. Our students took part in a selection of activities to test their fitness and stamina. Students were left very tired but also motivated to keep themselves fit and active!

In July our **IB Sports Science** students took to the road to visit the University of Kent to trial a variety of their specialist equipment.



Students tested VO2 Max, power and their selective attention using top of the range scientific apparatus under the guidance of university lecturers. The students went on to use this data in their Sports Science investigations.

BGS Success

The **Bexley Grammar Golf team** finished as runners up in the Kent Schools Golf Championship in June at Faversham Golf Club. Well done to **Tommy Hawney** for a great score in his debut, and a particular thanks to **Adam Kelly**, who played some great golf, in his last appearance for BGS.

Ethan Akanni stormed to victory once again in the **Kent Athletics Championships** in May, scampering over the hurdles in a new personal best of 14.88s. Following a lengthy injury layoff it's great to see him back in the medals. Well done champ, we are so proud of you!

Another success story is **Lewis Stickings** in Year 11 who, in June, beat his PB for the **Pole Vault** at 3.40m. What a superstar!

A special mention to some of our super-talented students who have been invited to represent their sport in county level and above:

2016 J. Turner Kent- Rugby
2017 E. Akanni GB- Athletics
2017 K. Jebson GB- Taekwondo
2017 M. Reid Kent- Football
2017 S. Hunt Kent- Athletics
2017 D. Langley Kent- Swimming
2017 B. Threader Kent- Swimming
2017 I. Daly Kent- Swimming
2017 W. Henderson Greater London- Archery
2017 M. Hooton Kent- Horse Riding

A final thanks to the staff and our students for their commitment and good humour throughout this year. We have run an enormous amount of fixtures this year, across a wide range of sports and activities, and it is a pleasure to take our students away to other schools far and wide and see how admirably they represent us and the school, win or lose.

Ms Leffen, PE Department

Sports Leaders

What a way to end the Sports Leaders Level 1 Award this year!

The Sports Leaders have been involved in many events including Mini-Tennis, Kwik Cricket, Rounders, Bexley Football Trials, Danson Primary School Sports Day and a Top Play Festival,



This week all their hard work culminated in a total of 240 pupils from 4 local primary schools enjoying a morning in the sun carrying out 12 different activity stations on the field at BGS. The Leaders ensured a safe environment that was engaging and enjoyable for all pupils involved. I was really impressed with the way the Leaders took on the responsibility of looking after the younger pupils and

the maturity with which they dealt with issues that arose during the day.

The hard work and effort the Sports Leaders have put in throughout has been amazing. 61 Year 10 pupils successfully completed the Award! Congratulations to you all and thank you for hosting so many events this year for local primary school children to take part in physical activity.

Mr Mackle, PE Department

Science News

Salters festival Trip

On 10th May, three others and I from Year 8 (Jessica Nguyen, Varun Vajrapu and Ethan Hosier) travelled to Greenwich University at Chatham, with Dr. Numbere, to attend the Salters' Festival of Chemistry. We were struck by the sheer enormity of the campus; there were so many buildings, spread across such a vast area! When we got to the meeting in the lecture room, we were welcomed and introduced, by our host for the day, to our first challenge: the Salters' Challenge.



There had been a 'murder'! We had to figure out what really happened. Having relocated to a science lab, we had to crack a simple code to reveal the victim, as well as the suspects. We first performed chromatography on some ink samples

found at the scene, comparing them to ink from the suspects' pens. The ink was placed on some special paper, which was then dipped in water; when the water soaked up the paper, it separated the chemicals in the ink, and so we could tell the difference between the inks, even when they looked identical. Then was the powder test - a substance was found on the victim, and we used a variety of chemicals to compare the reactions of "powder X" to those of other powder samples from the other suspects. These two tests provided us with sufficient evidence to tell who the murderer really was!!! It was fascinating how different ink and powder samples, which all looked the same, were really so different!

At 12:00, what happened? Oh, yes! LUNCH!!! And then, at 12:45, back to the Chemistry Festival! And so the University Challenge began. We went back to the lab we were in before lunch, and it was time to create a Chemical Clock. We first tested three reactions, each with four chemicals and water, changing the ratios of each chemical in the mixture for the different reactions. We recorded how quickly the colour changed for each ratio. The reactions were amazing! One second, there was a clear mixture, the next, very suddenly, the chemical reaction caused a speedy colour change to black,

almost in the blink of an eye! We then formed a “calibration graph” of all the results. We used this graph to create a perfectly-timed mixture which would change colour in time to a soundtrack of Big Ben chiming. We were just a second or so out, which was much closer than some of the other schools (of which there were 12)!

We returned to the lecture room to watch the Chemical Magic Demonstration, where the technicians used carbon dioxide in its frozen form, dry ice, to make a spooky Halloween-like mist

effect; when washing-up liquid was added, to make a volcano; when placed into a gigantic (so everyone could easily see) test tube full of universal indicator (to reveal the pH), to make a neutral substance acidic (the dry ice became carbonic acid).

Then came prize-giving. Whilst BGS won no prizes, it's the taking part that counts, right? And besides, we'd had a great day and learned a lot! We couldn't have had this experience without Dr. Numbere, so big thanks to her!

After a very enjoyable day, with lots of fun, we made the trip back to school.

Sam Wilson, 8EKR

School Lectures

Raising Girls with Steve Biddulph

In May, Bexley Grammar was fortunate enough to host a talk given by psychologist, Steve Biddulph, open to any parents who wished to go. Biddulph's comedic tone helped lighten up a conversation which soon turned to the very serious subjects of mental health, sex and media as well as the different stages of 'Girlhood'. The talk raised many questions.

Biddulph states that if a girl is going to have some sort of issues it will begin to show by 14; 20% will have some kind of difficulty that is life impairing. Biddulph calls this a “mental health catastrophe” and his statistics show eating disorders will affect $\frac{1}{2}$ of girls, $\frac{1}{3}$ will self-harm and $\frac{1}{5}$ will have diagnosable anxiety/ depression. Whilst these numbers help us showcase the immensity of the issue, the real questions are: Why are young girls having mental health issues on such a calamitous scale? How can we prevent it's disastrous effects?

Aside from the obvious influence of social media, Biddulph addressed the shift in advertising which he says took place about 12 years ago. The corporate employed psychologists to expand their marketing fields and to go after what they called “pre-teens”, the results being that $\frac{1}{3}$ of 8 year old girls were modifying their food intake, girls gradually became more anxious about how they looked and whether they fitted in.

Biddulph referenced a 2006 study by the American Psychological Association: The Premature

Sexualisation of girls; the messages that they found the media was teaching young girls about how to see themselves are utterly disturbing.

Whilst Biddulph's talk covered many distressing topics the main points seemed to be that due to the constant changes within the world, today's young girls are dealing with a lot more at an earlier age; 14 is the new 18. The intense pressure put on young girls to meet ideals put out by the media and often unconsciously by their peers will go on to shape them in the future. As children, we soak in what we hear and if we are constantly surrounded by adults talking of diets, fashion and glamorous people they wish they were, we will only take this in as the norm that we are not good enough. Biddulph stresses that as parents, loving yourself, as you are now, is not only good for you, but also for your children and that, within the ferocity of an ever-changing world we must be calmer and less anxious than them.

To end, we must take action for how the world is treating and portraying our young women; there are solutions to these problems: support, self-love, understanding. It is a wild injustice to allow the next generation of girls to believe that they are not good enough, that their looks are more important than their intellect or that their worth only lies within their bodies and willingness to change to fit the next trend.

We must take collective action - we cannot allow this to go on.

Paula Navarro Flores, Year 12

Screen Time with Dr.Aric Sigman

This year, Dr. Aric Sigman visited Bexley Grammar to give students a talk over Managing Screen Time, a controversial subject to say the least. The question he focused on was how many hours we spend on screens outside of work. He related this to recreational screen time as a consumption- you have dosages of screen time, therefore you become addicted. The bottom line was that far too many of us are over consuming the amount of recreational screen time we have.

Dr.Sigman pointed out that the companies who create social media and other recreational online activities will only make money if we're online- he states that when *"Teens talk directly, companies don't get money"*.

What are the actual effects of this? According to Dr.Sigman, 16-24 year olds spend more time on social media than sleeping. The Journal of Child Neurology (2016), links a higher amount of hours spent messaging after 'lights out' to worse school grades.

The NHS has named Instagram as the worst for mental health, linked to depression, anxiety and a fear of missing out (FOMO), whilst YouTube has the most positive impact. It's not a great revelation that

a constant river of socially 'perfect' people alongside ads of how to become these people will have a negative impact on us; the FOMO, though, seems to be increasing, especially with apps like Snapchat which can make any social event look like a party at Gatsby's house.



Overall, outside of school work, we need to spend no more than 2 hours in front of a screen a day and find new boredom busters (reading, exercising, cooking, socialising); when studying we should not be multitasking with other irrelevant pages open (these distractions increase homework time by 50%).

To conclude Dr.Aric Sigman stated that we need to *"make sure [that] you use your devices and [that] they don't use you"*.

Paula Navarro Flores, Year 12

Peer Mentor News

Peer Mentor Training Day

On the 3rd May, sixteen of us were off timetable to attend a full day of training for the role of Peer Mentor next year. The day consisted of a variety of exercises and sessions, including 'What is a Mentor?', 'How do we help?', 'Boundaries and Confidentiality' and 'Setting Up the Service'. I found the whole day very informative, as well as quite fun, and it really opened my eyes to the role of the Peer Mentor. I'm now really looking forward to starting in such an important role in the school.

The new Peer Mentors are, from left to right: Kristina Goh, Isobel Kaul, Molly Johnson, Steph Tame, Sam King, Millie Plumpton, Jacob Mills, Josh Coleman, Eleanor Jenkins, Ted Gitagama, Orla McDermott, Catherine Nuqui, Ellie Barnes, Adam



Dykes, Vansh Asher and Arjun Matharu. We will be working mainly with the new Year 7s next year, but we are available to everyone in every year.

Adam Dykes, 12RAM

Reflection on being a Peer Mentor

To begin with, it is important to mention that I think having Sixth Form students within a school is a truly fantastic resource, one which clearly hasn't gone unnoticed by Bexley Grammar School (coming from a Year 7 to Year 11 Secondary School). One of the best uses of Sixth Form students, in relation to their effect on the younger students, is the Peer Mentoring Service.

I originally wanted to become a Peer Mentor to participate in the main mission of the 'Peer Mentor' Service – to simply provide support for all students when and where it is needed. On top of this, I have always been extremely passionate about the transition between primary to secondary school - both a worrying and exciting time - we helped students who were going through this, from doing a

presentation in form-time of tips for starting a new school, to simply a little conversation in the corridor. This fantastic experience is magnificently rewarding. A Peer Mentor is there to help new students settle into school; establish good communication between new students, teachers and other students; provide support for young people who might be isolated and lack self-confidence; provide support in getting to know a new learning environment and to offer appropriate advice and guidance within the school environment. I am thrilled that, as a Peer Mentor, I have been part of ensuring our school, Bexley Grammar, is a happy, secure and enjoyable community for ALL students.

Ella Barry, 13SMB

Year 8 CAS Experience

For me, CAS was an opportunity to show my skills and achievements, especially in the Creative and Action parts of it; obtaining hours for those was much easier than for Service, but that's just my opinion – some may find that Service is the easiest!

I liked CAS as I could do more of what I enjoy – Art and Music. I could finally have an excuse to lock myself in my room all day and draw, and call it part of my CAS. If you aren't really into things like sports or painting, you don't have to pressure yourself into doing them to get hours. Sure, it might be good to try something new, but CAS activities can cover what you do already: dancing, singing, reading, cooking and so on. Creating the CAS journal took a

lot of organisation, with a little over a month to gather evidence and put into a project. A little tip for the Year 7s, who will do this next year: you technically have the whole of the school year to do this project. If you don't want to be stressed at deadlines, it's best to start early and do the work bit by bit.

I definitely had some struggles, with stubborn siblings who wouldn't leave me alone to make the project with homework on top of that. The month of May was my busiest. But don't get me wrong – it was probably the most things I'd done in a short amount of time. Thanks to the CAS programme!

Elysia Reine Manuel, Year 8

Problems Page

Dear Agony Aunt,

I writing to ask you for your advice as I really love playing netball and am on the team – I'd really like to continue playing; however, my parents said that my school work is more important and that I can't play anymore. Whilst I understand that my work is important, I really don't want it to mean that I lose my social life and my hobbies, what should I do?

Dear Reader,

I understand that getting the balance right between school work and free time can be difficult, especially when you're trying to please more than just yourself. Obviously, I don't know your parents and

therefore don't know how strict they are or what they expect of you but the best advice I can give you is this – make a list of all the reasons why you feel it would be beneficial for you to be on the team and talk to them about it. Explain to them how school life, especially at a school like BGS (where the ethos is in producing well-rounded students, not just pure academics) is about more than just your grades and class work – it's about getting involved with all the different aspects of school, including extra-curricular clubs and house activities and a social life with friends, outside of the classroom. Explain that going to clubs can increase your happiness in the school environment by giving you

something to look forward to, something to talk about, and an opportunity to make friends with people you may not have had the chance to talk to otherwise. If you feel it's necessary, you could even add in a little science about how exercise can help your brain to work more effectively, therefore allowing you to study better.

If they need even more convincing, you could try to come up with a rough plan of how you would fit in all your work for the week, around training and

games to show them that, even if you took part in the team, you would still be committed to your school work and still find time to do it all to the best of your ability. If all else fails, just ensure that they know how important it is to you and that it is not only advised, but in fact highly encouraged for students to stay always active and play a role in the school community. Good luck, and I hope you'll be winning plenty of trophies for the school in the not-too-distant future.

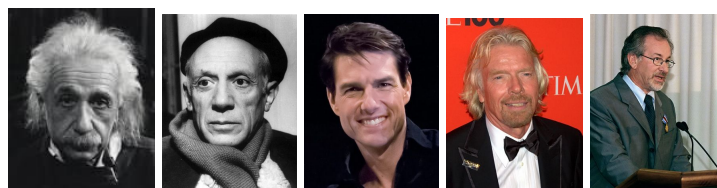
Understanding Dyslexia

Extract from the British Dyslexia Association Dyslexia: a useful resource for both parents and students:
<http://www.bdadyslexia.org.uk/contact>

What is Dyslexia? (Greek origin) It means 'difficulty with words'.

- It is a lifelong, usually genetic, inherited condition and affects around 10% of the population. On the plus side, dyslexic people often have strong visual, creative and problem solving skills and are prominent among entrepreneurs, inventors, architects, engineers and in the arts and entertainment world. Dyslexia occurs independently of intelligence! Dyslexia is really about information processing: dyslexic people may have difficulty processing and remembering. Dyslexia is one of a family of Specific Learning Difficulties. It often co-occurs with related conditions, such as dyspraxia, dyscalculia and attention deficit disorder.

Albert Einstein Pablo Picasso Tom Cruise Richard Branson Steven Spielberg



What do these people have in common?

Currently, at Bexley Grammar School, we have 32 students with Dyslexia and 5 students with Visual Stress Difficulties. Part of the support available for students are the group meetings where students share the challenges they face and come up with their own unique way of coping with them. They are an inspiration to me because they never let dyslexia define who they are or let it stop them aiming high. That attitude, combined with a commitment to their studies **and** the support they get from their teachers means that here at Bexley Grammar School they can, and do go on to their chosen path.

I would like to take this opportunity to wish the Year 13s all the best as they move on to the next stage... take care of **YOU**, won't you? **Mrs Collier, SE-AN Dept**

Please read below articles written by students themselves who face the challenges that dyslexia and Irlens bring them every day and how they recognise that it can set them apart, in a positive way from others:

Dyslexia is a specific learning difficulty learn to read and spell. It often runs in population. It can affect short-term of recalling names, which are some dyslexia is not related to general dyslexia have strengths in other fields, differently to everyone else. More than dyslexic. They are hired for their spatial-awareness skills.



that primarily affects the ability to families, affecting about 10% of the memory, concentration and speed things I struggle with. However, intelligence and usually people with allowing them to approach things 50% of NASA employees are superior problem-solving and

I got my diagnosis when I was in Year 8 after I was struggling, especially in English and FBSCS. I was originally very upset and embarrassed, thinking that I wasn't as good as everyone else. Due to my visual stress I also had coloured lenses in my glasses which I never wore because someone made a comment the day I got them. My

main issues have been with my processing and reading - and essay based subjects have never been my strong point. I was able to notice this early on and so I knew where I needed to work harder. As I have gone through school I have learnt to understand my weaknesses and embrace my strengths. I have been offered any help I could ever wish for and more by everyone in the SEN department. Mrs Collier has always been there answering my emails for help, organising study skills sessions and setting up meetings with other people in the school that also have learning difficulties.

I would say that BGS has helped me massively, not only in working around my difficulties but in making me more confident in myself. Collectively many members of staff have enabled me to excel in my GCSEs, helped me manage my A levels and guided me through my applications for apprenticeships and jobs, as I didn't want to go down the uni route. I will forever be grateful for the help I have been given throughout my school life and it will continue to benefit me in my future jobs and life situations.

Lucy Clenahan Year 13

Dyslexia is a neurological condition which you are born with and it means that your brain is wired, unlike other people's, and often dyslexics will think a little differently than everyone else. However, from my experiences I see dyslexia as a gift which helps you rather than hinders you. Dyslexics are more often likely to be creative and think outside the box. In a world of machines and computers, creativity and human ideas are of all time importance. Brain processing speed is often slower than normal and this means that it takes longer to read and understand information. This often leads to problems with organisation and procrastination, however it means that dyslexics have a unique outlook on the world. And I see dyslexia as a special part of who I am.

Luca A Quicke 10MML

Irlen's Syndrome is a perceptual processing disorder; it's not an optical problem like many believe but it's a problem with the brain's ability to process visual information. Irlen's affects people in different ways ranging from academic and work performance to the inability to remain focussed. "Problem areas" include low self-esteem and motivation, poor depth perception, difficulty with copying, headaches, eyestrain, movement of print on pages and even poor sports performance.

For myself, Irlen's was diagnosed quite late in year 10 following tests similar to that of dyslexia... I was sat in a room and had to take timed exercises in order to work out my processing speeds. Following this, a colour was assigned which was discovered to "correct" the struggles I was having. For many people with Irlen's, we rely on a coloured filter/overlay or tinted lenses when reading large chunks of black and white text, or else the words start distorting or our eyes physically won't focus on what's in front of us. It doesn't necessarily affect my sports or work performance but, notably, my energy levels when I'm being switched between classrooms which differ in artificial and natural light. Minor changes in environment can lead to restlessness, dizziness, and tiredness or, in extreme cases during the summer months, Irlen's can increase your susceptibility to migraines and nose bleeds.

It's not all negative; as time goes on you learn to control/manage it a little better; knowing your limits and avoiding situations where the light is too harsh, or like me... just trying to cope throughout the day and then nap for hours as soon as I get home! If you asked me about the disorder when I was in my old school, I would've been far more negative about Irlen's than I am today. Since joining BGS I have received endless support ranging from in lessons to extra processing time in exams which has alleviated any struggles that used to be more prominent.

The problems with Irlen's is that it's very much a hidden disorder; luckily it affects me less than others and all the "problems" may seem minor, but they really do add up. Imagine dreading summer just because the bright light makes concentrating in lessons harder, and then the stress of having to catch up with all your work for the day once you get home- which further exacerbates your tiredness; or not being able to read a passage out loud in English lessons and feeling the regret of letting the class down or the public humiliation of struggling to read a simple passage. It takes a toll on people's self-esteem; much like other disabilities and disorders. It can be detrimental to people's development if surrounded by individuals who bully those less able than them.

My hope for the future is to reduce the stigma surrounded by learning difficulties; I don't believe anyone should be discriminated against, especially those facing problems out of their control.

Xian Mullard, Year 13

Current Affairs

Comments and Thoughts on our latest General Election...



Constituency finder | *Seats won*

In June, we saw a General Election begin and end just 2 years after the Conservatives were elected into power. There are many speculations as to why exactly Theresa May decided to call a snap election however she insists that it was so that she would have a stronger majority government which would therefore give her more stable hand for Brexit negotiations.

There was widespread surprise across the country as the results revealed that May had in fact lost her majority. The Conservatives lost 13 seats whilst Labour gained 32, the SNP lost 19 and the Liberal Democrats gained 3. As a result of the polls (falling 8 seats short of a majority) Prime Minister, Theresa May, decided that in order to have a truly strong and stable country she would form a government with the Democratic Unionists Party. Another significant outcome of this election is the massive increase in people voting, according to the BBC, the number of young people registering is the highest of any other age group. It's incredible to see how within a few, short months and a small series of events the political landscape can change so widely.

What now though?

Brexit negotiations have begun as May gets 'To Work' and forms a government with the DUP. Who are the DUP you ask? Well, The DUP are a pro-leave, Northern Irish Party led by Arlene Foster, their website states their five main priorities:

Jobs, Health, Infrastructure, Families and Education. Throughout the years they have consistently vetoed any chances of equality for same-sex couples who wish to marry in Northern Ireland; in 2015 the party's Health Minister apparently stated that "The facts show that you certainly don't bring a child up in a homosexual relationship. That child is far more likely to be abused or neglected." - these facts seem to have been kept classified from public knowledge... According to The Independent, while the party doesn't explicitly mention abortion within their site or manifesto they have been rather up-front about their support for Northern Ireland's Abortion Ban and all that the ban comes with (imprisonment). The Independent also states that the party appointed a climate change denier as their Environment Minister and quoted a previous Environment Minister, MP Sammy Wilson, who said that we'd eventually "*look back at this whole climate change debate and ask ourselves how on Earth we ever conned into spending the billions of pounds*" on the issue. The Conservatives' Environment Minister, Michael Gove, attempted to remove climate change from the Geography curriculum (as Education Minister) and have it taught in Science instead (many teachers argued that this would downplay the severity of the topic) and apparently has a record of voting against measures to halt further climate change-Perhaps the two will get along well.

This Snap Election has brought to light a lot of new issues and has perhaps raised more questions than answered and seems to have given the people of Britain a new perspective on who they are being led by.

Paula Navarro Flores, Year 12

Donald Trump: The Divided States



Well, what a busy few months it has been for President Trump. Credit where credit's due, he's nothing if not consistent. He said he would ban Muslims entering the country, and he tried to. Twice. He said he would leave the Trans-Pacific Partnership and the Paris Climate Agreement, and he has (granted they'll take time, but he has set the wheels in motion). He said he'd build a wall, and plans have been submitted by various companies. He wanted to repeal Obamacare, now they have the Affordable Healthcare Act. In short, Donald Trump has followed through with the majority of his larger campaign promises. It just so happens that they were the ones people hoped he wouldn't do. Trump has his fair share of controversy as well. His links with Russia are subject to an ongoing

investigation by the FBI, over which, it is speculated, he fired the F.B.I boss James Comey. His cabinet picks are largely unfavoured by the masses, including a climate change sceptic in charge of the environment and a neurosurgeon in charge of housing. All his decisions are under constant scrutiny by the media. His frequent use of Twitter is another source of contention for him. Blocking people who call him out, insulting those he disagrees with, and using the recent terror attacks in the UK as a platform for his xenophobic rhetoric. Also, throughout the month of June, he made no statement acknowledging Pride month. Not really a president for all.

His lack of wide appeal has made his approval rating the lowest since records began (Harry Truman, in case you're interested), at 50%. This means that he's the least popular president for a long time. He has successfully divided the country straight down the middle. This is most likely due to some very divisive actions, such as withdrawing from the Paris Climate Agreement, as well as his divisive opinions. Many people are still reeling from his shock victory, and there is still a great resentment towards him.

All this to say that we currently have a very interesting time ahead of us, and only time will tell what sort of impact the decisions of this man will have on the world at large.

By Adam Dykes, Year 12

Reviews

13 Reasons Why

Recently, a Netflix series called '13 Reasons Why' achieved wild popularity on social media, not only due to its unique features but also due to the controversy surrounding it. The 13 episode series is behind her, in which she explained 13 reasons why she killed herself due to the mistakes of 13 classmates. The Netflix series caused many people such as mental health experts, school counsellors and suicide prevention professionals to raise concerns, mainly because of the portrayal of a dramatised suicide. These concerns were raised due to different reasons. Firstly, the show is not a true representation of the reality as the issues explored, such as depression and stress are much more complicated in reality. Mental illness can be caused by a way a person thinks, feels, behaves and perceives. Other people are not responsible for

a person's mental health but they are able to influence it e.g. bullies. Moreover, the way the suicide is shown has been noted as a problem, as the show risked romanticising it by showing that people started caring about Hannah only her after her death.

Furthermore, suicide is presented as a way to take revenge as the show presents Hannah blackmailing her classmates and blaming them for causing her death. Additionally, while in reality the adults are the



ones who handle such situations, in '13 Reasons Why' adults seem to be only contributing to complicating the situation rather than be capable of understanding it. A suicidal person's best option is to seek professional help; Hannah didn't receive the support from the School Counsellor she reached out for. Finally, the graphic portrayal of the suicide

American Gods: Series 1

Created by: Bryan Fuller and Michael Green

One of the most widely acclaimed novels of the early 21st Century, American Gods now has its own TV adaptation on Amazon Prime. There's a lot to unpick from the first series, so here goes nothing. First things first, the characters. This is an aspect where the show shines, with some of the best characters I've ever seen on screen. Mr Wednesday, played by Ian McShane, is brilliant. For a man of average height, he really is a massive presence in every scene - no, every frame - he's in. He portrays the enigmatic moral ambiguity very well and his gruff voice simultaneously calms you and puts you on edge. Ricky Whittle as Shadow Moon is another solid performance. In a divergence from the book, Shadow is written as much more emotional and reactionary and Whittle conveys this brilliantly, coming across as someone whose world has been flipped entirely on its head. For me, though, the standout character is that of Laura Moon, played by Emily Browning. She plays the apathetic irreverence wonderfully, bringing the show back down to earth - literally. Another star is Pablo Schreiber as Mad Sweeney. The irony of a

scene had been raised as an issue not only by experts but also by the fans of the show. On the other hand, despite being blamed for dangerous sensationalism, Netflix has received praise for its great production and season 2 is said to be coming out in 2018.

Navjot Singh, Year 12

six-foot-five leprechaun isn't the extent of his humorous appeal, as his blunt delivery and sardonic tone makes for some of the best comedy of the series.

The 'villains' (there's a lot of grey morality here, with Shadow the only definite good guy) also offer some interesting characters. Technical Boy, played by Bruce Langley, is brilliantly unnerving to watch in his garish outfits and ominous rhetoric about the end of the Old Gods. Media, played by Gillian Anderson is a joy to watch. Her costume shifts into different cultural icons is hilariously dissonant with the apocalyptic lines she delivers. She perfectly emulates the caricatures and still manages to be a unique voice.

The plot of the series is relatively straightforward to follow, but is at the same time compelling, switching from the main story to the b-plot effortlessly, keeping you invested in both. The writing, directing, sound design and music all combine to make this a tour-de-force of stylistic uniqueness and flare, and the cliffhanger at the end of episode eight has left me gasping for series two!

Adam Dykes, Year 12

Doctor Who Series 10

Executive Producer: Steven Moffatt

After a year away from our screens (outside of a cameo in the BBC Three spin-off, Class), Peter Capaldi is back as The Doctor for his third and final series. It's also the final series with Steven Moffatt at the helm (at last), and he's going out with a bang. To cut a long story short, I loved it. With the arrival of Pearl Mackie as new companion Bill Potts, the show seems to have been invigorated with fresh energy, which reflects in the quality of the writing. Gone are the overarching phrases which act as a substitute for a story arc, and we say goodbye to the pseudo-romance between the Doctor and Clara. First things first, the new companion. Bill Potts feels real. She has a very firm base in the real world, with a regular job and ordinary struggles. Her lines are delivered with a cheeky kind of irreverence that



contributes to the delightful tone of the series, and Pearl's face shines with enthusiasm and wonder at every new experience. There is a friendship akin to the Seventh Doctor and Ace: a tutor guiding their diligent pupil around the universe.

Which brings me onto the Time Lord himself.

Taking up residence as a university lecturer allows

the Doctor to come across as far more human than he has in recent series. He has some brilliant moments of humour, and a mid-season twist gives him some great moments of vulnerability. His is a Doctor in the prime of his life, which makes the news of Peter Capaldi's departure all the more sad. His dialogue is, as always, intense, Scottish and emotional one moment, and lighthearted and silly the next, reminiscent of an old man trying to master modern slang.

One character that pleasantly surprised me was Nardole, played by Matt Lucas. On announcement of his upgrade to a main cast member, I was deeply sceptical. In both his previous appearances, he was a one-dimensional comic relief character, but in this series, he is more fleshed out into a shrewd, intelligent character that acts as the Doctor's moral centre.

There doesn't seem to be any sort of overarching plot this series aside from the vault (whose doors might as well have been glass, given how early we all figured it out), which allows each episode to stand on its own merit, as well as have its own unique style. rogue plot, with an interesting resolution. Some highlights: Episode 5 was

simultaneously a zombie space thriller and a damning of capitalism; Episode 6 was very ... interesting, and that's all I'll say on that; Episode 7 was a delightfully ridiculous apocalypse aversion story; Episode 8 was a superbly executed dystopia flick; Episode 9 was a ridiculously brilliant martian romp with VICTORIANS! Episode 11 was a brilliantly realised sci-fi story based in real science(!) with a devastating cliffhanger. Episode 12 is a silly, vacuous adventure with great special effects. Overall, this series has been very good, consistently leaving me wanting to watch it several more times. However, the disappointing finale was overstuffed, under explained and too silly for the stakes to be believable.

On a more positive note, the first episode was, as billed: Doctor Who distilled, encapsulating everything that makes the show good: amazing dialogue, an interesting threat and a wide-eyed companion. It was pure fun, and was filled with promise for the rest of the series.

The series was of an excellent calibre this year, and the direction, special effects, costume and music all reflect and compound this, making this one of the best series in a long while. 2017, a vintage year.

Adam Dykes, Year 12

Guardians of the Galaxy Volume 2

Written and Directed by James Gunn

After the resounding success of the first film, there was a lot of very high expectations surrounding this film. I can safely report, however, that Marvel has created another hit. So, showtime.

One thing that Marvel does incredibly, epitomised in Guardians, is character dynamics. Such is the nature of an ensemble film that each character has to be strong, but not outshine the rest. Obviously Star-Lord Peter Quill, played by Chris Pratt, is the main focus of the film, but none of the other characters fall by the wayside. The rest of the characters from the first film are still very strong, their personal arcs are well fleshed out and believable, and the acting is fantastic. There are also a few new characters that establish their niche in the dynamic fairly quickly and effectively. The standout character out of this motley crew is Drax the Destroyer, played by Dave Bautista. His blunt honesty and lack of verbal filter makes for some great comedic moments, and his laugh is highly infectious.

So to the second most important part of the film, the comedy. The script is aflame with quips, and barbs are fired between the protagonists more than the

guns. The 'rag-tag gang' dynamic is turned up to eleven in this film, and the love/hate friendships are at times absolutely hilarious. Genuinely, there were moments in the film where everyone in the cinema actually laughed out loud.

One of the greatest sources of humour is, as in the first film, Groot, voiced by Vin Diesel. As an

impulsive and curious baby-tree, the responses to his repetitive line hint at the short attention span and boundless naivety. It is a testament to James Gunn's writing ability that even in moments of high stakes action, the comedy doesn't take you out of the moment at all.



The plot of the film feels very organic and character-driven, something which Marvel does so well across their films. It is a relatively simple plot, a fairly standard premise, but original in its execution. The villain is believable and very well acted, considering the fantastical nature of the proverbial beast. In fact, all the acting is superb. The actors in this film seem to understand their characters and the universe they're in spectacularly and bring

phenomenal emotion to them. The film is littered with genuine heartfelt moments, with real emotional impact. After seeing two films with these characters, you really feel for them and understand them. All this is a testament to the incredible acting of all the main cast.

Another fantastic film from a brilliant company who definitely know what they're doing.

Adam Dykes, Year 12

Wonder Woman

Director-Patty Jenkins, Writer-Allan Heinberg

It's finally here. My most anticipated movie of the past two years has finally been released!

As a DC fan, I was praying this film would be good. I don't want to hate it, but Zack Snyder's lack of comprehension of the characters makes it hard not to. Fortunately, despite helping with the story, Mr Snyder didn't have too much to do with this one. From a DC standpoint, things were looking up.

The other point of interest was it being a female led, big budget superhero movie, directed by a woman. Whilst I just wanted to see a movie that portrayed one of my favourite characters well, I will concede a movie like this was long overdue - 2004's 'Catwoman' and 2005's 'Elektra', weren't great).

Enough with my pretentious ramblings, was the film good? YES!!! The film is amazing, and I highly recommend anyone goes to watch it, and I do mean anyone. If you like comedy, romance, drama, action, awesome superheroes, awesome powerful women or anything else, you'll find something to like. This movie is incredibly well balanced in all these aspects.

If you're a DC fan like me, you may be wondering (pun intended) which version of Diana Prince is this? Well, she's a mix. Her classic Themysciran origins, and the retcons of the 'New 52' origins are possibly there. This blend of old and new means fans and newcomers alike experience thrills as her origins are explored throughout the course of the film. You may also be wondering, is a certain arch-villain in the film? Yes, yes he is.

The relatively simple plot revolves around Diana (Wonder Woman), who decides she can't stand by as her race of Amazonian women do nothing to save the world during WWI. Along the way, we meet her allies in the armed forces, learn of ancient



Greek gods and of course, we get some evil villains, both human and divine.

The movie perfectly balances Diana's optimism and heroic nature and the more realistic but well-meaning spy Steve

Trevor, with the harsh and selfish intentions of the German villains (General Ludendorff and Dr Poison), as well as the understandable yet detestable intentions of the twist villain. By making the final villain's beliefs somewhat understandable, we get to see why Wonder Woman is such a good role model - her compassion (a theme with all the DC superheroes in the comics, until now lacking in these movies). It is her optimism and her willingness to help others that make her a hero and while her naivety may be a flaw at the start of the film, by the end, despite the issues it caused, she has learnt that even if there are bad people out there, there are always good people too.

Now to the acting and the casting. The casting in these DCEU films is always good and they are all well acted (even if poor direction and scripts lead to some parts feeling very odd). This film is no exception, except for the fact that the direction, plot and script are all phenomenal, allowing these great performances to shine through. While many were worried about Gal Gadot playing Wonder Woman, given that she had only played minor roles before,

they feared that she had only been chosen for her appearance - an attractive and athletic woman- so many thought she wouldn't be a great actress. Thankfully they were wrong. Not only does she look the part, but is excellent, capable of some of the most impressive action work I've seen (though some were aided by CGI and stunt doubles, a lot of it was her) as well as an incredible range of emotion. Not bad for a woman who'd considered giving up acting just before her casting in the film. Chris Pine as Steve Trevor is also amazing, with both fantastic emotional depth and hilarious comic timing.

Of course, no movie is without flaws and as much as I may love this movie, it's only fair to mention those flaws: the villain is somewhat controversial. Despite liking him I'll certainly agree that he could have been even cooler if certain aspects of his design were altered for flashbacks and the final fight

(again trying to remain spoiler free for this one). As for other complaints, the ending is somewhat spelled out and cheesy. The film is bookended by a modern day section in the Louvre and provides what little ties this film to the rest of the DCEU. That isn't an issue though. What is an issue is the narration, which spells out the film's themes in very plain terms and feels somewhat forced compared to the subtleties earlier in the film as well as the dreaded "love wins" speech being present? The final criticism: aside from the twist villain, many people claim that the German villains are bland and cartoonish. While I agree, I find them entertaining to watch - it reminds me that these are villains I should hate, making it even more cathartic when they are defeated.

It's a film I can't recommend enough for everyone to see and enjoy.

Ben Szczegolski-Jacobs, Year 12

E3 Recap



Another E3 has come and gone and it was pretty mediocre. So let's run down the list of the mediocrity. Here are all the major companies' presentations in one comprehensive (and maybe a little - very - biased) list.

EA

EA had nothing to show this year. They had more sports games. They did have something though. Star Wars Battlefront 2 looks like they may actually finish it before they release it, unlike the first one. It looks like it could be fun but I wouldn't trust EA not to put in DLC and microtransactions.

Bethesda

Perhaps the most pointless conference, all Bethesda did was talk about re-releases of games and paid mods. The 2 things they've been criticised for most in recent years were all they showed. After 2 great years, it looks like Bethesda has finally had a bad E3

Ubisoft

Rather surprisingly this wasn't the cringiest thing to happen this year. The only stupid dance bit was for

Just Dance and it featured Sub-Zero from Mortal Kombat, which is funny (if a little odd). They had the new Assassin's Creed (which looks like every other Assassin's Creed) and a strange little crossover between Mario and the Rabbids.

Sony

Sony had a pretty mixed conference, the new Spiderman game looks awesome (even if it is just a Batman Arkham game with Spiderman) and honestly could be another great superhero game series. The other big announcement was a look at the new God of War game. No longer a big, fast and frantic action game about a Spartan killing gods to avenge his family, the series is now about a Norse guy teaching his son to kill monsters in a slow boring zombie-like combat system with no iconic swords or powers.

Microsoft

A pretty good conference, they didn't show off too much: the first showing of the new Assassin's Creed (not a great game from the looks of it but a big deal considering the popularity of the series); some more of the game Sea of Thieves, which looks like it could be the first good RARE game since Microsoft bought the developer in 2002. They also finally revealed project scorpio now called the XBOX ONE X (a name sure to cause a lot of confusion when children ask for Christmas presents). It does look like it will genuinely be the most powerful console ever but not by enough to warrant the upgrade if you already own an XBOX ONE or and XBOX ONE S.

Nintendo

Nintendo won E3 this year. Hands down. Mario Odyssey

looks like it will be the best Mario game ever, Splatoon 2 looks even more amazing than the original, ARMS released recently 98 to near universal acclaim after its gameplay demos at E3 and the Zelda DLC looks to be some of the most unique gameplay the series has ever seen. But just when you thought it couldn't get better, Nintendo dropped the bombshell that they were working on two new Metroid games. One, a remake of Metroid 2 titled Metroid: Samus Returns, explains why Nintendo shut down the fan remake AM2R and the other game. The other game is Metroid Prime 4, the game metroid fans have wanted since Metroid Prime 3: Corruption released in 2007. After the failure that was 2010's Metroid: Other M

and the disappointing spin-off Metroid Prime: Federation Force, it seems Nintendo's premier exploration shooter will be back, returning the original strong female video game protagonist, Samus Aran and the Metroid series. Can Nintendo pull it off? Only time will tell.

To conclude:

Nintendo won, but Microsoft was surprisingly ok and with minimal cringe for once. People focused on games rather than cringey celebrity cameos and cringey dancing and fake gameplay (though that was still here in parts).

Ben Szczegolski-Jacobs, Year 12

Creative Writing

Poetry Slam – one of the winning Poems

these stormy seas are not my friends,
these tumultuous tides are tearing at my polyester lungs and the weight of seven oceans is
not
helping
me breathe.
saltwater trickles down eyes that CAN'T be mine,
leaking into scrapes of skin that have been eroded battered drowned by sulphur,
if only i could be as brave as those cliffs on which my lighthouse reside,
the lighthouse with it's hollow shine.
i'm exhausted of being tired,
broken limbs and a fainting heart are not recommended for harsh conditions.
my life jacket has lost its buoyancy,
along with the muscles in my left hand,
after clenching it one too many times under a classroom table,
these makeshift glimmers in the roaring waves are nothing more than chapped contours of my lips
i seem to have left my vaseline at home.
foam and froth caress my cheeks,
this relentless blue fury can thrash me to sleep
these stormy seas are my friends

Yingfei Chen

Tainted

with a single dance of fleeting joy all past moments of innocence were shattered.

Tainted

A cake with an eaten slice.
A being who's soul has been corrupted.

Your only significance lies within your anatomy, which will decide what the world then sees.

No longer a budding rose
but now a weeded daisy among all the others who
lost their decency.

Lost
not given.

Stolen

not shared.

Parts of your soul, to be rationed like sugarcane.

Purity is your worth.

Innocence is your meaning.

Morality lies not within a kind soul or a generous
smile
but within the ability to isolate yourself from the
sin of
human touch.

The sin of human touch

The sin of human touch

The sin
that is
To touch.

Rayen

I should have known, not to let you be,
Now I beseech you, please wait for me.
I watch as the distance grows,
As time, uncaring, flows.
A fool of chance, with no idea of what to do.
I am branded; I'm enslaved, by the memory of
you.

Had I known, someday, you'd have to go,
Would I have never bothered, to say hello?
I am marked and yet abandoned,
Like a bird, yet I am grounded, Spawned from
the memory of you.
And all these feelings, all so new,
Year 11 Student

The Memory of You

Is distance created, in you moving too fast?
Or is it because I stopped; I always finish last?
Our lives are rearranging,
This turning world keeps changing.
But please, please wait, for me.

Summer Word search

A L M N S N Y R X R U S W N B S J J K G W B H
 B Y H I J S L G S S R P B C G U P U E O K Q N
 F E W V N S O N U E Q S X Y L N U I L G J S Y
 J X F X X Q O I N S L I X A M C O I C Y T B I
 B S A K X O P X S S W W R D O R P X K N V J K
 E E U I E L Y A H A M L K I I E R T E I I D K
 A Q C O E J D L I L S K M L N A C D L R N C N
 C F C H U J Z E N G W E E O W M T P T U M T C
 H D W F C W G R E N I Z Y H J I O M S O Y W X
 E F R C E R N L M U M S X P U S M U A J U T S
 C V Q P B Y I V D S M Y V C D Y D R C L B S S
 G J L H R V F G F E I R E T D B N D D R K U S
 S I J B A B R U L N N X S A N T Y L N P V G P
 B Y S A B O U G V U G K N N H X R D A A O U B
 R S Z X A B S M W J S Q L O E Q E A S C T A J
 U Q Q B W H M A E R C E C I J A E U E T D V W

Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

AUGUST
 BARBECUE
 BEACH
 SURFING
 SWIMMING
 JULY

JUNE
 PICNIC
 POOL
 ICE CREAM
 SANDCASTLE
 SUN CREAM

SUNGLASSES
 SUNSHINE
 HOLIDAY
 RELAXING

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