

BGS BUZZ



Christmas Edition

UNSUNG HEROES

by Charlotte Allen

Black History Month

Yingfei Chen interviews Joshua Azubuike;

The forgotten people of Black history, by Alex Seward

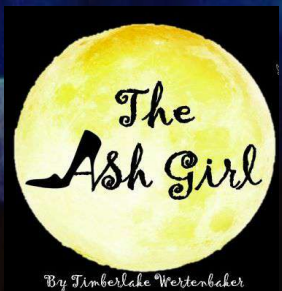
THE BURNING HEIRLOOM

Sheyla Jaramillo reports on the Amazon fires.

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BGS Mock Elections
STEM news
Human Rights Day
World Mental Health Day
School Trips...and loads more!

School Production Review:

By Megan Cane



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Christmas Magazine - Editors' message

Welcome to our magnificent creation! A beautiful, enticing piece of literature to feast your eyes on for this exciting half term!

Have a merry Christmas and a happy new year!

- The BGS BUZZERS



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Co-ordinator: Ms Contini



Christmas Magazine - Headteacher's message

Welcome to the Christmas edition of the BGS magazine!

As the Autumn Term draws to a close with the election hovering, we look back over these vital first weeks and months of the academic year. Our new Year 7 students were happily settled into the life of the school by half term; their parents had met form tutors, attended a Music Concert involving every Year 7 student and enjoyed a BBQ here in school. Similarly, in the Sixth Form, students from many local schools joined our own students to make up our IB Sixth Form of 400 students. At the time of writing, 12 students had gained interviews at Cambridge or Oxford and the majority of Y13 students have at least one offer (and in many cases several offers) at the prestigious universities they have selected.

This is also the term where the whole recruitment process begins again; we held inspiring, vibrant and successful open events for prospective Year 7 students and a few weeks later, a packed, buzzing evening for prospective Year 12 students (both our own and those from other schools). As always, the overwhelmingly positive feedback is about how approachable and friendly our students and staff are – complete strangers to the school report that those they talk to on these evenings genuinely care. The number of prospective Year 7 families who have put BGS as their first choice has risen again, to 350, the highest in my decade of records.

Meanwhile, the school has continued with the multitude of activities typical of what we manage to cram into a term: visits, residential trips, conferences, International Week, No Pens Day, two Power Days and, of course, a range of sports fixtures and House events. And as this magazine goes to virtual press, our Year 11 and Year 13 students are taking their mock examinations.

The Christmas Concert ushered in the festive season in style. Fifteen ensembles in which nearly 10% of the student body participated, entertained a packed hall with everything from Strauss to Queen! Congratulations to Mrs Goddard, Mr Laing and Mrs Casling, our technician, Mr Ross, two peripatetic teachers (Mr Cooper and Mr Crocker) and our guest, Mr Pack, who launched the BGS Samba Band with a very impressive drumming display. Two of our music prefects, Ella Warren and Katie Henderson, each directed a string ensemble on behalf of Mrs Eacott. Congratulations and thanks to all, especially our performers, on an inspiring evening.

The rest of that week was dominated by performances of 'The Ash Girl', Timberlake Wertenbaker's dark adaptation of 'Cinderella'. Two casts alternated for 5 performances (including two matinees for local primary schools). A large cast of students entertained and transported the audiences to the magical world of 'The Ash Girl'. The production spoke volumes about the talents of our students, both those on stage who transfixed us and the backstage crew whose technological wizardry transported us to luxurious palaces and dark forbidding forests. Congratulations and thanks to all involved and especially to Mr Otley and Miss Gabriel for their tireless commitment to Drama at BGS.

Finally, a huge thank you to Miss Contini (who has taken over the reins from Mrs Johnson) and her committed team of students who work so hard to produce this stimulating publication. Have a restful Christmas break with family and friends and may I wish you every blessing in 2020.

Mr Elphick



House Report November 2019



The House competition for 2019 to 20 resumed on our return to school in September. The first scheduled events of the term were the Junior and Intermediate House Sport, football for boys and netball for the girls. Unfortunately due to adverse weather these competitions were postponed until later in November. This is a shame following the cancellation of most of the Summer Terms House Cricket and Rounders due to poor weather, hopefully the netball and football competitions will be able to be run without rain again stopping play.

The House Harvest Box competition was held after school on 2nd October with each House being given ninety minutes to design and make their entry from recycled materials, the completed boxes were then put on display on the stage in the Hall and filled with donations of food ready for the Harvest Assembly the following day, Prothero's *Tyler the Turtle* was the winner. This entry was made completely from recycled bits of paper, plastic and many other materials, nothing new was used; all entries this year were overflowing with donated food which was given to a local food bank in Bexleyheath.

House Music, usually held in February was switched to 9th October. The competition this year was given the theme of Music from the '90s with each House being given a maximum of eight minutes to perform both instrumental and choral pieces. Some Houses opted to perform music from some 1990s Disney films and others chose music from the charts including The Spice Girls, Backstreet Boys and Whitney Houston. The competition was held in the afternoon, each House having a ten minute slot to set up, perform and clear away. The standard of performance was again very high, the judges agreeing that it was a very close competition with only one point separating first and second place. The House Captains did a fantastic job preparing their Houses, rehearsing the students after school and delivering their performances on the day. Students from years seven to thirteen all took part working together under the leadership of the sixth form students. Collins were victorious with 34 points out of a possible 36 with Wellman in second place.



House Report November 2019



Since our return this November the House Stem Competition has started following on from the success of last year's event. Teams of four from years 8 and 9 designed, constructed and designed using both science and design technology ideas and skills. Points were awarded for team work, creative design and functionality of the final product that was judged at the end by a panel of science and technology experts.

November saw the Intermediate and Junior Cookery competitions in full swing, with a variety of different cakes/desserts/biscuits offered up for judging. Prothero won the Intermediate competition with their blueberry muffins being judged the best and then Kirkman's Senior cooks won the Christmas dessert/cake competition with some strawberry Santa's hats on top a chocolate sponge cake. Both competitions were judged by Mrs Marjorie Sawyer who very kindly gave up her time to come back to School to give her expert opinions.

The results of the Key stage 3 House Swimming Gala is due to take place on 16th December but at present this is how the results leader board stands:

143	156	109	104	135	173
Third	Second	Fifth	Sixth	Fourth	First

This term Wellman House have been at the top of the leaderboard for quite a while. With many more competitions next term there's still time for it all to change.

- J Snelling



House STEM Competition!

The final of the annual House STEM competition took place this week. Teams of Years 8, 9 and 12 showcased their finished race cars and then we all enjoyed watching them in action with a nail biting photo finish race. To be honest, the photographic evidence was sometimes needed to establish which cars went more in the right direction than the others rather than actually crossed the finish line! Regardless, it was an amazing effort from all teams and the fact that they could build a working car from scratch in that short period of time is astounding.

Parent-governor Mr Woodhall kindly joined us to judge the teams' efforts, alongside head of DT Mr Reynolds. Teams were awarded points for the quality of finish, the design, teamwork and of course, the race. Mr Woodhall commented:

"It was a pleasure to spend time with such an enthusiastic and engaged group of people. I was impressed by the thought that had gone into all the designs and how articulately the students presented their work. I have oversight of recruitment processes at Ford in Europe and the skills that the teams demonstrated in terms of developing prototypes and working together in small teams are exactly the sort of thing we are looking for in the industry."



Although, Kirkman were the clear winners, Wellman also had an excellent race with both these cars literally streaks ahead of the rest. All the teams did well and I was impressed with their resilience and team spirit throughout the competition. Final results were:

Kirkman ~ 1st

Wellman ~ 2nd

Collins ~ 3rd

Johnson ~ 4th

Mabbs ~ 5th

Prothero ~ 6th

What a fun end to the year!

- Ms Lusted, Stem Coordinator



Jack Petchey Award

The Jack Petchey Award scheme continued with Mabbs, Prothero and Wellman Houses nominating winners for the months of September, October and November, a summary report was sent to the Foundation at the end of November.

The Jack Petchey Leader Award for 2019 saw students from year 8 upwards nominating members of staff who they felt have made a difference to them in their school life. Our nomination was sent to the Foundation to be considered and I am pleased to say that the Foundation has approved our application and Mr P Husbands will receive his award at the Annual Celebration evening next July. Due to his success we are now able to apply for a Small Grant of up to £750 to spend on a project of Mr Husband's choice.

- J Snelling



***Congratulations
Mr Husbands!***



Sir Jack Petchey set up the Jack Petchey Foundation to inspire young people across London and Essex to work hard and reach their full potential.



Current Affairs and Issues



THE BURNING HEIRLOOM

The Destruction of the Earth's lungs

Thousands of wildfires continue to turn one of the most important ecosystems on the Earth into ashes - eradicating wildlife, a unique legacy & human lives.



For 55 million years, the Amazon rainforest has been producing oxygen for the Earth. It's believed to have begun forming during the Eocene era when the Atlantic ocean was reduced, allowing plants to grow and, due to the warm temperature, caused vegetation on almost its whole territory, leaving no space available for the Savannah's existence. The Sahara desert was also a factor of the growth of this giant rainforest as more than 56% of the dust fertilizing the Amazon rainforest was originated by the Bodele depression in Northern Chad, creating one of the most beautiful green jewels we have in the world!

Since it is the largest tract of tropical rainforest in the Americas, this rainforest is known to have one of the largest, unparalleled biodiversity. It is estimated that there are 40 million different plant species, 1,294 birds, 427 mammals, 378 reptiles, 428 amphibians and 2,000 fish. This led scientists to the conclusion that 10% of the world's unknown species inhabit the green mystery of the Amazon.

Western interest for this unique forest started in the 16th Century, after legends of 'El Dorado', a south-american king who owned untold fortunes of gold, ignited the curiosity and desire for wealth in Spanish explorers which led to the discovery of one of the greatest gifts of nature being found. Regardless of the unfulfilled search of a fortune, explorers continued to investigate the mystery of the Amazon, however, most of these expeditions finalised unsuccessfully. One of the most popular examples being Percy Fawcett, a British explorer who, in 1952, entered the wild jungle with the aim of finding a lost city he called 'Z', only for his fate to remain a mystery forever. So far, approximately 100 explorers have died or vanished trying to find answers to the mystery of the Amazon which led to the name 'Green Hell'.

Although el Dorado's fortune remained a mystery, Western explorers treated the native inhabitants of the Amazon as savages; during the first 100 years of explorers arriving to the rainforest, 90% of the natives died as a result of Western diseases. Others were exiled from their own lands or taken as slaves in sugarcane & rubber plantations. Europeans had spent centuries looking for a treasure to match their want for fortune, while in the process, exploiting the civilisation that called the Amazon rainforest their home.

On the 15th of August of 2019, the name 'Green Hell' became true, as an unstoppable fire started to deteriorate the green jewel of the Amazon as its vibrant colours of nature, turned into an overwhelming, blazing red. The fire initiated in Brazil's area of the Amazon but eventually it spread into Bolivia, Paraguay and Peru. This is because the speed of the fire elevated in such a way that 3 football fields of jungle were burned every 60 seconds, leading to the current deforested areas which result in an approximation of ⅓ of the United States.



THE BURNING HEIRLOOM

This blaze is not only destroying vegetation, but also its unique diversity and species. As up to date, 2 million wild animals have died as a result and even those that survived will suffer terrible consequences as they are forced into unfamiliar territory. An example of a species affected by this would be the spider monkeys as they live at the top of trees. In contrast to other forests, fire is not a natural part of the ecosystem and hence, many of these trees cannot survive these blazes, unlike in other parts of the world, such as the US, where trivial fires occur occasionally.

Although there have been fires in the Amazon since 1970, these have been minor, which meant that regardless of the blaze, this unique rainforest still had the opportunity of recovering and therefore, deforestation wasn't possible due to the vegetation's ability to evaporate great amounts of water into the atmosphere, meaning it can be released back to the jungle as rain. This is thanks to the Amazon's astonishing ecosystem which is able to utilise positively every meteorological situation at its maximum.

This unique quality of the Amazon is what led scientists around the world to the conclusion that one of the world's greatest ecosystems, is not burning, but *being burned*.

It has been speculated that Brazil's new president, Jair Bolsonaro, has a stronger alliance with his ideology than with his respect for human rights as he fired the head of National Space and Resources Institute after he presented data showing an increase of 40% of deforestation in the past year. Additionally to this and his almost nonexistent response to questions about the environment of Brazil, he has taken very suspicious actions as a president. Some examples of these being: encouraging illegal logging and farming, reducing inspections and regulations and even ignoring illegal land grabs, which consist of the forest being slashed and burned, only to be later seeded with grass and sold to ranchers. The aim of this is to obtain assets, by following the civilising and economic interest of humans.

So, why is the Amazon important?

This giant rainforest produces 7% of the world's oxygen, covers 40% of South America, drives its economy and stores an estimated 86 billion tons of carbon which would cause a further immense irreparable damage to the Earth's ecosystem.

Apart from this, the Amazon is the terrestrial ecosystem with the highest diversity and number of animals and plants and some of the most important medicines (as some even cure cancer) actually originate from these specific plant species that only grow in this rainforest and so far, only 5% of the plants in the Amazon have been investigated.

However, what is most worrying about the Amazon being erased, is the irreparable and immense damage it would cause to the atmosphere as it is estimated to store from 90 to 140 billion tons of carbon, which if released, it would mean there is no form of improving or fighting against global warming anymore! The apocalyptic scene has made not only environmentalists worry about such ruination, but it has joined different sections of society around the world to protest against it, an example being Leonardo Di Caprio who donated \$4 million while the USA provided the largest firefighting plane in the world.

What will you do to help save our planet?

"If you want to change the world, start with yourself." - Mahatma Gandhi

Sheyla Jaramillo, 12JS



World Mental Health Day

The 10th of October this year was World Mental Health Day. The focus this year was suicide prevention. When we think of mental health, our minds go directly to mental health problems, illnesses, conditions. We seem to put restrictions on the term 'mental health' by deeming it either 'good' or 'bad'. If it's deemed 'good', we bypass it, we treat it as an everyday norm. If deemed 'bad' many see it as a flaw - a point of weakness.

For many people, good mental health is not an everyday norm.

We are educated throughout our school careers on how to stay healthy and in shape, whether it's through the balanced food plate diagram that we memorise in science or effective exercise techniques that we get taught and practice in PE. Physical health and mental health often go hand in hand - bad mental health can often lead to bad physical health whilst bad physical health can often lead to bad mental health - so why is it that physical health seems to be prioritised?

In recent years, the education system has improved in leaps and bounds in being more inclusive of different, relevant issues. However, with suicide rates of young women between 15 to 19 reaching an all time high of 56 in 2017 (the highest number since records began in 1981), one may argue that it still simply isn't enough.

Mental health should be treated with the same approach as that of physical health. Instead of addressing it only when it becomes a problem we should fit it into our everyday routines to look after it.

When our muscles get tired, whether that's sore legs from playing too much football or sore arms from lifting weights at the gym, we give them a break. If our eyes start to feel strained from staring at the computer screen for too long, we give them a break. But for some reason, when our minds get tired because we're overworking them we tend to try and push through and keep working.



World Mental Health Day

With the Christmas holidays fast approaching and deadlines piling up, now can be a very stressful time for both teachers and students - perhaps for everyone. In a rush to get things done before the holidays so we can come back in the new year feeling ready to work, we begin to neglect our mental health. With this in mind, I challenge everyone reading this to take a few minutes out of their day for themselves. Whether that's to do a bit of meditation, chat to friends about something completely unrelated to school or work, or even just to watch an episode of your favourite TV programme. It's amazing the impact those few minutes can have on your mentality, your motivation and your ability to work at your highest capability.

So, let's all try and take a few minutes to ourselves on a regular basis in the coming weeks and momentarily forget about anything that's causing us stress.

If you or someone you know is struggling with their mental health, there's a number of people you can talk to. Whether it's an adult you trust (such as a teacher) or a professional, here's a list of people who may be able to help you.

Samaritans (available 24 hours a day, 365 days a year)- call **116 123** or alternatively visit their website : <https://www.samaritans.org>

Miss S Brand (school mindfulness leader) - Brand_S@bexleygs.co.uk

Remember, any teacher within the school will be happy to help and talk to you if you feel like you need it.

- **Jamie Mayne**

WORLD
MENTAL
HEALTH
DAY



International Men's Day

Why we need to talk about men's well-being

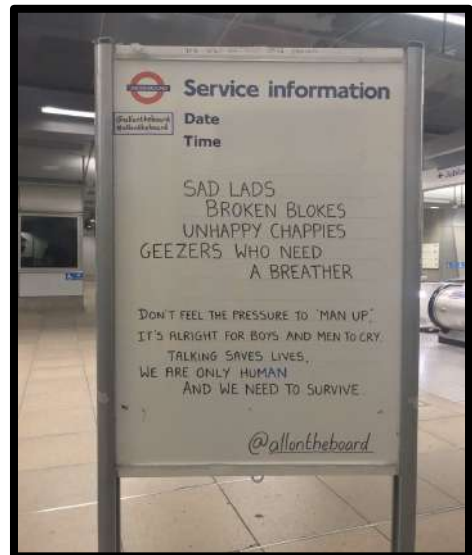
Trigger warning: suicide and mental health issues

Every year on March 8th, the Twitter trolls roll out in forces to denounce International Women's Day. "Why isn't there an International Men's Day?" they cry! Wonderfully, there is, and it's on the November 19th. And, like International Women's Day, it matters.

There is a crisis in male health and wellbeing right now, and so much of it stems from a fear of talking, a fear of speaking out. While this crisis unfolds, it is mirrored by the persistence of gender inequality throughout our societies. Women are not the only victims of the patriarchy, and they shouldn't be the only people working to dismantle it either. In the words of Malala Yousafzai, "how can we all succeed when half of us are held back?"

It gets bandied around as a bit of a buzzword, but what actually is the patriarchy? Well, it can be loosely defined as the social systems and institutions (such as healthcare, employment, the justice system, marriage) of oppression that require men to dominate the balance of power, and for women to submit to that.

Therefore, it follows that sexism is when people face discrimination or prejudice for breaking patriarchal norms - whether that is women systematically being paid less than men in similar roles, or men being victimised for showing too much emotion. Boys and men being called "wet" (often by each other) for not being "masculine enough" is just one example of how sexism against boys and men manifests itself casually on a day-to-day basis. Unlike racism, sexism goes both ways - but differently. It's worth adding that while sexism against men is critically important to address, men retain the balance of power in our societies: sexism is not a zero-sum situation.



Men are less likely to go see a doctor than women, going to their GP just four times in an average year compared to six for women, according to a 2012 study. The male suicide rate for men in 2018 was triple what it was for women. 6% of fathers have a mental health problem at any given time, but the struggle to talk about it staggers their recovery.

- Sam Gee





World Kindness Day

World Kindness Day was first introduced in 1981 by the World Kindness Movement, a coalition of nations' kindness NGOs. People all over the world cherish this day, November 13th

“ Kindness is choosing love over hate, light over darkness, compassion over judgment. ”

- RAKtivist

What is the purpose of celebrating this day?

People love to celebrate this wonderful day to highlight all the good deeds that are being done to support the planet that we are living in, because kindness is a characteristic that unites humanity together! It is also a great idea to celebrate this day to make people feel good about themselves and find their potential.

Alternatively, some people like to celebrate this day so that they can spend time cherishing their friends and families.

Others can view World Kindness Day as an opportunity to appreciate the decisions and life choices that people within history have made, so that humanity could progress and advance. For instance, the discovery of electricity by Benjamin Franklin was a miracle that led to humans being able to use light bulbs and computers which makes life easier for all types of people worldwide!



SMALL GESTURES
CAN CHANGE
THE
WORLD

HAPPY RANDOM
ACT OF KINDNESS
DAY 2019

Carry out Random Acts of Kindness - become a RAKtivist!!!

Possible ideas include:

- Give a donation to a local food bank
- Wheel out your neighbour's bin
- Start a piggy bank for a cause

- Daniel Ngenegbo



7 WAYS TO START MAKING KINDNESS THE NORM IN YOUR DAILY LIFE:

- 1 Send an uplifting text to a friend or family member.
- 2 Let that guy merge into traffic with a wave and a smile.
- 3 Include intentional moments of kindness, laughter and delight in your daily routine.
- 4 Go *slightly* outside of our comfort zone at least once a day to make someone smile.
- 5 Share a compliment with a co-worker or friend.
- 6 Reach out to a family member you haven't spoken to in awhile.
- 7 Treat someone to a cup of coffee (a friend, stranger, or even yourself).

**make
kindness
the norm.**

#WorldKindnessDay
#MakeKindnessTheNorm
www.randomactsofkindness.org

International Day of the Child

On the 20th of November it was International Children's Day. This tradition was started on the 2nd of June in 1875 by Reverend Dr. Charles Leonard, a pastor in Massachusetts. Leonard held a special service dedicated to, and for the children.

Nowadays, World Children's Day is a huge focus of UNICEF - the world's leading voice for children and young people - who deem it an annual day of action for children, by children.

This year in particular is a time to celebrate the event as it marked 30 years of the Convention of the Rights of the Child. In recognition and celebration of International Children's Day this year, many landmarks lit up blue. These landmarks included Bhopal Gate, the Arc de Triomphe in Paris and the Acropolis of Athens!

Some of the world's favourite celebrities got involved including Millie Bobby Brown - UNICEF's newest and youngest ever ambassador - who spoke at the United Nations dressed in blue (**the official colour of UNICEF**) in support of the cause. Brown deemed World Children's Day as "a day where we celebrate children using their voices on issues that affect us all" and promised to "speak out for the millions of children and young people whose voices have been silenced for far too long" and she said that she "will shine a light on the issues that vulnerable children and young people have suffered around the world". "And most of all" - she added - "I will make sure children and young people know their rights and I will do everything I can to empower them to be the change they want to see in the world".

Other famous ambassadors of UNICEF include:

- Susan Sarandon, a goodwill ambassador appointed in 1999.
- Shakira since 2003 (who particularly focuses on early childhood development).
- Liam Neeson who said of his role "I am committed to working with UNICEF to help children overcome poverty, violence, disease and discrimination across the world".

This year, to help recognise World Children's Day, UNICEF launched a global petition to "call on world leaders to commit to fulfilling the rights of every child and to recognize that these rights are non-negotiable".

What can I do to help?

To get involved and help out this cause you can donate to UNICEF or get involved in some charity work yourself! For more information, visit worldchildrensday.org . - **Jamie Mayne**



Philosophy



On Morality

In the context of our everyday life, morality is something which we hold in high regard; in other words, we have the notions of “right” and “wrong” cemented inside of our minds in such a way that we do not even have to think about them. What belongs to either category seems to be agreed upon by a majority of people; murder is bad, politeness is good, and so on. Although this can be seen to be useful from a surface-level analysis, my position is quite the opposite - I believe that morality necessarily pacifies one's desires, and thus restricts how much happiness an individual can receive.

An important aspect to be precise on is what I mean when I say the word morality. As I have said before, it involves the stratification of actions based on how good or bad they are. The metric for good or bad varies among most ethical philosophers. Some think that an action is good if it creates the most pleasure (and least pain) in the world, whereas others think that a person is good if they live a *virtuous* life. This shows that there are lots of different ideas about morality, each differing greatly from each other. Naturally, the question is then raised of which system one should follow; that is, which one is the best one, or the right one. People have tried to answer that since Aristotle, which is why one can conclude that there is perhaps no singular *best* system.

However, I do not argue for a certain code of ethics to be placed upon humanity, but rather the opposite. The one thing in common with all the different codes of ethics is that there must be an ideal form of yourself, with the omnipresent pressure to become a good person and avoid being a bad person, even if these are defined personally and subjectively. The pressure to be an ideal version of yourself forces you to forgo your self interest in favour of serving the purpose of an abstract expression of ‘good.’ I would not command anyone as an imperative to give up morality, as that would be normative in itself, but rather I would appeal to the self interest of the reader; a far more reliable method.



There are clear criticisms to this proposal, as to which I shall attempt to address. With a rejection of morality, one might suggest something like the following: "Would that not make terrible atrocities, such as murder or arson, completely okay?" Absolutely not! However, it would not make these actions bad either, merely actions. To this, an opposition may be that it is helpful for everybody to live in a society in which these actions are condemned, as to lower their frequency of occurring.

This is just a form of liberal reformism at a philosophical level - murder, for example, is not a fact of the world. We have collectively been convinced that murder must be something that exists at some innate level of human, but this is not true. The conditions for murder are socioeconomic conditions, therefore murder is but an exercise of political disposition rather than a self-contained biological phenomena. To abolish murder, as it is in my self interest to do so, one must abolish the existing political conditions which create murder, which include work, commodities, and the elements of the superstructure from the capitalistic base.

My rejection of morality is not one which just promotes doing 'bad' things, but rather promotes what is in my self interest; this self interest cannot be realised to its full extent under the oppression of a multitude of externalities, being morality (which one can erase individually with ease) and capitalism (which perhaps takes more effort to abolish). A post-capitalist society consisting of mutually benefitting unions between voluntary actors would manifest the most superior results of happiness to the individual. Work is abolished, and with it goes mindsets of efficiency, productivity, and vulgar materialism. There is nothing to live up to, other than the desires of your heart. For now, the one thing we can surely remove is the ideals of morality forcing us to act a certain way to be seen as good.

To conclude, the ideas that 'good' and 'bad' are undeniable truths that humans should abide to is something oppressive and stifling. It forces us to forgo our happiness and self-interest in favour of serving some immaterial rules beyond us. This does not mean that a society should allow for murder, theft, or any 'bad' actions, but rather a society established on mutual reciprocation in all aspects of life would not have these problems and thus would have no need for the oppression of morality upon the individual.

Alex Offen, 12AG



Remembrance Day

Remembered in Ink

It's never easy to wear your heart on your sleeve. However, for some ex-armed forces, this is a small sacrifice to make in remembrance of those who have lost their lives in combat in order to protect ours.

The ancient art of tattooing can be traced back to some of the earliest civilisations in history, with its meaning differing; some believe tattoos were used for healing, while others see them as identification. Recently, the idea of remembrance tattooing has become more popular than ever. In this sense, tattoos are used as a healer - they help the individual to feel close to those who have fallen around them. Most importantly, they are a permanent sign of respect - a reminder. A reminder of the sacrifices made in the first and second world war. A reminder of the sacrifices being made on foreign soil today. A reminder of the sacrifice of life - their lives for ours!

A person who this could not be truer for is Matt Tomlinson, who dedicated his tattoo to those who lost their lives while under his command. Tomlinson's remembrance tattoo is of a silhouette of a Royal Marine bugler playing 'The Last Post'. Matt himself is one of the most highly decorated Royal Marines alive, even receiving the Conspicuous Gallantry Cross and the Military Cross for bravery in Afghanistan and Iraq.

Unfortunately, during his tours, Tomlinson lost people close to him: from his own unit, those serving alongside the Royal Marines and even US marines (No battle is won alone; there is strength in numbers). For Matt, the grief and comprehension of the loss of fellow comrades was unfathomable: "Trying to understand the loss of those guys, why it was them and what was hard to work through."

He further explains how the emotional and physical rollercoaster of being in the armed forces brings you closer than ever to the people around you. In his own words, "they become your second family".



Matt needed an outlet for his pain, and a way to honour those he had toured with, "So as Afghan was drawing to a close in 2016, a close friend suggested that I commemorate those I had lost with a new tattoo that would act as a type of Remembrance of my own to the fallen."

"I feel it's for me the best way to keep their memory alive and carry them with me each day. We all shared blood, sweat and tears together - we fought together and we watched each other suffer yet we always did our very best to keep each other alive"

To Matt, and many others, tribute ink is one of the best ways to carry your fallen comrades with you and keep one another alive in memory. For many, one day is not enough to remember the people who have sacrificed their lives for the freedom of ours. **By honouring those with ink, you carry with you a small piece of them everywhere!**

"Lest We Forget"

- Alex Saward



Human Rights Day

Ever since I have started researching about the topic of human rights, I discovered a lot about the years in which every human rights agreement was signed and every council that was created; I researched a lot about what was contained in each of the several amendments and documents that were added to the original Universal Declaration of Human Rights and I found out about the horrific cases in which the guarantee of these rights were the only thing that prevented a political or military violation from becoming a social massacre.

The only thing was that, despite my admiration for such an amazing concept, that was created at the end of the 1940s, as I researched more and more, I realized that I purely admired it merely because of its values. I knew how significant its meaning was and how revolutionary a document like that had become - especially in a context of post - World War II - but I couldn't completely identify myself with it in my day to day life, looking beyond the reading of academic books and cases in countries that were far away from mine.

But what exactly is the Universal Declaration of Human Rights? Through a total of 30 articles which guarantee that every human is "born free and equal and dignity and rights" and that nobody should be "subjected to cruel, inhuman or degrading treatment or punishment", the UDHR is a document described as "a common standard of achievement for all people and all nations". It sets out, for the first time, fundamental human rights that should be universally protected." The date of its proclamation was on the 10th of December of 1948, a day and month which has been celebrated every year since then as the Human Rights day.

Here in the UK, we have the Human Rights Act, which makes three main guarantees to every British citizen: if your human rights have been breached, you have the right to take it to a British court; it requires that all public bodies must respect your rights; and it ensures that Parliament will nearly always make sure that new laws are compatible with the rights set out in the European Convention on Human Rights (ECHR). The 'nearly' is there because although the ECHR have defined certain rights that should be mandatory for all European states to follow, Parliament remains sovereign - that means, although this is a rare occurrence, that Parliament can pass laws which are incompatible with the ECHR if it so desires.

In 2006, the UN created the Human Rights Council with the aim of protecting and supervising human rights in all state-members. Although there are only 47 members on the Council, many argue that the United Nations does manage to represent and be aware of the particular needs of every area by reelecting all members every three years on a regional group basis.

But even with all of these mechanisms to ensure that human rights are being respected by countries, with the constant violent acts occurring daily and the rise of groups who incite and encourage the occurrence of hate crimes, it's common for us to ask ourselves about the real significance of human rights. Sometimes it just seems that the UN Declaration of Human Rights is a document that is sinking into forgetfulness and that people no longer think that there will be consequences if you don't follow its rules. Unfortunately there is no way that the United Nations can control the 7.5 billion people that are in the world.



Human Rights Day

Maybe the practicality of the Declaration of Human Rights is something that needs to be rethought, but it still remains a set of principles that form the basis for our society's values. Every day, people all around the world are willing to die fighting for values such as those of freedom, equality and justice. The UDHR has become a tool which empowers victims of injustice to become community leaders that have a sense of what's wrong in their local system, and will do anything to make it better.

But to what point do the rights that were created in 1948 continue to represent the society that we are today? Some events that people couldn't have predicted then, such as the emergence of social media and the diversification of ways in which you can identify oneself - with people now being free to identify themselves as non-gender and gender-fluid, for example - and the importance that we give now to not only physical but also mental and emotional health, make us wonder if we are able to protect people from harm using a set of articles established 71 years ago.

So maybe, although the existence of human rights continue to be crucial up to this day, we need to rethink what the basic human rights are for a 21st century society. But perhaps this change would be even more significant if it's done by the most important subject in our politicized system: the people. Because we can't let our governments do it for us, and remain ignorant of the rights that are destined to protect us.

Want to make a difference?
Take part in Amnesty
International's Write for
Rights Campaign. Our year
8s have!

- **Brenda Major**



Your words have power

Sometimes a letter can change someone's life. That's the premise of Write for Rights, Amnesty's global letter-writing campaign and the world's biggest human rights event.

Every December, Amnesty supporters across the globe will write millions of letters for those whose basic human rights are being attacked. They are people like you, continuing a long tradition of writing letters to right some of the world's biggest wrongs. And it's not just letters – it could be petitions, emails, Tweets, Facebook posts, photos, postcards.

This year we're throwing our might behind the children and young people who are firefighting some of the world's biggest crises. Many have stepped in where adults have failed to lead, and are facing terrible danger as a result. Your words really can change their lives. Join us.

“

Marinel Sumook Ubaldo, climate change activist

**THE FUTURE OF ALL OF
US DEPENDS ON YOUR
DECISION NOW.**

LINK: <https://www.amnesty.org/en/get-involved/write-for-rights/>

Unsung Heroes:

Dr. Ruth Pfau

On the 9th September 2019, the world celebrated Pfau's 90th Birthday. She was a pioneering expert in Hansen's Disease (leprosy) and worked tirelessly to eradicate it in Pakistan, saving hundreds of lives in the process. She fundraised to build over 150 new medical centres and physiotherapy units which manufactured prosthetic limbs for those in desperate need. She was also a major factor in the de-stigmatisation of Leprosy in Pakistan, which meant that survivors of the disease faced less discrimination from the general public. Thanks to her work, the World Health Organisation declared Leprosy in Pakistan 'manageable' by the 1966.



Ynés Mexía

On the 15th September 1925 (during Hispanic Heritage Month), Mexía made her first voyage to collect plant samples from Mexico. Since then, she has had a huge impact in the botanical world. Her trip was not entirely incident-free, as she fell off of a cliff and fractured her wrist. Nevertheless, she brought home over 500 specimens (50 previously unknown) and went on to discover many more species- some of which were then named after her. Her love for nature began when she was a child and she started (but never completed) a degree in Botany. 90 years later, scientists are still studying the specimens she brought back.



Dr. Herbert Kleber

The 1st October 2019 celebrates the 23rd anniversary of Kleber's election to the prestigious National Academy of Medicine. He is known as the 'Founder of modern psychiatry' as he developed an 'evidence-based' approach to addiction where he treated it as a medical-condition rather than a moral failure. This approach proved very successful and it led to patients being diagnosed and treated rather than shamed and left to help themselves. He and his wife, Dr. Marian W. Fischman, established America's most popular research programme on substance abuse and he authored countless articles which led to more important discoveries in this field.



- Charlotte Allen



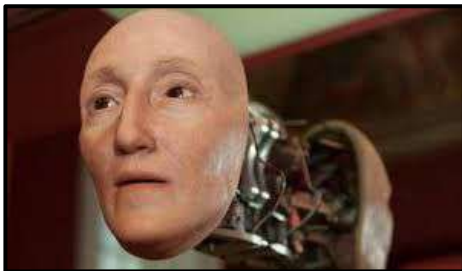
Hidden Histories:

The Story of the World's first novel: 'The Tale of the Genji' by Murasaki Shikibu is widely considered the first modern novel ever written (though there is some debate about whether the manuscript can fit into the category of a novel) and it details the life of Hikaru Genji, the son of an ancient Japanese Emperor, who is removed from the line of succession and pursues the career of an Imperial officer. The novel focuses on his romantic life and the customs of the society at the time. Considering it is the first novel to be written, it is relatively unheard of but the even more interesting thing is that it was written by a woman. Although Shikibu is said to have only written the first thirty chapters, it is still a significant event that does not get enough publicity.

Worry Dolls: These handmade dolls represent women who are dressed in traditional Guatemalan textiles. The idea behind it is that they are given to children at bedtime so they can share their worries with them and go to sleep. When they are afraid, they tell their worry doll and leave it under their pillow for seven days- after this, their worries will have passed (they literally sleep on the whole thing). For many poor Guatemalan women, making these dolls offers a way out of poverty for them and is a much better way to make a living. Even in modern pediatrics and child psychiatry, these ideas behind these dolls play a huge part as a trustworthy 'listener'. They are now sold commercially as they are small and easy to carry around- in Guatemala and Mexico, poor children and nuns sell them to tourists.



The real face of Elizabeth I: She died 416 years ago, but today the 'Virgin Queen' is being brought back to life with her story being told to an entire new generation of people. At the National Maritime Museum, artist Matt Collishaw wanted to create a representation of the Queen using AI with a twist - to remove the mask that she wore continually. In paintings she was idealised and in life she wore a 'mask of youth' in an attempt to cover up how old-age changed her (perhaps this immortalisation is due to their concerns about her succession and the fact that she had no children). Using a variety of scans, they are able to measure her biometrics and then create an accurate face-shape of what she would look like (including her small-pox scars and missing teeth). I went to see the exhibition at Queen's House, Greenwich and it truly was incredible- as you walked around the room, the model made eye contact and changed its facial expressions (sometimes mirroring them) in accordance to what you did. I think it is a fantastic example of what can happen with the creative and technological worlds collide.



- **Charlotte Allen**



ANIMAL RIGHTS DAY

A day to broaden the horizon of human emotions



Every 10th of December people around the world come together to celebrate this historic event which is unique due to its inclusion of every type of existing species from 2011.

In 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights to recognise every human's fundamental rights after World War II to respect and declare our "foundations of freedom, justice and peace in the world". However, this date only constituted the justice for humans, but what happened to the rest of the species?

In 2011, thousands of animal rights activists around the world decided that every living being in the Earth should have "freedom, justice and peace" regardless of what they were. Therefore, they united on the 10th of December to spread their unique, strong and compassionate ideology and raise conscience of the cruelty and abuse millions of animals are constantly put through most of their lives as a result of humans ownership.

Around the world, hundreds of activists in over 23 countries come together to hold in their hands animals who have passed away as a result of human cruelty in respectful silence, in order to demonstrate victims of speciesism to the public and make them consider their unjust treatment towards the animals we share the planet with and create consciousness of the suffering and death behind the closed doors of animal testing, animal farming etc.

Yearly, approximately 72 billion land animals are killed for food only and approaching closer to 3 billion daily! These animals die every year as nameless creatures, who are considered properties or products, rather than living beings that suffer equally or more than you or me, living beings who fight for their survival and their loved ones, living beings who are subject to the definition of cruelty.



ANIMAL RIGHTS DAY

In contrast to animals, humans do not only have the ability of feeling agony, but also of **creating grief**. Since our birth we have been taught by the majority of society to ignore our emotions and choose cold instead of warmth, to fit in the mathematical and economic society rather than expressing our compassion without limits and being able to step out of the emotionless society norms we have been forced to become accommodate to, in order to obtain a better and wider perspective of the meaning of compassion, equality and empathy and how these should not be restricted to those defenceless and without a voice.

When we look at our plate, a furry coat or our skincare products, humans must be conscious of what has happened in the 'behind the scenes' of that product, not just the result, as most people are unaware of the tears, terror and blood shed. Sharing our compassion shouldn't be only for the 10th of December, but every day by making little changes to make enormous differences in our world.

What can you do?

Becoming vegan is the best way to help enforce animal protection: by one person turning vegan, 100 more animals are saved **every year** as you do not eat, wear or consume any products from animals. Although this is an enormous step, you can start off by taking small decisions in your everyday life that will protect another animal's life, some examples being: buying cruelty-free products (not tested on animals), having vegetarian (meat-free) weekends, being fur-free, attending protests/campaigns/talks near you, educating yourself (meat being necessary for humans is a myth!), donating or volunteering to charities (e.g. RSPCA), rescuing animals from shelters instead of buying, returning your pets unconditional love, spreading your knowledge to your family and friends...

There are infinite ways for you to help protect and spread the importance of animals. It's not solely about being vegan or vegetarian, it's about being active in the world that we live in, being active in the planet we have been given and being active in the decisions we choose to take care of the environment and the companions we have in our community-Earth.

- Sheyla Jaramillo, 12JS



OUR PLANET. THEIRS TOO.



Sports News:

Arsenal vs Manchester Utd (30/9/19)

How did they do?

The match was quite a shocker. Both teams ended up tying!



"Manchester United and Arsenal played out a grim stalemate at Old Trafford that provided compelling evidence to illustrate just how far away from a Premier League challenge both clubs are." - BBC News

This is a reflection of how the teams could've worked together to try and win the match. For instance, in the first half, both of the teams were playing on ground level until Scott McTominay scored an awesome goal. Overall I thought that the match was quite exciting and also inspirational for future football players.

- Daniel Ngenegbo

Just before an hour had passed by, Aubameyang managed to get a goal in with a cool finish; it was originally ruled out for offside, but the referee confirmed that it was played onside.

Goalkeeper Bernd Leno excelled for Arsenal with fine saves from Maguire and Marcus Rashford's late free-kick, while Bukayo Saka's goalbound shot crucially struck Victor Lindelof and flew over the top!

While this may have been a disappointing game for both Arsenal and Manchester United, there is a lot to learn from this experience: Manchester United manager, Ole Gunnar Solskjaer, said:

"How many times have we have been 1-0 up and not got the second goal? This is a steep learning curve for us and we'll keep working hard and, with more experience, we'll make the right decisions.

Arsenal manager, Unai Emery, said:

"I want more - more in the result and in the performance but we are progressing. We were competitive but we can do better. We can control moments with the ball better and take more chances in the box.

- Daniel Ngenegbo



Sports News:

Rugby World Cup Final

As always, the buzz around which team is going to win is present. As both England and South Africa prepare for the big show at 9am, there is currently a lot of speculation on whether the spectators think that one team will outmatch the other!

England have been amazing so far; after their victory against Wales by an astounding 19 points, they are getting set for the big game.

"I am sorry to say," laments Jeff Sachs, "but South Africa are not ready to beat England.

I see where you're coming from Jeff- there have been lots of reflections on the last time the teams faced each other in the 2007 final and, as a comparison, it's a good one. 2007 also saw a team with a powerful (but limited) game plan on getting to the final, face the best team in the tournament- in the end, a South African win was entirely predictable."

On the other hand, South Africa are looking strong as well!

Will Padmore says "I don't think that the final will be as one sided as some have predicted. If England are to win I suspect it won't be comfortable. 1966, 2003 and the Cricketers this year all went to extra time (or the equivalent) England do not do easy victories in finals. I'd be overjoyed with a win in normal time!"

The captain of the England team, Owen Farrell, and the captain of the South Africa team, Siya Kolisi, are going head to head against one another, to hold the trophy.



After six weeks and 46 matches, the final will be held at Yokohama International Stadium in Japan, where both sides are expected to be accompanied by over 72,000 people excitedly waiting to witness the glorious match!

Daniel Ngenegbo



Can **YOU** dance like **THIS**?



"Nothing enriches the soul like a bit of grooving around!"

Dancing can be a hobby for everyone! Even the most inexperienced person can become a dancing pro with a few dancing tips. In this article, I will be outlining future dance trends and give some examples of popular dance moves!

Popular dances and future dance trends

One example of a future dance trends is the *tap tap* because it is such an inspirational move that allows dancers to enjoy the moment. Another is the swing dance. This move is refreshing and will rise in the mainstream media again, particularly because it encourages people all over the world to get to know each other.

Currently, a lot of people like to do pop dances that involve clapping and tapping their feet. They make the dancer feel joyful and prepares them for the night!

Recently, for BBC, James (a dancer from Wales) was introduced to the world of ballet. Organisations labelling people as "hard to reach" were "not trying hard enough" Rubicon Dance told an assembly inquiry. A lot of people's lives have changed form dancing. For instance, Michael Jackson said, in his memoir, that he learned moves from friends, and then he worked on it in the studio. Because Jackson was such a meticulous dancer — with a capacity for extreme control but also quickness — he gave the moonwalk a slick perfection. Jackson became well-known worldwide and gained much fame in his life.

I believe that dancing is one of the best ways in order to enrich yourself of all of the joys of the world. Furthermore, it can enrich you of the benefits of the world by giving you a chance to enjoy other people's culture."- Michael Jackson

- Daniel Ngenegbo



**News from departments, Trips
and Extracurricular activities!**



Social and Cultural Anthropology

Year 12 Trip to East London, 27/09/19

*Cash flow runs deep
But spirit deeper.
You ask am I my
Brother's keeper?*



As much as idealists and populists yearn to frame it as such, London has never been a homogeneous place; through the various ethnic groups seeking refuge from an importunate world of hatred, or the slave trade commonly paralleled with the USA's as being less worthy of consideration, the capital's roots were not just flavoured by immigration, but essentially founded upon it.

Our anthropology trip consisted of a tour from the Migration Museum around London, and a subsequent ethnographic study within and regarding an area of our choosing. We met outside of the Royal Exchange at 9:30 sharp(ish). The sun was bright and surprisingly warm for an Autumn's morning, but we were soon disappointed by the rain's sudden entrance, unfortunately continuing sporadically throughout the day. Luckily, this did not in any way hinder the enrichment which was provided to us through the tour around the East of London.

The main focus was of course migration, thus the different areas we explored throughout the first half of the day helped to illustrate the constant oppression and prejudice faced by immigrants, from the Jews and the Huguenots for centuries, to the rise of fascism from the likes of Oswald Mosley and the National Front. An important factor in our analysis of history should also be its effects on the present - fascism is still very present in today's society, and radicalisation is growing constantly due to alienation and racial division. What was most interesting was the extreme locality of fascism, as members of groups such as the National Front or the EDL would even be recruiting outside the gates of Danson Park; one should not make the mistake of disregarding far right ideologies as mere histories, but rather realise that our current time is essentially part of history and is definitely not void of extremist rhetoric leading to extreme actions.



After the tour which discussed a variety of different significant people and locations (synagogues, poorhouses, and so on), we arrived at Brick Lane: a powerful microcosm of rampant gentrification and recuperation. On one end, exists the plethora of independent shops, street art, and diversity among its residents. The other end's antithesis to this is perhaps best explained by the mere existence of a Pret and a Premier Inn. When walking in the extremely commodified portion of the road, there is a palpable atmosphere of the uncanny; it was as if the feeling of a former run-down part of London was currently merely simulated as to give the white middle-class residents the illusion of struggle in their day-to-day life, when in actuality, everybody around them earns six figure salaries and are there for the same reason.

We then had to perform the first part of our Internal Assessment, which was an ethnographic study; I chose to do mine in the heart of the gentrification of Brick Lane: Pret A Manger. I wrote notes on who I saw, what they presented themselves as, and how they acted in relation to other people of the same or different identities. It was insightful to see how all the different individuals contributed to the overall character of the location. The trip was definitely an enriching experience. I believe that the study of anthropology is a very important one in the pursuit of making the world a more free and accepting place.

*I answer by nature
By spirit by rightful laws
My name, my brother,
Wilberforce.*

- **Alex Offen, 12AG**





Here at Bexley Grammar School, our STEM programme is full of exciting and enriching opportunities to take part in. For example you can join a variety of clubs, depending on your year group, and perform lots of different experiments.

"I really enjoy attending science club as you get to experiment and create lots of fun things! In the last session, we made lava lamps; it was brilliant to make them ourselves and see them fizzing inside. Science club is also a great way to try things you may never usually do in lessons."

- Zoe Allen, Year 7

Fresh Faces - a batch of new Science Leaders and Prefects!

During the first few weeks of September, Year 12 Science students were offered the opportunity to apply for the position of Science Leader (who help to run a 6-week science project in local primary schools and also help out in the BGS Science Clubs) or Science Prefect (who help to run the KS3/4 Clubs and Clinics after-school). Dozens of interested students sent their applications in to Mrs Moore, who had the difficult job of sorting through them to assemble the team. After much deliberation, an impressive 20 Science Leaders and 22 Science Prefects were chosen to represent and help out in the department- we caught up with two of them to see how they were getting on!

"As a Science Leader, you help younger students with their work and it is very fulfilling. You also get to help students from other schools so you can inspire them to take up science"- Andrew Obovu, Year 12 Science Leader

"The best thing about being a Science Leader is how rewarding it is and you get to use your science skills to help others (I also love the badge)." - Thomas Sargeant, Year 12 Science Leader

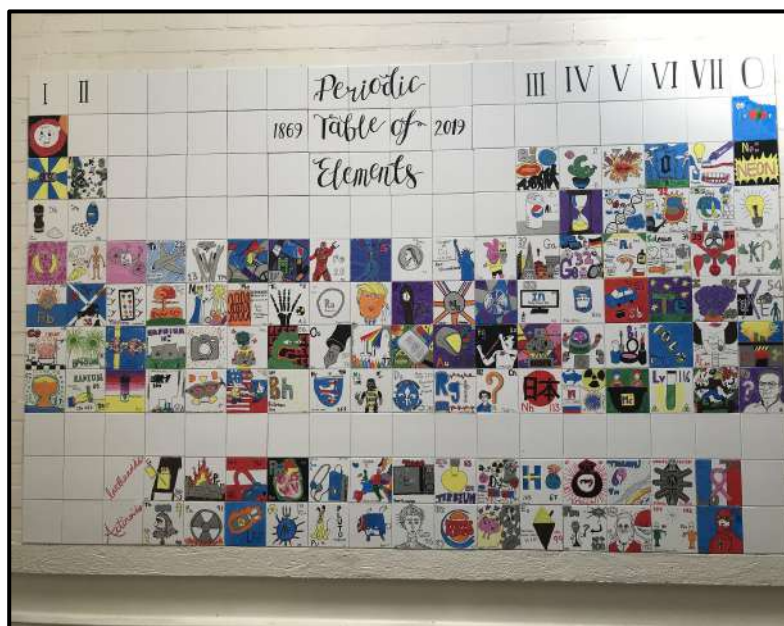




Bexley Grammar School Periodic Table Mural Wins Art Competition!

From the 21st to the 27th of October, the International Year of the Periodic Table was celebrated in Whitstable at The Horsebridge Arts Centre's Creative Laboratory by a week of free events - part of this program was an art exhibition featuring Bexley Grammar School's periodic table mural. We were selected among a number of entries to be displayed alongside local artists. And we won a prize! BGS's mural was judged 'best in secondary' category!! We have received £200, and the table was described as a fantastic piece of art. The poster that was displayed of it at the Whitstable Horsebridge Arts Centre over half term was enjoyed by over 2000 people.!

- **Ms Lusted, STEM Coordinator**



Hand Painted on Ceramic Tile
Bexley Grammar School

Best in Category: Secondary





Group 4 Project 2019

A compulsory part of the IB is the 'Group 4' project, which requires a group of students (each from a different science) to come together, research and present a chosen topic. This year, our theme was 'The Science of Superheroes!' - a topic which elicited a variety of responses as some of us were mega superhero fans (and others weren't!).

The first stage was the Introduction Phase, where we met our groups and started thinking about who we wanted to focus on and how we would fit the Sciences in. My group chose the 'X-Men' and we split the research between us - Environmental Systems would take weather patterns created by Storm, Chemistry would take the elements that make up the characters, Biology would take the genetic mutations featured and Sports Science would look at the different muscles used and how to train each character.

The second stage was the most fun part - the Action Phase! This was where we got 'hands-on' and created our poster boards. Personally, I thought that this was the best part as we got to find out what everyone else had researched and then had to come up with a creative way to display it all - credit to Ash and Julian for their fantastic painting skills!

The final stage was the Presentation Phase which involved talking about what we had learned, explaining our role in the project and what we would do differently next time. Our group did really well, as we all understood the theory behind what we had found out and could all explain how each of us contributed to our project.

Overall, I would say that I really enjoyed taking part in the 'Group 4' project, as it was a fantastic way to apply what we have learnt in lessons to a more challenging and interesting theme and meet new people from across the year group.

- **Charlotte Allen**





Year 7 Open Day.

On 17/10, hordes of eager Year 6 students (and their parents) could be seen filling the Science Corridor to catch a glimpse of all the amazing experiments that were happening. In the first room, KS3 experiments were being performed - including viewing an onion cell under a microscope, testing different food samples to see what they contained and creating our very own indicators using red cabbage. If you dared to venture further down the corridor, the next room was KS4/5 Science where you could dissect a heart, pump up a pair of lungs or see the Ruben's tube live in action! There was also a Van Der Graaf Machine and the chance to perform your very own flame test to investigate what colour the different substances turned the flame. A special mention to Ms Bellingham and Mr Ward for their Big Bang show!



"On the 17th October, myself and a collection of other students from both younger and older years helped out in the science department for the school's open evening. The aim was to help potential future year 7s to become interested in science, as well as showing them which subjects and experiments would be on offer to them, were they to choose Bexley Grammar School. I, personally, helped the students with a range of experiments over the core three Sciences - Biology, Chemistry and Physics. For example, the equilibrium experiment in which a balloon is held stationary above the ground due to the two forces acting upon it - in this case, gravity (forcing it down) and the air from the hair-dryer (forcing it up). There was also the food test experiments, in which we were able to use chemicals to find out whether or not different foods contain different substances - for example, whether or not Starch/Sugar are present in crisps. Overall, I found that the experiments were very rewarding as we were able to help young people with the experiments and help them become interested in Science, as well as being able to advocate for the school, specifically the Science Department."

- **Madison Ashley, Year 12 Science Leader**





STEM Inspired Power Day 2:

On Monday 25th November the whole school was off timetable for Power Day 2. The theme was Industry and Enterprise and Year 9 and 10 students completed a series of workshops delivered by a wide range of external providers. The activities included cooking, architecture, engineering, outbreak simulations, police robotics, town planning and many more. We were very grateful to have a huge number of ambassadors from various industries who visited the school and delivered these workshops. One was an ex- pupil Lydia Hyde, who now works with The Metropolitan Police. Here is some of the students' feedback:

"As someone who's interested in the field, the session not only heightened my knowledge, but also gave me an opportunity as the session holders answered my question after the session and told me about something I can do in the future to help me if I want to get into the industry " - An anonymous comment about the Public Health England Outbreak Simulation.

"It was a really creative and hands on activity, and the engineering students came round and helped us, giving us advice, so our rollercoaster was really successful." - A comment on the engineering workshop run by UCL student ambassadors.

"Year 13s also completed the practical element of their coursework in both Physics and Chemistry. With over 80 students in total there was a real buzz across the science laboratories. Concentrations were calculated, gases collected, magnets propelled and spheres were levitated in a dazzling array of scientific endeavour." - **Ms Lusted, STEM Coordinator**





Platform+

“Platform + is Westminster’s school academic achievement programme for students from financially disadvantaged backgrounds and Black, Asian and Ethnic Minority groups to support their studies in STEM subjects (Science, Technology, Engineering and Maths). A few of our current Year 11s took part last year and would highly recommend it for a Year 10 student looking to stand out from their peers. Furthermore, they are expanding the programme this year to include Liberal Arts subjects such as MFL.”

- **Ms Lusted, Stem Coordinator**

“I was part of a group of Year 11’s who were lucky enough to get offered places on the Platform + scheme set up by Westminster School. We attended sessions at Westminster school, roughly one Saturday per month for one academic year. The sessions included Biology, Physics, Chemistry, and Computing. In each session we covered something very different and that was beyond our school scheme of work. We were fortunate enough to gain experience of the teaching and opportunities available at one of the UK’s leading academic institutions. I would suggest the Platform + programme to any Year 10 student who wants to stretch and challenge themselves by learning extra content that will further develop their understanding, and doesn’t mind giving up a Saturday morning every once in a while! -

Brook Lord, Year 11





Royal Institute Christmas Lectures

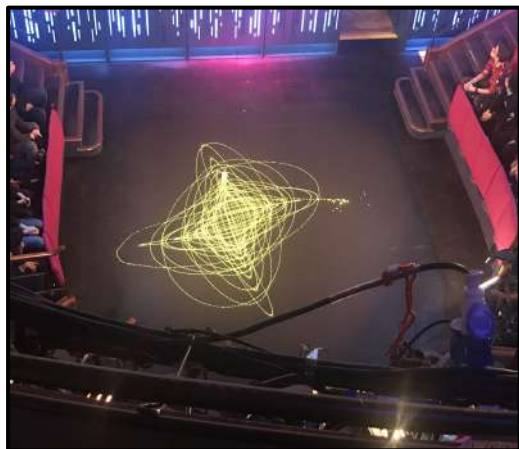
I can't think of a better way to round off the year than being in the audience for the Royal Institute's Christmas Lectures. These world renowned science talks are very popular and we were lucky enough to win a handful of tickets through their annual ballot.

The science teachers nominated students who they felt had shown a particular interest and aptitude in science and three lucky names were drawn out of a hat: **Celine Pan in 7MEM, Kweku Brobbey 11ACR and Rebecca Fornengo 12NEU.**

We braved the wind and rain and took up our places in the theatre. It was fantastic to be sat where prominent scientists had discussed and debated developments in science and technology for nearly 200 years!

Mathematician, author, lecturer, radio and television presenter **Hannah Fry** delivered an interactive and engaging talk about the role of luck in many everyday scenarios. Full of explosions, zombies, gunge and lots of audience participation. But we can't tell you too much as it is all hush hush until the episode airs on December 26th. So watch out for that!

- **Ms Lusted, Stem Coordinator**



CULTURE CLUB

What's been happening in the Culture Club this term?

'A Woman of No importance'

"On Thursday 19th September, a group of sixth formers went to see Oscar Wilde's 'A Woman of No Importance' performed at the Richmond Theatre. As soon as I heard of this opportunity, I was eager to get involved as I personally don't watch many plays outside of school and was intrigued by the title of this one. I found the themes of wealth and power corrupting a young man of this era very compelling as well as the family tensions that build up with the play's many twists and turns. We all found that the musical interludes, at the changing scenes, provided some of the evening's most entertaining moments. Its lightheartedness really juxtaposed the play's intensity. Overall, despite it being rather challenging to keep up with, I rather enjoyed this thought-provoking production and it has encouraged me to seek out more theatrical experiences. I would highly recommend it to anybody even slightly interested!" -

Amber Prior, Year 12



CULTURE CLUB

'Come From Away: The Musical'

"On the 18th September, a group of students saw "Come From Away: The Musical" at the Phoenix Theatre, the most recent winner of Best New Musical at the Olivier awards, a title which it most surely deserves. Set on the island of Gander, Newfoundland in Canada, the play relates the real-life story of a small community overwhelmed with stranded travellers from across the world in the aftermath of the 9/11 attacks. With cast members taking on two or more roles representing people from all cultures and backgrounds, the play provides a truly transformative experience, while at its core highlighting the immanence of compassion in times of darkness." - Yingfei Chen, Year 12



Law Society

Westminster update!

Government announces plans to review pre-charge bail law!



The Home Office will consider updating the rules to ensure the safety of victims is prioritised and police are supported in investigating all offences.

This news was published on the 5th of November by the house and The Rt Hon Priti Patel.

Reforms made in 2017 limited the length of pre-charge bail to an initial 28 days and required that the extension of bail conditions for up to three months should be authorised by a senior officer. This was intended to prevent suspects being left for lengthy periods under restrictive bail conditions without being charged. The review will scrutinise the system to see how it can be improved.

Police can apply and extend pre-charge bail as investigations continue should they believe conditions are still necessary.

Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services and Her Majesty's Crown Prosecution Service Inspectorate are conducting an inspection of how police forces manage changes to bail and are expected to publish their findings next year. - **Daniel Ngenegbo**

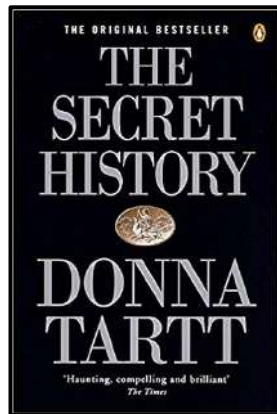
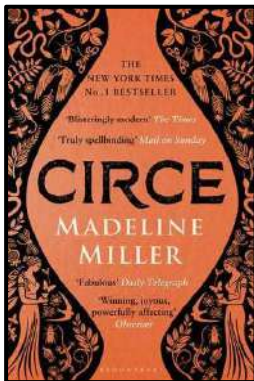




It's been a busy term here in the Classics department!

The Wonderfully Strange Gods You Wish You Knew About

Contemporary storytelling has been consistently drawn to classical themes and characters, from the Percy Jackson franchise and the works of Madeleine Miller and Donna Tartt, to Hollywood blockbusters such as *Troy* and *300*. Along with these revivals comes a general sense of the clustered family tree of the gods; the thunderbolts of Jupiter, the beauty of Venus. Apart from these deities which feature heavily in literature, film and Latin translations, are some lesser known figures...



Cardea : Goddess of Door Hinges

Cloacina : Goddess of the Cloaca Maxima, the system of sewers in Rome

Devera : Goddess of Brooms

Mefitas : Goddess of Earth's poisonous vapours

Robigo : Goddess of corn

Robigus : God who protected corn from disease



Greek Club

Each Thursday a group of language and classics enthusiasts have been meeting in M2 to learn Ancient Greek with Mr Risdon. This is an excellent opportunity and we have recently managed to become comfortable with the alphabet which is slightly different to our own. We have now begun to work on tenses and persons, which our knowledge in Latin and MFLs have greatly helped us with, and are working through simple translations each week.

- Yingfei Chen, Year 12





OUR TRIP TO THE RIVER DARENT

"An adventure to never forget!"

On the 9th of October, all IB geography students arrived early to school for the River Darent Trip. For our Internal Assessment (IA) we're examining 6 river characteristics to see if it conforms to the Bradshaw Model, a model which explains what would be expected of characteristics such as velocity or depth, as a river follows its course downstream. Our IA consists of a 2500 word report of the methods carried out and our overall findings for the trip, which forms 20% of our overall grade for higher level students and 25% of our overall grade for standard students, which is why this trip is crucial as it has helped contribute to a large percentage of our final grade.

Fortunately, we were lucky with the weather, despite having our trip previously cancelled due to a storm. In fact, the fresh autumn weather made it pleasant, allowing us to carry out our investigation staying reasonably dry and comfortable - that's if your wellies didn't overflow! We made our way through each site, collecting pebbles, making measurements and taking photographs. From what felt like a never ending day, we finally made it through to our last site in Hawley, each student persevering and pushing for it to be completed. It was a surprisingly enjoyable experience, carry out data collection methods and being with our friends too.

The data, and consequently the trip, were vital for our IA and wouldn't have been possible without the help of the geography department who organised the trip and provided the equipment!

By Ben Hunt & JJ Baker, year 12





Year 9 Trip to the National History Museum!

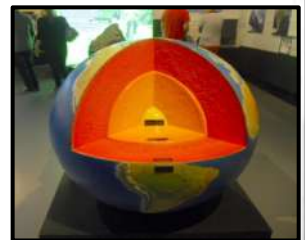
On Wednesday, 18th of September 2019, the year 9s visited the Natural History Museum. Currently, in geography, we are studying natural disasters, in particular, volcanoes and earthquakes. We are also studying their causes, the main being tectonic plates. The world is split unevenly into pieces, almost like a jigsaw and when these two pieces rub together, it can cause natural disasters like volcanoes, earthquakes or tsunamis. They can also create mountains and make new sea floors.

We met at school and got the train and tube to the Natural History Museum. When we got inside, we were greeted by an amazing escalator that ran through a light up model of the earth: we reached the top and using all of the amazing models, displays and facts around the room, we filled in a booklet which would help us remember any facts for lessons that we needed to know.

Inside the gallery, as well as interactive quizzes, there was also an earthquake simulator to commemorate an earthquake that hit Japan in 2010: the ground shook violently and although it was nothing compared to the actual event, it was still terrifying. After lunch, we had some free time when we could explore the museum, so we went to the museum shop that presented us with lots of merchandise we could buy; including NASA merch, binoculars, crystals, microscopes, merch to remember your visit plus lots more.

Next, we visited the space section where we were faced with an incredible model of the moon, accompanied by astonishing facts you would never know! Lastly we went to the animal/bird section where we saw multiple figures of different types of mammals. Afterwards, we headed to an interesting presentation where we learnt about all of the causes and effects of earthquakes and volcanoes. We were also taught about some of the amazing technology scientists are using to help prevent, get closer to and tell us when earthquakes and volcanoes are coming. This talk included many practicals where we even got to make oobleck to represent the earth's mantle. Finally, we travelled home.

Overall, I really enjoyed this trip because I learnt so many amazing facts that I never knew and it really broadened my knowledge. It also opened my mind up to the possibilities of Geography and Science for the future. I would fully recommend visiting the Natural History Museum. - **Scarlett Barber 9F**



I enjoyed my trip to the Natural History Museum. I had been there lots of times before with my family and my primary school. It was exciting to see all the new exhibits (such as The Moon) and I liked showing my friends around the ones I'd already seen, like the Human

Biology display. We spent most of our time in the natural disasters exhibit as it was our current topic in Geography. It was really interesting, and my favourite part was the Earthquake Simulator as we were able to experience what the Kobe earthquake felt like. I also enjoyed the way up to the exhibit as we got to ride an escalator into a giant planet. We had lots of time to spend there and I got to pay close attention to the information.

It was fun filling in the booklet and I learnt lots of new things that will definitely help me in Geography. - **Robinson Lotte, 9F**



Awe-inspiring Azores

It was 1am Friday morning (yes - 1 in the morning) on the 18th October. The geography team and Mr Risdon were greeted by 34 students with 34 suitcases in tow! Whilst the staff frantically ensured all students had their passports, EHIC cards and medication, the students said a rather excited goodbye to their parents; as we set off on our 5 day break to the awe-inspiring Azores!

The Azores is the westernmost point of Europe and is a chain of 9 volcanic islands in the middle of the Atlantic Ocean. The main island of Sao Miguel was BGS' location for the next 5 days. After 2 coach journeys and 2 separate flights we arrived in the Azores to a humid 20 degree heat. Both teachers and pupils got excited for their semi-tropical trip filled with dolphins, whales, pineapples, tea plantations, volcanoes and geothermal swimming! The itinerary was jam-packed with a range of geographical and pleasurable activities!



Mrs Belton-Owen was super excited about the pineapple plantation; uniquely the only place in the world to grow pineapples indoors! She even convinced our 4 sixth form students to pose with pineapple plants and pretend to be a 2019 Take That!



Miss Thurlow relished the opportunity to be back on a boat in the middle of the Atlantic with the trained marine biologists spotting dolphins (but no whales)! The children were super impressed that they had 4G in the Atlantic...typical teenagers!



Awe-inspiring Azores



Mr Risdon soaked in the rainforest geothermal pools and could not believe his luck when the coach parked in the tea plantation car park and he got to sample 3 different types of tea as part of the tour!



Miss Ashman's highlight was standing atop of the 'fire lake' taking spectacular pictures of the volcanic scenery with the students on the trip. Furthermore, she saw the students as they admired the majestic landscape and engaged with the fascinating geography that presented itself every day!

Both staff and students didn't want to leave the serene, tranquil and lush landscapes of the Azores. It was so memorable that the geography team are already looking to run this trip again in October 2021 for the then Y9 and Y13 students!

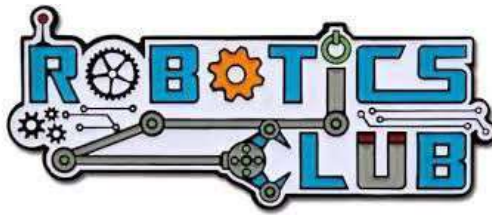


Check out the Azores trip board to find where in the world the Azores are, snazzy photos from the trip and for some top tweets!



- **Ms Ashman.**





Greetings! We are Sam and Matthew. two founding members of the edborg_s, tedborg_s and samborg_s : the last of which is the noblest of all factions in Robotics Club. Robotics Club offers a particular aspect that sets it apart from other clubs - the distinctive sense of accomplishment it can give you as you obtain the *sacred relics* known by many as **power stones** (others as gems) for completing specific tasks (like **not** blowing leds, servos and transistors) and showing that you are in fact superior to those dastardly infinity gauntlet folks. We would recommend coming to Robotics Club every Thursday from 3:05-4:00 in H14 (*if you join the samborgs, that is.*)

Our Rivalry

As you may have already gathered, we have a nemesis faction by the name of the **Infinity Gauntlet** group. These *villainous thieves* of limelight and any other citrus related means of illumination have, through numbers (and we suppose talent), won an award already but we have been unable to rise over them due to the mutinies the borg-factions have faced. We urge you to join us to beat these fiends... All will be revealed in Robotics Club, just come!

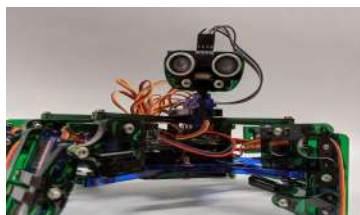
Mutiny

You have already found out about the edborg_s and tedborg_s, as well as the noble faction of samborg_s, and our story goes like this: in the first weeks we and Edgar formed a group and because the challenge inadvertently made Edgar look like a cyborg, he was dubbed edborg_ and our group was dubbed edborg_s but then Edgar left and in his wake Ted, the new member, morphed into tedborg_s, after learning the required skills with leds which allowed us to create a reflex game with a microbit (a bop-bit if you will). Ted didn't arrive at a Robotics Club session without sending any kind of warning; disagreements had already come close to eruption with Ted and us, and from a new mutiny broke out the **Samborgs!**

Skills

In Robotics Club, we have learned many skills to assist our conquest of the factions such as the LED wiring skill, which gave us a **power stone**, and servos wiring, which gave us yet another stone. Even more skills are going to be learned for all newcomers so come along (to ensure samborg_ dominance and for having fun). We learn anything, from flashing LEDS with transistors to combination locks!

- **Sam & Matthew**





Sixth Form Japan Day

On the 7th November, my Japanese class and I were invited to go to the School of Oriental and African Studies (SOAS for short). There we met other Sixth Form classes who take Japanese and are interested in careers in Japan; we also got to meet lecturers who were from Japan or had stayed in Japan for over 6 years, despite not knowing the language.

Throughout the day we got to go to workshops that we had picked prior to the day, as well as attend lectures by professors. The first lecture we attended was by a lecturer from Japan who had introduced some of the technology that was created by himself along with his students; it was a machine that could shoot off smoke rings with a scent. He also gave out these little rubbers that were in the shape of food.

The first workshop that myself and two other students from my school went to was to do about one of the alphabets that Japanese uses ; Kanji. We learnt about the meaning behind some Japanese names as well as the kanji “emojis” that many people use on the messenger app “Line”, which is very popular throughout Asia. We also received a souvenir from the workshop teachers; a pen. After the first workshop, we attended another lecture by a person who had stayed in Japan for a number of years. She talked about her experience not knowing what to do at university, the courses she did take that involved Japan and the culture, and her experience abroad in Japan despite not knowing how to speak the language. The lecturer also told us about the different courses involving teaching and working abroad in Japan.

After the second lecture, we had lunch before attending the second workshop of the day; I went to the Taiko workshop with my fellow classmates. The instructor first gave us a demonstration of a professional performance of a Taiko drum; although it was very loud, it was very interesting. She then gave us an introduction to the sticks used to beat the drums called “*Bachi*” and how to hold them properly; we also learned that different beats on the drums had names and she taught us a few rhythms. The beat called “*Don*” required us to hit the centre of the drum and the beat called “*Ka*” required us to hit the side of the drum. We also learned that holding them up in the air for one beat was called “*Su*”. Overall, the Taiko experience was very fun and we got to interact with some of the other schools that were there.



After the Taiko workshop, we attended another workshop that taught us what Manga was and how to draw it; manga is the name for Japanese comics. A Mangaka (A person who draws manga) had come in to teach us how to draw manga and showed us a few of the most popular manga in Japan. It was very exciting for me, as a person who does read quite a bit of manga, as the style is very different compared to the style of western comics.

Then we attended the last lecture by another Mangaka, who had travelled to the UK at a young age. He told us of his struggles working to meet deadlines as well as the criticism he received whilst working as a Mangaka and we also got to see some of his earlier work at university; his photographs that he took used his Japanese culture and he put them in the western environment. It was quite interesting putting two different cultures together into one picture (One example had him walking around London in a Samurai suit!). We had also received in our goodie bags a postcard with some of his artwork!

All in all, the whole day was an exciting experience; we got to experience more of the Japanese culture as we don't get much of a chance in lessons. Learning about the technology, the job opportunities abroad and the culture was so fascinating as the western part of the world is so different compared to the eastern side. In the future, I would recommend that future sixth formers attend this event!

- **Mrs Everett**



BGS Netball Team



Year 7 Netball club has been tremendously popular this year with over 30 girls attending on a weekly basis. The girls have shown consistent improvement over the autumn term showing vast progress in their defensive and attacking skills. At training they have worked on their ball handling skills, interception and timing skills as well as perfecting their own positional skills. We have been very lucky to have some excellent coaching support from **Miss Aspill, Katie (Year 12), Grace (Year 12) and Rebecca (Year 12)** who have worked individually with students and teams to support their growth. Thank you to all involved and a huge thank you to all parents who have come along to support us!

Autumn Term Netball Awards

Congratulations to all members of Year 7 Netball but a loud shout out to the students below who have excelled at Netball this year:

Most Improved players (awarded to students who have shown improvement in game play)	Lola Bibby Precious Nwaekpe Alexsandra Valchanova
Top trainers (awarded to students who have worked hard in training to develop their own skills)	Rachel Wright Emily Hoang Poppy White
Future leaders (awarded to students who have worked with others to develop their skills)	Mia Millin Lottie Hooton
Players of the term (awarded to students who have shown great skill)	Alice Black Eloise Knowles Alexis Otse



The commitment to training has shown during our competitive matches where we have secured some excellent wins this term:

A Squad



Results

Harris Academy Falconwood 0

Bexley Grammar School 6

Chislehurst and Sidcup Grammar School 4

Bexley Grammar School 7

Bexleyheath Academy 1

Bexley Grammar School 14

Townley Grammar School 6

Bexley Grammar School 8

B Squad



Results

Chislehurst and Sidcup Grammar School

2

Bexley Grammar School 1

Bexleyheath Academy 0

Bexley Grammar School 11

Fixtures coming up:

Harris Garrard Academy (17/12/19)

Trinity School (28/1/20)

Haberdasher Askes Crayford (3/3/20)

Bexleyheath Academy (16/3/20)

Townley Grammar (17/3/20)

With our Bexley Tournament being played on 27th February 2020, we are excited to continue to train hard and keep the winning streak going.

Well done to every girl who has attended Netball club this year- we look forward to seeing you every Tuesday next term! - **Ms Leffen**



BGS year 9 football team

What a team! Not only did we reach the quarter finals of both Kent and north Kent cup, but we had a great go at a tough national cup for the first time this year, reaching the 3rd round to get knocked out in a close 4-3 match against Trinity Croydon.

We played some great football this year and had played as a team and lost just one of our fixtures so far this season. We have cruised past Haberdashers and Welling school in our first two north Kent cup group stage games which sent us through with two games to go. In the Kent cup we came up against some tricky sides, and had to beat Eden Park, Inspiration Academy and Bonus Pastor to battle our way to the quarter finals.

Our most recent game was against Bonus Pastor and BGS ran away with a 5-3 win with 4 goals from **Arinze** and 1 from **Emanuel**. It was a brilliant performance and we grabbed a 2-0 lead after 15 mins, however at the 20 minute mark it was 2-1 at half time. We came out battling again and managed to snatch a third and fourth goal (Both very classy, well worked goals!). With 15 minutes to go, Bonus Pastor snatched 2 goals. Despite this, we stayed in control and defended well as a unit and grabbed ourselves a late goal to secure the victory!



Well done this year and we will come back after Christmas to attend some unfinished business in both cups!" ~ **Oliver Knight 9PLR**



BGS year 9 football team

This group of boys are an absolute pleasure to be with each week. They're hard-working, listen to instructions, mature and care about football. They're a good squad and hopefully they can keep improving. Thanks to all the staff and parents who support them with their efforts. Merry Christmas!

- Mr Martin

SQUAD ACKNOWLEDGEMENTS:

Manager:

Mr Martin

Goalkeeper:

Aidan Wickes

Defenders:

Dayo Sijuade, Liam Hutchings , Oliver Knight , Mason Mckenna, Dillon Walton, Leo Ridge

Midfielders:

Hari Samra, Dexter Gilchrist, Ilkan Aydigun, Malachy Turner

Attackers:

Jonny Lawson, Arinze Chuckwejekwu, Emanuel Eyin, Riley Woods, Obinna Igwe



School wide events

Black History Month



The Relevance of Black History Month, with Joshua Azubuike

With the annual celebration of black historical figures and the highlighting of many incredible endeavours coming to a close, I reached out to hear the opinions on the event from one of our school's main advocates for racial equality, Joshua Azubuike.

Y : Why do you think it's important to celebrate and educate ourselves on black culture during Black History Month in the UK?

J : I think it's because a lot of people don't actually know about a lot of the black achievements in society. If anything, we know a lot about America and what achievements have been done there, rather than domestically. I think that it's just as important to educate ourselves on black British achievements as well as on achievements abroad.

Y : I know that you study history at BGS right now. During your time here and throughout the educational process, have you ever felt that black history and successes have been bypassed?

J : Definitely. For example, with the invention of the lightbulb, a lot of people think it was Thomas Edison behind it, but it was actually Lewis Latimer who had the initial idea for it.

Y : Who is a historical figure you wish more people knew about?

J : Although the historical figures are important and relevant to society today, I think it's important to educate ourselves on present figures. I wish more people knew about people such as Linda Dobbs, who was the first ever High Court Judge in the UK of non-white descent. She didn't even go to an Oxbridge university or a grammar school, but she still made it to the top as a black woman, which is quite remarkable.

Y : There have been many criticisms and debates in response to Black History Month, with some saying that black history shouldn't be confined to just one month in the year and should be more integrated into the school system. What are your thoughts on this argument?



Black History Month

J : I do agree that it should be spread over a longer period of time, or in fact, all year round. It's confined to just a month - from that you could infer that the achievements of black people aren't really that important and they don't make that big of an impact to society, which isn't true. It should be important to spread it throughout the year because it affects us every single day, not just for one month.



Y : *Aside from in our history classrooms, do you think that there are other subjects in which black achievements could have been included in the curriculum?*

J : To be honest, before year eleven, I didn't know about practically any historical black achievements, or for that matter, any present black achievements from school. I never heard of anyone black who had accomplished any notable achievements. It lead me to think that race wasn't really a problem in Britain, which now I know is a very ignorant view. I know that that's not true, it's not just in America, it's in Britain and it is a widespread issue.

Y : *Last year in councils such as Wandsworth and Hillingdon there was a lot of controversy over the rebranding of Black History Month into names such as Diversity Month and Culture Bite, aiming to celebrate a broader scope of culture. What do you think of this sentiment?*

J : I think that Black History Month should stay Black History Month. My reasoning for this view is that it's focused for a reason. Just because you celebrate one culture during one given month doesn't mean that other cultures aren't important; Black History Month's purpose is to place attention onto black culture, not to eclipse others.

Y : *How do you think Black History Month can evolve and improve in the future?*

J : I think Black History Month will grow as people become more accepting of it and acclimatise to the idea of celebrating Black History Month, because it is still quite a recent thing, having started in 1987. I believe it can continue to evolve and improve as time goes on as more black achievements come to light, and can work not only to motivate black people but to motivate everyone. Black achievements can be seen as a model of how hard work can get you anywhere, and that people are not judged necessarily by their colour, but by the content of their character.

By Yingfei Chen



The Relevance of Black History Month with Josh Azubike: **The Forgotten People of Black History**

Following Josh's interview, the desire to look into the forgotten faces of Black History overwhelmed me. Why have I never heard of this monumental characters? Why were their accolades hidden? Who else's names have pathed the way of our modern life that have never even crossed my mind, let alone my lips?

There is always somewhere to start: Lewis Latimer. An inspirational African-American whose parents were slaves, yet he still managed to be involved with some of the most ground-breaking historic inventions. At the age of just 16 Latimer enlisted in the US Navy as part of the Civil War effort in the mid 19th century. He was later released on honourable discharge and returned to his birth state of Boston where he became an office boy at the patent law office Crosby and Gould. Impressed by his obvious intelligence and clear talent, Latimer got himself promoted to draftsman, learning the art of mechanical drawing while with this firm. Perhaps most famously, Latimer patented the carbon filament for the incandescent light bulb, helping make electrical lighting affordable and practical for the average household. Edison was most impressed with Latimer, and knew he had to keep him as a close accomplice.



To add to his repertoire of life-changing achievements, Latimer also worked closely with Bell in order to patent the design of his telephone. Not only did Latimer aid the famous and scientific, he also had his own inventions: he designed an improved railroad car bathroom, as well as an early air conditioning unit. Overall, it is explicit that Latimer's presence helped to shape our modern world today - from the light bulb to the telephone. Where would we be without him? The world would - literally - be an extremely dark place, and what makes this even darker is that many of us do not even recognise his name. Next time you do such a simple thing as flick a lightswitch, make sure to spare a thought for Latimer, one of the greatest forgotten men in history.



Another, more recent, example is the great Dame Linda Dobbs DBE: the first non-white High Court Judge in the UK (she began this role in 2004). While in this role, Dobbs was a member of - and even chaired - many committees: Race Relations, Equal Opportunities, International, Professional Conduct and Professional Standard Committees. It is absolutely evident from Dobbs' involvement in said committees that equal opportunity, regardless of race or gender, was of paramount importance to Dobbs, which is why she should be an inspiration to all of us. Senior Liaison Judge for Diversity, Chair of the Magisterial Committee of the Judicial Studies Board and Chair of the International Committee of the Judicial College and a Fawcett Commissioner were just some of the roles Dobbs fulfilled whilst on the high court bench. After 9 years on the high court bench, Dobbs stepped down in 2013 in order to fulfill other passions and pursue her dreams; this included training judges and lawyers internationally, with specific emphasis on Caribbean and African potential lawyers.

From this recent example, we can see how black history is ever-evolving around us, even when we may assume we are past the issue of race. It is of utmost importance that we learn to appreciate all people within our society - with no limitations based upon a person's success due to race. I believe this is an important point that Josh was aiming to highlight: race should not be a factor as to the weight of someone's success. It is important to consider all year round the great achievements made by everyone in society and that, during Black History Month, particular focus should be placed upon some of the less well known black people who helped to change our lives.

- **Alexandra Saward**





LGBTQ+ Alliance Updates



LGBTQ+ alliance is a club that runs every Tuesday after school in M22 from 3:05 pm to 4 pm and is run by two year 12s, both myself and Sam Gee. Within the alliance, we discuss a range of different topics centered around LGBTQ+ issues or the LGBTQ+ community in general. Every week we have a new and interesting discussion lead by a member of the alliance, however everyone can participate and they are encouraged to. We raise controversial questions and discuss how we can make the school a safer and more inclusive space for LGBTQ+ youth. Nonetheless, we are primarily a safe space for those in the school who are part of the LGBTQ+ community or allies who want to support each other. Some interesting conversations that have taken place already are discussions about whether or not Pride should be a protest or a party, an in-depth dialogue about discrimination within the community and how sometimes, hate towards LGBTQ+ people can come from other members of the community. Having these thought-provoking discussions makes the LGBTQ+ alliance a brilliant place to spark change, not only in the school, but also within the wider community.

We recently had an interesting discussion about the representation of LGBTQ+ people within different forms of media, i.e. film, tv shows etc. We spoke about the lack of representation and the misleading representation of various members of the community, from the over-sexualisation of lesbians in media to the lack of representation of transgender character. We also considered the question of whether bad representation is better than no representation at all. Our conversation highlighted a huge problem in the film and tv industry; it appears that making some people happy is more important than representing everybody, so that members of the LGBTQ+ community can see themselves on the screen. The media shapes us in many ways: we learn about the world, we discover things about ourselves, we form our own biases etc, so it's incredibly important to represent everybody, to show people who they can be, not just who others think they should be.

Embracing change is a part of growth, and that is part of our aims at LGBTQ+ alliance; to embrace the changing attitudes of our society and help provide safety for those who might not otherwise have it, which involves trying to grow as people and as a school. We would like to make the school more inclusive if we can by trying to change the gender divide in the uniform and allow younger years into the alliance, which are just some of our goals as a group. One of our most recent discussions was about providing gender neutral toilets within the school, so that those who don't feel comfortable using either the boys' or girls' toilet can feel more secure. Thanks to our commitment, the school's management has agreed to provide a gender neutral toilet.

We ourselves hope to grow as a group of people who care about each other and everyone who is a part of the LGBTQ+ community, and we would be happy to welcome more people to the alliance!

- **Sarah Jahncke**



International Week

One of the things that we are most proud of at Bexley Grammar School, is our ethos of promoting and celebrating cultural diversity, empathy and international mindedness, be it through the study of two languages in GCSE or through our trips and events throughout the year. One such event is one of the highlights of the school year in the MFL department: International Week. Held annually to coincide with the European *Day of Languages* on 26th September, we offer various activities to get involved with and share our love of cultural heritage. This year these included: registration for every form group in different languages each day; competitions during academic monitoring such as 'Guess the teacher and the language' (which had teachers from outside the department speaking any language they knew); international cuisine in the canteen; the Great International Bake Off (more on that below!) and International Day itself.

The main event held on this day gives people the opportunity to dress in either the national or traditional dress of your family's cultural heritage, or to dress in the dress of a culture that you admire or have visited. We hope that this enables students and staff to feel proud of their origins and to embrace the differences between cultures. Students also had lessons which had an international flavour to them, be it French authors' poetry (in the original and its translation) in their English class, wildlife from around the world in Geography lessons or international songs in Music and MFL. What a great day and week it was! - **Mrs Meyer, Head of MFL**



- *Some of the students who dressed in international dress*



- *Some of our MFL teachers in their internationally-inspired clothes*



International Week

International Week is a special time at Bexley Grammar School. There are lots of initiatives that happen during International Week, like registration in different languages and international food in the canteen. Then there is the International Day itself, when many people dress up to represent their countries of origin.

I have Polish blood in my veins. My grandma, 2 granddads and my parents are Polish. I managed to dress up in the Krakow dress. It had been made by my grandma around 5 or 6 years ago. Even though I thought it would've shrunk, I managed to fit it on without it squeezing me. I came into my form room in a hat with a peacock feather and an overcoat with bells. Literally nobody recognised me!

International day in the canteen was as busy as usual, **but** the food in the canteen had turned into international food of which I'd only heard once or twice in my life. It was all so different. On the first day of International Week, the food was enough to make my mouth water for the rest of the day!

In short, International Day was a great time and I have many cherished memories which I can share with my family and friends.

- Jan Sawczuk 7JEA



BGS Feminist Society

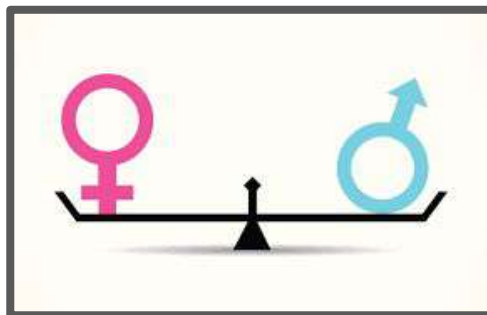
So far this term, the BGS Feminist Society has explored the depths of both the 1978 iconic film Grease and the underlying, but equally as toxic, sexism within the well loved, good classic.

Despite passing the Bechdel test by miles, the film still portrays many common stereotypes and consequences of the intrinsic misogyny. The Bechdel Test is a test derived by Alison Bechdel an American cartoonist; the test is designed to express a film's representation of women and in order to pass, a work of fiction just has to have two named female characters who have one conversation that is not about men. Ratatouille, The Imitation Game and Avatar are just some names of films that cannot pass this one simple test.

Grease focuses on the not-so-romantic love story of Sandy and Danny, two students in their final year of highschool; one of the key messages of their relationship and a key theme throughout the whole film is about who we are in front of our partners or friends vs other people and whether we change who we are to impress others. Not so surprisingly, this doesn't work out well for Danny when he completely changes his personality in order to impress his friends in front of Sandy and I can't say that I sympathise very much with him.

After half term, we started looking at different independent topics and how sexism is very much a key part of problems like knife crime, rising mental health issues and drug problems in young people. These are all very prevalent issues in the lives of young people, especially here within London and by understanding what is happening we can look at what we can do to help prevent these problems from rising!

- **Francesca Handscombe**



Bar Mock Trial



After weeks of speech-writing, questioning and feedback, a team of BGS Year 11 and 12 students left school at 8am on Saturday 9th November to travel to Maidstone for an exciting legal competition that gives students insight into the world of the judicial system.

The Bar Mock Trial is a competition run by Young Citizens UK that gets secondary school students working on criminal law cases, with the opportunity to enter a national competition, competing against other schools from across the region in the first round.

Year 12 students worked on 'R v Acosta', a contentious case about whether or not Dani Acosta was guilty of the intent to supply Class A drugs. Both Year 12 teams won their respective cases. A mock jury, formed of secondary school students, returned a 'not guilty' verdict when presented to by the BGS defence, and another jury returned a 'guilty' verdict when presented to by the BGS prosecution.



Bar Mock Trial

Meanwhile, Year 11s argued the 'R v Wallace' case, sifting through incoherent witness statements that told of a drunken scuffle at a nightclub. The evidence was so inconclusive that sadly it proved impossible for the Prosecution to satisfy the jury beyond reasonable doubt of Wallace's guilt.

There was a very high standard from all schools present, and it was a thoroughly enjoyable day.

In one of our cases, the judge, who had kindly volunteered her time to adjudicate the competition along with other professional judges, said that she often has barristers come before her "who could learn a thing or two" from the performance of our team and our opposition!

Of the team, Mrs Stoddard said: "You all did extremely well, every single one of you, both in the practice and effort you put in and on the day."

On behalf of the whole team, we would like to say a huge thank you to Mrs Stoddard for her characteristic dedication in organising and for giving up her birthday to accompany us! Additionally, we would like to give our thanks to Mrs Williamson, who also gave up her Saturday to allow us to partake in this hugely valuable experience!

- **Sam Gee**





The BGS Horticultural Society is on every Wednesday after school in the allotment - behind the tennis courts. It is a fun and rewarding experience with students of all ages joining (regardless of their gardening skills). Together, we grow delicious vegetables and herbs throughout the year that we can take home to enjoy! Already, we've grown various products such as tomatoes, beetroots, broccoli, kale, courgettes - including round, yellow ones! - squashes, and herbs such as basil, rosemary, sage, lemon verbena etc.

We also take part in maintaining the gardens together and keeping the gardens safe from foxes - and yes, we sprinkled lion poo infused pellets to keep the pests away!

The latest activities included preparing the allotment for the cold, winter months by covering the plants in fleece nets - which will hopefully work...



Being part of gardening club has numerous benefits like eating self-grown food, learning to be more sustainable and obtaining new skills. It improves your health physically and mentally - spending time outside in greenery has been shown to boost your mental health by relieving stress, anxiety and increasing happiness.

"Follow us on instagram @bgshorticulturalsociety, and why not join us?" - By Eliza Rai



Straight out of the allotment: Butternut Squash Soup Recipe



Preparation

1. Preheat the oven to 200C/180C Fan/Gas 6.
2. Tip the prepared squash into a large, resealable freezer bag with the onion, carrots and red pepper. Add half the oil and salt and pepper and toss everything together until the vegetables are evenly coated. Tip into a large roasting tin and spread out to form a single layer.
3. Roast in the oven for 40–45 minutes, or until tender and tinged brown. If using honey, drizzle it 5 minutes before the end of cooking.
4. Place the large, deep-sided saucepan over a medium heat, add remaining oil and, when it's hot, add the ginger and fry for a minute. Pour in the stock and bring to the boil, then stir in the roasted vegetables and add salt and pepper.
5. Remove the saucepan from the heat and, using a hand blender, blend the mixture until smooth. Return to the heat to warm through and serve hot with crusty bread.

Ingredients

- 1.5kg of peeled butternut squash
- 1 large onion, roughly chopped
- 2 medium sized carrots, peeled and chopped
- 1 red pepper cut into cubes
- 4 tbsp olive oil
- 5 cm of fresh root ginger, peeled and chopped
- 1.5 litres of vegetable stock
- Salt and freshly ground black pepper

Why not grow your own squash? Come and join us at the BGS Horticultural Society!





Updates from the world of Medicine at Bexley Grammar School!

Eye-Heroes

On the 27th of September, Year 12 students had the opportunity to attend an exciting lecture about "Eye Heroes", a charity set-up to spread the word about eye-health. Given by an ex-BGS student currently studying Medicine at Queen Mary's University of London, the talk covered what the organisation did and how we could all get involved. Every week or two, you travel to a local primary school and give sessions on how the children can look after their eyes and why they should go to the opticians. It has had a huge impact on reducing avoidable sight-loss and increasing the number of eye-appointments made, so it's no wonder that so many students jumped at the chance to get involved.

It was a really popular talk with lots of people signing up to take part in and support the project- it was also a really good chance to meet other students interested in Medicine/Biochemistry and talk about the other things that we are all doing to help our applications.

'The Career Pathways of Biochemistry' Assembly:

On the 23/09/19, 80 curious students from year 11 to year 13 gathered in the Sixth Form Centre to hear Dr Foong Khwan Siew deliver a fascinating talk on 'The Career Pathways of Biochemistry'. She began by discussing her own career- after university (at San Antonio Texas and Cambridge), she worked for Product Development at International Paint (part of Courtaulds). Then she held several positions at Merck & Co. in market research, marketing (where she was part of the team that launched the first chickenpox vaccine in the US and internationally) and account management. She then went on to work as an Independent consultant in healthcare delivery.



It was a very interesting and insightful assembly as it drew my attention to the fact that Medicine is not the only career in the Scientific field (and that jobs based more on research can lead to many exciting opportunities too). She encouraged us to seriously consider careers in the area of Research, as it involves much more than just working in a lab- just take a look at Dr. Siew's career! I would like to thank Dr. Siew for giving up her time to share her experiences and help to inform the next generation of scientists.

MMI St George's University Interviews

On 30/10/19, a group of Year 12 and 13 students attended a session run by St. George's University Hospital about the MMI (Multiple Mini Interview) for Medicine. Many universities now give applicants 6-8 5 minute sessions on different aspects of an interview, rather than giving them one traditional interview where several questions are asked in the one session. We were split into our two year groups (with the Year 13 students receiving the harder questions) and each got a turn at being the 'interviewer' and 'interviewee'. The questions ranged from ethical conundrums to instructions for tying a shoelace. The best station was the one that asked you to talk about research you had read, because I was able to discuss all the fantastic articles that I had discovered (like spider-inspired double-sided sticky tape for wounds, when stitching is difficult). Opportunities like this are great as they prepare you for the intense (not to mention extremely competitive) application process for Medicine. Thank you to Miss Caley-Gardiner and Mrs Moore for organising this.

- **Charlotte Allen**





*Thank you so much to
the drama dept for all
the dedication and
hard work*



By Timberlake Wertenbaker



Performed the week of the 2nd of December



The Ash Girl - Megan Cane

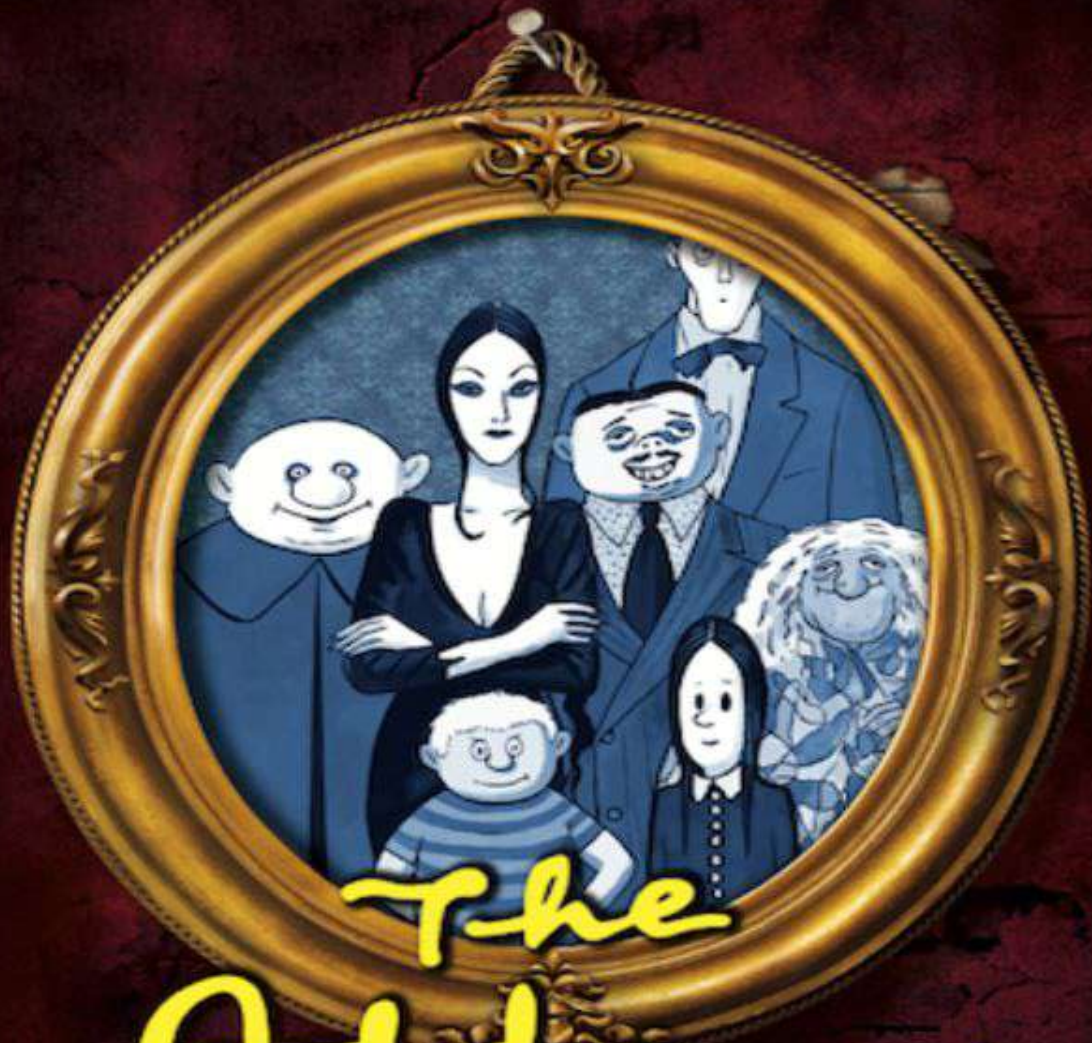
Ash Girl was an excellent production, one of the best I have seen by the school. One of my favourite aspects was how immersed the audience was when changing scene

Well done to you and all the drama team, I really enjoyed it last night, and the ultimate honour is that your programme and a description of the play is my daughter's show and tell at school today as she loved it!



*A dark adaptation of
Cinderella*

To be performed from June 30th to July 3rd!



The Addams Family

A NEW MUSICAL
COMEDY

8EAG Newsletter on Plastic

8EAG, along with all the year 8 classes, have been studying the impact of plastics upon the world's oceans as a part of the unit "[Oceans on the Edge](#)". At the end of last term the class presented a series of ideas that explored the impact that plastic is having on the ocean and more importantly a range of solutions. From this a *new homework task was set*, with the outcome being that student letters would be sent off to supermarkets. We are now just waiting to hear for the response from Sainsbury's and Tesco.

Here are some of the quotes from their letters:

Oliver Meander: "The problem is that plastic is used when it is not needed; you could install machines to help people recycle plastic. This has worked in Germany with 99% of plastic bottle being recycled"



Joe Turner: "Milk is essential to most people and therefore brought in millions. Why not introduce a scheme where glass bottles are brought in the supermarket for a small charge and customers could fill these up?"



Joe Keepax: "1 trillion plastic bags are used each year with only 1 in 200 being recycled!"



Samuel Parsons: "Why do you always wrap your food in plastic that ends up killing marine life and entire ecosystems of plants and animals? Did you know that packaging is used for 12 minutes on average!"

Patrick McClean: "Firstly make loose fruit and vegetables available at a reasonable cost. How is it that I found six pack of apples in plastic packaging for £1.20 and the cheapest loose apples I could find were 26 each - an extra 6p an apple! This may not seem like a lot to you but when you add up all of the 6ps it could mean that a customer cannot afford to buy the loose apples. Why aren't loose fruit and vegetables cheaper than packaged? As there is less packaging, surely that is a saving to you."



Kirti Halkhoree: "I think that plastic is terrible for our environment because we're just killing the animals, damaging the coral reefs and are making some animals extinct such as turtles."



- Sam Gee



Mock election

On the 12th December BGS held a shadow election to mirror the national one, as we also did in 2015 and 2017, when I was in year 7 and year 9. For each shadow election we have also held mock debates. So, I assumed that this year would be no different and when I realised nothing was in place, set about organising it myself.

My first task was persuading people in the sixth form to represent the different political parties which was easier for some like the Greens, and harder for others especially and surprisingly Labour who had won the last two shadow elections. In the end we had six parties: Brexit Party; Conservatives; Liberal Democrats; Labour; Green and Communists (officially The Socialist Party). Once that was done, we all met to set a date for the debate for 10/12/19, and agreed a deadline for campaign videos. There was an intense social media war particularly between the Green Party and the Communists over which party could gain the most followers, and in an attempt to moderate, Reuben Gabriel and I set up another account to poll both the respective parties number of followers and the number of people they were following.

Then came the debate just two days before the vote which gave the representatives a last attempt to change the voters minds. I was the moderator accompanied by Ese Edoja and had a list of questions separated into six categories ranging from education to foreign policy to the almost mandatory questions on Brexit. Each party had a two minute opening statement, a one minute closing statement, with the time in between being shared between my questions and audience questions. During the audience questions segment there were some pretty targeted questions and at times it felt as if the representatives spent more time attacking each other than dealing with their own specific policies, however overall the debate felt constructive and eye-opening, a testament to all the people that gave up their time to help me out over the course of the election especially Grace Gbadamosi who had the unenviable task of being the sole Liberal Democrat representative.

Finally came election day itself and while the nation's fate was being decided in favour of the Conservatives, a different tale was being told within the walls of BGS. Students from year 7 to 10 were taken out of lessons to vote while year 11 to 13 came in when they could as year 11 and 13 were on exam leave, and year 12 voted at lunch and break. A team of year 12s with help from Mr Gilmore, handed out ballots while I constantly reminded them that they were not allowed to campaign inside a polling station. We stopped several attempts at election fraud from certain year 12s who tried to vote twice and one year 8 who attempted to vote for all of the parties which just goes to show how... invested some people became during the campaign.



Mock election

After a quick count that afternoon, we knew the result and after a well run campaign Sam Gee and Dan Faulkner's Green Party won the day with 325 votes (30.2%) to second place Labour's 285 votes (26.5%).

Organising the election was a group effort from Sam who first proposed the idea to me (although I suspect I was just a vehicle to get him an opportunity to run a Green campaign) to the multi-talented Ese and Reuben who assure me they did a lot to help behind the scene but I am unsure as to how, and of course everyone who represented the parties - there are too many of them to list, yet each one of them helped me immensely and should be proud of running a great campaign

The full results are as follows:



Green Party
- 325
(30.2%)

Labour Party
- 285
(26.5%)

Communist Party
- 147
(13.7%)

Conservative Party
- 141
(13.1%)

Liberal Democrats
- 118
(10.9%)

Brexit Party
- 55
(5.1%)

Spoiled Ballots - 5 (0.5%)

Turnout

Whole School - 70.3%

Year 13 - 15.9%

Year 12 - 78.2%

Year 11 - 20.7%

Teaching Staff - 61.6%

Support Staff - 12.7%

Special mention should go to the P.E. department for all showing up to vote.

Congratulations to the Green Party for being the winner of the Mock Election!

- **Nuala Cudmore, Year 12**



Young Enterprise

On the 10th December, 3 members of the Young Enterprise team visited Euroclear in London to take part in a trade fair.

Young Enterprise is a great opportunity presented to Year 12 students, which helps us understand how businesses work, and prepares us for what the future will hold.

At this event, our aim was to make money, in order to fund our final product, and also do some market research. For example, we were able to ask questions to people who work in the building, about what sort of products they would be interested in buying in the future, and the price they would pay.

We were also able to find out how the other companies (our competition) had made their products successful, and the different methods they had of fundraising.

Whilst there, we were given the opportunity to talk to YE staff, and also the judges. The staff spoke to us about how far our companies have come and how we think it prepares us for the future. The judges gave us feedback on our final product idea and our fundraising products, so that we can improve and develop them. I believe it was a successful trip that we all learned a lot from, and it improved our motivation to make a successful product.

I hope everyone will continue to show support to our company in the future.

Thank You

,
Poppy Lucas, Year 12



Candles for sale!



Annual BGS Christmas Card Competition Winner

Back in October, students from all year groups were invited to submit their designs for the annual design a Christmas card competition. Mr Elphick and I judged a short-list of card designs with Mr Gilmore and Miss Harrison from the Art Department. There were so many genuinely excellent entries it made our task all the more challenging and choosing the winner was extremely difficult. We had to turn down so many designs that would clearly make excellent Christmas cards. However, after much debate, we unanimously agreed on the striking winning design created by **Emily Hoang** in Year 7, a very impressive achievement.

Emily's design has since been transformed into the official BGS Christmas card for 2019 and sent out to governors, friends of the school and ex-staff.

Congratulations Emily!

Mrs Arundel, School Office



Leaving staff:



We are very sad to say goodbye to the wonderful Ms Johal, who is leaving us at the end of this term. It is a huge loss not only for the FBCS department, but for the whole school.

We wish her all the best in her future endeavours, and we are sure she will continue to be a bright, shining star!

The lovely 8LC have asked Ms Johal some questions...

Who would you say is your favourite form?

Of course MPJ are the best - however every other form I teach in KS3 are equally my favourites. They are all so different with such different personalities, that one is not superior to the other, but just very different!

Which teacher/s did you speak to the most?

Miss Contini and Mr Asker of course - only because I am stuck in their department... (I love it really!)

Why did you like the subject you taught?

Psychology is a subject where you can explore different themes collaboratively with the students. I have been able to open the eyes of my students on so many different levels, teaching them a subject that they have never come across before. There are also so many ways in which you can teach the different themes in psychology, that it allows for engaging lessons which the students love (I hope!)

Thank you Ms Johal for all the amazing work you have done here at BGS, we wish you the best of luck in your new job and in your marriage! You will be missed...

Ms Contini





Reviews



LGBTQ+ ARTISTS EVERYONE SHOULD KNOW



Kevin Abstract is the talented frontman, video director, creative director and rapper of popular alternative hip hop band, Brockhampton. He came out as gay in 2016 and has said that he'll rap about being gay as long as he can imagine a fan in need of a voice.

Notable songs include: Georgia, Empty, Echo, Miserable America



Janelle Monáe is a singer, songwriter and producer who is critically acclaimed for her artistry. She is openly bisexual and pansexual. She has stated that - **"I want young girls, young boys, nonbinary, gay, straight, queer people who are having a hard time dealing with their sexuality, dealing with feeling ostracised or bullied for just being their unique selves, to know that I see you."**

Notable songs: I Like That, Make Me Feel



Frank Ocean is an insanely talented American singer, songwriter and producer. He is known for his introspective lyrics, wide vocal range and unconventional production techniques. He came out by publishing an open letter narrating his romantic unrequited feelings for a man.



Holland is the first openly gay KPop artist. His songs "I'm So Afraid" and "I'm Not Afraid" portray the two parallel sides of being gay. His song "I'm So Afraid" explores and highlights "the fear of coming out and the fear of being hated by one's loved ones." "I'm Not Afraid" however portrays the freedom and self-expression of himself, he expresses that he is no longer afraid to be his true himself. He explains that the song describes how he feels now - **"not afraid of standing in front of the public anymore."**

Notable songs: I'm So Afraid, I'm Not Afraid



Rina Sawayama is a British-Japanese pop and R&B singer known for her bright, vibrant and nostalgic music reminiscent of the 60s. She openly identifies herself as bisexual and pansexual.

"For me there's still a lack of representation," she says. "I just think the reason I wasn't so comfortable with my sexuality was because there was no one on TV or anywhere that I could point to and go, 'Look mom! This person is what I was talking about!'"

Notable songs: 10-20-40, Cyber Stockholm Syndrome, Cherry



King Princess is an indie and pop singer and songwriter credited for honest and intricate lyrics and instrumentalisation.

"Pop music has been the center of change, you know? And positive messages. I would love to get back to that place because I think we've lost it a little bit."

Notable songs: Upper West Side, 1950, Holy

LGBTQ+ ARTISTS EVERYONE SHOULD KNOW



Girl In Red is a lesbian Norwegian singer, songwriter and producer with songs exploring themes such as liking a straight girl and falling in love with a girl.

Notable songs: I Wanna Be Your Girlfriend, We Fell In Love In October, Summer Depression



Kehlani is an American r&b, hip hop and neo soul singer and songwriter who has been nominated for a Grammy Award. She publicly identifies herself as queer and pansexual.

Notable songs: Honey, You Should Be Here, Love Language



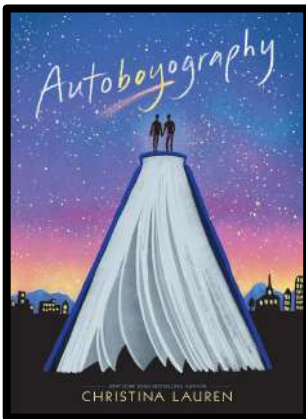
Sam Smith is a pop and r&b British singer who identifies as gay and genderqueer.

Notable songs: Money on the Mind, You Know I'm Not The Only One

- **Eliza Rai**

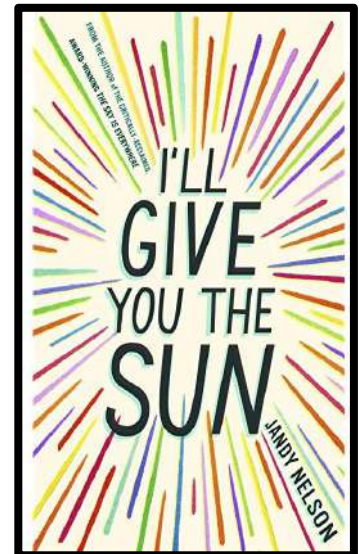
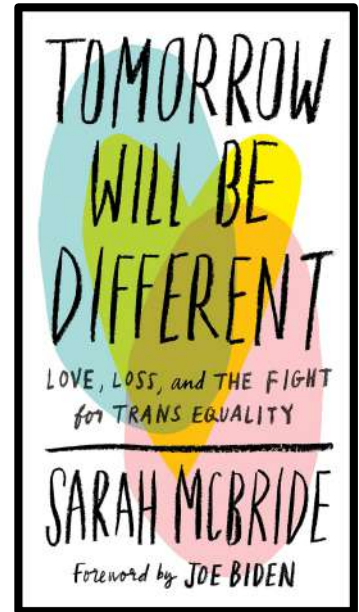
LGBT Books Recommendations

McBride is the first openly transgender woman delegate to speak at a major US political convention and American University's first transgender student body president. However, it's her more intimate and life-changing moments that make her memoir even more memorable. From the childhood realisation that her kindergartener self longed to be in the girls' line and not the boys' line to the day she came out online on Facebook. Her story also narrates her relationship between her and Andrew Cray, the young transgender rights advocate who is later diagnosed with lung cancer. The vulnerable moments we see of McBride's attempts to cope with her lover's illness. These "human" moments paired with her role model status make "Tomorrow Will Be Different" a wonderful and educating read for all audiences regardless of gender.



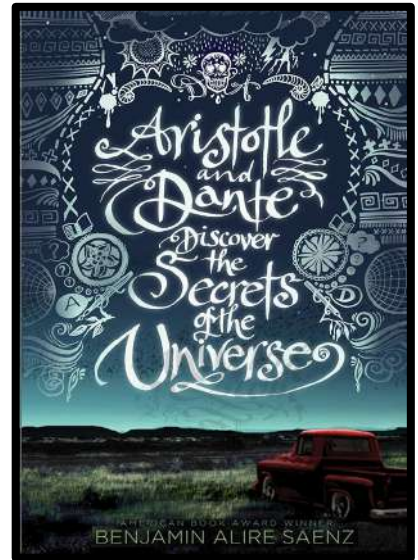
"Autoboyography" by Christina Lauren follows the story of a high school senior, Tanner, who falls in love with his older male mentor at Church. It discusses the theme of a traditionally conservative religion working towards acceptance and treatment of Christian LGBT members whilst exploring Tanner's fear of coming out and his vulnerability.

"I'll Give You The Sun" is a book that focuses on LGBT and family at the same time; one of the twins, Noah, comes out as gay. This book is different to much of LGBT representation, as Noah's dilemmas of coming out and the worry of how his family and others would react aren't the entire focus of the book. The story instead celebrates and uplifts queer romance positively through how Noah's romantic feelings for his crush is fleshed out so intricately.



LGBT Books Recommendations

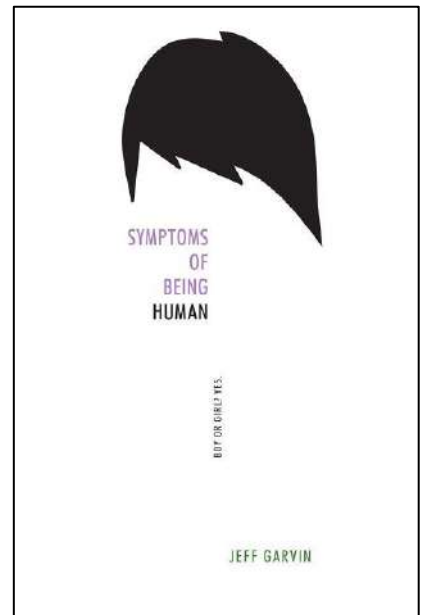
“Aristotle and Dante Discover the Secrets of the Universe” is an important story of two young American boys growing up and the process of self-discovery of their queer identities that comes along with it. The book also explores the commonly ignored disregarded theme of intersectionality; They, as Mexican-American boys living in Texas, learn to understand their Mexican culture and identity that it overlaps with their sexuality. As a book that has earned the Stonewall Book Award and the Michael L. Printz Award, this story is for people who share a similar experience and those who want to understand it.



“Symptoms of Being Human” is the story of Riley Cavanaugh, a genderfluid teenager with a father running for a re-election in a conservative party and facing a tough time at school. With advice from a counselor, Riley starts an anonymous blog on which they freely express their opinions on what it’s like to be genderfluid and talk about their experiences openly. But as the blog gains popularity, Riley’s identity is uncovered by a secret commenter who threatens to reveal Riley. Through Riley’s story, we get to understand at a realistic and less superficial level genderfluid teenagers’ struggles - the dysphoria, the bullying, the parents who love their child but don’t understand and the fear of coming out as genderfluid in a society so black and white with categories.

- Eliza Rai.

“Reading is the eighth wonder of the world”





Have a wonderful holiday!