

BEGGSLEY BAZAAR

BGS EASTER 2019

MAGAZINE



Mr Elphick's Easter Message

Welcome to the Easter edition of the BGS magazine. We will be in our 12th and final week of the Spring term when this is published. Where did that time go and how did we manage to fit so much activity into that relatively short period?

The Spring term flies by as students in the upper school settle into some serious preparation for the examinations ahead of them. On top of the daily teaching and learning, we've had the superb 'Charlie and the Chocolate Factory' production, two Power days, four Parents' Evenings, the Spring Concert and to wrap up the House year, the House Showcase. Participating in House activities continues to bring out the very best in our students, their courage, commitment and cooperation. It celebrates our exceptional student leadership and exemplifies the three elements of our school ethos: intellect, empathy and courage.

In the middle of the term, three overseas residential trips took advantage of the half term break: the Classics trip to the Bay of Naples, the Economics and Business trip to the West coast of the USA and the annual Ski Trip by the PE department, this year to Boston. Soon after half-term, we hosted a group of Japanese students from Keio High School, Tokyo, with which we have an exchange program. (It was hard to believe, after some record-breaking warmth in February, that the Japanese Exchange had been disrupted at the same time last year by snow!) Year 9 enjoyed their day trips to the Battlefields in Ypres and we celebrated another World Book Day with a special focus on literature and a 15 minute Drop-Everything-And-Read.

We also used the Spring term to formally re-visit and test what makes us continue to be an outstanding school. We used the current Ofsted framework and several external experts to have a close look at ourselves and our practices in order to celebrate what is outstanding and to put a spotlight on areas that need further development.

Thank you to every member of staff for your sustained commitment to our students through this busy term, particularly those students preparing for GCSE and IB examinations. Parents - thank you for your support this term, again, particularly those of you with children in the examination year groups where they are feeling the pressure. And to students - thank you, keep focused and build on your successes.

Finally, thank you to Mrs Johnson and her magazine team for editing this substantial publication.

Happy Easter to all!



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DRAMA - Charlie and the Chocolate Factory

Once again, the Drama Department has impressed us all with their adaptation of “Charlie and the Chocolate Factory”. Clearly, many hours of rehearsals and a lot of effort were put into modifying this story - which is held close by all generations - and bringing it to the Bexley Grammar School stage. Whilst keeping true to the magical storyline, containing chocolate rivers and tiny orange people, the Drama Department added in small twists, in true Bexley Grammar style, to engage their audience. Of course, there were many incredible performances given by the Year 12 and 13 students, who continuously audition for the production, but for me it was nice to see a lot of young, talented students starting to step into the spotlight. Future productions seem promising, thanks to these dedicated young people.



One specific area of the production that really impressed me, was the ensemble. Made up of students from every year, the ensemble did an incredible job of helping move the performance along, without missing out any vital details. Personally, I feel that the ensemble is one of the most important parts of any performance and this show really proved that to me. From

my own experience in drama, I understand how difficult it is to create perfect synchronisation between all members of the group. Since I had only worked in groups of 5 at most, I have to applaud the students for being able to coordinate lines and movements with at least a 10+ member group. Lines were performed with energy that only made the audience more captivated by the show.

There were also a few of the students in the main cast who I thought put on an especially good performance. For example, the portrayal of Grandpa Joe (played by Max Dawkins) was one of my favourites. Throughout the entire show, Max adopted many of Grandpa Joe’s excitable but



wearied gestures to create a convincing depiction of the character. His connection with other characters, such as Charlie and Willy Wonka, only added to the show. I hope to see Max participating in future productions, as his presence on stage is not one to be missed and I feel that he would be a great addition to the department, if he wanted to carry the subject on any further. Another cast member who I believe lightened the performance was Katy Jebson, who played Willy Wonka. Not afraid of appearing to be a bit mad, Katy submerged herself in Wonka's abnormal world. From annoying her staff to being nonchalant about the accidents that occur in her factory, Katy expertly pulled off the role, by bringing the comedy factor to the performance.

I cannot review this show without commending the team of student technicians for the perfect lighting and music used throughout and for the live band, who played during the intermission and parts of the show. Overall, I was definitely impressed by this production. I can't wait to see more shows from the Drama Department, as I am never let down by the talent showcased by the students of Bexley Grammar!

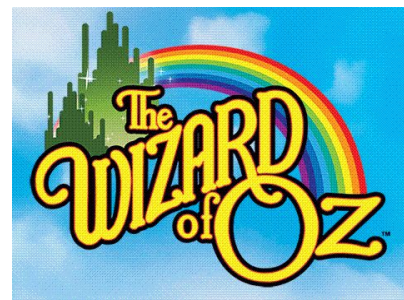
Amy Britton, Y12

Winter Pantomime: The Wizard of Oz

By taking a classic novel, the Year 12 theatre students wonderfully adapted this childhood favourite and transformed it into a modern parody. The story followed Dorothy's journey (played by Katy Jebson) to get back home to Plumstead and along the way, we meet a variety of weird and wacky characters. Using our local competition to name each of the witches only brought the performance closer to home. A simple set with minimal music allowed the audience to focus on the impressive acting and comical storyline.

The students sharply managed to weave slang terms into the script. This opened them up to some possibly awkward moments, which only made me admire the students more, as they were able to avoid this issue.

Instead, it added more to the concept they were aiming for and the young audience seemed to enjoy it a lot. The students really did take their target audience into consideration when creating this piece, and of course, no good pantomime forgets the audience participation! At many points, the classic 'oh no she didn't' and 'she's behind you' were sneaked in there to create the perfect pantomime experience. Personally, I appreciated the times



where the actors broke the fourth wall and frantically tried to cover up their 'mistakes'.

Additionally, I think the show was cast perfectly. One of my favourite performances was definitely the Wicked Witch of Townley, played by Ellyse Quarrie Hewson. At times, her acting was scarily accurate and she flawlessly pulled



off the quintessential witches cackle. Her aggressive version of the character was certainly frightful. I also liked the irony in Yasemin Gul being made to play the quiet Toto, since she is known for being a flamboyant character in class. This, paired with her sarcastic one liners, presented a refreshing take on a usually overlooked character. Busayo Onanaye, Amy Parton and Lauren Wakeman all captured the characters of the Tin Man, the Cowardly Lion and the Scarecrow wonderfully, with a few extra attributes, such as salsa dancing. And to top it all off, Mr Otley played the flirtatious 'Grrrlinda' alarmingly well!

Overall, the students that took part produced a well written and polished rendition of The Wizard of Oz. The little nods to 'modern Britain' added to the entertaining performance and the students' superb acting showcased the talent that Bexley Grammar has to offer!

Amy Britton, Y12

ENGLISH - World Book Day



World Book Day took place on Thursday 7th March and, due to the unfortunately timed snow day last year, this year we were determined to celebrate. The English department arranged a wide variety of activities, guest speakers and quizzes for the whole school.

A display near the reception provided inspiration for many students who brought in a prop to represent a book, or a character from a book, and gathered in the library at break for photos and guessing each other's choices. This was not the only guessing game - members of staff joined in too, all wearing stickers with a book title connected to their subject and students were challenged to find as many as they could.



The Year 12 English Prefects and Mr Morris teamed up to create various quizzes for the different key stages for Academic Monitoring, and of course, everyone took



part in “Drop Everything and Read” for 15 minutes, regardless of what lesson you were in, making for some very comical photos - even the teachers took part!

Other events organised by the English Department to celebrate World Book Day 2019 were visits from two authors: Andrew Donkin - who delivered a lecture to the Year 8 students on his graphic novel “*Illegal*” and ran some workshops for selected Year 8 students (see article below) - and Mark Bowsher - who ran a writers’ workshop for Year 7 students taking part in a 500 word short story competition. The winners have since been announced: Jamie Wardle (7RPP) with gold, followed by Evie Nquyen (7LC) with silver and Amelie Leachan (7JR).



All in all, it was a very fun day that allowed students and teachers across the school to enjoy and celebrate books, and an exciting opportunity for many students in the younger years, who were able to see our guests and take part in workshops. Thanks to the English Department for organising such a fun and interactive day!



Alice Brayford, Y12

“Illegal” Lecture by Andrew Donkin

On 24th January after school, students from across the school were lucky enough to be visited by Andrew Donkin, co-author of the graphic novel “*Illegal*”, which was released in October 2017. It tells the story of Ebo, a young boy living in Ghana who makes the dangerous crossing through Saharan Africa and across the Mediterranean Sea with his brother.

I myself read the graphic novel as part of Book Club, however various students from all years and subjects turned up for the lecture. There were English students, Geography students and Anthropology students to name a few, as well as many others who were simply interested in this topical story.

I found Andrew Donkin’s lecture very interesting, and he talked us through initially deciding on the idea of exploring the journey of illegal immigrants in “*Illegal*” with his friend Eoin Colfer (author of the Artemis Fowl books), and their decision to tell the story in the form of a graphic novel with the help of Italian artist Giovanni Rigano. In addition, we were shown original character sketches and drafts of the

more complicated scenes, before Donkin rounded off the talk by answering some of our questions, and hinting at a new project he was working on!

The story is heartbreaking and definitely worth the read. Andrew Donkin explained how he and Eoin Colfer had interviewed many people who had survived the dangerous crossing from Africa to Europe, and therefore every part of Ebo's story is real and did happen, despite him being a fictional character.

Regardless of your political standpoint on this situation, it is an unusual perspective to see, compared to most of the news we receive in the media, and truly eye-opening as to what these people go through.

Alice Brayford, Year 12

Year 8 Public Speaking Competition

The Year 8 Public Speaking Competition is simply to create a speech, but not just any old speech; a speech to open people's minds, to provoke thought, to play with emotion, to let words weave magic and for confidence to grow. The main aim is to smash 3 challenges to be the public speaking victor:

THE CREATING AND MASTERING

Before you can challenge people to "the war of the speeches", you have to create one. This part may seem the easiest, but is quite the opposite. Here you have to make the magic. First you choose a thought-provoking topic, a topic that will linger in people's minds - the battle of the sexes, corruption, the death penalty, racism or (my topic) "Are Revolutions Revolutionary?" Once the topic has been chosen, the frustrating stage of writing the perfect speech begins. It might help to think of it as points in tennis - first you rally, allowing the audience to get a feel, then you start dominating, throwing the context in, and then you hit a winner, putting all the cards in at once for a grand ending to linger in the minds of the audience. Now it's easy. You just practice until you perform with so much confidence and strength you begin to play with the emotion of the audience.

THE CLASSROOM FIGHT

Now "the war of the speeches" has begun. One by one, 32 students in 6 different classes stand up in front of their form and perform their (hopefully mastered) speeches to the class. Here is when the mastering comes in to play for the first time, to see if you are able to whip up emotion, provoke thoughts and open eyes.

Oddly, despite performing in front of people I knew very well, I remember feeling butterflies in my stomach and finding it hard to produce words, but after my first paragraph I was in full swing with nothing to stop me. After the teachers had marked the speeches, the available competitors for the final (or “the battle of the 12”) stood up, as the fellow classmates voted for which two in each class went through to the final.

THE BATTLE OF THE 12 - THE FINAL

12 speeches remained, 184 had not made it.

The pressure was really on. The remaining competitors sat in the first row as everyone else in the year flocked in to take seats for the big event. Ms Howard stood at the front calling up the 12 competitors to perform in front of the year. Each speech was equally

mind-blowing, incredible and inspiring, but the

judges chose the top three. In 3rd place was Tom with a speech on political corruption, 2nd place was awarded to Natsuki with a speech about skinny models and 1st place was Reed (me) for a speech about revolutions. Standing up there knowing that I had won despite all my fears felt incredible, but I really think the main point of this fabulous competition is to overcome fears and gain confidence.



P.S To anyone out there creating a speech to blow minds away, remember to imagine it as a tennis match and all will (hopefully) go well!

Reed Brayford, 8JED

Geography Easter Update

The Goscars are back at BGS. These are awarded to students for going above and beyond with their Geography or for showing exceptional learning beyond the classroom. The prestigious award is decided by a panel of Geographical super heros! Updates on nominees and award winners for each half term will be on the board outside the Geography office, make sure you come and check it out.

Coming soon to a Geography Department near you. What can YOU do to get a place on the Goscar board, our prestigious Geography Oscars? Will it be fabulous

homework, mastering a new Geographical skill, or researching Geography in the News items? Show your Geography teacher and watch the board for winners!



First award should go to the PTA - Many thanks to the PTA for funding departmental subscriptions to both the KIDS and Adult National Geographic - drop into Geography to read the latest editions.

KS3 Geography Club:

Our intrepid explorers in the Geography Club are planning their own 'race around the world'. They have been inspired by the programme on BBC2 and they have taken upon the challenge set to contestants to reach Singapore from London for the cost of 1 plane ticket of £1,329. How far will they reach before running out of cash? Who will get the best train ticket on Azerbaijan railways? Watch this space!



KS4 adding value drop in:

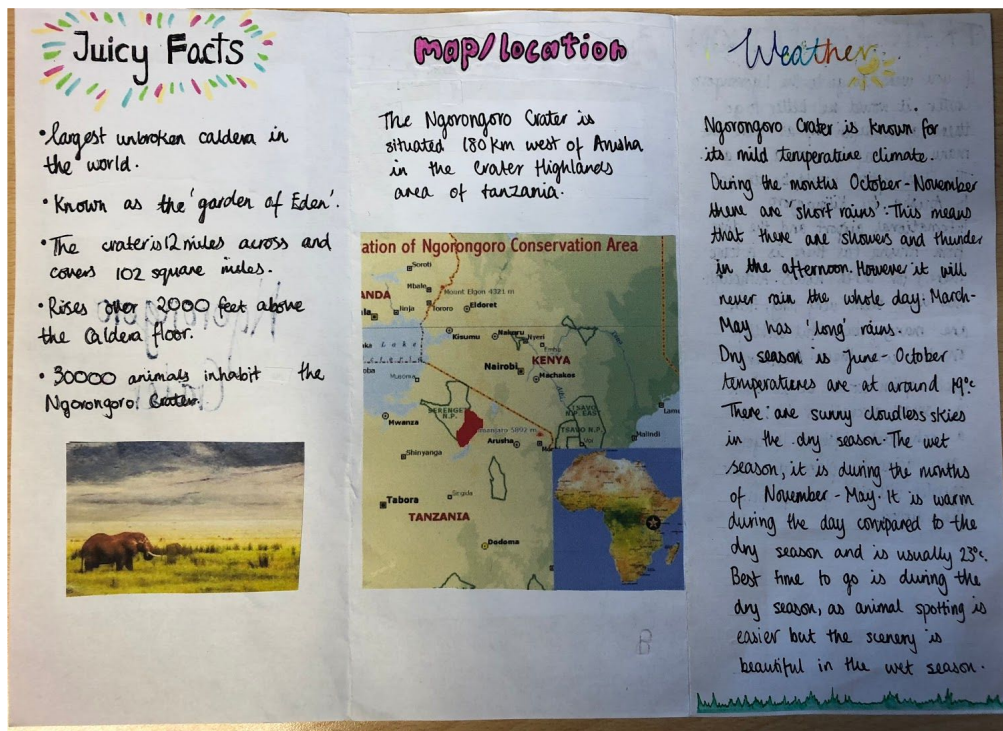
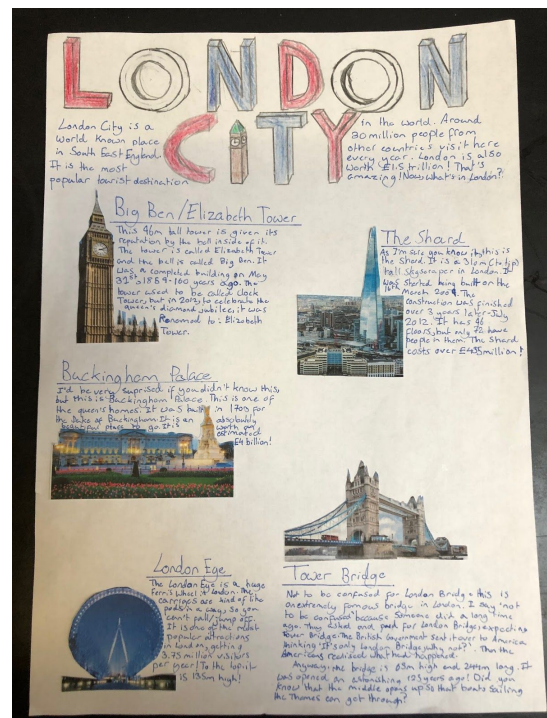
Mondays in M18 drop in for support with your GCSE Geography topics, whether it's essay writing skills for those 9 markers, cartographical or graphical skills and drills, or just because you have the love of Geography in your heart and want a chance to supersize your case study knowledge and pick up a few more juicy facts. Let's add some value together.

Year 7

Year 7 classes are continuing to be super keen and are currently studying tourism, which is inspiring us all in time for the school holidays. Whether it's a 'London Staycation' or an opportunity for ecotourism, we hope you enjoy the break from school and a little bit of exploration in whichever geographical location you find yourself. We'll be out on our London Docklands fieldwork day at the end of June to put all the skills you have developed this year to good use.

Year 8

This term, Year 8 have recently finished their study of Africa, and throughout this topic students demonstrated an amazing level of enthusiasm and energy. They have now moved on to the topic of Antarctica, where, yet again, our students are demonstrating their enthusiasm for Geography via lively debating, speeches and even the creation of a game show.



Year 9:

Year 9 have completed their 'Geography of Current Affairs', where there has been outstanding research and peer teaching of topics from 'Political disputes in Zimbabwe', 'Plastics in our Oceans', the 'Geography of Knife crime' to 'Copenhagen: Carbon neutral'. The students should be incredibly proud of the powerful impact of the breadth of Geography Knowledge they have developed through leading their own learning.

Now they're studying weather hazards, which provides an excellent opportunity for wider reading of what is happening across the world. Cyclone Idai in Mozambique is a dreadful and distressing event but a great opportunity for students to study the effects and responses to tropical storms.

<https://www.bbc.co.uk/news/world-africa-47624156>



Tropical Cyclone Idai affects 1.5 million across Mozambique and Malawi, as UN ramps up response



Year 10:

Year 10 students are finishing off their London Urban study and would benefit from reflecting as 'Geography experts' in their own local area, adding their place names and data for their local area. In June, all Yr 10 Geographers will be taking part in a residential fieldwork trip to investigate contrasting environments of coastline, rivers and urban and will start preparing for this. For now, revision for the Year 10 mocks is the priority and using their Geography exercise books as their personal revision tool. Purple pen to continue improving!

Year 11:

Year 11 are now in the last few weeks of their GCSE course. Students need to make sure that they are taking advantage of the revision sessions that run after school on a Monday in M18. This covers course content and practises exam skills to help you get ready for your GCSEs. After the Easter break, lessons will focus on the Unit 3 paper, this will link to the Decision Making element of the paper, as well as fieldwork skills. **Best Wishes GCSE Geographers!**

Year 12:

Students have submitted their IA investigation based on the River Darent fieldwork - **Well Done Guys** - and through their studies are focussing on freshwater locations around the World, including the Aral Sea and water conflict on the Nile.

Currently they are investigating one of the biggest threats to current and future generations - Climate Change - and looking at ways to limit damage and take steps to solve local issues.

Year 13:

Our globetrotters have been flying through the final Urban topic, stopping off for traffic in Curitiba, air pollution in Beijing and Green infrastructure in Singapore on their way. Final essay preparation, critical evaluation and synoptic links are our focus as we draw to the end of the course. Keep up the great work and remember to BUG, plan and PEELE for your essays.

Good Luck in your final preparations for the upcoming exams.

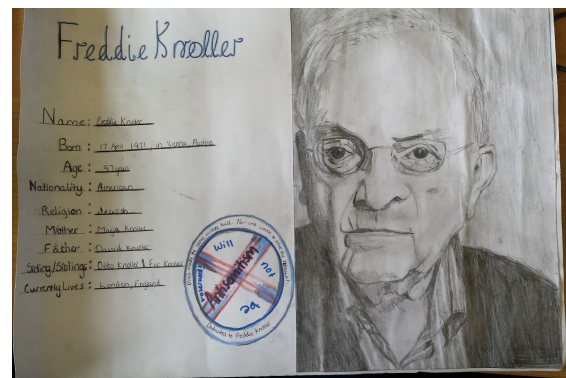
Juicy Geography:

Check out the display boards in the Geography corridor and the Geography classrooms. You may learn some new 'juicy facts', see some inspiring global locations or even your own best piece of work on display.



HISTORY - Holocaust Memorial Week

Bexley Grammar School have commemorated Holocaust Memorial Week for the past two years, with cross-curricular lessons in History, English and FBCS. There have been discussions relating to genocides of the past, linking those historical narratives to the difficulties of the present, particularly relating to the idea of being "Torn from Home", the theme for 2019's commemoration. Holocaust Memorial Day, remembered on the 27th January, is a time for reflection about how we treat one



Freddie Knoller poster by Daisy Rowland, Mitchell Marr, Oli Sheehan, Grace Soper 7JR

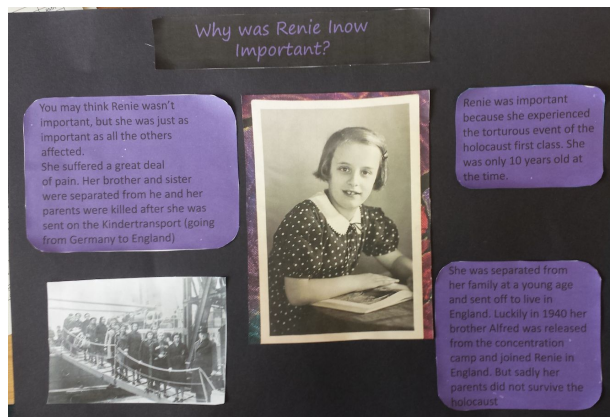
another as human beings and a time where we can attempt to understand why people make difficult decisions in countries across the world.

What is Holocaust Memorial Day on January 27th? Why is this the day?

Holocaust Memorial Day is a day to remember those who were affected by the Holocaust and all those who were affected in smaller genocides. It is always on this day because it marks the liberation of Auschwitz by the Russian soldiers in 1945.

What did you do in your History lessons to mark Holocaust Memorial Day?

During a week in our History lessons, we focussed on certain individuals and their



stories from the Holocaust and how it affected them and the next week we shared our individuals with the class. We were focusing on Renie Inow and Anne Frank. We learnt that Renie was born in Germany and was sent to England when she was 10 on the Kindertransport.

Rene Inow poster by Freddie Moore, Aariz Gill, Jago Slade, Megan Wootton 7JR

What have you learnt? What was the most interesting thing you have learnt?

The most interesting thing that I have learnt is probably that there was more than one genocide and that some are still occurring to this day. I have learnt that over 6 million Jews were killed in the Holocaust but the most interesting thing that I have learnt is that the Jews were either sent to concentration camps or death camps and that some people were lucky enough to escape to concentration camps and still live, but at the death camps it was the end for them and they would be gassed.

Why might it be important to learn about events like the Holocaust?

It helps people, young and old, to learn that we need to stop this horrid event whilst we can and also commemorate the lives of those innocent people who were victims of genocide. It is important to learn about it so we can stop these awful and terrible things happening today to the innocent people who want a normal life just like we do.

Emily Atkinson, 7JR and Megan Wootton, 7JR

SCIENCE AND STEM NEWS

Year 12 Operating Theatre Live Workshop

On 17th January 2019, 65 Bexley and Chislehurst Grammar School Year 12 students participated in the Operating Theatre Live workshop that had been set up in K10.



This workshop taught the students useful clinical skills that could be used in their futures and further educated them on the inner workings of the human body. They were equipped with surgical gear (hats, masks and gloves) and stethoscopes in order to immerse themselves more in a clinical setting. When they were not doing practicals, they sat down to listen to university style lectures.

(Gruesome Warning - Unpleasant Content Ahead!)

To begin the workshop, the students learnt about the differences between local and general anaesthetics, and the importance of measuring anaesthetic solutions correctly, before making their own stock solutions of “Propofol”

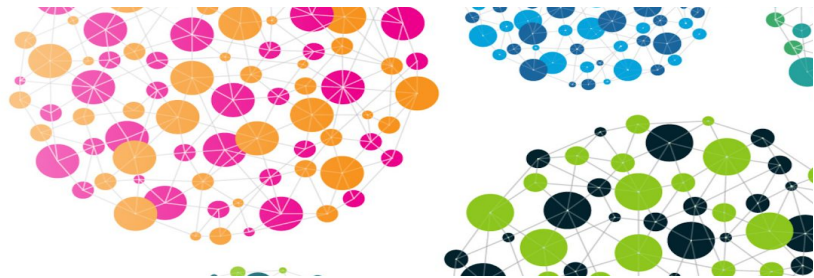


anaesthetics by working out the dosage. They did this task with the dummies provided for them. After learning about anaesthetics, they sat down to listen to some information about the brain’s control centres, then proceeded to dissect a pig’s brain to observe its structure. A whole pig’s head was displayed before each table of students (of roughly 5 or 6). It had been split apart and the next task was to remove the eyes of the pig to observe the optic nerves. They then dissected the cranial meninges, the protective membranes around the brain. Then, the students observed the airway movement of a pig’s set of lungs, by placing a tube in the trachea and inflating the lungs. Furthermore, the heart was also dissected to observe it’s inner structures. At the end, they observed the digestive system - which stank quite a lot!

As someone who participated in this workshop, it was a highly educational experience that helped me gain insight about the methods used in a clinic.

Michelle Su, Year 12

8-17 March British Science Week 2019



The **KS3 students** at BGS have had an exciting National British Science Week. This Year the British Science Association have teamed up with Eurotunnel to explore the theme of “Journeys”. This is to commemorate the 25th year of the opening of the Channel tunnel that runs from Folkestone in Kent to Coquelles, Pas-de-Calais in France. The Eurotunnel 37.9km (23.5 miles) still holds the record for the world’s longest under-sea tunnel.



As a homework piece, the KS3 students have been given the chance to research and create a poster of a Journey of their choosing. The 5 best posters will be entered into the National Poster Competition with a chance to win this prize: a day in the life of the Guinness World Records team at their global Headquarters, and see with their own eyes how the team review and verify evidence for extraordinary journeys.



Within the classroom, science teachers have had a chance to divert from the curriculum and facilitate class projects. The Year 7 students created a person face whose physical features (phenotype) were based on a DNA profile card which they had created using the DNA coding system provided.

The Year 8 students had the pleasure of being Engineers, creating a wind up car, using just cardboard, paper, bottles tops and garden canes.

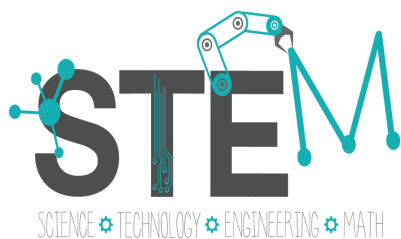
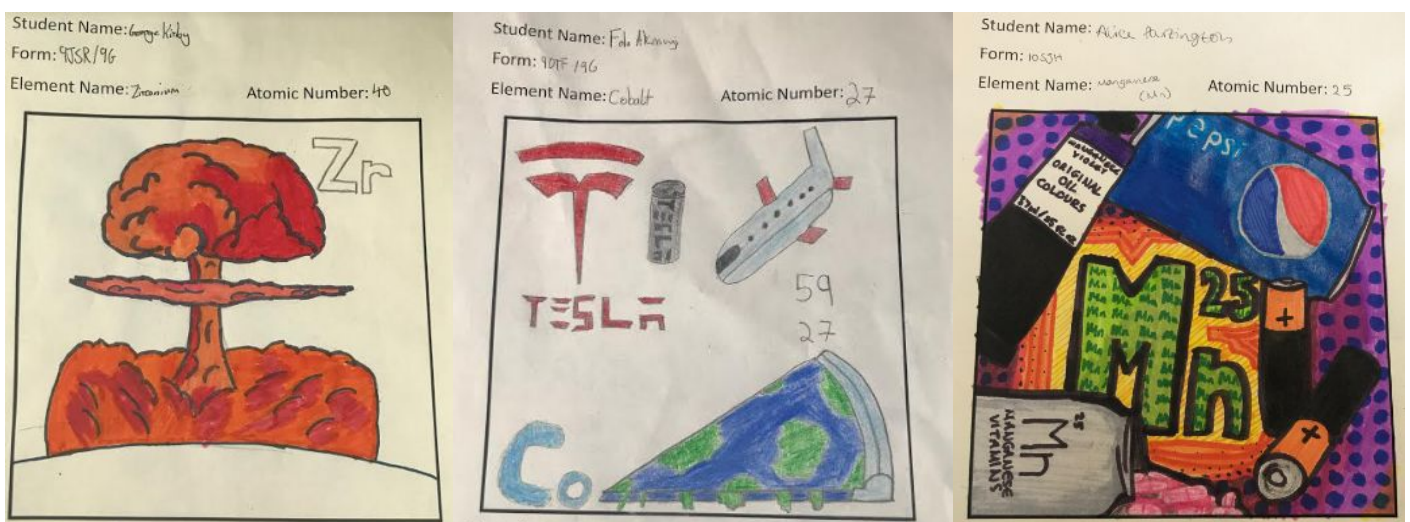
“The Science Week was great fun because we got to spend time in our lessons creating cool machines such as a wind-up car. The wind-up car was fun to make as it was interactive for the whole group and left nobody out. there were plenty of jobs to do to assemble the car meaning everyone could join in. I worked with Joe and Jay to create our wind-up car. We were lucky to finish quickly which meant we could test it. It was a big success when



it actually worked. I would totally do another Science Week so I could create another cool project.” - Max Jansen

Students in years 9 and 10 have been getting very creative making designs for a periodic table mural. Each student was allocated a different element to research and they came up with a design to represent it. The chosen designs will be transferred onto white tiles and used to create a mural to commemorate the 150th anniversary of the periodic table.

Elsewhere around the school students took part in form time quizzes, listened to science podcasts and planned entries to national events and competitions around Science Week. Did you manage to get involved?



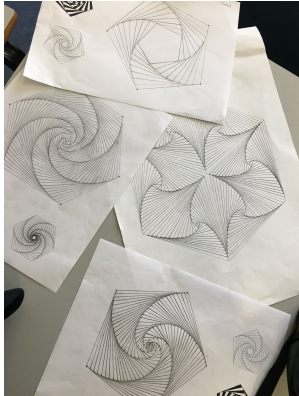
As well as British Science Week, students have been continuing their hard work and fun in the variety of STEM clubs that run throughout the school. These include DT Club, Science Club, STEM Club, Girls that Code and Maths Craft Club.

Craft Club:

Craft Club is a STEM club for Year Sevens, to introduce them to a different, more creative side to maths. It is a fun, interactive club to go to, and encourages students to meet with others in different forms whilst creating fun crafts. Craft

Club runs on Tuesday lunch times, and is run by Ms Hurley (with some Year Nine helpers) in G10. If you are interested please come along, it is a great opportunity to make new friends and learn something new.

Megan Le, Year 9



DT Club:

This year in DT Club, we have been producing educational games that are small and easy to take away with you. I had decided to create a mini pinball machine that I can stow away in my rucksack. I have begun to drill holes for the studs and have built a slope to ensure the marble will roll. The thing I like about the club is that everyone is friendly and will always help if they can. Mr Reynolds always offers his help and makes suggestions to what I should do to improve my piece.

Jay Renoo, 7MML



This year in DT club, we have done one project and are working on another one right now. At the beginning of the year, we made acrylic clocks. These were totally unique: you could make it any shape, form or colour. Now, we are designing a portable game made from wood. For example, I am making noughts and crosses. I like DT club so much, because it makes life seem like a DIY project: you decide what you make and how.

Kai Keeley, 7LC



Primary School Outreach

Bexley Grammar School is continuing to grow its links with the wider community. Mrs Gradley recently visited Foster's Primary School to deliver some hands on activities. The students were treated to a sense of what a secondary Science lesson might involve and even had a go at a heart dissection!

In addition to this, during the Spring term, the Year 12 Science Leaders have been delivering Science clubs at eight different Primary Schools across Bexley Borough. They have been fantastic in representing Bexley Grammar School as well as promoting Science. The Year 12 Science Leaders attended training sessions on each of the activities, which included “Making volcanoes”, “Investigating nappies”, “Making ice cream”, “Making alka-seltzer rockets”, and “Making bath bombs”. The Primary School students have been thoroughly engaged, with feedback including how excited the students had been in investigating nappies and from one student how she “really was enjoying the club and was now teaching her younger brothers the science she has learnt”.

Miss Ampong would like to say thank you to all the Science leaders involved: Temi Abodunrin, Harvey Bance, Magdalena Dimitrova, Katarina Dunzendorfer, Vithushan Gunaseelan, Kamran Hughes, Shennell Issah, Jesline James, Ibrahim Khan, Maia Linley-Adams, Lucas Marinheiro, Heather May, Maliha Mazumder, Megan Mitchell, Joe Monksfield, Mutsawashe Mutasa, Chinonso Ojiako, Saki Okada, Alfie Tindall and James Zhangly.



I have thoroughly enjoyed attending St Peters Primary school and working with such enthusiastic keen students, to help encourage and teach through fun and challenging experiments. The excitement and engagement that the young students show towards science makes the program feel even more worthwhile!

Heather May, Year 12

I have really enjoyed being able to work with enthusiastic young children on exciting projects and experiments, whilst teaching them and helping them understand new science knowledge.

Megan Mitchell-Woodford, Year 12



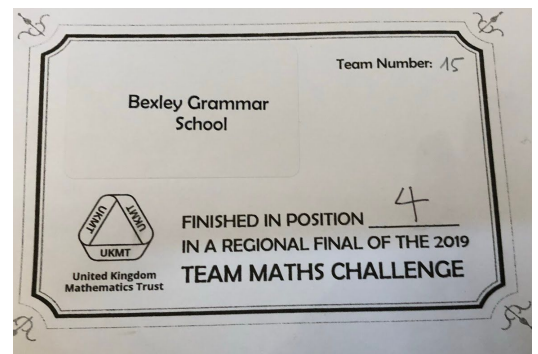
2019 Team Maths Challenge

BGS Finished in 4th Place in the Regional Final of the 2019 Team Maths Challenge!

On Wednesday, 13th March 2019, four students from Bexley Grammar School competed in the Regional Final of the 2019 Team Maths Challenge, which took place at St. Olave's Grammar School in Orpington, Bromley.

Bexley Grammar School are very pleased to announce that their team of young mathematicians, consisting of four year 7, 8 and 9 students, Max Dawkins (9YS), Marie Mitambo, (9JSR), Nazar Androshchuk (8LJB) and Haris Dalipi (7LC), finished in 4th place out of 32 schools, gaining the highest place out of all the schools that competed from the Bexley borough!

The group, led by Miss Yasemin Salp (*Leader of Key Stage 3 Mathematics*), excelled in this exciting opportunity, and worked very well in preparing for the challenge! Overall, it was a memorable experience and the students thoroughly enjoyed the challenge! Well done BGS!



FBCS - The Great Rainbow Bake-Off Final

On Friday 8th February, three of our amazing Year 7s took part in the live final of the Great Rainbow Bake-Off at George Mitchell School in Leyton. This competition was organised by 'Educate and Celebrate', a charity that champions LGBT+ inclusivity, to mark LGBT History Month.



Our girls made the most amazing effort in designing, preparing and decorating the cake - they were an awesome cake-making machine! Unfortunately they didn't win, which is disappointing as they definitely should have, but what counts is that we took part in an amazing day, baking for equality and celebrating diversity in all its forms.



Ms Contini, Lead Teacher of RS

PE Easter Update

Year 8 Netball

On Thursday 14th February, the Year 8 Netball team took to the courts at Townley Grammar School to play in the Bexley Netball Tournament. The team's dedication to training this year has been impressive, so we were able to take a strong squad of 13 girls, allowing us to try lots of different combinations and try out new skills. The cheerful bunch of girls worked hard to secure victories and draws against Bexleyheath Academy, Haberdashers' Crayford and Trinity, only narrowly losing against Chislehurst and Sidcup and Townley Grammar. Overall the girls achieved 4th place, showing that their training is paying off, but we still have some work to do for next year's tournament. Thank you to the whole team who have been an absolute pleasure to coach this year. A special mention to Anna E who was voted player of the tournament for her outstanding ability to read the play and make lots of interceptions (LOTS!).



Dance

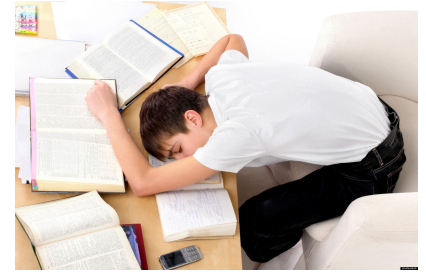
After weeks of dance rehearsals, the dance group from BGS represented the school at the Borough School Games, held at Blackfen School. They showed themselves to be true dance professionals with outstanding commitment and enthusiasm shown in their performance. They did themselves proud. Well done to all the 20 boys and girls that took part. The performance would not have been a success without the Year 13 masters behind the choreography, Evie Tonks and Morgan Brown. Such talented young ladies who will endeavour to continue their passion when they leave school at the end of the academic year. Thank you for your help and congratulations to all!

Mrs Kemp



Wellbeing - Coping with Exam Stress

Exam season is fast approaching for many of us, and with it comes increased levels of stress and anxiety. Obviously, our exams are important, but your mental health shouldn't play second fiddle to this - a fact I wish I had accepted in Year 11; by letting my mental health come after revision and my hectic school life, not only was I incredibly unhappy and stressed, it actually hindered my success. Although I did well in my GCSEs I can't help but think if I had taken more time for myself then the revision that I did do would have been more beneficial, as it is not only about the amount of revision we do, but the quality that is much more important. Below, I have listed my top tips for combatting exam stress and anxiety to help achieve your full capability:

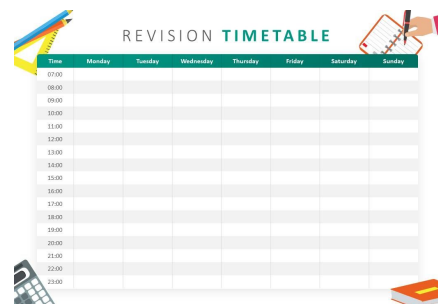


1) **Take time for yourself** - This could be by watching Netflix, a few of my top recommendations are 'The Sinner,' 'You,' 'Suits,' 'How To Get Away With Murder' and the new Madeleine Mccann documentary. Or it could be as simple as taking a walk or doing some physical activity.

2) **Study smart** - The subjects that I did the best in were the ones which I did heaps and heaps of practice questions for; if you actively revise you are more likely to do well. For example, not only did I write loads of notes for History, I titled all of my flashcards with a question so all revision was focused which then meant I was able to work on exam technique.



3) **Organisation** - If you are going to perform to the best of your ability you need to be organised. The first thing I would do is create a revision timetable as well as having a tidy, quiet workspace. However, one thing to remember is that you will not always be able to stick religiously to your revision timetable and do not feel bad about this, as long as you are trying your hardest to. Also, you might find that it will take you a while to find the perfect revision timetable and there is nothing wrong with that, ask a teacher or another student for help if you are particularly struggling - feel free to email me 13bennett_m@bexleygs.co.uk for my GCSE revision timetable.



4) **Pomodoro technique** - This is the technique of revision I used throughout my GCSEs and which I'm using for my Part I exams at the moment. Simply, it is revising each subject for 25-30 minutes and then taking a 5 minute break. By doing this, not

only are you able to optimise your productivity levels but you are able to do more subjects or areas of the course in the evening. Some apps that help with this include; Be Focused and Forest.

- 5) **Avoid your phone** - Avoiding your phone helps you to remain focused and productive. We also all know those people that post every aspect of their revision on social media, which made me feel incredibly guilty throughout my GCSEs when I was trying to have some down time, so if you are one of those people please try to avoid it!



House Photography 2019

Over the February half-term, students across the school were busily sending photographs to their Heads of House, with all entries being impressive and showing talent and skill. The competition was open to Juniors, Intermediate and Seniors with the themes being as follows: 'Animals' or 'Monuments' for the Juniors and Express yourself' or 'Still life' for the Intermediates and Seniors. After much deliberation the results are in :

Junior first place photograph (Prothero) -



Intermediate first place photograph (Mabbs) -



Seniors first place photograph (Prothero) -



Feature Articles and Reports - Cryptocurrencies for Dummies

With cryptocurrencies in the news recently, I decided it would be a good idea to try and explain the basics; so here it goes.

Cryptocurrencies are relatively new and, unlike currencies such as the pound or the dollar, aren't regulated by a centralized authority and aren't tracked by financial institutions: this means that there is no governing body to investigate and prohibit fraud.

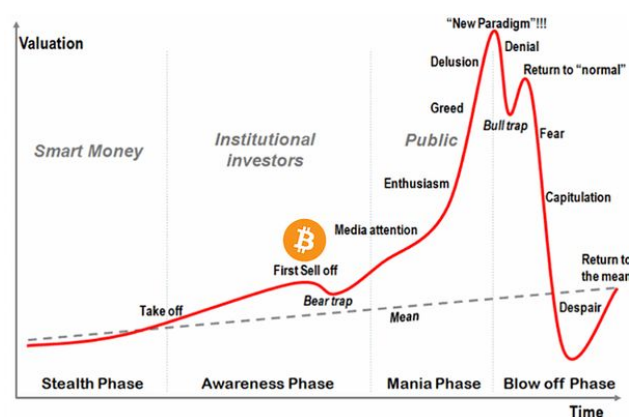


Instead, all cryptocurrencies are regulated by what is known as a blockchain. This is essentially a long list that notes down every transaction of the currency that has ever taken place. So, if Bob was to give Lisa 20 bitcoin, this transaction would become a block which is then added to the chain.

This blockchain makes up a public ledger which means that it can be seen by anyone but can only be edited under specific circumstances. For a transaction to be verified and added to the public ledger, both the sender and the receiver (Bob and Lisa) of the transaction must digitally sign off on the payments. This process must be verified and is where cryptocurrency "mining" comes into things; miners use very powerful computers to solve complex maths problems, which essentially verify if a transaction actually happened. Once verified, the transaction can then be added to the public ledger; the first to do this is awarded a set amount of the currency for their efforts.

Currencies are given value by the forces of demand and supply; the supply of digital currencies is limited and so when demand increases, so does the price. Therefore, although cryptocurrencies aren't physical, they still carry value and can be used to purchase goods and services. In the future, some economists speculate that one of these cryptocurrencies could become a global currency as an increasing number of institutions are accepting their use as payment. However, in reality, cryptocurrencies are still experimental and their volatility should be taken into account when making any investment.

Thomas Barra, Year 12



The Venezuelan Crisis

London- Monday, 25th of March 2019

A look at the country's ongoing protest against President Maduro's government and the current political situation.



Anti-government demonstrators march in Caracas, Venezuela, on June 19, 2017.

How did it start?

The opposition of the current government accuses President Nicolas Maduro of moving towards a dictatorship, and demands a resignation in the face of democracy. But Maduro says the opposition is conspiring with foreign entities, specifically the United States, to destabilise the country. It is clear that this crisis stems from internal governmental problems, having large implications on the economy.

What triggered the protest?

It all began when the Venezuelan Supreme Court suspended the elections of four legislatures in January 2016, 3 of which were enrolled with the opposition. This was done due to alleged voting irregularities. This created tensions between the Supreme Court and the opposition as stripping the supermajority was undemocratic. The Supreme Court then decided to take over the National Assembly whereby any decisions it made would be null. The Supreme Court then ruled that it would take over the Congress' legislative powers which triggered protests the next day.

Current issues in Venezuela:

Hyperinflation: Due to the rapid depreciation of the local currency, Venezuela's inflation rate hit 536.2% in 2017 which caused thousands of people to plunge into higher levels of poverty, thus creating higher public discontent. The International monetary fund estimated Venezuela's inflation rate to hit 2,068% by 2018.

Economic war: Speculation and hoarding is taking place, especially by pro-opposition businessmen.

Food shortages: The black market has had a large influence on the price of goods in Venezuela and with the high rate of inflation, this has caused severe food shortages.

Oil output: Venezuela's oil output has been falling by 20,000 barrels a day since last year, which has had a negative impact on inflation.

Crime and poverty: Violence has increased with a whopping 27,479 people killed in 2016 - an all-time high - according to the independent group the Venezuelan Violence Observatory.

Easter Nest Cupcakes Recipe

Follow this simple recipe to create wonderful Easter themed cupcakes!

Ingredients for the cupcakes:

- 115g of butter (I recommend using Stork butter)
- 115g of caster sugar
- 2 large eggs
- 115g of self-raising flour
- ½ teaspoon of baking powder



Ingredients for the chocolate nests:

- 40g of butter
- 3 tablespoons of golden syrup
- 6 tablespoons of drinking chocolate powder
- 18 tablespoons of cornflakes
- For decoration: Cadbury Mini eggs

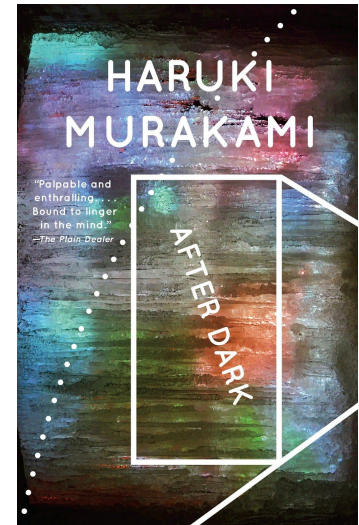
Method:

1. Preheat your oven to 190°C
2. Cream the butter and sugar together
3. Add the rest of the cupcake ingredients and mix until it is fully combined
4. Place the mixture into 12 cupcake cases
5. Bake the cupcakes for 15-20 minutes (check they're cooked by using a cocktail stick to poke into the middle. If it comes out clean, the cupcakes are finished)
6. For the nests, melt the butter and syrup together and stir in the chocolate and cornflakes
7. Place a tablespoon of the mix on each of the cupcakes
8. Decorate each cupcake with a few Cadbury mini eggs

Amy Britton, Year 12

Book review of “After Dark” by Haruki Murakami

Haruki Murakami is a Japanese author who has published many books in his long career and is well known for his strange stories that blur the line between dreams and reality. Having studied “The Elephant Vanishes”, a collection of short stories published in 1993, I decided to read one of his more recent, lesser known works, “After Dark”, which was published in 2004.



As this was not my first Murakami story, I thought I would be prepared for the surreal nature of his storytelling. I couldn't have been more wrong. “After Dark” takes place across a single night in Tokyo and the focus of the story alternates between two sisters - nineteen year old Mari and her older sister Eri.

Mari's side of the story is the less confusing of the two, it is midnight and she is sitting at a “Denny's” because she doesn't want to go home. Soon however, she meets Takahashi and she is drawn into a night of jazz musicians, prostitutes and mobsters and meeting people with secrets which are only half revealed. The entire night is vibrant and colourful, with Murakami's love for jazz clearly influencing the general tone of the book. Mari herself is an interesting character in that she is actually not involved in causing any of the events of the book, but merely acts as a translator for many other characters, given her ability to speak Chinese; she is more of an observer than anything else.

The other half of the novel goes beyond bizarre as we learn that Eri has been asleep for the past three months. Mari speaks about how she must be going to the toilet and eating, but none of the family ever see her. She is just asleep. The sections of the novel that explore this can only be described as an extended form of prose, in which the narrator explicitly acts as a camera and describes the motions in which “we” move around Eri's room and watch her sleeping. It is unclear as to who the narrator is talking about, but the series of events that follow can only be described as mind-bending as Eri is absorbed into the TV in her room.

The relationship between the two sisters is perhaps key to understanding the novel. Even Takahashi seems interested in the differences between the sisters, and the constant changing perspective within each chapter, in addition to the idea that Mari refuses to sleep whilst her sister refuses to wake up, implying some sort of

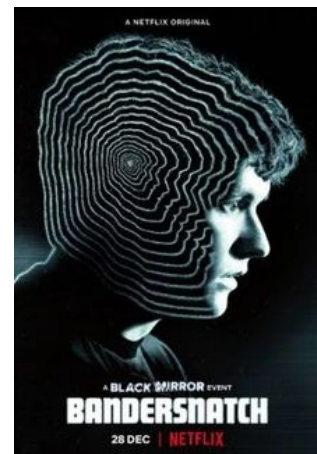
balance between the two. Mari admits to feeling like she never had a proper relationship with her sister and the two seem to have fallen into the trap that many young women do, with others seeing Mari as unattractive and inexperienced, whilst Eri is beautiful and desired.

Although I could not have expected the novel that I read, I thoroughly enjoyed it and I would really recommend it, especially for sixth formers who have studied and enjoyed “The Elephant Vanishes”.

Alice Brayford, Year 12

‘*Black Mirror:* *Bandersnatch*’ review

From the creators of the popular Netflix TV series, *Black Mirror*, *Bandersnatch* is an interactive film following 19 year old Stefan Butler (Fionn Whitehead) and his journey through his first programming job at Tuckersoft, where his gaming idol, Colin Ritman (Will Poulter), constructs his own masterpieces. Inspired by the choose-your-own-adventure book “Bandersnatch” by Jerome F Davis, viewers follow Stefan’s struggle to create a five star worthy game. During the film, audiences are asked to pick various options that will alter Stefan’s life, such as what cereal he should have for breakfast. Each of your decisions change the film you watch and so is unique to each viewer.

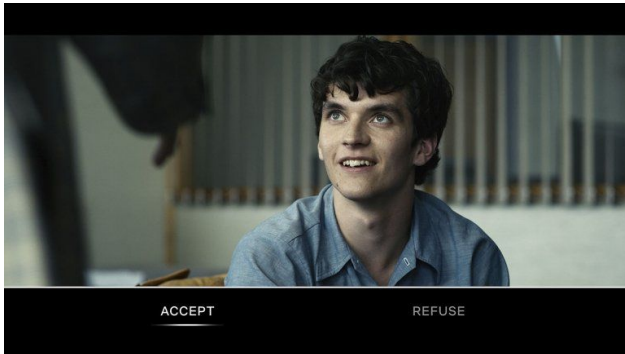


Even though the plot is initially difficult to get your head around, the main actors, Whitehead and Poulter, do an incredible job at portraying their characters. Whitehead impressively shows the slow demise of Stefan from a nerdy, quiet and innocent teenager to a murderous and psychotic killer, mirroring the author he takes inspiration from. Poulter is brilliant as the sceptical drug addict that is Colin as his character is constantly shown to be nonchalant on the surface, but, by making the right choices, you are able to see the intensity that lies beneath. In a recent interview, Poulter expressed his anxiety over being able to convey Colin in the right way, all of which I believe has been made redundant by the finished product. Overall, the casting for “Bandersnatch” was perfect, from main characters to those who only appear in a few scenes.

Such a complex concept could only be produced by one of the most complex writers, Charlie Brooker. Known for his rather bleak outlook on society and reality, Charlie Brooker once again nails the crazy and often verging on creepy plot of a troubled teen just trying to fulfill his dreams. With so many different pathways, the script for “Bandersnatch” must have been incredibly difficult to write and, at

moments, I can only imagine Brooker falling deeply down what Colin himself has entitled 'the rabbit hole'. Having to be aware of the amount of knowledge that each character possesses at any one time, due to the different options picked by the audience, only increases the complications when producing a fully functioning script.

However, some of the decisions that you make do lead you to a rather abrupt ending and then force you to go back and choose the other option within seconds of having just picked your original one. Whilst I don't believe that this is lazy



writing, it's still a shame that in some cases, in order to progress more than five minutes into the film, you are forced into choosing a specific option. This does take away the sense of control that is essential to the concept. For me, it does seem that the writers, to quote Stefan here, hadn't 'programmed that path yet'.

Despite this, the mixture of meta and heart wrenching endings all come together to create an amazingly thought provoking film, where sometimes the blame is bluntly directed at the viewer, causing us to feel sympathy for Stefan and even regret the decision(s) we have made. After sitting for over an hour, replaying this film and trying to discover all of the endings, I was left feeling anxious and confused at what I had just watched (of course in a good way!). Although, I'm not sure that we will see interactive films take off, due to the complexity and time that is needed to produce them. In the next few years, I believe there will be more films created in this format but soon, we may see that the trend has worn off. I still definitely would recommend that you watch "Bandersnatch", even if you have no interest in Black Mirror! The interactive feature forces you to be fully engaged with the film and truly allows you to become absorbed into the story. Thanks to the impeccable acting and clever writing, I feel that this film can be enjoyed by any young adult.



Amy Britton, Year 12

The Umbrella Academy Review



I'll be honest; when I first saw the trailers for this Netflix original, I wasn't very impressed. To me, it looked like another superhero drama made to fill up Netflix's library, with a generic plot and equally generic characters. But, after hearing a rave review from my brother, I finally decided to give it a chance.

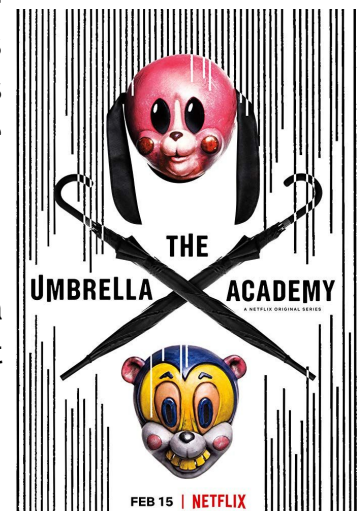
I was hooked after the first episode. The characters are deep, each one complete with motivations and flaws and each one lovable in their own way. Whether it's the clumsiness of Luther, the eccentricity of Klaus or the oddly endearing arrogance of Number 5, each member of the family is given their own time to shine, and each is explored deeply as the show progresses.

That's not to say this series is perfect: I found the story to be predictable in places, with several plot twists being given away far too soon in the season. This is coupled with occasional plot points which felt forced and which, while I'm sure they will be further explored in a season 2, are currently left somewhat unfinished. However, in a show where the focus is distinctly placed on exploring the characters, a slightly weaker storyline can be forgiven.

Now for the real genius behind this show, and why it stands highly above many others in the same genre; the soundtrack. It's amazing. Genuinely. Whether it's an emotional scene coupled with Radiohead or an intense action sequence juxtaposed by the absurdity that is "Istanbul" by They Might Be Giants, the soundtrack is always used to perfectly compliment what's happening on the screen.

In all honesty, I'd enjoy this show for the music alone. However, the complexity of the characters coupled with a completely serviceable plot gives the series the soul that will certainly bring me back for season two.

Thomas Barra, Year 12



School Trips and Visits

Library - TSBA Book Awards Ceremony

We've started a book group in the Library with Mrs Carey on the theme of 'secrets and lies'. On the 30th October, we had our first meeting, where we picked our books, had a look at the front covers and gave our first impressions. Every Tuesday we met up, discussed the books and made some creative responses, including a strange video trailer for "*I am Thunder!*" and an amazing poster for "*Witchborn*". Most importantly, we stuffed our faces with biscuits!



Overall we said that our favourite book was *Ink*, as it was very exciting and had a great plot.



On Thursday 29th February, we visited Eltham College to see Paul Dowswell, the author of "*Auslander*", a book on Nazi Germany. We talked to the author and then got our books signed! Then came the main event - on the 15th March the TSBA (Trinity School Book Awards) book awards took place; we travelled an hour to Caterham School and were assembled in a big hall. There was then an author Q&A with Nicholas Bowling, Muhammed Khan, Francis Hardinge and Paul Dowswell - we found out about the inspiration for their books, how they approached writing and their opinions on genres. Each student from the 15 schools who participated in the TSBA had voted for their favourite book, and the joint winners were "*Ink*" by Alice Broadway and "*Auslander*" by Paul Dowswell, which our school really agreed with.

Finally, we went to their school library where we actually got to meet the authors, see the creative responses and get our books signed, including a note in Latin by Nick Bowling (the author of *“Witchborn”*)!

I would really recommend this book group as I had so much fun! And biscuits!

Holly Kinsella, 7JR

PE - Boston Ski Trip

My experience on the Boston Ski Trip was amazing! I was a first time skier so I came into the trip thinking I would only learn how to turn by the last day. But in reality, by the last day I was whizzing down a run with ease! We were split into groups based on ability, which made it so much better to learn as I was in a group with people in the same boat as me. It wasn't just the skiing that made the trip fun though; we also did lots of fun activities after skiing, like going to a ice hockey game! We also went into Boston on the final days and we got to see so much of Boston. We followed the freedom trail and learnt so much about the history of Boston. Plus, we got to go to a town square and visit all the shops they have in America that we don't have! I really enjoyed my time on the ski trip and I wish I could do it all over again!

Karim Zara, Year 9





MFL -Sixth Form German Exchange

At 3pm on the 2nd February, 11 students studying German in Year 12 arrived at Welling Station to pick up their exchange partners for what was to be a very busy and exciting week - despite the not so perfect weather!

We had been in contact with our partners since late November, but finally meeting our partners face to face was a nerve-wracking prospect. However, when they got off the train, it was immediately clear that we were going to have a fun week.

The itinerary was a very busy one, with the Germans spending two days in school with us; it was fun to see their reactions to a schooling system that is very different to their own. We also spent a fun day in London, in which we visited Greenwich, took a boat along the river and went on the London Eye. For most of the Germans, this was their first trip to London and they really enjoyed spending time in a city so different from their small town, Brunswick, in central Germany.



The evenings were fun too: we were lucky enough to see the West End production of “The Curious Incident of the Dog in the Nighttime”, ate at Kaspas and Zizzi’s, and went bowling together, finally spending our last evening together before the Germans had to fly home.

Unfortunately the week came to an end all too soon, and it was with a sad tone (and some tears) that we waved the Germans away at the weekend. We are all looking forward to seeing them again in May, for what also promises to be a fun week for us all - all the thanks go to Miss Ballantyne and Mr Gallimore for organising such a fun week for us all.

Alice Brayford, Year 12

MFL - Japanese Exchange at BGS



On Monday evening of the 25th February ten Japanese exchange students arrived at BGS after twelve hours flight all the way from Japan. My father and I picked up my exchange student, Mei Ito (いとうめい) at school. That evening, after introducing her to my family we talked to each other in both English and Japanese about ourselves and things we liked to do during the exchange week. From Tuesday to Thursday, we went to school together and spent some time with my friends

and discussed the differences between school in England and in Japan. On Wednesday evening, I had the chance to practice my Japanese with Mei's friends when going to London to see Don Quixote at the Royal Opera House. The whole experience really brought us together and we created new friendships and met amazing people I'll never forget. We also all went out together on Friday to Greenwich and Central London. On Saturday Mei and I went out to the O2. During the whole exchange I got close to many students from our linked school, Keio High School, and found it very hard on Sunday to see them leave. I hope they come to visit London again soon and that the students hosting next year will have as much of an educational and unforgettable experience.

Maya Parmar, 10JCM

For three days, 10 Japanese exchange students came to our school to experience English lessons. They enjoyed every lesson and were hardworking despite not understanding everything. The first difference they noticed was the fact that our students change classes



and move rooms for their lessons, whereas in Japan, they stay in one room with the same class, whilst the teachers move to them. Another thing they pointed out to me was how noisy our classes were, as many students sleep in lessons in Japan. Other differences include having interactive whiteboards instead of chalk boards, sitting next to people instead of alone and eating in a canteen rather than a classroom. They felt very welcome in our school and enjoyed the English experience with their host families.

Kacey-May Smith, 10REL

History - Year 9 Ypres Trip

This February and March, Year 9 had the privilege of a trip to the Ypres battlefields and Menin Gate. The first site we went to was the Passchendaele Memorial Museum, with artefacts and replicas of trenches from WWI. The museum was very interesting and gave us an amazing insight into what it was like, as it had a replica of German and British trenches. This gave the class the opportunity to gain a deeper understanding of life in the trenches and how difficult it was for the soldiers.



Next we moved on to Tyne Cot, the biggest grave in Europe. Tyne Cot is a very peaceful and beautiful setting, looking over miles of farm fields and hills. It is the graveyard of British and Dutch soldiers with two German people buried there. There are nearly 11,000 graves and over 30,000 names - yet unfortunately some bodies remain unidentified. When travelling to Tyne Cot, it was a truly surreal experience and the experience put into perspective how many people died.

After this, our next visit was to the graveyard of the German soldiers that lost their lives in Ypres. This graveyard was a lot smaller than Tyne Cot, but still a substantial number of tombstones laid there.

Finally the class visited the Menin Gate. The Menin Gate has over 60,000 names on it to remember the soldiers who lost their lives in the battle of Ypres. The gate is an amazing tourist site and is a great place to have the privilege of visiting. This trip was unforgettable and, as a class, we feel so grateful to have had this opportunity to experience such a historic town.



Amelia Baulch, Year 9

Economics & Business U.S. Trip

During the February half term, Economics and Business students went on a trip to San Francisco and LA. The journey was quite long, but we got to spend the first day walking around Union Square. Trying all of the American fast food restaurants was on most of our bucket lists, so we made our way to the most greasy restaurant we could find!



I think seeing the famous Golden Gate Bridge was one of my highlights, even though it was very windy up there! We played bowling as a group which was very enjoyable, as well as having an informative tour on the Nob Hill. I enjoyed walking down Lombard Street, counting the number of turns!

Although the coach journey to LA was quite long, we got to see some beautiful sights and even some snow. The weather was definitely better in LA, and we took an open bus tour around the area. We even met a celebrity - Alison Hammond (she promised us we would be on TV, but sadly we didn't make it). The experience was fantastic, made even better by the brilliant group of students and teachers on the trip; I'm already missing it! I would encourage all students studying Economics or Business to go on the trip, it's easily been my favourite!

Thank you to Mrs Pearman and all the other teachers for organising such a wonderful trip!

Corinna Dunzendorfer, Year 13



Classics Trip to the Bay of Naples 2019

In the February half-term, 35 students went to Naples, with 4 teachers (Miss Pearson, Miss Fisher, Mr Kinsella and Mr Risdon). We had to leave on the Saturday after school finished at 3am, which was not the kind of time I like to get up on a Saturday! We took our flight straight to Naples Airport, then drove to Sorrento, a town near to where we were staying. That day was very sunny, warm without being hot, and the town itself was beautiful. It was a typical European city, narrow cobbled streets with tall, colourful buildings on either side, and the pizza was perfect!

We took a walk around the seaside, then went back to the coach and drove to the hotel. Everyone was really nice, and the rooms were good, but some of the food over the course of the visit was slightly different - cake that stuck to the plate is what I remember most! However, that didn't take anything away from the experience.

On the second day, we went to Pompeii. For me and a few other students, we were treated to a whistle-stop tour of everything it was humanly possible to see in one day by Miss Pearson! To see such a famous historical site was incredible, especially when we saw the ash casts of bodies of people and animals that were trapped in the pyroclastic flows and huge ash clouds. Then, in the evening, we had a general knowledge quiz. I'm proud to say that my team came second, and it was nice to hang out altogether.

Onto the third day, where we went to the cave of the Cumaen Sybil, which also housed the entrance to the Underworld. When we went down, we even heard the squeaking of the dead souls who had lost their way. We also saw a temple to Jupiter, which was mostly rubble, and Mr Risdon read us some passages from Virgil's Aeneid. After lunch, we drove to the Flavian Amphitheatre, which was where the Romans nearby would have been entertained. Then we went to the Villa of Oplontis, which belonged to the Emperor Nero, or his wife's family; historians aren't sure which. That was quite ostentatious, shedding light on how the richest Romans would have lived. In the evening, we went bowling.

In the morning of the fourth day, we climbed Mount Vesuvius. Well, we drove 95% of the way up, then trudged up the steep path to the first gift shop. There we took a tour up and saw the absolutely massive crater, passing by two other gift/snack shops. Afterwards, we came down, and drove off for pizza. In the afternoon, we went to Herculaneum, a smaller town that also suffered from the eruption of

Mount Vesuvius. There the Pearson Squad reunited for another burst of information-packed exploration! In the evening, we had a talent show, which included interpretative dancing, a couple of comedy skits, including a scene from *Julius Caesar*, a documentary and performance all about *Take Me Home, Country Roads*, and even more!

On the final day, we went into the town to savour the Italian sun and eat ice cream. Then we started the long journey home. My personal anecdote is about the terrible Italian security: I actually forgot to take my toiletries out of my hand luggage at the airport, but they didn't even notice it!

My favourite parts were the view from Mount Vesuvius, and the many escapades in the town, coach and hotel, including the development of a friendship between one student and the aptly named Elphick the dog! The whole trip was so much fun, and to anyone considering going to Rome next year, I strongly urge you to do so - you won't regret it!

Charlie Keeling 9CFB



L-R: Charlie Porte, Samantha Cunningham, Megan Le, Ben Salter, Charlie Keeling



L-R: Boluwatife Adejumo, Ben Salter, Thomas Stewart, Megan Le, Charlie Porte, Lois Eldred, Scarlett Cunningham, Rhys Belsham, Danilo Tasich, Jessica Whittington, Nathaniel Bangura, Lola Morris, Gurleen Jutla, Samantha Kiss, Matthew Alwan, Lily Wall, Jonathan Welfare, David Quan, Rachel Smith, Ben Roper, Katie Neicho, Max Carmona, Hugo Denage, Charlie Keeling, Daisy Cripps, Ben Langford, Sam Bowles, Fola Akinsuyi, Mia Chan, Alex Von Doetinchem De Rande, James Wald, Daniel Hoang, Alfie Tindall.

Culture Club - La Bohème

On the 12th February 2019 a group of us were privileged enough - as part of Culture Club - to watch the famous, well-acclaimed Italian Opera 'La Bohème' at the beautifully decorated English National Opera (London Coliseum). Having never been to an Opera before, or to any of the other Culture Club visits, I was unsure of what to expect, but knew it would be a breathtaking and awe-inspiring experience. It certainly did not disappoint. 'La Bohème' is a complex love story: a group of friends are living a Bohemian life in



Paris when main character Rodolfo falls in love with his neighbour Mimi. The relationship is contaminated by poverty and severe illness and inevitably ends in a heart-wrenching manner. The complicated, yet unique, on and off relationship of Marcello (the painter) and the bold and talented Musetta (the singer) is also explored, while beautiful vocals and a tremendous orchestra help to convey the happy and heartbreaking aspects of both relationships. A worry I had before watching 'La Bohème' was that it would be harder to connect with the characters because the whole performance is sung. That premonition was definitively proven wrong. If anything the vocals and musical talent of the orchestra made the connection with the characters more seamless, with Miller capturing the story beautifully. I would advise anybody that feels similarly to how I did about operas to go and experience one, if and when the opportunity arises; it is a culture like no other and I look forward to watching and being moved by more. Thank you to Mrs Stoddard and Ms Hanington for providing us with the opportunity to watch 'La Bohème' and their commitment to the Culture Club.

Mariah Bennett, Year 12

Auschwitz Trip

I applied for the Auschwitz trip with **Lessons from Auschwitz** and was chosen as one of two people to be able to take part in this pre-paid project. The key reason I wanted to go to Auschwitz Birkenau was to understand. We have all heard the facts and figures about the hundreds of thousands of murders but I felt the only way to truly understand the extent of tragedy that took place was to visit myself.

It was an amazing opportunity, one which I do not believe I would have possibly been able to have done without **Lessons from Auschwitz**.

The project involved four parts, which entailed an induction seminar in London, the one day trip to Poland, a returning seminar and a follow up project - all of which I believe were vital to gaining key understanding of the detrimental events of the Holocaust.

The induction seminar was fundamentally about learning a little more about what the Holocaust was and exploring different stories about different experiences of the Jews, as well as preparing us mentally for the effects of visiting such a monumental site of homicide. We also heard a survivor speak about her experience and her family's experience throughout the time.

The trip took us to the two camps: Auschwitz and Auschwitz Birkenau. In the first, we learnt about and saw the remains of the first camp, which were very much still intact - whereas the second was more about what was no longer there: the miles of vast land and the foundations of the buildings which used to be. The



The sheer size of the camp, the freezing weather and the stories we heard throughout the course of the day is what made you truly understand, although only to a small extent, what Auschwitz Birkenau was truly like for those who went but never returned - the end of the track into Auschwitz was essentially the end of their lives. There is also a memorial built at the back of this camp and at the end of this day, before returning home, we held a candlelight memorial at the end of the tracks, led by a Rabbi, to leave tribute to those whose lives were lost.

Following this life changing trip, we had a follow up seminar. This was about allowing us to reflect and come to terms with what we had heard and seen at Auschwitz, as well as talking to us about how we have the duty to share our knowledge with others and allow their story to be told. This is where our follow up project came in. We had the task to create something to share our knowledge, as the remaining survivors will not be here too much longer.

In all honesty, I found this trip informative, eye opening and truly life changing. However, it did also provoke grievous feelings when you are actually at the

gravesite of thousands whose lives were taken due to persecution. No words can explain this opportunity, you do have to see it yourself, which is why I strongly recommend it to anyone who has the chance to go! **Megan Mitchell, Y12**

Safe Drive, Stay Alive

On Monday 28th January, the Year 12s took the afternoon off school to travel to Greenwich Theater for a safe driving session.

As many of us are now turning 17, we are starting to learn to drive and this session was very hard-hitting as various people from organisations such as The London Fire Brigade and St John's Ambulance talked to us about their experiences with young people in driving accidents. They were also joined by the survivor of a car crash and a woman who lost her son several years ago, which I found particularly moving. However, the mood was lightened with a quiz at the start to get us and John Roan, the other school watching it that day, to compete (of course we won!) and it was a very good way of getting the message across that safe driving really is important and that accidents can really happen to anyone.

"Safe Drive, Stay Alive" was shown to many sixth formers across schools from Greenwich, Bexley and Lewisham, and hopefully showed us all the importance of safe driving and the long-lasting impact you can have on so many people when you are involved in an accident.

Alice Brayford, Year 12

Easter Cryptic Poem

Here is a cryptic poem from the Editor, with an Easter **PRIZE** for the best detective/first to email the right person in the Magazine Team - Good Luck:

A time for the celebration of new life,
Life renewed in each and every one,
Fresh start, forget every past strife,
In familiar faces, we find new fun,
Enjoy Easter everyone!

Sixth Form Posts of Responsibility for 2019-20

Senior Prefects

After rigorous interviews the new Senior Prefect Team for the coming year have been appointed:



[l-r]: Joanna Marchong, Rosie Burrows (Head Prefect), Mutsa Mutase, Kate Leadbetter, Jonathan Henderson, Daniel Tye, Visi Gashi, Aaron Bromfield



The new House Teams 2019-20:

Kirkman House

This year has been an amazing one so far for Kirkman, under the leadership of my fabulously organised and dedicated team of Helen, Morgan, Charlotte, Ulysse, Jeremiah, Lara, Arianne and Calvin. They have worked so hard to gain first places in both Drama and Music, and some other excellent results in for example the Harvest Box, Chess, Cookery and several Sports events. The team spirit has never burned brighter and I am so proud of them all as well as of ALL members of the house who have taken part in any event. The new team are just taking over the reins and I am sure are capable of maintaining this year's momentum: all the best to Lauren, Airidas, Daniella, Mariah, Francis, James, Andrew and Busayo. They've made a good start!

We are looking forward to the Showcase at the end of this term, and to all the successes which I am sure lie ahead.

Miss Fisher

Newly appointed Kirkman Captains-
([l-r] - Andrew, James, Francis, Airidas, Busayo, Daniella, Mariah, Lauren)



Kirkman outgoing Captain Team-
([l-r] - Back row- Calvin, Ulysse; Middle row -Jeremiah, Lara, Helen, Charlotte , Arianne; Bottom row - Morgan, Miss Fisher)



Collins House

Thank you to the 2018/19 House Captain Team

Huge thank you to our Yr 13 House Captains, you have been outstanding in your leadership of Collins House, creating strong bonds with your forms and encouraging high levels of participation. Well Done and Best Wishes for your upcoming exams and in the future

Joseph, Noela, Shirin, Gary, James, Cavan, Renny, Katie.



Well Done for a fantastic House Year. We've been up near the top and had fantastic performances in everything from House Cookery to Music and Drama. Well done to everyone for your contributions but most of all for your fantastic team spirit.

Welcome to our new House Captain Team 2019/20

Senior House Captains Isabel and Luca, ably assisted by Skye, Jaime, Kimberly, Simran, Abi, Toyosi, Alfie, Stacy and Brandon. We're looking forward to a fabulous year ahead under your leadership.



We also welcomed new House Captains for **Wellman:**



**[l-r]: Omar Akhtar-Gordon,
Ayo Ladenika, Jasmine Tsegah,
Alice Brayford, Iarantsoa
Ramanoelina, Ellie McKenna**

...Prothero:



**[l-r]: Esther Odonkor, Elizabeth Platt, Megan Mitchell-Woodford, Emily
Humphrey, Olivia Jenkins, Bethany Orchard, James Zhang-Ly, Dawn Banjo,
Kara Fisher**

... Mabbs:



[l-r]: Millie Beech, Erin McDermott, Ben Finch, James Turner, Mackenzie Hoyle, Becca Ayres, Amber Skivens, Saki Okada

... and Johnson



[l-r]: Jeevana Thavarajah, Gabby Foster, Kyle Alexander, Katy Jebson, Vilte Civilyte, Jess Sully.

Missing from photo: Connie Butler, Reme Maton

Year 12 Peer Mentors appointed for 2019-20

On Thursday 14th March this year, the newly appointed Peer Mentors attended an intensive Training Day at Sidcup Place. The training covered numerous aspects of the role, including how to help younger students in the transition to secondary school, as well as helping students of all year groups to overcome any barriers to learning that they may encounter. This involved safeguarding; role play and discussion of real scenarios; and strategies and resources for working with form groups or on a one to one basis.

Mrs Jones and I are sad to be saying goodbye to the outgoing Peer Mentors in Year 13 and would like to thank them for the time and commitment they have given to helping others - *Ese Adjara, Matteo Brickle, Alex Cockburn, Thomas Fraser, Humayun Hussain, Matthew Lay, Roisin Beard, Sammi Do, Gabi de Vasconcelos Garces, Emily Hickman, Eshna Jundoosingh, Jaskiran Matharu, Alex von Doetinchem, Michael Wood, Gemma Mullings, Ore Ogunbiyi, Amber Rigby, Zoe San.* They will be a hard act to follow but I am sure the incoming Peer Mentors (below) will rise to the challenge! Mrs Johnson, Peer Mentor Co-ordinator



The new Peer Mentor Team:

[l-r]: Toyosi Adaramola, Magdalena Dimitrova, George Williams, Temi Abodunrin, Esther Odonkor, Ife Afuwape, Maliha Mazumder, Jyoti Panesar, Amy Wright, Josh Barnes, Kara Fisher, Elijah Reynolds, Michelle Su, Olivia Brett, Nancy Brown, Mia Goodall

Editors' message:

Thank you for reading the Beggsley Bazaar BGS Easter 2019 Magazine - we hope you enjoyed it! Our next edition will be in the Summer - a copy that will be published in print! It's been an effort but a pleasure to compile this all, so thank you go out to all students and teachers that wrote up pieces to add to this publication. A thank you is also owed to Mrs Johnson, the supervisor of the Magazine Team, and the Magazine Team themselves, who meet regularly and dedicate a lot of their time to getting this out to you readers. Thank you once again for reading this, from the Editor for this edition, Elijah, have a good Easter and Summer Term at BGS!

The Magazine Team:

Editor-in-Chief: Elijah Reynolds

Assistant Editor: Alfie Tindall

Lead Reporters: Alice Brayford, Amy Britton, Michelle Su, Mariah Bennett

Reporters: Thomas Warra, Brandon Lynn (Feature), Ning-Sang Limbu

Cover: Ning-Sang Limbu

Coordinator: Mrs C Johnson

STOP PRESS!!!

Jack Petchey Speak Up Speak Out Regional Final

God's Favour Oluwanusin attended the Jack Petchey Speak Up Speak Out Regional Final on Thursday 28th March, competing against 13 secondary schools in Bexley and deservedly came in first place.

You can see his speech in the link below*:

<http://www.speakoutchallenge.com/gods-favour-oluwanusin-winner-jack-petcheys-speak-out-challenge-bexley-regional-final-2018-19/>

Kirsty Moore - having finished second place last year - was also on a panel of judges so congratulations to her too.

Mr Husbands

*BGS school email accounts only

Spring Concert: 'Under The Sea'

The BGS Music Department has wowed once again with the Spring Concert: 'Under The Sea' - with all songs being (either blatantly or tenuously) linked to the theme of water, one of the more obvious examples being 'Yellow Submarine' by The Beatles. There was a wide variety of ensembles performing, including Junior Jazz, Chamber Choir, Orchestra and more. Some special performances included **Timi Akinsola's** and **Rico Whyte's** last pieces with Big Band Theory, doing 'Beyond The Sea' from Disney's 'Finding Nemo'. Ms Goddard described it as "an extensive showcase of the talent in the Music Department". Particular congratulations go out to James Walker for his solo on Justin Timberlake's 'Cry Me A River', and **Kenya Lawrence & Evie Tonks** for their performance of Alison Krauss' 'Down To The River To Pray'. **Eve Goodchild** and **Ethan Abbate** performed as saxophone soloists, and **John Wyllie**, **Cameron Tarplett**, **Sophia Szczegolski-Jacobs** and **Nathan Fielding** all impressed with their solo performances. Thank you and congratulations to everyone that took part!

Elijah Reynolds, Year 12

