

NEWSLETTER



15th November 2022
www.bexleygs.co.uk
Sixth Form Open
Experience Edition

Welcome to Bexley Grammar Sixth Form



My experience at BGS so far.

I thought that joining BGS as an external student would be really challenging. I previously attended an academy where I had been since the age of 10. Things were always familiar and I was very comfortable. Then post-16, I decided to come to Bexley Grammar in order to start a new chapter and better my education

with the broad subjects the IB diploma had to give me. My first week of Bexley Grammar was daunting and it was quite hard to adjust to a new setting, to new people and frankly a new way of life. I remember sitting in the assembly hall and listening to Mr Elphick talk about the pride he has being the Headteacher and I immediately felt a sense of 'I think I'm going to like it here'.

I came here thinking, I probably won't make friends as I was quite shy and it will just be two years of me just dragging my feet before I leave. Well BGS proved me completely wrong! I made fantastic friends within the first two weeks, especially at the Year 12 welcome BBQ where we found external students had had the same worry. In terms of teaching, BGS teaching has been absolutely phenomenal. I haven't left a lesson being bewildered. Teachers in this school care for their student's progression in terms of learning and in terms of wellbeing as well.

Quickly what became the most daunting change of my life so far became one of my happiest moments. BGS has made me feel like a part of the school the moment I stepped foot inside. Even in terms of the IB itself, the school has reassured me that I can achieve anything. There have already been so many fantastic opportunities such as STEM talks, House sports and there are many more that are upcoming.

I can confidently say I am so happy I came to Bexley Grammar School and I'm so excited for what's to come.

Jola, Former Haberdashers Crayford Academy student

My Experiences as an International student



It may seem weird to decide to up and leave your home country, leave everything you know and leave everything you're comfortable with behind, but for me it was a pretty clear decision. If I wanted to pursue the future I envisioned, staying in Jamaica was not an option for me. It took months of independent planning, research about different Sixth Form programmes (A-Level, IB, CAPE, TOPIK etc.) to plan around that and looking at my own interests to see what I could get out of exploring different options. After all that, the International Baccalaureate was the only thing that really impressed me with the wide range of subjects it had to offer, including some subjects that I had never heard of. I searched for IB schools on every continent possible, Africa, Asia, The Americas, Australia, but all I saw were implausible, improbable options. However, Bexley Grammar was one of the only non-independent schools to offer the IB and I knew it was the school for me - I even had to wait an extra year to apply as I had missed the deadline!

After several agonising and anticipatory months, the time finally came for me to travel to England for the first time to live there. I got here about 6 weeks ago, I know, not that long ago, and now I can say that I go to Bexley Grammar School. I had great first impressions of the school and my first thought was how big it was in comparison to my school in Jamaica.

Everything to me is new and beautiful; yes I know how odd that is to say because you've lived here all your life so I don't think we'd share the same sentiment on that one. I've been at Bexley and in London for 6 weeks and I already feel welcomed by the friends I've made here, teachers and other members of staff. There were and still are a lot of different things that I haven't quite gotten used to or that I found weird like INSET days and week-long half term breaks. In Jamaica, you don't get to choose the school you go to (you are allocated a school by the government based on your 11+ exams), so even the idea of an Open Day was new to me. The longer I'm here the more I accept and discover about myself and my environment, and I know that BGS is the right school for me.

Tahlellah, International student

Being the only person coming to BGS from my secondary school, made me very worried about making friends and becoming familiar with all the other internal students. However, on the very first day, I already felt welcomed by the students and staff of Bexley Grammar, and I found that I was able to make friends so easily, with both the internal and external students! For a while I was also contemplating whether it would be the right decision to study the IB, as I was worried if I would be able to handle this change; but the teachers in BGS have given us time to adjust to this, making the transition from GCSE to the IB much easier and less stressful than I was expecting!



Joy, Former Harris Academy Peckham student

Being an external student, I remember having those inevitable hollow feelings of worry nearing the first few weeks of starting Sixth Form life. Having to get acquainted to a new school which was significantly bigger than my former school, having to get used to the IB and how it functions as well as your new chosen subjects and having to attempt to make new friends... It can all seem so overwhelming yet BGS makes it so easy and the transition between GCSE and IB so incredibly seamless and effortless!



Doing the IB, especially at BGS, makes the Sixth Form life very enjoyable as there is a sense of unity amongst my peers and I in the sense that we are all going through the IB together. The teachers are very passionate about their subjects and aim to provide teaching to the best of their abilities. The upper and lower years are both friendly and welcoming, leaving you feeling as if you have been a part of Bexley Grammar since the very beginning.

I am incredibly glad and grateful that I chose to study the IB at BGS. The rich diversity of subjects and the incredible people at BGS makes me excited to continue and complete my IB education at BGS.

Aksan, Former Wilmington Boys' Grammar student

Change is unsettling. A big change like transitioning from secondary school to Sixth Form is daunting.

To an external, Bexley Grammar School can be quite intimidating at a first glance, its size and strong sense of community can make you feel lost and out of place. As an external coming into Bexley Grammar, I was anxious. Was I going to make friends? Would I know my way around? What would the teachers be like? Those were just a few of the hundred questions running through my mind. However, from my first day at Bexley Grammar, I knew that I had made the right choice.



The students and staff were very welcoming, they helped me to settle in and transition smoothly. Everyone was more than happy to give up their time to help me get around the school, and make me feel comfortable and secure.

I also found the IB is not as challenging as people make it out to be, yes six subjects is a lot of work, but you learn your higher and standard subjects at varying levels of difficulty. TOK gives you an opportunity to think, and CAS gives you the opportunity to relax. Although choosing to study the IB wasn't easy for me, I don't regret my decision and I'm pleased with how it's been so far, I'm willing to put in the work and BGS provides an immense amount of support to ensure that the next two years run smoothly. All six of my subjects are engaging and allow me to challenge and develop my understanding, and assist me in understanding the world I live in better.

My journey at Bexley Grammar School is off to a good start and I'm excited to see how the next two years play out.

Claudia, Former Ark Greenwich Free School student



A day in the life of an IB student

Higher Level: Chemistry, Biology and English
Standard Level: German, Maths (Applications and Interpretations) and Anthropology

A typical day for me will start at 8:30, when I register with my form group and take down any whole school or year group notices I'll need for the rest of the week (sometimes, I have early morning extra-curricular activities or rehearsals for house activities, so this means I'm in school earlier). Then it's off to my first lesson which is usually chemistry- this can involve anything, from learning about mass spectrometry to drawing lewis structures for different molecules. At the moment, our focus is on designing and carrying out our Internal Assessments (worth 20% of our overall grade) which are a great way to show independent thinking and research skills. My next lesson is German where the topics range from 'Experiences' ('Erfahrungen') to 'Human Ingenuity' ('Menschliche Erfindungsgabe') and the whole lesson is entirely in German- this can be challenging, but is actually amazing preparation for the final exams!



After this I have a session of academic monitoring, where we cover topics such as PSHCE and UCAS applications as well as personal statements and mental health. Once a week I will have a Prefect meeting, where I get together with the Senior Leadership Team and the other Prefects to discuss ideas, proposals and issues that have been brought to us by the rest of the school. I also have a 'Top Universities' meeting, where we learn about applying to Russell group institutions and how best we can maximise our chances of having a successful application. After break, I have English where we study and discuss a range of literature including 'The Great Gatsby' and '1984'- doing two sciences at a higher level can be hard work, so I really enjoy taking a non-scientific higher subject as it allows me to explore a separate passion for reading and develop a different way of thinking.

Then it's into Maths where we are looking at calculus and differentiation- I found it quite tricky to pick which Maths course to study, so I would definitely recommend looking at the content of each of them and then basing your decision on that. My penultimate lesson is Biology, a really broad subject where we study lots of topics- from genetics and inheritance to plant biology, I really enjoy the content of the course and how it is structured. Lunch is next, where I can either go out to the local high street or eat inside our newly-refurbished Sixth-Form centre. There are also lots of lunchtime extracurricular, such as the Environmental Action group and Senior Science Society, which I got involved in at the start of Year 12. There are also Medicine and Law groups which are run to support students (like me) who are applying to these types of courses at university.

My final lesson of the day is Anthropology, a subject I had never heard of before the first year of IB. Despite only being a standard subject, I really enjoy it because we read lots of interesting ethnographies and study important contemporary topics like the Black Lives Matter movement and the Mediterranean Refugee Crisis. My advice for the lesser-known subjects would be to go for it! You never know what secret passions you might discover, if you don't give it a try. After school, I take part in activities such as being a 'Science Leader' or helping to tutor students lower down the school. As you can see, a day in the life of an IB student is never boring- one minute you are studying the structure of the heart, the next you are looking at the impact of Coronavirus on the German economy. After such a busy day, it's time to go home, finish my homework and then rewind!


Charlotte

The IB Diploma at BGS

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



Group 1: English	Literature Literature & Performance*	
Group 2: Language 'Beginner' languages are available as an alternative for students who would like to learn a new language.	Chinese* French German Italian Japanese	Latin Spanish
Group 3: Individuals and Societies (Humanities)	Business Management Classics* Economics** Geography Global Politics History	Philosophy of Religion & Ethics Psychology Social & Cultural Anthropology
Group 4: Science	Biology Chemistry** Computer Science** Design Technology** Environmental Systems & Societies* ¹	Physics** Sports, Exercise & Health Science
Group 5: Mathematics	Mathematics - Analysis and Approaches Mathematics - Applications and Interpretations*	
Group 6: Arts and Electives: Or a further choice from groups 2, 3 or 4 above.	Film** Music Theatre Visual Arts	


Diploma Programme

10 REASONS

WHY THE IB DIPLOMA PROGRAMME IS IDEAL PREPARATION FOR UNIVERSITY

1 IT OFFERS ACADEMIC BREADTH & DEPTH

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



2 COLLEGES VALUE STUDENTS WITH MEANINGFUL EXPERIENCES BEYOND THE CLASSROOM

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



3 IT'S A QUALIFICATION RECOGNIZED BY UNIVERSITIES

AROUND THE

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

4 IT CREATES INDEPENDENT LEARNERS & STRONG WRITERS

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



6 IT ASSESSES MORE THAN EXAMINATION TECHNIQUES

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

7 IB STUDENTS HAVE PROVEN TIME MANAGEMENT SKILLS

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



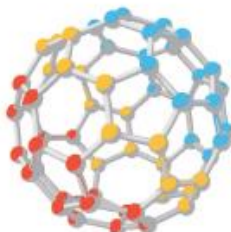
8 THE IB ENCOURAGES CRITICAL THINKING

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



9 SUBJECTS AREN'T TAUGHT IN ISOLATION

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



AND HERE ARE 10 MORE REASONS...

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

For source attribution of any data contained herein, please refer to <http://www.ibo.org/research/>

The journey to university starts here!

At Bexley Grammar School we are constantly providing opportunities for students to engage with the wider community particularly regarding careers. There are many things that our students can take part in that are extremely beneficial when deciding which university courses or career paths they are interested in and also to provide excellent material for those all-important UCAS personal statements.



Since September, our Sixth Formers have attended a number of talks in school delivered by professionals from a range of different specialisms. Firstly, an ex-student, Tommy Adeyefa, gave some insights into what it is like to study Law and provided some inspiration for our budding lawyers. This was particularly important as a number of students will be attending a mock bar trial later in the year. They will be competing against other schools and experiencing the pressures of a real courtroom for themselves. To prepare for this we have arranged a qualified barrister, John Robb of Essex Court Chambers to visit our students twice to work with them on their preparation- he has also invited students in the past to attend actual trials and given them mock interviews if they need them.

Additionally, a large number of BGS students go on to study STEM subjects at university and they were treated to three further lectures highlighting just a few of the exciting careers that we anticipate they will be moving on to. Dr Siew described her own varied career in biochemical research and lecturing that spanned the Atlantic and Ms Sophie Albosh outlined her PhD research on quantum technology. Finally, another ex-student, Dr Adam Ling spoke to our medical group about his experiences in this challenging career. He is also going to train some of our Year 12s to help him support a charity called Eye Heroes: once trained, they will be visiting primary schools to teach children to become ambassadors for eye health.

"Almost all students leave the school for higher education, with very many applying and being accepted into the most prestigious universities." - Latest Ofsted report

The Sixth Form team led by Ms Stoddard, runs three groups for Sixth Formers - the Medicine Group, the Law Group and the Top Universities Group. In the first two, they discuss relevant issues in the news and prepare for interviews and entrance tests. In the third, they discuss current affairs, philosophical ideas and how to strengthen an application. These support groups are invaluable in preparing for university application processes for both the Oxbridge and Russell Group Universities.

We hope that by providing this support and access to these speakers in school, we can demonstrate to our students the immense opportunities they have before them and encourage them to aim high and challenge themselves to strive for these top careers as we know that our students are capable of amazing things and we enjoy celebrating their successes year on year.

Ms Lusted, STEM coordinator

Mark Evison Foundation

All students in Year 12 have a fantastic opportunity to win funding of up to £500 to spend on a "challenge" over the summer before their return in Year 13. The money is awarded by the Mark Evison Foundation, who have built their charity based on the values and characters of Lt Mark Evison, who died in 2009 from a gunshot wound while serving as a British army officer in Helmand Province, Afghanistan. The awards granted must be based on these values: challenge, resilience, kindness, innovation, integrity and team support.



This year Bexley Grammar School was granted the most awards of any school in the country! The projects had to be challenging for all members of the team and completed on a strict budget. Over 40 students challenged themselves with hikes in Scotland, writing and recording songs, building a Go-kart from scratch and cycling to Brighton.

Abbie, Ugne and Kweku did a coast-to-coast cycle (150 miles!). This was their highlight: "today included a cycle through the Lake District and there is only one word that can describe the views we saw: phenomenal. It was exquisite being on top of the hills (which were an extremely hard challenge to climb and needed a ton of motivational music to get us to the top). But, when we were there, it all felt worth it. It felt like we were on top of the world (almost quite literally since we were so high up), and the atmosphere was incredible" Read more about this challenge [here](#).



Simon and Ethan built an electric go-kart from raw materials. They said "we feel that we got a lot out of this opportunity; being able to spread our proverbial wings in the maker space was massively rewarding, taking skills that we had learnt in a small environment (and many of them only being learnt in theory) we were able to apply these to a large scale and learn by doing." Read more about this project [here](#).



George, Michael, Daniel and Harrison walked Ben Nevis. A real challenge but they commented, "we all agreed that the hike up Ben Nevis was without a doubt the hardest escapade we embarked on with all of us admitting that we had underestimated the physical toll it would have on us, especially in 27 Degree heat." Read more about their challenge [here](#).

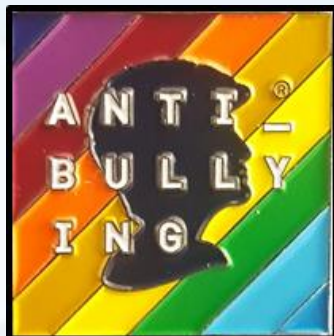


Please take a look at other reports and photos from various challenges below.

[Highland Hike](#)
[Song and Music Video](#)
[Loch Ness](#)
[Dartmoor Hike](#)
[Song and Music Video 2](#)
[South Loch Ness Trail](#)
[Cycling to Brighton](#)
[Architectural model of a house](#)

Let's see what fantastic challenges you'll get up to during your summer!

Being a Peer Mentor at BGS



Peer mentors are a pastoral backbone for many students. They learn how to listen and solve problems effectively and also how to deal with their peers disclosing details for which they may need professional help, and how to pass this information on. They deal with a wide variety of problems and are passionate about helping others!

"I love working with the younger students and seeing their confidence grow!"

Jenni, Peer Mentor

Here is what happened at one of our Peer Mentor training days:

On Wednesday 11th March, a few Year 12 students and I attended a peer mentor training day where we learned a number of different skills that will be beneficial to us as peer mentors. We started by defining what a peer mentor was in our own terms and doing some exercises in listening to others. We then discussed how to effectively listen and respond when talking to students as well as what not to do. In addition to this, we had interesting discussions about what was important to us and took part in a fun trust exercise!

This training day was not only useful in learning how to be a good peer mentor and getting to know each other, but it was also incredibly important in establishing a safe space to explore personal experiences as well as worries, which will assist us in creating a similar environment for the students that we are going to help. As a whole, the training reinforced my reasons for wanting to become a peer mentor, as everything we learned, demonstrated the importance of having peer mentors and how much we could help people. It also allowed me to become more comfortable in talking about issues that may come up during my time as a peer mentor and assisted me in developing my confidence in speaking to others.



Sarah

LGBT Alliance

At the LGBT Alliance we believe that having a place to be yourself and be accepted for being yourself is one of the most important aspects of building a strong community. Through weekly meetings we invite people across the entire school to learn about and explore the many aspects of the LGBT community, from its history to the future we want to see. Led by an amazing team of Sixth Formers and the fabulous Miss Contini, our meetings are full of excitement and celebration while allowing for expression and reflection on everything that makes us who we are.

Everyone is always welcome, there's space for all!

Samuel





BGS House System

The house system is particularly important at BGS and this is yet another great opportunity to get to know students throughout the school. Their general responsibilities are to help with the running of the house events, and to advertise these events to members of their house to encourage participation. They will supervise, house events during and after school, particularly sport, and are expected to run rehearsals for house music, drama and dance.



What does your role involve?

Prothero - Grace and Molly

Our role involves running and organising events, such as House Sports and House Music, visiting the younger students on a weekly basis and overseeing/delegating roles to the other House captains.

Johnson - Hannah & Katie

We work alongside our other house captains to get as many people involved with the House events as we can, support and help them to practise for the events. At the beginning of the house year, each House Captain is allocated to a form group within their house and every other week, when there isn't an assembly, we visit our own forms to do activities set by us or Mr Asker and prepare for upcoming events by collecting names for teams etc.. This allows each form to have a friendly face which they know they can go to if they need help with anything house related and beyond.

Mabbs - Anna

Being a Senior House Captain or even just a House Captain generally entails a substantial number of responsibilities, duties and commitments that are all in the favour of your House. This should never stop or put anybody off from engaging themselves with a role that guarantees an incredible level of satisfaction when seeing all members of your House across the year groups collectively collaborating together towards a common goal. It can be challenging at times, but this is why there is a very trustworthy selection of House Captains and House team members to offer their support and input!

Collins - Olivia

Our role as senior house captains involves coordinating a team of captains and students, competing with other houses in a range of creative and sporting events. We meet with the students weekly to organise representatives and to take part in quizzes and challenges that the other captains put together.

What has been the best part of your role so far?

Prothero - Grace and Molly

For us, the best part is seeing and celebrating the final outcome of our hard work. The feeling of having a finished product is really rewarding and we love being able to help create experiences for the younger years, which hopefully inspires them to take part in more events in the future.



Johnson - Hannah & Katie

By spending lots of time with other members of Johnson at house events, lots of friendships and connections are formed. This is nice when you see everyone from different years greet each other when walking around the school. Also, the annual sports day has to be a highlight, the amount of encouragement and sportsmanship shown is something that makes the role so rewarding.

Mabbs - Anna

I'd say that the best part of my role has definitely been seeing the excitement and the determination that all the students have been channelling towards the House competitions, even during times where circumstances may not be pointing towards our favour; it's truly wonderful to know that the spirit of all our House members is what motivates one another to achieve and persevere, as well as being reminded of the fact that this role is a privilege and an absolute joy to be given.

Collins - Olivia

The best part of the role is definitely the feeling of reward after a house event. Regardless of how we place in the competitions, seeing all of our efforts manifest into an amazing performance or display makes all the time practising worthwhile. It's not just the captains that get that feeling as well, it's everyone who gets involved - captains and students alike.



The IB & Medicine

Typically, medical applicants have taken three A-levels in Biology, Chemistry and Maths (indeed, this was mainly the case in our school before we switched to a completely IB cohort). In other schools across the country, this continues to be the case as many aspiring medics disregard the IB as a route which is 'too complicated' or 'too much work'. But for me, the IB provided a fantastic opportunity not only to study a wider breadth of subjects, but also to develop the time management and research skills required in such a demanding career.

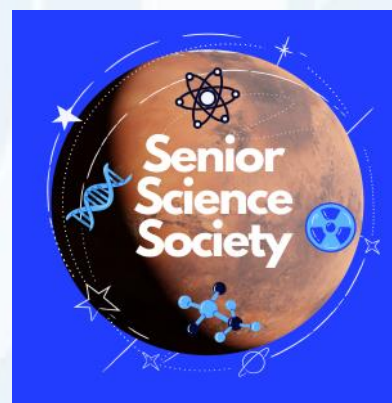


Were I to take the traditional route to medical school, I would probably not have been able to study a language- an increasingly sought after skill in today's world. I would also not have had the chance to study anthropology, a subject which has proven crucial in furthering my understanding of the society that our NHS treats. But most of all, the IB has taught me that I can do independent investigations to produce a piece of research that I am proud of; my Extended Essay in Chemistry allowed me to delve into an area that I was really interested in (and is something that will doubtless prove invaluable in an interview setting). So if you're thinking of applying to medicine, don't write off the IB at first glance- there's a reason why more and more students are choosing to study it!

Charlotte

Senior Science Society

The Senior Science Society is a prestigious group of like-minded science fanatics who gather every other week at one lunchtime to discuss the current news that relates itself in any way to science or any other factors or topics that one of our members may wish to discuss. Through the course of Year 12 and 13, we have attended many lectures online, mainly from Gresham College, as well as presented works or topics in which we show the most interest or we feel will benefit other members in enriching their knowledge and their science subjects taken in school. It's great fun and with everyone being involved in different areas of science we discuss topics from coding and cybersecurity in computer science to quantum physics so there really is something for everyone. One of my favourite and most recent collections of lectures were on infections presented by Chris Witty which entail differentiating modes of transmitting infections as well as some detail on the different viruses themselves. It's great fun and a great addition to studying an area of science at Bexley Grammar!



Maisy



BGS Environmental Action Group

Have you ever wanted to make a positive difference? There is no better time than now. A particular threat for our generation is that of humanity's impact on our environment. Decisions and policies made today will affect us all in the future, so it's vital that we, as the next generation of leaders, play an active role in determining what we want that future to look like.

If you're interested in discussing important environmental issues, raising awareness, and working to make positive change in our school, and for our world, please get in touch!



Sam

Senior Book Club

Over the course of Year 12, there have been numerous texts which the Senior Book Club have enjoyed reading. Each half term, we read an exhilarating new book and discuss anything that we found thought-provoking. Throughout the year, we have explored a variety of genres - from borderline existentialist books, such as 'Signs Preceding the End of the World', to modern classics such as 'Rebecca'. My current favourite is 'Oranges Are Not the Only Fruit' where the author narrates from the perspective of a young girl attempting to make sense of the world, pushing against rigid religious customs and her mother's almost oppressively 'traditional' nature. With the chance to experience a wide range of books from a variety of time periods, anybody could find a book that captivates them- which only made it all the more exciting. I have particularly loved how outlandish the books have been, making sure to include texts that are also important- much like the disturbing nature of 'Lolita'. The Club has continued in September where new members are always welcome.



Georgia

Extra-Curricular Music

I feel like I speak on many students' behalf when I say the school would not have the same flair without the BGS Music department. For example, instead of having the Senior Choir, imagine the recent open mornings with an audience of parents spectating silently as a Year 7 student flawlessly multiplies fractions onstage. It would not only be dull, but would also misrepresent the school as whole – which to me (as it is to many) is more of a community than an institution. The Music department is integral to this in many different ways, most of which I can attest to from personal experience.

The backbone of the department obviously comes from the absolutely wonderful music teachers, every single one of which clearly genuinely cares about students' progression. I didn't use to enjoy Music until near the end of Year 9. I owe the





turnaround which followed almost entirely to my teacher's support - through which I ended up scoring a 9 at GCSE.

In terms of what's on offer - the variety of clubs and events in which you can participate regardless of your abilities will cover everything:

Junior ensembles include Junior Choir, Junior Orchestra, Junior Jazz and Rock School. These provide younger students with an opportunity to develop ensemble skills in a relaxed environment.

Senior ensembles include Big Band, Senior Choir, Chamber Choir, Symphony Orchestra and an Improvisation Group. These ensembles are of a high standard, and have achieved some notable successes in recent years.

There are many concerts and events each year, including a large-scale concert every term in which all ensembles perform; Key stage showcases offering individual performance opportunities; an annual House Music competition; and our annual musical production.

Recent musical productions include 'Monty Python's Spamalot' (2017), 'School of Rock' (2018) 'Sister Act' (2019) and 'Little Shop of Horrors' (2022), all of which involved approximately one hundred students performing onstage, working behind the scenes, and playing in the show band.

Performing for various clubs and events, particularly in recent years and as House Captain has led me to make new friendships with other musicians and develop a breadth of skills I can apply to all aspects of my life.

Additionally, there are instrument lessons which most likely cover any instrument you're learning, and Music trips on offer for those interested in touring Europe in a band!

Jack

School of Rock



Monty Python's Spamalot



Little Shop of Horrors



Sister Act



Recent Sixth Form Newsletter Stories

NEWS LETTER



19th October 2022
www.bexleygs.co.uk

Year 13 Urban Geography Fieldtrip



On Thursday 6th October, the Year 13 IB Geography students took part in a walking field trip to investigate a number of key urban issues as a part of their IB curriculum. We travelled from school via bus to North Greenwich, before hopping onto the Jubilee line. Our first stop was Canada Water, this allowed students to understand how the industrial past has changed and is shaping the urban redevelopment. One of the key locations here was the Pump house that used to create power for this area, but is now loft apartments. From here we travelled via the overland train to Wapping. Between Wapping and Shadwell, students had to consider how land value changed the further north we went from the River Thames, as well as comment on housing quality and style.

As part of the field trip students completed 2 environmental quality surveys which required them to think and score 2 different locations across our study area, the Borough of Tower Hamlets. As well as completing a field sketch at Tobacco Docks. From Shadwell, we all travelled via the DLR to Limehouse, for our lunch stop in the park. Even though it was October we all enjoyed resting in the sunshine, as by now we had walked 12,000 steps!

Our final destination was Canary Wharf, to reach here we walked next to the River Thames, and took in the vista. Through the day we had used London's integrated transport



EQS

TASK: Rate the quality of the environment in Wapping (do this at the end of your tour of Wapping)

1 = poor

5 = excellent

Add annotations of anything you notice

Housing

Traffic

Noise

Pollution

Safety

Unleap



system, and a final task that students were asked was to evaluate how effective this was. By finishing at Canary Wharf, students were able to see and experience the latest development of the Elizabeth line. By the end of the day, we had walked 15,000 steps and seen the challenges and opportunities that London faces as a world city.

Well done Year 13!

Mrs Belton-Owen, Geography Department



Sixth Form Focus

Year 12 have been settling into life at BGS and have been learning useful tips for organisation and note-taking. The following is a reminder of the key points from assembly this week.

Don't forget that there are lots of ways for you to access support during your time at Sixth Form. Your **form tutor** is often your best first point of contact, followed by your **Director of Studies**, Ms Brand (Year 12) or Ms Aspill (Year 13), or your **Head of Sixth Form**, Mr Martin (on paternity leave until 6th October).

There are also links to help you support your own wellbeing on the school website:

<https://www.bexleygs.co.uk/page/?title=Support+for+young+people&pid=189>

If you find yourself struggling, remember that you can contact support@bexleygs.co.uk or our **Designated Safeguarding Lead**, Mr Auckland.



9 WAYS TO TAKE BETTER NOTES
A WEAK NOTE IS BETTER THAN A STRONG MEMORY
by @inner_drive | www.innerdrive.co.uk

1. PEN AND PAPER TRUMPS LAPTOPS
2. DO NOT WRITE EVERYTHING DOWN
3. USE ABBREVIATIONS AND SYMBOLS
4. USE YOUR SPACE WELL
5. MAKE IT PERSONAL
6. DON'T WORRY ABOUT SPELLING OR MISSING A POINT
7. HAVE AN ACTION PROMPT AT THE END
8. FILE THEM AWAY NEATLY AFTER CLASS
9. REVIEW THEM REGULARLY



Geography News

Cowspiracy: The Sustainability Secret

This documentary aims to address the unknown leading cause of climate change, rainforest destruction and resource consumption which is animal agriculture. It was produced and filmed by Kip Anderson in 2014 who, after being inspired by former vice president Al Gore, decides he will go to all costs to reduce his environmental impact. This includes investigating why (despite being the leading cause of so much global disaster) animal agriculture is hardly talked about nor discouraged.

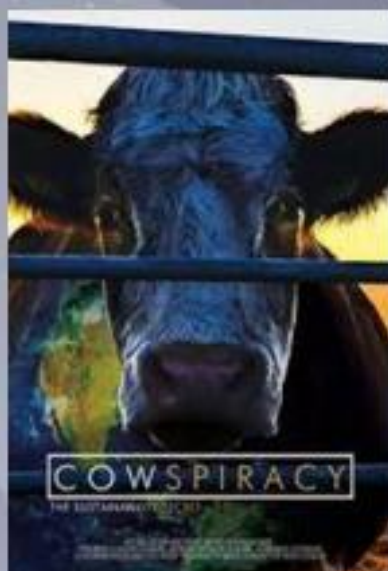
Kip produces this documentary with the purpose of raising awareness of the impact on the planet of consuming animal products. He keeps the focus on the environment, but also briefly touches on animal welfare and human health to create a strong, well-rounded argument for a 100% plant-based diet.

Before watching this documentary for the first time in 2021, I was unaware of the devastation caused by my everyday dietary choices and this documentary explains why I never knew. This is due to governments wanting to keep the disastrous effects of animal agriculture secret from the public as they wish to continue to reap the economic benefits of two of the largest global demands: meat and dairy. Ultimately the people who have great power favour profits over environmental damage and I find this absurd.

This documentary is filled with scientifically proven statistics for example how one hamburger uses 660 gallons of water to produce as well as interviews of government members, CEOs of environmental organisations and former farmers who have made the conversion to a plant-based diet.

After watching this documentary several times in the last year as well as others such as: What The Health, Seaspiracy and The Gamechangers and after hours of research into this topic, I made the change to a 100% plant-based diet this year following 'Veganuary 2022'. I recommend that anyone of any age who considers themselves an environmentalist and wants to see positive change for our planet, for your future and the future of your children, grandchildren and the generations to follow to start by watching this documentary with an open-mind and allow your passion for the environment to drive your research further. This way you will be able to make choices knowing both sides of a controversial argument.

Harry Burrows , Year 12





Sixth Form Classics Conference

On Friday 4th November, the BGS Classics department attended a sixth form Classics conference at the Harrodian School, in Barnes, South West London.

Four prestigious speakers from some of the country's top universities lectured on fascinating classical topics.

Professor Armand D'Angour of Jesus College, Oxford spoke on '**The Chorus in Greek Tragedy**'; Professor Richard Jenkyns of Lady Margaret Hall, Oxford on '**Women in Homer and Virgil**'; Dr Rosie Wyles of the University of Kent on '**Violence and Athenian Civic Identity**'; Dr Mairéad McAuley of University College London on '**Transgender Antiquity**'.

The class favourite, 'The Chorus in Greek Tragedy', explored ancient musical notation, the various modes of music and the sounds of ancient Greek instruments. Professor Armand D'Angour engaged with the musical accompaniments to the 'Ode to Man' verse from Sophocles' *Antigone*, and parts of the chorus from Euripides' *Orestes*, much of which he had reconstructed himself! We were lucky enough to hear parts of the reconstructed passages sung as the Chorus would have done in 441 BC.

Coffee and tea breaks were an excellent opportunity to discuss, exchange opinions and even debate with fellow classicists on the fascinating topics of the ancient world.

Overall, the day proved to be an enlightening and thoroughly enjoyable experience, witnessing the great breadth of topics Classics has to offer and discovering their recent breakthroughs.

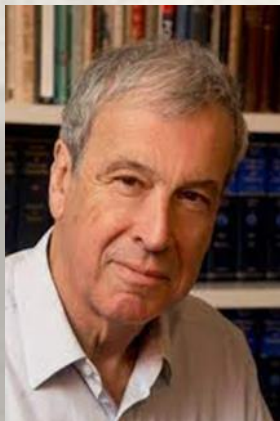
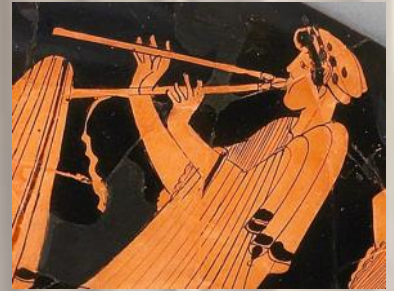
***Siona Canaj and Matthew Linane,
Year 12 Classics Prefects***

Images:

Top Right: Professor Armand D'Angour

Top Right: An ancient Greek aulos

Bottom, left to right: Professor Richard Jenkyns, Dr Rosie Wyles, and Dr Mairéad McAuley





BGS Sixth Formers meet published debut novelist!

Earlier in the month, the Senior Book Club for Years 12 and 13 received a very special visit from a real life author! Jendella Benson has burst onto the literary scene this year with her debut novel 'Hope & Glory', and we had the pleasure of being able to chat to her about it. The book follows Glory, a young British-Nigerian lady who has returned home from LA; back to her family in Peckham for her father's funeral. She decides that she does not want to go back to the U.S, and sets about rekindling friendships, finding love and, most importantly, searching for her long-lost sister Hope.



At our Book Club, Jendella was on fine form, responding to our burning questions with answers that matched the effortless flow of her writing. She even came prepared with a few questions to ask of us, allowing us to debate over deeper meanings and our favourite characters. And all that in the space of a Monday lunch time!

Needless to say, I would absolutely recommend this book, and the Senior Book Club.*

Dylan Oates, Year 13



**BLACK
HISTORY
MONTH**



Young Enterprise Bake Sale

Currently we (a group of Year 12 students) are fundraising to enter the Young Enterprise competition. This is a programme which gives students the opportunity to develop their employability skills and prepare for the world of work.



As part of the Young Enterprise competition we held a bake sale on the 20th of October to help us raise money to enter.

This was only possible due to the help of Krispy Kreme and Morrisons, Welling who generously gave us a £25 voucher to put towards the goods we sold. Also we would like to say a **huge thank you** to anyone who supported us by buying some of our products.

The bake sale has raised us £230 which is part of the money needed to enrol our business and we are hoping to enter very soon and therefore would be hugely appreciative if you could watch out for, and support, any of our future plans.

Eve Fisher & the Young Enterprise Team





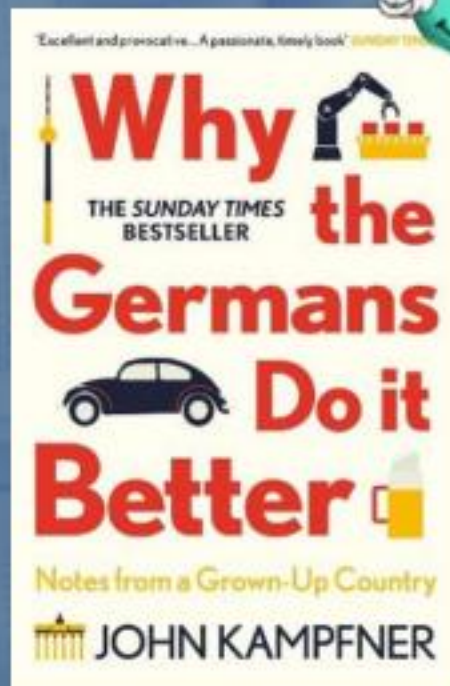
Economics & Business Book Review

Each month, we hope to inspire you with a review of one of our books. We have invested into our own mini library in the "Knowledge Corner" in M12 and invite students to borrow, read, learn and inspire! Contact Mrs Harris to find out more.

Why the Germans Do It Better

John Kampfner's "Why the Germans Do It Better" is an eye-opening book about Germany's transition from the ruins of World War II to the modern day with a deep analysis of the German economy, political system, and people. For a book that's title focuses on Germany, it was also very informative about the UK, especially how the UK has handled the same issues as Germany, and how the two countries' similar systems have had different results. I learnt a lot about the successes and failures of both countries and the political and economic policies that achieved them. I also became more aware of the importance of learning from other countries and cultures in our pursuit of the best solutions for the increasingly difficult and frequent problems we face today. While especially useful and interesting for a politics or economics student as the book provides valuable examples of policies working in real life and the results of them, the book would be great for anybody interested in learning about the rise, ideas and flaws of one of the strongest nations in the world.

Isfandiyor Zamonov, Year 13



NEWSLETTER



18th May 2022
www.bexleygs.co.uk

Congratulations!

North Kent Cup Champs!



It had been a beautiful morning, so supporters were caught unaware by the cloud cover and chilling wind that appeared in the late afternoon of Thursday 12th May. Forgive my superstitions, but I could have felt the footballing deities sending a message, especially when 3 players were not present at our designated meet time!

However, warm up complete, tactical instructions passed on via the use of the magnetic team board available in the changing room and the boys were ready. Thankfully, the winds blew kindly and the cloud disappeared by the end of the game as the Year 11 boys, in their own words, "bullied" their way to victory with an outstanding dominant first half display. The tone was set early, with a series of crunching tackles from Liam, Mason, Ilkan and Dexter, balls played into the channels by Oli, Mal and Riley, which allowed Obi and Jonny to cause chaos in the Bexleyheath Academy backline. Chances came and went before some lovely interplay down the right, including some great movement by Mal, giving Obi space to spin and fire BGS into the lead. A second from Jonny soon followed, Riley hit the bar, and more chances were created, before Riley added a 3rd and Jonny a 4th to put BGS in a commanding position with 35 minutes on the clock. Subs were sent to warm up as BGS were cruising, but a lapse in concentration allowed Bexleyheath Academy to get back into the game, 4-1 at half time.

The boys were frustrated by conceding so late in the half, but determined to not allow BA back into the game in the 2nd half. They were positive and proud of their display, having dominated a talented Bexleyheath midfield, credit to the excellent Ilkan, Mal and Dexter, in particular. The forwards had caused



caused problems through strong and powerful running and putting lots of pressure on the BA backline. Defensively, BGS had been composed at the back with Oli, Dillon, Mason, Liam and Riley repelling any threat with ease and composure, with Leo and Dayo stepping in to maintain the solidity when they came on later in the game. The 2nd half was more cagey, with a few chances for both sides. BA hit the post with 20 minutes to go and Aidan pulled off an excellent stop in the top corner, before substitute Arinze bundled in to make it 5-1. Eman had a great chance, but fired at the keeper, before some good interchange down the left saw Dexter 6 yards out with his back to goal. A sumptuous turn and the ball was hammered into the net, 6-1 and comfortably seeing out the rest of the game. A brilliant effort; strong, poised and determined and a well-deserved triumph and I hope they have even more success with the BGS Sixth Form team next year!

It has been a delight to have worked with this brilliant group of young people for the past 5 years, they are a great team and totally committed to the sport, still turning up to training before school every Monday in great numbers. Congrats to them all!

Mr Martin, Football Manager





IT'S OFFICIAL HE'S GOING TO BUILD A ROCKET!

Bexley Grammar School Rocketry Club

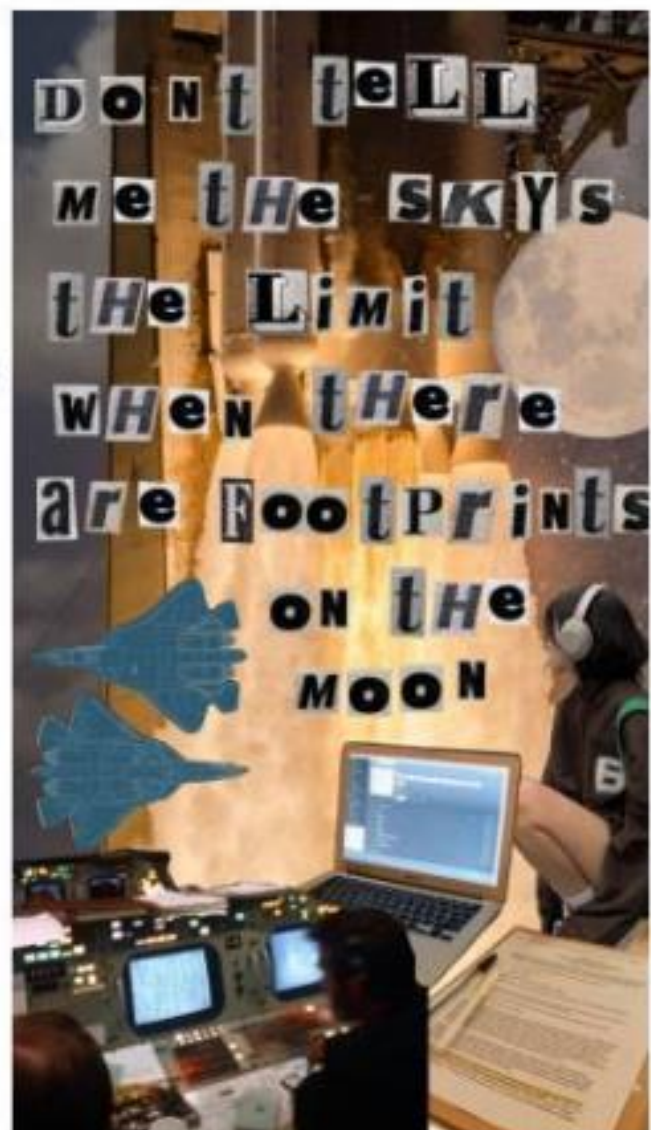
My plan is to build a fully functioning model rocket that can launch an egg and safely return it to earth. The rocket will be participating in the Regional Heats of the UKROC in April 2023, with National Heats and International Heats at the Paris Air show (if we win the regional heats). Looking for people who have a genuine interest in engineering, space technologies, physics, chemistry, design and technology, and maths - who are willing to commit to the project long term.

FOR ALL YEAR GROUPS!

The plans is to commence after October Half-Term if numbers are sufficient. Please email 17amlani_n@bexleygs.co.uk if you plan on attending the club; with your name and year group. Expected to run once a week on either Mondays or Thursdays (potentially at lunch time however it may be easier for all to do it after school).

Nabi Amlani, Year 12

JOIN HIM!





English Department News - October

Reading. Essential to mastering the English language and to the brain's development, it is one of, if not the most important exercise for a growing brain, but it is something that many students do less of as they go through secondary school. To help with this, BGS have a 'Reading Journal' section in the students' planners, where they can note what books they've read, how they felt reading it and what they plan on reading next. The English department encourages all parents to take action with their child's reading and encourage them on a reading journey by checking these journals and discussing the child's reading with them.



OX?LORE

Continuing on the theme of the brain's development, the University of Oxford has a free website called 'Oxpire', designed to engage 11-18 year olds with thought provoking questions

across a range of topics. The website was created to take students on a supported journey to find new skills and become critical thinkers; 'Oxpire' does this by including research, in the form of quizzes, images, videos, podcasts and articles, within each question. It's accessible to all students and we as a department encourage any Year 7s or Year 8s to use 'Oxpire' and tell their teacher about their experience.

Last but not least, BGS have encouraged any new Year 7's from primary schools in Bexley borough to bring in their most impressive piece of work. Big congratulations to Yousaf Mian (piece 1), Lowenna Bainbridge (piece 2) and Laila Dagtekin (final piece) who brought in their work. I am sure they'll be producing more writing of the same quality, and even better, as they continue their study of English here at BGS.

Leon Paci,
English Prefect, Year 12





Once upon a time, in a seemingly perfect landscape, there was a darkness that surrounded Ecton that left every soul disturbed. Hordes and waves moved the land; there was a fear of going death at any time of the day. But, somewhere in the depths of the wood, a rock and her son (Gog) laid in their deserted room, not giving up hope. The positive energy they gave to each other also gave them confidence. It made them optimistic that one day everything would change; they would be free from the insidious terror of Ecton.

Eventually, that day did come, but not how Gog and his mother expected. Gog was peacefully playing with his favourite toys when, suddenly, a midnight-blue and magenta galactic doorway opened. Fascinated, the toddler crawled along the floor like a spider and immediately got sucked in. During this peculiar event, Gog's mother had just entered the room. "Garg!" she cried, in her strange, soft language.

well done!

English Year Royal Highness King Philip II

I am highly honored that you have selected me to command the mighty Spanish Armada; however, I fear that my lack of experience in leading such a massive vessel put the enterprise at risk of failure. Has your Majesty considered a commander more experienced in combat at sea?

My predecessor, the Marquis de Santa Cruz, was a great leader and I am concerned that I lack his seafaring skills and tactical expertise. The English will have that point. Duke of Cornwall who has such experience in naval combat too. In the midst of battle, I may have to alter tactics in response to the English attack; my inexperience could jeopardize the mission. Additionally, the Marquis de Santa Cruz had an intimate network of spies who informed him of the English plans and provided Spain with the advantage. I am unfamiliar with these agents and fear I could be easily deceived by saboteurs. If I were to be overwhelmed, I could lead the fleet into a trap.

Moreover, I feel it is my duty to inform you that I suspect your secret weaknesses. This weakness could arise at any time and prevent me from giving orders at crucial stages in battle.

HOW ARE BIRTHDAYS CELEBRATED IN CHINA?



When someone mentions birthdays, cake, presents and candles are some of the few things that come to mind. However, this is not always the case for some people, especially those who have a different nationality. In Chinese culture, there are many different traditions that vary hugely from Western traditions and beliefs. Firstly, the two very important dishes at a Chinese birthday celebration are long noodles and red eggs. Long noodles, which are sometimes called longevity noodles, are left unbroken in bowls as they symbolize living a long life. It is important that you do not break or cut the noodles as this symbolizes putting yourself at risk of cutting your own life short. Peeling the shells of red eggs evokes a fresh start. In addition, the present you choose to give to someone has a certain set of rules to follow:

- Timekeeping devices can remind people that they have a short life ahead of them and that death will come eventually.
- Candles are also reminders of death as they are used for mourning and funeral rituals.
- The word shoes in Chinese is pronounced 鞋; xié, which sounds like the word evil pronounced 邪; xié hence this is also a gift usually avoided.

Furthermore, the age calculations are different in Chinese culture as when a baby is born, their age is considered to be 1, which is different from the age calculations in Western culture, as a baby is considered to be 0 when they are born. Their birthday is also celebrated again when it is Chinese New Year, making them 2 years older than they already are.

Nimrat Matharu 妮拉

It is said that in China, birthdays (though important) aren't as important as certain ages, such as your 1st, 2nd, 60th and 70th. For a child's first birthday, long noodles called "longevity noodles" are served in hopes the child will have a long life. Tigers are often a theme of gifts as thought to protect the children.

抓周 (pronounced Zhuazhou) is a traditional ceremony in which on a child's first birthday, many different objects are placed in front of the child and whatever is the child's object of preference will determine their career and interests later in life.

Traditionally, Chinese people feel that celebrating their birthday after the date delays everything in the later year so they celebrate it on the day. It is also possible for Chinese people to align their birthdays with the lunar calendar, which means they can have two birthdays if they choose to.

Prachi Thapa 佩琪



After reading about how birthdays are celebrated in China, the first thing that surprised me was the fact that they count birthdays differently. I found it interesting that someone could really be a couple years younger, by western terms, than they are by lunar calendar terms. I think it makes more sense that your age goes to 1 when you're born, instead of it resetting back to 0. It was also interesting that gifting them a watch on their birthday reminds them of death and that things like flowers and shoes are to be avoided. In most other places in the world, there are nearly no rules around birthdays, so it was definitely interesting to see a different set of customs.

Yuri Hoyte 琉璃

There are many differences between how we celebrate birthdays in the UK and how birthdays are traditionally celebrated in China. For example, similar to our custom of eating a birthday cake, people in China eat a bowl of noodles representing longevity. These must be eaten whole rather than biting them, because that symbolizes cutting your life short. Superstitions around mortality continue with certain birthday gifts that are considered impolite, such as watches and clocks, since these are also said to represent the slow approach towards death. Birthday celebrations in China have until recently been reserved only for the young and old, with much less focus put on them compared to the Western culture, however, this is slowly changing as Western culture has more of an influence on China.

Lev Griffin



**HOW ARE BIRTHDAYS
CELEBRATED IN
CHINA?**



There are a huge number of extra-curricular clubs and competitions running throughout the year that fall within the umbrella of STEM (Science Technology Engineering and Maths). Check out our timetable for a full breakdown.

They start next week and some sixth form activities only run for the autumn term so don't delay!

Just turn up!

Ms Lusted, STEM Coordinator



Year Group	Activities	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
7	Regular Clubs	Science Club STEM club DT Club Unicode Club Robotics Club Maths Club	Science Club STEM club DT Club Unicode Club Robotics Club Maths Club	Science Club STEM club DT Club Unicode Club Robotics Club Maths Club	Science Club STEM club DT Club Unicode Club Robotics Club Maths Club	Science Club STEM club DT Club Unicode Club Robotics Club Maths Club	Science Club STEM club DT Club Unicode Club Robotics Club Maths Club
	Competitions			Mars Balloon, OUCC challenge			
	Extra				British Science Week activities		Wildwood Trip (whole year)
8	Regular Clubs	STEM club Maths Club Unicode Club Robotics Club	STEM club Maths Club Unicode Club Robotics Club	STEM club Maths Club Unicode Club Robotics Club	STEM club Maths Club Unicode Club Robotics Club	STEM club Maths Club Unicode Club Robotics Club	STEM club Maths Club Unicode Club Robotics Club
	Competitions		Cyberfirst Girls	Salters Festival Trip (G&T), Mars Balloon, OUCC challenge		Junior Maths Challenge - 29th April 2023	
	Mentoring Support			Science Clinic	Science Clinic	Science Clinic	Science Clinic
	Extra				British Science Week activities		
9	Regular Clubs	Skateboarding Club STEM Club	Skateboarding Club STEM Club	Skateboarding Club STEM Club	Skateboarding Club STEM Club	Skateboarding Club STEM Club	Skateboarding Club STEM Club
	Competitions			STEM House Competition, OUCC challenge			
	Extra		STEM Power Day		British Science Week activities		
10	Regular Clubs	Engineering Club	Engineering Club	Engineering Club	Engineering Club	Engineering Club	Engineering Club
	Competitions			STEM House Competition, OUCC challenge			
	Mentoring Support						Science Clinic
	Extra		STEM Power Day		British Science Week activities		
11	Regular Clubs	Arkwright Scholarship Prep	Arkwright Scholarship Prep				
	Competitions			Intermediate Maths Challenge - 1st Feb 2023			
	Mentoring Support	1:1 Support	1:1 Support	Science Clinic	Science Clinic		
	Extra				British Science Week activities		
12	Regular Clubs	Science Leaders Support lower school clubs Quantum Club	Science Leaders Support lower school clubs Quantum Club	Science Leaders Support lower school clubs	Science Leaders Support lower school clubs	Science Leaders Support lower school clubs	Science leaders run science clubs at primary schools (weekly for six weeks)
	Competitions	ICE Engineering Competition	ICE Engineering Competition	Cambridge Chemistry Race Chemistry Olympiad, Mars Balloon			Chemistry Cambridge Challenge
	Mentoring			Scientist Prefects mentor lower school students	Scientist Prefects mentor lower school students	Scientist Prefects mentor lower school students	Scientist Prefects mentor lower school students
	Extra	Empowering Females in STEM Course	Diversity in STEM Black History Month talk	Operating Theatre Live	In Action Careers Conferences British Science Week activities	I'm a Scientist Careers Talks	
13	Regular Clubs						
	Competitions	Senior Maths Challenge - 4th October 2022					
	Mentoring	Scientist Prefects mentor lower school students	Scientist Prefects mentor lower school students				
	Extra		Diversity in STEM Black History Month talk	Spectroscopy Trip Operating Theatre Live	In Action Careers Conferences		



There are two very exciting STEM work experience opportunities/work placement visits coming up. Suitable for 16 -18 year olds.

Architecture

RIBA the Royal Institute for British Architects are offering work experience placements in their archives.

They are offering placements as part of a big project to catalogue original hand drawn sketches, models and plans for the design of the British Library. This was a huge project run as a competition and you will get to see and work with the original entries from some very famous architects and designers.

RIBA are keen to help tailor the experience to your personal interests and it is a fantastic opportunity to gain insight into the process of commissioning huge architectural projects like the British Library, as well as demonstrate your sustained interest in all things architecture and design.

Please click [here](#) for more details and how to apply.



RIBA 
Architecture.com

Creative Tech

Creative Tech workplace visit for students 16-18

SNK Studios & Red Apple Creative are offering 2hr after-school workplace visits.

Who are they?

They are an audio production and creative agency, who have 11 sound studios in the heart of London. They write, record and produce sound for everything from TV and Radio ads, to Podcasts, Films, Audiobooks and Immersive Audio Experiences.

What is on offer?

Once a term they run a 2hr workplace visit opportunity, reaching out to Sixth Formers and



anyone in higher education who traditionally may not have found their way into the Audio Creative and Production industry.

What to expect on the day...

Sessions will run once a term, from 4pm-6pm on a weekday for a maximum of 9 pupils aged 16-18. Dates to be agreed with the school. They will be using one of the main studios so pupils will get a feel for the real world audio studio environment.

They will introduce some of the key roles within the business - pupils will meet a Sound Designer, Audio Producer and Creative Director - they will explain what they do day to day and answer any questions.

Together students will create a piece audio for a project - for example it might be an ad for a charity! Elements of voice, music, and sound effects will be used and Creative decisions will be made by the young people as they would be every day in the business, offering a real hands on experience.

Who this would suit...

They are looking for 16-18 year olds who have an interest in things like:

- * Creative Writing
- * Podcasts or Audiobooks and how they're made
- * Music Technology, Recording or Production
- * People with good attention

How to apply

Email Charlotte.hill@redapplecreative.co.uk

Please ask students to include a short sentence to explain what interests they have in attending the experience.





Year 12 and 13 students interested in NHS careers

Health Education England has recently completed a discovery report on virtual work experience programmes, that concluded that these programmes are a valuable adjunct to in-person work experience, especially in our current climate where in-person experiences remain extremely limited.

The NHS Allied Healthcare Work Experience successfully invited 12,000 students to participate in the last academic year, making it the largest programme for students who are specifically interested in the following careers:

- Nursing
- Midwifery
- Paramedicine
- Physiotherapy
- Occupational Therapy
- Dietetics
- Radiography
- Prosthetics and Orthotics
- Speech and Language Therapy
- Pharmacy

Applications for this programme are now open, and they will be open throughout this academic year, with the first programme taking place on the 2nd October!

Students can enrol here: <https://alliedhealthmentor.org/product/live-virtual-work-experience-programme/>

During the work experience day, students will follow 2 patients from their initial presentation to recovery. Students will observe the healthcare professionals as they interact with the patients and each other. They will have an opportunity to ask questions and gain knowledge through teaching.

This will help students to make an informed career decision about their career and give them the opportunity to learn about how healthcare professionals work together as part of a multi-disciplinary team. Each work experience day is completely different and students will be able to build on their knowledge of NHS careers as they see different patient cases and healthcare professionals work in a variety of settings, such as hospital and community.

Students will also receive certificates as evidence of having participated in the work experience programme. Those that complete the entire 5-month programme will be awarded a Highly Commended Reference from the Presidents of Medic Mentor.

Students can register individually through the website link below. Places are £10 a day to cover administrative costs and run the tech on the day. Schools can also register groups online.

Mrs Moore
Head of Science

NHS



Science Clubs 2022

During the Summer Term, the Year 12 Science Leaders have been delivering Science clubs at four different Primary Schools across Bexley Borough (St Stephens, St Thomas More, Crook Log and Hook Lane). They have been fantastic in representing Bexley Grammar School as well as promoting Science. The Year 12 Science Leaders attending training sessions on each of the activities which included "Fruit batteries", "Bouncing balls", "Making ice cream", "Making Alka-seltzer rockets", and "Making bath bombs".

The Primary School students have been thoroughly engaged with feedback including "The kids have loved the activities in Science Club so far. Thank you!" and from another school, "The children have loved the Science Club so far! The BGS students have been fantastic too!". Finally comment, "The children have really enjoyed the Science Club sessions. It has particularly been good for our GDS pupils to have something that has stretched their understanding and scientific vocabulary".

Mrs Moore would like to say thank you to all the Science Leaders involved.





BEXLEY GRAMMAR SCHOOLS UNIVERSITY CHALLENGE 2022

Living up to BGS' academic pedigree, on Thursday 31st of March our formidable Year 13 team of Rhys Belsham, Mack Preston, Mariusz Tang and Lucas Zurdo stepped through the gates of Townley Grammar School, ready to do battle against the other three grammar schools of the borough.

This was more than an inter-schools event. As the four teams sat under the stage lights, a darkened hall of a hundred spectators watching, the mood was clear: the bragging rights of the borough were at stake.

The quizmaster took his place in the central seat, and the event began.

Bexley and Beths established early dominance, sharing the first 150 points between the two teams, with neither Townley nor Chis & Sid scoring at all. However, it soon became clear that Beths, the early leaders, were uncatchable, quickly totting up points and establishing a strong lead.

Despite a slight resurgence from the other two schools, our team's diverse knowledge, ranging from Korean cinema to crisps and snooker, kept them at arm's length.

When the buzzer sounded to bring the game to an end, Beths led, with Bexley still sat in second place, and the other two schools behind.

This is set to be an annual event, with Beths, this year's winners, hosting the next event in a year's time. Thanks to Townley for hosting a well-organised event, and to Mr Morris and Dr Symons for organising our team.

Lucas Zurdo and Mack Preston, Year 13





The Mark Evison Foundation

<https://www.markevisonfoundation.org/>

The Mark Evison Foundation's mission is to promote the personal development of young people through the undertaking of challenges.



We invite young people to create and plan projects which are personally challenging. Such projects develop confidence, strength, resilience and breadth, as applicants take independent ownership of something they are keen to do. Applications are self-designed and we provide mentoring and expenses funding for accepted projects. If you're in Year 12 and are interested in undertaking a project that you've always wanted to do, then please see Mr Martin or Miss Brand for more information.

