

# The Muse Christmas Edition<sup>2017</sup>

House Reports

School trip  
reports

Affordable  
Christmas  
gifts

Film &  
Music  
Reviews

Deck the shelf  
with our  
Christmas reading  
recommendations

& MUCH  
MORE





## **A Message from the Chief Editors:**

As Chief Editors, we would like to welcome you to the 2017 Christmas Magazine. Our team has been working diligently to produce a wide variety of articles in this term's edition, ranging from reviews of music and films to highlights from the Christmas term. With articles covering a wide range of topics, there is much to be read and enjoyed in this edition of 'The Muse'.

Merry Christmas and a Happy New Year from all of us in this year's magazine team!

**Isabelle Merralls and Jake Rodrigues, Year 12**

## **Credits:**

### **Editors-in-chief:**

Isabelle Merralls 12 MGN and Jake Rodrigues 12RJG

### **Editorial board:**

Adam Friedler 12 HCBn

Samuel Masters 12 SMB

Dlveen Dler 12 SMB

Alex von Doetchinem 12 SMB

Annabella Lam 12 ACS

Mia Atkins 12 ACS

### **Information technology chief:**

Gideon Coker 12 HCB

### **Cover design chiefs:**

Ed Baker 12 RJG and Gideon Coker 12HCB

### **Magazine team's correspondents and other contributors:**

Prity Chatterjee 12 MGN

Sammi Do 12 JM

Vincent Balladares 12 JM

Gabriela de Vasconcelos 12 TGB

Chloe Bui 12 SMB

Patrick Maslin 12 HCV

Annabella Lam 12 AC

Dylan Moody 12 RJG

Regina Ruci 12 JRS

Johanna Espanola 12 HCB

Lauren Birch 12 JM

Urte Minkeviciute 12 JRS



## Welcome to the Christmas edition of the BGS magazine!

As the Autumn Term draws to a close we look back over these vital first weeks and months of the academic year. Our new Year 7 students are now settled into the life of the school and by just after half term their parents had met form tutors, attended a Music Concert involving every Year 7 student and enjoyed a BBQ here in school. Similarly, in the Sixth Form, over eighty students from many local schools joined our own students and this year made BGS history: They are the first fully IB cohort in the school, over 200 students who have quickly established themselves as a very strong Year 12 group with the potential to be the highest performing BGS cohort ever!

This is also the term where the whole recruitment process begins again; we held inspiring, vibrant and successful open events for prospective Year 7 students and a few weeks later, two similarly successful evenings for prospective Year 12 students, one for our own and one for those from other schools. As always, the overwhelmingly positive feedback is about how approachable and friendly our students and staff are – complete strangers to the school report that those they talk to on these evenings genuinely care.

One of the most significant changes for existing students in September was the implementation of our new mobile phone policy. This has been a resounding success; the number of repeat offenders rapidly fell to single figures within days. Staff have noticed a much more positive atmosphere at break and lunch around the school; thank you, both students and parents, for your support in this beneficial change.

Last year, in this Christmas edition, I mentioned that the foundations for our new Theatre had just been laid. On 1st December this year, Miss Bethany Webster returned from her second year at university to formally open the Theatre which was completed late in the Spring. Previous Headmaster, Mr Jones (1976–1995), joined governors, councillors friends and many alumni to mark this happy event, beginning downstairs with refreshments in the new Sixth Form study centre. We were then treated to a lively and imaginative performance of 'Charles Dickens' Oliver Twist'. Congratulations to Mr Otley, his colleagues and the cast and crew for a thoroughly entertaining evening!

Earlier this term, an entirely student-led production of 'Sleeping Beauty', sponsored by the Mark Evison Foundation, was performed on two nights by sixth form students in the Theatre. The second and last night was prefaced with a moving introduction by Margaret Evison herself. Congratulations to all those students involved – such a tribute your commitment and energy!

Meanwhile, the school has continued with the multitude of activities typical of what we manage to cram into a term: visits, residential trips, conferences, two ECM days, International Week and of course, a range of House events (my favourite events to judge remain the food challenges!). We have held Parents' Evenings for Year 13 and Year 11. And as this magazine goes to virtual press, our Year 11 and Year 13 IB students are taking their mock examinations before a well-deserved Christmas break.

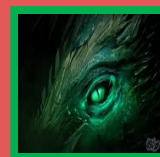
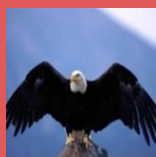
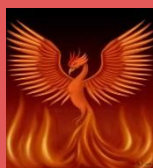
The Christmas Concert ushered in the festive season in style. Thirteen ensembles, made up of nearly 10% of the school, entertained a packed hall with everything from Mozart to Black Sabbath! Congratulations to Miss Swadkin, the music department, peripatetic teachers and our music prefects on an impressive and inspiring evening.

Finally, a huge thank you to Mrs Johnson and her committed team of students who work so hard to produce this publication. I hope you enjoy it.

Have a restful Christmas break with family and friends and may I wish you every blessing in 2018.

*Mr Elphick*

## House Report November 2017



Since returning in September, we have had several after-school Sports competitions. For the girls, Basketball and Netball; for the boys, Football and Rugby. We have also had Mixed Table Tennis and Badminton. All events ran smoothly, thanks to the PE department who, as usual gave up their time to organise the fixtures.

House Drama was on 11<sup>th</sup> October and again all Houses produced some excellent performances. Mr Bain, Mrs Bono and Mr Otley judged the competition and remarked on how well every House had done, saying it was a shame that they had to award marks and rank the performances. Again it was good to see Year 7 and Year 8 pupils taking quite major parts in these performances. The House Captains had done an excellent job at writing scripts, running the rehearsals, sorting makeup and costumes and generally organising everything which produced good end results. Prothero gained first place, achieving full marks. There will be an opportunity to see one or two of these performances at the Annual House Showcase next March!

The Harvest Box Challenge for Years 7 – 9 was held after school on 4<sup>th</sup> October with the results being announced in the Year 7 Harvest Assembly the following day. Prothero were the winners, producing a *Green Dragon* out of recycled materials.

Intermediate Cookery was held in November with Mr Reynolds and Mr Elphick judging the process, presentation and taste of the Chocolate Victoria Sponges that were made by all the teams; Wellman were victorious. Senior Cookery was on 1<sup>st</sup> December with the older students following a very different brief this year. As the competition coincided with the official opening of the new K10 Theatre and the Drama Department's Christmas Production, the normal brief of 'Christmas dessert or cake', was changed to a twist on the humble mince pie, to be served to the invited guests and audience. The students produced over two hundred delicious individual pies between them; this year there were four competitors instead of two for each House due to the amount of food required. Collins House grabbed victory over Kirkman, who took second place, a very close run competition judged by Mrs Sawyer and Mr Reynolds.

The Key Stage 3 House Swimming Gala is due to take place on 18<sup>th</sup> December but at present this is how the results leaderboard stands:

224	234	211	190	243	203
Third Collins	Second Johnson	Fourth Kirkman	Sixth Mabbs	First Prothero	Fifth Wellman

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



## Jack Petchey Awards



The first three winners for this academic year's Jack Petchey awards have now been chosen..



The September Award winner was chosen by Mabbs House.

Kweku Brobbey was their winner for the following reasons: *"He helps people with homework and helps with all the house events he can. He's kind to everyone and he always making a positive impact in everything he does along with volunteering at beavers"*.



The October Award winner was chosen by Prothero House. Remy Preston was the

winner and he was chosen for the following reasons: *"For running a mini marathon & doing a sponsored silence to raise funds for a children's hospice. He donated clothes to the victims of the Grenfell Tower disaster. He also helps younger students at his local tennis club. He is also a very funny and social person"*. Remy has shared his £250

prize money with the school community, half going towards the Music Fundraising account to be put towards new practice rooms and the other half to the Stage and Hall for new lighting equipment.



The November Award winner was chosen by Wellman House. Paula Navarro Flores (from Kirkman House) was their chosen winner. She was nominated for the work that she has done in making costumes and writing music for the Christmas Drama production of *Oliver Twist* and for painting the mural outside the new Library, featuring many colourful characters from Children's Literature.

We have also heard this term that our bid for a Jack Petchey Small Grant had been successful and that we had been awarded £500 to put towards the library and specifically the *Women and Literature* project, books both by and about women for all ages.

Mrs J Snelling

House Leader

Jack Petchey Coordinator

# YEAR GROUP NEWS

## YEAR 7

We have been very busy lately with lots of house competitions and events...

### House Drama/ Oliver Twist

In Drama, we have kicked off the year witnessing some outstanding and truly mesmerising performances in House Drama. The innate talent, passion and exuberance which our pupils displayed were clearly evident and admirable. The dramas presented a combination of humour and solemnity and we took away some incredible life lessons. Overall it was a stellar performance by all Houses and an exemplary achievement for Year 7, resulting in an enthralling and spectacular day.

The oomph and zeal in drama continues with our Christmas production of "Oliver Twist". A herculean effort has been undertaken by pupils and teachers over the past few months and these have been great opportunities for Year 7 to integrate and be involved in creative performances.

### Sport

House Sport was a great opportunity for all students. House Football was a great experience to get to know other members of our house as we were mixed with the Year 8s. Year 7 stormed through both Girls Netball and Boys Rugby!!

Additionally, the School Rugby team is currently unbeaten, beating fierce rivals Beth's and a strong Hurstmere side. The Boys Football Team are also progressing well, having won both of their games in the North Kent Cup and there are a number of Year 7 girls in the Girls Football Team. Keep it up with this positive start to Year 7 sport!

### Year 7 Concert

One of the many events Year 7 have taken part in is the Year 7 concert. In this, a few forms partnered up to sing songs and some even sang individually! This was a massive success and was very popular— the hall was filled up!

We are enjoying our year so far and are positive that we will always feel this way about the school! We are so happy that we have been able to settle in well and we feel as if we have been at BGS years!

*(Contributions from: Ayush Mukherjee 7MPJ, Natsuki Dell 7SMK, Ben Huggett 7SMK, Daniel Austin 7JED)*

MRS BOULDEN AND MR MARTIN

## YEAR 8

Year 8 have had a busy start to the year! Their ECM days have focused on a charity project called First Give and PSHCE has looked at healthy living and they have also started their CAS programme.

Over to the Prefects to tell you a bit more...

### PSHCE

This term, we have taken part in a taster session of Zumba and Boxercise, which was really fun. The smiles were spread throughout the classroom as we were doing our fitness session and we are beginning to look at managing stress for our age group, which I think is a really good idea!

### ECM Days

We are creating presentations to try and win the £1000 for our selected charity. First Give offers us a chance to learn about what charities do, and how they help people. We were able to learn about smaller charities, while raising £1000 for them. I really enjoy working with charities as I like to make a difference to the lives of people who aren't as fortunate as us.



## CAS

CAS makes sure that we get up and do something, instead of sitting idle all day. Every term, we need to do 5 hours of creativity, 5 hours of action and 5 hours of service. The Prefects have led CAS sessions which included different activities e.g. making origami. The class feedback was very positive and this was a really good idea. We learned how to communicate with our forms and lead a session.

Marie Mitambo has even tried something new because of CAS.

*"CAS gave us an opportunity to try something different in order to benefit ourselves or the community in*



*different ways. As part of my service, I decided to do a reading in church. I have done this twice, on 1st October and 19th November and it is something I had been wanting to do but was too shy to stand up and speak in front of the whole church. Reading was not exactly new to me as I had done it before, in assemblies and productions, but the church was still different. The concept of being in a holy place with many holy people was almost like you were being judged, and it had to be perfect. It was a good experience, and I will continue doing it."*

*(Contributions from: Marie Mitambo, Maisy Spencer,*

*Hannah Monksfield, Ben Salter, Mayukhi Panda and Nathan Fielding)*

## YEAR 9

## MR CRAWFORD AND MRS EACOTT

### Trips

So far this year we have gone on two school trips:

- We have been to Seaford on a Geography trip, where we looked at the sea defence methods and made a comparison between Seaford and Cuckmere Haven.
- We have also been to Ypres on a History trip whilst studying WW1. Although some students weren't very happy about coming to school for 6 am, the trip was amazing and the Belgian chocolate made it all worth it!

### Duke of Edinburgh

Some students are currently completing the Duke of Edinburgh program with the school. On our most recent ECM day, they went outside on a map reading treasure hunt and learnt how to cook food over a fire, with the amount of success ranging massively...

### Starting GCSE topics

This year is a crucial year, due to options and starting GCSE topics – lots of students this year are focusing on working hard and doing the best they possibly can – with people discussing what they want to take forward, including varieties of opinions with some still undecided about their decisions.

### Congratulations!!

Congratulations to those who are applying the skills they have learnt in Bexley Grammar outside of school, including Oscar Weston and Daniel Baker, who, thanks to great dedication and hard effort, have managed to be included in a long–boarding film! Also congratulations to Kacey–May Smith who participated in the Kent Cross Country Race and came first in her age group for Bexley, and came nineteenth overall!



## MRS HARRIS AND MISS ROBERTS

# YEAR 10

Year 10 have made a fantastic start to the year...

## STEM genius programme

Two of our students have been selected to take part on a course that will support them from Year 10 – Year 13 with University Lectures and work experience in STEM jobs.

## Sleeping Beauty

Many of our students took part in this amazing performance which raised money for both the Mark Evison Foundation and the Evelina London Children's Hospital

## The Poetry Competition

A few of us got creative and found our inner poet this term and have produced some excellent work!

## Notable Achievements:

- One student travelled internationally to play squash
- One of our students took part in a nationwide competition with Mr Proddaturi and came first!
- We even have a Karate Champion in our midst!!

MR SHINNER AND MISS ASPILL

# YEAR 11

What a busy start it has been for our Year 11 pupils!

They have hit the ground running and are working really well towards their GCSE exams, which seem to be approaching incredibly fast!

## Thinking about the future...

The Autumn Term included successful Work Experience Placements, in addition to a number of events for Parents; one of which was the IB Information Evening. It is a really exciting time for the pupils as they look ahead to their futures.

## Mock Exams

The pupils have also completed their Year 11 Mock Exams. We think it is fair to say that the Year 11 pupils have a well deserved Christmas break ahead of them.

Enjoy the time off and we both look forward to seeing you all in January, well rested and ready for the challenge ahead...

MR MACKLE AND MISS SCOTT

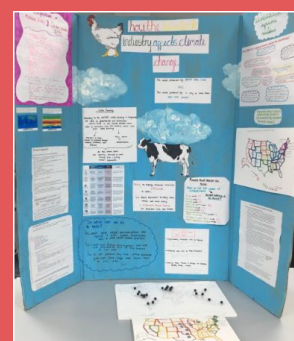
# YEAR 12

What a start!

Year 12 have had a very busy start to their Sixth Form studies and have settled in tremendously well so far.

## The Group 4 Project

The IB kicked off with the Group 4 project in October, where students were split into groups to focus on this year's topic "Climate Change". Students worked hard on a dedicated planning day and presented their research in November. The outcome was very impressive, with many groups designing and creating technology that could combat issues arising from climate change.





## CAS

Our Year 12s have also focused on their CAS (Creativity, Action and Service) this half term and they have been incredible! Students have volunteered their time at every opportunity available – from helping at parents' evenings to leading after-school clubs.

## NCS & The Mark Evison Foundation

We have also welcomed NCS: The Challenge and The Mark Evison Foundation for assemblies this term. NCS was very well received with nearly 70% of the current year cohort having completed The Challenge in either their Summer or October breaks. The Mark Evison Foundation has also been a hit with over 120 students in Year 12 who plan to apply for this excellent scheme— good luck to those who do!



## Representing the school

Alongside all of this, our Year 12s have represented the school in Football matches, on various trips around the school, as student ambassadors and leading a variety of clinics and clubs for lower school students; we have been particularly impressed with those students who have returned to their old schools to represent BGS and the IB to current Year 11s.

What an amazing start the year group has had; well done to all and keep up the good work!

MS LEFFEN

Report by: Isabelle Merralls, Year 12

# PEER MENTORS

As a peer mentor I have thoroughly enjoyed the opportunity to engage with the younger years in a way that's not possible unless you have this responsibility. It has helped me to become a more confident leader, develop a deeper level of empathy and is greatly rewarding to resolve issues they may have, as they look to you for guidance.

Catherine Nuqui, Year 12

## A Year 7 Perspective on the role of Peer Mentors:

Over the past few months, our form's Peer Mentors, Steph and Jacob, have helped me and the rest of 7ERR a lot with settling in at BGS. They have taken us on a scavenger hunt around the school to help us find our way around, they have taken us out in small groups to talk about anything more personal and have also given us the opportunity to talk to them about any concerns we are having. They've talked to us as a class about lots of different topics, from who the Peer Mentors are and what their job is, to Extra-Curricular clubs that we might be interested in, the Diploma Task and Anti-Bullying. I have enjoyed the PowerPoints because, for most of the sessions, we got to choose what they were about, so we were more curious and they answered some questions that we didn't know the answer to. I think I can safely say that 7ERR have benefitted from the advice that we have been given and that Steph and Jacob's knowledge and efforts have assisted us tremendously in our introduction to BGS.

Lydia Walker, Year 7

 Continue for Subject News 

# Music Department

A busy fortnight for the Music department with our KS5 Showcase last week, which featured our Sixth Formers performing pieces to be recorded for their IB portfolios, and A-Level recitals. We were treated to a beautiful performance by the Chamber Choir of 'Winding Road' by Thomas Hewitt-Jones; the composer tweeted us afterwards that he was thrilled school choirs are singing his works!



On Tuesday 5th December, we held our big Christmas Concert, which featured all thirteen of the ensembles which rehearse every week. This ranged from Junior Orchestra, Choir and Jazz to the Senior Ensembles (Symphony Orchestra, Senior Choir, Big Band), plus String Orchestra, Rock School, Chamber Choir (and Junior Chamber Choir in their debut performance), Clarinet Choir and Brass Group, playing music which ranged from Mozart's Magic flute, the Radezky March, German Oom-pah music, to Uptown Funk, Ozzy Osborne and Bjork! The concert featured approximately 10% of the school performing, which is fantastic, and a wonderful number of Year 7s who have thrown themselves into the musical life of the school.



Thank you to Mr Laing, Mrs Eacott, Miss Radzvilaitė, Mr Ross and Mrs Snelling for their enthusiasm and commitment this term in our extra-curricular activities. A particular thank you must go to our Music Prefects who did a sterling job in supporting the department yesterday; they were all brilliant but Teshan Karunasekera, Eddie Stocker and Sophie Papworth from Year 13 deserve a special mention, accompanying a number of groups on keys, bass, guitar and drums for the various choir performances, all of which sounded more professional for their contribution.



## BGS does Band Aid!

Our Year 13 A-Level and IB Musicians have produced a wonderful video to celebrate Christmas, which features the song 'Do They Know It's Christmas' (which was also the finale to our concert on Tuesday). The video was made in school, but entirely independently by the students, and somehow they managed to keep it a secret until the video was finished! It is superb to see our KS5 students just having so much fun making music together; we are also pleased to see our A-Level Music Technology students putting their skills and knowledge to good practical use. They are keen to raise money for those less fortunate than ourselves, and I hope that some of you will be moved to donate to a charity of your choice this Christmas.

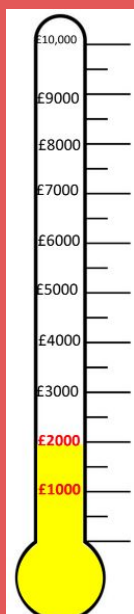
Arranged and directed by Teshan Karunasekera, the video features Francesca Bird, Lizzie Combes, Sascha Dodd, Heather Goodchild, Jacob Mills, Emily Miu, Luke Montgomery, Eris Nishku, Sophie Papworth, Eddie Stocker, and George Ross.

To see the video itself, please visit the link below: <https://www.youtube.com/watch?v=2cNaJgIp-Es&t=1s>





### Fundraising campaign!



This December we are launching a campaign to raise £10,000 to buy two music practice room 'pods'. These are entirely soundproof, and so can go anywhere in the school (where there is space!). This will have a big impact on both our classroom teaching (enabling us to use current practice rooms for rehearsal space during lessons), and provide better quality teaching spaces for our instrumental teachers. So far, since July, we have raised nearly £1000 from the Jazz Evening, Year 7 Concert, and KS5 Showcase, and were very touched to receive an extremely generous donation of £1000 by the parents of a departing Year 13 student at the end of last year, so our campaign is off to a brilliant start...

Please support the campaign by coming to our Quiz Night on Saturday 3rd February. These are traditionally great fun, with quiz rounds written by our Sixth Form Music students, and live musical entertainment in between rounds. Tables are for 8 people, and you can buy individual tickets or a complete table of 8 if you have a team ready! Reserve tickets at:

<https://yourboxoffice.co.uk/boxley-grammar-school/255-music-dept-quiz-night>

At the Concert on Tuesday, donations from audience members as they left totalled £250, of which £125 will go to our Practice Rooms campaign, and the other £125 to Save the Children's Syria campaign.

### Year 7 Concert

On Wednesday 1st November, the whole of Year 7 came together to perform in their very own concert, run by the Music Department. Each class performed their own song, as well as singing together as an entire year group for two songs. Lydia Walker in 7ERR said:

*"This was my first experience of a concert at BGS. I was nervous at first – yet once I started to perform I really enjoyed it. There was a diverse range of different songs, with instrumental pieces in between that kept the audience leaning on the edge of their seats! From classical to contemporary, there was a taste of everything. There were lots of family members there and the feedback I heard was that they thought there was an immense abundance of talent there!"*

Thank you to all of the students for their hard work over the past half term – and in particular to our brave soloists who performed to an audience of

around 500 people! Very well done to all of you. Mrs R Eacott, Music Department (Edited by Samuel Masters, Year 12)



# Geography Department

This year the Geography Department has been very active with many events taking place. The Year 12 Geography Prefects are helping the Geography Department diligently, with support being given to the Year 11 G.C.S.E students. During the Academic Monitoring period on Thursdays, the Year 12 Prefects carry out one on one sessions with the G.C.S.E students to give support and find out what students need help with. They can then work on strengthening their knowledge in that area and improve on their Geography as a whole. The one to one sessions seem to be helping with students' motivation towards Geography too, showing the skills of the Prefects improving. These sessions are a great learning opportunity for everyone involved, as the Prefects and students gain a lot of experience and knowledge.

There is also a Geography Club that takes place after school on Mondays. The Geography Club is there to offer more support to any Geography student from any year. It is a great opportunity for students to improve their skills.

Furthermore, this past term has been packed with various Geography trips! On the 27th November, the Year 10 Geography students travelled to Kew Gardens, to the west of London.

*"The trip to Kew Gardens is great if you want to relax and enjoy the beautiful landscape and scenery it has to offer. We took the DLR and Tube to get there and an Oyster wasn't required as everything had been planned and paid for before! The first place that we went to in the Royal Botanic Gardens was the treetop walkway. It's a bridge that spans across the top of several trees at 18m high. Many people were frightened as there were holes on the path, allowing people to see through to the bottom. The floor occasionally shook due to the wind which scared a lot of people (including myself). After the walkway, we went to see The Hive, which is a structure that was built to represent what it was like to be inside a beehive. Unfortunately, we weren't able to go inside as it was raining, which made the floor slippery. We then went to the Palm House, a large building which recreates a rainforest climate. It was very humid and smelt funny. Again, there was a walkway which towered over the trees, only this time it didn't shake and was much sturdier. Finally, we were given free time to eat our lunch and explore wherever we wanted to. Some of us went to the gift shop and checked out what they sold. The entire shop was a bit steep as there was a strange looking bag for £100! Overall, the trip was very enjoyable and I would definitely recommend it to anyone even if you don't do Geography."*



Jay Tran, Year 10

*"The Treetop walk was exhilarating. It was high enough that we were well above the ground and the see-through floor grills allowed us to get a good feel for the forest top."*

Divine Izuchukwu, Year 10

Kew Gardens definitely seems like a good tourist site for anyone who wants to enjoy the scenery.

Report by Annabella Lam  
and Sammi Do, Year 12



# *International Week*

During the International Day celebrations at Bexley Grammar, students and teachers alike represented nationalities the world over, dressing in cultural attire from a country of their choosing. As part of the day, Years 7 – 10 took part in a range of inspired, interesting lessons.

## **Here is what Year 9 got up to:**

Chinese Perfume Pouch Sewing – we sewed little bags with colourful silk cloth, filled the bags with cotton, and then strung them with silk threads; traditionally, they are said to ward off evil.

Human Rights Talks – we explored the refugee crisis in the Middle–East and Africa, creating Google slide presentations in groups on the topic.

Salsa Dancing – we mastered the steps to the salsa, each pair performing to the class at the end of the lesson.

Moroccan Biscuits Baking – aprons on and hands washed, we attempted to bake these gloriously golden Moroccan biscuits.

All of these amazing lessons were really enjoyable, while taking a more serious stance during the human rights talks. Meanwhile, during lunch and after school, students could take part in lots of different cultural games and activities such as card games and food tasting. In the school canteen the lines were crowded in anticipation for the international lunch that the canteen staff had organised.

I believe that international day was a very enjoyable, educational experience for the students at Bexley Grammar where we celebrated and embraced diversity and cultural differences. As a school, we have succeeded in showing the students alternate ways of life and different vantage points and I can definitely say that we will continue to do so for the years to come. Thank you to all those who organised it.

## God 'sFavour Oluwanusin, Year 9

### **International Bake Off**

On Thursday 28th September, students from Years 7 – 11 took part in Bexley Grammar 's second ever 'International Bake Off ' event. For the competition, students were required to bring in a bake based on an international recipe, which could be sweet or savoury, and were judged by our expert panel of judges: Mrs Meyer, Mr Reynolds, and Mr Elphick!

Once again the judges were thrilled by the variety of bakes entered by our students. Famous bakes such as Tiramisu and Profiteroles were well represented, and appeared alongside exotic and lesser well – known recipes such as Russian dumplings! The quality of all entries this year was extremely high, and it was tricky for our judges to come up with a final list of prize winners.

### **In the end, this year 's winners were:**

**Best Tasting Bake:** Bethany Baker 7MPJ – American Key Lime Pie

**Best Looking Bake:** Adam Bagshaw 9ACR – Australian Lamingtons

**Weird and Wonderful:** Joint Winners Max Jansen 7MPJ – Dutch Apple Cake & Ugne Stanzyte 9ACR – Russian dumplings

**Star Baker:** Kacey – May Smith 9ACR – Japanese Strawberry Shortcake

Well done to the winners and to all those involved for making the bake off such a successful (and tasty) part of International Week!

**Mr Gallimore Modern Foreign Languages Department**

## Japanese Daikagura Jugglers and a Yose – moji Calligrapher visit BGS

On 25th September, during International week, we had a few special guests who were Japanese professional performers. This event was organized and supported by the Japan Society and actually Ms Potter OBE, CEO of this society joined the event. The performers gave Japanese students a wonderful and valuable experience. Daika—gura has its roots in the ceremonial music and dance performed in Shinto shrines. During the Edo period (17th – 19th centuries), these shrine rituals developed into a set of performing arts including dance, juggling, music and Yose comic theatre. Yose – moji means calligraphy used in Yose comic theatre which is equivalent to stand – up comedy here. It has a particular style different from standard calligraphy. Our students produced wonderful pieces of art during the Yose – moji workshop and enjoyed it very much. We felt very lucky and would like to express a special thank you to the Japan Society.

### Mrs Everett, Modern Foreign Languages Department



All the students that were attending the Japan Day trip first met at Charing Cross Station so that Mrs Everett (our Japanese teacher) could guide us to SOAS University of London. We walked the whole journey from Charing Cross Station to SOAS University and it was a long walk but still enjoyable.

When we arrived at SOAS, we were given badges with our names on them, as they would allow us to move through the security to get to our different workshops. The badges were also colour coded to signify what groups we were in because all the groups had a different combination of workshops that they would do. After our school was registered and we had all pinned our badges on, we went into a lecture theatre to be given an

introduction and briefing on the timetabled day ahead of us.



We were briefed on what would be happening throughout the day and what they hoped to help us achieve; to have a clear idea on whether to study Japanese at university. We were then sorted into our groups and sent on our way to our first workshops. The first workshop that I went to was the sumi-e workshop. Sumi-e is a traditional Japanese way of painting. It involves painting with ink with special types of brushes – made from goat hair, or horsehair or more commonly from sheep

wool. It was a wonderful experience as we learnt a new way to create art, which is something I enjoy a lot!

After the first workshop, we went straight onto another one. The second workshop was the manga workshop. Manga was described to us as Japanese comics. Our instructor was a Manga artist and she taught us about the history of Manga and gave us a demo on how to draw a Manga character.

Next, we went back to the lecture theatre where we were given lectures by people who had gone onto work closely with Japanese involvement. The first studied Japanese at university and now worked for a company that

imports Japanese food into the UK. The second man was a university professor, but not for Japanese. He had a close friend who was Japanese and learnt a lot of morals and life lessons from him and wanted to share them.

We then had one last workshop and lecture. The last workshop I took part in was for a Japanese dance called Yosakoi. The instructor was a woman who lived in Japan for a few years due to the Jet program. The JET program allows English speakers to teach English in Japan. She now works for the Japanese embassy in the UK. Whilst she lived in Japan she learnt how to dance Yosakoi, so she came to teach us how to dance a little Yosakoi too. It was an interesting and fun experience.

The last lecture before we went home was given to us by two Soas university students. They gave us an insight on what it was like to study Japanese there. It seemed to be a challenging but enriching experience.

To conclude, the day was very helpful in giving an insight to what studying Japanese is like at university level. It was a lovely taster of Japanese culture too and really inspired some people on what they wanted to do in the future. If anyone was to get a chance to go to Japan Day, they should definitely have a go.

Annabella Lam, Year 12

## EUROPA TOWN

From 20–24 November, BGS invited primary schools to “Europa Town”, an entirely French or Spanish-speaking town, created in the school hall. During their time in Europa Town, the primary school students bought various items from the stalls, which were run by Sixth Formers learning either French or Spanish, as well as Language Prefects. The visiting children were able to buy things in French or Spanish using their “credit cards”, gaining stamps on their “passports” for good use of the respective language, and also using real money for the real food on offer. Over the course of the week, all the sessions were coordinated efficiently by Mr Gallimore.

As both a student studying Higher French and a French Language Prefect, naturally I participated in the French Europa Town sessions. On my first day, I took the position of narrator in the French puppet show, alongside three others doing the actual actions of the puppets with the necessary, comedic sound effects! The 10-minute-long play proved to be extremely popular with the children and, once I was back in the town after the show, some repeatedly asked me if they could watch it for a second time! During the show, I had to emphasise certain words, like cognates or those correlating to a part of the show, that would help the children understand the story, which was revealed at the end as the French version of Goldilocks and the Three Bears.



On my second day in Europa Town, I started at Passport Control, where children would hand in their passports to enter Europa Town. We asked them a simple question each, like their name or age, so they would be able to come into the town and visit the stalls, receiving a shopping bag upon entry. I also had the opportunity of running one of the stalls, rather than participating in the show. In fact, I took the role of the doctor at the medical stall, which was ironic as I had a heavy cold at the time and many of the children found it very funny indeed! During the session, I created a small surgery and I tried to engage in a French conversation with the children coming to the surgery as patients, where they managed to speak for a decent amount of time, with some prompts from some other Sixth Formers and myself to help the conversation flow. A large number of the complaints from my





"patients" were as a result of them eating their ice creams too quickly and subsequently getting a case of brain freeze!

All in all, I really enjoyed the experience, as I felt that it was a fantastic opportunity to help spread my love of French to other students, in turn (hopefully) helping them to feel more confident when speaking the language. Over the

course of the two days that I took part in Europa Town, it was evident that the majority of the visiting children, if not all of them, had a lot of fun in every aspect of the town. It was without doubt a resounding success and we would all like to thank Mr Gallimore for the opportunity to participate in the event.

Jake Rodrigues, Year 12

## CLASSICS CLUB

### Learning Ancient Greek

I really enjoyed learning about the Ancient Greeks. We learnt a little of their history, but mainly we were learning the language, which was new and was something I had never done before. It was very interesting to see how similar Latin and Greek – the basis of our modern language, English – are.

To start, we learnt the alphabet. It was more complicated than any I have seen before, with some letters appearing twice, and with all of them having special names instead of just being a sound. Then we put that new information into practice by translating some simple words.

At another time, we started with an activity about connecting Latin, English and Greek words to find out the meanings of each one in each language. Then we learnt the numbers from 1–10, and so I can now count in 6 different languages!

Overall, I loved learning Greek as it was new for me, and I like trying new things. It was challenging at times but was made fun by Miss Fisher. I would recommend that people try out a bit of Greek; it is definitely out of your comfort zone but you will gain a feeling of achievement whenever you complete a task!



Rachel Smith, Year 8

# FBCS Write for Rights 2018

*"It is better to light a candle than curse the darkness." Chinese Proverb.*

As in every year in December, our Year 8s have taken part in Amnesty International's Write for Rights campaign. This consists of writing letters of support to activists around the world who have been jailed for speaking out against injustices, or to people who are campaigning for an important human rights issue.

The students have crafted some really stunning cards, containing messages of hope aimed at encouraging and sustaining the recipients in their struggle. One of the students (Jason Gurung, 8OTF) also made a lovely origami activity to pass the time to send to the activist his group was supporting (see picture!). The Year 8s will also write appeal letters to heads of state or authority figures in the countries in question (ranging from Finland and Turkey to Jamaica, China and Madagascar, amongst others) to demand justice for the person or issue in question (e.g. releasing political prisoners, recognising certain rights etc.).

This campaign has always been very successful, with so many success stories showing how a quite simple action can go a long way in making the world a fairer and safer place. If you want to get involved, here is the link:

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

It is so rewarding to see such a strong display of solidarity coming from young students, and especially heartwarming in these trying times. Well done Year 8s, you are the hope of the world! Miss Contini.

FBCS



# ENGLISH DEPARTMENT NATIONAL POETRY DAY

## Engli

This year, to celebrate National Poetry Day on the 28<sup>th</sup> September, our school ran its own poetry competition for all year groups.

Headed by Miss Gabriel of the English department, the competition appealed to various talented writers across the school. All that the students had to do was write a poem on the theme of 'School Days: the best days of our lives' and email it to Miss Gabriel – who proudly claimed "I received an entry from every year group which was good!"

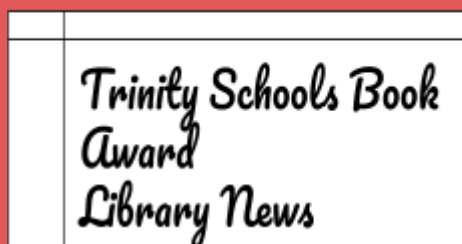
What intrigued me most was the various different approaches to the theme: while some students represented school through metaphorical images, others gave more emotional responses on how they feel about their school. I love seeing such diverse, talented minds in our school's writers; it so beautifully sums up the values of our school. Yet there could only be one winning poem...

Firstly, Miss Gabriel along with the English Prefects selected their favourite four entries. Then, the vote was given to the forms. Every student voted for their favourite poem of the four, and the elected winning poem appeared: '*School Days – the Best Days of Your Life*'. Its poet – who wishes to remain anonymous – was awarded an Amazon voucher. Below is the full poem:

*School days: the best of your life,  
Look past perceived torment, the trials, and strife,  
You grow as you learn, and you learn how to grow,  
Make ripples and splashes; be seen in the flow;  
Be well; excel; discover yourself;  
Grow and expand, because knowledge is wealth;  
The best days of your life, they don't have to be bliss.  
Be glad while you have them, their absence you'll miss.*

Samuel Masters, Year 12





This term, a reading group of 16 Year Sevens at Bexley Grammar have been busy preparing for the Trinity Schools Book Award. Originally only open to a select group of private schools, this year the annual award system was made open to all schools. It requires students to read seven set books of a particular theme; select a winning book; and participate in various other

competitive activities. The winning book is to be announced at a ceremony on 1<sup>st</sup> March 2018, along with the individual student winners of the sub-competitions.



The theme for 2018 is 'A New World', covering various historical and dystopian texts. With the school librarian, Mrs Carey, the Key Stage Three book club has so far read through four of the seven set books. While interviewing Mrs Carey about these, I was astonished at the diversity of both the form and content of these books: they range from a picture book depicting a horrific historical migration story, to a poetic blank verse account of a Polish immigrant to England. Each book's uniqueness is emphasized through its memorable (and often somewhat eerie) title – see the list below. The reading group would like to give a big 'thank you' to the

Parents Association, for funding enough copies of each book. Once they have read all of them, they will vote for this school's favourite. They will not know if this text wins until they attend the ceremony in March.

**By the end of November, the group had read:**

- *'The Arrival' – Shaun Tan*
- *'The Weight of Water' – Sarah Crossman*
- *'The Declaration' – Gemma Malley*
- *'The Territory' – Sarah Govett*

**They have yet to read:**

- *'Ghost Hawk' – Susan Cooper*
- *'Welcome to Nowhere' – Elizabeth Laird*
- *'Railhead' – Philip Reeve*



Besides simply reading the books and voting for their favourite, the sixteen students have also greatly enjoyed participating in the individual competitions. For this there are two categories: review, and creative response. The former is self-explanatory: students entering must write a review on one of these books. Yet the latter can be taken in various ways – past entries have covered drawing; writing; baking; and even musical composition! As with the main award, the winners for both these sub-competitions will be announced on 1<sup>st</sup> March. Across all the entering schools,

there will only be one winner and one runner-up per sub-competition. The prize is a £20 book token.

I am sure all sixteen students are looking forward to this event in March. Besides seeing the awards announced (and having an extra day out of school) the students will also have the chance to meet the writers of four out of their seven books. Good luck to those entering the individual competitions – we look forward to hearing how you do in March!

Samuel Masters Year 12

## *Oliver Twist*

With Christmas coming right around the corner, Bexley Grammar's Christmas production really did open the door to December with four amazing shows in 3 days. The cast really did bring 'Oliver Twist' to life with help from the marvellous directors, set designers, stage hands and tech team. The efforts of the entire cast and crew put on an incredible show that we can all be proud of, and there is no better way to officially open the new Drama Theatre at BGS, which will be the home to many more brilliant displays of this school's effort, passion, and incredible love for the arts. Congratulations everyone, it really was a spectacular show!



Urte Minkeviciute Year 12

 Continue for Subject News 



# Commerzbank Report

Last year, two of our Year 13 Business Studies students applied for trainee positions at Commerzbank, a German Investment bank in the City of London. Shania Dodd and Rebecca Notcutt visited the bank during their time in the Sixth Form to learn about the bank and the different functions and career paths available to school leavers. During one session, they were coached on CV writing and interview technique, which obviously paid dividends as they were offered jobs last Summer. I've asked two of our students to write down their thoughts about an alternative path to university.

Mr. J. Joe

Head of Economics & Business Management



*From Left to right:*

*Kate Raggett,  
Commerzbank Human Resources  
Cameron Chahal*

*Henry Pearson  
Leah Cann  
Liam Latham  
Oscar Ayliffe  
Adam Ritson*

*Isobel Spanlon  
Katie McGinn  
Ijaz Fayaz  
Beatrice Thabet  
Chelsey Goodrich*

Earlier this year, 12 of us were selected to go on our second visit to Commerzbank. The focus was on students who were interested in school leavers' or graduate programmes. It helped clarify what to do if you wanted to get onto the Commerzbank programme specifically, but more importantly, it highlighted what is expected and required of you when you leave Sixth Form and go straight into the world of work. There is a significant leap between the level of independence that is needed in our Sixth Form compared to the level you need to achieve when in full-time work. Although it is challenging, it can be extremely rewarding; which is probably why the few places on offer are so competitive.

Most people only really know about the university route, as this is the path which most people choose to take when they leave our school. However, Higher Level Apprenticeship schemes can be just as educationally



beneficial – with the added advantage of on-the-job experience. With the introduction of the apprenticeship levy, more and more professions are opening up different routes into sought-after careers. There is quite a stigma associated with apprenticeships, in that they are educationally inferior to university, a sentiment which is entirely false. Apprenticeships offer a different experience, and most Higher Level Apprenticeships award a qualification, some even just offer straight degree qualifications; the only difference is you study alongside work. Therefore, you just need to ensure you maintain the correct work/study balance – something that will be personal and unique to every different person. A very enticing element of apprenticeships is the fact that not only are you not paying to study, you are actually being paid to work.

If your mind is set on university, then there are some really great firms that offer sponsored degrees, especially within the business sector. These involve attending university at no cost, with the implication that you work for the particular firm in your holidays/after the degree has been completed. Overall, it is worth considering apprenticeships as viable alternatives to university; however, you don't need to pick one or the other; you can apply for everything (for you have nothing to lose) and then select your favourite based on whichever suits you best. We'd recommend speaking to subject teachers if apprenticeships sound like something you could be interested in.

Chelsey Goodrich and Ijaz Fayaz, Year 13

# YOUNG ENTERPRISE

## Trip to Disney Headquarters

By Roisin Beard 12ACS

On Monday the 6th November, myself and another member of the Young Enterprise team headed up to Disney Headquarters in Hammersmith. After admiring the offices and chatting to other students in the same position as ourselves, we attended an extremely informative talk from prestigious members of the world famous company.

They each discussed key elements contributing to business success, particularly in regard to marketing. This was highly engaging, and I found myself noting down more of their expertise than I had expected! Once the talk ended, we were taken through to a lobby area where refreshments were provided and we had a chance to speak to those who gave the talks, who were just as lovely as expected. Overall it was a greatly enjoyable experience, which helped to further my knowledge and that I believe will benefit our team a lot!



Isabelle Merralls, Year 12

# Science Department

## Operating Theatre Live

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 L. 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 on 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 interestingly 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 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**

The Biology in Action Lecture happens annually in London, catering to the needs and interests of G.C.S.E, I.B and A–Level students (mostly A–Level and I.B, as some of the language and themes are a bit advanced). Us I.B students were told to pay close attention: some of the lectures could spark potential Extended Essay ideas!

Students were expected to get there on their own punctually, but that itself is usually smooth–sailing. The lecture took place inside what I like to think is a modern church building, working both as a church and a conference space. The hall was already decked out and had the first slide up and ready (right).

The first speaker was Mark Lynas, a former anti–G.M.O (G.M.O meaning 'Genetically Modified Organism') activist turned pro–science



## SCIENCE DEPARTMENT BIOLOGY IN ACTION

author. He spoke about the wonders and benefits of G.M.Os and how society makes them out to be horrible, ghastly things that ought to never

be consumed and have a huge environmental impact, when in reality they are the complete opposite. He began stating he once narrowly avoided arrest whilst cutting G.M crops with a machete at midnight – catching our attention immediately. Moving on to the serious stuff, he spoke about how G.M.O crops could change the lives of small–sustenance farmers and small–commercial farmers in third–world countries, being modified to withstand any disaster and thereby being produced worry–free – vastly improving farmers' lives. He explained how people have a natural fear of science, leading them to be against things like G.M crops. For example, nuclear power has a lower mortality rate than solar power, but most believe the former to be more dangerous. Overall a lovely first lecture!

Then, Nessa Carey's talk on epigenetics challenged our acceptance of the Darwinian evolution theory, shining a light on how our environment can alter our D.N.A. Her work on epigenetic phenomena seemed to oppose what we knew, especially when she told us how identical mice kept under identical conditions could still have different characteristics.

After a short break for lunch, on came Mr. Darren Logan, who spoke mainly of a very underrated sense: smell. He spoke about how our sense of smell is in charge of all of our decisions and our instincts. He worked with mice to prove his hypothesis, and can strongly relate it to how humans work as well. Guess our underrated noses serve more of a purpose than we thought! A surprising fact that he told us was that elephants have 1,948 types of olfactory receptors compared to the mere 396 that humans have, which we can use to detect around a trillion odours. His team are currently studying a technique by which olfactory neurons can be used as a diagnostic tool for Parkinson's disease.

For many, the most interesting talk of the day was by Tim Underwood, a surgeon specialising in oesophageal cancer. Not only did he make us aware of the complexities surrounding the treatment of this specific type of cancer; he also showed us a video of a keyhole surgery he routinely performs. It was incredible to see his work in action, and even more intriguing was a preview into a revolutionary technology he is developing that can find the best treatment plan for his patients, by identifying the role of specific cells in the cancer. It was a very inspiring lecture, and who doesn't like a little bit of gore?



Last but not least was none other than Greg Foot, a YouTuber and environmentalist with a deep sea passion. Greg spoke about how he dived to 1000ft in the deep ocean in a high-tech submersible, which is deep enough to reach where light cannot even get through the water. Using stunning footage from his dive he uncovered how the deep ocean is the planet's beating heart, and how we're soon due a fatal heart attack. By that he meant the pollution and waste being produced by human beings is so large that it's rapidly killing off the most precious ecosystem on this planet: our ocean. He had a preserved Hoff crab, discovered at a depth of 2000m and informally named after David Hasselhoff due to its hairy appearance. One of the most shocking parts of the day was when he showed an image of what had been found thousands of metres deep on the ocean floor: litter. The sobering image made us all acknowledge that tackling climate change is a priority, and will be a struggle us future biologists will have to face.

Overall, the day was amazing and I feel like most of us certainly got extended essay ideas, learning a lot from experts and gaining a new-found knowledge of Biology.

Gabriela de Vasconcelos and Jaskiran Matharu, Year 12

## IB PHYSICS IN ACTION TRIP

On November 9th, Year 12 Physics students were given the opportunity to attend the 'Physics in Action' conference at the Emmanuel Centre. As a Higher Physics student I, too, was given the opportunity to attend the conference, but, I felt that it was better for me to remain at school to ensure that I wouldn't miss out on any lesson. However, I undoubtedly regret that decision because I feel as though I denied myself additional opportunities. As I didn't go on the trip, I decided to interview a fellow Physics student about the trip and their personal experience of it. Hopefully this article will provide you with some helpful advice should you come across a situation like this!



### *—How did you get there?*

''By train, from Welling station to Charing Cross then walked to the Emmanuel Centre.''

### *—What did you do at the place?*

''We listened to many Physics related lectures, the first lecture was centered around Medical Physics. The next lecture was about Particle Accelerators, which are machines that use electromagnetic fields to propel charged particles to nearly light speed! Personally, this subject enticed me the most due to my interest in the way particles can be manipulated for greater use — that is what Physics is about for me personally.

Lunch was a great time to contemplate what we had learnt. The opinions of other peers made me want to join in so I could share my own opinions; this curiosity about the world became even more apparent to me in that moment.

The second half of the lectures, I thought would find even more fantastic than the first half – thankfully, I was not disappointed. 21st Century Material then Quantum Physics inspired me to have a new topic of interest because we had never been taught about quantum physics at GCSE level so it was very much a treat as well a good starting point to IB quantum physics that we have yet to learn in class.

The fifth and final lecture was about Measuring Temperature with Sound which had not occurred to me before but the mere mention of this made me want to look more deeply into it, through Google, textbooks etc. but the lecture was laid out so well I felt educated enough. I look back on the internet definition of quantum physics: "...describes nature at the smallest scales of energy levels of atoms and subatomic particles..." and laugh.

*–How was your experience of it?*

"I found it all quite interesting and it was an educationally enriching experience"

*–Would you go there again?*

"Yes, if I had another opportunity."

*–What would you say to other Physics students?*

"If you get the chance, go on it, because it broadens your horizons as you understand what other issues Physics can be used for, apart from the generalised ideas"

Judging from their experience, the trip definitely seemed like it was enlightening – inevitably making me regret my decision even more. However, I would like to take this opportunity to tell you that if a trip or event like this is offered to you – take it. These trips give you a chance to immerse yourself in your subject and sometimes provide a brief glimpse of the pathways available to you in the future – maybe you'll find a specific part of that subject you like or even career paths you can strive towards. If you're reluctant to miss out on work – don't worry about it – as long as you are organised, there is always time to catch up. Just remember that these trips aren't JUST for a break from school, see them as door to different prospects, listen to whatever they inform you about and you might learn something incredibly useful impacting the rest of your life.

Taking my own advice, I hope to go on as many trips as possible in the future

Prity Chatterjee, Year 12



# Ypres Visit 2017

On 13<sup>th</sup> October, Year 9 visited Ypres, Belgium, to further enhance our knowledge of World War 1. It was an extremely interesting trip, as we saw different places with our own eyes – meaning we could paint a picture of life during WW1. We visited 5 locations around and within Ypres: Bleuet Farm Cemetery, Langemark Cemetery, Tyne Cot Cemetery, Hill 60 positions and Menin Gate.

Our first destination was Bleuet Farm – a lovely setting with a countryside overlook. Here there were 442 WW1 burials. We found this location interesting, as it put into perspective what these heroic and courageous people did for their country. We then visited 2 other cemeteries: Langemark and Tyne Cot. The most graves in one cemetery was 2,497, in Langemark.



One of our favourite places was The Hill 60 positions located in the surrounding woods. This taught us the most about WW1: we were able to see how close the 2 trenches were positioned, with remains of bomb shells and ammunition. It was very interesting and educational, putting into perspective how close the 2 armies were: only a couple of metres!

Our last destination was the Menin Gate – a post-war building in West Flanders, on the very road that Allies took to the front line. This building is engraved with the names of troops who have no known graves. Since 1928 a daily ritual – ‘The Last Post’ – is performed, to remember the soldiers of the Great War. All in all it was a very interesting trip; everyone who went thoroughly enjoyed it and learnt a lot.



Jeffrey Calistus & Shrenik Chouta, Year 9

## Ypres – and my family in WW1

The Ypres trip was an event-filled and intriguing day – whether you were a history fanatic or not. It was an early start, battled with hoards of tired children. Our first stop was the Menin Gate Memorial, with 55,000 names on: soldiers from Britain, Canada, Australia, South Africa, and many more. It really hits you how many people died in the war.

We all hopped back on the bus after looking at the memorial and walking around town (and obviously going to the chocolate shops!!) towards our next stop. Tyne Cot Cemetery was beautiful: all the headstones were identically shaped and sized, of identical stone. This shows how everyone was equally important, regardless of



the role they played in the war. There are 11,965 burials, all from the Triple Entente's side. But one thing that surprised us was two German graves; they are buried at Tyne Cot because that was where they fell. That was one of the most interesting parts for me.

Contrary to Tyne Cot was Langemark. Here the gravestones are a darker colour, giving a more solemn feel and there are 20 men buried per plot. This is because it is the German cemetery, granted little burial ground. At the front of the cemetery was a massive price of grass, where the remains of 40,000 men are. Their names are written on cuboid plaques along each side.

I didn't expect our next stop to be the way it was. Hill 60 was a point along the front line where the Germans and British were caught against each other. Walking along the wooden path, you can see the marked out front lines of each side; at points there were only a few metres between them. This opened many of our eyes: we had believed there were miles between front lines, not a few metres.

The last stop was, to me, the best place of them all— Bieuvel Farm Cemetery. Here is where my great—great—uncle Alfred is buried. It was a dream of my family to visit his grave and luckily I was able to go. I thoroughly enjoyed telling people his story and the role he played in the war. Thereby, my peers got to understand a story of a soldier first hand. The trip to Ypres was perhaps the best trip I will ever go on.

In WW1, 3 of my great—great—uncles signed up in the rush to fight, for king and country. Alfred, Horace and Wilfred Seath lived in a small house at 24 Ardmere Road, Hither Green. My great—great—grandma was so proud of her sons, but, after two of them were "killed in action" (Alfred on 21st August, Walter on 13th November 1917), she wrote to George V, asking if they could send her dear Horace home, as he was too young to even be fighting. Horace was killed a few days later on 22nd August 1918; he was only 19. Alfred and Walter were both sergeants and Horace a private. It was really nice going to a resting place for a relative I know so much about, but never met. Alfred was only 24 when he passed away.

Emily Ross, Year 9



# UNIVERSITY VISITS

Now, the Year 13s could undoubtedly tell you more than I can about how tremendously tiresome – how tedious – the university application procedure can be (and how much work Ms Stoddard puts into it). Fortunately, our school provides extensive support at every step of the way; recently I've heard many Year 13s excitedly discussing the various university offers they have now received. But the process starts earlier than that. So like most other Y12s, I've already begun to think about where I might like to study post Sixth Form. In this the school has been a great help, with Ms Stoddard and Mrs Caley–Gardiner making us aware of multiple faster course opportunities. Already I have been on two of these: first at Cambridge on the 28<sup>th</sup> October, then at King's College London on the 15<sup>th</sup> November.



As you'd expect, the Cambridge lectures were pretty intense. This was a "subject master class" in English literature (the subject I wish to pursue) and consisted of two hour-long lectures and one admissions talk lasting a further hour. Boring? You'd think. Especially if Shakespeare and Chaucer aren't your cup of tea. But for me, it was different. It was not my interest in these writers that engaged me – truth be told, I've never even read Chaucer before – but the unrivalled level of insight in the lecturers' analysis. In this university, I had a constant sense of being surrounded by an incomprehensible aura of great intelligence. That was what sold the university.

Compared to this, you'd probably think King's would be rather dull. On the contrary, in my book it almost equalled Cambridge. True, the lectures were – just a little – less inspiring (not helped by my own distaste for detective stories, given the lecture was entitled 'Sherlock Holmes' London'). It would also be fair to say that I did not respond overly enthusiastically to this university's main selling point: what do I care for the number of theatres and libraries in London? I live in London! But there was one thing that King's did far better than Cambridge (well, two if you include King's free coffee, which is always a big selling point to me). Unlike at Cambridge, King's students showed some enthusiasm. Okay, so those who know me and my pessimistic ways will realise that here I am being a little hypocritical to Cambridge. All the same, there is something greatly appealing in knowing that all the students at King's are immensely enjoying their studies.



So have these courses helped me? In most respects. I now know more of what sort of things to look for in a University; the course details itself are important, but so too are the levels of teaching and enjoyment. More immediately, the third of three King's lectures ('Othello the Londoner') and the questions I asked afterwards furthered my current in-class studies of 'Season of Migration to the North' by Tayeb Salih. The only problem arising from these visits is that I now have even more questions over higher education than I had beforehand. Which university do I want? And before that, which subject do I want? King's sold both their English BA and their comparative literature course equally brilliantly. Forget the selling. It's time I got buying. It's my choice. By September, I'll have chosen my course... just as soon as I've finished visiting all the other unis. Thank goodness I at least have such a supporting school in this process.

Samuel Masters, Year 12

# Harry Potter Trip

As we work in the library, which is a magical place, we were fortunate enough to go to the Harry Potter exhibition in London. The day began early as we departed from school. We were accompanied by 3 amazing teachers (Mrs Carey, Miss Ramsden and Mr Griffin / Mr Gryffindor!) and 25 students ranging from years 7–10.

As we arrived at the fantastic exhibition, all around us were original artefacts, having some sort of connection to Harry Potter and magic, such as cauldrons, broomsticks, paintings and crystal balls. As well as this, we had a knowledgeable tour guide named Jeneba. We were shown around the exhibition, with lots of different rooms to do with the lessons that were taught at Hogwarts, such as Herbology, Defence Against the Dark Arts, Charms, Potions, Divination and Care of Magical Creatures. We had activity sheets that we had to fill in. For example, we had to make our own potions and spells. Our favourite activity was when we had to create our own magical creatures. My creature was an Owlicorn (an owl and a unicorn) and Daniel's was a Hippocorn (a hippogriff and a unicorn). Everyone had such an amazing time at the exhibition and we would all like to say thank you to the teachers that took us!



By Grace Taylor and Daniel Austin, Year 7

I had the pleasure of taking 25 Library Assistants to the Harry Potter exhibition at the British Library, as a reward to say thank you for all of their hard work in the School Library over the last year. The exhibition was called 'Harry Potter – A History of Magic' and was a chance to see rare books, manuscripts and magical objects from the British Library's collection. The students were able to see original drafts and drawings by J.K. Rowling and illustrator Jim Kay, both on display for the first time. The students enjoyed creating their own beauty potions from lemon juice and horse dung, creating spells to have eternal knowledge and the ability to complete their homework instantly, and they particularly enjoyed telling the future in the Divination room, using crystal balls, tarot cards and palm reading. By the end of the exhibition we had 25 witches and wizards ready to bring some magic back to the Library at BGS!

Mrs Carey, School Librarian

## Students who attended the exhibition:

### Year 7

Jack Arkwright	Janosan Janoson	Ella King
Grace Taylor	Halima Chowdhury	Megan Le
Daniel Austin	Daisy Cripps	Marie Mitambo
	Martha Nobbs	Maisy Spencer
	Anya Scothern	Ryan Stringer

### Year 8

Favour Amurukonye	Megan Sheppard	Eve Voice
Nathan Bangura	Scarlett Cunningham	
Ryan Browckwell–Low	Matthew Faulkner	
	Dhiyanick Gautam	

### Year 9

Olivia Harry
Brook Lord



# ECM Day Trip to Bodiam Castle

On the 19th of October we went on a trip to Bodiam Castle.

As soon as we arrived, we were handed a pen and a worksheet to fill in as we went along, however it was difficult for everyone to continuously write in them.

When we got into Bodiam we were immediately taken to a room on the second floor, if you could call it a second floor — it was so worn down there were barely any walls or floors left! On the way there, we had to climb what looked like new stairs and an extremely steep set of older stairs (probably a few inches tall each) and as we went up, there was an arrow-slit, which was somehow still in great condition.

In the room on the second floor we learned all about the armour and shields that the guards wore and even got to try some on, they were so heavy we could barely keep them on for a minute. We had no idea how they kept them on for a long time. We also learned about the crossbows and bow and arrows. We were taught that the archers using crossbows had less training and needed less physical ability.



Next, we had a tour of the first floor where we were told that in the castle all of the owners of the house, and the guests, would sleep on the left hand side of the castle and from the second floor upwards. Meanwhile, the servants and guards slept on the right. We know this because on the left there are more luxurious rooms which have window seating and heating. However, on the right, there were just stone boxes, as only the guards got windows so they could then attack intruders if needed.

Finally, we got to see their kitchen and were told that when they used a bread oven the bottom of the bread would go rock solid so they would cut it off and use it as plates. Yes, they actually ate off of burnt bread! Then we were taken to see the wells and we were told that they would send young boys down to the well to fetch water. Now the water is green and murky. Gross!

We all had a lovely day, so thank you to the teachers for bringing us and making it so interesting!

Zara Pipe, Year 7



 Continue for Sports News 

# YEAR 12 FOOTBALL

## The Season So Far

The football fixtures for the Year 12 Football Team began back in September and will continue after the Christmas break.

This year's matches began with a determined home victory against Beths, coming from behind twice during the game to overturn a one-goal deficit each time. The match took some time to come to life and, after Beths had a powerful header cleared off the line by Jake, it was only until 5 minutes before the end of the first half that Beths broke the deadlock from a corner. Immediately after the break, Conor brought the score level at 1-1 with a close-range finish, following a swift counter attack from BGS, only for Beths to regain the league with a smart free-kick with 20 minutes to go. It was Year 12 Captain, Jamie, who cancelled out the Beths goal with a powerful strike, which set the game up for a thrilling finale at 2-2. As the game drew to a close, Conor grabbed his second goal of the game to win it for BGS, setting the tone for the rest of the campaign after a strong display.

Our first away game saw us travel to Charles Darwin School for another match with lots of goals. Unfortunately, we went 1-0 down early on in the game, however, it was evident that this was not going to dampen our spirits, but rather encourage us to play better! In fact, it wasn't long until we found our way back into the game, with Conor skilfully beating the defender and slotting the ball into the back of the net to again level the score at 1-1 for the second successive match. Our second goal of the match came shortly after by truly unusual circumstances; the ball ricocheting off the defender, then the woodwork and finally the goalkeeper's head before bouncing in. Finally, Mithunan made it 1-3 to seal the victory with a shot from close range, after a well-worked move up the pitch from BGS.

We returned home for our most recent fixture (when this report was written) against Ashford. The game had a lively start and the characteristic, relentless pressure from BGS paid off yet again, as Tommy found the top corner with a sublime volley from the left wing. Survin subsequently found the same corner with a great strike to put BGS 2-0 in front of the sizeable home crowd. It was at this point that, despite some pressure from the away side, BGS began to find pockets of space in the opposition's half and were able to create some chances, with Giulio going close after the break. Mithunan sealed the win for BGS after an assist from Jamie, to create an unassailable lead. The away side did find a consolation goal before the end of the game, but with the score ending at 3-1, it proved to be a confident win for us.

Following these results, we are in a good position in our league and still look to challenge for the title. Since this is definitely attainable, our upcoming fixtures will be crucial and the results will surely dictate the course of the rest of our season.

Jake Rodrigues and Jamie Neicho, Year 12

# PLAYING FOR ENGLAND

## Playing Powerchair Football for England

Whether it is the feeling of overwhelming pride, the rushes of adrenaline or just the simple fact that I was able to do what I love on the world stage, playing for my country has been a dream for as long as I can remember. I would be able to improve and get to the elite stage, pushing me through the hard training sessions and the 5am drives to games.

It's crazy to think that one moment I was doing video analysis of the England team's European performances, and then only a few months later had a trial at St George's Park on my first Premier League weekend. 2 October – a day to remember as it started my journey to bring a World Cup home to England one day! Despite accidentally breaking a goalpost before the first team session, the trial went well, given it led to an invite to the selection camp where the coaches determined who they wanted in their World Cup squad. To my surprise, I was named, making me the youngest player to represent England in the sport and the second youngest in the whole World Cup.



Training leading up to the World Cup was intense, as the team had to be physically and mentally prepared. Physically, as we need to be on top of our game; mentally as we played a new system which would catch the rest of the world off guard. This was challenging to say the least, for I had to balance both personal things and GCSEs at the same time. However, this consequently led to me to enforce my role as a leader on the pitch whilst being a student of the game. It's not often you get to spend your summer representing your country, not to mention getting to stay in America for 10 days free of expenses! A constant thought within our minds was to keep



the standard, as well as the fact that we had a job to do whilst being out there. For an international player, playing abroad is not a holiday; when the training kicks in and you go through to the pitch for your first game, the only thing on your mind is to win. For me, being in such a situation where we were predicted as one of the top seeds coming

into the tournament was another reason to ensure that nothing short of my best was shown on the pitch. Additionally, the pressure and expectation effectively brought the team closer together, as we knew we would be playing for each other as well as for England.

I had to quickly ensure my emotions were in check. We went from advancing to the next stage in the morning, to the round of the last 4 and then to playing later that night in a narrow, controversial 2–1 loss to the hosts, which stopped us going through to the final.

The feeling is bitter–sweet; to be known as the third best in the world for now; it has left a fire in my belly to improve my skills and be ready for the next one!

Kyle Alexander, Year 12 – Edited by Jake Rodrigues, Year 12



# WORLD CUP DRAW

## Russia 2018 World Cup Draw – England's Chance

It has been almost 4 years since England's shock exit from the World Cup in Brazil, a tournament which I'm sure we would all rather forget. I would argue that the competition has at least lowered expectations from the over-ambitious prospect of England winning a second World Cup and, in turn, will somewhat alleviate disappointment of a characteristic drop out from the tournament; pessimistic I know, but surely it is a realistic outcome? Following the draw on 1 December, anticipation symptomatically mounts for the competition next Summer in Russia.

England's fate in the World Cup was decided again by the "Hand of God", with Diego Maradona picking the teams out for group stage, but this time perhaps in a more cooperative fashion. England sit in Group G alongside Belgium, the first team to have been picked for the penultimate group. At first glance, Belgium seem to be England's main contender in the group stage and it would be expected that they will be in contention to top Group G. On paper, Belgium are a strong side, who should be able to challenge for the World Cup, given they have the likes of Chelsea's Eden Hazard, Roma's Nainggolan and Tottenham's Alderweireld constituting the core of the team. However, success is not won on paper, as we have seen when Gerrard and Lampard played together for England!



The graphic shows the Russia 2018 World Cup draw with a map of Russia and a list of teams in groups A through H. Each group contains four teams with their respective flags.

Group A	Group B	Group C	Group D
Russia	Portugal	France	Argentina
S.Arabia	Spain	Australia	Iceland
Egypt	Morocco	Peru	Croatia
Uruguay	Iran	Denmark	Nigeria

Group E	Group F	Group G	Group H
Brazil	Germany	Belgium	Poland
Switzld	Mexico	Panama	Senegal
C.Rica	Sweden	Tunisia	Colombia
Serbia	S.Korea	England	Japan

With regard to the other two teams in Group G: Panama and Tunisia, England manager, Gareth Southgate, concedes that *"there's quite a bit of unknown in the group"* and, historically, it has certainly been a significant amount of time since England encountered one of these teams; Southgate was a member of the last England side to play Tunisia at the 1998 World Cup in France. England would be unwise to discount Panama and Tunisia, and we need only to cast our minds back to Iceland at Euro 2016 to observe the cost of underestimating the opposition.

Not to tempt fate, but if England are to advance from the group stage and into the last 16 of the competition, they face either the winner or runner-up from Group H, depending on where they finish in Group G. The upcoming fixture could be seen by some as a fortunate draw, given the prospects of Poland, Senegal, Colombia or Japan. However, given the form of the countries, most specifically the up and coming rise of Japan in recent matches, not to mention the excellent form of Sadio Mané for Liverpool, Group H could well pose problems for England. This is all dependent on England advancing from the group stage and, personally, I would not be putting money on it just yet! England's first game of the competition against Tunisia in Volgograd will take place on 18 June, before Panama on 24 June and then Belgium four days later. With English players returning from spells of injury and ill-form in the Premier League, England could still retain some hope going into the World Cup, despite the perhaps impending disappointment just six months away. As a Liverpool fan, I'll just be hoping in evident naivety for no injuries to any of our players!

Jake Rodrigues, Year 12

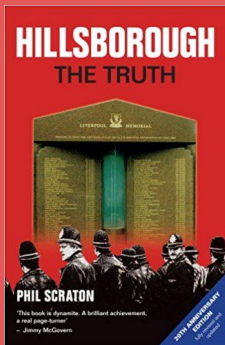
 Continue for Reviews 

# Book Recommendations

## Book Recommendations from Teachers and Students

### 'Fahrenheit 451' – Ray Bradbury

'A dystopian novel about a post-literate world that mandates book-burning by 'firemen' lest the public become non-conformist. The protagonist, Guy Montag, is a 'fireman'. Unhappy with life, through his paranoia, strife and desire to seek for a higher purpose Montag becomes fascinated with forbidden literature.'

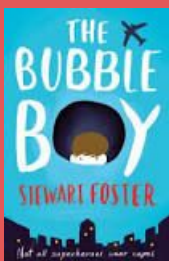
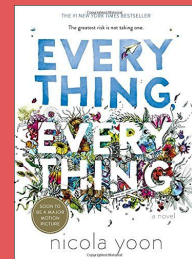


### 'Hillsborough – The Truth' – Phil Scraton

'On 15 April 1989, 96 fans of Liverpool Football Club went to a football game but never returned in an event known as the Hillsborough Disaster. Within the book, *Hillsborough – The Truth*, the author (who had a significant involvement in the report published by the Hillsborough Independent Panel) uncovers the unlawful killing of the victims, known as "The 96", and the sacrifice of truth, accountability and morals in order to preserve the reputations of those with authority, amidst a devastating struggle by survivors, relatives of those who died and the fans spanning almost thirty years in a search for justice.'

### 'Everything, Everything' – Nicola Yoon

'Maddy is allergic to the world; stepping outside the sterile sanctuary of her home could kill her. One day, Olly moves in next door, and just like that, Maddy realises there's more to life than just being alive. You only get one chance at first love and Maddy is ready to risk everything, everything to see where it leads.'

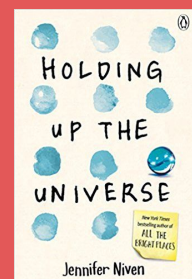


### 'The Bubble Boy' – Stewart Foster (Younger)

'Amir is mad. He's crazy, but the hospital wouldn't let a crazy person in. They must have interviewed him and checked his qualifications, but maybe he didn't even meet them? Maybe he hasn't even come from India. He might have arrived on an alien spaceship and snuck in here in the middle of the night.'

### 'Holding Up the Universe' – Jennifer Niven

'Everyone thinks they know Libby Strout, the girl once dubbed 'America's Fattest Teen', but no one's taken the time to look past her weight to get to see who she really is. Since her mum's death, she's been picking up the pieces in the privacy of her home, dealing with her heartbroken father and her own grief. Everyone thinks they know Jack Masselin too. Yes, he's got swagger, but he's also mastered the art of fitting in. What no one knows is that Jack has a secret: he can't recognize faces, even his own brothers are strangers to him. He's the guy who can re-engineer and rebuild anything, but he can't understand what's going on with the inner workings of his own brain.'





### 'Frozen Charlotte' – Alex Bell

'When her best friend dies under mysterious circumstances, Sophie sets off to stay with her cousins on the remote Isle of Skye. It's been years since she last saw them – brooding Cameron with his scarred hand; Piper, who seems too perfect to be real; and peculiar little Liliias with her fear of bones. Still, Sophie never expected the strange new rules the family now lives by: Make no mention of Cameron's accident. Never leave the front gate unlocked. Above all, don't speak of the girl who's no longer there, the sister whose death might have closer ties to Sophie's past—and more sinister consequences for her future than she ever knew.'

### 'Assassination Classroom' – Yusei Matsui

'Ever caught yourself screaming, "*I could just kill that teacher*"? What would it take to justify such antisocial behavior and weeks of detentions? Especially if he's the best teacher you've ever had? Giving you an "F" on a quiz? Mispronouncing your name during roll call...again? How about blowing up the moon and threatening to do the same to Mother Earth—unless you take him out first?! Plus a reward of a cool £100 million from the Ministry of Defence! Okay, now that you're committed... How are you going to pull this off? What does your pathetic class of misfits have in their arsenal to combat alien technology, bizarre powers and...tentacles?!'

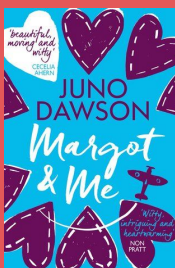


### 'The Enemy' – Charlie Higson

'When the sickness came, every parent, police officer, politician – every adult – fell ill. The lucky ones died, the others turned crazed, confused and hungry. Only children under fourteen remain, and they're fighting to survive. Now there are rumours of a safe place to hide, and so a gang of children begin their quest across London, through the city, down alleyways, in deserted houses, underground – the grown-ups.'

### 'A Quiet Kind of Thunder' – Sara Barnard

'Steffi doesn't talk. Rhys can't hear. They understand each other perfectly. Love isn't always a lightning strike; sometimes it's the rumbling roll of thunder...Steffi has been a selective mute for most of her life – she's been silent for so long that she feels completely invisible. But Rhys, the new boy at school, sees her. He's deaf, and her knowledge of basic sign language means that she's assigned to look after him. To Rhys it doesn't matter that Steffi doesn't talk and, as they find ways to communicate, Steffi finds that she *does* have a voice, and that she's falling in love with the one person who makes her feel brave enough to use it.'



### 'Margot & Me' – Juno Dawson

'Fliss' mum needs peace and quiet to recuperate from a long illness, so they both move to the countryside to live with Margot, Fliss' stern and bullying grandmother. Life on the farm is tough and life at school is even tougher, so when Fliss unearths Margot's wartime diary, she sees an opportunity to get her own back.

But Fliss soon discovers Margot's life during the evacuation was full of adventure, mystery . . . and even passion. What's more? She learns a terrible secret that could tear her whole family apart . . .'



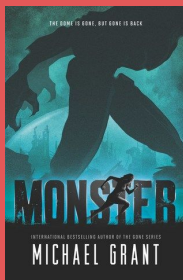
### 'The Goldfish Boy' – Lisa Thompson (Younger)

'A story about finding friendship when you're lonely – and hope when all you feel is fear. Twelve-year-old Matthew is trapped in his bedroom due to crippling O.C.D. He spends most of his time staring out of his window as the inhabitants of Chestnut Close go about their business. Until the day he is the last person to see his next door neighbour's toddler, Teddy, before he goes missing. Matthew must turn detective and unravel the mystery of Teddy's disappearance – with the help of a brilliant cast of supporting characters.'



### 'Tender is the night' – F. Scott Fitzgerald (Older)

'Set in the South of France in the decade after World War I, "Tender is the Night," is the story of a brilliant and magnetic psychiatrist named Dick Diver; the bewitching, wealthy, and dangerously unstable mental patient, Nicole, who becomes his wife; and the beautiful, harrowing ten-year pas de deux they act out along the border between sanity and madness.'

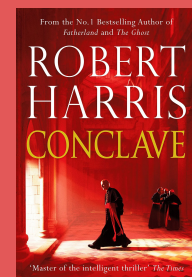


### 'Monster' – Michael Grant

'Four years after the events of the FAYZ, new meteorites are hitting Earth, and the whole world is exposed to a strange alien virus that gives humans unique superpowers. As some teens become heroes and others become dangerously out of control with their new powers, the world will become more terrifying than the FAYZ—and only a monstrous battle between good and evil can save them.'

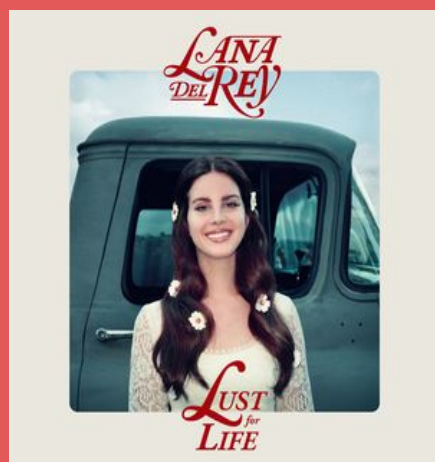
### "Conclave" – Robert Harris

'The Pope is dead. Behind the locked doors of the Sistine Chapel, one hundred and eighteen cardinals from all over the globe will cast their votes in the world's most secretive election. They are holy men, but they have ambition and they have rivals. Over the next seventy-two hours one of them will become the most powerful, spiritual figure on Earth.'



Dlveen Dler, Year 12

# ALBUM REVIEWS



### Lust for Life – Lana Del Rey

#### Isabelle Merralls, Year 12

The highly anticipated fourth studio album for the American singer-songwriter Lana Del Rey was released in July 2017. The titular single reflects a new tone which is quite different from her usual melancholic beat, as she finds a 'lust for life'. Del Rey's hope in finding the good in life despite current global events is a repeated theme throughout the 16 powerful songs, which feature the likes of Stevie Nicks and The Weeknd.

Del Rey delves deeper into her range of styles which were introduced in her previous albums: *Born to Die*, *Ultraviolence* and *Honeymoon*.

### Lust for Life – Lana Del Rey (continued)

From 'Old Hollywood Glamour' to 'Dream–Pop' she encapsulates the common feelings of Americans during the current political uncertainty in their administration. Del Rey takes a strong political approach, which is a new topic for the singer who usually takes a stance on abusive relationships and self hatred. In the song '*When The World Was At War We Just Kept Dancing*' Del Rey poses the question "*Is this the end of America?*" in the wake of Trump's election, along with making references to nuclear disputes with North Korea in the music video for '*White Mustang*'.

Despite the new political references in her music, Lana Del Rey keeps up her reputation of having a unique and poet–like lyricism as she graces listeners with her merciless wit and fascinating imagery which keeps fans wondering how she can top her new era of music. Lana Del Rey's self awareness and expressionism flourishes throughout the album and after seeing Del Rey perform songs from this album live in July, I can safely say that the maturity of her music is once again making one think about the society we live in, instead of the usual 'mainstream' pop that we hear on the radio.

**Collaborations:** The Weeknd, ASAP Rocky, Playboi Carti, Stevie Nicks and Sean Ono Lennon

**My favourite songs:** *Get Free*, *Cherry* and *In My Feelings*



### What Do You Think About The Car? – Declan McKenna

#### Lauren Birch, Year 12

*What Do You Think About The Car?* Explores different themes throughout, all while maintaining the idea that we are taken on a journey through Declan McKenna's life: an interesting contrast of happy and positive songs alongside some rather serious and more important songs which convey a social message. Together they perfectly create the harmony found when listening to this album. With every song we are taken on a different journey which debates noteworthy topics which other musicians often overlook. Declan McKenna allows us to understand

his inner thoughts and feelings when dealing with topics such as politics and suicide. However, he is able to do it in a manner in which he aims not to offend any listeners but, instead, tries to enlighten the younger generation (which are the majority of his audience) about topics which we may not come across in school or other social environments.

**My favourite songs:** *Brazil*, *Paracetamol*, *The Kids Don't Wanna Come Home*



### Harry Styles – Harry Styles

#### Urte Minkeviciute, Year 12

Once upon a time you saw his name in between other famous names from the world wide famous boy band, One Direction. On the 12th of May 2017, Harry Styles released his debut album '*Harry Styles*'. The 23 year old fan favourite Harry Styles' album has been highly commended and called out to be one of his best pieces of work ever created. Many people would even go on to say that he could be the next David Bowie. His album can be described as Britpop and Soft Rock, revealing a new style of music which others argue is new to modern day song listeners. The whole album in itself shows hidden meaning that is different for each individual listening to the song.

**My Favourite Song:** *Sign of the times*

# Loot Boxes in the Gaming Industry

It would seem that anybody and everybody, immersed within the gaming industry, is now aware of the *Loot Box Scandal*. A practice that first arose in the mobile-gaming market, it sees the buyer receive an assortment of randomised items within a game; many hold concerns over the addictive nature of such a system. At their origin, they were a means by which developers of free apps could earn a profit. However, such practices have now been applied to AAA releases. For years developers and their publishers have stretched the borderline of acceptability, in order to see how far they could take the system, and for years, they have got away with it. But now, it would seem, they have taken it too far.

The release of *Middle Earth: Shadow of War* may have marked the beginning of the end for *Loot Boxes*. The game was met with outrage, in response to the instated loot box system, yet it was not until the unveiling of *Star Wars: Battlefront 2* that opposition to the practice began to grow significantly. Accused of installing a pay-to-win system, with *Loot Boxes* at the forefront, its developer temporarily retracted this anti-consumer practice, but it was too little, too late. Multiple countries have now launched an investigation into the *Loot Box Scheme* and its potential relation to gambling; Great Britain, Hawaii and Australia are but some of those involved. Although the British Government has responded that *Loot Boxes* cannot legally be defined as gambling, they have also clarified their understanding of the concern over the possible ramifications that such an anti-consumer practice may have.

Whether we might see an eradication of *Loot Boxes* from future releases is currently uncertain, yet steps have been taken in the right direction. Many still question – how much further can this investigation go?

Edward Baker, Year 12

## Top 10 Movies of 2017

### 1. **Logan 90/100:**

At last a good Wolverine stand alone movie that captures what Wolverine is supposed to be; a tortured murderer with knives in his hands. It featured fantastic gory action, fan favourite X23, whom fans have been pining to see for a year, an amazing reinterpretation of the X-men universe with a different, interesting take on the post-apocalyptic world and, to top it all off, an ending that is guaranteed to leave you in tears.



### 2. **Wonder Woman 90/100:**

The movie that finally broke the DC movie trend of being terrible! Wonder Woman is a great movie with stellar lead characters, and fun, energised action. But, most importantly, it takes an interesting departure away from a lot of the generic tropes that we have come to expect in superhero movies including: a tragic backstory, either a dark brooding hero, or a joke-making machine, and a 'forced in' romance. But, overall, it was a really enjoyable and unique movie that has, hopefully, put DC back on track.

### 3. **Dunkirk 88/100:**

Christopher Nolan's attempt at a war movie is an amazing and terrifying showcase of war, not relying on blood and guts like *Saving Private Ryan* but, instead, showing us an idea of the unimaginable terror of war, with surprisingly good performances by all, and a different but very well flowing narrative that makes you fear for your life at every step of the journey.





However, it does end a little too happily, considering what was going to occur later.



4. **Thor Ragnarok 87/100:**

An extremely fun movie, with amazing action, hilarious humour that only Taika Waititi could produce, and, finally, a Marvel movie that isn't afraid to change something about its universe; this works to the film's advantage and disadvantage. It's great to see change in its universe but it does ruin previously established events and sometimes makes you think that Taika Waititi hasn't even read a Thor comic.

5. **Spiderman Homecoming 85/100:**

At last, a really good Spider Man movie, that we so desperately needed after *The Amazing Spider Man 2*, with the most terrifying villain that we have seen as of yet, who survives so that we might see him again (unlike all other villains). However, the film contains a forced romance, and, on occasion, the plot can be a little nonsensical.



6. **Kingsman: the Golden Circle 75/100:**

The film contains stellar action, good character development and tackles some very real themes despite its outlandish gadgets. Unfortunately, there is a big deus ex machina moment which, if you prefer a sensible story, will completely derail it for you. It also occasionally chooses to focus on the wrong things.

7. **John Wick: Chapter 2 72/100:**

A really good action movie with some stand out moments (both character and action). But in the end, it doesn't have enough emotion to make it a stand-out movie.



8. **Baby Driver 70/100:**

A captivating story, interesting characters and decent action. However, some of the characters (particularly the villains) are over-the-top stereotypes and the action isn't stand-out.

9. **Guardians of the Galaxy: Volume 2 67/100:** Funny dialogue, great comedic timing and loveable characters, and an even better soundtrack than the first... But a little over the top: the villain is fighting Diamondback for the worst villain Marvel has made, and nothing really stands out apart from Yondu.





#### 10. **Happy Death Day 60/100:**

Fun, with an intriguing mystery. However, some of the scares are a little predictable and the ending falls a little flat.

If you disagree with us, please email us ([12maslin\\_p@boxleygs.co.uk](mailto:12maslin_p@boxleygs.co.uk) and [12coker\\_g@boxleygs.co.uk](mailto:12coker_g@boxleygs.co.uk)) your top 10 favourite movies of the year and we will compile them into a popular vote, to be released in the next school magazine.

### **Honourable mentions:**

#### **Power Rangers:**

A really enjoyable movie with a surprising amount of emotion and character for a Power Rangers movie. However, sometimes, it struggles to balance action and character development and does include a number of deus ex machina moments.

#### **The Lego Batman Movie:**

A really fun movie with some great jabs at comic book tropes and some loving references to past versions. However, it does try to force in a moral that we have heard a million times before, which holds it back.

#### **The Fate Of The Furious:**

A very enjoyable action movie with hilarious moments yet, unfortunately, it does attempt to get emotional in a dumb action movie and we both felt that John Wick and Kingsman had more creative and energetic action scenes.

#### **Movies that we have yet to watch:**

Stephen King's IT

Rough Night

Blade Runner

Get out

War For The Planet Of The Apes

Beauty and the Beast

The Mummy

Murder on the Orient Express

Alien Covenant

**Patrick Maslin and Gideon Coker, Year 12**

# THOR RAGNAROK

## Thor: Ragnarok review

The third Thor movie has been released and is, hopefully, a return to form after the mediocrity of Thor: The Dark World. This follows Thor on his journey to stop Ragnarok when a dark secret from Asgard's past, Hella the goddess of death, comes back and nearly kills Thor and Loki (destroying Mjolnir). There Thor meets a bunch of comedic characters and some old friends, whom he persuades to help him. It's a journey of self-discovery whilst also a race against time to stop Hella from conquering the entire universe.

Straight out of the gate, this is a really fun movie. Taika Waititi's eye for comedy really shines throughout the whole movie and, unlike *Guardians of the Galaxy*, it isn't all just about comedic timing. There are some very clever jokes that never failed to make me laugh. They are always unexpected and constantly surprise you with their creativity. I personally really liked the talk with Surtur (a fire demon) and the last line of the whole movie is absolutely hilarious and is delivered perfectly by Korg, a character voiced by Taika Waititi, whom I thought I would get tired of very quickly but, surprisingly, I really enjoyed him. However, despite the comedy being amazing, it doesn't entirely mesh well with the story that they have decided to adapt. Well, they have taken from a multitude of story lines but the 3 main ones are: *Planet Hulk*, *The Unworthy Thor* and (the movie's namesake) *Ragnarok*. However, despite being fine with most of the changes – for example, the cutting out of a lot of *Planet Hulk* (I mean it is a Thor film after all) – some of them are less easy to forgive, like the loss of Thor's hammer. It doesn't work in this movie and, look, I am all for changes and consequences in movies, particularly for Marvel who love to do fake outs and never kill anyone in their movies, so this is a step in the right direction. However, in this movie we never feel any of the consequences, or emotionally at least. When Mjolnir is destroyed – yeah, it is shocking, for about a minute. But I want to feel this terrible loss, despite it being just a hammer. But, instead, we get a couple of moments where he shouts about how he lost his hammer and is a bit sad. In *Unworthy Thor* it works because we see Thor at his weakest and see the jealousy he feels because he cannot wield Mjolnir anymore. Here? You barely even notice the change. It also ruins one of my favourite Marvel scenes, in *Age of Ultron* where they all try to lift up the hammer and Captain America (Chris Evans) moves it. What was the point of that scene now? And, unfortunately, that is present throughout the whole of the movie. There are at least 5 other big moments when you are supposed to feel loss and sorrow, yet I felt nothing, or they make a big change to the MCU but by doing so spoil things which have been set up in previous movies. This is a real shame because it is not that Taika Waititi cannot write emotional moments or has just ignored every other Marvel movie. There are a number of great scenes which make you see the side of everyone – even Loki, who murdered thousands of people and reduced New York to rubble – and identify with their struggle, which tie in perfectly with other characters and movies.

But let me get back to the strengths of the movie, which is literally everything else. The action is top notch and extremely creative with a lot of moments that make you feel like a one-man army. The music is fantastic and might even surpass *Wonder Woman* for the greatest superhero movie theme. All the new and returning characters are fantastic and are given a good amount of screen time like Jeff Goldblum's The Grandmaster and Tessa Thompson's Valkyrie, both of whom give amazing and engaging performances, with Valkyrie and The Grandmaster having two of the most hilarious introductions in film. The Hulk and Loki are both amazing and really progress from being just the funny guys to people you like and you want to see progress. The two supposedly big villains do fall down a bit. Both Karl Urban (who previously played another comic book character, Judge Dredd, in 2012) and Cate Blanchette give funny and really enjoyable performances but they just aren't given enough screen time.

Overall this movie is great and a step in the right direction for Marvel. I just wish there was more emotion and less of Taika Waititi doing whatever the hell he wants. **8/10**

Patrick Maslin, Year 12



# Wonder

## HOW THE FILM 'Wonder' SHOULD INSPIRE US TO 'BE KIND'



Starting school, making friends and having fun are all part of growing up... it is even more difficult when you do not look like everyone else.

The 2017 film 'Wonder' is based on the novel by R.J. Palacio. It explores the story of August 'Auggie' Pullman (played by Jacob Tremblay), a 10 year old boy who has a rare facial disfigurement caused by a genetic disorder called Treacher Collins Syndrome. Auggie is an intelligent and whimsical young boy who is obsessed with 'Star Wars' and science. His mother (played by Julia Roberts) and father (played by Owen Wilson) are incredibly weary of letting him start school but decide that making him start in middle school is the correct way forward. Sadly, despite his wit and kindness, Auggie is made an outcast by the school bully, Jullian, and he finds out that many people do not want to be friends with the boy who has 'the plague'. Labeled as a 'freak' and 'ugly' Auggie is made to feel invisible and it is not until he befriends Jack Will and Summer, that he finally starts to fit in and become the wondrous boy that his family know and love...

The film itself struck me as something that'll not only be a cinematic tearjerker but also a film which will have an impact on the way in which bullying is tackled in schools, especially for those with a disability. I went to primary school with a boy who had the same condition as Auggie and it shocked me that some people are not as welcoming as my school was. After watching the film, I have researched 'This Morning's' **'BE KIND CAMPAIGN'** which encourages children to be kind to their peers and accept their differences. Although Bexley Grammar is quite different in its bullying strategy (as we have zero tolerance for bullying, along with offering support for younger years via the help of peer mentors and ECM day workshops) I believe that it is important to spread love and acceptance, especially during the festive season.



The film is a fantastic family favourite which not only addresses issues such as difference, acceptance and confidence but it is a great drama which many can relate to on different levels, which in turn should prompt everyone to 'be kind'.

**FOR MORE INFORMATION ON THE BE KIND CAMPAIGN GO TO:**

<https://www.itv.com/thismorning/be-kind>

Isabelle Merralls, Year 12

# *Kingsman: The Golden Circle*

The sequel to the surprise hit *Kingsman*, which was also based on the comic with the same name, has finally arrived. Once again directed by Matthew Vaughn, this sees the *Kingsman* rebuilt after their fight with Samuel L Jackson from the first movie, only to be systematically targeted and taken down by a new villain, Poppy, (Julianne Moore) and her criminal organization, The Golden Circle. The *Kingsman* must then join forces with their American cousins to save millions of lives.

Right. Now we have got that out of the way, let's get to the important things: does this movie surpass the original?

In my opinion, yes. Now, I love the original movie. It has great characters, amazing action and a stellar soundtrack. But I think we can all agree that the villain is not the strongest. Don't get me wrong, he does have some good things: I liked his methods; I liked his henchmen; and I liked some of his dialogue. But why on earth did Samuel L Jackson decide to speak with a lisp? It adds nothing to the movie and ruins the atmosphere built up by the rest of the movie. However, in the new film I love the villain. She is a vile psychopath who brings tension to every single scene she is in. There is a scene very early on that we will get to in spoilers, but it just horrified me in the right way; it shows her ruthlessness and maniacal nature. I also like her obsession with nostalgia as it is so creatively used. However, the one problem is her henchman who is not bad but feels a little tacked on and a little disappointing compared to the legless assassin from the original.

But what's a villain without a few heroes to stand up to them? Eggsy (Taron Egerton), Harry (Colin Firth) and Merlin (Mark Strong) are back and they all get a lot more character development whilst still linking back to the original. We get to see Eggsy trying to balance his life as a member of *Kingsman* and his relationship with Princess Tilde, which is a weird choice considering how they met in the original. But, surprisingly, their relationship is very believable and results in good character moments for Eggsy. Merlin is also given a lot more screen time and character development, which he absolutely deserves. He is very likeable and funny throughout the movie. Harry is also great, if a little too doddering for my taste but has some good talks with Eggsy and there is one moment which justifies his return and makes you understand why they brought him. But this leads to probably the most controversial part of the movie: how they bring him back. And, yeah it is pretty dumb. There were so many other options that would have worked instead of this which, whilst not breaking the world, is still an extremely poorly thought out *deus ex machina*. Apart from that, all the other gadgets are very well executed and either enhance the action or further the plot. I particularly enjoyed the new weapons of the statesmen. But, speaking of the statesmen, they are great and so deserve much more screen time. Whiskey (Pedro Pascal) in particular is great, and has the best action scenes of the movie. In fact all the action in this movie is fantastic by improving on what made the original so amazing. My only gripe is that there is some repetitive shot use and slow-mo but even then it's still all really good, it just can get a bit repetitive with the standouts being the opening fight in London and the final battle against Poppy (accompanied by an amazing song).

The themes explored in this movie are also far better than the original. I mean, another global warming plot, and I am all for protecting the environment but, when it was forced upon us in an incredibly bland and unoriginal way, I feel I speak for everyone when I say that it makes me want to cut down a tree. However, here it dealt with a theme we don't see a lot in movies, or at least in blockbusters. It actually very heavily critiques the war on drugs and mocks the attitude of the government, which is something we don't actually see very often.

Overall, I highly recommend this movie as a great action adventure with good characters that touches upon some important themes and ideas without stopping everything to talk about them. However, if you are looking for a very realistic spy film like *Casino Royale*, then this is not for you.

Patrick Maslin, Year 12

# John Lewis Christmas Advert

## REVIEW: THE JOHN LEWIS CHRISTMAS ADVERT 2017

When does the run up to Christmas begin? Some say you are 'allowed' to begin the festivities as early as October...others believe that they do not feel in the Christmas spirit until the first day of their advent calendar... I believe that the build up to Christmas does not begin until the day on which the annual John Lewis Christmas campaign is launched!

The previous ads have seen tearjerkers such as the '*The Man on the Moon*' (2015), comedic cuteness, as seen in '*The Long Wait*' (2011) and just plain absurdity which was found in last year's '*Buster the Boxer*.' This year, the department store has launched their campaign entitled '*MOZ THE MONSTER*' and it features the story of a young boy who is afraid of the dark. The 'loveable' monster, Moz, lives under his bed and they quickly become firm friends and play into the night. The ad culminates with the boy becoming very tired due to his night time adventures with Moz and on Christmas day he finds the odd gift of a nightlight which, when turned on, conceals his new friend; however when it is off he is glad to know that Moz is still there with him.

The story is played out to the song '*Golden Slumbers*' which was made famous by The Beatles in 1969 but has since been covered by the Mancunian band Elbow. In my opinion the ad is not in the same league as previous years due to its odd looking 'beast' who, personally, does not look child friendly nor cute enough to purchase as a soft toy, despite 10% of the proceeds going to charity. The campaign does, however, create a heartwarming journey of character development as the young boy learns key values of acceptance of and tolerance for people who are at first perceived as unapproachable, which I believe reflects certain landscapes in today's society. This, overall, creates a metaphor for the world which we should create for younger and future members of society in the UK.

Despite its negatives, I hope that John Lewis can redeem their top spot once again in 2018, otherwise I fear that they may have lost their magical element in the build up to Christmas.



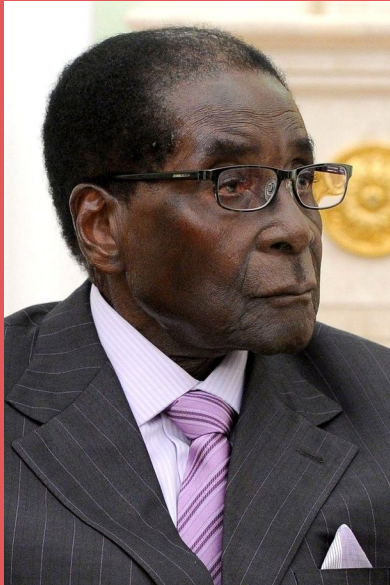
## ALTERNATIVE ADVERTS THIS YEAR THAT HAVE MADE AN IMPACT:

*Debenhams 'Modern Cinderella'*  
*Boots 'Show them you know them'*  
*ASDA 'imaginarium'*

Isabelle Merralls, Year 12



# Politics



## The 2017 Zimbabwean Coup d'état: A Political Piece

You may have heard of the coup d'état that has recently occurred in the Republic of Zimbabwe. You may have also heard of Robert Mugabe, the man who was the President of the Republic of Zimbabwe. But you might not have heard of the specific background, events or outcomes of this coup. To be honest, it has been quite difficult to keep up with the news surrounding any incident. Articles in the mainstream media are so fleeting: they strike the papers and your phone so suddenly and get replaced by the next article in one swift stroke. I would like to clarify this confusion because I feel that this is, in fact, a potentially history-defining event. In a similar vein to the Revolutions of 1989 all over Eastern Europe, occurrences like these herald signs of great social change in the surrounding region (in the 1989 case, the fall of Communism). Mugabe's presidency has been criticised for his severe mismanagement of the national economy with an 80% poverty rate, shockingly high unemployment rates and astronomically high inflation rates reaching 79,600,000,000% in late 2008 (1 US dollar equaled around 2.6 billion Zimbabwean dollars) – all due to failed Marxist land reforms involving the redistribution of commercial farms to inexperienced locals in the late 1990s. There have also been criticisms regarding the frequent human rights abuses, suppression of dissent and of criticism and other crimes against humanity.

The coup in Zimbabwe had been brewing since early October. Due to Mugabe's advanced age, the issue of succession was on many Zimbabweans' minds (even since 2008 there were concerns). His wife, Grace Mugabe, and his Vice-President, Emmerson Mnangagwa were the two likely candidates. Mnangagwa was poisoned in August and he claimed that Grace was behind the attempt. Despite Mnangagwa being a long-time political ally of Mugabe since the Zimbabwean war of independence in the 1960s to 1980s, Robert Mugabe denounced Mnangagwa at a rally on the 4th October and fired him two days later. Mnangagwa fled the country about a month later but vowed that, *"[Mugabe] will instead leave ZANU-PF (the government) by the will of the people and this we will do in the coming few weeks."* Nevertheless, Grace Mugabe's future presidency was considered almost secure. However, the Zimbabwe Defence Forces and large factions in the ZANU-PF did not support Grace because of many corruption scandals surrounding her. Over a hundred of Mnangagwa supporters rallied to protest the sacking but they were made the subject of disciplinary sanctions. Zimbabwean army chief, General Constantino Chiwenga, who was on an official visit to China at the time, learnt that Mugabe had placed an arrest order on him. Chiwenga used disguised soldiers to overpower the Zimbabwean police when he arrived on the 12th November. He issued a statement with ninety other high-ranking officers that the military would, *"not hesitate to step in,"* to, in fact, assist the revolution against Mugabe.



From the 14th to the 16th November, the army mobilised to blockade the capital Harare. Several government ministers were arrested and artillery was used in the northern suburbs near many government residences. It was around this time that Robert Mugabe was placed under house arrest ('safe' as the military put it). Many civilian protests occurred on the 18th November, celebrating the apparent end of Mugabe's presidency. He was forced to resign by his party on the 19th, but he ignored this order, determined to keep running the country. In response, the ZANU-PF announced that an impeachment of Mugabe would be conducted on the 22nd on the basis that he, "*allowed his wife to usurp constitutional power,*" (there she is again!). Mugabe would finally accept resignation on the 21st. After the coup, Vice-President Mphoko became acting President but, due to his absence from the country, the Chief Whip nominated Mnangagwa as President. As of writing, the Army no longer seeks to prosecute either Mugabe or his wife, with a grant of immunity from prosecution given on the 23rd November. The following day, Mnangagwa was sworn in as President

of the Republic of Zimbabwe.

These recent political developments are interesting, to say the least. Could this herald the establishment of a new democracy in the world, with one less dictatorship to worry about? Many supporters of the coup hope so, as well as many international leaders. I hope so. It is always a positive to see new nations joining the world stage as embracers of democracy; nations that can always freely and confidently govern & express their own destiny.

Dylan Moody, Year 12

 Continue for Gift Tips 





# UNDER £10

## for her...



### Alphabet Makeup Bag

Loosing your favourite lipstick is not nice. Get an alphabet makeup bag for that one person who needs it.

£6.00 -Matalan



### Sleek MakeUP Pout and Polish Gift Set

Have matching lips and nails with this fabulous gift set any makeup enthusiast would love.

£8.50-Boots

### Speech Bubble Light Box

Write your own cute personal message, or leave a message for someone.

£10.00 -Matalan



### Christmas Blanket

A warm Christmas blanket to watch the classic Christmas movies in bed.

£4.00-Primark



### 54 Christmas Jokes

This year, all the good jokes will be on you.

£5.00-Marks and Spencer



### Reindeer Pet Toy

Make sure your pet is included this Christmas by getting them this cute reindeer toy to bite on.

£5.00-Matalan



# There...



# PRESENT

By Urte Minkeviciute

# IDEAS

for him...



## Jack Wills Water Bottle

Help him stay hydrated in 2018, clear skin guaranteed.

£8.50~Boots

## Apology Pad

Sometimes its just too hard to say sorry...  
Help your brother out by buying them an amusing Apology pad.

£4.00 ~Tesco

Apology		
TO: _____		
FROM: _____	DATE: _____	
INFRACTION: _____ <input type="checkbox"/> BEHAVIOR <input type="checkbox"/> ACTION <input type="checkbox"/> REASON		
REASON(S) FOR MY BEHAVIOR:		
<input type="checkbox"/> I was in a foul mood.	<input type="checkbox"/> I wasn't thinking.	<input type="checkbox"/> Someone else made me.
<input type="checkbox"/> It seemed like a good idea.	<input type="checkbox"/> It just happened.	<input type="checkbox"/> I forgot you didn't like that.
<input type="checkbox"/> I ran out of my meds.	<input type="checkbox"/> I was planning a surprise for you.	<input type="checkbox"/> I couldn't help myself.
<input type="checkbox"/> I was feeling insecure.	<input type="checkbox"/> I had no idea it would hurt you.	<input type="checkbox"/> I was tired.
<input type="checkbox"/> You were pushing my buttons.	<input type="checkbox"/> Mercury was in retrograde.	<input type="checkbox"/> I was hungry.
<input type="checkbox"/> I was being selfish.	<input type="checkbox"/> I needed to vent.	<input type="checkbox"/> I was drunk.
<input type="checkbox"/> I forgot.	<input type="checkbox"/> I was traumatized in childhood.	<input type="checkbox"/> I'm in love with you.
<input type="checkbox"/> I didn't know.	<input type="checkbox"/> You were nearby.	<input type="checkbox"/> I'm a schmuck.
<input type="checkbox"/> I hate you.		
This note represents my awareness that my words or actions in some way upset, hurt, or otherwise alienated you. In light of this understanding, I <input type="checkbox"/> WILL <input type="checkbox"/> WILL NOT do it again.		



## TED BAKER LONDON Bishopgate body Duo

Tired of a smelly brother? Get him this TED BAKER body duo that would make everyone head over heels for him.

£8.50~Boots

## Christmas Socks

Buy him some cliché and cute Christmas socks that he would love!

£5.00~Matalan



# Designer Dupes

Everybody wants a designer wardrobe right? Girls; you want a Gucci purse. Boys; you want a Roley. This is all a dream until you see those prices which make your brain hurt more than school. So, unless we win the lottery or save our pocket money until we're 65, we can't be spending our parents' entire wage on a £1,772 Valentino handbag. Therefore, the high-end products we lust over aren't worth the money, sad but true. However, to our luck, we can find replicas which still look fashionable and are MUCH cheaper! This is such an advantage as, as soon as another pair of statement shoes come out, the expensive ones we could have bought which were 'in fashion' are now not and all that money has gone to waste. With replicas, your wardrobe could double for the price of that belt. You're welcome...

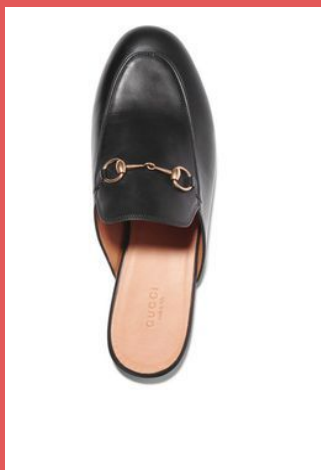
**GUCCI LOGO T-SHIRT:**  
£370



**RIVER ISLAND 'LOVE FOREVER' KNOT PRINT:**  
T-SHIRT: £20



**GUCCI SLIPPERS:** £430



**H&M SLIP ON LOAFERS:** £19



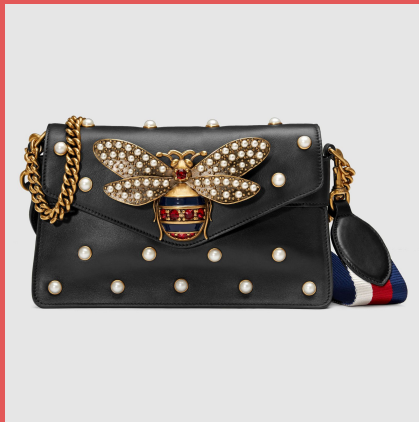
**DKNY CHELSEA BACKPACK: £197**



**PRIMARK BAG: £9**



**GUCCI BROADWAY LEATHER  
BEE CROSS CLUTCH:  
£2,250**



**MISSGUIDED BLACK MINI BAG : £18**



**TIFFANY NARROW CIRCLE  
EDGE CUFF £570**



**PANDORA SIGNATURE BANGLE: £100**



 Continue for Fun Stories 



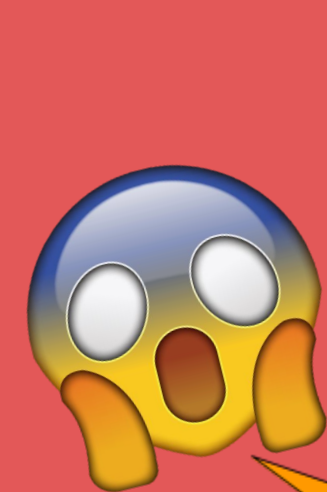
# How embarrassing!

It was sometime in winter, and really cold, and me and my brother were in my aunt's garden playing catch over her swimming pool. It isn't too wide, so it was really easy at first. I caught the ball, lost my balance, and fell straight in, fully clothed! It was absolutely freezing!

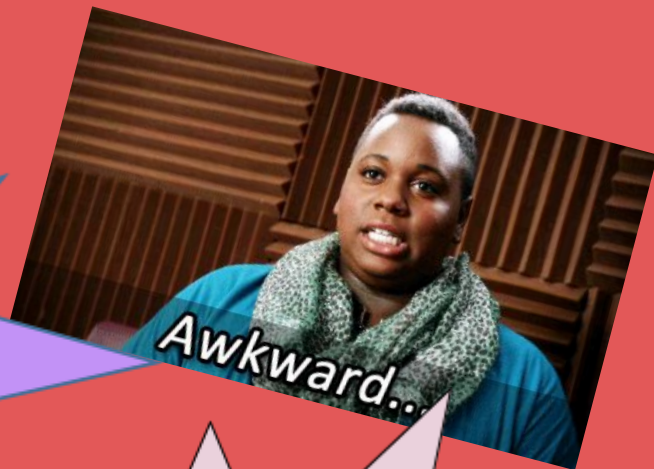


It was the first day of Year 7, and I was so eager to make a good impression. The first assembly was so long that my legs fell asleep, so when I stood up I couldn't feel them and I lost my balance straight away! I fell straight on my bottom in front of all my new classmates - they still remember it now!

I was having a bonfire with all of my family, when a brick fell out onto the floor. I, being the stupid person that I was, thought that I should put the brick back so that it could carry on in the fire. Obviously I burnt all of my fingers and my entire family were laughing at how stupid I was!



A couple of years ago I was trying to do a handstand on a wall in my house, which was right next to my window. I slipped and my foot went straight through the window! It smashed and cut my foot, and I had to have stitches! It was so embarrassing trying to explain it to my friends.



I was on the field and a group of older boys kicked their football over to where I was standing. I wanted to prove that I had a good kick, especially in front of the older kids, so I set myself up for a good shot. I missed the ball and slipped, and flew backwards onto the floor in front of everyone!



My cousin and I were playing a 'Bush Tucker Trial' game after dinner, and we had to make a drink out of loads of different liquids - we were adding vinegar, milk, orange juice, everything! She gave me my drink, and I drank the tiniest sip and then immediately threw up my dinner everywhere! It was so disgusting and embarrassing at the same time.

To submit your embarrassing stories, please email [12atkins\\_m@bexleygs.co.uk](mailto:12atkins_m@bexleygs.co.uk)



Please,  
help me!

Can Mrs Claus  
solve your  
problems?

Dear Mrs. Claus,

I am currently so stressed out about school - I have upcoming exams and coursework and extra-curricular commitments outside of school. I'm finding it so hard to balance everything together and I end up not sleeping until really late so that I have time to do all my work. How can I change? Help!

Make a timetable of each day and slot in where bits of work/revision/extra-curricular clubs go - this will help you manage your time better as you know when everything is! Make sure you leave some free time for yourself to relax a bit, because it's no good working yourself to death and having no fun at all, and make sure you get enough sleep - it can badly affect the mood. If it gets too much, speak to your teachers about possibly having some help - they'll understand and try to do as much as they can.

Dear Mrs. Claus,

There are these girls at school who are constantly giving me a hard time - they laugh and make comments about me to each other, as if I'm not there. I'm finding it hard to make friends here and these girls have noticed that. They have called me horrible names to my face. It's making me so upset that I don't even want to come to school. What would you do?

Definitely go and speak to a teacher or parent about the problems you're having; these girls are bullying you and it cannot be tolerated. The school will deal with the situation and make them realise how seriously hurtful they're being. As for making friends, why don't you join some after school clubs you're interested in and meet people with the same interests as you?





Dear Mrs. Claus,

My parents have been arguing a lot lately and say really nasty things to each other. They do it in front of me and don't realise how badly it affects me. I know they don't mean what they say but some of it is so horrible and it makes me not want to come home after school. How can I make them stop arguing?

Sit them down and just be honest. Tell them how it's affecting you and how upset it makes you - they love you and do not want to see you upset because of them. They'll realise the gravity of their actions once you point out how hurtful they are, and hopefully things will improve.

Dear Mrs. Claus,

I've noticed a new student at school who always sits by herself at lunchtime and break. She seems okay enough and nobody really notices her or says anything horrible, but I'm wondering if she'd like somebody to sit with or speak to? I want to ask her to sit with me and my friends but at the same time I don't want to assume that she's lonely when she just might enjoy her own company. What should I do?

Invite her over! Everybody could use some kindness and some more friends in this world, and there would be absolutely no harm in asking her if she wants to join you. I'm sure she'd be thrilled and you'll make a new friend!

Dear Mrs. Claus,

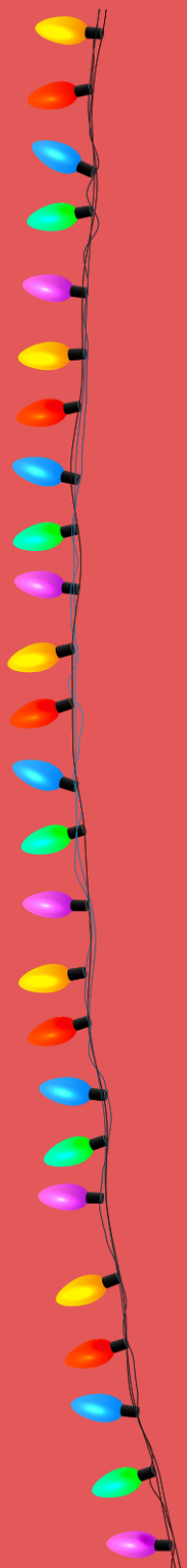
My brother recently went to university and I'm having trouble with adjusting to him not being here. We were really close and I miss him so much; I still talk to him on the phone nearly every day but recently he's been busy so we haven't as much. It's making me so upset because he was like my best friend. What do I do?

Unfortunately this is what happens when siblings move away - they now have a busy schedule and can't keep up with as many things as before. When you next have a chance, phone your brother and tell him how much you miss him and how you want to speak to him more often. If he knows how you're feeling, he can arrange a time where he'll be able to definitely call you and make sure you speak.

Submit your problems to me at:

[12atkins\\_m@bexleygs.co.uk](mailto:12atkins_m@bexleygs.co.uk)

Everything remains anonymous and you can get any help that you need



# XMAS FILM RECOMMENDATIONS

- **THE POLAR EXPRESS**
  - Recommended by: Dr Numbere
- **THE HOLIDAY**
  - Recommended by: Mrs Sargeant
- **LOVE ACTUALLY**
  - Recommended by: Mrs Sword
- **ELF**
  - Recommended by: Ms Hanington
- **MIRACLE ON 34th STREET**
  - Recommended by: Miss Rendle
- **THE MUPPET CHRISTMAS CAROL**
  - Recommended by: Mrs Allen
- **DIE HARD**
  - Recommended by: Mr Brook
- **THE SNOWMAN**
  - Recommended by: Mr Griffin

## OTHER FESTIVE FAVOURITES INCLUDE...

- NATIVITY!
- HOME ALONE
- IT'S A WONDERFUL LIFE
- WHITE CHRISTMAS
- BAD SANTA
- ARTHUR CHRISTMAS
- THE SANTA CLAUS
- THE GRINCH
- A CHRISTMAS STORY

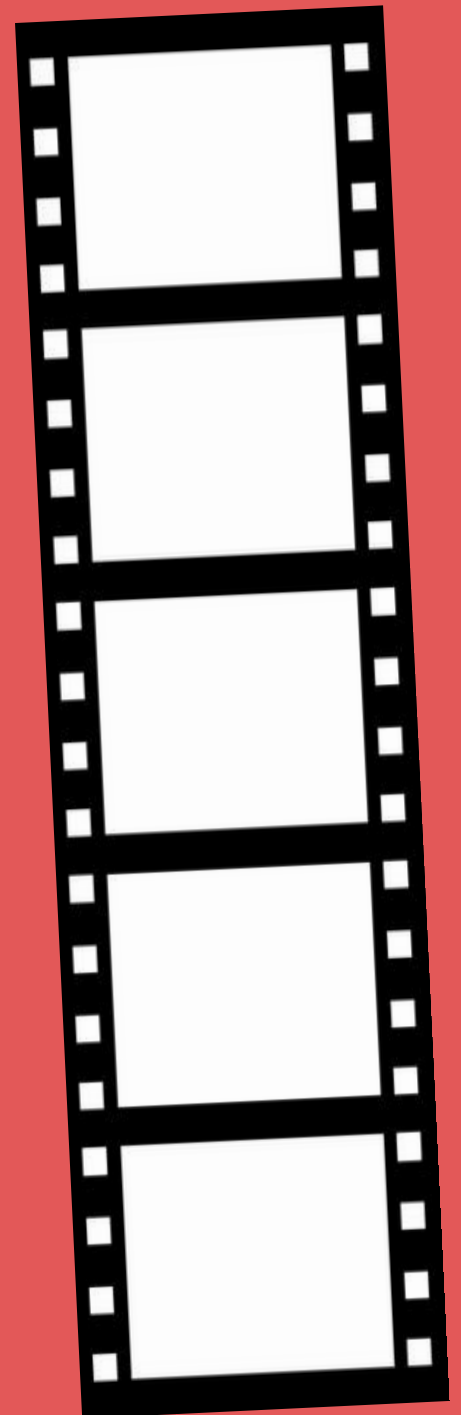
## IN CINEMAS THIS CHRISTMAS...

- ❑ A BAD MOM'S CHRISTMAS

## DID YOU KNOW?

**LOVE ACTUALLY**

**WAS VOTED THE UK'S FAVOURITE  
CHRISTMAS FILM IN 2016!**



# Christmas Quiz

## FILL IN THE GAPS FROM THESE FAMOUS CHRISTMAS SONGS...

- 1) 'Once \_\_\_\_\_ and twice \_\_\_\_\_'  
(Last Christmas- Wham!)
- 2) 'The boys of the \_\_\_\_\_ choir were singing \_\_\_\_\_ bay'  
(Fairytale of New York- The Pogues)
- 3) 'It's the time that every \_\_\_\_\_ has a \_\_\_\_\_'  
(Merry Xmas Everybody- Slade)
- 4) 'Where the treetops \_\_\_\_\_ and children \_\_\_\_\_'  
(White Christmas- Bing Crosby)
- 5) 'All the lights are \_\_\_\_\_ so \_\_\_\_\_ everywhere'  
(All I Want For Christmas Is You- Mariah Carey)

ANSWERS:  
 1) Bitten, shy  
 2) NYPD, Gateway  
 3) Santa, ball  
 4) Glisten, listen  
 5) Shining, brightly



## WORD SEARCH!

U S N C H N M A G I C A N A G  
 R N L B L I T Z E N B S X T T  
 V E E E X G Q E P K D G M J S  
 W X C S I B M R N E H X D L P  
 A I U N J G E E C H P J I B W  
 T V E O A S H C C S L Y P B Y  
 E O Q W E D T N H C O L U Q H  
 M L W N G D U A R A D F C S A  
 O A T K R O R R I Y U B Y N T  
 C S Z A K Y E P S H R V B K N  
 S T O C K I N G T B A C S T A  
 P O B N B B N N M Z V A E U S  
 W E Z I B S O D A S H E R N R  
 H A W N J D D K S V D N L W C  
 M Z A U C S Q Y E N M I H C L

DASHER PRESENTS  
 DANCER CHIMNEY  
 PRANCER STOCKING  
 VIXEN  
 COMET  
 CUPID  
 DONNER  
 BLITZEN  
 RUDOLPH  
 SANTA  
 SNOW  
 FLY  
 MAGIC  
 SLEIGH  
 CHRISTMAS



Isabelle Merralls, Year 12

Comic by: Sammi, Chloe,

Vincent & Dliveen, Year 12



# Revision Tips

It's never too early to start revising for your exams. You need to start 'overlearning' information that is sitting on your weak short term memory 'shelf' so that it can be filed in to your much stronger long term memory 'library'!



It's a good idea to have a wall planner so you can see exactly how many weeks you have left! When you have your exam timetable, plot the schedule on to it.

Make a weekly study timetable! Allocate time you will commit to revising, and what subject. (6<sup>th</sup> formers should do this for your study lessons too)

**Be honest with yourself** about your time and remember to add in relaxation as well.

Don't be tempted to *only* tackle your most confident areas! Categorise them into **High**, **Medium** and **Low**.



## **The conditions you revise in are vitally important:**

Silence	music in the background	very noisy
Bright light	medium light	low light
At your desk	on the bed	lying on the floor
Early morning	afternoon	evening

## **What are your mostly likely distractions and how are you going to deal with them?**

Mobile phone?



Leave it downstairs /turn it off (You can do it!)



Younger siblings interrupting?

Maybe put a 'Do Not Disturb' sign on your door?



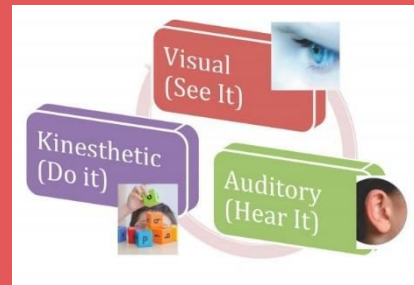
Know how long you can focus for. If it's 20 minutes, FOCUS for that time, then take a short 'stretch break' and then get back to the task for the *next* 20 minutes. Have a longer break after 2 hours max!

## HOW to Revise

### Did you know?

You remember

- **20%** of what you **read**
- **30%** of what you **hear**
- **40%** of what you **see**
- **50%** of what you **say**
- **60%** of what you **do**
- **90%** of what you **read, hear, see and do**



### SO.....

1. Make flash cards with coloured spider diagrams or bullet points
  2. Memorise the information
  3. Cover the notes and recall the facts.
  4. Look back at your notes– did you forget anything or make errors? If so, repeat the process for the bits you have not retained
- If you are disciplined – look at youtube for video clips of key topics but **ONLY** if you won't be tempted to go surfing!!
  - Use BBC Bitesize – particularly useful for English –it has video clips and short quizzes for all the texts you are studying
  - Use 'MyMaths' Password is Bexley. Username is circle. Login. Go to **library** chose your topic
  - Memrise – excellent for MFL and Quote learning for the English texts!
  - Put post it notes with quotes, key information etc around your bedroom; on the cupboard door where the biscuits are; on the mirror in the hall; up the staircase.
  - Listen to poems from the anthology; download audio versions of texts on your phone

## The Exam

You need to be familiar with the exam layout for each paper and the marks per question

Make sure you know how much time you have for each question / section

1. READ THE QUESTION CAREFULLY TWICE!

▪ Circle key words as you read.

• EX: Explain TWO unique properties of human embryonic stem cells that distinguish them from other human cell types. Describe a current medical application of human stem cell research.

Proof Read your answers – especially the extended written ones!

Make sure you haven't missed any questions out!

**Good Luck!**  
**LUCK HAS NOTHING TO DO WITH IT.**



22nd November 2017

Dear Parents and Pupils

**End of Term 2017 / Start of Spring Term 2018 Arrangements**

As the school term draws to a close, we would like to inform you of the many events occurring over the next few weeks, and keep you apprised of the arrangements for the end of this term, and the beginning of next.

**Thursday 30<sup>th</sup> November ~ Oliver Twist in the Drama Theatre at 7.30pm**

Tickets are £8.50 adult / £6.00 child (under 18) and concessions. [Click here to purchase your tickets](#)

**Friday 1<sup>st</sup> December ~ Oliver Twist in the Drama Theatre at 7.30pm**

Tickets are £8.50 adult / £6.00 child (under 18) and concessions. [Click here to purchase your tickets](#)

**Monday 4<sup>th</sup> December ~ Oliver Twist in the Drama Theatre at 7.30pm**

Tickets are £8.50 adult / £6.00 child (under 18) and concessions. [Click here to purchase your tickets](#)

**Tuesday 5<sup>th</sup> December ~ Christmas Concert in the School Hall at 6pm**

Tickets are £6.50 adult / £4.00 child/concessions. [Click here to purchase your tickets](#)

**Thursday 14<sup>th</sup> December ~ School Christmas Dinner**

This will be available for pupils at lunchtime from the Canteen. The cost of the main course and pudding is £3.00.

**Wednesday 20<sup>th</sup> December ~ Last Day of Term**

This Christmas, we are having two assemblies at St John's Church in Danson Lane, one for Years 7 and 8 and the other is for Year 12. Years 9, 10 and 13 will have a final assembly in school.

- It is anticipated that Years 7, 8, 9 and 10 will be dismissed at approximately 12.00pm – 12.15pm from school;
- Years 12 will be dismissed directly from the church at approximately 11.20am and Year 13 will be dismissed at approximately 11.40am.

**Wednesday 3<sup>rd</sup> January – Friday 5<sup>th</sup> January ~ Inset days**

**Monday 8<sup>th</sup> January ~ First day back for all Pupils**

The day will begin as normal with registration at 8.30 am.

**Tuesday 16<sup>th</sup> January ~ Year 12 Parents' Evening**

We would like to wish all parents, pupils and friends of Bexley Grammar School a Merry Christmas and a Happy New Year.

Mrs R Mallin  
Assistant Head

**Next Edition: EASTER 2018**