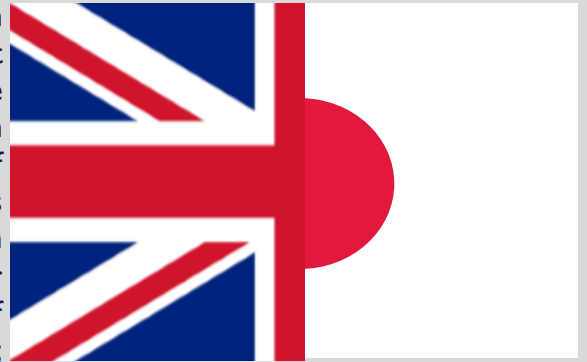




## Trip to London with Japanese exchange students

We were fortunate to host a group of students from Japan on an exchange trip. On the 1<sup>st</sup> March my fellow host students and I went to London with the Japanese students. How best to show them the best of Britain than showing them how Britain is run, by visiting the Houses of Parliament. True to form the British weather did not let us down, being a cold and grey day as we made our way from Charing Cross to the Palace of Westminster, via Trafalgar Square and Scotland Yard. Once at the Houses of Parliament we were given a tour of the House of Lords; unfortunately we were unable to see the House of Commons as it was Prime Minister's Questions that day. The Japanese students found it very informative and we all felt quite overwhelmed seeing the building and the history behind it.



After this we walked up to get a river bus to Greenwich. Whilst on the river bus we went past a number of famous landmarks that we pointed out to our visitors whilst eating our lunch including landmarks such as The London Eye, Shakespeare's Globe, the Tower of London, Tower Bridge, HMS Belfast, the Shard, and then finally our destination, Greenwich by the Naval Colleges. Once off the boat we then ventured through the foot tunnel looking back at the views of Greenwich from across the river admiring the Naval Colleges with the Queen's House and Cutty Sark. We made our way back through the foot tunnel walking around the Cutty Sark. After this we went to Greenwich market and then through Greenwich park to look at the views of London from outside the Greenwich observatory where we showed the Japanese students the Meridian Line and where the Greenwich Mean Time is set. We all enjoyed the views from the top of the park looking down at the Naval Colleges and the river as well as the London skyline. We then made our way home. It was an enjoyable and informative day. Thank you to Mrs Everett for organising such a great trip.

*Natasha Sidhu, Year 12*



## The Globe Players

### **Year 7 Performance by The Globe Players 'What You Will' Wednesday 1<sup>st</sup> March**

I really enjoyed this play that the great actors put on for us. It was really interesting how they used great facts about Shakespeare whilst putting on a play. They told us loads of intriguing information about Shakespeare and how he used real life agents in his plays. As well as all this cool information they put on an amazing performance. They really made me imagine what a Shakespeare play was like and it made me really want to read some of his plays and poems and I hope that we are able to study some of them in class now I have learnt how amazing he and his plays are. Thanks to the amazing performers that came to our school!

*Harrison English, Year 7*

### **Year 9 Performance by The Globe Players 'Desperate Glory' Wednesday 1<sup>st</sup> March**

As a treat, the Globe Players came to Bexley Grammar to present a play to the Year 9 students. The play was war related and included some wartime poetry and songs alongside more factual content. It was an eye-opening and captivating performance. The play displayed how different people experienced the war; this was expressed in the variety of the poems which showed many views on life during the war. Some of the poems were comedic and others had a more serious tone to them. Overall the play explored many different ways the war was depicted and also how ordinary men and women felt about it.

In our lessons leading up to the play, we had been looking at wartime poetry. The play linked in with our English lessons as it explored even more poems than we had been able to look at. It also showcased some poems we were already familiar with, such as the poem, *Exposure*. Written by Wilfred Owen it explores the ways that the conditions affected the soldiers. The play also featured a poem about the jealousy of the girls, illustrating how they wished they had gone away to fight too, which is a view not many people knew was around during this time.

We really enjoyed watching the performance as it was very interactive and there were bits of it we could participate in. We also found it interesting because it showed us that there is more than the courageous side to the soldiers in war - it showed us their traumas and happy times, reminding us that the war was not all serious. The play was really eye-opening to see individual's struggles and their opinions. In summary, the play was interesting and a joy to watch; the poems and song made it interesting.

*Alexander Seward, Year 9*

**THE  
GLOBE  
PLAYERS**

**SHAKESPEARE  
FOR 3-103 YR. OLDS**

## Somerville College Visit

Last Wednesday, a group of sixteen students and I travelled to Somerville College, one of Oxford University's 38 colleges, where we had a fantastic time, learning lots of useful information during the process.



The trip had a bit of a rough start, as severe traffic delays meant that the journey to Oxford took a whopping 4 hours (as well as the fact that, even more importantly, I was so late, I almost missed the coach!), meaning that we were quite late for the tour, but things quickly took a turn for the better as soon as we got there.



After a delicious lunch of marinated chicken and sponge cake with some undergraduates, we were given a tour of the college grounds, its chapel, accommodation and extensive library, while learning about Somerville's century-old history and ethos as an accepting mixed college for all genders and races. Afterwards, we walked over to Oxford's brilliant Natural History Museum, where we were lucky enough to get our hands on some living Madagascan hissing cockroaches -- throughout the whole session, I couldn't tell if I was jittering out of excitement or out of horror!



The day ended with a final talk and question-answering session with an Oxford PhD student, where we discussed how university interviews work, how to maximise our chances of getting into Oxbridge, and what sets Oxbridge apart from other universities.



Overall, the trip was an absolutely wonderful experience that has definitely strengthened my already-idolised perspective of Oxford University, and I strongly hope to be revisiting sometime soon, hopefully as an undergraduate!



Timi Akinsola, Year 11

## Year 10 & Year 12 IB Examinations Update



The mock examination timetables and details of study leave arrangements for students in Year 10 and 12 (IB students only) have been distributed via ParentPay and are on the website.

You can also click on the following links below to access them:

[Year 10 Mock Exam Timetable](#)

[Year 10 Exams & Study Leave Letter](#)

[Year 12 IB Mock Exam Timetable](#)

[Year 12 IB Exams & Study Leave Letter](#)

*Examinations Office*

## School Governing Body Election of Parent Governor

By now you should have received Mr Elphick's letter including the supporting statements from the nominees and the ballot paper for the election to the post of Parent Governor.

**Please note that the voting process closes at 12 noon, on Thursday 23<sup>rd</sup> March and all ballot papers must be received in the School Office before that deadline.**

*The School Office*

**BGS**

## IB - Extended Essay

Year 12 IB students have been making their decisions about their extended essay this week. The first step in the process is for students to make a choice about the subject area they wish to investigate. Usually we suggest that students choose one of their Higher Level subjects and in particular focus on an area that they might like to study at university in the future. While not all students wish to go onto Higher education, we find that writing passionately about their research gives students a real edge when completing their UCAS personal statements in their application for university early in the autumn term.



Experience has taught us that coming up with a good research question for the extended essay is critical, but it isn't always easy. A good question will be one which a student is passionate about researching. It must also be focused and is answerable within the 4000 word limit. The refining of a good research question is, hopefully, something that students are also able to discuss at home. Although the extended essay emphasises and develops independent learning, over the next few days students will be given an individual supervisor who will help and support them through the process.

Completion of the extended essay is, for most of our students, the first formal piece of academic research they will have undertaken and although it is extremely valuable it can be challenging. The key to success is making sure that every student sticks to deadlines and makes good use of their time. Parents of the current Year 12 IB students in particular may be interested in a summary of some of the key dates given below.

I am encouraged by the very positive response the Year 12 students have shown already. A few areas for investigation include; Bilingualism and Identity in Albanian immigrants, Statistical Analysis of Eurovision results and How are Dystopian Societies in the Hunger Games and Orwell's 1984 similar? If you have any questions about the extended essay process, please do not hesitate to contact me.

*Mr Brown, IB Co-ordinator*

### Key Dates

#### March

14<sup>th</sup> Student formally makes subject choice and is allocated a supervisor by the end of the month.

#### May

17<sup>th</sup> **Extended Essay Day and First Formal Reflection Session.** All students will have completed the first section of the RPPF. By the end of the day all students will have refined the research question. **First formal reflection session entered into RPPF.**

#### June

13<sup>th</sup>-15<sup>th</sup> **Extended Essay "week"**. Students off timetable.

21<sup>st</sup> Deadline for **Second Formal Reflection Session. This to be entered into RPPF.**

#### July

w/b 3<sup>rd</sup> Check-in 3: **Submit a complete first draft** for supervisor comments.

14<sup>th</sup> Deadline for **return of first draft with comments.**

w/b 17<sup>th</sup> Check-in 4: Discussion of comments prior to the end of term.

#### August

**Students complete their final draft of their EE during the summer.**

#### September

18<sup>th</sup> **Deadline for submission of final draft of EE.**

w/b 18<sup>th</sup> **Final Formal Reflection Session (viva voce).**

29<sup>th</sup> **Deadline for completion of RPPF** by students and supervisors.

**Forthcoming Events****March**

**Monday 27<sup>th</sup>** ~ School Spring Concert

**Tuesday 28<sup>th</sup>** ~ ECM Day 4

**Wednesday 29<sup>th</sup>** ~ House Showcase

**Friday 31<sup>st</sup>** ~ Last day of the Spring Term

**April**

**Tuesday 18<sup>th</sup>** ~ First school day of the Summer Term

**Tuesday 18<sup>th</sup>** ~ Year 10 and Year 12 (IB students only) mock examination period begins

**Friday 28<sup>th</sup>** ~ Year 10 and Year 12 (IB students only) mock examination period ends