



Welcome to Bexley Grammar Sixth Form

A smooth transition and warm welcome for external students

Joining a new school is never easy, with the new challenges it presents. However, joining Bexley Grammar school was one of the easiest and joyous experiences I've had. To be able to join a school and feel not only comfortable with teachers as well as students in less than a month is an unbelievable and unique experience, that Bexley Grammar radiates and fosters this seamless transition.

From the very first day I felt included and welcomed into the school. I believe that what makes this school unlike others is how genuinely friendly everyone is and how interested they are to get to know you and make you feel included, and that goes for both teachers and students. Everyone was more than happy to help when I got lost finding classes around the school!



Within a mere two weeks, I was able to create a club that I used to run in my previous school and I received a tremendous amount of support from teachers and encouragement to do so. This is just one of the many ways external students can make friends and integrate faster into the community here. It is also an opportunity for external students to bring things to the school that they are passionate about and add to the seemingly never-ending list of extra-curricular activities!

Choosing the IB was a conscious decision for me and I have absolutely no regrets. I enjoy all of my subjects, even the ones I may struggle with from time to time. Selecting the IB makes an all rounded student, it is an impressive qualification and in the long run puts you ahead of most 16-18 year olds.

Joanna, Year 12
(Previously at Coloma Convent Girls' School)

Joining somewhere new is always an unnerving experience, particularly if it is a place where the majority of the people already know each other and have formed friendships from before. To my great surprise, however, I felt welcomed from the minute that I walked in by both the teachers and especially the students.



Having just completed my first term, I couldn't be any happier with how everything is going. Everywhere I go, there are friendly faces no matter the year they are in. The first few weeks for me were what I expected to be; scary. I came from a one building three floor school to the vast size of BGS. I was pleasantly surprised at the fact that students in my classes would give up their time to show me around the school and take me to my lessons even if they weren't in my classes or if they had a free period. Furthermore, the teachers were absolutely lovely - in my case I particularly struggled with maths and my teacher has made maximum effort in helping me out; the effort made by everyone has really helped me settle in with no issues.

One of my favourite things about Bexley Grammar is the extra-curricular opportunities, the variety of clubs that are on offer for every student to participate in as well different events such as sporting ones and academic ones. I also like the opportunity we have been given to be subject prefects so that we can represent the subjects that we are good at.

I chose the IB so that I could have a challenge and an adventure in my post secondary school education, little did I know that I was going to have the best experience doing so.

I hope you strongly consider Bexley Grammar for your best possible future.

Jaime, Year 12 (Previously at St Thomas More)



Being an external student, I joined Bexley Grammar being quite nervous as I was in a completely new environment. However, surprisingly this quickly eased away as I was welcomed with open arms from day one. Regardless of whether you were an internal or external student, everybody mingled together and everyone was sociable and willing to make friends.

Bexley Grammar allows students to explore their creative side through various after school clubs and allows students to develop their skills and character through leadership roles such as being a senior prefect, a subject perfect and even a peer mentor. This shows us that in addition to academics we must have other skills that attract us to our future employers.

Despite the challenge of taking the IB diploma, the staff and teachers have helped me transition smoothly, giving me extra support or extra materials if needed. And now I can state that within just a month and a half of being at BGS I can already see myself making progress.

Ruth, Year 12 (Previously at St Catherine's School)

A BBQ was arranged by the Year 13 students with the purpose of helping the new Year 12 students to experience the social aspect of Bexley Grammar School while eating great food. It took place around the Sixth Form Centre area.

As an external student this was an opportunity to make new friends and talk to different people, something which I did and enjoyed doing, even talking to some teachers about the school which was interesting.

A particular part of the BBQ that I enjoyed was when the Year 12s started to play afrobeats music. Most people got involved and started dancing. At this point most



people felt more comfortable with one another and it was fun for everyone that took part, especially dancing to Soco Soco because everyone got in a circle and integrated as one. The barbecue was a great event, and definitely one that could be repeated in the future.

Danny, Year 12 (Previously at Welling School)



A new environment is never easy to join, however, everyone at BGS made sure that all external students quickly felt like internal students. Settling in was very effortless, and creating new bonds and relationships was no problem at all.

Firstly what you notice when you become a student at BGS, is that everyone from staff to students are always ready to help when it is needed. Whether it is academically or simply helping with directions around the school.

There are so many chances to join clubs, extra-curricular activities, even to start something of your own where your leadership skills can be shown.

Why should you choose the IB? The IB opens up numerous opportunities in addition to widening your perspective view. It makes you a critical thinker and hard worker ready for university. An IB student has a lot more to bring to the table by also completing TOK (Theory of Knowledge), CAS (Creativity, Activity, Service) and completing an extended essay on a topic of your choice.

Nothing tops the fact that here at Bexley Grammar, we are a community. Everyone is encouraged in the same way, no matter what race, gender, sexual orientation or what backgrounds we grew up in. Each day we all grow as individuals and the work that is done brings us one step closer to achieving those excellent results that BGS always gets.

Toyosi, Year 12 (Previously at St Catherine's School)

I'm an adventurous person; my whole life I haven't been able to stay still. So five years in my secondary school, as good as it was, was just about enough for me, I needed a new challenge. Coming to BGS, walking in on the first day, honestly felt terrifying. I didn't know a single person; no one had followed me from my old school which was miles away. Yet, regardless of this fear which I attempted to hide, teachers and my peers welcomed me in with a smile. I got to know those in my form, and then those in my classes, then some of those became friends, and now, almost immediately, after one half term, I just feel part of things. Despite the fact I still don't know most of the people I see, and the abnormality of seeing someone I don't recognise almost every day continues to hit me, I still feel like I've been here a lot longer than I have. The facilities are amazing, and everyone walks around with a happy and helpful attitude, always willing to lend a hand or an ear if you need it! This was key in helping me settle in to the first weeks, allowing me time to find the classrooms and adjust to the timings, with all of my teachers giving me a fair amount of leeway if I couldn't find my way around what seemed like a maze of corridors and stairwells. The inevitable unfamiliarity of this school and those inside it has cultivated in me a new curiosity, meaning I have been listening a lot more than I used to. And I have overheard some great things, comments that show what a tight-knit community this school, and the Sixth Form in particular, really is: a community which is always open to new members. The adults make us feel like adults, and connect with us a lot more, and we are given a new level of freedom, which motivates me towards a mutual respect for my teachers and peers. Everybody's in the same boat at this school; and although this boat does go through its fair share of turbulence as expected, we all pull through together and end up in a much better, more mature and positive place. The best thing you'll see at BGS is the combination of teamwork and work ethic, as everyone accepts each other's issues, and strives to sort them out. And that inspires me to become a more outward-focused and caring individual.



Elijah, Year 12 (Previously at Haberdashers' Aske's Hatcham College)

10 REASONS

WHY THE IB DIPLOMA PROGRAMME IS IDEAL PREPARATION FOR UNIVERSITY

1 IT OFFERS ACADEMIC BREADTH & DEPTH

IB Diploma Programme students are 21% more likely to be admitted into 10 of the most prestigious universities, including Harvard, Princeton, Yale and Stanford.



2 COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM

Creativity, action, service (CAS) encourages learning through direct experience.



3 IT'S A QUALIFICATION RECOGNIZED BY UNIVERSITIES

AROUND THE

The IB Diploma Programme is internationally benchmarked, allowing graduates to continue their studies anywhere in the world.

4 IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS

The extended essay requires independent research through an in-depth study and a 4,000 word essay.



6 IT ASSESSES MORE THAN EXAMINATION TECHNIQUES

IB never teaches to the test—exams are externally assessed with no grade inflation for more than 30 years.

5 IT CULTIVATES AN INTERNATIONAL MINDSET



An international mindset is a key 21st century learning skill. Second language learning—an IB requirement—has been linked to higher achievement in school and university.

7 IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS

Research has found that IB students develop strong study habits and critical time management skills, key indicators of college readiness.



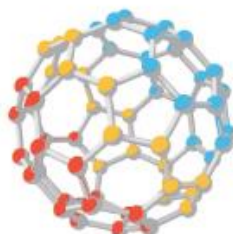
8 THE IB ENCOURAGES CRITICAL THINKING

Inquisitiveness and interpretation are among the key cognitive properties of an IB education.



9 SUBJECTS AREN'T TAUGHT IN ISOLATION

Theory of knowledge classes encourage students to make connections between subjects and gain the skills they need to be critical thinkers.



AND HERE ARE 10 MORE REASONS...

The IB learner profile offers 10 qualities underpinning the Diploma Programme—from open-minded to risk-taker to balanced, they form a framework for an international education that meets the needs of a changing world.

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The IB Diploma at Bexley Grammar School

Students choose one subject from each of the groups 1 - 6 but in group 6 may select a further choice from groups 2, 3 or 4 instead of those offered in group 6. Students will choose three subjects to study at Higher Level and three at Standard Level and their choices should follow their interests and enjoyment of a subject. The IB structure encourages a balanced choice which includes the essential further study of English and Maths but also the depth required through the Higher Subject.



Group	Subjects on offer	
1. English	English Literature Literature and Performance	
2. Languages	Chinese French German Italian	Japanese Latin Russian Spanish
3. Individuals and Societies	Business & Management Classical Greek & Roman Studies Economics Geography Philosophy	History Politics Psychology Social & Cultural Anthropology
4. Sciences	Biology Chemistry Computer Science Design & Technology	Environmental Systems Physics Sports, Exercise & Health
5. Mathematics	Mathematics	
6. Arts and Electives (or a further choice from groups 2, 3 and 4 above)	Film Music Theatre Visual Arts	

Theory of Knowledge (ToK)

You may be wondering what Theory of Knowledge is, and I admit in Year 11 I didn't really know either. However, Theory of Knowledge is what the package says, 'The Theory of Knowledge'. These are lessons that open the many questions about knowledge that you may have not otherwise thought about, for example:

"How do you know what you claim is true?"

"What are the several ways of knowing?"

"What's more important: emotion or being rational?"



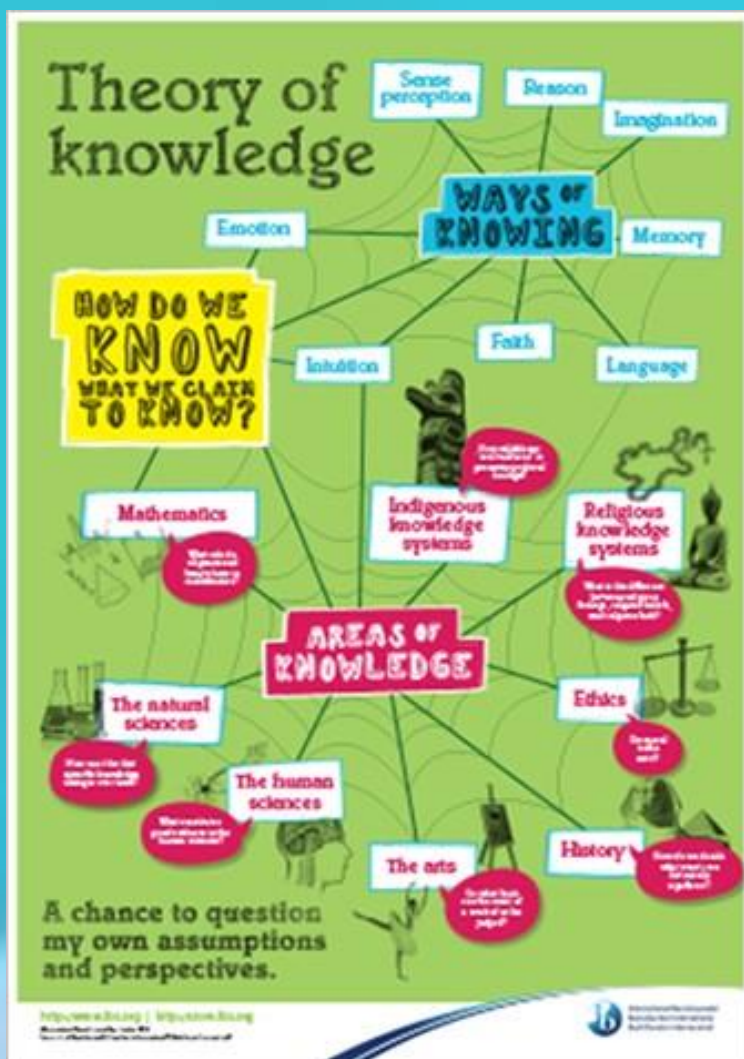
These are just a few questions that you may ask yourself during your ToK lessons. You might at first be worried about ToK, however you will soon realise that no answer is entirely wrong or entirely right either, as there is always more to a question and more things to look deeper into. This is what I think makes all of your ToK lessons interesting: the fact that you have the freedom to ask questions, to think for yourself and wonder about the society that you live in, making a great asset to a person, as questions are a platform for learning and discovering.

Currently we are learning about the ways of knowing (WoK), for example emotions, our senses and our perception of things. However, in ToK your lessons are not all about taking down notes, of course, there are times you would do so, however you also have time for discussions; to share opinions and talk about it as a class and you will also have more interaction with your classmates making the lesson a lot more enjoyable and different from your other subjects.

Personally, I think TOK is definitely an eye-opening and worthwhile lesson!

Johanna, Year 13

(Previously at St Catherine's School)



Other opportunities available to our Sixth Form Students

National Citizen Service (NCS)

NCS is a fantastic way to gain CAS hours whilst also improving life skills. NCS visited our Year 12 students in October. Many of our students participated in the summer and even more have signed up for future events, including being an NCS Student Ambassador.



The Mark Evison Foundation...

worked with some of our fabulous Year 13 students and will be coming in to talk to our Year 12s in November.

The Idea

The Mark Evison Foundation's mission is to promote the personal development of young people through the undertaking of challenges. We invite young people to create and plan projects which are personally challenging. Such projects develop confidence, strength, resilience and breadth, as applicants take independent ownership of something they are keen to do. Applications are self-designed.



The Awards

Primarily, we offer grants through three main schemes:

Annual School Awards (up to £500) are available for students aged 16-18 at our partner state-run schools. We visit schools to encourage students to apply and select successful applications. Applicants (whether individuals or groups) are asked to create and plan their chosen project, present this to us, carry through their plans and then tell us about it afterwards. These are the majority of our awards, and most of the schools have high indices of deprivation and are located in disadvantaged areas of London.

Memorial School Awards (up to £500) are given annually in the two schools that Mark attended: Dulwich College and Charterhouse.

Major Awards (up to £5,000) are for young people aged 19 - 25 for more demanding challenges. Applicants can be based anywhere in the UK.

What is CAS?

How is CAS structured?

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity – arts, and other experiences that involve creative thinking.

Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.

Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

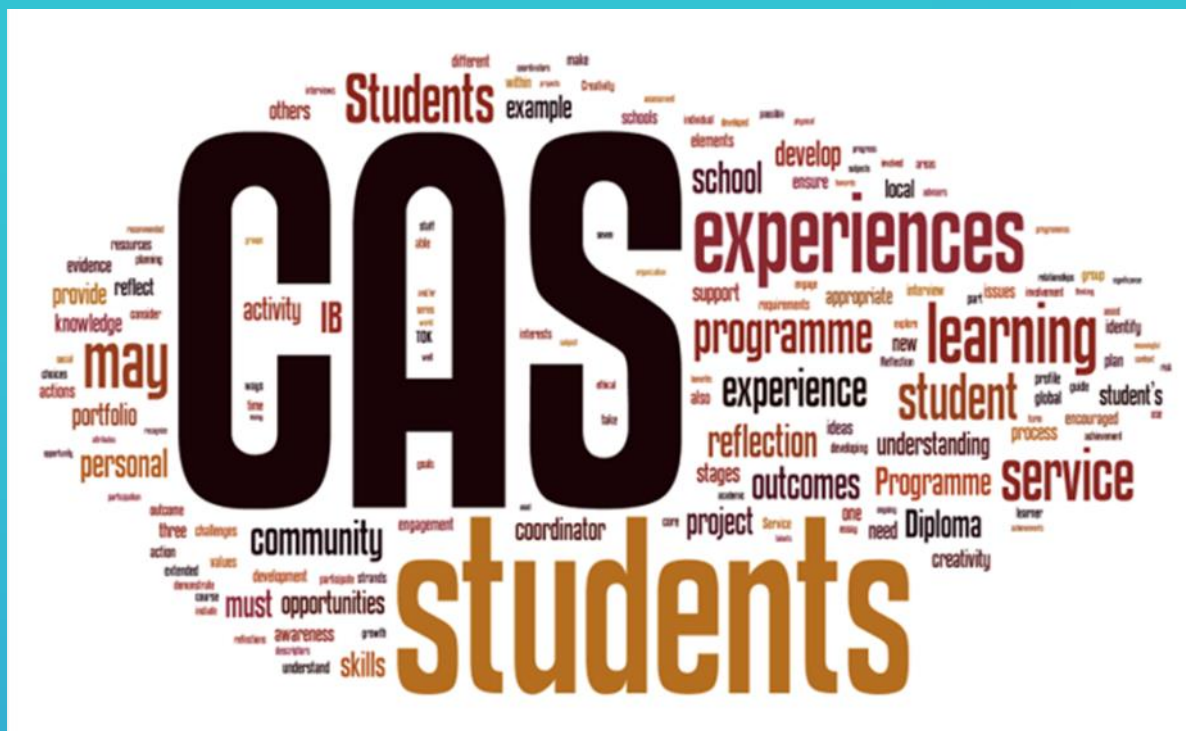
Show initiative.

Demonstrate perseverance.

Develop skills such as collaboration, problem solving and decision making.

What is the significance of CAS?

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.



CAS at Bexley Grammar School

Bexley Grammar School offers a huge variety of activities that can help towards CAS. CAS stands for: Creativity, Activity and Service. The IB requires a minimum of 6 CAS projects to pass, however, often people do much more. Every department in the school works hard to provide opportunities for students to excel their knowledge and understanding within their subject whilst also giving students the chances to learn and develop new and exciting skills. Some students have written about their first experiences of CAS within a variety of subjects. It is worth noting that these are only a few examples of how you can fulfil CAS, there are lots more activities on offer that you can use for CAS and enjoy throughout your time here at BGS.



BGS offers students lots of opportunities to hold positions of responsibility within school; and this can help develop leadership and communication skills whilst also ticking off the CAS element of your diploma. These include:

- **Senior Prefects** - these are selected at the end of the Spring Term Year 12 and play a vital role in student voice as they meet with the Head Teacher on a weekly basis to discuss key elements of school life. They also help to promote the school on open days and lead forums for students.
- **House Captains** - these are also selected towards the end of Year 12 and help to organise lower year students through a variety of house activities.
- **Peer Mentors** - these students work with lower years to discuss any problems they have. Peer mentors go on a training day and work hard to provide a supportive environment for lower school students.
- **Subject Prefects** - each subject will use their prefects differently, some work with younger students who are struggling within subjects.
- **Student Ambassadors** - these students help at a variety of events throughout the year, from open evenings, parents evenings and welcoming new students.
- **Mentors** - these meet with students from all year groups to discuss problems and strategies to help.

The PE department provides many opportunities for CAS, such as after school clubs including: Football, Basketball, Rugby, Badminton, Netball and various others. All of these activities classify as their own project. You also have other CAS opportunities e.g. refereeing or helping out younger years with their sport sessions. You may wish to be a Football or Netball referee and officiate a number of fixtures which are against other schools, and this would be service. In the Sixth Form, you're also given an optional PE period if you're struggling to find time to join a team, so you can even do CAS in school hours.

It wouldn't come to mind straight away, but the PE department also provide creativity opportunities. An example of this is when you help out at training sessions, for any year or sport, and help create warm up drills, cool downs, tactical plays, etc. A project can also come under more than just one title. For example, I am helping out at junior Basketball training, where I participate and help out, which counts as both activity and service. Some people may question how they'll verify all their projects, however, this is also no problem when you participate in an activity which the PE department provide as you can get teachers to verify your CAS for you.

At first glance CAS might appear as a time-consuming obstacle, but once you look deeper for CAS opportunities provided by the school, especially the PE department, you can easily fit it into your schedule. It's also worth noting that CAS looks great on CV's and personal statements, which gives you an advantage over other people on applications.

Nathan, Year 13

The Group 4 Project

The Group 4 Project is a crucial part of the International Baccalaureate. Group 4 consists of many different Sciences out of which IB students normally take one or two. The main aim of the project is for students to work in a multidisciplinary way to demonstrate the idea of the necessity of Science and to have a global understanding about the need for all the different Sciences when making choices.



There are 3 phases of the Group 4 Project:

Phase 1 – The Planning Phase

During this stage we were placed into groups of 5-6 and in each of our groups we would have a mixture of people based on the different Sciences that they studied. We were all given the topic 'Climate Change' and our aim was to plan how we would cope/adapt/combat the negative consequences of climate change. Every person in the group had to contribute based on their specific scientific knowledge. We were then set homework to research and gather the required information for our final idea and plan what we would do for phase 2.

Phase 2 – The Action Phase

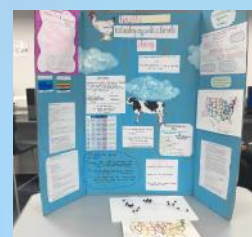
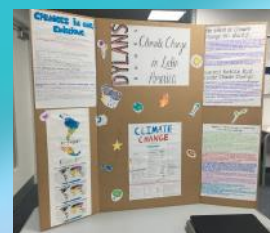
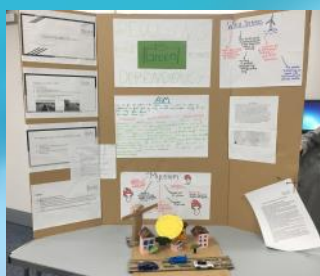
On this day we had to share all the information we collected from our individual research and then split the work between us, making sure we are all responsible for a certain part. Sharing the workload allowed my group to optimise the time we had and to further demonstrate positive collaboration. My group also planned to make a model, which we couldn't do on the day, but Nicole and I finished it over half term.

At the end of phase 2, I realised that the Group 4 project wasn't about the actual outcome, but about the process of reaching the end and how well we could work with each other throughout the project.

Phase 3 – The Reporting Phase

This is the last phase where we are given time to present all the information that we have collected. We are asked to explain our research and expand upon the contributions we made towards the project. In addition, we will be asked to answer questions based on the knowledge we have gained and our experience of the Group 4 Project.

Isha, Year 13



Get involved in languages at BGS!

There are plenty of opportunities to get involved in languages at Bexley Grammar, whether by going on one of our trips, applying to be a Language Prefect or coming along to one of our regular lectures.

Exchange Trips

At BGS all Year 12 students have the opportunity to take part in exchanges to France, German, Italy and Spain

The Italian exchange trip is a brilliant opportunity for people who take Italian at all levels. You have the chance to visit famous Italian cities, like Florence and Pisa, as well as the host town, Siena. The Italian students are amazing people who are extremely happy to be with you, and their family absolutely spoil you! The Italian food everywhere you go is great, you definitely won't go hungry. Not only is it a great opportunity to develop your Italian Language skills, but also a great chance to make some great friends, some of who we still speak to today.

James, Year 13



Language Prefects

Being a language prefect is a fantastic opportunity that has allowed me to pass my passion for languages onto those in the younger years, while also developing mine further. Not only is it rewarding and fun to converse with others and practice my languages, of which BGS offers so many, it is also a brilliant way to expand your horizons as a linguistically inclined student, as my interest into the subjects only grows the more I learn.

Kate, Year 12



Trip to Japan

Every two years we organise trips to Russia, China and Japan. This half term a group of students went on a tour of Japan...

On the 17th October, 16 BGS students had the once-in-a-lifetime opportunity to embark on an action-packed trip to Japan. We explored the modern culture of Tokyo, the glorious temples of Kyoto, the eye-opening and unbelievably moving Peace Park of Hiroshima, and the ethereal island of Miyajima. We were also lucky enough to be welcomed into the renowned Keio Shonan Fujisawa high school, where we were reunited with our exchange partners. And on behalf of everyone who came on the trip, we would like to give a huge thank you to Mrs Everett and Mr Stewart, who did a wonderful job in planning the trip, and making us all feel safe when we were so far away from home.



Niamh, Year 11

Lectures

Every term we put on a programme of language lectures from university academics. Last year's programme included a linguistics lecture by Dr Chris Poutain from Queen Mary University who spoke about how posh words become ordinary. Next week students will take part in a Portuguese Taster, lead by Dr Toby Green from King's College.



Read some of our recent Sixth Form news articles to give you a taste of life at Bexley Grammar School

The Student Investor Challenge

In a corner of K1, my three teammates and I huddle round computer screens and a laptop, discussing jagged lines and charts of numbers. Analysing and assessing graphs for stocks, indexes, exchange traded funds and other assets, we try to pick the best buys for our Student Investor Portfolio. Tracking the trades we've already made, making observations of the market, looking for the next hot stock - there's a lot to do. Although the artificial portfolio doesn't mean people don't care about the challenge, everyone is enjoying themselves throughout, despite all these responsibilities and challenges. We've just bought 480 shares of Ocado, a diversified consumer product company based in the UK and traded on the FTSE 100. The trade is up 2.72%. I feel like all we need is to shout down some phones and we're real traders!



The Student Investor Challenge is an annual competition organised and regulated by the London Institute of Banking and Finance, which gives teams of four, lower Sixth Form students £100,000 of artificial cash to invest in the London stock market. The value of the team's portfolio is assessed after four months of trading and then compared to the other teams in the process. The top 500 teams progress to the next round, which is then based on price predictions for various global financial instruments. The process of investment is that each team will have two portfolios - an Active investor portfolio and a Strategic investor portfolio. The first is focused on smaller trades, with aims for quick profitability, often on more volatile stocks with lots of movement: where money can be made if you act fast enough and spot short term trends. The latter, Strategic portfolio is for larger trades with a more long term position in mind, which could be held for weeks or even months. This portfolio only grants 10 trades per month, so you have to be very tactical and well-informed when making these decisions. There isn't a limit on the number of teams from each school, and a group of four can be formed with any students eligible for the task. There are various rewards offered for successful teams in the competition, and the ultimate prize is an exclusive trip to New York for the victorious four.

So far I have thoroughly enjoyed the experience, but maybe that's because we haven't been losing money yet! The programme has required effort and thoughtful engagement, particularly for myself as a team leader, and brings on regular responsibility to follow financial news and keep a finger on the pulse of the market. Whether you join the challenge with little or no knowledge of the market, such as many people here at Bexley Grammar (60 Business and/or Economics students in 15 teams have entered this year), you can still achieve great results. This is because your understanding and expertise will quickly develop through experience and also the plentiful guidance and information online. Also, once the basic concepts are grasped surrounding the market, it's easy to begin making educated trades for your team. Personally for us as a group, we have been very thorough and analytical with all of our stock picking, and have focused for weeks at a time on certain market patterns and specific sectors of the exchange available for. This approach is what I was in favour of, but I can say that the team currently heading the school leader board isn't scrutinising each trade so carefully, but rather trying to react rapidly to different market spikes as quickly as possible. The countless different trading approaches that are decided directly by your team are one of my favourite things about the challenge, especially at Bexley, because the decisions are left down to the teams themselves and not strictly monitored by the teachers, or anyone else for that matter.

As a student interested in pursuing a career in business or economics, the Student Investor Challenge is an amazing opportunity to have a competitive, lifelike experience in an area of massive interest and importance for many young people, whilst developing practical finance skills that can't be taught in a classroom. At Bexley Grammar, we have a track record of successful teams in the challenge. For example two years ago a Year 12 team from our school managed to reach the final round of the top six competitors nationwide (out of 10,000 teams that entered the competition!). Whilst giving us freedom to work on our own, the teaching staff are always available to offer expert advice with market understanding for any teams or individuals who require guidance. The competition this year has been well-organised from the get go, with plenty of eager students signing up and forming teams. I can't wait to see how far my team 'We Will Stock You' can go in the competition. I'm eager to boast about my participation in the programme on my CV, and to potential employers and universities in the future. At Bexley, we have a fantastic and successful Business and Economics department, and this is just one of the many amazing opportunities available for its students in the Sixth form, along with Young Enterprise, visits to investment banks in the city and the BASE Accounting competition as well. With just three months to go before the first round ends, fingers crossed there's not a big crash!

James, Year 12

The Young Enterprise Competition

Young Enterprise is a competition taking place over the course of a year, depending on the stages you are successful in, involving the design and production of a desired product and selling it in markets to a client base. As a team you are required to raise the start-up fee of £500, and also to build up additional funds for the entire process through fundraising, thus you have to set up a local bank account to hold the money. The team is split into Sales, Marketing, Finance and Production. If you reach the final, the team will then be required to present their product to a board of business professionals from a range of well-known companies.



Personally, I am part of the sales team and we are required to take part and run the fundraisers on the day, having been pre-planned by the entire Young Enterprise team. However, every individual in the team has a part to play and a say in the entire development process of the project, despite which department of the team you are in, this is something I valued when learning about Young Enterprise. Furthermore, there is always room for change throughout the course of the project, if you find a better position that fits your capabilities; considerably better than you initially thought. Thus, you do not have to stick to one role if it does not interest you as much as you thought.

Why did I apply for Young Enterprise?

I only initially began taking the subject Business Management at the beginning of Year 12, and due to having no prior experience of the subject, when the opportunity arose for me to get involved with the subject outside of the classroom, I thought it to be the perfect chance to grasp further knowledge of the subject and actually apply the knowledge we learn in class by allowing us to engage in a Product Development project and cooperate in a group based business first hand. Other team members are studying Economics in the Sixth Form and not all of these students have studied these subjects at GCSE.

Young Enterprise encourages you to work with a team of people you perhaps wouldn't normally work with and I, personally, was intrigued with watching and being a part of the development of

the product when putting each piece of the project together to assemble the final product.

We have already begun planning our fundraising projects and events in a matter of weeks through meetings organised by the group. We will also soon begin our regular meetings with Citibank, our business advisers. Young Enterprise, teaches and gives you experience in being self-sufficient because, although there is guidance from a business teacher and helpers from previous year, the majority of the work is independent work by the team, both the thought process and putting the plan into action.

I feel that the Young Enterprise is a perfect opportunity to be a part of something bigger than the academic syllabus, if Business or Economics is a subject you thoroughly enjoy. It also helps you learn time management as you have to reach deadlines and also record your process. Furthermore a bonus is that it looks excellent on your CV, if business is the route you are seeking to take beyond your time at Bexley Grammar!



Megan, Year 12

Social and Cultural Anthropology trip to East London

On Wednesday 26th September, a group of Year 12 and 13 students studying Anthropology went on a trip to London, with Miss Contini and Mr Joe. We started at London Bridge, walked through the City, through Whitechapel and ended up at an art gallery in Shoreditch. Having researched the area beforehand, the Year 12s gave talks on the different areas we visited so that we could learn the history of these places and therefore understand how and why the areas are so different. For the Year 12s, this was a chance to carry out an observation as part of our IB coursework at either Whitechapel Market or Brick Lane. Brick Lane was particularly interesting as it changed so much from one end to the other. As shown in the pictures we took on the day, Brick Lane is fast becoming a trendy spot for hipsters and this is shown in the vast array of shops such as Cereal Killer Cafe, Dark Sugars Chocolate Shop and Ragyard as well as lots of street art created by artists such as "Dreph". However, at the other end, Brick Lane is a much poorer area with a large Bangladeshi population (hence many of the street signs are in both English and Bangladeshi). In addition to this, there is a large group of Muslims who emigrated from Asia and this is shown in the Mosque at one end of Brick Lane which was once a church. This was very interesting and allowed us to explore key anthropological ideas such as how wealth leads to power. This was emphasised even more as we walked through The City - London's key financial borough. The wealth here was clear to see and, as we walked through Lombard Street and past the Bank of England, we noticed how vastly different these two areas are, despite being in walking distance of each other. The extent to which London is changing was shown clearly as we walked into Whitechapel by the appearance of lots of cranes - the new buildings were advertised as luxury apartments and offices. It was a good day out and we finished at a gallery in Shoreditch before taking the bus back to London Bridge and getting the train home.



Alice, Year 12



Sixth Form Culture Club Visits

“It’s True, It’s True, It’s True”

On 17th October, a small group of Sixth Formers visited the New Diorama Theatre in London to see “It’s True, It’s True, It’s True” as part of a Culture Club trip. Just a one hour play, “It’s True, It’s True, It’s True” dramatises a rape case from 1612 in Rome. For me, this was particularly powerful as the Breach Theatre Company used the original manuscript of the trial, which had been translated into English from Latin and is so real that you are really invested in the outcome of the case.

Truly a feminist play, “It’s True, It’s True, It’s True” explores the story of famous baroque painter, Artemisia Gentileschi, who was raped at fifteen by her painting teacher, Agostino Tassi. You learn fairly early on that Artemisia only goes to court two years later because she realises that Tassi will never marry her like he promised and she cannot live with the shame of not marrying him after what happened. This is only the beginning and the play manages to show how little has changed in the past four hundred years, but also how women have been oppressed throughout history.

The reason that I personally enjoyed the play so much was that, despite the depressing nature of the play, and how it tackles inherent sexism, it manages to still feel empowering and there is a triumphant, uplifting feel to the ending, despite the outcome of the trial. It feels like such a change from the constant anger and the feeling that everything is getting worse that seems to be everywhere in the news recently. It also incorporates classic baroque paintings, such as Judith Slaying Holofernes (and the many different versions of this painting) and a funny re-enactment of Susanna and the Elders.

It is a very ambitious play which manages to be very political, heart breaking and empowering all in just one short hour.

Alice, Year 12



“The Importance of Being Earnest”

On 26th September, as part of Bexley Grammar’s Culture Club, a few other peers and I went to the Vaudeville Theatre on the Strand to watch Oscar Wilde’s “The Importance of Being Earnest”. The play is based on the idea that the main character, John Worthing, is an inventor of a fictitious brother (Earnest), and uses this brother as a disguise to go wherever he pleases, doing whatever he wants without judgement from upper class society on his own person for the sole reason that he can blame it all on his brother.

Having been first performed in 1895 and set in the late Victorian era, one could assume the play to be very dated and unsuitable for an audience of sixth formers in some ways. However, the incredibly witty dialogue and satirical take on such an era makes the play timeless in its comedy, and refreshing in its triviality - it’s not meant to be taken seriously, and Wilde pushes this to its extremity, blatantly foreshadowing, throughout, how the play will eventually end.



Having never read any of Wilde's books, or seen any of his plays, I am certain that this was the ideal introduction to Wilde's work, due to the fact that it gives an incredible insight into Wilde's wit, and having been one of his less meaningful of plays, the play is very easy to watch as nothing really is ever on the line. Moreover, the fact that the stakes are so low for the characters increases the comedy, as the dramatic irony of the characters worrying about what they think is everything - and that the audience knows as meaning nothing - emphasises how meaningless Victorian society essentially was, creating in some ways a dark humour that is reconciled delightfully with the obvious but perfect, happy ending that alludes to - again - the frivolity of everything that was taken as sacred. You get an almost fictitious and false feeling of happiness at the end as it all works out so well for everyone, due to the small and reckless mistakes of the characters, meaning that nobody really deserves any of the ending content. But, this isn't a problem; Wilde only wants to show that it doesn't, and that nothing really does, matter. And, for that, it is hilarious.

Theo, Year 12



A Message from Mr Elphick, Headteacher, to Year 11 Students

Joanna, Jaime, Ruth, Danny, Toyosi and Elijah have welcomed you to this special edition newsletter, which is by students and for students, to celebrate our Sixth Form Open Evening.

If you are currently at another school looking at our Sixth Form, I hope this has helped you to understand more about the IB Diploma (International Baccalaureate), which will be explained further at our Open Evening. I hope too, it has given you a flavour of the energy, vibrancy and variety in the life of the school beyond academic study - it is only scraping the surface of the opportunities available.

If you are a BGS Year 11 student, you already know about the life of the school but I hope this has added insight into the IB Diploma Programme, coming as it does, entirely from a student perspective.

Our students make us the outstanding school that we are; come and meet them, with their teachers, and ask us all the questions on your mind. With the help of my Head of Sixth Form, my IB Coordinator, and two of my prefects, I will explain why the IB is the right choice for you and why universities and employers now recognise its massive advantages over A levels. We are the only fully IB Sixth Form in a South East London Borough; come and find out why this is great news for you.

Mr Elphick
Headteacher