

BEXLEY BAZAAR SUMMER 2019 MAGAZINE



- Sister Act 2019



STEM News



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Summer Magazine 2019

Headteacher's Message

I write on a very warm, sunny day, beginning the week of this year's musical production, "Sister Act", the week that Year 13 receive their IB results, the day before the New Year 7 Induction Day and just two days before the Lionesses take on the USA in the semi-final of the World Cup. Even in the short time between now and the publication of this magazine, so many things will happen...

As Year 13 leave us they will have feelings of excitement for their next steps in life, tinged perhaps with sadness at leaving friends and the school community. Despite some trepidation about their examination results on 6th July, most will then have more certainty about the year ahead as they enjoy the longest holiday they are ever likely to have. Year 11 students are also basking in the longest holiday they have had in years, most of them having joined us and external student applicants for our two Sixth Form Induction Days. Wherever you are headed, both Year 11 and Year 13, you have been a credit to the school during the challenging external examinations season and you deserve to achieve excellent results - best wishes to all of you!

By the end of term, we will have had to say our farewells to Ms Nelson (FBCS/Philosophy), Mrs Brazier (Drama/English), Mrs Johnson (SEND), Miss Ballantyne (MFL), Ms Boyd (Science), Ms Higham (English), Mr Brook (Mathematics), Ms Muirhead (Computing), Mr Gallimore (MFL), Mr Stewart (MFL), Mr Dufton (MFL), Mrs Miah (Mathematics), Mrs Allen (English), Mrs Hurley (Mathematics) and Mr Brown (Economics). This is a longer list than in recent years: two staff are relocating, one is retiring, one travelling, six move to the private sector and of course many are gaining promotion. All of them leave a little of themselves with us as they explore new experiences and take a little of us with them. Mrs Johnson, for example, has coordinated and edited this magazine for several years now! On your behalf, I thank them for their service to the school and their work in developing thousands of pupils over the years.

The last three teachers in that list have completed 55 years between them! Mrs Allen and Mrs Hurley both started in 2006 and Mr Brown started here in 1990! Mr Brown has therefore worked for four of the five headteachers that Bexley Grammar has had since it opened in 1955! He was also the IB Coordinator and has just seen our first two fully IB cohorts through their Diplomas. We thank these staff particularly, for their tireless contributions and their commitment to getting the very best from our students. All goodbyes are sad but these will be particularly difficult.

Our weekly newsletters do an excellent job of documenting the variety of exciting events and rewarding experiences enjoyed by our students. Scarcely a week goes by without something outstanding to celebrate and although the Public Examinations dominate the lives of so many students during the summer period, a succession of key events has continued this term: Year 12 UCAS evening, New Year 7 Parents' evening and New Year 7 Taster Day, BGS Top Universities Conference, Sports Day and Summer Fayre, Enrichment week with our final Power day of the year, Language trips all over Europe, Sixth Form Induction days, "Sister Act", Speech Day and finally the Jazz concert which rounds off the year in style.

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

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

Mr Elphick

School events and Departmental News

Design and Technology News

- Kingston University - Engineer Competition

On Friday, I went to Kingston University as I was a runner-up in the competition 'If you were an engineer, what would you do?'. After a tiring journey, we finally made it. I have never been in a University before and the environment was surreal. A Tour Guide took us to the room where all students letters and sketches of their inventions were displayed. The 211 people who made it to this stage (out of 48,000 entries nationwide!) were either shortlisted (which I was awarded with and a distinction), highly commended (congratulations to Lily Hewitt for receiving that award) or a winner. There were 192 runner ups and 19 winners!! Considering these 211 people were from Reception up to Year 12, I feel it was quite an achievement to get this far!!

I am really grateful that I was allowed to have this experience and it didn't just entertain and interest me but also gave me a taste of what it feels like to live on campus!! I would like to thank Miss Francis for entering us in the competition, enabling us to enjoy this experience. I can't wait to enter again next year!

Nathan Singleton, Year 8



DRAMA - A Midsummer Night's Dream



This year's Shakespeare play was fantastic as people came together to create the best cast for *A Midsummer Night's Dream*. Students from year 7, 8 and 9 worked together two or three times a week for 2 months to create this memorable performance of this well-loved play. Because of the play's structure, there were so many points of crossover between the groups that I got to introduce myself to many new people and welcome them to the family of the Performing Arts at BGS.

The two month build up was definitely worth it and we enjoyed five performances across the two casts (some during the school day, so catching up was a bit annoying!).

I'd just like to say a massive thank you to Ms Brazier, Miss Gabriel, Mr Otley for casting me as Puck, and to the cast and crew for making my last Shakespeare performance the best experience I could ask for, giving me many nights to remember as I continue at BGS. I'll miss acting in the Shakespeare plays and will hopefully help to direct the show next year. To the people who will be taking part in the next one, I'll see you then! Until then, 'goodnight unto you all.'

Daniel Hughes, Year 9



ENGLISH - Creative Writing

Short Story

I button up my Hawaiian shirt and put on my VERY cool triangular sunglasses. Today's the day, and if I'm going to do it, I'm going to do it in style. As I walk down the stairs, I notice the large hole in the rotting floorboards from when Maggie tried to show me and Daniel how cool her massive platform boots were and then fell down through to the basement. That must have been in the 80s - Maggie and Daniel are probably dead after what happened. Who knows - they might still be out there. Okay, I'm not here to reminisce, I'm here to die. So I walk out of my front door and slam it shut. No point locking the door - my very few valuables won't be much use to me if I'm dead. And so I begin my next attempt at suicide - I reckon I've been at it since 1183.

The pavement is cold against my bare feet and the overgrown weeds brush against my legs. The lake is only a 10 minute walk, so it gives me some time to think about things. Things like the moon, the flowers, all the friends I've had through the centuries and how much Satan must hate me to have put me through life this long. I turn the corner and a car zooms past illuminated by the flickering streetlight. It didn't have its headlights on. That's a bit unsafe. And then I look up and there it is. Lake Moss. What a boring name. Why couldn't it be called Lake Pneumonic Plague or something? That would be a cool name. Maybe I could change my name to Lake Pneumonic Plague. It would be a bit of a hassle to go and change my name again, though. And besides - I have other plans. Like drowning. I near the edge of the water. Silence. Not even a single cricket. I don't really know why anyone would be out boating at midnight though. Maybe some teenagers. You know, back in my day, there wasn't time to go boating - we were all too busy dying of smallpox. I look out over the misty horizon of the lake. I stretch my legs. And my arms, because why not. I pick up a few rocks and slide them into my pockets just for good measure. Then I crouch down and roly-poly into the lake.

It's been a good forty-five minutes since I rolled into the lake. Nothing's happened. I have inhaled, exhaled, inhaled, exhaled many times but I am still here sitting at the bottom of the lake. Maybe today is just not my day. It hasn't been my day for about two millennia. No, more than that. Three millennia? Who knows. I feel the water ripple around me. A fish? No, they all died years ago. A scuba diver? No, it's midnight and also this is a lake. I look left. Nothing. Right. Nothing. Behind me. Nothing. Up. Ah! I see a shadow. It looks like... a boat? Did I not just say that nobody would be out boating at midnight (except maybe some teenagers)? Oh well. Might as well investigate.

Eleanor Bhamra, Year 8

Extended Metaphors

what Am I?

I lie waiting for my time.
Hours pass and days fly when
you are merely waiting.
I wait for disaster to strike: for people
to need me.

I have a purpose, I have a job,
yet my shrills just
pull people away.
Only my silence brings comfort to those
who pass by.

when people are suffocating
And drawing short breaths,
I stay with them - like a friend,
yet they never cease to loathe me.

Answer: A fire alarm

Joy Hui - Year 10

What Am I?

*You're there for me all the time,
Smoothing my life.
And there in my pocket -
I take you everywhere.*

*Whenever we are apart
My lips turn frantic
and I begin to ponder
where I could possibly have left you.*

*Many people don't often see you through to the end,
Often distracted by new possibilities.
Always know you will have a place with me
and on my bedside table.*

Answer: Lip salve

Alison Balint - Year 10

What Am I?

Take me up in times of darkness.
A conduit through which to transfer the shadows.
Fragile in the hands of the simple,
But mighty in the hands of the few.

A lightning rod to harness your thoughts,
To scar the real world with the concepts you create.
A tool with which to carve out worlds
Or to engineer one's downfall.

Though I may be replaced when I come to an end,
You may still dig the well deeper in your mind,
And take up my brother for as long as need be -
Our abilities are finite but we harness your
infinity.

Answer: A PEN!

Zak Bushaway - Year 10

Geography 2018-19

Highlights of the year

September - creative homework Year 7-9 from volcano models to plate tectonic cakes!

October - Year 9 visited the Natural History Museum to explore natural hazards.

November - Author talk from Andrew Donkins about his award winning book "illegal"

December - Geography club held their first silent disco

- RGS ambassadors visited our Y9 cohort to inform students on where Geography can / will take them in the future.

January - Africa studies including Economic Development of Nigeria

February - Year 9 Geography of Current Affairs

March - Climate Change debates

April - Year 7 collected data around the school site to complete their microclimate enquiry

May - The Geography club harvested a handful of **baby carrots** and decorated the planter with geography bunting

June - 59 students from Year 10 went to Kingswood for their unit 3 GCSE examination. Fieldwork in Norwich and on the North Norfolk Coast

Year 7 visited the London Docklands to investigate London Regeneration.

July - We look ahead to the next academic year with new Y7s and Y12s and the upcoming Geography fieldwork trip to the Azores in October.



Docklands Yr 7 Fieldwork trip June 2019

Our Year 7s are charging ahead with the completion of the Docklands diploma in Geography. To successfully complete this they have all been on the educational and exciting trip to London Docklands. Our pupils completed a range of fieldwork techniques when out in the field, enthused about the success of the project and engaged with the range of juicy facts in the Docklands Museum!



Left: 7MPL at St Katherine's Docks.

7LC in particular were commenting on how valuable the trip had been for them to visualise for themselves on what had been done *"it was easier to see the changes created by*



regeneration, as opposed to looking at the pictures on the internet or on a Powerpoint."

The department are confident that we have enthused our next generation of geographers who are swiftly developing creative work and fieldwork skills.



7LC (above at St Katherine's Docks)

**Kingswood
Residential Yr 10
GCSE Geography
fieldwork June
2019**

Photo: The Forum,
Norwich

From 12th -15th July
2019 59 Yr 10
Geographers took part in
the fieldwork trip. This
was for the purpose of
completing two
fieldwork studies - one
on the North Norfolk
Coast investigating long
shore drift and the other
in the City Centre of
Norwich investigating



Laser Tag (photo)

whether the city is sustainable, particularly in terms of transport. We stayed in a converted manor house and on the first day we arrived we made the most of a moment of sunshine for football on the beach and an ice-cream. Unfortunately we had rain on the other days but luckily not the heavy rain forecast! Our first fieldwork was exploring the coast and we used equipment in groups to measure the pebble size and angularity. We carried out our enquiry between Weybourne and Clay and even heard that there was a huge landslide further along the coast so we know there is rapid erosion occurring. On Friday we went into Norwich for traffic and pedestrian counts, questionnaires and time to explore the different pedestrianised areas. In the evenings we had a chance to try out activities including bouldering, abseiling, team building games and laser. This was actually really good fun and the instructors were enthusiastic.



Left: Bouldering

Below: Coastal fieldwork in the rain



Thanks to the Geography Department Miss Thurlow, Miss Ashman, Mrs Belton Owen and the Honorary Geographers Mr Brook and Mr Risdon.



North Norfolk Coast

Yr 10 support

Year 10 support has kicked off once again to help students focus on examination success for Year 11. There are two different support options on offer from the Geography Department, and targeted students are invited to attend the one that is right for them. Monday after school support is led by Mrs Belton-Owen and re-visits topics that have been taught before making links to examination style questions, builds examination technique by practicing timed questions, ensuring the questions are understood and learning how to structure the longer 9 mark essay questions.

On a Tuesday during academic, invited students work in small groups with our year 12 Geography Prefects. The Year 12 are able share tips and advice about getting through the GCSE examination season, as well as testing students to challenge knowledge and understanding.

Yr 12 prefects

Our prefects this year have been amazing, helping at open evenings and sharing their passion for the subject, speaking with both new parents and students about the school, subject and why they have taken Geography at IB level. They have also supported a number of Year 11 students throughout the year to build knowledge and confidence in the run up to the GCSE summer examinations, by running small group support sessions. The group have now started the mentoring programme with our Year 10 students. We are very proud of our prefect students. Thank you for all your efforts.



Yr 8 this year

Pupils across Year 8 have responded very positively to a range of topics studied this year; ably demonstrating their geographical skills and delighting their teachers with their in depth knowledge, 'juicy' facts and understanding of social, economic and environmental issues.

Photo: Ms Higham with some exemplary Y8 Geography work on Brazil!.



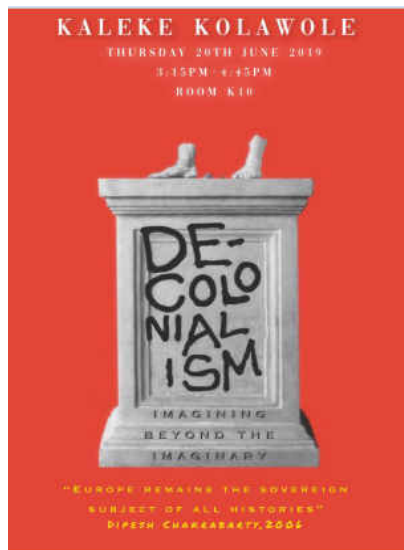
Work produced has included entertaining and informative videos on South America, fact files and dramas on a range of countries in Africa, passionate debates on climate change and the impact of global warming on Antarctica. Throughout each topic studied our students have demonstrated that they have an

up-to-date knowledge about what is happening in the world and the confidence to articulate and write about current geographical issues facing our society.

Take a look at the **Geography Notice boards** in the Geography corridor and in your Geography Classroom - for Juicy Facts, Intriguing Infographics, What's Hot in Geography news articles and to see if you have been nominated for a Goscar, the Geography Oscars.



HISTORY - A review of the 'Imagining beyond the Imaginary' workshop



"*Imagining the Imaginary*" was a workshop held by Kaleke Kolawole. It is defined as the representation of absorbing culturally specific images, symbols, discourses and metaphors into the collective memory or the collective consciousness. In this lecture, Kaleke explained the meaning of colonialism and how colonialism has been implemented in modern society through other methods. Colonialism is the idea of one country taking hold of another country. However, in the modern era, colonality itself is described as the concept of integrating the practices and legacies of Western colonialism in social orders and forms of knowledge. Colonality has transcended colonialism and has been kept alive in literature, academia and cultural patterns. It has been incubated in common sense in the images and self aspirations of people.

We watched the TED TALK by Chimamanda Adichie called '*The danger of a single story*'. It spoke of how a single story can influence somebody's perspective and cause us to form stereotypes of people through deductive reasoning. Due to what is exposed to us, our view of a certain group is affected because it marks how we choose to judge them. Kaleke emphasised this by saying '*We define people as what society has told us*'. Newspapers, social media and even our friends and family have defined how we see things and told us why we should or should not involve ourselves with a specific group of people; sometimes this is essential for our safety, however, it can lead to us judging people wrongly and seeing the worst in them when they haven't done anything to us.

In another part of the lecture, we were taught about the Bengal famine and how some of the people we may have looked up to, or that have been glamourised by the media, are not who we think they are. For example, Winston Churchill and Gandhi are two major figures in British and Indian history, who are portrayed as heroes. However, this is not necessarily the case. Winston Churchill was Britain's Prime Minister throughout the Second World War and Britain's occupation of India. However, he was racist and was discriminatory towards people of other races, an example of this being the Bengal famine. The Bengal famine was a famine which led to the death of 3 million people in Bengal and Churchill deliberately ordered the diversion of food from starving Indians to well-supplied British soldiers as well as to top up European stockpiles. Gandhi is an important figure in Indian history, who is also racist, as he believed Indians were also more superior than the black population and should be held higher than, or in the same regard as, white people.



Some of us who didn't know of Churchill and Gandhi's racist attitudes were quite surprised, although now we know otherwise. Kaleke basically enlightened us about how the media and literature can warp our view of people by making us perceive them as wholly positive people, whereas their actions say otherwise. She also noted how easy it was for us to believe what the

media tells us, especially when we're younger and at a more impressionable age. We were urged to go and study and research alternative versions of history and form our own interpretations, rather than believing the views of others, which can be very biased.

As an IB student, it was cool to see how the workshop linked to TOK and how we were encouraged to be critical thinkers. It allowed us to acknowledge that not everything the media tells us is true and that history is just someone's biased interpretation of an event. This linked to TOK, as it made us ask questions and really think about how we perceive people in terms of what we learn from school, society and how it forms our bias. It really encouraged us to be critical thinkers, as it made us ask questions in order to form a proper judgement without being overly biased because as humans, we are all naturally biased. However, we can control that bias when it comes to finding out what is really the truth and how that lets us judge others.

Lausi Tchombe, Year 12

Music - Sister Act



"Sister Act" was this year's musical, with four evening shows across the week 2nd-5th July. Yet again, the show proved how talented and hard-working students who take part in it are. Despite seeing it on the penultimate night, I was blown away by the amount of energy and enthusiasm the cast brought to the performance and was really impressed with the solos. There were students from various year groups taking part, and Iarantsoa in Year 12 - who played the main character Delores - was incredible the whole week, despite not being double cast. As always, the band were amazing, and with singing nuns, gangsters and a surprise visit from the Pope (played by Mr Asker), the show was truly memorable and a testament to all the students and teachers involved in making it happen and ensuring it was a really enjoyable show.

By Alice Brayford

PE Summer Update

Sports Leaders

The aim of the Sports Leaders Level One course is to develop confident, healthy leaders through sport and physical activity. Students undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities for younger people, their peers, older generations and within the community. The courses involve



both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities for other people.

This year, we have been lucky to work with 53 Sports Leaders from Year 10. The students have developed their leadership and communication skills within PE lessons this term and organised a series of events for local primary schools. Our first events were the Bexley District football trials, where, over 6 days, the leaders helped to organise teams, coach individuals and officiate for a huge event.

In May, our Sports Leaders organised and ran the Bexley Primary Schools Mini Tennis event. Here the students officiated, coached and collated

the results for the competition. June saw the Kwik Cricket festival take place on our field, where once again, the Year 10 students showed fantastic knowledge and leadership skills.

All of our leaders have shown great dedication and have developed into very responsible and reliable leaders. We are very proud of all of them! Well done!

A special mention to Alfie Winter and Elysia Reine who were named as our Key Stage 4 Leaders of the year, due to their patience and teamwork skills.
Miss Leffen & Mr Skinner

Dance

Our first 'Primary Dance Showcase' was well attended by the local primary schools on Thursday 27th June and led by our superb Year 10 sports leaders. There were a few technical hitches but energetic performances from a range of KS1 and KS2 in a variety of styles. It also included interactive sessions to engage the little ones and the leaders even did their own 'Just Dance' style at the end! Well done to all!

Mrs Kemp



PE Awards 2019

What a year it has been for the BGS sports teams. A huge thank you and congratulations to all who have represented BGS in the huge array of sporting events. A special congratulations goes to the students below, who were selected to receive prizes from the PE department.

Award	Winner
GCSE Physical Education Student of the Year	Marie Reine Fotso (pictured below)
Year 13 IB Sports Science student of the year	Nathan Fisher
Year 12 IB Sports Science Student of the year	Elijah Reynolds
The Don Wellman Award (for outstanding contribution to leadership in PE)	Mattie Jones
Key Stage 4 Sports Leaders of the year	Elysia Reine & Alfie Winter
Key Stage 5 Leaders of the year	Evie Tonks & Morgan Brown
Boys Team of the year	Year 8 Rugby Team (pictured below)
Girls Team of the Year	Year 8 Rounders/Cricket Team (pictured below)
Year 7 Sportspeople of the year	Henry Bush & Daisy Rowland
Year 8 Sportspeople of the year	Arinze Chukwujekwu & Freya Bibby
Year 9 Sportspeople of the year	Joseph Jamal & Prosper Omopariola
Key Stage 4 & 5 Sportspeople of the year	James Pullen & Katherine Henderson
Fundraising Champion	Remy Preston
John Collins Cup for Outstanding Achievement in Football Prize	Daniel Birch
Lesley Gentry Memorial Prize for Junior Cricket	Wafeeq Zaman
Lesley Gentry Memorial Prize for Junior Tennis	Daisy Rowland



Bexley Championships

We had a great day in the sunshine on Thursday 27th June Junior Bexley Championships at Erith Stadium. It was one of our most successful performances in recent years, with the Year 8 Girls coming in at 3rd place in Bexley and Year 7 boys in 4th. Our Year 7 girls and Year 8 boys were crowned 2nd in Bexley after some outstanding achievements.

Well done to all our fabulous competitors and huge congratulations to those students who managed to secure a top three place in Bexley, some of whom have now been selected to represent Bexley Schools in coming events.



Student	Event	Position
Beth Abegunde- Williams(year 7)	100m	2nd
Daisy Rowland (year 7)	200m	3rd
Emily Atkinson (year 7)	800m	2nd
Year 7 Girls Relay Team	4x 100m	2nd
Emily Atkinson (year 7)	Shot	2nd
Sophie Pooley (year 7)	Discus	2nd
Kirti Halkhoree (year 7)	Javelin	2nd
Michael Ato (year 7)	100m	2nd
Henry Bush (year 7)	800m	2nd
Year 7 Boys Relay Team	4x 100m	2nd
Michael Yaroson (year 7)	Shot	2nd
Freya Bucksey (year 8)	800m	1st
Lily Hewitt (year 8)	1500m	1st
Edwyn Harding (year 8)	Shot	3rd
Sophie Spigno (year 8)	Discus	3rd
Dayo Sijuade (year 8)	200m	1st
Tobi Oduntan (year 8)	300m	1st
Year 8 Boys Relay Team	4x100m	3rd
Moyo Adebayo (year 8)	High Jump	1st
Taiga Tsuchiya (year 8)	Triple Jump	3rd

Rounders

Year 7 Rounders

The Year 7 Rounders team have gone from strength to strength this term with record numbers attending training. The 28 strong squad have been dedicated to training twice per week, allowing them to secure a very solid skills base. The team have been dominant in games they have played, showing great tactics when fielding and fantastic strength when batting. The team will play against all Bexley schools on 11th July at the Bexley Rounders Tournament- good luck girls!

Ms Leffen



Year 8 Rounders

An undefeated team this year, going from strength to strength. They are a committed bunch, eager to train and improve. They have been successful throughout this term and will have their talent put to the test at The Bexley tournament on 9th July. Good luck girls and well done for being such an amazing team!

Year 9 Rounders

A huge number of dedicated girls turned up to train each week this year. It's been a busy year for them, juggling their studies and fitting in training, as well as celebrating their ILP, so I'm super impressed that they have still managed to make time for the club. They have made superb improvements in their batting prowess and look like they mean business when they step into the box! A wonderful bunch of girls who have been so supportive of each other through their successes and tougher games! Here's to two more great seasons ladies!



Mrs Howard



Year 10 Rounders

A dedicated bunch of ladies attended practice this year early in the mornings twice a week. We've seen such an improvement in their game this year. They represented the school at the Borough Rounders tournament on Thursday 16th May at Chislehurst and Sidcup. Fantastic effort, glorious sunshine, enthusiasm and superb fielding skills. End result a respectable third place.... Well done! You can't fault their commitment.

Mrs Kemp



Cricket

Year 7 Cricket

Another great start to their school career for the Year 7 Cricketers. With huge numbers once again at training, we have been lucky to have a large squad with which to rotate and give most who have trained a game at least. The boys started the season with over a 100 run win against Beths, followed by a narrow 14 run defeat to a strong Hurstmere side. Chis and Sid proved too strong for us this year with a quality bowling and batting line up. Just Wilmington left to play this year but the boys have shown some fine skills that will grow with time.

Mr Skinner



Tennis

The Junior girls had a storming run with victories over Colfes, thanks to the girls in Year 7 and 8 - Daisy, Freya, Gracie, Lily, Sophie. Daisy Rowland in Year 7 has been a fantastic addition to the Bexley Grammar Tennis Team. She is a committed player recently participating at the Junior Tennis Europe International tournament, which was held in Halton Lawn Tennis Club, Buckinghamshire. Unfortunately, she was beaten by a ranking nearly double her score but the good news is that she has been picked to represent Kent this Summer in the county cup against some of the top players in GB! Impressive work Daisy!

Mrs Kemp



The boys teams have shown fantastic skills, and so have qualified to compete in the Kent finals in Canterbury- good luck boys! Congratulations to U13 and U15 boys Tennis teams, who successfully qualified to compete in the Division Two Kent Schools Tennis Finals day in Canterbury on Monday 24th June. The boys showed some fantastic skills and determination in the face of some stiff

opposition. Well done boys!

Support our courts

Our Danson Park sponsored 5k run was a tremendous success, raising over half the money we need to resurface our tennis and netball courts, which are badly in need of repair. We have finally tallied up the totals and can celebrate our champion fundraisers!

Our top fundraiser overall was Remy (Year 8) who managed to raise an incredible £260. He was closely followed by our highest Year 7 fundraiser, Jamie, and Elsbeth, who was top collector in Year 9.



While we celebrate those who raised the most, we truly are thankful for every contribution, however small. In these straightened times, this is the kind of job that the school cannot afford without the help of parents and alumni and friends. If you have not yet donated, and would like to, please visit our fundraising page at:

<https://uk.virginmoneygiving.com/charity-web/charity/displayCharityCampaignPage.action?charityCampaignUrl=supportourcourts##campaignDonorsRef>

Year 8 Boys Football

We are so proud of our year 8 football team! They came up just short in a brilliant North Kent Cup final, losing 6-4 to Hurstmere in an absolute thriller, but played some fantastic football. Well done to the boys, and the star coach, Mr Martin!

The PE Department



Sports Day House Results

Thank you to all the PE staff who organised the Sports Day events and to Mrs Haslam for doing the scoring and collating the results.

Here are the results of the 3 competitions:

Juniors:

1st Prothero 360 - 12pts
2nd Johnson 342 - 10pts
3rd Wellman 322 - 8pts
4th Mabbs 308 - 6pts
5th Collins 302 - 4pts
6th Kirkman 224 - 2pts

4th Collins 340 6pts
5th Mabbs 310 4pts
6th Prothero 260 2 pts

Seniors:

1st Wellman 120 12pts
2nd Collins 118 10pts
3rd Mabbs 112 8pts
4th Prothero 102 6pts
5th Johnson 88 4pts
6th Kirkman 66 2pts

Intermediates:

1st Wellman 404 12pts
2nd Johnson 372 10 pts
3rd Kirkman 366 8 pts

This puts current standings as follows:

20	24	12	18	20	32
Third	Second	Sixth	Fifth	Third	First

Mrs Snelling, House Leader

PRIDE NEWZ 2019!

LGBT+ Alliance Summary

The LGBT+ alliance started last school year, open to Year 10 and above (for now!), and even in its short time has made significant progress within the school towards the advancement of LGBT+ Equality, as well as offering a fun and accepting space for anyone who turns up - even if you are not LGBT+ but want to learn more about it or support as an ally, you are more than welcome to come along! (Every Thursday, M22, after school!)

Some of our achievements this academic year include:

- A greater recruitment drive for the weekly Alliance meetings
- A drive towards gender-neutral terms in official school documentation (yay! they!)
- We are taking a much more active role in shaping the school policy
- During Pride Month, we are running a series of assemblies across the school years, and we have so far treated Years 7, 8, and 10 to our wonderful "info dump".
- A number of our members are liaising with the Pride Youth Network run by Educate and Celebrate (you may have seen their badges around).

Stonewall Assemblies By Oliver Peetoom (Year 10)

50 years ago people stood up for their rights, 50 years ago people fought against oppression, 50 years ago we had Stonewall. Throughout history, the LGBT+ community has been ostracised, seen as immoral and even killed for who they are but people resisted, which allowed us to get where we are today, a world of progress but with many places to improve upon.

Over the last few weeks, one of our Year 10 students bravely stood up and hosted an assembly to each year group about this topic and current issues the community faces on a global scale. These assemblies were led by the school's LGBT+ Alliance in support of the Pride Youth Network in hopes to raise awareness of the issue and encourage people to be more aware of how they can be more supportive of LGBT+ people. By doing this, the school also seeks to shed light on the often-overlooked history of a community, which is often subject to erasure.

The Year 10 student who presented the piece, Oliver Peetoom, worked alone to write the script and make an accompanying powerpoint on an extremely tight deadline, yet was able to present to his own year and all years below confidently and passionately. Many members of staff and students have shown a generally positive reception to the whole ordeal with many coming up after to compliment the performance

LGBT+ Icons



Brendon Urie - The lead singer of Panic! At The Disco. He identifies as pansexual, meaning that he is attracted to people regardless of gender.

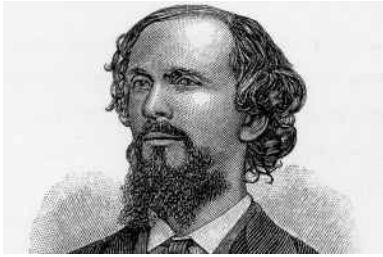
Freddie Mercury - The lead singer of Queen. He was a gay man in a time it was very difficult for the LGBT+ community, and is still a musical icon.



Jim Parsons - The actor of Sheldon in the Big Bang Theory.
He identifies as gay.



Machiazelli Kahey -
The YouTuber MacDoesIt, who
identifies as gay.



Karl Heinrich Ulrichs - The first gay person to publicly speak
out for homosexual rights in the 1850-60s

Barbara Gittings - The mother of the LGBT civil rights movement, who
helped organise the first gay rights protest at the White House, and
played a huge part in the American Psychiatric Association's fight to
remove homosexuality from the list of disorders



Harvey Milk - The first openly gay person elected to public office



Magnus Hirschfeld - The father of
transgenderism, established the first Gender
Identity Clinic. He was once described by Hitler as “the most dangerous Jew in Germany”, and the
entire library of his Institute for Sexual Science was burned by the Nazis.



Audre Lorde - Referred to herself as 'the lesbian warrior poet.' Her work covered everything from civil rights (The Black Unicorn) and sexuality, to her own battle with breast cancer (A Burst of Light, for which Lorde received an American Book Award).

Bayard Rustin - the gay civil rights hero, a close friend of Martin Luther King and an open gay rights activist.



Christine Jorgensen - The first well-known trans individual in America. The Danish doctor Teit Ritzau, who knew Christine well, has said, "The young Jorgensen identified himself... as a woman who happened to be in a man's body."

Psychology - Revision Habits Study

The one thing that clearly causes students at BGS more stress than anything else is exams. Not only the grades and what they'll lead to, combined with pressure from teachers and parents alike, but the revision leading up to it and the queries behind how much we should do and what this work should actually be.

We have all experienced exam stress throughout our years at school, and thus we wanted to do something about it. This led us, with Mr Asker's support, to create a psychology group: a group of Year 12s taking Higher Psychology, who want to try and find a way to help. We're not claiming to be psychologists ourselves, but we feel as though we have obtained the knowledge from our school work to be able to conduct a basic questionnaire based on another study conducted previously by Steven Buzinski¹. Our aim was to replicate this so that it is applicable to our own school, and to inform the students of our findings.

To simplify: his study aimed to determine whether students' perception of the work done by their peers affected their own work, and from there, their grades. He found that the

more someone perceived their peers to do, the worse they ended up doing in their exams. It is suggested that this is due to them feeling unprepared in comparison to others.

In our replication, we sent out a questionnaire to several year groups (Years 10, 11, 12 and 13) asking a series of revision-related questions: the amount of work they did, how much they thought others were doing, and what their grades generally were. After analysing the results we obtained, we found that there was little correlation between either the hours of revision done and the amount that others were thought to do, or the amount of revision people thought their peers do and their own grades. This was not the result we expected, as it didn't reflect the results of the original study.

Findings between hours and grade

Year	10	11	12	13
Correlation coefficient	-0.05	-0.03	-0.06	0.39

Findings between effectiveness and grade

Year	10	11	12	13
Correlation coefficient	0.03	0.12	0.43	0.52

Interestingly, however, there was also an extremely low correlation between hours of revision done and grades obtained, apart from Y13 where there was a moderate positive link between amount of revision done and average grades attained (this information was obtained *before* IB results were announced). Obviously the expectation is that the more work you do, the better you'll do in exams, so we were surprised that this does not seem to be the case, in our school at least. Despite this, rather than taking this to mean that your revision is pointless, the more likely explanation is that we, as a student body, are not revising effectively. Whether this means that we are just re-reading our notes or a textbook and not actually taking in the information, or are distracted while revising is unclear, but we hope to work towards learning where we are going wrong. The good news is that we seem to get better at revising as we go through Y10 to Y13, so we *can* do it, but it would be great if we could do it sooner!

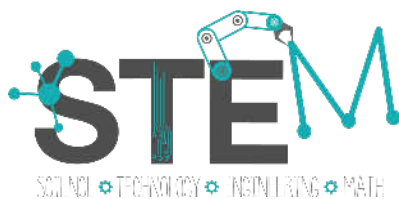
Next we hope to look at research that indicates which revision methods *are* worth using when preparing for our exams.

If you wish to enquire about this study or learn more, John Dunlovsky² and Larry Beason³ also looked at this idea of our revision habits and how to better your revision. Additionally you can email us: our details will be below.

Group: Michelle Su, Manpreet Soor, Maisha Ahmed, Amy Wright, Charlotte Wilson (author), Rosemary Ssengooba, Lausi Tchombe, Jyoti Panesar, Kimberley Kitchener

² John Dunlovsky - 'Strengthening the Student Toolbox' (2013)

³ Larry Beason - 'Feedback and revision in writing across the curriculum classes' (1993)



Generating the Genius of our students

Generating Genius is a charity with a mission to support under-represented social groups move into higher education in STEM related subjects. They work with Year 10 and 11 students across London and it is a highly sought after source of support, enrichment and inspiration. We are extremely proud of our current Year 10s who managed to secure a record seven places, which is huge considering there are only 55 places across the whole of Greater London. Well done to Simon Woods, Kweku Brobbey, Shannen Sarkodie, Nyahalo Tucker, Brook Lord, God's Favour Oluwanusin and Dulcinea Harding. They are now two terms into the programme so I caught up with a couple of them to find out a bit more about what they have been up to.



Ms R Lusted

Generating Genius is a STEM based course for young people that are underrepresented in higher education, to help them to succeed in the future. Year 10 to 13 students can participate in all sorts of events like outings, masterclasses and bootcamps.

A great example of an outing would be our visit to St Anne's College at Oxford. Current Oxford students gave us an in depth tour of the college's extensive facilities and we also had an interesting presentation telling us about the logistics and requirements of such a prestigious university.



They also have a wide range of masterclasses ranging from more traditional subjects, such as sciences, maths and coding, to more exciting and unique classes such as robotics and space challenges. These classes aren't just a way to get better exam grades and get into the best schools/universities (although they do really help with that), but to broaden your knowledge, have fun in a relaxed environment, make new friends with the same interests as you and to start

making those vital connections for your future education and jobs.

Nyahalo Tucker, Year 10

I would describe Generating Genius as a diverse community comprised of very intelligent individuals who are full of ambition and a passion for learning. Organised by a caring and dedicated leadership team, the programme is an incredible opportunity to explore the possibilities that STEM has to offer.

God's Favour Oluwanusin, Year 10

Chemistry Challenge Day

This year we again entered a team into the Salter's Festival of Chemistry. Four students - Ammar Gill, Tom Mortimer, Ben Huggett and Kosisochukwu Ibeme - had a brilliant day and really did the school proud.

Dr Numbere

The Salter's Chemistry Festival was an amazing experience. It was interesting, fun and it taught me a lot, including resilience and logical thinking. The first activity was a detective-like exercise. I found this really fun, as we got to experiment using different chemicals and reactions. Although we didn't win the challenge, it was really interesting and I enjoyed taking part in it. The second activity was great, as we had to use trial and error to get a solution to get to 10.5 degrees. We managed to complete this task by working together as a group, and got exactly the target temperature. Finally, we went to a breathtaking science demonstration. The scientist showed us many experiments, including changing the colour of fire! Overall, I found this day so fun, especially because of the fact that it let me experience what it would be like to become a scientist, or a student at Imperial College.

Ben Huggett, Year 8



For the Salter's Challenge, we travelled to the Imperial College in South Kensington. As we began our expedition of knowledge in rush hour, we were attacked, crushed and squashed by the commuters.

In London, we walked, as you would suspect - the trip did **not** include a solution that grows wings on hairless apes (humans). As we entered, there was a periodic table, on display, with actual elements in the sections (except from the explosive types, for obvious reasons). Very fitting for the 150th year of the Periodic Table.

For the first challenge of the day, we had to solve a mystery using chromatography and reaction tests. My pair started off with the reaction tests, in which you were trying to identify the features of the the substances to find out which was used in the murder. For the chromatography test, we were looking at which ink was used by one of the murderers. With a limited time frame, a bit of swapping results between the pairs occured and academic integrity was disregarded. We didn't win.

For the second challenge, we had to find out the combination



for a solution that lowers a glass of water's temperature to 10.5 C, from 21 C. We only had a limited amount of supplies before we had to do the test, whether we were ready or not. Since we weren't in pairs - we were in one big group - academic integrity was regarded, thankfully. A few combinations later - and a few repeats later - we won, as we were the first to "discover" the solution.

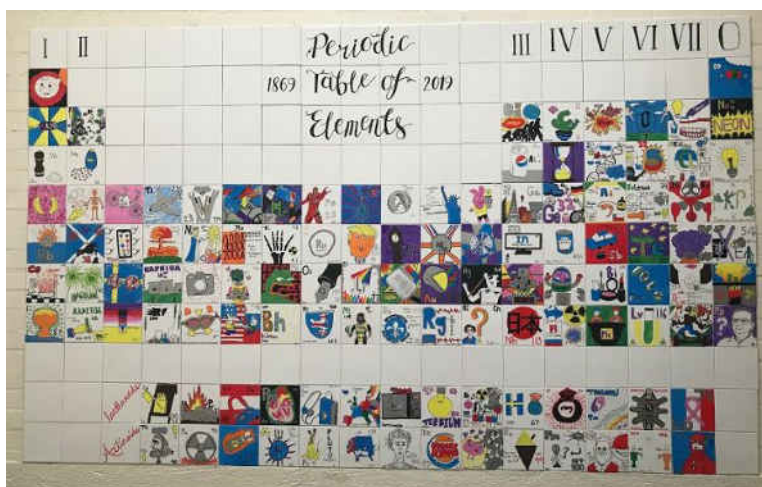


After the competitions, we had a lecture on the fascinating aspects of science, with solar cells, explosions and more glorious explosions. One of the more notable “tricks” was when our lecturer changed water to various different liquid substances, using specific solutions. She saved the best for last: an over filling solution with different times of progress and a deafening explosion. We returned happy as it was an eye-opening, amazing day that will go down in history - the long-term history of our brains.

Kosi Ibeme, Year 8

A Fantastic Display of Teamwork

During British Science Week, back in March 2019, activities were running throughout the school but for Years 9 and 10 this was the start of a much bigger project. To mark the 150th anniversary of Mendeleev’s periodic table students worked together to design a huge mural. It took over 100 students, six weeks, a very skillful caretaker and a couple of stressed out teachers but we are extremely proud of the result. Next time you are in school do come along and have a look at all their hard work. Can you work out why they have used that design for each element?



IB Scientists

The Year 12 students are in the thick of their Extended Essays this term, and those who have chosen to complete their EE in a science have had timetabled days to complete their experiments. Over those two days, students sweated over gas syringes, vernier callipers and even the odd set square to collect accurate and precise data. An exciting opportunity to design and carry out a piece of research of their choosing which can then be a great talking point for those all important UCAS applications or interviews.



Enrichment in school and out

A small number of Year 7 students were selected by their teachers to attend a trip combining science and art.

They visited the Lunatick art installation created by Anthony Gormley, for the 'Angel of the North' sculpture in the North of England. He worked with the scientist Dr Priyamvada Natarajan, known for her work on dark matter and dark energy, and she wanted to help create a project which showed the 'magic and majesty' of the universe through an intimate experience.



They took a tour of the moon using Virtual Reality headsets before having a nice relax in the decompression

chamber!

During enrichment week, Year 10 were visited by student ambassadors from King's College London. They talked to them a little about their courses, hopefully inspiring a few of them to go into



biochemistry or genetics! The ambassadors then delivered a series of activities about genetic engineering. From identifying the guilty suspect from their DNA profile, to constructing a model of DNA out of sweets, everyone had fun and learnt a

few things along the way.

Ms Lusted



Year 8 went on an Ecology Trip to the SevenOaks Wildlife Reserve where they used specialised techniques and equipment to identify living things found in terrestrial and aquatic habitats.

Dr Numbere-Nmaju

Year Group News:

Year 7: Girls Yoga and Team Building Afternoon

Yoga

On Friday the 21st of June all of the Year 7 girls did a yoga class during periods 6 or 7 in order to get them in a good mindset for learning. In my opinion, it was a really good experience and I met lots of other girls who I hadn't really met or spoken to before. I found it exceptionally fun. It was calming but it wasn't too serious. There were a few laughs when people fell over when they were in a balancing position (the laughs were mostly from the person who fell over themselves). At the beginning of the class we sat next to someone who we didn't really talk to or didn't know that well and then we started off with closing our eyes and calming down, loosening up then we started to do the positions which stretched our muscles. The positions were mainly downward dog, tree pose and warrior. My favourite section of the session was when your partner lay down and you had to put them into a position that you had on a card. The other person was not allowed to move themselves. I had to move my partner into shark position which is where you are lying on your front and your head and feet are in the air and your arms straight back behind you. I found this difficult but entertaining because we both kept laughing. One of the last bits we did was that we were in a circle and we massaged the person in front of us and finally we did some relaxation exercises where we closed our eyes, lay down and focused on certain things. A few people nearly fell asleep it was so relaxing. I am very glad that the Sixth Formers and Miss Scott arranged this for us and I met new people and definitely made new friends.

Zoe Handscombe, Year 7

Team Building

On Friday we took part in several team building exercises. Only girls took part, as there's a minority of girls, not only across Year 7 but in the whole of the school. We found this helpful as not everyone had fully got to know each other so this brought us all together.

We were also put into groups, with people who we barely knew, so that was another benefit.

Not only did we get to connect with others, we had a lot of fun.

So we got to make many new friendships and we've definitely gained confidence.

So overall team building was a huge success !!

Ava Chaplin and Suhaana Kohli 7MML

Year 8 - Toastmaster Report

A small group of Year 8 and 9 pupils were invited in the Spring term to undertake a course with members of the local Toastmaster organisation. Mrs Quan, from Meridian Speakers, joined us each week to develop skills in delivering powerful speeches. Pupils learnt how to prepare and organise speeches in an effective way, how to deliver impromptu speeches on unseen topics in front of an audience and how to provide constructive feedback during peer assessment. Thank you to Mrs Quan and the visiting members of the Meridian Speakers for their time, knowledge and enthusiasm.

Ms Boulden, Y8 Director of Studies

Toastmaster is a global organisation that dedicates itself to helping people with public speaking. The organisation was founded in 1924 by Ralph Smedley and since then has grown to have over 375000 members in more than 16600 clubs across 143 countries.

When people in BGS were offered a course by Toastmaster it was seen as a great privilege. The course they offered, was 8 weeks long, and the students involved, with the help from Toastmaster, have studied key parts of public speaking, so that those skills developed can be used to persuade, argue, carry out interviews and many other things where public speaking is needed.

The course has had a wonderful effect on those who were lucky enough to do it. Toastmaster has raised confidence on all levels.

Now when I perform a speech I am willing to use gestures, move around, change my voice in tone and volume for affect and so much more.

It was a wonderful experience and I would highly suggest that if you find public speaking hard go along to one of their clubs.

Reed Brayford, Year 8

Year 9: ILP - Independent Learning Project

This year, the year 9s carried out a project that had never been done before at BGS! The ILP soon became the word of the year group and students were tasked with creating their own research question based on any topic they wished. Students had months to carry out the research, complete their evidence posts and put together their final project before they presented their form tutor with an array of projects in April. Students submitted work in a variety of formats, covering a wide range of areas of interest; from reports on music, to a model wind tunnel, and from a professional photography album to an entire film script. In June, students were given a lesson off-timetable to present their findings to their peers and to mark each others' work, before parents also came into school to find themselves reading all sorts of titles.



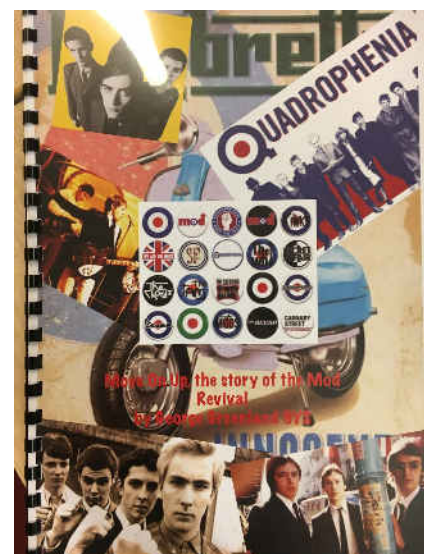
Year 9, considering that this is the first time this project has been realised in school, you should all be so proud of what you have achieved. We have learnt so much about your commitment and your interests, and these skills that you have developed over the project can be transferred to your GCSE studies and even the Extended Essay in year 12. Congratulations for all your hard work!

Below are a few words from students in the year group about the ILP and some advice for next year's cohort!

Miss Roberts, Year 9 SAM

I began my ILP by creating my own short acoustic song. To begin with, this seemed like a smart idea but as I continued to develop the song it became much harder, largely due to the fact that I had to create lyrics. After realising this was not the way forward, I decided that I should start to write down my ideas about songwriting. This is where I found many artist's methods for creating songs and also looked into different genres of songs, which is what led me to create an edm song. This was much easier for me, allowing me to focus on the main melody, bassline and also kit.

Meanwhile, I was also writing about the subject as well, which dramatically improved my ability to manage time and meet deadlines. Overall, I believe that the ILP was greatly helpful to



me, allowing me to become more organised and more grown up about deadlines and time frames.
Ben Roper 9JSR

During the ILP project, I was challenged with many different activities in the lead up to the final project. At first, I thought "oh no, this is going to take so long", but as I got into the project, I was fascinated by what my topic had to offer. By the end of the project, I had a huge folder with lots of research, but it was worth it, and I actually really enjoyed researching. I had found out that I was actually good at it, and that if I were to encounter a project like this again, I would accept it and just get on with it. Although, next time, I wouldn't leave my final report of 1500 words to one afternoon...
Anna Murati 9JMP

How did it all start?

The ILP started by picking our title. This could be anything we wanted to pick, a topic we would like to find out more about.

My approach

We had session every Friday, which allowed us to research adequately but it is also very important to fit in research at home. I tended to do some research every other week at home to make sure I knew everything I needed to know about a particular topic.



My end result

I made 2 videos on my subject and a powerpoint presentation. The whole presentation was 15 minutes long.

Presentation

There is a selected date where the whole year group get a period to look at other projects and two students are selected to give a mark on your presentation. On that same date, the parents are allowed to come and look at all of the projects. It's a great opportunity to show all the hard work that goes into the projects.

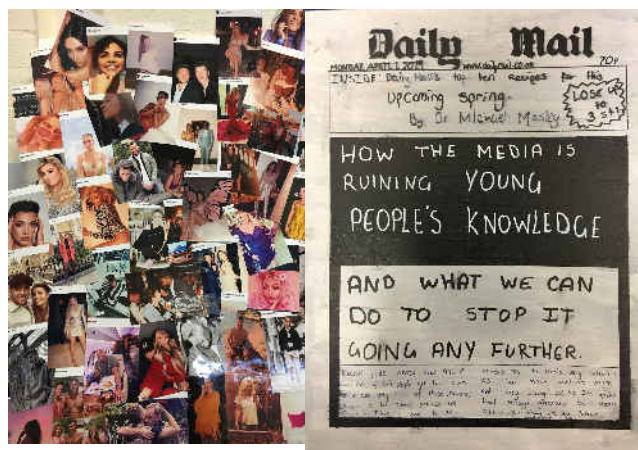
Top Tip for ILP

- Choose a sensible topic - it needs to be something

that you will be able to stick with a long period of time

- Be unique - it is good to do something a bit different that everyone else
- Be realistic - will you be committed enough to make what you originally opt to do?
- Have fun - make sure that you enjoy making the project, as it makes it easier to present
- Use your strong suits - pick a topic you know you are good at
- Practise - everyone needs to present their ILPs so make sure you know you will say and how to captivate the audience with all the hard work you have put in

Ben Salter 9NET



Year 12: Top University Conference

On Thursday 20th June, selected Bexley Grammar Year 12 students were joined by students from six other local schools to attend a "Top University Conference" to provide help and guidance for our upcoming UCAS and University applications.

The day was centred around helping high achieving students learn more about what it takes to succeed in the application process; and with representatives from UCL, Imperial College London, Oxford and Cambridge, to name a few, it was a very useful day. All these Universities further provided representatives from a wide range of subjects such as English and Computing, but the similarities in the type of applicants that Universities are looking for were very apparent - you need to have a passion for your subject, going above and beyond what you're taught in school because it is something you enjoy.

Students were able to hear from Universities themselves about what makes a desirable candidate and get advice from students at top Universities, finishing the day with a speech from a former Head Prefect from Bexley Grammar, Chetan Halai, returning eleven years later.

All in all, it was an enjoyable and useful day, which I know I found helpful in making the entire process less daunting and showed the rewards of working hard now in order to benefit later on.

Thanks to all the teachers who helped to organise and run this day.

Alice Brayford, Year 12

Year 13: Reflections of an outgoing Peer Mentor

As soon as the position of Peer Mentor was advertised to me during an assembly in Year 12, I knew immediately that I wanted to get involved. Having been a member of the school community for several years, I am familiar with the mentoring system and remember fondly the Peer Mentors that were assigned to my form in Year 7. They were bubbly, friendly and welcoming and did a good job of making myself and the fellow members of my form feel comforted and supported. Therefore, I was keen to provide this kind of comfort and support to younger students in the school, as I remember how it made me feel personally.

During the application process, I believed that I was an appropriate candidate for the role because I am an open minded and empathetic individual; I wanted to bring these qualities to help and assist fellow members of the school community in any way I possibly could.

Being assigned a Year 7 form group with fellow Peer Mentor, Alex, was such a rewarding experience. We visited and worked closely with these students on a weekly basis and formed good working relationships with the students, who were always eager to see us. Seeing the time-consuming elements, such as producing Powerpoints and completing paperwork, pay off when the students are bubbly and excited to see us is a very warming and motivating feeling.

Although the role of a Peer Mentor can be fairly time-consuming, having to miss lessons and catch up on work for training sessions and interviewing future candidates etc, it was definitely worth the extra effort and sacrifice.

I strongly believe that this experience has inspired me to work closely with the community at my university in the future and has developed many of my personal skills. These include working closely and collaboratively with others, public speaking skills and my organisation/punctuality. These are all pivotal skills that I will definitely take with me in the future and use in a variety of situations.

Roisin Beard, Year 13

Feature Articles

Mental Health Awareness Week 2019

From the 13th-19th May 2019, BGS, along with the rest of the UK, celebrated Mental Health Awareness Week. This year the theme was Body Image and specifically, raising awareness about how we feel and think about our bodies. Statistics highlight that 1 in five adults felt shame, just over one third felt down/ low and 18 per cent felt disgusted because of their body image in the past year, presenting the need for us to talk about and tackle these negative thoughts. As young people, social media is one of our worst enemies when it comes to how we feel about our bodies. I find myself constantly comparing myself to social media influencers, models and celebrities but although it is completely normal to compare ourselves to others - when we do so it is important to reflect on some of these tips that I find incredibly helpful from healthy women:



- 1) Surround yourself with positive people. People who make fun of or consistently criticize you, give off a negative energy that can easily rub off on you and make you more critical, not only of others, but of yourself as well.
- 2) Take new pictures of yourself and take down the old ones. While old pictures can remind you of how far you've come, new ones help you see what you look like now.
- 3) Replace negative thoughts with positive ones. ANY time you start to think negative thoughts, like "I hate my thighs," replace them with something you love about yourself such as, "I really look good in this skirt," or, "I love that I have strong legs."
- 4) Wear clothes that fit and that you are comfortable with. Get rid of old, baggy clothes that hide your entire body; instead, find things that accentuate your favorite body parts and flatter your overall figure.
- 5) Take notice of the things your body can do. As you lose weight, notice how much easier it is to do things or how strong your body feels.
- 6) Do nice things for your body and mind. Get a massage, take a warm bath or wear nice lotions or colognes.
- 7) Participate in activities you enjoy and love. You deserve to live life to the fullest.
- 8) Make a list of the things you love about your body and yourself. Add to this list when needed and read it when you're feeling down.
- 9) Stop comparing yourself to others. Love and appreciate your body for what it is and what it is becoming as you live a healthier life.

Mariah Bennett, Year 12

Summer mocktail recipes

Citrus Mocktail

Ingredients:

- 3 lemons
- 3 limes
- Peach nectar
- Cloudy lemonade
- Strawberries
- Sparkling water
- Mint sprigs
- Ice

Method:

- Juice 2 lemons and 2 limes and add it to a large jug
- Slice the remaining lemon and lime thinly and add it to the jug with some ice
- Fill one third of the jug with peach nectar
- Fill the rest of the jug with lemonade
- Finish with mint sprigs and a few chopped up strawberries



jug
add it to the

Watermelon mocktail

Ingredients:

- 1 watermelon
- 250ml of lemon juice
- 100g of golden caster sugar
- 1 litre bottle of soda water
- 1 lime
- Mint sprigs
- Ice

Method:

- Scoop out the inside of the watermelon and mash it through a sieve to get rid of the pips
- Add the watermelon to a blender with lemon juice and sugar
- Blend until its a smooth purée
- Add the soda to the watermelon
- Add this mixture to a jug with ice, mint and a sliced lime



Mango slushie

Ingredients:

- 1 peeled mango
- $\frac{3}{4}$ cup of orange juice
- $\frac{1}{4}$ cup of lime juice
- Ice
- 1 $\frac{1}{4}$ cup of soda water

Method:

- Add the mango into a blender and blend it into a purée
- Add the lime and orange juice and blend for 1 minute
- Add the soda and ice
- Blend all of the ingredients until they're all blended together



Amy Britton, Year 12

Why I hate “Love Island”

ITV’s Love Island returned on 6th July.

In the age of social media, it’s easy to fall into the modern trap. Likes and followers have become a currency and the message this sends is simple: the more popular you are online, the more powerful and influential you are. Social media has taken over everything, especially TV. Nowhere is this more apparent than in “*Love Island*”.



Around this time last year, I wrote an article entitled “Why I hate *Love Island*”, based only on knowing the premise of the show, what I had been told by friends and short clips that I had seen online. This year, I decided to give it a chance before writing an article on it.

After forcing myself to sit through the first three episodes, I can confirm that I do still hate “*Love Island*”.

Initially, I had written about the way I felt it was objectifying, misogynistic and shallow, and this is a point I still stand by; watching the men pick a woman from a line up based purely on looks to be “coupled up with” was a very uncomfortable experience. The emphasis that “*Love Island*” places on appearance, not just for women, but men too, is something that makes me feel uneasy and only adds to the superficial nature of the show that I so disliked last year.

In addition to this, I was angry at the entire basis of the show - how can these contestants claim to be trying to find love when the whole show is about strategy? Making the viewers like you, making other contestants like you purely to stay in the villa hoping for a cash prize and thousands of Instagram followers at the end? It seems unlikely that anyone would find “love” when the entire show is a competition. However, I will admit that perhaps some people do get lucky; although all the couples from 2018 cast are currently broken up, two couples from the 2017 cast are still together, one even expecting their first child.

The pressure placed on the contestants is insane. Constantly being filmed and with the entire country watching and talking about you, I can only imagine the consequences that it can have on your mental health. With the two recent “*Love Island*” suicides, this is clearly a pressing issue for the show and it concerns me that still thousands of people apply every year, while knowing the impact it can have. Last year’s 2018 applicant pool was 150,000 compared to the 40,000 Oxbridge aspirants: What message does this send to our country’s students?

I still maintain the view that the contestants are shallow, self-obsessed and extremely vain. I physically cringed when one of the male contestants claimed boldly “You don’t meet many real-life heroes. And none of them are as good looking as me.” I struggle to comprehend how the first episode to this year’s series had 3.3million views, a record-breaking number for ITV. Many of my friends who watch the show watch it ironically and I can understand that to an extent, but after watching three hours of it, I can’t believe I wasted that much time.

So, after watching three hours of the show, what did I learn? Well, apart from the fact that apparently, a “bev” is a hot guy, very little. Nothing seems to happen on the show. Contestants constantly talk about how “they get on well with” someone, but that seems to be it. I know more must happen off-camera, but I find it laughable that these people have known each other for a few days and are there for the fame, but take themselves so seriously.

Fame is, and always has been, a strange phenomenon but social media has changed the meaning of popularity and it worries me that “*Love Island*” uses this to its advantage. It worries me that so many people enjoy watching this show and obsess over these people who are only there for the money, fame and likes, and it worries me that this show is so inherently misogynistic that it feels like we are moving backwards in the fight for gender equality.

I can safely say that, while I can understand the appeal of the show more now, I still can’t bring myself to watch it and dislike the entire premise of the show, its objectifying nature and the consequences that it has.

Alice Brayford, Year 12

A critique of Love Island

This year, ITV’s beloved programme “*Love Island*” began on the 6th July with 4.2 million viewers tuning in. With the average age of viewers being between 16-34, there are some concerns that this show may negatively influence the younger generation.

There are many reasons why people still watch this show, and here are some:

A Game of Loyalty

It’s not just as superficial as it seems: I can’t speak for others, but I personally like the game behind it. It’s not just a show, showing beautiful people and their relationships, but a game of loyalty. It’s not surprising, given the show’s £50,000 prize and almost guaranteed Missguided affiliations, that “*Love Island*” attracts many types of people - in particular the two-faced ones. It’s interesting to see how relationships blossom when there are snakes lurking- honestly, what is entertainment without conflict or corruption?

Reality

Personally, I think it’s a great thing to examine modern relationship culture and educate people on the pitfalls of real life relationships. From fake friends to disloyal partners, these types of people are not only common in *Love Island*, but also in real life.

However, most people do have a somewhat similar set of morals - most viewers of “*Love Island*” are opposed to disloyal or hypocritical behaviour, as seen through the show’s popularity votes and social media. “*Love Island*” shows how one could relate to someone’s flaws.

In conclusion, this kind of entertainment shouldn’t be taken to heart - this form of entertainment is abundant because it appeals to our urge to criticise, evaluate and judge human character.

Michelle Su, Year 12

Reviews -



Avengers: Endgame Review

SPOILER WARNING

Avengers: Endgame is finally here. It’s taken ten years, twenty one films, \$20 billion and the intricate planning from the mind of Marvel Studios President Kevin Feige but we finally have our climax, the crescendo of the Marvel Cinematic Universe in the form of the fourth Avengers film; and it’s glorious.

Of course, I can’t say I’m not biased on the subject. I’ve grown up with these films and I’ve been eagerly awaiting the follow-up to the devastating cliffhanger of *Infinity War* for over a year now. Truth be told, if Marvel released a film half as good as *Endgame*, hype alone would probably still lead me to gush over it. So, with that being said, I’ll try my hardest to be objective. I promise.

Endgame's plot is surprising to say the least. The beginning is a total subversion of any expectations following Infinity War. The heroes are very quickly left villainless *and* hopeless with no clear way of reversing the snap and it's not until the concept of time travel is introduced that a solution presents itself. The so called "time heist" includes some great callbacks to previous MCU films and the final showdown with a very bitter Thanos is equal parts spectacular and intense.



One gripe I have with the film is that the plot often dragged around the middle. Sure, it was unpredictable but, after the constant intrigue of Infinity War as we jumped around different groups of characters, Endgame did something similar to a somewhat weaker extent. And, if spectacular action sequences involving a mass of different heroes didn't get your adrenaline pumping last time, I'd say it's unlikely that you'll enjoy much of the same this time around. It is a superhero film after all.

That being said, for action fans, the last thirty minutes are perhaps the most amazing, flashy, heart-pumping minutes ever put to film. Every single hero has a part to play and the danger always feels real. After all, Thanos has been made out to be an especially formidable villain and this is finally shown to the fullest extent. Endgame does fall victim to the common trope of having the group of heroes fend off *another* horde of faceless attackers but, luckily, the focus is always solely on Thanos and the gauntlet; and it therefore remains exciting the whole way through.

As for the characters, the film has a clear focus on the original Avengers and is a great send-off to some of the oldest and developed players in the MCU. While this means that a lot of the characters are barely touched, it means that the actors who seem to be leaving the saga are given their time to shine before the end.

So there we are. To anyone apathetic towards superhero films, this is by no means a game changer; Endgame tries to reward long-term fans much more than it tries to attract new ones. However, if you're already a Marvel fan, this movie will be the holy grail, a thrilling plot with a massive cast of characters and the emotional conclusion to a story that has been a decade in the making.

Thomas Barra, Year 12

Black Mirror: season 5 episodes ranked

1. Smithereens (episode 2)

This was a very direct episode with a more natural feel to it. Rather than being presented with a dystopian-like situation that isn't too far from reach, Smithereens offers a story that is possible now. Chris Gillhaney (played by Andrew Scott) has reached breaking point, after being unable to ignore how everyone around him is completely obsessed with social media. Therefore, he decides to kidnap an employee from the world famous social media company 'Smithereens', with his main goal being to get in touch with its creator, Bill Bauer (played by Topher Grace). Chris' character is very complex and despite his violent behaviour, Brooker is able to portray him so that we are able to sympathise with him. His actions when dealing with his hostage (Damson Idris) highlight how Chris has no intention of harming the young man. This episode is easily my favourite due to the minor details that Charlie Brooker has scattered all the way through. Every single extra in the show was linked to some sort of technology, which was impossible to miss, and the use of Frankie Valli and The Four Seasons' song 'Can't Take My Eyes off You' is clearly related to the fact that social media is consuming us entirely. The beautiful irony of the song greatly enhanced the emotional impact of the episode. Another detail that I enjoyed was the fact that each time Chris is trying to use his Mindfulness practice, it is interrupted by his phone, which may foreshadow details that we learn further into the episode. These small easter eggs are



what makes the show so popular. Overall, I was so impressed by each actor's portrayal of their character and loved the simple but extremely important message behind the episode.



2. Rachel, Jack and Ashley Too (episode 3)

Even though this episode has definitely not been rated highly among Black Mirror fans, I still believe that it is extremely worthy of second place. Within five minutes of the show, I knew exactly what issues it was going to tackle. A young girl (Rachel played by Angourie Rice), who has just recently moved house with her sister and dad, is struggling to find friends and so instead, spends her time idolising pop sensation Ashley O (Miley Cyrus). When the singer brings out a doll version of herself, Rachel just has to have it. She finds friendship in the doll, which mimics her idols phrases and gestures. One of the criticisms I have seen about this episode, was the fact that the storyline has been done many times before and isn't as original as other Black Mirror concepts. However, despite this being true, I believe that the message is still extremely important to spread, due to the events from recent years. The episode is trying to raise awareness of the dark side of the music industry, which is still a prominent issue considering the constant use of restrictive contracts and the suppression of artists expressing their true beliefs. The singer, Ashley O, is clearly being forced to cover her crippling mental health difficulties with a fake persona of happiness and brilliance, in order to be of a higher monetary value to her company. This is only amplified by how her song is talking about empowerment and being yourself. The similarities between Rachel and Ashley emphasise how artists are still normal people. The two characters do seem to share a lot of the same experiences. My issues with this episode, lie with the ending. Without giving too many spoilers, it was very abrupt and seemed rushed. I feel like Brooker was trying to mirror a San Junipero happy ending, but it lacked sentiment. We weren't allowed to connect with the characters and so any impact that was supposed to be there, was taken away. Despite this, I still think the episode is a worthwhile watch and doesn't deserve the bad press that it has received.

3. Striking Vipers (episode 1)

I definitely feel that Brooker has missed the mark with this episode. After finishing it, I was left with so many questions and struggled to grasp what the overarching message was. The story follows two longtime best friends, who end up 'falling in love' with each other during a virtual reality game, which allows them to become characters in the 'Street Fighter esc' game 'Striking Vipers X' (and yes, I appreciate the obvious nod to previous episode, 'USS Callister'). Whilst this wasn't the first Black Mirror episode containing LGBTQ+ characters, I feel as though Brooker failed to successfully portray the relationship between Danny Parker (played by Anthony Mackie) and Karl (played by Yahya Abdul-Mateen II). I was disappointed by the lack of exploration into Danny's sexuality. I feel that there was never really an 'it is okay to feel like this' moment, each time the pair meet in the game. Brooker seemed to try and completely avoid talking about the topic, which affected the show's power. The redeeming factor of the episode was the use of contrasts. Danny lives a normal suburban life with his wife and child and is shown to be dissatisfied with this, through the use of awkward small talk and lack of meaningful relationships. But Karl is shown to live a lavish lifestyle in his ultramodern flat, being able to sleep with any young girl he wants. The one thing that connects the two best friends is their hyper masculine image. Danny seems to live like the perfect American man, as he has a nuclear family and is the breadwinner of the family. Whilst Karl is portrayed as 'a player', who doesn't seem bothered by fully getting to know his dates. This aspect does help to increase the impact of their relationship, but still cannot recover from the mess of a storyline. Overall, the idea of the story was nice but was executed poorly.



Amy Britton, Year 12

Russian Doll review

The brilliant Natasha Lyonne stars in the peculiar comedy-drama “*Russian Doll*”. Created by Leslye Headland, Amy Poehler and Lyonne herself, “*Russian Doll*” follows the story of the disastrous Nadia Vulvokov and her never-ending 36th birthday party. Nadia ends up dying in either the most elaborate or basic ways possible and each time, she restarts the night in the same situation. Even though the concept sounds extremely similar to that of ‘*Groundhog Day*’, it does have its own quirks.

I began watching the show due to the fact that Lyonne was playing main character Nadia. After being impressed by her performance as Nicky in ‘*Orange is the New Black*’, I had to check out “*Russian Doll*”. As soon as Nadia stumbled out of the bathroom with a cigarette in hand and spilling her drink everywhere, I knew that she would become one of my favourite female characters. Her determination, whilst also being able to maintain a nonchalant attitude to life, fascinates me as you watch Nadia develop and learn more about her past. Her vivacious character is enhanced by a perfect soundtrack, with ‘Gotta Get Up’ by Harry Nilsson being played each time Nadia wakes up again, which only continues to amplify the irony.



For me, the show was definitely a slow burner. It isn't one that drew me in straight away, but as I carried on and it became more complicated and interlinked, I began to enjoy it more. Regardless of the fact that after each death Nadia ends up in the same place, the show is not repetitive. Each death is different, due to the choices Nadia makes. You get to watch different versions of different interactions, thanks to the fact that the night resets so often. This is only intensified by how Nadia is the only one who remembers what happened in the previous cycle.

Further into the show, you meet a second character stuck in a time loop comparable to Nadia's. Alan Zaver (played by Charlie Barnett) is a meticulous and sensitive individual, who, unlike Nadia's exuberant party, is forced to relive the ordeal of breaking up with his girlfriend. The best thing about Alan and Nadia is definitely the obvious contrasts between the two. As previously mentioned, Nadia is a trainwreck whose life has no routine but Alan seems to enjoy having everything in his life perfectly in place. When they meet for the first time, you can only imagine the clash of personalities. Nadia is dismissive of Alan's problems and Alan views Nadia as a self-absorbed drunk. Despite this, the two work well together and slowly try to understand what is happening to them. As the show progresses, you begin to realise that the pair do share some similarities, which includes their many 'near death experiences'. The bond that grows between them is heartwarming.

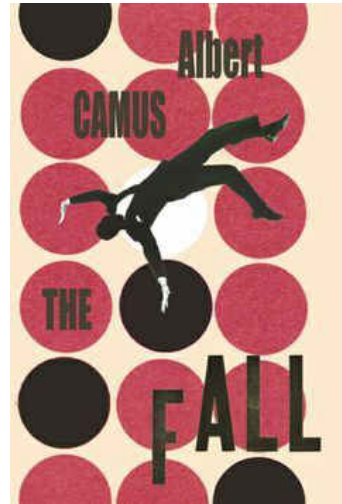
Overall, the show is an easy watch for anyone. Whilst not being my favourite series of all time, I can still appreciate the skill and effort that went into creating an intricate programme like Russian Doll. Lyonne did an incredible job of portraying Nadia, which is why I feel the show is not one to miss.

Amy Britton, Year 12

“The Fall” book review

After reading Albert Camus’s famous novella “The Outsider” last year and really enjoying it, it is surprising that I waited so long before reading another one of his works. However, I am very glad that I decided to pick up “The Fall” and soon found myself so hooked on it that I had finished it in one day.

“The Fall” is a series of dramatic monologues by Jean-Baptiste Clamence delivered to the reader, who has met Clamence in a bar in Amsterdam. Over a series of nights, Clamence reveals his past as a respectable, successful lawyer in Paris who saw himself as existing purely to help others with no expectations of rewards and his fall from this pedestal once he realised he had been lying to himself, sinking into debauchery and ultimately ending up at this bar in Amsterdam.



After first meeting Clamence, he refuses to walk across a bridge, and he says “what would happen if someone were to jump in the water?”

We soon learn that the moment in which Clamence realised his existence of ‘living life for other people’ was a lie, occurred one night when he walked past a woman who fell, or threw herself into, the River Seine and he did nothing. This unknown woman’s fall triggers a fall of his own, as he realises his entire life had been lived in order to have power over others and he cannot bear this hypocrisy.

I found this entire idea very interesting because it is often something I have wondered myself - when doing a good deed for someone else, how much of the motivation to do that comes from the selfish want to feel good about something for yourself and how much of it actually stems from wanting to help others?

The book also considers how much we can actually change as people, implying by the end that it is perhaps not possible at all. Clamence realises he cannot change and remains in Paris, because his reputation means that is always how people will view him and he needs to start over, but again this may be an excuse to justify not being able to change and merely running away. Reputations are often so important, not just in how other people view us, but in how we view ourselves and I think Clamence encapsulates this idea perfectly.

I found the style of this novella very intriguing, with the reader assuming the role of a character within the story. It is essentially a confession and the bar in Amsterdam is immediately brought to life, with the conversational tone throughout making the book relatively easy to read, despite exploring some very complex themes.

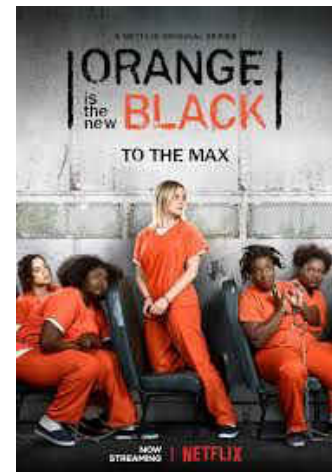
I would definitely recommend this book to anyone who has read any other of Camus’s work, particularly as this was his last published work before his death. For those who enjoy philosophy, this is a must-read, but perhaps not the most uplifting book out there!

Alice Brayford, Year 12

5 Great Shows For Summer

1. Orange is the New Black

Its debut season was released in 2013 and now, on July 26th, its final season will air. Based on Piper Kerman's real life experiences, the show follows Piper Chapman (Taylor Schilling), as she embarks on her 15 month prison sentence in Litchfield Penitentiary. Each character in the show has a different background, which causes them to be weird and quirky in their own way. All of the seasons follow a new storyline that shadows smaller ones throughout, which allows for all characters to be explored and developed equally. The diversity of the cast is incredible and the LGBTQ+ representation is executed perfectly. I am not surprised by the high praise and many awards it has received. As there are 6 seasons with a 7th on its way, you can clear out a whole week to binge watch it! I honestly would highly recommend this show to anyone, as it is one of my favourites of all time.



2. Black Mirror



This may be biased towards the show, as I am a massive fan of Black Mirror, but there really is nothing out there like this show. I'm constantly impressed by Charlie Brooker's mind and enjoy the social commentary that is scattered throughout the episodes. For those of you who still don't know, Black Mirror is a collection of stand alone episodes that talk about the dangers and problems of technology that feature in a future that is not too far from our reach. The message of each episode is important and creates a conversation about how our society is drastically changing, more likely for the worse. The casting of every episode is immaculate

and every actor pulls off their character well. However, not all of the episodes end badly. There are a few positive episodes dotted around the different seasons. But they are definitely outnumbered! If you like shows that contain many twists and jaw-dropping moments, then Black Mirror is perfect for you. Also if you'd like to find out more about Black Mirror, you can read my Bandersnatch review in the previous magazine and my season 5 review.

My personal favourite episodes: Shut up and Dance, San Junipero, Hated in the Nation, White Christmas and Be Right Back

3. The Good Place

NBC's The Good Place is a witty, funny and warming show about Eleanor Shellstrop (Kristen Bell), who wakes up and finds herself in The Good Place, which is actually the afterlife. She's introduced to Michael (Ted Danson), who is the designer of The Good Place. Each resident in The Good Place is paired up with their soulmate and after Eleanor meets hers, Chidi Anagonye (William Jackson Harper), she finally realises that she isn't supposed to be there. Eleanor struggles to learn about ethics in order to become a good person throughout the first season, so that she can convince everyone that she is the right Eleanor Shellstrop. The show is different and oddly educational. The incredible Ted Danson, from one of my favourite classic American sitcoms 'Cheers', plays the eccentric Michael wonderfully. Along with all of the other characters, which includes round activist Jameela Jamil as Tahani, Danson complements the



all

series well. The increasingly bizarre situations and colourful cinematography makes for an easy watch for anyone.

4. The OA



One miracle brings five completely different personalities together in order to connect separate universes and timelines. From first read, the concept of the show seems utterly crazy. However, this show will keep you hooked from the get-go. I know that I watched the entire first season within two days and had already begun to anticipate the second! After three agonising years, the second season was finally released so, if you haven't seen it before, both seasons are available at hand without the painful wait. The show follows Prairie Johnson (played by the show's creator, Brit Marling), who has returned after seven years of being missing. Although this isn't the extraordinary thing about her: before her disappearance, she was completely blind but after a near death experience, her sight has fully returned. The show explores ideas about near death experiences, which is what intrigued me, and also seems to touch on the ethics of science and experiments. If filmed and written poorly, I could see how the storyline could be considered witless but thankfully, Brit Marling and Zal Batmanglij have managed to create a coherent and clever show. For most of the series,

you'll be totally confused but it is still definitely worth spending hours trying to unravel the plot.

5. Derry Girls

The comedy show, set in Derry, Northern Ireland, shadows the teenage group of misfits: Erin, Clare, Michelle, Orla and James. Scattered between the dark humour and hysterical situations in which the group find themselves, are bits of history, as the story is set in the middle of the 90s 'Troubles'. The show has been well written by Lisa McGee, as all of the humour was timed correctly and the pace of the episodes never falls flat. Each member of the group has their own quirks, which all blend well together and make for an interesting dynamic. Apart from the main group, the addition of recurring favourites, such as, Grandpa Joe (Ian McElhinney) and Gerry (Tommy Tiernan) complement the series excellently. The episodes are stand alone but a lot of the same themes are carried through the series. Even though the show does play on some stereotypes, they are used to amplify the witty comedy. It is definitely worth taking the time to watch this show, especially if you are a fan of sadistic humour. To sum the show up, I'd compare it to a family friendly Irish version of 'The Inbetweeners'.



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Amy Britton, Year 12

My Eurovision Song Contest 2019 Country Rankings

Eurovision season. Easily one of my favourite times of the year, it's the perfect opportunity to celebrate unity, endorse creativity, and appreciate music, as well as laugh at some crazy performances too. This year was the 64th edition of the European (*cough cough Australia?) song contest, taking place in the Israeli city of Tel Aviv, following Netta Barzilai's winning chicken dance for Israel from the previous year's competition. After watching all the performances, there were several entertaining ones, and several questionable ones, but more on this later. The voting system was as unfair as ever, with international relations playing a huge role in determining the winner, to the point that it was more of a popularity contest than anything else. But who was the best country to me? In this article, I will be ranking my top half of the Eurovision songs this year from worst to best, taking into account the song itself, the vocals, the stage presentation and the general performance reception. Remember these are my opinions, so don't throw daggers at me in the corridor because I put your favourite last. Anyways, let's get ranking...

10) Cyprus, Tamta - 'Replay'

Last year Cyprus did very well, arguably robbed but anyways, in second place with the fireball that



was Eleni Foureira. This time around Cyprus seemed to have repeated their successful formula with Tamta, a provocative dancer dressed in skin-tight clothes that were partly removed in the crescendo of the song. Speaking of the song, it was actually very good, but with this performance all eyes were on Tamta, and while Cyprus only just scraped the top half of the competition, they knew what they were doing with this seductive performance.

9) Estonia, Victor Crone - 'Storm'



Underrated. Considering how strong Victor's vocals were, granted the lyrics were a bit cheesy, I was surprised to see Estonia place 20th as I thought his performance was stronger than some of those who placed higher. It's best not to talk about the embarrassing special effects that appeared in the second half (how did a storm get into the building?) but forget that, the guitar playing gave the song a country feel that made it stand out from the oversaturated pop songs.

8) Germany, Sisters - 'Sister'



"I tried to hold you under/But honey, you kept breathing" has to be the line of this year's Eurovision. This song had such a pure message of sibling competition and love. The fact that it placed 25th is absolutely criminal to me because this song was a frontrunner in my mind the moment I first heard it. It didn't need any bells and whistles because it was simply the heartfelt exchange between sisters and the struggle that I'm sure all siblings go through growing up.

7) The Netherlands, Duncan Laurence - 'Arcade'

The winner of 2019. Are The Netherlands my winner? Well at number seven the obvious answer is



no. That doesn't mean I don't think the Netherlands was a deserving winner, anyone in my top ten would have been a worthy winner. Graham Norton made a comparison between this song and Coldplay and I would say that's an apt comparison. Vocally, Duncan was one of the strongest competitors and the song itself was quite creative in its source material.

6) Azerbaijan, Chingiz - 'Truth'



Azerbaijan surprised me with this number. Personally, it featured my favourite staging with those futuristic robot arms projecting a bright red heart on Chingiz's chest. The song was catchy for the simple reason that repeating "so shut up about it" to people is very cathartic. The vocals were also powerful with a high note near the end that lasted several seconds. It was an impressive effort from Azerbaijan and a joy to watch.

5) Israel, Kobi Marimi - 'Home'



While this song was a complete 180 to last year's winning chicken dance, I loved the operatic tone of Kobi and the emotive lyrics that he sang. This song placed 23rd which flabbergasted me but could be down to the fact that it was so different to Netta's song from last year, it was also a tough year for deep songs seeing as there were so many of them. Whatever, Israel brought this one for me and I hope that they are appreciated more next year.

4) Australia, Kate Miller-Heidke - 'Zero Gravity'



Women flying on poles. Need I say more? Alright then, this performance was stunning, completely bonkers, but that was its magic. Kate has this transcendent voice, she sounds like she's singing through a cave, but that didn't matter when you saw her flying through space. You wouldn't be blamed for adjusting your tv set when this started to play because it really was out of this world, no pun intended.

3) North Macedonia, Tamara Todevska - 'Proud'



Easily the most empowering song of the night. Tamara was very close to winning this year and it's easy to see why. Her song was like motivation bottled, encouraging her audience about the importance of pride in yourself, her voice was phenomenal and while she didn't win the night, she was clearly the people's favourite. There is no doubt in my mind that she should have placed higher than seventh.

2) Sweden, John Lundvik - 'Too Late For Love'



To me this song really stood out for its fresh gospel quality, it could be performed at any urban choir. Despite the title, the song actually has a really cheerful message and it's that feel good effect that really makes it shine through. John doesn't have to do much physically on stage because his voice was very versatile and the backing vocals from the four women were a nice touch as well. I almost made this song number one but for me, there was one greater.

1) Denmark, Leonora - 'Love Is Forever'



It can be difficult to breathe in this day and age. With everything from Brexit to terrorism, politics and international relations are so tense that it can be hard to feel safe. This is why Denmark's sweet song about the importance of love is my winner. By using whacky childish scenery, Leonora trivialises the political importance of the here and now and reminds us that love is timeless. When all the dancers get on that giant chair with her and swing side to side you truly feel like the world could come together in the same way and that's what music is about, bringing people together.

Alfie Tindall, Year 12

Game of Thrones: Five reasons the best show on television had the worst ending imaginable (SPOILERS_dub)

I never thought that I would be writing this article. Game of Thrones has always as a franchise had a special place in my heart, as someone who has enjoyed both the books and the first seven seasons of the show, you can imagine my disappointment after watching season eight. Yikes. Season eight. It's difficult to talk about the good moments (as they were far between) so I thought I would do the opposite and discuss five reasons Game of Thrones ended so horribly. This is no joking matter. With a petition of over 1.5 million signatures to rewrite the last season and the awkward reactions from some of the actors when asked about it, this really was a modern day tragedy with 'Thronies' all over the globe falling on their swords in protest. Let's see where I thought they went wrong...

1) Six episodes was not enough

When the writers revealed two years ago that there would be just two more seasons of Got, people were naturally upset. Nonetheless, after six seasons of TV gold, they expected an ending that would be delivered in just the right amount of screen time. Unfortunately, this was not the case. For some bizarre reason, seasons seven and eight decided to break from tradition, consisting of seven and six episodes respectively, as opposed to all previous seasons which lasted a fair ten episodes. This meant that storylines were condensed, details were abstracted and overall the show's winning formula was diluted. On top of that, season seven, episode 6, wasted a valuable episode trying to procure a Wight for Cersei, only for her to reject their ceasefire in the next episode and make the ending of season seven pointless. After this, season eight was even shorter and as a result, took what could have been some of the greatest scenes of the series and cheapened them significantly.

2) David Benioff and D.B Weiss are not George R.R Martin

George R.R Martin is routinely criticised for taking so long to write the next 'A Song of Ice and Fire' book but you can't blame him. What makes the Got universe so compelling is the level of detail and how all of the pieces, all of the separate plotlines, eventually all converge into this perfect tapestry of action and amazement. Unfortunately, because the books are still incomplete but the Got fanbase were so eager for more seasons of the television series, from as early as season six, the directors were forced to create their own storylines, simply because they ran out of source material. This was always going to be problematic as they do not have the passion and creativity that is now expected from Martin as the creator of Westeros (granted season six, episode ten was phenomenal and they deserve credit for that).

3) The Night King was defeated too easily

Season 8, episode 3, "The Long Night" had the potential to make television history and yet it failed to deliver in every conceivable way. We had all heard the grand stories boasting 11 weeks of nighttime shooting, only to receive a single 82 minute episode where the Night King was easily stopped. There were no real complications, few significant sacrifices (we lost Edd Tollett - who? - Lyanna Mormont, Lord Beric Dondarrion, Theon Greyjoy, Ser Jorah Mormont, The Night King and Melisandre, in that order) with a lot of larger characters having 'near-deaths' that teased the audience in all the wrong ways. Ultimately, the Night King has the most dragged-out stroll to Brandon, only to be defeated by the 'deus ex machina' that was Arya, how she got past the dozens of White Walkers to stab the Night King is beyond me. Many people complained about how difficult it was to watch due to the setting being too dark and the Night King does not even get the respect of being the last character to die in the episode, that honour is stolen by Melisandre who unnecessarily decided it was time to collapse in the snow because she had completed her destiny - 'pff'.



4) Daenerys's fall from grace was sloppy

The Night King was not the only main character to get a raw deal, season eight, episode five "The Bells", betrayed the last seven seasons worth of character development for Daenerys Targaryen, a quote from Tyrion in season seven, episode seven comes to mind: "*She knows herself. She chose an adviser who would check her worst impulses instead of feeding them.*" Apparently this was not the case, as when Euron's Iron Fleet, the Golden Company and most of King's Landing are set ablaze by Daenerys, Cersei rings the surrender bell, only to have the entire city destroyed by an unexplainably enraged Daenerys. I get it. She lost Jorah, Rhaegal and Missandei, but she had made it clear from the start of season seven that she didn't want to rule over the ashes and then decided impulsively to go the other way. It was completely against everything her character stood for, the writers tried to insert the odd nervous glance at Jon in previous episodes to give the impression of a buildup but the reality was that the same freedom-fighter who liberated the slaves in Essos was now committing mass genocide in Westeros.



5) The last episode was just the worst



Finally, season eight, episode six, the very last episode of the series. With a show as beloved as Got, the last episode had to be perfect. If not perfect, it had to at least reflect on the past seven seasons by bringing everything together and reminding us how far we've come. None of this happened. Instead, we saw the opposite, a complete breakdown of the Got system. Daenerys has a death so pathetic it's laughable (the blood that

drips from her mouth looks like Ribena), then Drogon just flies away with her corpse (we never find out what he does with it), the Iron Throne is destroyed, Jon goes back beyond the Wall, Arya goes on a sea voyage, the seven kingdoms become six with the North becoming an independent nation ruled by Sansa, kings are now elected and not entitled by bloodline and of all the people who could rule this new mess, of course, 'Brandon the Broken' (a name that is offensively repeated throughout the episode) despite claiming episodes ago that he didn't want the Throne and Tyrion becomes the Hand even though he has shown a few times how bad he is at it. The ending purges everything that made Got brilliant and then some, the show closes on a pointless frame of Jon and the Wildlings just wandering off into the forest. I can't find a single nice thing to say about it, just go watch 'Love Island'.

Alfie Tindall, Year 12

School Trips and Visits - Modern Foreign Languages

Sixth Form German Exchange

After three months since last seeing our partners, us eleven sixth form German exchange students stood standing outside school at 3:50am, barely awake but extremely excited. However, by the time we arrived in Germany several hours later (and after travelling on various different forms of transport), we were wide awake and excited to finally see our partners again for another busy week.



Our time in Germany was packed full of events, with a day trip to Berlin, visits to our partners' school and an afternoon of "Spaghetti Eis" (spaghetti ice cream) and was made all the more a positive experience by the warm weather that we had all week, despite colder, greyer predictions before we left.

One of my favourite parts of the week was Arrow-Tag - think dodgeball, mixed with capture the flag, mixed with archery. At first, we started with teams of German students, English students and teachers, as the Germans had all played before, but the teams constantly changed and soon we played English vs Germans (after a few losses, we won several games in a row!)



German school also proved to be very different to our own. Having been to a German school on the Year 9 exchange, I had already had some experience of the long, 90 minute lessons and the strange breaks in between, but again I was surprised by the different teaching methods and the fact that many subjects were partly taught in English! In one music lesson I took part in, the punishment for students who had not done their homework was to be given a printed out sheet from an English textbook regarding the origins of "clapping music" and to summarise it in German. This made me feel slightly better about the incredible level of English all the Germans I met had.

But it was not only the events that made the week so fun, our partners were welcoming and friendly, and we all got on very well. I am glad I had such an opportunity to meet these people and some of us are hoping to see each other again in Summer.



It was altogether a really fun and memorable experience, and definitely helped to improve my German - several times during the week I realised I was even thinking in German! Thanks again go to Miss Ballantyne and Mr Gallimore for organising such a fun trip that I know I will remember!
Alice Brayford, Year 12

Hamburg Exchange Trip Year 9

The German exchange trip to Hamburg has been one of the best weeks in my time here at BGS. If you have the opportunity, I would definitely suggest that you go.

Earlier this year we were paired up with a student from Albrecht Thaer Gymnasium. We sent letters to them, exchanged emails and eventually *WhatsApped* each other. After many months of talking without seeing them in real life, the day came for us to meet them.



Excitedly we got on a coach at 4:50am on a Sunday (some of us still not really awake!) and left for the airport. We then took a short plane journey to Hamburg. When we arrived at the airport, some of us were eagerly peering through the door, while some were a bit more nervous. We finally went out and met our partners for real.

I'll admit that at first it was definitely awkward on that first car journey with my partner. On the way

home we barely spoke, but as the day went on it got better. We had lunch and then met up with some other people that were also on the exchange.

Throughout the week we did many interesting things in the beautiful city of Hamburg:

- A boat trip on the River Elbe
- A visit to the chocolate museum (where you make your own chocolate bar)
- A visit to Miniaturwunderland and St. Michaelis Church
- Two opportunities to wander around or go shopping

Day six was one of the best - we went to Hansa Park. We had around 4 hours to go on all the rides and as it was a school day the queues were either very short or non-existent. There were water slides and massive roller coasters. Later in the day we went to a very nice city called Lübeck. It is a northern German city characterised by Brick Gothic architecture from the medieval period. There was also more time for shopping and looking around.

On the last day I woke up thinking how quickly a week went by. I left the house I had been in for a week for one last time and went to the airport; many of us were sad to leave our partners.

I think that this was a very worthwhile trip and if you can go, you really should. You improve your German, make new friends and just have an amazing time. Now we're back to just *WhatsApping* them and waiting until September when they come to London.

Harizaka Ramanoelina, Year 9

Saint-Malo 2019

Tuesday 11th June

We had to arrive at school at 6 o'clock. I was very tired but also excited. We got our suitcases, which were far too big, onto the coach and then set off for the ferry at Dover. The ferry was a bit boring and I felt a bit sick but once we got back onto the coach, it wasn't long until we got to the meeting place. Once we arrived in Saint-Malo, we were introduced to our hosts for the week. Mine was a lovely lady called Josette. She was very nice but not very chatty.



Wednesday 12th June

On the second day, we went on a walking tour of Saint-Malo. We were told lots of interesting facts about the town and were able to explore it with our friends. Then we went to the aquarium where there were many weird and wonderful fish as well as sharks and turtles. At the aquarium there were also two amusement rides. We then visited a French mall which had lots of shops. We finished the day at the beach before returning to our host families for dinner.

Thursday 13th June



On our third day, we visited the historic town of Rennes. We did a tour, where we visited several different gourmet stores and tasted chocolate, galettes (a speciality of Brittany) and cheese from the market. After finishing the tour, we looked at the cathedral and had some free time. Even though it rained, we had fun and found souvenirs and gifts in the little shops scattered across the town (including a book store where I *actually spoke French!*). Next, we saw the different animals at the zoo. We walked through a lemur enclosure, watched wolves run and tigers napping (we could relate). The best part of all was when we played on the bouncy castles and didn't break the seesaw with five of us on it!

Friday 14th June

On Friday, we went to Mont-Saint-Michel, and I can vouch that the early morning was worth it. Although we had to walk up many stairs, and we were all rather tired, it was beautiful to see the Abbey on the top, as well as the beach. The street was also very cute, lined with tourists and cafés. Furthermore, it was very interesting as Miss Roberts knew a lot of history, especially about the inhabitants (all 44 of them) and their celebrations. Then, we went to a different beach and ate lunch, before playing in the park for an hour (it was made for 8 year olds). Before going bowling,

we watched X-Men: Dark Phoenix in French, where the most exciting thing was shouting to wake up a friend after they fell asleep through the movie. If you couldn't tell, it was a *great* film. Finally, after failing at bowling, we returned to our host families and had our last meal.

Hannah: I think if I had to choose a 'best bit' from the whole trip, it would be the zoo, as I loved seeing all of the cute baby animals and wildlife. Overall, I loved Saint-Malo and would definitely recommend it, as it is a brilliant experience to develop your French and have a great time with friends.

Megan: My favourite part of the trip was learning about French culture and history when we visited Mont-Saint-Michel and Saint-Malo, as well as playing on the bouncy castles!

We would all like to thank all the teachers for taking us on this amazing trip, especially Mr Stewart for organizing it!

Hannah Monksfield and Megan Lisle, Year 9

Year 12 French Exchange Trip

On the 9th of May, 14 students from the Fontainebleau college, in the outskirts of Paris, cautiously made their way into the BGS canteen and greeted each of their English counterparts.

Staying in London for a week, we provided many activities for the French, from crazy golf to crazy barbeques, with a little bit of sightseeing (obviously) in between. Even us from BGS had the privilege of watching the critically acclaimed musical, 'The School of Rock', visiting the shard, and absolutely smashing the French on a sunny afternoon at goals. It was an unforgettable week for both parties, and allowed us to be somewhat confident with the fact we'd be forcing ourselves to speak French in a foreign household just days later, as we too made the exciting journey under the Channel to the continent.



Despite our trepidation, the ten of us who made the return journey were keen to indulge in the French lifestyle - you can never have too many baguettes! It was certainly a culture shock, with many notable differences, most importantly the fact that French people speak French. However it was a welcome change, and all of us would have loved to stay for longer in the quintessential little French town, dominated by its gargantuan chateau and impressive Lycée (Sixth Form). Exhaustingly exhilarated, we started by dropping our bags off and heading over to the local bowling alley. As a whole group, we enjoyed the evening, and in the following days were fascinated by the differences between French and English schools, as we attended the Lycée. We learned about the history of the chateau (or at least we tried as it was in French), we watched a French film at the cinema, apparently endgame was too basic, and we went for a fancy French meal at a fancy French restaurant, so fancy I can assure you that I had no clue about what was on half of the menu. Of course, we did eventually go touring in to Paris, and a lot of cheese later, we were all but finished with the trip. Begrudgingly, we trudged back to the UK, not before heartfelt goodbyes. We arrived back in a rainy, miserable, yet homely London sometime in the evening on the 29th May.



We all had a thoroughly enjoyable time as a group and I would highly recommend that anyone who is remotely interested should go. Honestly, it doesn't matter how bad you are at French (I was awful before going and I'm still not exactly fluent now), yet I'm certain I speak on behalf of all who went on the trip that it was a wonderful experience for bonding, learning both language and culture, and forging friendships which in some cases will last long after school; I for one have already booked to return to my correspondent's house in the Summer. Merci beaucoup to Mr Street and Miss Orchard for organising the trip, for

helping us get around and amusing us all throughout, and thank you to all ten families who hosted us!

Josh Barnes, Year 12

Sardinia Trip 2019 - Y10

Luckily, our trip started at a reasonable time in the morning. We had to be at the school for 8:30 to leave on time to get to the airport and catch our flight. Once landing in Sardinia, it was instantly different from England in the sense that it was a lot warmer and a lot sunnier. The very first thing we did was going to the beach in Cagliari to enjoy a gelato on the beach! We then did a quick bus tour of Cagliari, before heading to the town of Isili, where we were staying with our host families. We were all very nervous but also excited to meet them.



When we arrived to what came to be our meeting point every day, a town square in Isili, our host families were waiting ready to welcome us with open arms. We said goodbye to our friends and made our way back to our homes for the next four days. It was difficult at first to get the hang of understanding the Italian and replying to them, but as soon as we got the hang of it, there was no stopping us.



The first evening we spent at home with our families, we had a wonderful meal and were quite surprised with the amount of food we received, which continued throughout the week. We had lots of traditional Italian foods such as pasta and gelato. It was always delicious and we had more than enough to eat with plenty of leftovers. Each morning, we had breakfast with our families where we had delicious Italian coffee, yoghurt, fruit, plum cakes and much more.

The first day we went to a small leather shop within the town of Isili where we were staying and did a leather workshop. We got to dye leather shoes and then make really nice keychains that we could keep as a souvenir. We then made our way to a lake visible from the higher points in the town, called lake S. Sebastiano, to go canoeing. The people who felt more confident were allowed into kayaks to just paddle around in



the water and the rest of the group went together into a dragon boat and we all made our way to a small island in the middle of the lake, which had a small church sitting on the top. Luckily, the weather was wonderful and so the water was completely calm and it wasn't too cold at all. To round off a rather eventful first day in Sardinia, we went to a small museum that showed us the history of Isili. It was famous for weaving and copper making. We then had our own weaving workshop, in which we used smaller versions of what would be used to make a small piece of woven fabric.



On the second day, we had a bit of an early start so we could get on a coach and make our way to some caves about an hour away from Isili called Grotte is Zuddas. We then took another coach journey to Nora beach, where we had a quick lunch before visiting the Ruins of Nora, which were very interesting and beautiful and sat right on the edge of the sea. Once we finished our tour, we had plenty of time to spend on the beach, playing in the sea and sunbathing. The weather was absolutely perfect. We then made our way home after another exciting day to clean up and have dinner.

On the third day, we made our way to Porto Flavia Mine. After, we spent some time in Nebida beach, however with the weather looking less promising than our previous days, we just played on the beach. As it began raining, we couldn't do what we had originally planned, which was to walk around the town of Iglesias, so instead we came back to Isili and had a pasta-making workshop with our host families.



It was really interesting, as it was something pretty much all of us had never done before and the pasta (which we then got to take back to England with us afterwards) tasted amazing. We then had a meal together at a pizzeria in Isili to celebrate our final evening in the country before thanking all the host families and making our way back to our host families houses.

The final morning was rather bittersweet, as we said goodbye to our host families and got on our coaches. They provided us with plenty of Italian food and souvenirs to bring back to England with us. The families were very kind and caring and so we were all very reluctant to leave. However, many of us are already hoping to come back and visit as soon as we have the chance. It was definitely a once in a lifetime opportunity.

Olwen Evans, Year 10

Sixth Form exchange to Malaga

On the 22nd of May at 19:35, after much anticipation, we arrived in Malaga, warmly welcomed by our exchange partners who quickly became very close friends to all of us. As we arrived in the unknown Spanish airport, the nerves began to kick in, as I would have to be constantly interpreting and speaking Spanish, which seemed very daunting. As soon as we met with our exchange partners, I felt at ease and got to know my partner's family as well as her small dog Luca, which was one of the highlights of the trip.



On the first day, we had a full day in school which consisted of 6 lessons, three lessons followed by lunch and then another three lessons. Their school day was much more intense than our school day and, because of this, the other students and I would be exhausted after school so much so that siesta became a necessary part of my everyday life for that week. After school, we would often go out with a large group of friends from school to the local

town to have food and enjoy the nightlife in Spain; one night we even went and sung karaoke in front of many Spanish people - mildly embarrassing

We also experienced a day in Grenada in which we caught an early coach ride to the town centre and saw many monuments and museums. The other sixth formers and I even hired out electric scooters and explored the town further, which was an experience I will never forget. Another day with the exchange partners, we travelled on a cable car up a tall mountain to a bird of prey show, which incorporated audience participation like you have never seen it before.

After school in the sweltering heat, me and my partner Marina would go home, eat and get ready for the activities we had at night; the food was AMAZING. I tried loads of new foods like la tortilla, which is made from potato and egg and more importantly different types of paella and ham.

Saying goodbye was very difficult, as I grew to love them all and also Malaga, however I plan to keep in contact and visit again next year to make some more memories. The whole experience was unforgettable and I strongly urge anyone with the same opportunity to take part in it.

Emily Humphrey, Year 12

Ancient History

Year 10 Roman London Trip, Wednesday 12 June

We started our trip at Cannon Street Station, where the old Forum would have been. Since the station had been built over the original site, we had to use our imagination to see what it might have been like. We then walked from the station until we reached the monument to the Great Fire of London. There were inscriptions on three of its four sides, written in Latin, but thankfully there were also translations! The inscriptions stated how the fire was started and stopped, the actions King Charles II had taken after the fire, and how the monument was created. The fourth and final side was covered with a large sculpture, depicting the destruction of the city.

Next was All Hallows-by-the-Tower, one of the oldest churches in London. Inside there was a small museum, in which we could see parts of the original Roman tiled pavement, as well as gravestones and other various artifacts that were from Roman London, such as pottery and remains of weaponry.

From there, we walked past the Tower of London to reach part of the wall that had been built around Roman London. It had been built on in the medieval era, and so was taller than it originally would have been, however you could still see where Roman wall ended and medieval wall began. Here, we also found a 20th century statue of a man said to be Trajan, a Roman emperor, before the wall, almost as if he were guarding it. We also travelled to where the Roman markets would have been, however, there was nothing left of them there.

The next destination on our trip of Roman London was the Guildhall Yard. Cutting through the stone slabs on the floor was a long line of darker stone, outlining the perimeter of the amphitheatre that had been built there. Upon entering the Guildhall and travelling downwards, we could enter a room which contained some of the amphitheatre's remaining pieces, as well as images showing the general idea of what the rest of it may have looked like; overall it was rather impressive.

We also made a stop at the Museum of London, to take a look at their Roman displays, which included some pavement with pawprints embedded, which gave the impression that cats have always been stepping into half-finished pavements and leaving marks in the stone, an entertaining thought. Also included at the museum were some old coins, and the skeleton of a woman who had lived in Roman London.

Finally, we entered the Mithraeum, a temple where the cult of Mithras would have congregated to worship him. The addition of dark lighting and audio of Latin chanting added to the atmosphere, and before entering the remains of the Mithraeum, we could see displays of artifacts discovered with or near the temple's remains, such as more pottery, old iron nails, and more coins. Also here were 3D resin interpretations of what Mithras was assumed to have looked like, as well as information on the cult itself.

Devon Fell-Smith 10CPD

History Trips - Year 10 Visit to Berlin and Krakow

From the 24th to the 29th May, some other Year 10 History students and I were lucky enough to go on a trip to Berlin, Germany, and Krakow, Poland, to enrich our knowledge and give us more background for our current topic on Hitler's rise to power.

The first day comprised of a flight out to Germany and arriving at our hotel (situated right next to a surviving part of the Berlin Wall- it's unbelievable that not that long ago in the scheme of things, East and West Berlin were divided by this wall - our hotel would have been split down the middle if it had existed then!) Next, we were given a tour of Berlin where we were given lots of interesting information. This wasn't just to do with our topic, but also giving us additional context (e.g. differences between East and West Berlin, and other small things that made the experience like nothing you could get from a classroom).



A section of the Berlin Wall

home the harsh reality of these places. After that, we went to the Topography of Terror Museum which taught us more about Germany at the time (e.g. the things leading up to the start of the Jewish genocide, the SS, Communism in Germany and more). There was also a timeline of the events involving Hitler and the Nazis, which was great since it put all the events in time perspective and enabled us to more fully understand just how much happened! We also visited Checkpoint Charlie (a Cold War crossing point of the Berlin Wall), which will become much more relevant for our Year 11 Cold War topic.



A view from the Reichstag Dome

In the evening we visited the Reichstag, specifically the Dome at the top, from which we could see the whole of Berlin sprawled beneath us. It was incredible to think that we were directly above where so much happened during those turbulent years as Hitler was coming to power!



The Reichstag

The following day we went to the DDR (German Democratic Republic) Museum, which showed life in the former East Germany through interactive exhibits and mock-up rooms. I enjoyed this especially because of all the tech they were using to present the content in an engaging way (unlike many museums which are very static).



The Brandenburg Gate

Around lunchtime we walked through the Brandenburg Gate, which less than a century ago was being used as a party symbol by the Nazis. We then visited the Olympic Stadium where the Berlin Olympics of 1936 took place, which



The Berlin Olympic Stadium

Hitler wanted to use to convince the world that Germany was a pleasant place to be, not in the midst of preparing for WWII or starting to commit genocide. He also wanted to prove to German citizens about German (specifically Aryan) racial superiority, yet Jesse Owens (a black American) won 4 golds, showing Hitler up in this politically charged setting.

The next day was spent travelling to Krakow, Poland, and the following day we visited Auschwitz-Birkenau. The main thing that struck me was how, despite being taught about the number of people against whom horrible atrocities were committed, the numbers only really become clear when you see piles and piles of shoes, of hair, of valuables, of suitcases, of things that belonged to real, actual people, who were murdered because of who they were. The atmosphere there was sombre, to say the least, and the dark skies, rain and mud reflected the mood.

On the last day, we went to the Galicia Museum, where we were taught about not just what was done to the Jews, but the struggle of the Jews from when they very first arrived in Poland. We saw photographs of artefacts, old ruined synagogues and much more, and journeyed through Polish-Jewish history. Then we had a talk by an Auschwitz survivor, who gave us even more perspective, and described the



"Arbeit Macht Frei" ("Work sets you free") sign at entrance of Auschwitz concentration camp

events through her eyes. There's nothing quite like it - cold, hard facts don't do justice to the emotional and psychological effects of the concentration camps: the fear, the loneliness, the pain. We also went on a tour of Krakow, and learnt even more about how Jews ended up in Poland in the first place, where they went, and

stood in the places that were talked about on the tour (when you're actually there, the things you're told feel a lot more real, and seem to stick better - you make the memories to last you forever).

Back home again and looking back on the trip, I realise how much we packed into such a relatively short time. I've learnt so much and gained context on things that the syllabus set by our exam board doesn't cover because of the sheer volume of information we have to absorb about a myriad of different topics, but which are just as important to learn about as everything else. I'd like to thank all the teachers who went on the trip for giving up their time to give us this once-in-a-lifetime experience: Mr Goodall, Mr Rodrigo, Miss Thurlow and Ms Pearson.

I think everyone should do something like this once in their lives, to be where we read about in history textbooks or watch in documentaries, to actually feel the atmosphere and the emotion of those places - no matter how much you think you know what happened there, it's not until you stand where such significant events took place that you can truly grasp the extent of all of them.

Sam Wilson 10PLM



Staircase in Krakow which appeared in the film 'Schindler's List'



Train tracks to Birkenau (Auschwitz II) extermination camp

Enrichment Week Visit to HMS Belfast and Imperial War Museum June 2019

On the 13th June 2019, the three Year 10 History classes went on an all day trip to two museums - the HMS Belfast and the Imperial War museum. These were both relevant to what we are currently studying at the moment (pre WW2 Germany and Europe).

We left at the end of period one, after watching a documentary on the sea battles of the Second World War, in particular, D - day, when the Allies landed in occupied France. It was very interesting to learn about the battles in which the Belfast had been a prominent part, and details about life aboard the ship. We learnt a bit about the Belfast's uses and its equipment, how it was designed to be smaller than a battleship for speed, among other things. Watching this gave us a good backstory of the ship we would soon be walking around on.

There was quite a memorable moment when we arrived at the HMS Belfast museum. Having travelled by foot across parts of London, suddenly seeing the Belfast was quite an awe-filled moment, due to its stark contrast from most other areas in the city.

We walked across the gang-plank to the side of the ship, and stood at the bow, from which we could see right across the River Thames, and at the bridges beyond. From there, we began our tour. Our first stop was one of the gun turrets - a claustrophobic, smoky place filled with complex machinery, shells, and barrels. A short video was projected onto the ceiling and walls of the turret, and a smoke machine filled the air around us, creating quite a realistic atmosphere. After, we began our descent into the hull of the ship.

Walking around the ship was its own challenge - weaving corridors and tight ladders made the tour a somewhat perilous challenge. Throughout the ship, there were many informative plaques on the walls, giving facts, statistics and stories about the Belfast. We did not have a tour guide, so this made our visit all the more informative. We saw kitchens, offices, sleeping quarters, hospitals and more, all filled with statues and models of people that would have been there and food that they would have eaten. In my opinion, the HMS Belfast was a very good museum - both informative and fun.

In due course, we made our way to the Imperial War Museum. Our first stop in the museum was the world war one exhibition. In it were many items from the war, including uniforms, weapons, even tanks. There were many information plaques on the walls and tables, with very in depth detail about what we could see on display, and there were also many interactive exhibits that spoke about things like politics, quality of life and more. I was particularly moved by many of the written exhibits, particularly written by soldiers to home as they shed lots of light on life in the trenches and the kind of experiences they had.

There were many other exhibits in the museum too from many different points in history - a Kamikaze plane, a window frame from one of the twin towers, and much more.

Overall, I thoroughly enjoyed my visit to the two museums. It was a fun day out and I learnt a lot about the world wars and what life would have been like during them. I would definitely recommend a visit there.



Rhys Tonks, Year 10

Drama Trips

Everybody's Talking About Jamie

The Drama Department have been on many extra- curricular trips this year including “Nought and Crosses” at Theatre Royal Stratford East with Year 9; Phillip Pullman’s “Grimms Tales” at the Unicorn Theatre with Year 8 and the longest running west- end theatre show “The Mousetrap” with Year 10!



“Everybody’s Talking About Jamie” is an inspirational story that follows 16 year old Jamie New and his dreams of becoming a Drag Queen in Sheffield. Along the way he builds up friendships with new people whilst leaving others behind. The best part of the show for me was the songs and choreography. Each song told its own story and all the choreography was perfected by the actors and performed to their best standards. One of the most powerful songs was “Wall In My Head”. It is about how Jamie feels so confident in his abilities but he is too nervous that he won’t be good enough to be the star he wants to be. Whilst Jamie was the main focus of the story, we also get an interesting look into the supporting characters stories. We learn more about the relationship between Jamie’s parents, about Pritti’s (Jamie’s best friend) goals in life, and the legendary backstory of Loco Channel. The show does an amazing job in making you feel sympathy: somehow the show is both hilarious, but it can be so sad with its shocking turns and unpredictable outcomes.

As well as this, I feel the way it was performed really added to how the story was told and made the audience feel. I feel that the characters personalities were portrayed very well and grew throughout the show. Similarly, I believe that the songs were a very important part of the show, as they really characterize the people and their emotions at the time. The way the songs were performed was very interesting, because everyone was involved and a lot of physical theatre was used, which I found intriguing. I also really liked how the characters convey their emotions in the songs and it helped the audience to understand how they were feeling and what it was like for them. Overall, I feel that the show was amazing and really told an inspirational story. Not only this, but it was also performed so well that the audience could interpret what it feels like to be in the character’s position.

Talya Cilek and Christopher Saunder, Year 9

House Reports -

Prothero

The House Year 2018 - 19 didn't start off too well with a poor performance at Sports Day, which meant we were trailing our heels for the rest of the year, as the gap was so wide. However, the Captains and House members stayed positive and tried their best at every event. It was in things like the harvest box, chess and photography where students really showed their commitment to keep trying. They also did really well with House Dance (which was a transition for the new captains) which has led me to feel very positive about the year ahead. They are a great team of captains for the new Head of House to lead going forward. Thank you all for your support over the years of me being HOH and I wish you all the best in the future.

J Mitten, outgoing Head of Prothero

As Acting Head of House for most of this term I would just like to thank the team of House Captains for all their hard work in keeping things ticking over and being so organised with this year's Sports Day. I am pleased to say the new Head of Prothero has been appointed, Mr A Sethi. I wish him all the best in this new role.

Mrs J Snelling (Acting Head of Prothero, House Leader)

Kirkman

This has been a great year for Kirkman; our House Captains brought home victory at the Showcase, and we were justifiably delighted. They worked really well together and were motivated as well as motivating! Wins in House Drama and Music and a close second place in the Dance were fantastic, but it was the addition of other successes, which shored up those more prominent events. We had wins in photography for both Juniors and Seniors, we started the year well with a win on Sports Day 2018 and with several other successful sports events, I think we showed our breadth of talent. Less 'visible' events were also pleasing, for example the STEM challenge. I was particularly pleased that almost all teams were filled; both Sports Days were characterised by mutual support and being in the right place at the right time and the sense of drive and achievement has been great.

We had a visit from Mrs Meason ('the' Miss Kirkman) last week at the age of almost 90 and her pride in her house is evident.

I'd like to thank my outgoing Captains (Lara, Calvin, Charlotte, Helen, Morgan, Ulysse, Arianne and Jeremiah) for everything, and to wish the new team (Lauren, Airidas, Francis, Mariah, Busayo, Andrew, James and Daniella) an enjoyable year: embrace the challenge!

Ms Fisher, Head of Kirkman House



Collins

The Summer term has been a busy start to the House Competition year. The stand out events being the official School Sports Day and, due to the rain, a bonus Sports Afternoon, where we completed the relays and sprints. This was great fun for Collins House, and we embraced the competitive nature of the races by covering ourselves in red paint and being a hugely supportive team. Every

place was filled thanks to willing participants and the organisation of the House Captains; Year 7 even held 'sprint offs' to make sure they had their top four runners for their relay event.

Highlights of the day included; Luca Di Fabio (Yr12) leading the House by example by winning the Senior 1500m in his brilliant red House Captain shirt; Ethan Hosier (Yr10) winning the boys 800m and smashing a new school record; Sarah Sanz (Yr10) and Dan Tye (Yr12) making very impressive last minute stand-ins for events. With Sarah dashing from serving Japanese Noodles at the Summer Fayre to running the 300m, and Dan, as our very own superman, transforming from jazz performer to sport star by winning the senior boys 800m, its safe to say Collins were in it to win it!



Luca Di Fabio Year 12
1500m Winner



Jaime Jaramillo Fernandez Year 12
our red painted, tutu wearing super
supporter was on hand to offer advice



Ethan Hosier Year 10, 800m
Winner and new School Record
and guidance and cheer everyone along.



A huge thank you to all the wonderful Collins House Captains who lead, organise and support the students in Collins House.
Mrs Thurlow, Head of Collins House

Johnson

I've now been in charge of Johnson for a full House year, and what a year it's been. We started with Sports Day last summer in which we came fifth. Although it was just the first event of the year, and there would be many opportunities to earn more points, it was disappointing to start the year already off the pace. Our girls, however, picked us up in the rounders, where there were many strong performances and some excellent results.

Simba, unfortunately, was dropped in 7ERR's MFL song performance (thankfully no animals were harmed in the process), but I was proud of the valiant efforts made by our youngest students to salvage the show. I can't recall any other pitfalls that were encountered during the rest of the year, although it turns out that if we're not completely on top of the rules for an event we tend to do less well..!

One of the real highlights for me was the KS3 swimming gala in December. Johnson students were rampant in the pool and showed what class they have in the water. The House Captains and I

shouted ourselves hoarse with the excitement of the event, but what a performance across the two year groups who were involved, and how encouraging to see the Y7 students doing such a good job - that bodes well for the next gala they swim in!

The 'big three' competitions - drama, music and dance - provided our biggest challenge. Students from every House work so hard for these events that it is always particularly difficult to be placed near the bottom, even though the nature of competition is that there will always be lower-placed teams. For Johnson, in every one of the events, we just couldn't get it quite right, and the students' efforts didn't earn them the points they'd hoped for. The Captains this year are already working hard towards transforming our positions into places on the podium for each big performance. Watch this space..!

Our students kept fighting. There were some great performances in the chess and bridge, and also in the quiz, badminton, photography and girls' football competitions. Clearly, we can put ourselves in the mix with the best of them; we just need to do it more consistently. We ended up in **THIRD PLACE** which, given some slight faltering in the middle of the year, ended up feeling *almost* as good as a win.

Having moved from sixth to third in the past year, our eyes are set firmly at the top of the leaderboard this year. The new year started with Sports Day once again, and with some record-breaking performances and delicious on-the-line victories, we start this year in second place, which feels so much better than last year's fifth! Our motto is 'Soar and Conquer!'. Perhaps this year we will...

GO JOHNSON!

Chris Asker, Head of Johnson House

Mabbs

The 2018- 2019 house year has been an exciting one with highs and lows for Mabbs throughout.

We started the year positively, after Sports Day, in third position and held that spot until the Autumn term. We challenged ourselves with performing a Greek tragedy for our House Drama entry. Although we did not place highly, the participants were extremely proud. House Dance, however, was a different story! We excelled in our rendition of the famous story "Jack and the Beanstalk" and the judges liked our team work, inventiveness and flair; we placed third!

There have been many other notable achievements throughout the year. In the sporting activities, we may not have come first, but we were definitely a hard opposition. Photography has always been a Mabbian win and once again, we had a winning intermediate team and winning photos. The MFL song competition was also a notable win!

A huge thank you to all students who participated throughout the year and of course, lots of praise to the wonderful House Captains: Rebecca Mears, Nicole Tapponier, Jay Raveendran, Heike Turner, Dliveen Dler, Lucy Sargent, Abrar Khruo, Abi Girl Sanda and Nimi Adeoti . They have been a pleasure to work with; I wish them every success in the future. The new House Captains: Saki Okada, Mackenzie Hoyle, Erin McDermott, Amber Skivens, Ben Finch, Rebecca Ayres, Millie Beech and James Turner, hope to bring back the number one title back to Mabbs!

Ms K Gabriel, Head of Mabbs House

Wellman

Looking back on the House Year and the range of house events that have taken place, I can say that I am extremely proud of the dedication and enthusiasm that Wellman students from across all year groups have shown. There have been House Events ranging from an MFL Song Contest to Sport Days

Events where Wellman students have eagerly participated or even stepped out of their comfort zone just to represent Wellman. This year wouldn't have run so smoothly if not for the countless hours of hard work put in from the Year 13 Wellman House Captains: Isabelle, Temi, Valerie, Bethan, Dan, Albert and Shaniya. They had dedicated countless hours of their time into organising teams for events, rehearsing for showcases and ensuring that Wellman was always ready to compete in any event. I am thrilled to see our new Year 12 House Captains fully embrace their role and go above and beyond what is expected to represent Wellman. I am excited to see what the new year brings!

Mr Ward, Head of Wellman House



A sad “Goodbye” to the following staff:

(years at the school)

Mr Brown (29 years)

What will you miss most about Bexley Grammar?

To be honest... I'm going to miss the people. I'm going to get a bit upset because I've got loads and loads of friends and I've known people for years. In some of my classes I'm even teaching some people where I taught their parents, so I know the people very, very well and I'm really going to miss that a great deal; it's not going to be something that I'm able to replace anywhere.



Where are you going next?

I'm going to a school that's much nearer to my house as it's in Croydon. It's a school called Whitgift and it's an IB and A level school and I'll be focusing on the Economics there. It was important that I carried on with the IB and it delivers that. Hopefully, I'll do a good job there.

What has been your favourite moment from Bexley Grammar?

Favourite moment? That's an impossible question after 29 years. The funniest thing I remember... there was an absent student and the class said “haven't you noticed sir, she's pregnant, she's getting much bigger”. And I said “Oh yeah, now you say that I have noticed that”. And of course... she wasn't, and that was a difficult thing to explain. But other than that, what are my biggest memories? It's just everyday, I can talk to 200 people before 9am. I probably laugh right the way through the day, people are genuinely, genuinely nice - same with parents. They're so supportive, it's just been a pleasure really.

Finally, what came first, the chicken or the egg?

That's one for the ToK class, isn't it? I'd have to say the chicken.

Ms Allen (13 years)

What will you miss most?

My colleagues, who have all been brilliant and are brilliant teachers and students who, even when i'm having a terrible day, can really cheer me up.

Where are you going next?

I am moving with my family to Denver in Colorado, so I'm having a career break from teaching and going to have a family adventure in Colorado skiing, camping and living the outdoors life so a real change from here.



Favourite moment?

Sitting on the front desk, book in hand teaching in my classroom, J7. Basically every day!

What came first, the chicken or the egg?

The egg

What would your yearbook quote be?

You'll get mixed up, of course,
as you already know.
You'll get mixed up
with many strange birds as you go.
So be sure when you step.
Step with care and great tact
and remember that Life's
a Great Balancing Act.
Just never forget to be dexterous and deft
And never mix up your right foot with your left.

Ms Hurley (13 years)**What will you miss most?**

My form 10SJH (though they won't believe it!). It has been an absolute privilege to see them grow into young adults, and each and every one of them are genuinely lovely (when they are not all in the same room!)

Where are you going next?

Bromley High School

**What is your favourite moment?**

Either being taught how to make loom bands in the sun on the river Darent trip by Year 8 (now year 13) OR when my last Year 7 class clubbed together to get a purple 32 sided dice made for me (they all know why I needed it!!!)

Least favourite part?

If you, dear reader, think you are my "least favourite part" you could be right!

Leaving quote?

You are all capable of doing more than you think, you just have to learn to not give up.
And everyone should run, I thoroughly recommend running with an audio book, best mental and physical health activity ever!

What came first, the chicken or the egg?

The (dinosaur) egg

Ms Miah (8 years)**What will you miss most?**

Definitely the people at Bexley Grammar; students have been really good over the years. And all of the people in the Maths Department.

Where are you going next?

Farrington's.

**Favourite moment?**

All of our little walks at lunchtime - around Danson Park, getting our exercise in. Little competitions we've done in the Maths Department: most push-ups, who can hold the plank for the longest?

Who won?

Me, obviously!

What would your yearbook quote be?

There's no such thing as talent, there's only hard work. So just keep persevering and you'll do very well.

Mr J Dufton (7 years)

What will you miss most?

I'll miss the students at BGS and my colleagues. Even though it sounds a bit cheesy, that really is the best thing about working here - students who are hardworking and lots of fun, and colleagues who make me laugh every day.

Where are you going next?

I'm going to Wilmington Girls Grammar, where I'll be the Head of the MFL Department.

Favourite moment?

So many to choose from! Trips have always been a highlight of my year - going on all the rides at Phantasialand or messing about in the sea in Sardinia with Miss Reed and Miss Contini.

Least favourite?

I didn't enjoy going in the stocks at the summer fayre last year. Those sponges are surprisingly painful!

What came first? The chicken or the egg?

The chicken.

What would your yearbook quote be?

"The traveller who has gone to Italy to study the tactile values of Giotto, or the corruption of the Papacy, may return remembering nothing but the blue sky and the men and women who live under it." E.M. Forster

Mr Stewart (6 years)

What will you miss most?

I think I'll miss the students - I'm a local person, so I grew up around here, and it was always something I was looking forward to, teaching the kind of people that I'd grown up with to speak languages. More than anything, I'll miss the students.

Where are you going next?

I'm making a bit of a career change; I'm going to stay in teaching but I'm going to move into teaching English as a foreign language. I'm doing a bit of training for that first, and I don't know exactly where I'm going to end up, but somewhere abroad teaching English.

Favourite moment?

I think my favourite experience of my 6 years here was actually the World Challenge I did in 2016. We went to Nicaragua and Costa Rica - it was a great experience, and it was really cool to share that with students from this school, and it gave me a whole new perspective on young people and the potential of young people.



Have you got an end of year quote?

What I would like to pass on to my students is that they should keep going with their languages - even if it's not something they go on to study, they've all got the base of being able to speak really well in these languages. So I'd like them to keep going with these languages and find opportunities to keep speaking languages in the future.

Mr Gallimore (5 years)

What will you miss the most?

The staff and the students because on the one hand we've got really really committed, engaged students who find the same things interesting as I do and on the other hand the staff who are supportive, good to work with, friendly, nice and funny.



Where are you going next?

I'm going to JAGS, James Allen's Girls School in Dulwich.

Favourite moment?

The first thing that comes to mind is my form's last day because it showed I'd been with them those five years. I met them in Year Six and to see them all the way through to the end of Year Eleven was a lovely thing to do and just to go on that journey with them. Otherwise of course it's got to be the trips.

What came first, the chicken or the egg?

It was the chicken wasn't it? Definitely the chicken.

What would your yearbook quote be?

It's better to know how to learn than to know.

Mr Brook (4 years)



What will you miss most?

- 1) The dark chocolate coated rice cakes.
- 2) Maybe the people.
- 3) Chess club.

In that order?

In that order.

Where are you going next?

Right now? H11. In my job? Eltham College. Anywhere with air conditioning.

Favourite Moment?

2017/18 Undefeated basketball season

What came first, the chicken or the egg?

No comment

What would your yearbook quote be?

It's better to regret something you did than something you didn't do.

Miss Muirhead (4 years)

What will you miss most?

Blasting music from the speakers in H14, the INCREDIBLE allotment, being the Queen of Articulate (apart from World or People). The students are alright I guess...❤️

Where are you going next?

Eltham College

Favourite Moment?

Duke of Edinburgh!

What came first? The chicken or the egg?

The egg. Fact

What would your yearbook quote be?

You got this!

If you just look inside your heart, you will find the answer.

Be hobby-curious, throw yourself into things you enjoy.



Ms Brazier (3 years)

What will you miss the most?

The people!

Where are you going next?

Back to Wales. I have 'hiraeth' - Welsh for homesickness.

Favourite Moment?

Impossible to pick one so I'll say any drama performance involving Sonny Pring.

End of year quote?

'Life is short, so smile while you still have teeth.'



We are also saying Goodbye to the following staff:



Ms C Pearman left at Easter after 10 years teaching Economics at Bexley Grammar, to teach in Maidstone. (Photo left)



Mrs Johnson, SEND, is retiring after 5 years in the SEND Dept (and previously MFL teacher 2002-6).

(Photo left)

Ms Y Salp (no photo), Maths, left at the end of April to start her own private tuition business.



Ms L Ballantyne (photo left), MFL, is going to teach at Oakley College, Gran Canaria, after 2 years at Bexley Grammar.



Ms C Boyd (photo left) , Science, is leaving after 2 years to teach at Crown Woods School.



Mrs P Higham(photo left) , English and Geography, is leaving after 2 years to teach A level English Literature and GCSE English at Christ the King's, Sidcup.



Ms B Nelson , FBCS, is leaving after 2 terms to pursue a career in Copywriting.
(Photo left)

Mr M Gebremedhin,
IT Support, left at the end of May, to complete his PhD studies in Information Security.
(Photo right)



STOP PRESS!!!!

Jazz Evening 9 July

Jazz evening was yet another resounding success this year. With contributions from all of our jazz groups, led by our fantastically talented Mr Laing, parents and families were entertained with a range of pieces from the jazz repertoire.

Many of our students are also involved in the upcoming tour to Lake Garda, which leaves on Wednesday 15th July. We also had contributions from our Junior Choir, performing I will survive, as well as our Senior Choir who performed a rendition of the Jackson 5's ABC and I want you back.

It has been a very packed year in the Music Department, and we are looking forward to the contributions from all of our jazz groups next year!

Ms Goddard, Head of Music



Editors' message

Thank you for reading Bexley Grammar School's 2019 Summer magazine! This term has been extremely busy for all years and so we cannot wait for the relaxing summer we have ahead of us. Well done to the whole Magazine Team for taking so much time to put this edition together, despite the copious amounts of work that has been thrown at us! Also, thank you to the variety of students and teachers, who have written pieces for the magazine, as we couldn't have done this without you. Last but most certainly not least, a massive thank you to Mrs Johnson, our wonderful supervisor, who will sadly be leaving us at the end of this year. We wish her all the best for the future! We hope you enjoyed this edition and hope you all have a wonderful summer.

The Magazine Team:

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