



Welcome to Bexley Grammar Sixth Form

A smooth transition and warm welcome for external students

Joining a completely new school where students already have established friendship groups, was indeed daunting; however, all the teachers and fellow pupils made it as easy as possible to settle in quickly.

The first thing you notice about Bexley Grammar when you join, is how genuinely friendly everyone is, and everyone is always happy to help - I know this from experience, after getting lost in school! Saying that, it takes no time at all to find your way around, and you feel a part of the community very quickly. I felt at home within my first week.

There are numerous opportunities to join clubs, extra-curricular activities and to take on leadership roles within the school, allowing all students, internal and external, to make new friends and contribute to the school community.

Why choose the IB? I made the personal choice to do the IB, and I can wholeheartedly say it is the best decision I have made. The variety of six subjects prevents boredom, and I believe it helps to create a more well-rounded student, as not only do you have your six subjects, but also CAS (Creativity, Action and Service), TOK (Theory of Knowledge) and the extended essay. Doing all of this also develops important skills that put IB students ahead of other 16 - 18 year olds. I enjoy all of my subjects thoroughly, and I can see myself improving every day.

The best thing about Bexley Grammar is the community and how we are encouraged to interact with each other. The community is so diverse, and we celebrate that. Although exams and studying are important, I feel that the community of Bexley Grammar is what makes the school stand out, on top of the excellent results the school consistently achieves.

Shona DeSouza, Year 12



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.

5 IT CULTIVATES AN INTERNATIONAL MINDSET



An international mindset is a key 21st century learning skill. Second language learning—an IB requirement—has been linked to higher achievement in school and university.

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.



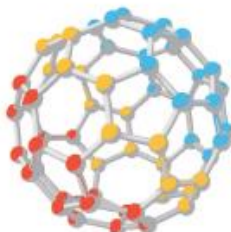
8 THE IB ENCOURAGES CRITICAL THINKING

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.

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The IB Diploma at Bexley Grammar School

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	Subjects on offer	
1. English	English Literature Literature and Performance	
2. Languages	Chinese French German Italian	Japanese Latin Russian Spanish
3. Individuals and Societies	Business & Management Classical Greek & Roman Studies Economics Geography Philosophy	History Politics Psychology Social & Cultural Anthropology
4. Sciences	Biology Chemistry Computer Science Design & Technology	Environmental Systems Physics Sports, Exercise & Health
5. Mathematics	Mathematics Mathematics Studies	
6. Arts and Electives (or a further choice from groups 2, 3 and 4 above)	Film Music Theatre Visual Arts	

Theory of Knowledge (ToK)

You may be wondering what Theory of Knowledge is, and I admit in Year 11 I didn't really know either. However, Theory of Knowledge is what the package says, 'The Theory of Knowledge'. These are lessons that opens the many questions about knowledge that you may have not otherwise thought about, for example:



“How do you know what you claim is true?”

“What are the several ways of knowing?”

“What’s more important: emotion or being rational?”

These are just a few questions that you may ask yourself during your ToK lessons. You might at first be worried about ToK, however you will soon realise that no answer is entirely wrong or entirely right either, as there is always more to a question and more things to look deeper into. This is what I think makes all of your ToK lessons interesting: the fact that you have the freedom to ask questions, to think for yourself and wonder about the society that you live in, making a great asset to a person, as questions are a platform for learning and discovering.

Currently we are learning about the ways of knowing (WoK), for example emotions, our senses and our perception of things. However, in ToK your lessons are not all about taking down notes, of course, there are times you would do so, however you also have time for discussions; to share opinions and talk about it as a class and you will also have more interaction with your classmates making the lesson a lot more enjoyable and different from your other subjects.

Personally, I think TOK is definitely an eye-opening and worthwhile lesson!

Johanna Espanola, Year 12



Other opportunities available to our Sixth Form Students

National Citizen Service (NCS)

NCS is a fantastic way to gain CAS hours whilst also improving life skills. NCS visited our Year 12 students in October. Many of our students participated in the summer and even more have signed up for future events, including being an NCS Student Ambassador.



The Mark Evison Foundation...

worked with some of our fabulous Year 13 students and will be coming in to talk to our Year 12s in November.

The Idea

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.



The Awards

Primarily, we offer grants through three main schemes:

Annual School Awards (up to £500) are available for students aged 16-18 at our partner state-run schools. We visit schools to encourage students to apply and select successful applications. Applicants (whether individuals or groups) are asked to create and plan their chosen project, present this to us, carry through their plans and then tell us about it afterwards. These are the majority of our awards, and most of the schools have high indices of deprivation and are located in disadvantaged areas of London.

Memorial School Awards (up to £500) are given annually in the two schools that Mark attended: Dulwich College and Charterhouse.

Major Awards (up to £5,000) are for young people aged 19 - 25 for more demanding challenges. Applicants can be based anywhere in the UK.

What is CAS?

Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP).

How is CAS structured?

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity – arts, and other experiences that involve creative thinking.

Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.

Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

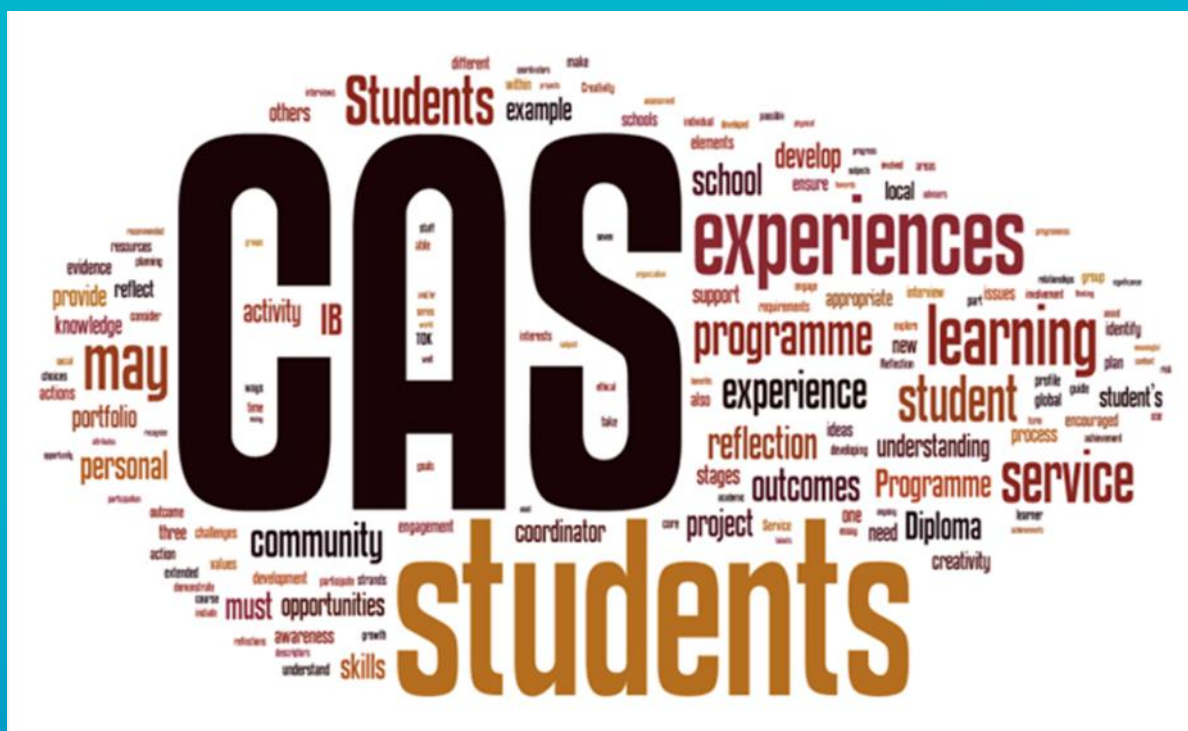
Show initiative.

Demonstrate perseverance.

Develop skills such as collaboration, problem solving and decision making.

What is the significance of CAS?

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.



CAS at Bexley Grammar School

Bexley Grammar School offers a huge variety of activities that can help towards CAS. CAS stands for: Creativity, Activity and Service. The IB requires a minimum of 6 CAS projects to pass, however, often people do much more. Every department in the school works hard to provide opportunities for students to excel their knowledge and understanding within their subject whilst also giving students the chances to learn and develop new and exciting skills. Some students have written about their first experiences of CAS within a variety of subjects. It is worth noting that these are only a few examples of how you can fulfil CAS, there are lots more activities on offer that you can use for CAS and enjoy throughout your time here at BGS.



BGS offers students lots of opportunities to hold positions of responsibility within school; and this can help develop leadership and communication skills whilst also ticking off the CAS element of your diploma. These include:

- **Senior Prefects** - these are selected at the end of Year 12 and play a vital role in student voice as they meet with the Head Teacher on a weekly basis to discuss key elements of school life. They also help to promote the school on open days and lead forums for students.
- **House Captains** - these are also selected towards the end of Year 12 and help to organise lower year students through a variety of house activities.
- **Peer Mentors** - these students work with lower years to discuss any problems they have. Peer mentors go on a training day and work hard to provide a supportive environment for lower school students.
- **Subject Prefects** - each subject will use their prefects differently, some work with younger students who are struggling within subjects.
- **Student Ambassadors** - these students help at a variety of events throughout the year, from open evenings, parents evenings and welcoming new students.
- **Mentors** - these meet with students from all year groups to discuss problems and strategies to help.

The PE department provides many opportunities for CAS, such as after school clubs including: Football, Basketball, Rugby, Badminton, Netball and various others. All of these activities classify as their own project. You also have other CAS opportunities e.g. refereeing or helping out younger years with their sport sessions. You may wish to be a Football or Netball referee and officiate a number of fixtures which are against other schools, and this would be service. In the Sixth Form, you're also given an optional PE period if you're struggling to find time to join a team, so you can even do CAS in school hours.

It wouldn't come to mind straight away, but the PE department also provide creativity opportunities. An example of this is when you help out at training sessions, for any year or sport, and help create warm up drills, cool downs, tactical plays, etc. A project can also come under more than just one title. For example, I am helping out at junior Basketball training, where I participate and help out, which counts as both activity and service. Some people may question how they'll verify all their projects, however, this is also no problem when you participate in an activity which the PE department provide as you can get teachers to verify your CAS for you.

At first glance CAS might appear as a time-consuming obstacle, but once you look deeper for CAS opportunities provided by the school, especially the PE department, you can easily fit it into your schedule. It's also worth noting that CAS looks great on CV's and personal statements, which gives you an advantage over other people on applications.

Nathan Fisher, Year 12

IB Business Management and its opportunities for CAS

Taking Business Higher, not only am I enjoying the course, but I am finding there are so many opportunities on offer for Year 12 students to really get involved with the subject, and to further help with deciding if this is a career path you may be considering in the future.



Currently, I am involved in the Young Enterprise competition with a team of 25 people from both Business Management and Economics, where we will eventually come up with and design our own product and pitch it to professionals. We are at the stage of fundraising to help fund our product, but by the beginning of next year we will have our first stage of the competition where we will compete against local schools with our product idea, and if we are successful, we will then compete regionally, and then nationally in the finals. This project works great for CAS as it counts for creativity as well as service, meaning you can combine two elements into one project.

As well as this, there are accountancy and stockbroking competitions that students can enter, which not only look really good on personal statements, but allow you to gain experience and to see if this is something you would like to do in the future. There will also be Business Management prefect places available where students will help younger year students to study for their exams, and all this will count towards CAS.

In Year 13, there is also the chance to visit either China or Boston on the business trip in February, which will be a great experience and something all students look forward to.



IB Geography and its opportunities for CAS

Opportunities for CAS within Geography can include becoming a Geography prefect, where the current prefects meet every Thursday during academic monitoring with Year 11 pupils preparing for their GCSE examinations, and guide them through exam style questions and any further help the pupils need. It counts as service, but can also go towards creativity if you design worksheets and revision resources to help them with their learning.



Taking Geography, there are also exciting trips available such as the trip to Iceland, where you visit the hot water springs and the Reykjavik volcano, as well as many other things. There is also the alternative trip to Dorset on offer, and both happen at the same time.

Megan Prior, Year 12

The Group 4 Project

The Group 4 Project is a crucial part of the International Baccalaureate. Group 4 consists of many different Sciences out of which IB students normally take one or two. The main aim of the project is for students to work in a multidisciplinary way to demonstrate the idea of the necessity of Science and to have a global understanding about the need for all the different Sciences when making choices.



There are 3 phases of the Group 4 Project:

Phase 1 – The Planning Phase

During this stage we were placed into groups of 5-6 and in each of our groups we would have a mixture of people based on the different Sciences that they studied. We were all given the topic 'Climate Change' and our aim was to plan how we would cope/adapt/combat the negative consequences of climate change. Every person in the group had to contribute based on their specific scientific knowledge. We were then set homework to research and gather the required information for our final idea and plan what we would do for phase 2.

Phase 2 – The Action Phase

On this day we had to share all the information we collected from our individual research and then split the work between us, making sure we are all responsible for a certain part. Sharing the workload allowed my group to optimise the time we had and to further demonstrate positive collaboration. My group also planned to make a model, which we couldn't do on the day, but Nicole and I finished it over half term.

At the end of phase 2, I realised that the Group 4 project wasn't about the actual outcome, but about the process of reaching the end and how well we could work with each other throughout the project.

Phase 3 – The Reporting Phase

This is the last phase where we are given time to present all the information that we have collected. We are asked to explain our research and expand upon the contributions we made towards the project. In addition, we will be asked to answer questions based on the knowledge we have gained and our experience of the Group 4 Project.

Isha Shrestha, Year 12



Read some of our recent Sixth Form news articles to give you a taste of life at Bexley Grammar School

Operating Live in the BGS Theatre

The following article is not for the faint hearted!

When the opportunity to participate in the 'Operating Theatre Live' arose, I was extremely excited. It promised to give a hands on anatomical experience in a clinical environment whilst gaining an understanding of the major organ systems in our bodies.



The day began with a reality shock. We were made aware that only 1 in every 10 students will be successful in their medical application. As an aspiring medical student, this motivated me to be that 10%. Samuel Piri, the organiser of this event, gave us a scenario: tell a mother and father that their daughter has died. How could you convey that in a compassionate and empathetic way? This question taught me that medicine isn't all about scientific knowledge, it's also about communication skills and being personable.

After this sombre start, we went on to learn about anaesthetics and how they work. General anaesthetics work in three parts: induction (going to sleep), maintenance (staying asleep), and emergence (waking up). After learning the theory, we had to calculate the dosage of general anaesthetic to give to our patient. We talked Ms West through the procedure (even though she was a dummy) to develop our communication skills. We were made aware that the slightest rounding up of figures would induce a coma in our patient.

Later on, we were given some knowledge of the anatomy of the brain and eyes. They gave us a pig's head, cut along the medial line and told us to scoop the brains out with our fingers. I had the opportunity to pull off the meninges, which contained all of the blood vessels. A few people were squeamish, but on the whole everyone participated enthusiastically. The best part was when we had to pull the eyeballs out of the pig's head. It was surprisingly hard, and took nearly 15 minutes with three of us snipping at the recti holding the eyeball in place. When it finally popped out, we squashed the eyeball and cut into it. This released a thick, black liquid that oozed onto our hands.

Even more interesting was when we cut into the heart only to find a post-mortem clot. It fell out of the ventricles and onto the table and the floor, which the teachers weren't too pleased about. We found that our pig had a nodule on his lungs which we were allowed to cut out and hold. I felt like a proper surgeon whilst cutting out this nodule, except it wasn't as neat as it should have been. Over time, hopefully this will improve (for the sake of the patients).

After the event finished, we were all hungry for lunch. After experiencing body parts we never thought we would have the opportunity of seeing, and smelling smells we wished we never had the opportunity of smelling, we were more prepared for the future in any health career. And we definitely have much stronger stomachs after this enthralling experience.

Corinna Dunzendorfer Year 12



James Dyson Foundation Engineering Summer School

Since Year 11, I have wanted to be an Engineer – mainly because I admire the way Engineers find innovative ways to solve everyday problems. I also like the design aspect of Engineering because Product Design has always been my favourite subject. I enjoy putting pen to paper and expressing my design ideas and the Product Design classes at my school have always given me the opportunity to be creative and innovative.

While I was sure I wanted to be an Engineer, I was still unsure about what type of Engineer I wanted to be so I was always looking for opportunities to find out more about the different types of Engineering available.

During one of my online searches for Engineering related opportunities, I came across the James Dyson Foundation – UCL Engineering Summer School. This innovative summer school challenged Year 12 students from across the UK to redesign the wheelchair for the modern age. I was quite excited when I saw this because the summer school gave students the chance to experience how engineers use their knowledge and skills to tackle real life challenges. Students who attend are asked to come up with ways that they can improve the design and effectiveness of a wheelchair so that the user's lifestyle is significantly enhanced.

As I read more about the school, I must admit that I did get a bit intimidated because the website stated that for last year's summer school, only 16 out of 200 applicants were successful! However, I decided to apply and I was pleasantly surprised when I was one of the 20 successful applicants chosen from over 300 who had applied from all over the UK.

The placement was for a full week with a presentation on the last day to show our progress and final design. On the first day, we were introduced to a series of wheelchair users and they informed us about their day to day struggles and which wheelchair models suited each person the best. This was eye-opening for me because I had never thought about how the design of a wheelchair could have such a significant impact on the user.

Working in groups, on the second day we started to come up with different possible design ideas that could improve the user experience and tackle the various problems the users had mentioned. My group came up with a wheelchair that would be adjustable in terms of width to accommodate users of different sizes.

We also learnt how to use micro bits, which are scaled down computers that store and record data once programmed to do so. We used these micro bits with a pressure sensor to

The image shows the Dyson logo in a bold, lowercase, sans-serif font, centered on a white rectangular background.

investigate which section of the chair had the most pressure applied to it. This was important as it gave us a better idea of how to adjust our design.

On the third and fourth day, we actually started making our idea. My team used a series of springs, bolts and washers along with some polypropylene to create the adjustable seat that we had in mind. We tested the idea with the various disabled users in the room and the idea proved to be effective every time. We were happy with this because this showed that our design could actually be manufactured to a high consistency in real life.

The last day was when we all presented our ideas to various UCL staff members and Engineers from James Dyson. We were praised for how we listened to the wheelchair users and used their feedback to shape our design. I was a bit disappointed that my group came out in second place out of the 5 groups, but I was really happy that I got a chance to be part of such a special summer school.

At school, I have been learning about the importance of Ergonomics in design because products designed for people have to take into consideration human factors. This school, really brought this to life for me!

I would finally like to say thank you to the Sixth Form Staff and Design Technology Department for supporting my application to such an amazing event.

Osaru Ediae Year 13



The Young Enterprise Induction Meeting at South Bank University

Young enterprise is an amazing entrepreneurial opportunity for school children in London, which allows them to set up and run a (hopefully!) lucrative business. Five members of The Bexley Grammar Young Enterprise Team had the opportunity to attend the Young Enterprise Induction Meeting at Southbank University on Monday 3rd October. After two train journeys and a quick hot chocolate stop, we found our way to the university and were the first school to take our seats. We spoke with our regional director Angie and listened to an in depth talk of what the Young Enterprise Company Programme would involve. As well as hearing about: the rules, ways to succeed and advice, we also got to hear from the winners of last year (who had created a waterproof notepad). Their main piece of advice was to notice a problem and create a product that would fix the problem (theirs being that when their coaches were taking notes for their rowing team, rain would smudge or tear the paper, of course we have ALL been there...). Since then we have discussed ways in which our team could raise the £500 needed to enter the competition and it really started to put the scheme into perspective. Overall, as we are about to begin this challenging journey, our team stands strong and united, we have organised our first fundraising event (a classic bake sale on Friday!) and we hope that our excitement and eagerness continue to grow.

Charlotte Russo, Year 12



Year 12 & 13 Football 3-2 victory for BGS against Beths

On Wednesday, we started our school football season with a thrilling match against a strong Beths team. The match began with relentless pressure from the BGS team, constantly pressing and probing the defence in search of the opening goal. After a dominant first half from the home team, it was in fact Beths who managed to make a break through, scoring a downward header from a corner late in the first half. They previously had a shot on goal from a corner, which I'm happy to say I managed to clear off the goal line!



The second half saw a continued attacking display and a greater control in the midfield from BGS which proved effective, given that the equaliser came midway through the half, with Conor scoring from close range. Beths regained the lead from a free kick, following an accidental handball on the edge of the area. The striker placed the ball underneath the wall and into the bottom corner, putting BGS 1-2 down. There was an immediate response from the players, with Dan almost finding the top right corner after coming forward from centre-back for a corner. A breakaway from Beths nearly made it 1-3 in a quick counter attack and a rounding of the keeper was met with a strong, last-ditch challenge from Liam to keep BGS in the game. 5 minutes later, Jamie found himself through on goal and drilled a shot through the goalkeeper's hands to set the game for a thrilling finale, bringing the game all level at 2-2!

As the game drew to a close, we got a corner in the final few minutes. Survin's in-swinging cross looped towards the far post, which became saturated with BGS and Beths players alike. Amongst the crowd, Conor rose and managed to meet the ball with a great header into the back of the net to bring the game to a conclusive 3-2 victory for BGS! On the whole, seeing as this was the team's first competitive match together against a stubborn side, we endeavoured rigorously throughout and were rewarded with a deserved victory to encapsulate a strong display.

Jake Rodrigues, Year 12

A Message from Mr Elphick, Headteacher, to Year 11 Students

Shona has welcomed you to this special edition newsletter, which is by students and for students, to celebrate our Sixth Form Open Evening.

If you are currently at another school looking at our Sixth Form, I hope this has helped you to understand more about the IB Diploma (International Baccalaureate), which will be explained further at our Open Evening. I hope too, it has given you a flavour of the energy, vibrancy and variety in the life of the school beyond academic study - it is only scraping the surface of the opportunities available.

If you are a BGS Year 11 student, you already know about the life of the school but I hope this has added insight into the IB Diploma Programme, coming as it does, entirely from a student perspective.

Our students make us the outstanding school that we are; come and meet them, with their teachers, and ask us all the questions on your mind. With the help of my Head of Sixth Form, my IB Coordinator, and two of my prefects, I will explain why the IB is the right choice for you and why universities and employers now recognise its massive advantages over A levels. We are the only fully IB Sixth Form in a South East London Borough; come and find out why this is great news for you.

Mr Elphick, Headteacher