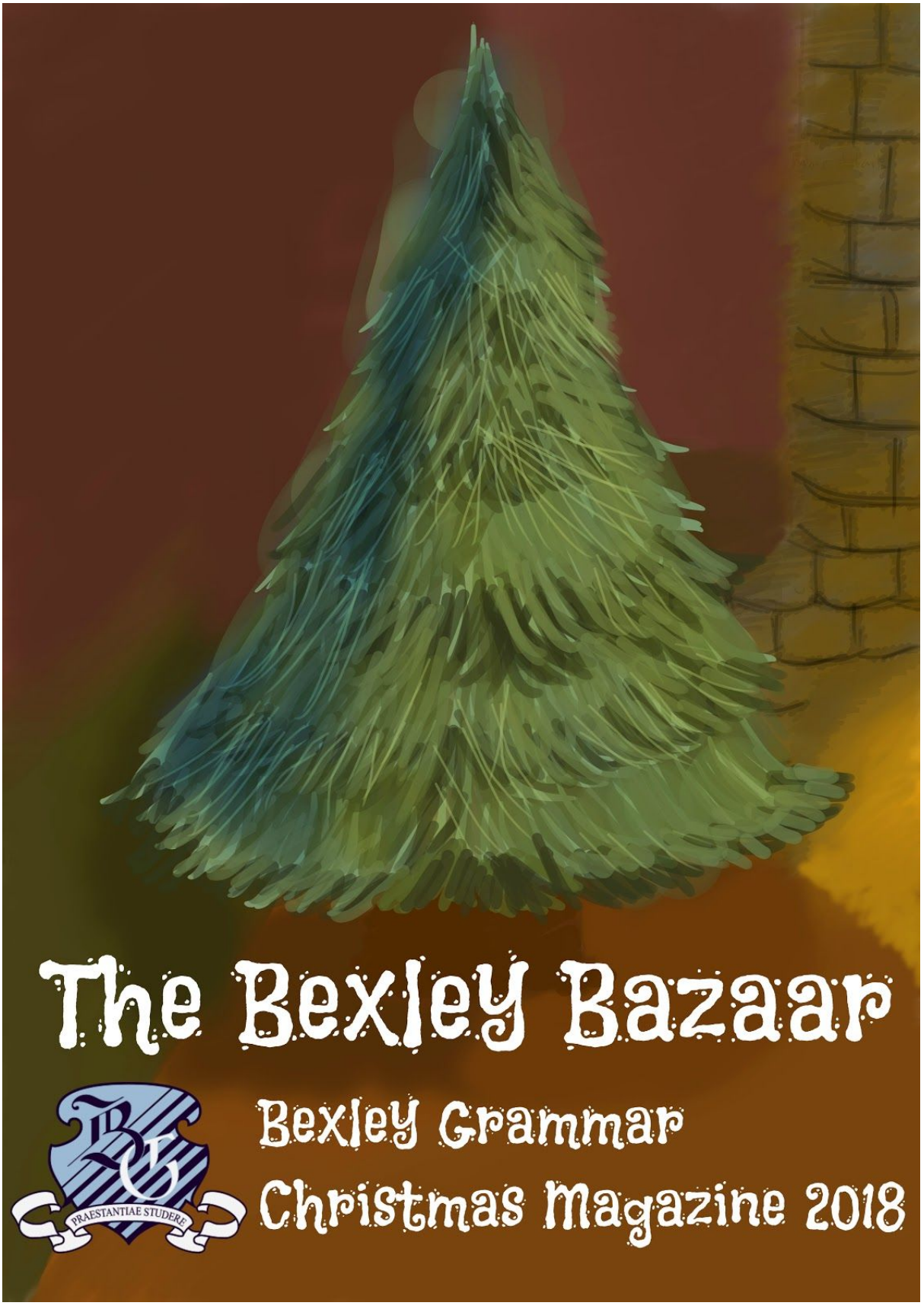

The Bexley Bazaar

Bexley Grammar Christmas Magazine 2018

Christmas message from Mr Elphick

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 were happily settled into the life of the school by half term; their parents had met form tutors, attended a Music Concert involving every Year 7 student and enjoyed a BBQ here in school. Similarly, in the Sixth Form, students from many local schools joined our own students and this year made BGS history: They completed our now fully IB Sixth Form of 400 students. Staff and students are now benefiting from the focus that the single shared outcome of the IB Diploma brings. We are confident that Year 13 and Year 12 have the potential to be the highest performing BGS cohorts ever. At the time of writing, 18 students had gained interviews at Cambridge or Oxford and the majority of Y13 students had at least one offer and in many cases several offers at the prestigious universities they have selected.

This is also the term where the whole recruitment process begins again; we held inspiring, vibrant and successful open events for prospective Year 7 students and a few weeks later, 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 ð complete strangers to the school report that those they talk to on these evenings genuinely care. We were also struck by the increasing number of external students who were better informed about the IB than in previous years.

Perhaps our new website is more effective at getting our messages out. There is a lovely promotional video, (created in-house with excellent support from a student at Ravensbourne) on our homepage, aimed at prospective Year 7 students. Our IB story was published in the 2018 edition of the Parliamentary Review, marked by a reception at the House of Commons. We also gained our annual curriculum award from the Princeõs Teaching Institute (PTI) - this year for the English, History, Latin and MFL departments.

Meanwhile, the school has continued with the multitude of activities typical of what we manage to cram into a term: visits, residential trips (the Sports Tour to Barcelona and the Japanese Exchange at half term), conferences, International Week, No Pens Day and of course, a range of House events. We held two Power Days, new incarnations of our former ECM days, which have been reorganised and refocused to fulfil the growing demands of the PSHCE curriculum. Our Remembrance Assemblies, complete with 3 trumpeters playing the Last Post at three locations across the school, two minutes after 11 oõclock, held a special resonance in this centenary year. We have held Parentsõ Evenings for Year 13 and

Year 11. And as this magazine goes to virtual press, our Year 11 and Year 13ê students are taking their mock examinations before a well-deserved Christmasê break.ê

The Christmas Concert ushered in the festive season in style. Fourteen ensemblesê (if you count the two Rock Groups separately - a BGS record, I believe) in whichê nearly 10% of the student body participated, entertained a packed hall withê everything from Mozart to Deep Purple! Congratulations to Mrs Goddard, Mr Laingê and Mrs Eacott, our technician, Mr Ross, several peripatetic teachers (Mr Cooper,ê Mrs Goddard, Ms Wyllie and Mr Crocker) our Music Prefects and, of course, ourê performers, on an impressive and inspiring evening.ê

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

Have a restful Christmas break with family and friends and may I wish you everyê blessing in 2019.ê

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Editorsõ Christmas Messageê

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Merry Christmas, Bexley Grammar!ê

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This is the first issue of our *Bexley Bazaar,* and what a busy first term itõs been,ê now you can sit back and read whatõs been going oné..ê

Good luck to all Y11 and Y13 students in your Mock results, enjoy the break,ê everyone, and we wish you all a Happy New Year!ê

The Editorsê

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Collins House Reportê

Hi everyone,ê

The House competition startedê with the Sports Day events in theê summer. Collins House has beenê at the top and doing well so far,ê 2nd at the moment, letõs seeê where we go from now.ê

The House Captains have beenê excellent at getting pupils toê take part in events - as well, theê pupils have been so good. Thankê you all.êê

Finally, it is that time of the yearê where we are all looking forward to the goodies.Yes, Collins members you allê deserve it. At this time, however, I would like to wish Collins House Captains, theê Year 13s &11s, all the best in their upcoming Mock exams. I wish you all the bestê now and in the future. I would also like to thank the Year 12s in Collins House inê advance for their help and support.êê

Merry Christmas and a Blessed New Year to you all.ê

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Mrs Lasoye, Head of Collinsêê

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Johnson House Reportêê

This term we welcomed our new Y7 and Y12 students. Itõs easier to spot the newê younger students, and 7JR have certainly entered the school with a bang! Iõveê been delighted to see the enthusiasm with which they approach everything and,ê with some of that energy being apparent in other year groups within the House, Iê have a lot of hope for our future.ê

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The present, however, is a picture of limited success for Johnson. Our Junior andê Intermediate netball teams did us proud, securing two first places in theirê competitions. The Intermediate footballers, the Harvest Box and the ôbowlingê robotsõ (STEM competition) saw us achieve third places, and after that thingsê looked a little less positive. Weõre holding our own in fourth place overall, but theê gap behind us is shrinking and the gap ahead getting bigger. Hereõs to a greatê Junior Swimming Gala where I look forward to seeing Johnson students ruling theê waves!ê

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I would like to end this account with a picture of our entry in the Harvest Boxê competition. What you canõt see in this photo is the fact that there were severalê more boxes of food hiding behind our eagleõs nest. Johnson students generouslyê donated so much food that I genuinely believeê we might have contributed as much as the otherê Houses combined. What a wonderfulê demonstration of the spirit of Johnson House,ê and a heart-warming way to end this report asê we prepare to enjoy the Christmas season ofê giving.ê

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Mr Asker, Head of Johnsonê

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Kirkman House Reportêê

We have had so far a very successful year in Kirkman, and I believe we end theê calendar year at or close to the top of the table. For this, thanks must go to theê Captains, who have worked really hard,ê but also of course to every participant!ê

We have had notable successes in theê House Drama ô***Girls Like That***õ, which weê won, and also plenty of other first orê second placings in, for example, Seniorê Cookery, Harvest Box decorating, Stemê club and a variety of sports events,ê showing what a wide range of talents weê have.ê

We look forward to next term which not only holds the handover to new Captainsê (already!) but itself has a lot of events within it; hopefully we can continue to holdê our own and bring the trophy home at Easter.ê

Mrs Fisher, Head of Kirkmanê

Photos: winning Drama cast,above,ê and Captains, left.ê

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Mabbs House Reportê

Weê hadê aê reasonableê startê toê theê yearê inê fourthê position.ê Allê Mabbsê participantsê haveê triedê theirê hardestê inê allê theê eventsê whichê hasê madeê meê proud.ê Thereê wereê someê winsê withê Yearê 7ê winningê theê MFLê songê competition,ê bothê Juniorê (firstê place)ê andê Intermediateê (thirdê place);ê Tennisê didê extremelyê wellê andê lastê Fridayê weê wonê Houseê Seniorê Cookeryê withê chocolateê fondants.ê Theê changeê inê theê Houseê Dramaê competitionê allowedê theê Houseê Captainsê toê chooseê aê challengingê choiceê ofê play-ê Theê Greekê playê"*Heracles*".ê Althoughê theê studentsê didê placeê inê theê finalê three,ê theê useê ofê ofê chorusê andê costumeê reallyê helpedê toê produceê aê creativeê re-tellingê ofê thisê darkê play.ê Asê theê nextê competitionsê arise,ê weê hopeê toê keepê risingê throughê theê ranksê to the top!

Ms Gabriel, Head of Mabbsêê

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Prothero House Reportê

Prothero have had a difficult yearê this year. Sports Day was aê complete fail which set us back soê far, meaning our team could haveê potentially given up. However, Iê am so proud of all members ofê Prothero as they have motored onê and still kept the (friendly) fightingê spirit. As a result we are slowlyê closing the gap. So, stay positiveê guys and keep on going. Stickê together as a team and enjoy theê experience.êê

Mrs Mitten, Head of Protheroê

Wellman House Reportê

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I am exceptionally proud of the hard work and enthusiasm for house activities fromê Wellman this year. From the range of events such as House Cookery, Harvest Box,ê House Drama, Girlsõ Netball and Boyõs Football, Wellman House has shown theirê dedication by creating teams and participants for every single event. I would likeê to especially congratulate the Wellman Year 8 and Year 9 students for coming firstê place in the STEM club challenge hosted by Ms Lusted. I have high hopes that withê this momentum, that this may be the winning year for Wellman!ê

Mr Ward, Head of Wellmanê

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House Dramaêê

This October, all the houses came together for House Drama. For a month, eachê house worked on a five to ten minute long performance of a script of theirê choosing. There were a variety of choices, ranging from Wellmanõs striking pieceê about 9/11 to Kirkmanõs rendition of ò*Girls Like That*ó, a play about secondaryê school girls and how they treat each other. The range of subjects made for aê thoroughly interesting afternoon.êê

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With a limited cast of twenty five per house, we all definitely worried about howê this was going to work out. Naturally, it took some thinking, planning and hardê work from the brilliant House Captains, but in the end every house came into theê hall ready to perform, with a vast array of props, costumes and makeup - we allê had no idea what was in store.êê

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One by one, each house went on stage and performed their mini plays, and weê were all amazed at the level of effort and teamwork put into the performances. Itê was obvious we had all worked really hard and then it was up to the judges toê make the final decision. We all waited eagerly for them to reveal the results of theê deliberations.êê

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Mr Otley got on stage to announce where each house came. The well deservingê winner was Kirkman, who did an outstanding performance that could barely beê faulted by both the audience and the judges. Even though my house didnõt win,ê Iõm really proud of all the rehearsal time we put in, and it was reward enough toê get to watch all the other houses perform.ê ê

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Kirkman Houseêê

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Kate Leadbetter, Year 12ê

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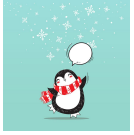

Report on Jack Petchey Awardê September - November 2018ê

The first Jack Petchey Award for the New School Year was awardedê by Mabbs House in September to Nicole Tapponnier. Nicole wasê nominated for the following reasons: Nicole regularly helps withê House activities throughout the at Bexley Grammar School, sheê always has a smile on her face and encourages others to take part inê competitions. She is an excellent House Captain and is trulyê inspirational to students of all ages, warm, generous, a kind-heartedê character, a very funny and uplifting person. Nicole has chosen toê give her Ã250 winnings to the Art Department for a new portableê projector and some more canvasses.ê

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The second was awarded by Prothero House in October to Oliver Grayê for the following reasons: Oliver is an active member of the formê who takes part in house events and has donated money to charityê through events. He is a charitable and caring person and is alwaysê there for people when they are feeling down, always friendly andê breaks up arguments and gets people to calm down when they areê angry or sad and is a good friend to many people. Oliver has chosenê to purchase some sports equipment for student use during break andê lunch times.ê

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The last award of 2018 was nominated by Wellman House; inê November they nominated Max Hickman who is in Prothero House forê the following reasons: Max has given up his time to go with theê Cadets to Malawi in the holidays to volunteer and help build aê playground for less fortunate children. He also does other activitiesê with the cadets as well as taking part in the Duke of Edinburghõsê award scheme. Max has chosen to spend his Ã250 winnings on someê new camping equipment for the Duke of Edinburghõs Award Schemeê which runs in school.ê

Mrs Snelling, House of Leaderê

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Bexley Peer Mentors

I interviewed Alexander Von Doetinchem, a Peer Mentor who is currently in Year 13, about how the Peer Mentor system works. If you're interested in taking the role of a Peer Mentor or need someone to turn to for advice, this is the article for you!

What is your role as a Peer Mentor?

As well as helping my Year 7 form through the transition from primary school, I have also assisted in focus work ranging from bullying to identity issues.

How does the peer mentoring process begin?

In regards to being referred to a Peer Mentor, there are a variety of ways in which it can happen. The most common is that the student expresses a want to work with us, but they can be brought to our attention from teachers, other Peer Mentors or even fellow students.

How are Peer Mentors assigned?

At this point Mrs Jones, the School Counsellor, and Mrs Johnson work to assign a Peer Mentor best suited to deal with the student's needs.

How long does this process last for?

Okay, so it can last for as long as the student feels it's necessary, but it has to be reviewed every four weeks to ensure that progress is being made and that the student feels supported.

Why is this Peer Mentor system an essential part of the school?

It provides a support network and lets people know that they're being cared for. It's also nice to speak to a fellow student as opposed to a teacher as that can be intimidating.

As well as that, we can also ease the transition between primary and secondary school.

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How does the privacy policy work?êê

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Okay, so obviously the school knows a little about why a student is being referred,ê but not too deeply. Confidentiality is taken incredibly seriously by Peer Mentorsê and details about you will not be shared outside of sessions. There is oneê exception, however, if a Peer Mentor feels that a student is at risk of harmingê themselves or others, we have to disclose the details to the counsellor.ê

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Do you stay in contact with the people you mentor afterwards?ê

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Well I am not in regular contact with people I have peer mentored in the past,ê they know that they are able to contact me if necessary and I'm still in contactê with my form, but I feel it's important that students form connections in their ownê age range.ê

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What have you learnt from this experience?ê

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Well it's made me more empathetic and confident, as well as allowed me to relateê to younger people more.ê

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What are your overall thoughts?ê

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I think it's a worthwhile and fun experience that has taught me new skills,ê improved my confidence and organisation, and overall allowed me to help others.ê

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Need help?ê

*You can contact either Mrs Johnson or Mrs Jones by email or speak to theê Peer Mentors in the corridor (look for the smiley badges!)*ê

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Want to apply?ê

*Weõre taking in applications for Year 12s at the beginning of 2019!*ê

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Michelle Su, Y12ê

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BGS IB student accepted atê Jacksonville University USAêê

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One of the great benefits of the IB Diploma Programme is that it provides aê world-class, truly global qualification. Katie McKenna, in Year 13, wanted to studyê in the USA, and went about applying with real energy and drive: the result is anê amazing success, as you can see from the letter of acceptance from Jacksonvilleê University at the link below. All of our Year 13 students have received offers fromê very prestigious universities, or from gold-chip companies, for two main reasons:ê firstly, they are impressive students who should get excellent results next June;ê secondly, the range of subjects and other super-curricular activities in the IB givesê them a real edge over their peers for the most competitive degrees andê apprenticeships.ê

Well done to Katie, and to the rest of our most senior students!ê

https://drive.google.com/file/d/13IWG3giMLSiPUvNIPgWENKclDzj2WCGB/view?usp=sharingê ê ê

Mr Morris, Head of Sixth Formê

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STEM news

SCIENCE TECHNOLOGY ENGINEERING MATH

It has been a busy term for STEM events! It all kicked off on Thursday September 20th, when Miss Francis organised for BGS to take part in a live web discussion with a real NASA astronaut. Sunita Williams is an engineer who has been commander of the International Space Station and holds the world record for the longest space flight for a female astronaut (195 days). With almost 50 schools participating in this live event, it was exciting to have one of our Year 11 Physics classes involved and they really took the opportunity to ask this prestigious and experienced astronaut some challenging questions that really got to the nitty gritty of life in space! Since there was a stream of questions coming in from students around the country, we were thrilled for Sunita to choose to answer 'Does the ISS get smelly?' which was posed by our BGS students. Well, it turns out that cleaning is an activity that astronauts spend a lot of their time on!

The Inter-House STEM Competition also took place this term over four weeks. Teams of Year 8 and 9 students from the six different houses adapted robots to knock down skittles in a timed trial. The students rose to the challenge, as always, and the final event was full of drama; from batteries running out, to last minute tearing off and sticking on of appendages. However, there was a clear winner, which was never in doubt. Wellmanõs robot ploughed across the area, sweeping away all the skittles in just 13 seconds!

This academic year has seen the introduction of the new Power Days (taking the place of the previous ECM days), filled with opportunities for students to engage in a range of extra-curricular activities to

enrich and empower them in a variety of ways. Power Day 2 on Monday 26thê November had the theme ôIndustry and Enterpriseõ. There was a huge range ofê activities throughout the school from a Dragonõs Den project for Year 7s rightê through to IB Chemistry and Physics practical assessments for Year 13 students. Asê the main building corridor filled with the smell of burning, we knew that theê Chemistry Internal Assessments were well underway; a chance for students toê complete an experiment of their own design and gain essential practical skillsê which will prove invaluable for those going on to university to study a Scienceê degree.ê

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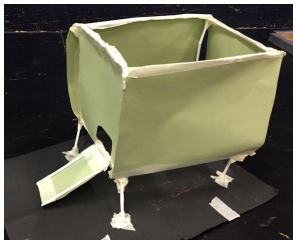
On Power Day 2 both Year 9 and Year 10 students wereê treated to a number of different workshops delivered byê industry professionals. Having signed up to their choiceê of workshops, Year 9 students spent the day completingê tasks that would give them a taste of what it would beê like to work in their chosen field. The choices were toê work with a chef and learn how to cook a three courseê Spanish inspired meal, veterinary science, computerê science, product design, architecture, engineering andê textiles. The hands on activities combined with theê insights provided by our expert visitors provided anê incredibly inspiring, as well as enjoyable, day.ê



Additionally, Year 10 were involved in a number ofê different activities designed to promote careers in townê planning, architecture and engineering, all delivered byê industry experts.ê

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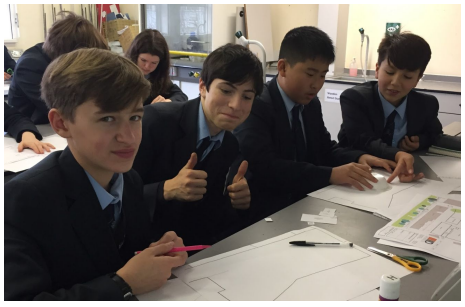
òI thoroughly enjoyed participating in the Architecturalê Design Workshop. I loved that the architects from the Architect Companyê



explained what they do and how step by stepê they design a structure. We then got briefed onê the building we were designing (a poppy centre)ê and drew some concept designs. From there, weê began to locate the building on the site area andê develop the design of the building. Eventually weê built a prototype model of part of or all of ourê building. Finally, we presented our ideas to theê group! I liked how the architects were coming round and talking to us about ourê designs, suggesting ideas and answering questions. This helped me to in the endê produce a better design and I overall, really enjoyed it. It was a great experienceê and it inspired me- as I am looking to go into this industry.óê

Anya Scothern, Year 9ê

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òDuring Power Day I was in the engineeringê group. The task given was to build aê roller-coaster track that a marble would rollê down, using only various types of cardboardê and tape, and to include: A 30cm drop,ê 20cm without using tape and a 360 turn.ê We were then put into groups of five peopleê and began work. I enjoyed Power Day; theê day in general taught me a lot about aspectsê of the engineering process, for example theê design cycle. The assistants from theê university were lovely to work with and wereê a great source of information about going intoê engineering for GCSEs and later a career. Allê in all it was a wonderful experience that Iê would love to do again.ó*ê

Hannah-Louise Donovan, Year 9ê

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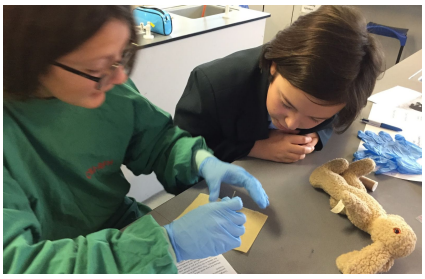
*òFor Industry Day, some of the year 9s didê Computer Science. First, we listened to a shortê lecture by someone called Chris Mannix who worksê for a coding company. He told us aboutê qualifications, values to have as a coder and muchê more. After that, we were set a task similar to oneê his company faced not too long ago to do with stockê trading and time zones. After that we made our ownê safari parks with different outcomes based onê probability. Overall, I felt as though we all learnt aê lot and it was extremely beneficial to those of usê aspiring to follow a career path in coding.ó*ê



Max Dawkins, Year 9ê

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Through the planning of this day BGS is very excited toê have secured a permanent partnership with theê architectural firm IID Architects and we look forward toê drawing on their expertise and enthusiasm in futureê projects.ê

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Ms Lusted, Science Dept.ê

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FBCS News - Social and Culturalê Anthropology trip to East Londonê

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On Wednesday 26th September, a group of Year 12 and Year 13 students studyingê Anthropology went on a trip to London. With Miss Contini and Mr Joe, we started atê London Bridge, walked through The City, through Whitechapel, ending up at an artê gallery inê Shoreditch.êê

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Having researchedê the areaê beforehand, theê Year 12s gaveê talks on theê different areasê we visited - soê that we couldê learn the historyê of these placesê and thereforeê understand how and why the areas are so different. For the Year 12s, this was aê chance to carry out an observation as part of our IB coursework at eitherê Whitechapel Market or Brick Lane; Brick Lane was particularly interesting as itê changed so much from one end to the other.êê

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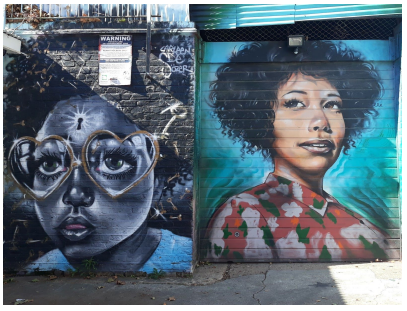
As shown in the pictures we took on the day, Brick Lane is fast becoming a trendyê spot for hipsters and this is shown in the vast array of shops such as Cereal Killerê Cafe, Dark Sugars Chocolate Shop, and Ragyard, as wellê as lots of street art created by artists such as òDrephó.ê However, at the other end, Brick Lane is much more ofê a poorer area with a large Bangladeshi populationê (hence many street signs being in both English andê Bangladeshi). In addition to this, there is a large groupê of Muslims who immigrated from Asia, and this is shownê in the Mosque at one end of Brick Lane which was onceê a church. This was very interesting in allowing us to explore key anthropologicalê ideas, such as how wealth leads to power. This was emphasised even more as weê had just walked through The City - Londonõs key financial borough. The wealthê here was clear to see and, as we walked through Lombard Street and past the Bankêê



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of England, we noticed how vastly different these two areasê are, despite being in walking distance of each other. Theê extent to which London is changing was shown clearly as weê walked into Whitechapel and saw the appearance of lots andê lots of cranes - the new buildings were advertised as luxuryê apartments and offices.êê

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It was a good day out and we finished at a gallery in Shoreditch before taking theê bus back to London Bridge and getting the train home.ê ê

Alice Brayford, Y12ê

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Economics and Business Studies News-ê Commerzbank Insight dayê

Commerzbank is a German investment bank, and - on Thursday 27th November - weê were invited to attend an Insight Day at their London office. The day was basedê around the diverse opportunities the bank has to offer; they also offered usê support on how we can best market ourselves to be considered by employers forê job opportunities.ê

The bank was in the heart of Londonõs financial district, all the buildings toweredê above us. To be honest, when we were walking into the reception, it was prettyê tense. The reception was a tall room with big, white, marble walls; we walkedê through the glass doors into the foyer where everyone was trying to actê accordingly: it felt like everything we did was being watched.êê

We were then led into the main hall where we were split up into groups, with theê two other schools that were there. The day started off at 9:45 am with a meet andê greet. This gave us the chance to get to know each other and introduce ourselvesê to the people on our table. We were all from similar backgrounds and got talkingê about our plans for the future.ê

A short while after, we were greeted by the head of the Vocational Traineeê Scheme, Julia Hassheider, who gave us an itinerary of the day, and introduced usê to the Head of HR, Anna Lowe, who briefed us with an introduction to theê company. The speech covered some background information of the company and aê short overview of each department, detailing their role within the bank, explainingê the different objectives of the bank and how closely each department worksê together to realise these goals.êê

After the introduction, we were put into different groups and given more in depthê presentations on the individual roles we could apply for as part of the Vocationalê Trainee scheme. The Vocational Trainee scheme is the school leavers programmeê offered by Commerzbank. It is a three year programme, where you can obtainê

qualifications such as a Higher National Diploma (HND) in Business (Accounting &ê Finance) as well as a BA (Hons) degree in Business Studies, whilst working forê Commerzbank, allowing you to gain practical experience. This would help you toê apply the things you learn, expanding and solidifying your knowledge. There areê four different areas you can specialise in as part of the VT scheme: Trade Financeê & Cash Management Division (TF & CM), Corporates International / Relationshipê Management, Finance, and Information Technology (IT).ê

The current trainees led presentations on each of these roles, detailing theirê responsibilities and the work they do each day. Each trainee originally attendedê one of the three schools that were invited to the Insight Day and explained to usê their motivations for applying for the VT scheme. They also told us about theirê experiences working for Commerzbank and how they adjusted from school to workê life. The trainees specified how the company takes an active role in providing helpê and support to their trainees, listing the unique benefits they have gained being aê part of the Vocational Trainee scheme. This helped us to make an educatedê decision on our plans for the future. When we heard about the amount of work youê get as a trainee, some people were put off and it pushed them towards a moreê traditional route, but it allowed the rest of us to understand the commitment weê were making if we became a trainee.ê

Then came lunch, which was probably the most stressful part of the day! Lunchê gave us the opportunity to interact with the trainees, asking any questions we had,ê and to get more familiar with the managers of the different departments, but thisê wasn't an opportunity we took straight away. It took a while for us to getê comfortable enough to start talking to the different heads of department; Iê remember my palms were sweaty, my knees weak, arms were heavy, but we hadê to make the most of the time we had, we only get one shot, this opportunityê comes once in a lifetime, we had to seize it. So we stomached the strength to startê talking to the people that were there and got to know them quite well.ê

The afternoon was focussed around our personal branding and marketing ourselvesê to recruiters. The first session covered how we should manage our online presenceê and how it can be used to shape an employers view of you as a person. In theê modern era, social media is almost unavoidable, everyone has some sort of onlineê presence and we underestimate the impact this has on how an employer sees you,ê as they often see your social media before they see you as a person. It alsoê covered how we can market ourselves to employers and recruiters focussing on ourê key traits and building on them.ê

Next, we were given sessions on interview techniques, where we carried outê separate mock interviews and were told how to structure our answers using theê STAR technique. The STAR technique is an effective way to structure responses inê an interview. First, you describe a Situation which applies to the question. Thenê you outline the Tasks and objectives you had to cover and the problems you facedê in this situation. Next, what was your Approach to resolve the issue and finally youê

summarise the Result of your actions. The final session was based on how to structure our CVs, where their recruiters gave us personalised feedback on what to include in our CVs and to break up each section, as well as any other improvements that could be made. I remember thinking my interview went quite well, I was nervous, but on the surface I looked calm and ready: my nerves made it hard to maintain eye contact; on the first question, I opened my mouth, but the words wouldn't come out, but I took a moment to think about what I was going to say and then the words came naturally.

Overall, this day was definitely a beneficial experience for everyone who attended and we walked away from it with valuable knowledge on how to improve our personal branding and marketing for employers and recruiters and can now make an educated decision on our future plans.

Imaad Ahmed, Year 13

Young Enterprise

Having been a part of the Young Enterprise company programme for two months now, my teammates and I have already gained valuable experience of dealing with real business issues. What has been a more intricate and challenging process than expected has also been a fantastic way of learning how real companies work and how solutions are found in the real working world.

So far we have started our fundraising process in order to kickstart our business aspirations and meanwhile we have been planning and suggesting ideas for our product and how we would like our company to work.

In order to replicate a real working environment as closely as possible we have each taken on roles to make this process more efficient. For example, while my initial role was as a member of the sales team, I have now become Company Secretary. While these different roles give each of us the specialised skills associated with them, we work together on large decisions to ensure that every team member has the chance to be a part of every step in the process. Furthermore, should our needs, skills or capability change, we will always have the opportunity to either ask for help or to change roles completely - this way we will be able to see the business from an entirely different perspective.

Also, throughout the programme, we have had the opportunity to meet with business advisors at CitiBank in order to help us through this process. These meetings have not only allowed us to consult with professionals but have also given us an insight into the financial working environment. We

are so fortunate as to have this rare opportunity to work with such a large and well known company since we can all evaluate whether this is a career that we, as business and economics students, would like to pursue in the future. After all, this entire experience is the ideal chance to develop skills and prepare ourselves for future careers.

One of the greatest challenges in the competition so far has been coming up with a product. With so many criteria to consider in order to find a successful idea, each of us has had to apply what we have learnt through our studies at school in order to determine how to create a strong business, founded on great ideas. Many of these decisions have shaped how we work together as a team.

Over the next few months we will be producing our decided products and finding ways to promote and sell them at various events in the new year. During that time, each department (Sales, Finance, Marketing and Operations) will be working together to contribute to the selling portion of the competition- in this time, learning key skills of communication and cooperation will be essential, and the hope is that all of these experiences will prepare us for the real working world, no matter what path we decide on, as all of these transferable skills will be invaluable for jobs in the future.

Hopefully, after a successful selling period we will have the opportunity to present our business in front of a board of professionals. It would be great to have the chance to progress in the competition and to do BGS proud!

Erin McDermott, Y12

Computer Science Department News

THE UK BEBRAS COMPUTATIONAL THINKING CHALLENGE

Bebras is a national challenge run by Oxford University that tests computational thinking and logical processing. It is a challenge that consists of mostly multiple choice questions where there are three types of questions, A, B and C, which vary in difficulty. Type A questions give you marks for correct answers and incorrect answers will not change your score. However, types B and C will give you more marks if you are correct and will deduct marks if you are wrong, thus meaning if you do not know the answer then it is better to leave it unanswered.

Taking part in the challenge is very simple; once the students taking part have been registered, they have a 40 minute time slot to complete a set of challenges. In Year 12, the Computer Science IB class were able to take part; however you do not need to study Computer Science to be able to enter the competition. There are various age groups that can be entered, ranging from Year 2 to Year 13. If you manage to score in the top 60 students in the country, you will be invited to Oxford to carry on with the challenge. Students who scored in the top 10% of the UK will also be invited to the TCS Oxford challenge in March.

I thought that Bebras was a fun way to test my own logical thinking and I could trust my judgment, even on some questions on which I was unsure.

James Zhang-Ly, 12CED

THE RESULTS!!

At the beginning of November, 462 Bexley Grammar School students, across Y7-12, took part in the UK Bebras Challenge. Over 125,000 students took part in this challenge nationally, and our students were brilliant and have some fantastic results to show for their efforts.

Year 8 and Year 9ê
Students entered at BGS: 373ê
Students entered nationally: 101,342ê
Students in Top 10% in UK: 110ê
Students with Distinction (Top 25% in UK): 95ê
Best in School: Isabelle Leung 9NETê
ê
Year 10 and Year 11ê
Students entered at BGS: 60ê
Students entered nationally: 19,542ê
Students in Top 10% in UK: 16ê
Students with Distinction (Top 25% in UK): 16ê
Best in School: Mariusz Tang 10FFê
ê
Year 12êê
Students entered at BGS: 27ê
Students entered nationally: 6,415ê
Students in Top 10% in UK: 3ê
Students with Distinction (Top 25% in UK): 8ê
Best in School: James Zhang-Ly 12CEDê
ê
So what happens nexté?ê
We have 129 students that have been invited to compete in the TCS Oxfordê Computing Challenge in March, these are the students that scored in the Top 10%ê nationally, obviously they will smash it!êê
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Well done to all students that participated, youõve definitely made us proud.ê
Miss Muirhead,ê
Head of Computer Scienceê
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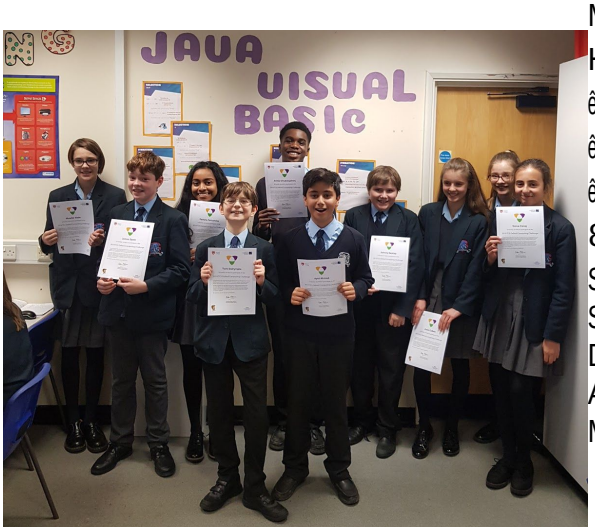

8PLR with their invitations to TCS!ê
Students in photo: Phoebe Slade, Jamesê Spatz, Pamela Fernandes, Tomê Dalrymple, Arinze Chukwujekwu, Ayidê Ahmad, Johnny Beckley, Josie Collett,ê Maddy Hosier, Siona Canajê ê
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Drama Department Newsêê

National Poetry Dayêê

Thursday 4th October was National Poetry Day and, to celebrate, Miss Gabriel ranê a poetry competition for the entire school. The theme this year was òChangeó, andê the various entries were displayed anonymously all over the school, the winnerê being Niamh OõToole-MacKridge in Year 11 with her poemê òPandoraõs Box 2.0óê

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Pandora's Box 2.0ê

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If Pandora's box were neverê
opened,êê
I wonder what wouldê
change;ê
perhaps avarice would subsideê
or childhood would reignê
ê
but if Pandora's box were never opened,ê
I fear curiosity would still overtakeê
perhaps it's set in stone that anguishê
is humanity's undeniable fateê
ê
if Pandora's box were never opened,ê
I suspect most would stay the sameê
perhaps it's in our nature to put aê
woman's curiosity to shameê
ê
if Epimetheus listened to his brothersê
warning (instead of putting his ownê
pleasure first),ê
would humanity find itself in a differentê
position:êê
in harmony, tranquil, uncursed.ê
ê
but Pandora's box was opened,êê
and the blame was laid on her,ê
like how Adam let Eve eat the apple;ê
her overlooked saboteur.ê
ê
So let me try again:ê
ê
if Pandora's box were never opened,ê
I wonder what would change;ê
perhaps misogyny would subside,ê
or childhood would reignê
To be, or not to be.ê
To see, or not to see.ê
What you perceive, is what you believe,ê
And what you believe, is who you will beê
ê
Time is your friend, most of the timeê
But it goes so fast that you don't realizeê
What you're doing for the rest of yourê
timeê
And then comes the surprise!ê
ê
The world stops rotating,ê
Look in the mirror!ê
Only then you'll be able to seeê
Yourself a little bit clearer...ê
ê
New opportunities and new friends,ê
All these things never seem to endê
As the world carries on, and you're justê
having fun.ê
Little do you know, the journey's justê
begun!ê
ê
Change is constant,êê
Learn from the pastê
If you don't do this,ê
Then you won't last.ê
ê
You've got to be readyê
School starts in Septemberê
Make this year, your yearê
A year to remember!ê
ê

Niamh OõToole-MacKridge, Y11ê

Alice Brayford, Y12

Have you heardê the exciting newsê along theê Geographyê corridors?ê

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Yes you are correct! A brand newê international Geography trip has beenê launched and filled by a select groupê of 34 BGS Geography students.ê ê

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Theseê luckyê students will be travelling to theê Azores in the Atlantic during Octoberê half term 2019. The Geographyê Department look forward to this tripê where students and staff will beê whale watching, visiting Europe's onlyê tea plantation, traversing the lushê volcanic landscape and much more!ê Not only will this allow students toê experience geographical concepts inê real life but it will also impress onê them the magnificent awe andê wonder such places hold.ê

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Congratulations to these students andê let the countdown begin!ê

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What have the KS3ê Geography Club been upê to this term?ê

There has been tremendous interest from keenê geographers from Y7, 8 and 9 in the geographyêê

projects this term. All pupils are welcome to join Monday after school fromê 3:05-4:00 in M19. Here, students are let loose with their geographical creativity toê explore exciting projects relating to the world around them!ê

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At the end of last year we finished off an exciting year with our explodingê volcanoes. And this year has got off to a fine start with biomes in boxes, autumnê art, monitoring air quality at BGS and Christmas decorations!ê

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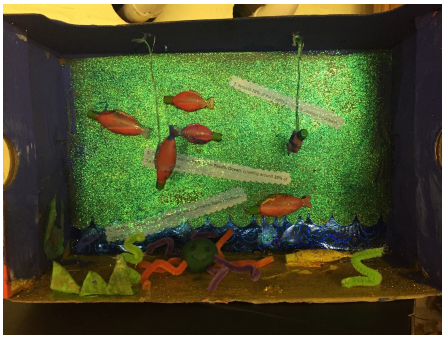

Students enjoy expressing theirê creativity, chatting to likeê minded students and munchingê away on biscuits! Come andê find out what we will beê working on next!ê

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Ms Ashman, Geography Dept.ê

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Whatõs coming up in Geography overê the next couple of months?ê

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The Geography Department are privileged to announce thatê we have some ambassadors from the Royal Geographicalê Society visiting the department to speak to speciallyê selected classes about the role of geography in our lives andê futures! Will your son or daughter be lucky enough to getê this unique experience in their lessons? Watch this space...ê

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Its nearly Oscar season I hear you cry! That means onlyê one thing...it's time again for the Geography Goscarê season. Make sure you are wow-ing your Geographyê teacher with impressive homeworks, amazingê commitment and focus in class or just general juicyê Geography work! Who will be the winners?ê

Ms Ashman, Geography Dept.ê

Y9 Geography Visit to the Naturalê History Museumê

The Year 9 visited the Naturalê History Museum to explore theêê wonders of the Natural World. Thisêê took place over 4 days and saw theê whole year group gain deeper understanding about natural hazards. We enteredê the red zone via an escalator that rose up through the centre of the earth. Theê exhibition gave Year 9 the opportunity to experience an earthquake in the òshakeê roomó, this is based on the Kobe earthquakeê of 1995. Students were wobbled aroundê whilstê hearingê the noiseê that anê

earthquake can make. It caused quite a stir!ê Students also saw a heat suit thatê volcanologists wear to carry out research,ê which looks more like tin foil but in actual fact can withstand extremely highê temperatures. Year 9 were able to see bodies from the Pompeii eruption of 79 ADê which are mummified. Students also enjoyed time exploring the other exhibitionsê that included the world famous dinosaurs, and the newly installed òdippyó.ê Overall, Year 9 had a fantastic day and were juicy fact hunters.ê

ê

Year 12 have òslippedó, òtrippedó and got òstuckó in the River Darent as a part ofê theirê Geography IA.ê We managed toê only lose oneê wellingtonê boot but allê students wereê wet and muddyê after a dayê collectingê primary data.ê We managed toê

escape the rain on what was a rather damp day. Students worked in groups andê took it in turns to collect primary data to investigate whether the River Darentê conforms to the Bradshaw Model, this included the width, depth and velocity.êê Hopefully all students will produce some top grade coursework as a result of theê day. Well done Year 12.ê

ê

Year 9 students have been studying tectonicê hazards in the unit òDangerous placesó and haveê got creative with their homework. Here is just aê small selection of the outstanding work that hasê been completed this term, including models ofê plate boundaries, cakes that show plateê boundaries, the structureê of the earth andê volcanoes and postersê too. We loved them allê and enjoyed tasting a fair fewê too!ê ê

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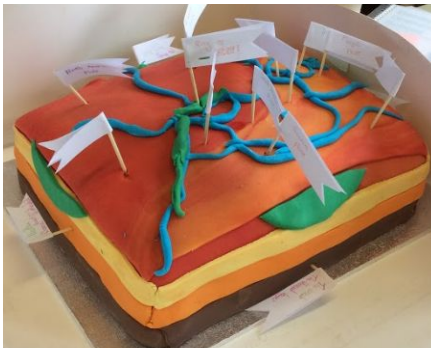

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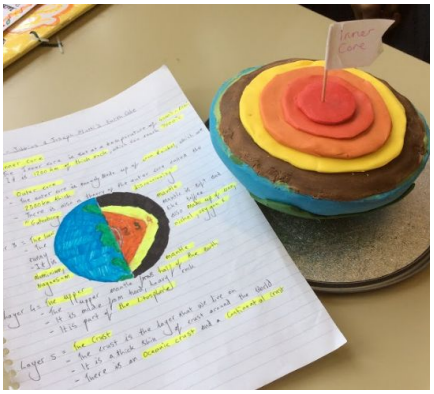

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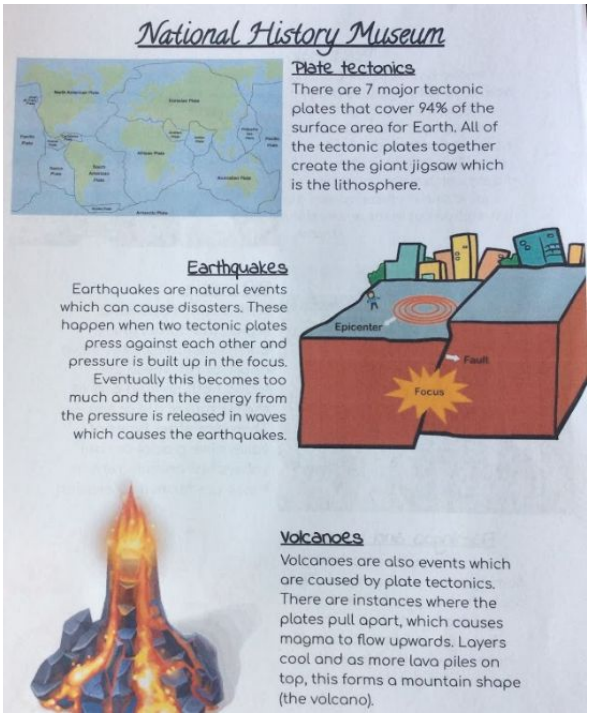
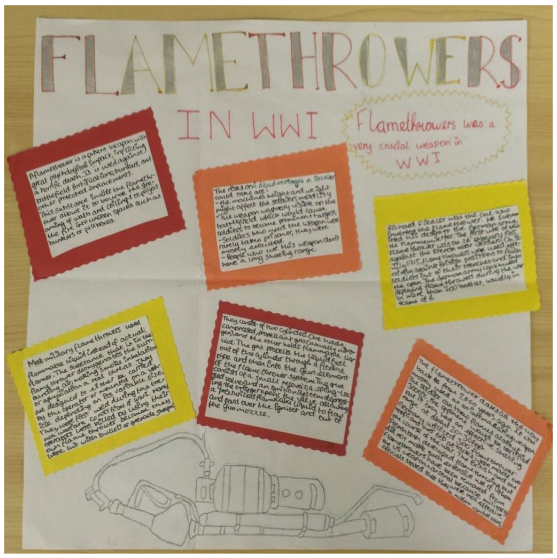


Ms J. Belton-Owen, Geography Dept.ê



History Departmentê Newsê

WHAT HAVE WE BEENê DOING TO REMEMBERê WW1 ?ê

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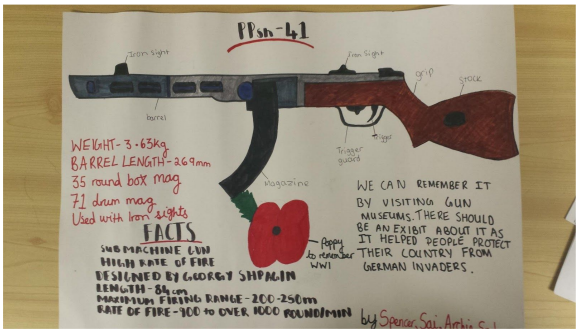

Over the period of remembrance, Years 7,8ê and 9 have been doing many things toê remember the people that lost their lives inê the Great War. We have learnt about theê impacts of WW1 and the devastationalê effects that it had on the lives of theê soldiers.ê

To commemorate this huge event, we made presentations on different subjects toê do with the war, in these presentations we had to include things such as; who /ê what we had chosen, what we can tell us about them, how we would choose toê remember them / the event and why we would remember them like this.êê

The subjects included; black soldiers in WW1; Russia in WW1; WW1 at sea and inê the air and people such as; Harry Patch (a man who never spoke about his warê experiences until he was 100), William Coltman (a soldier in the war who neverê fired a shot) and Walter Tull (a famous footballer at the time who also was aê soldier in the war).ê

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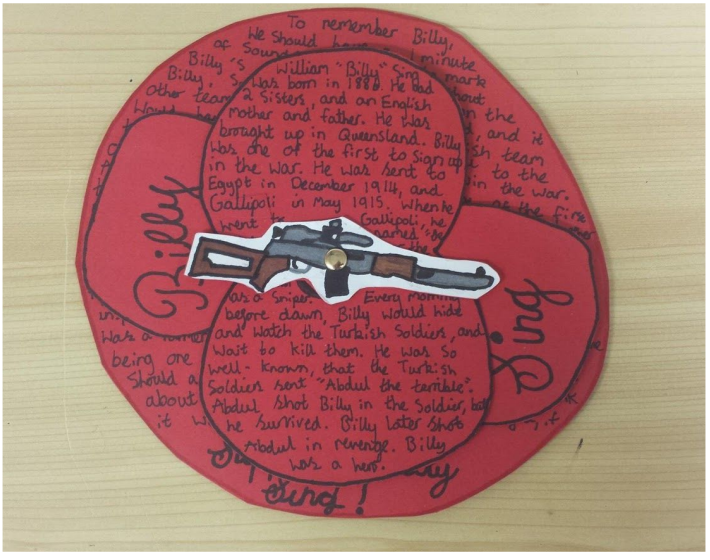
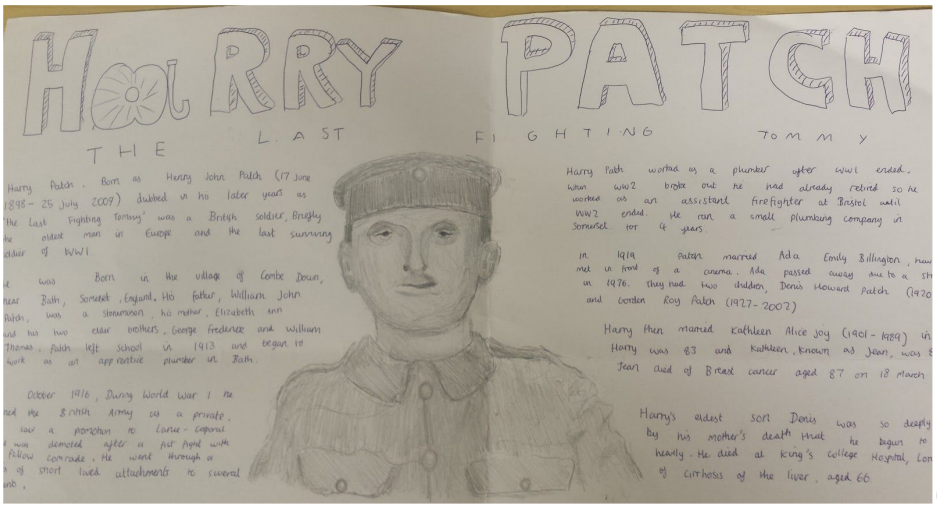
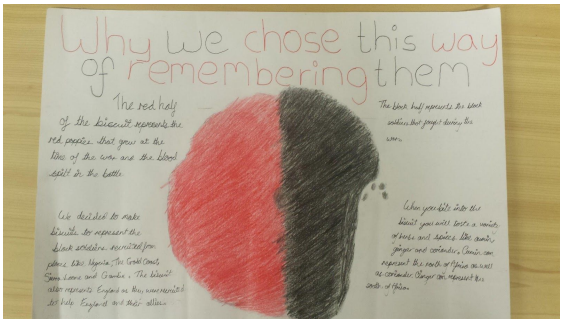


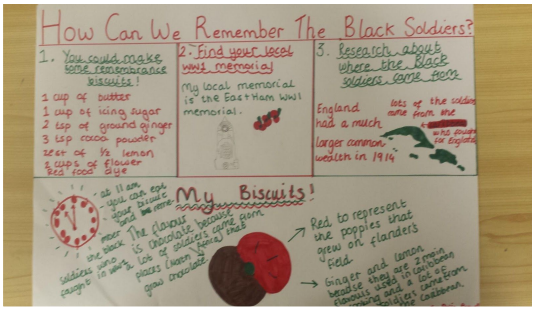


Our group decided to do our presentation on a lady called Nellie Spindler, she was the only female casualty of the war to be buried in Belgium. To remember her, we made a large gravestone with her story on it and underneath it had grass with many poppies on it as they are a symbol of WW1. Others also had creative presentations,

such as campaigns. We think all of Year 9 (and the whole school) enjoyed learning about WW1 as it was something new that we had never done before.

By Zara Karim and Lydia Forsdyke, 9JMP





Images of work by: Jay Chin, Spencer Cox, Archie Brown, Sai Vajparu, Sneha Paul, Grace Taylor,Joseph Bakundikize, Vanessa Mitkova,Tyrese Olushola Rosie Barnwell, Dez Doherty, Alex Guest and Sanjana Pradeep, Y8; Zara Kadim and Lydia Forsdyke, Y9.

Law Society News: Woolwich Crownê Court - Mock Trial Competitionê

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From the left: Connie Butler, Stacy Kindred, Koner Kalkanel, Mia Damiral, Isabel Hosier, Msê Stoddard, Diorel Zaimaj, Simran Ghag, Katy Jebson and Remee Matonê

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Over the last month the Year 12 Law Society and other volunteers have beenê involved in a Mock Trial Competition against Chislehurst and Sidcup Grammarê School. We were presented with a fictional court case where photographerê Hardeep Braza had been accused on charges of theft and obtaining servicesê dishonestly. Each side had to prepare a defence and prosecution argument, as wellê as sourcing their own witnesses, members of the jury, clerk and usher to completeê the rest of the court. We then had the opportunity to visit Woolwich Crown Courtê where judge HHJ Philip Shorrock tried the case (twice) and determined the winnerê of the two schools. Prior to this competition, I personally had very little knowledgeê of Law and I was initially rather apprehensive about visiting a real court -ê particularly one next to Belmarsh Prison!êê

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Before the trial, barrister John Robb kindly agreed to give a talk on questioningê witnesses. We focused on examination-in-chief and cross-examination. I hadnõtê previously considered the importance of the ways in which a barrister words theirê questions; however, I now see how calculated this process must be. Whenê questioning their own witness, a barrister must avoid asking leading questions inê order to allow the witness to logically tell their side of the story. ôWhoõ, ôwhatõ,ê ôwhenõ and ôwhereõ questions are useful in setting the scene. Forê

cross-examination, when the witness on the other side is interrogated, theê barrister wants to manipulate their questions to make their evidence seem lessê reliable. Through closely examining and comparing the witnesses' writtenê statements with their spoken evidence, itõs possible for the barrister to find gapsê that may weaken the opposing argument.êê

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When we arrived at Woolwich Crown Court we were required to go throughê airport-style security, something that was initially quite daunting. We wereê fortunate enough to secure the largest courtroom which, again, was ratherê intimidating. We ran the case twice with BGS as prosecution the first time, Chisê and Sid the second, and each time the students playing barristers had theê opportunity to question their witnesses in front of the judge. I was a member ofê the jury and at the end of each case we retired to the judgeõs office where weê debated our final conclusion. We found it surprisingly challenging to make aê unanimous and completely unbiased decision; however, in the end we managed toê reach a conclusion: Hardeep Braza was guilty on account of obtaining servicesê dishonestly but not on account of theft. As the jury foreperson, I had to announceê this verdict to the rest of the court and justify our decision to the judge who thenê sentenced Braza accordingly. Overall, Chis and Sid won the first round and BGSê won the second.ê

ê

After both trials we received feedback from the judge, HHJ Philip Shorrock. Inê particular he picked up on an over-reliance on notes and highlighted theê importance of barristers speaking directly to the jury. As a newcomer to Law, oneê thing that has particularly stood out to me is how strategic every move is in court.ê The barristers have to be completely switched-on at all times and ready to respondê to whatever a witness may say. They have to manipulate their questions andê statements in a way that undermines the opposing argument without directlyê accusing them of being liars - something we learnt the hard wayé Overall, I foundê this project extremely eye-opening and it allowed me to try something completelyê new. I found the trial fascinating and the unpredictability of the witnesses madeê for a compelling case. In fact, I had such an enjoyable evening that I was lateê leaving the site and had to be escorted off the premises by securityéê

ê

I would like to say a big thank you, on behalf of every student involved, to all ofê the staff at Woolwich Crown Court for staying late to set up this experience.ê Thanks are also due to Ms Stoddard, without whom this wouldnõt have come about:ê thank you for arranging such an enjoyable project - and for lugging a box of wigsê and gowns along the way!ê

Isabel Hosier, Y12ê

MFL News - International Day

On 25th September, Years 7-10 spent the day off timetable, celebrating different cultures from all around the world. The activities ranged greatly from Year 7s making Mexican masks to Year 9s baking Moroccan biscuits and having a taster in Salsa Dancing. The Year 8s took part in a Ti-Rakau session in which they learnt about the origin of the New Zealand dance, the Haka, which one student said was ò*very interesting and not something he would ever have learnt or known about otherwise*.ó

It was a very eventful day and was made all the more exciting by the various costumes which students, and some teachers, wore - some choosing to dress in clothes that reflected their family õs culture. This showcased a wide range countries and it was great to see the various different clothes.

Another way in which the day allowed us to celebrate different cultures around the world was the food available all week, which changed each day.

It was fun to see everyone dressed up and enjoying the day, whilst learning about other cultures. And of course, it was all down to the Language Department for organising such a great day.

By Alice Brayford

Japan Trip 2018

Tokyo: 18th -21st October

After a gruelling flight we landed in Japan and for the first time for many, we had a first glimpse of the stunning city of Tokyo. Just standing in the city was incredible as you are instantly overwhelmed with the atmosphere within Tokyo. We went through the first day with highlights such as going to Harajuku, which is one of the worldõs biggest fashion districts, as well as going to Akihabara which is an electric town filled with lights and technology.

Following day we went to Tokyo Disneyland and immersed ourselves in the magic of Disney. My personal highlight was the electric parade, which featured over one million lights.

The third day in Tokyo featured a Soroban workshop which is a Japanese abacus and is incredibly useful in arithmetic. As well as that, we went to the Miraikan Science Museum which featured the famous robot, Asimo; we also went to the team Lab exhibition which was a digital art gallery and a truly mind-blowing experience. Also I have to say that the convenience store was a massive hit, as Iõm pretty sure most of our money went into food.

Our final day in Tokyo was a trip to the Tokyo Sky Tree which allowed us to go 1,480 ft into the sky. The view from the top was remarkable, as you could see the whole of Tokyo laid out in front of you, with the main star of the show being Mt Fuji peeking in the landscape. The accommodation in Tokyo was great. It allowed an insight into the culture of Japan and it also allowed students within our group to bond with each other and make new friendships. This lead to a truly incredible experience for us all and we are grateful for Mrs Everett planning this trip.

Joshua Ly Year 11

Hiroshima: 21st - 23rd

On the morning of the 22nd October, 16 jet-lagged students left for Hiroshima Peace Park, unsure of what exactly to expect and uncertain of how we would cope with the undoubted intensity and rawness of such a historically important and moving place. After the most overwhelming museum experience of my life, we were honoured to receive a lecture from a survivor of the 1945 Hiroshima bomb. She was kind enough to share her personal traumatic story of the bombing. I'm sure I speak for all students who attended that lecture when I say that we left with a newly found respect for those who so devotedly strive and fight for peace in such a violent world, and we left feeling motivated to make a change. On leaving the museum, our consciences were put to rest a little when we got the chance to donate one thousand origami cranes (made completely by Bexley Grammar Students) to the children's peace memorial, which honours and remembers children who died after the bombing due to radiation complications. In Japanese culture, if you make one thousand origami cranes, it is said that a wish will be granted. The beautiful incentive behind this memorial is to keep that wish going; and to support such a worthy cause in an authentic and beautiful way. The memorial receives thousands of donations a month, and we were incredibly proud to be a part of it.