# BEGGSLEY BAZAAR

## BGS EASTER 2019 MAGAZINE

# Mr Elphickõs Easter Messageê

Welcome to the Easter edition of the BGS magazine. We will be in our 12th andê final week of the Spring term when this is published. Where did that time go andê how did we manage to fit so much activity into that relatively short period?ê

The Spring term flies by as students in the upper school settle into some seriousê preparation for the examinations ahead of them. On top of the daily teaching andê learning, weõve had the superb ôCharlie and the Chocolate Factoryõ production,ê two Power days, four Parentsõ Evenings, the Spring Concert and to wrap up theê House year, the House Showcase. Participating in House activities continues toê bring out the very best in our students, their courage, commitment andê cooperation. It celebrates our exceptional student leadership and exemplifies theê three elements of our school ethos: intellect, empathy and courage.ê

In the middle of the term, three overseas residential trips took advantage of theê half term break: the Classics trip to the Bay of Naples, the Economics and Businessê trip to the West coast of the USA and the annual Ski Trip by the PE department,ê this year to Boston. Soon after half-term, we hosted a group of Japanese studentsê from Keio High School, Tokyo, with which we have an exchange program. (It wasê hard to believe, after some record-breaking warmth in February, that theê Japanese Exchange had been disrupted at the same time last year by snow!) Year 9ê enjoyed their day trips to the Battlefields in Ypres and we celebrated anotherê World Book Day with a special focus on literature and a 15 minuteê Drop-Everything-And-Read.ê

We also used the Spring term to formally re-visit and test what makes us continueê to be an outstanding school. We used the current Ofsted framework and severalê external experts to have a close look at ourselves and our practices in order toê celebrate what is outstanding and to put a spotlight on areas that need furtherê development.êê

Thank you to every member of staff for your sustained commitment to ourê students through this busy term, particularly those students preparing for GCSEê and IB examinations. Parents - thank you for your support this term, again,ê particularly those of you with children in the examination year groups where theyê are feeling the pressure. And to students ð thank you, keep focused and build onê your successes.êê

Finally, thank you to Mrs Johnson and her magazine team for editing thisê substantial publication.ê

Happy Easter to all!ê

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# DRAMA - Charlie and the Chocolateê Factoryê

Once again, the Drama Department hasê impressed us all with their adaptation of òCharlieê and the Chocolate Factoryó. Clearly, many hoursê of rehearsals and a lot of effort were put intoê modifying this story - which is held close by allê generations - and bringing it to the Bexleyê Grammar School stage. Whilst keeping true to theê magical storyline, containing chocolate rivers andê tiny orange people, the Drama Department addedê in small twists, in true Bexley Grammar style, toê engage their audience. Of course, there were many incredible performances givenê by the Year 12 and 13 students, who continuously audition for the production, butê for me it was nice to see a lot of young, talented students starting to step into theê spotlight. Future productions seem promising, thanks to these dedicated youngê people.êê

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One specific area of the production that reallyê impressed me, was the ensemble. Made up ofê students from every year, the ensemble did anê incredible job of helping move the performanceê along, without missing out any vital details.ê Personally, I feel that the ensemble is one ofê the most important parts of any performanceê and this show really proved that to me. Fromê my own experience in drama, I understand how difficult it is to create perfectê synchronisation between all members of the group. Since I had only worked inê groups of 5 at most, I have to applaud the students for being able to coordinateê lines and movements with at least a 10+ member group. Lines were performedê with energy that only made the audience more captivated by the show.ê

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There were also a few of the students in the mainê cast who I thought put on an especially goodê performance. For example, the portrayal ofê Grandpa Joe (played by Max Dawkins) was one ofê my favourites. Throughout the entire show, Maxê adopted many of Grandpa Joeõs excitable butê

wearied gestures to create a convincing depiction of the character. His connectionê with other characters, such as Charlie and Willy Wonka, only added to the show. Iê hope to see Max participating in future productions, as his presence on stage is notê one to be missed and I feel that he would be a great addition to the department, ifê he wanted to carry the subject on any further. Another cast member who I believeê lightened the performance was Katy Jebson, who played Willy Wonka. Not afraidê of appearing to be a bit mad, Katy submerged herself in Wonkaõs abnormal world.ê From annoying her staff to being nonchalant about the accidents that occur in herê factory, Katy expertly pulled of the role, by bringing the comedy factor to theê performance.êê

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I cannot review this show without commending the team of student technicians forê the perfect lighting and music used throughout and for the live band, who playedê during the intermission and parts of the show. Overall, I was definitely impressedê by this production. I canõt wait to see more shows from the Drama Department, asê I am never let down by the talent showcased by the students of Bexley Grammar!ê

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Amy Britton, Y12ê

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# Winter Pantomime: The Wizard of Ozê

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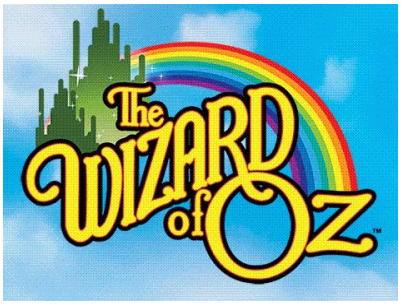
By taking a classic novel, the Year 12 theatre students wonderfully adapted thisê childhood favourite and transformed it into a modern parody. The story followedê Dorothyõs journey (played by Katy Jebson) to get back home to Plumstead andê along the way, we meet a variety of weird and wacky characters. Using our localê competition to name each of the witches only brought the performance closer toê home. A simple set with minimal music allowed theê audience to focus on the impressive acting andê comical storyline.ê

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The students sharply managed to weave slang termsê into the script. This opened them up to some possiblyê awkward moments, which only made me admire theê students more, as they were able to avoid this issue.ê Instead, it added more to the concept they wereê aiming for and the young audience seemed to enjoy it a lot. The students reallyê did take their target audience into consideration when creating this piece, and ofê course, no good pantomime forgets the audience participation! At many points,ê the classic ôoh no she didnõtõ and ôsheõs behind youõ were sneaked in there toê create the perfect pantomime experience. Personally, I appreciated the timesê

where the actors broke the fourth wall and frantically tried to cover up theirê ômistakesõ.ê

Additionally, I think the show was cast perfectly. One of my favouriteê performances was definitely the Wicked Witch of Townley, played by Ellyseê Quarrie Hewson. At times, her acting was scarily accurate and she flawlessly pulledê

off the quintessential witches cackle. Her aggressive versionê of the character was certainly frightful. I also liked the ironyê in Yasemin Gul being made to play the quiet Toto, since sheê is known for being a flamboyant character in class. This,ê paired with her sarcastic one liners, presented a refreshingê take on a usually overlooked character. Busayo Onanaye,ê Amy Parton and Lauren Wakeman all captured the charactersê of the Tin Man, the Cowardly Lion and the Scarecrowê wonderfully, with a few extra attributes, such as salsaê dancing. And to top it all off, Mr Otley played the flirtatiousê ôGrrrlindaõ alarmingly well!ê

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Overall, the students that took part produced a well written and polished renditionê of The Wizard of Oz. The little nods to ômodern Britainõ added to the entertainingê performance and the studentsõ superb acting showcased the talent that Bexleyê Grammar has to offer!êê

Amy Britton, Y12ê

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# ENGLISH - World Book Dayê

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World Book Day took place on Thursday 7th March and, due to theê unfortunately timed snow day last year, this year we wereê determined to celebrate. The English department arranged a wideê variety of activities, guest speakers and quizzes for the whole school.ê

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A display near the reception provided inspiration forê many students who brought in a prop to represent a book, or aê character from a book, and gathered in the library at break forê photos and guessing each otherõs choices. This was not the onlyê guessing game - members of staff joined in too, all wearing stickersê with a book title connected to their subject and students wereê challenged to find as many as they could.ê

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The Year 12 English Prefects and Mr Morris teamed up to create various quizzes forê the different key stages for Academic Monitoring, and of course, everyone tookê

part in òDrop Everything and Readó for 15 minutes, regardless of what lesson youê were in, making for some very comical photos - even the teachers took part!ê Other events organised by the English Departmentê to celebrate World Book Day 2019 were visits fromê two authors: Andrew Donkin - who delivered aê lecture to the Year 8 students on his graphic novelê ò*Illegal*ó and ran some workshops for selectedê Year 8 students (see article below) - and Markê Bowsher - who ran a writersõ workshop for Year 7ê students taking part in a 500 word short storyê competition. The winners have since been announced: Jamie Wardle (7RPP) withê gold, followed by Evie Nquyen (7LC) with silver and Amelie Leachan (7JR).êê

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All in all, it was a very fun day that allowed students and teachers across theê school to enjoy and celebrate books, and an excitingê opportunity for many students in the younger years, whoê were able to see our guests and take part in workshops.ê Thanks to the English Department for organising such aê fun and interactive day!ê

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Alice Brayford, Y12êê

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<u>òIllegaló Lecture by Andrew Donkin</u>ê ê

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On 24th January after school, students from across the school were lucky enoughê to be visited by Andrew Donkin, co-author of the graphic novel ò*Illegal*ó, which wasê released in October 2017. It tells the story of Ebo, a young boy living in Ghana whoê makes the dangerous crossing through Saharan Africa and across the Mediterraneanê Sea with his brother.êê

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I myself read the graphic novel as part of Book Club, however various studentsê from all years and subjects turned up for the lecture. There were English students,ê Geography students and Anthropology students to name a few, as well as manyê others who were simply interested in this topical story.êê

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I found Andrew Donkinõs lecture very interesting, and he talked us through initiallyê deciding on the idea of exploring the journey of illegal immigrants in ò*Illegal*ó withê his friend Eoin Colfer (author of the Artemis Fowl books), and their decision to tellê the story in the form of a graphic novel with the help of Italian artist Giovanniê Rigano. In addition, we were shown original character sketches and drafts of theê

more complicated scenes, before Donkin rounded off the talk by answering someê of our questions, and hinting at a new project he was working on!ê

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The story is heartbreaking and definitely worth the read. Andrew Donkin explainedê how he and Eoin Colfer had interviewed many people who had survived theê dangerous crossing from Africa to Europe, and therefore every part of Eboõs storyê is real and did happen, despite him being a fictional character.ê

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Regardless of your political standpoint on this situation, it is an unusualê perspective to see, compared to most of the news we receive in the media, andê truly eye-opening as to what these people go through.ê

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Alice Brayford, Year 12ê

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# Year 8 Public Speaking Competitionê

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The Year 8 Public Speaking Competition is simply to create a speech, but not justê any old speech; a speech to open peopleõs minds, to provoke thought, to play withê emotion, to let words weave magic and for confidence to grow. The main aim is toê smash 3 challenges to be the public speaking victor:ê

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THE CREATING AND MASTERINGê

Before you can challenge people to òthe war of the speechesó, you have to createê one. This part may seen the easiest, but is quite the opposite. Here you have toê make the magic. First you choose a thought-provoking topic, a topic that willê linger in people minds - the battle of the sexes, corruption, the death penalty,ê racism or (my topic) òAre Revolutions Revolutionary?ó Once the topic has beenê chosen, the frustrating stage of writing the perfect speech begins. It might help toê think of it as points in tennis - first you rally, allowing the audience to get a feel,ê then you start dominating, throwing the context in, and then you hit a winner,ê putting all the cards in at once for a grand ending to linger in the minds of theê audience. Now it's easy. You just practice until you perform with so muchê confidence and strength you begin to play with the emotion of the audience.ê

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THE CLASSROOM FIGHTê

Now òthe war of the speechesó has begun. One by one, 32 students in 6 differentê classes stand up in front of their form and perform their (hopefully mastered)ê speeches to the class. Here is when the mastering comes in to play for the firstê time, to see if you are able to whip up emotion, provoke thoughts and open eyes.ê

Oddly, despite performing in front of people I knew very well, I remember feelingê butterflies in my stomach and finding it hard to produce words, but after my firstê paragraph I was in full swing with nothing to stop me. After the teachers hadê marked the speeches, the available competitors for the final (or òthe battle of theê 12ó) stood up, as the fellow classmates voted for which two in each class wentê through to the final.ê

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THE BATTLE OF THE 12 - THE FINALê

12 speeches remained, 184 had not made it.ê The pressure was really on. The remainingê competitors sat in the first row as everyoneê else in the year flocked in to take seats for theê big event. Ms Howard stood at the front callingê up the 12 competitors to perform in front ofê the year. Each speech was equallyê mind-blowing, incredible and inspiring, but theê judges chose the top three. In 3rd place was Tom with a speech on politicalê corruption, 2nd place was awarded to Natsuki with a speech about skinny modelsê and 1st place was Reed (me) for a speech about revolutions. Standing up thereê knowing that I had won despite all my fears felt incredible, but I really think theê main point of this fabulous competition is to overcome fears and gain confidence.ê

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P.S To anyone out there creating a speech to blow minds away, remember toê imagine it as a tennis match and all will (hopefully) go well!ê

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Reed Brayford, 8JEDê

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# Geography Easter Updateê

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The Goscars are back at BGS. These are awarded to students for going aboveê and beyond with their Geography or for showing exceptional learning beyond theê classroom. The prestigious award is decided by a panel of Geographical superê heros! Updates on nominees and award winners for each half term will be on theê board outside the Geography office, make sure you come and check it out.ê

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Coming soon to a Geography Department near you. What can YOU do to get a placeê on the Goscar board, our prestigious Geography Oscars? Will it be fabulousê

homework, mastering a new Geographical skill, or researching Geography in theê News items? Show your Geography teacher and watch the board for winners!ê

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First award should go to the PTA - Many thanks to the PTA for fundingê departmental subscriptions to both the KIDS and Adult National Geographic - dropê into Geography to read the latest editions.êê

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<u>KS3 Geography Club:</u>êê

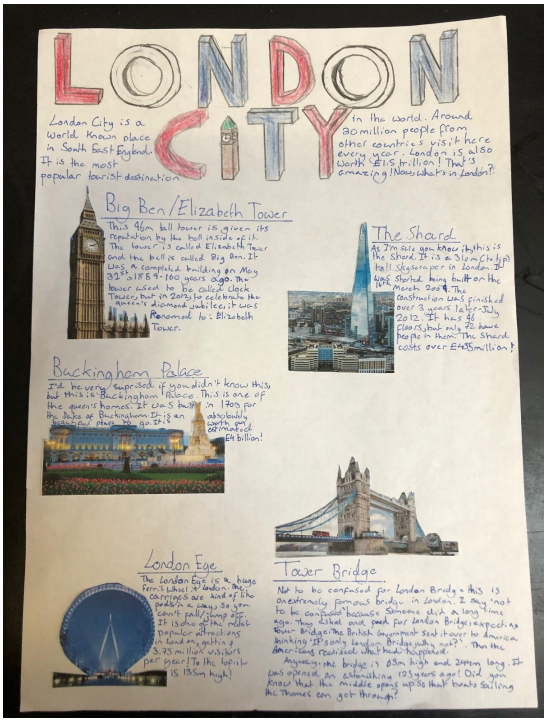
Our intrepid explorers in the Geography Club are planning their own ôrace aroundê the worldõ. They have been inspired by the programme on BBC2 and they haveê taken upon the challenge set to contestants to reach Singapore from London forê the cost of 1 plane ticket of Ã1,329. How far will they reach before running out ofê cash? Who will get the best train ticket on Azerbaijan railways? Watch this space!ê

KS4 adding value drop in:

Mondays in M18 drop in for support with your GCSE Geography topics, whether itõs essay writing skills for those 9 markers, cartographical or graphical skills and drills, or just because you have the love of Geography in your heart and want a chance to supersize your case study knowledge and pick up a few more juicy facts. Letõs add some value together.

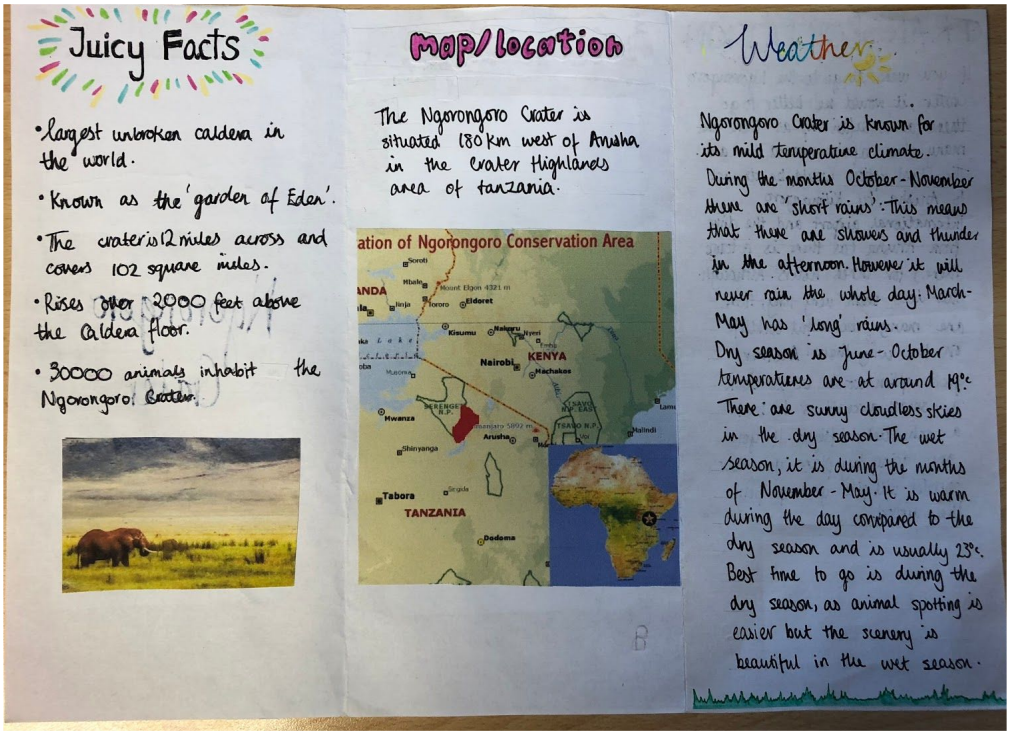
Year 7

Year 7 classes are continuing to be super keen and are currently studying tourism, which is inspiring us all in time for the school holidays. Whether it's a ôLondonö Staycationõ or an opportunity for ecotourism, we hope you enjoy the break from school and a little bit of exploration in whichever geographical location you find yourself. Weõll be out on our London Docklands fieldwork day at the end of June to put all the skills you have developed this year to good use.




Year 8

This term, Year 8 have recently finished their study of Africa, and throughout this topic students demonstrated an amazing level of enthusiasm and energy. They have now moved on to the topic of Antarctica, where, yet again, our students are demonstrating their enthusiasm for Geography via lively debating, speeches and even the creation of a game show.

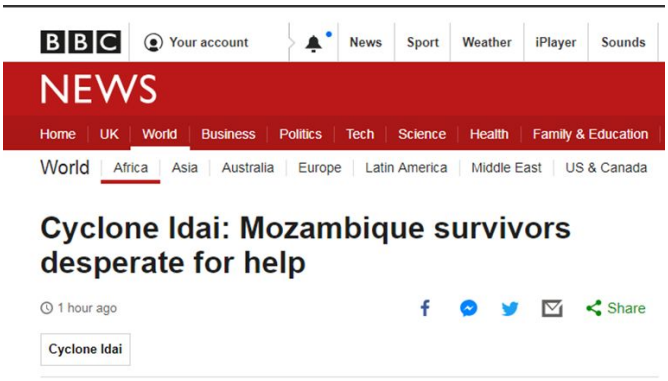


Year 9:

Year 9 have completed their ôGeography of Currentô Affairsõ, where there has been outstandingô research and peer teaching of topics from ôPoliticalô disputes in Zimbabweõ, ôPlastics in our Oceansõ,ô the ôGeography of Knife crimeõ to ôCopenhagen:ô Carbon neutralõ. The students should be incrediblyô proud of the powerful impact of the breadth ofô Geography Knowledge they have developed throughô leading their own learning.ô ô

Now theyõre studying weather hazards, which provides an excellent opportunity forô wider reading of what is happening across the world. Cyclone Idai in Mozambique isô a dreadful and distressing event but a great opportunity for students to study theô effects and responses to tropical storms.ôô

https://www.bbc.co.uk/news/world-africa-47624156ôô



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Year 10:ô

Year 10 students are finishing off their London Urban study and would benefit fromô reflecting as ôGeography expertsõ in their own local area, adding their place namesô and data for their local area. In June, all Yr 10 Geographers will be taking part in aô residential fieldwork trip to investigate contrasting environments of coastline,ô rivers and urban and will start preparing for this. For now, revision for the Year 10ô mocks is the priority and using their Geography exercise books as their personalô revision tool. Purple pen to continue improving!ô

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Year 11:ô

Year 11 are now in the last few weeks of their GCSE course. Students needs toô make sure that they are taking advantage of the revision sessions that run afterô school on a Monday in M18. This covers course content and practises exam skills toô help you get ready for your GCSEs. After the Easter break, lessons will focus on theô Unit 3 paper, this will link to the Decision Making element of the paper, as well asô fieldwork skills. Best Wishes GCSE Geographers!ô

Year 12:

Students have submitted their IA investigation based on the River Darent fieldwork - Well Done Guys - and through their studies are focussing on freshwater locations around the World, including the Aral Sea and water conflict on the Nile.

Currently they are investigating one of the biggest threats to current and future generations - Climate Change - and looking at ways to limit damage and take steps to solve local issues.

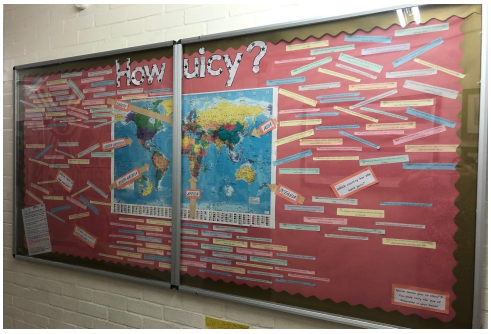
Year 13:

Our globetrotters have been flying through the final Urban topic, stopping off for traffic in Curitiba, air pollution in Beijing and Green infrastructure in Singapore on their way. Final essay preparation, critical evaluation and synoptic links are our focus as we draw to the end of the course. Keep up the great work and remember to BUG, plan and PEELE for your essays.

Good Luck in your final preparations for the upcoming exams.

Juicy Geography:

Check out the display boards in the Geography corridor and the Geography classrooms. You may learn some new ôjuicy factsõ, see some inspiring global locations or even your own best piece of work on display.

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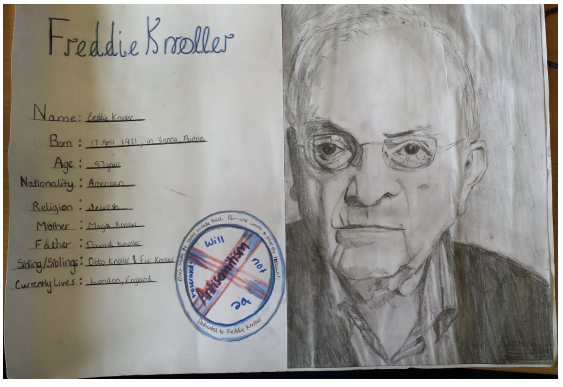
# HISTORY - Holocaust Memorial Week

Bexley Grammar School have commemorated Holocaust Memorial Week for the past two years, with cross-curricular lessons in History, English and FBCS. There have been discussions relating to genocides of the past, linking those historical narratives to the difficulties of the present, particularly relating to the idea of being òTorn fromó Homeó, the theme for 2019õs commemoration. Holocaust Memorial Day, remembered on the 27th January, is a time for reflection about how we treat one




Freddie Knoller poster by Daisy Rowland, Mitchell Marr, Oli Sheehan, Grace Soper 7JR

another as human beings and a time where we can attempt to understand whyê people make difficult decisions in countries across the world.ê

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What is Holocaust Memorial Day on January 27th? Why is this the day?ê ê Holocaust Memorial Day is a day to remember those who were affected by theê Holocaust and all those who were affected in smaller genocides. It is always on thisê day because it marks the liberation of Auschwitz by the Russian soldiers in 1945.ê

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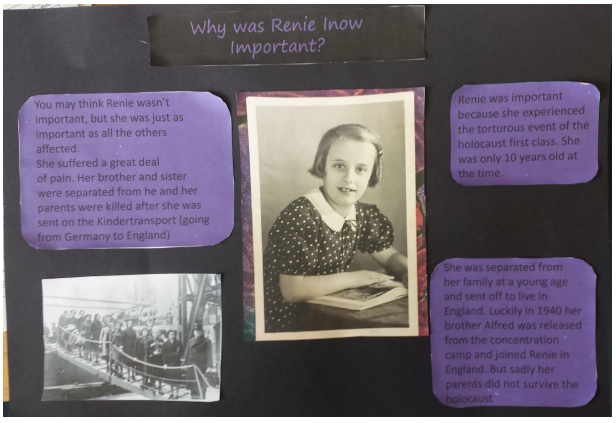
What did you do in your History lessons to mark Holocaust Memorial Day?êê During a week in our History lessons, we focussed on certain individuals and theirê stories from the Holocaust and how itê affected them and the next week weê shared our individuals with the class. Weê were focusing on Renie Inow and Anneê Frank. We learnt that Renie was born inê Germany and was sent to England whenê she was 10 on the Kindertransport.ê




Rene Inow poster by Freddie Moore, Aariz Gill, Jago Slade, Megan Wootton 7JR

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What have you learnt? What was the most interesting thing you have learnt?ê The most interesting thing that I have learnt is probably that there was more thanê one genocide and that some are still occuring to this day. I have learnt that over 6ê million Jews were killed in the Holocaust but the most interesting thing that I haveê learnt is that the Jews were either sent to concentration camps or death campsê and that some people were lucky enough to escape to concentration camps andê still live, but at the death camps it was the end for them and they would beê gassed.ê

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Why might it be important to learn about events like the Holocaust?ê It helps people, young and old, to learn that we need to stop this horrid eventê whilst we can and also commemorate the lives of those innocent people who wereê victims of genocide. It is important to learn about it so we can stop these awfulê and terrible things happening today to the innocent people who want a normal lifeê just like we do.ê

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Emily Atkinson,7JR and Megan Wootton, 7JRê

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# SCIENCE AND STEM NEWSê

## Year 12 Operating Theatre Live Workshopê

On 17th January 2019, 65 Bexley and Chislehurst Grammar School Year 12 studentsê participated in the Operating Theatre Live workshop that had been set up in K10.ê This workshop taught the students useful clinicalê skills that could be used in their futures andê further educated them on the inner workings ofê the human body. They were equipped withê surgical gear (hats, masks and gloves) andê stethoscopes in order to immerse themselvesê more in a clinical setting. When they were notê doing practicals, they sat down to listen toê university style lectures.êê

(Gruesome Warning - Unpleasant Content Ahead!)ê

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To begin the workshop, theê students learnt about theê differences between localê and general anaesthetics,ê and the importance ofê measuring anaestheticê solutions correctly, beforeê making their own stockê solutions of òPropofolóê anaesthetics by working out the dosage. They did this task with the dummiesê provided for them. After learning about anaesthetics, they sat down to listen toê some information about the brainõs control centres, then proceeded to dissect aê pigõs brain to observe its structure. A whole pigõs head was displayed before eachê table of students (of roughly 5 or 6). It had been split apart and the next task wasê to remove the eyes of the pig to observe the optic nerves. They then dissected theê cranial meninges, the protective membranes around the brain. Then, the studentsê observed the airway movement of a pigõs set of lungs, by placing a tube in theê trachea and inflating the lungs. Furthermore, the heart was also dissected toê observe itõs inner structures. At the end, they observed the digestive system -ê which stank quite a lot!ê

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As someone who participated in this workshop, it was a highly educationalê experience that helped me gain insight about the methods used in a clinic.êê Michelle Su, Year 12êê

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8-17 March British Science Week 2019

The KS3 students at BGS have had an exciting National British Science Week.ê This Year the British Science Association have teamed up with Eurotunnel toê explore the theme of òJourneysó.  This is to commemorate the 25th year of theê opening of the Channel tunnel that runs from Folkestone in Kent to Coquelles,ê Pas-de-Calais in France. The Eurotunnel 37.9km (23.5 miles) still holds the recordê for the worldõs longest under-sea tunnel.êê

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As a homework piece, the KS3 students have been givenê the chance to research and create a poster of a Journeyê of their choosing. The 5 best posters will be entered intoê the National Poster Competition with a chance to win thisê prize: a day in the life of the Guinness World Recordsê team at their global Headquarters, and see with theirê own eyes how the team review and verify evidence forê extraordinary journeys.ê

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Within the classroom, science teachers have had aê chance to divert from the curriculum and facilitate classê projects. The Year 7 students created a person faceê whose physical features (phenotype) were based on aê DNA profile card which they had created using the DNAê coding system provided.ê

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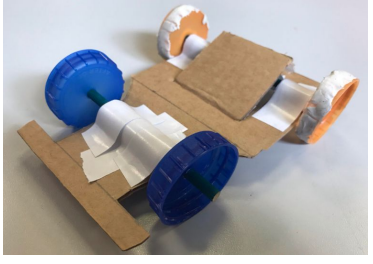
The Year 8 students had the pleasure of being Engineers,ê creating a wind up car, using just cardboard, paper, bottles topsê and garden canes.ê



òThe Science Week was great fun because we got to spend timeê in our lessons creating cool machines such as a wind-up car. Theê wind-up car was fun to make as it was interactive for the wholeê group and left nobody out. there were plenty of jobs to do toê assemble the car meaning everyone could join in. I worked withê Joe and Jay to create our wind-up car. We were lucky to finishê quickly which meant we could test it. It was a big success whenê

it actually worked. I would totally do another Science Week so I could createê another cool project.ó - Max Jansenê

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Students in years 9 and 10 have been getting very creative making designs for aê periodic table mural. Each student was allocated a different element to researchê and they came up with a design to represent it. The chosen designs will beê transferred onto white tiles and used to create a mural to commemorate the 150thê anniversary of the periodic table.ê

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Elsewhere around the school students took part in form time quizzes, listened toê science podcasts and planned entries to national events and competitions aroundê Science Week. Did you manage to get involved?ê

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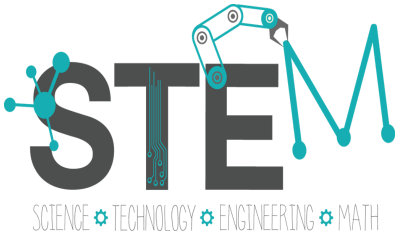

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As well as British Science Week, students have been continuing their hard work andê fun in the variety of STEM clubs that run throughout the school. These include DTê Club, Science Club, STEM Club, Girls that Code and Maths Craft Club.êê

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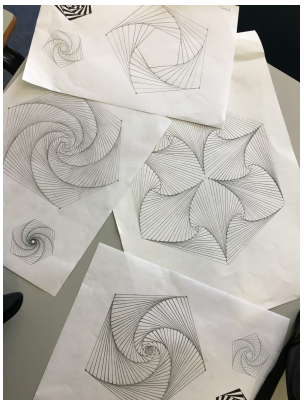
Craft Club:ê

Craft Club is a STEM club for Year Sevens, to introduce them to a different, moreê creative side to maths. It is a fun, interactive club to go to, and encouragesê students to meet with others in different forms whilst creating fun crafts. Craftê

Club runs on Tuesday lunch times, and is run by Ms Hurley (with some Year Nine helpers) in G10. If you are interested please come along, it is a great opportunity to make new friends and learn something new.

Megan Le, Year 9



DT Club:

This year in DT Club,we have been producing educational games that are small and easy to take away with you. I had decided to create a mini pinball machine that I can stow away in my rucksack. I have began to drill holes for the studs and have built a slope to ensure the marble will roll. The thing I like about the club is that everyone is friendly and will always help if they can. Mr Reynolds always offers his help and makes suggestions to what I should do to improve my piece.

Jay Renoo, 7MML

This year in DT club, we have done one project and are working on another one right now. At the beginning of the year, we made acrylic clocks. These were totally unique: you could make it any shape, form or colour. Now, we are designing a portable game made from wood. For example, I am making noughts and crosses. I like DT club so much, because it makes life seem like a DIY project: you decide what you make and how.

Kai Keeley, 7LC

Primary School Outreach

Bexley Grammar School is continuing to grow its links with the wider community. Mrs Gradley recently visited Fosterõs Primary School to deliver some hands on activities. The students were treated to a sense of what a secondary Science lesson might involve and even had a go at a heart dissection!

In addition to this, during the Spring term, the Year 12 Science Leaders have beenê delivering Science clubs at eight different Primary Schools across Bexley Borough.ê They have been fantastic in representing Bexley Grammar School as well asê promoting Science. The Year 12 Science Leaders attended training sessions on eachê of the activities, which included òMaking volcanoesó, òInvestigating nappiesó,ê òMaking ice creamó, òMaking alka-seltzer rocketsó, and òMaking bath bombsó. Theê Primary School students have been thoroughly engaged, with feedback includingê how excited the students had been in investigating nappies and from one studentê how she òreally was enjoying the club and was now teaching her younger brothersê the science she has learntó.êê

Miss Ampong would like to say thank you to all the Science leaders involved:ê Temi Abodunrin, Harvey Bance, Magdalena Dimitrova, Katarina Dunzendorfer, Vithushanê Gunaseelan, Kamran Hughes, Shennell Issah, Jesline James, Ibrahim Khan, Maia Linley-Adams,ê Lucas Marinheiro, Heather May, Maliha Mazumder, Megan Mitchell, Joe Monksfield, Mutsawasheê Mutasa, Chinonso Ojiako, Saki Okada, Alfie Tindall and James Zhangly.ê

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I have thoroughly enjoyed attending St Peters Primary school and working withê such enthusiastic keen students, to help encourage and teach through fun andê challenging experiments. The excitement and engagement that the young studentsê show towards science makes the program feel even more worthwhile!ê

Heather May, Year 12ê

I have really enjoyed being able to work with enthusiastic young children onê exciting projects and experiments, whilst teaching them and helping themê understand new science knowledge.êê

Megan Mitchell-Woodford, Year 12ê

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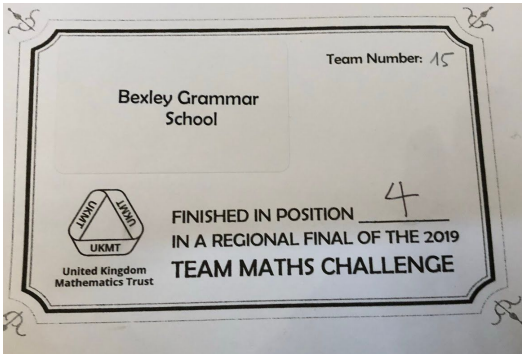
# 2019 Team Maths Challenge

**BGS Finished in 4th Place in the Regional Final of the 2019 Team Maths Challenge!**

On Wednesday, 13th March 2019, four students from Bexley Grammar School competed in the Regional Final of the 2019 Team Maths Challenge, which took place at St. Olave's Grammar School in Orpington, Bromley.

Bexley Grammar School are very pleased to announce that their team of young mathematicians, consisting of four year 7, 8 and 9 students, Max Dawkins < 6 Marie Mitambo, - 6 5 Nazar Androshchuk / - %and Haris Dalipi / & finished in 4th place out of 32 schools, gaining the highest place out of all the schools that competed from the Bexley borough!




The group, led by Miss Yasemin Salp / H D G H U 6 W D J H 0 D W H[illegible] exceeded in this exciting opportunity, and worked very well in preparing for the challenge! Overall, it was a memorable experience and the students thoroughly enjoyed the challenge! Well done BGS!

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# FBCS - The Great Rainbow Bake-Off Final

On Friday 8th February, three of our amazing Year 7s took part in the live final of the Great Rainbow Bake-Off at George Mitchell School in Leyton. This competition was organised by ôEducate and Celebrateõ, a charity that champions LGBT+ inclusivity, to mark LGBT History Month.

Our girls made the most amazing effort in designing, preparing and decorating the cake - they were an awesome cake-making machine! Unfortunately they didn't win, which is disappointing as they definitely should have, but what counts is that we took part in an amazing day, baking for equality and celebrating diversity in all its forms.

Ms Contini, Lead Teacher of RS

# PE Easter Update

## Year 8 Netball

On Thursday 14th February, the Year 8 Netball team took to the courts at Townley Grammar School to play in the Bexley Netball Tournament. The teamõs dedication to training this year has been impressive, so we were able to take a strong squad of 13 girls, allowing us to try lots of different combinations and try out new skills. The cheerful bunch of girls worked hard to secure victories and draws against Bexleyheath Academy, Haberdashersõ Crayford and Trinity, only narrowly losing against Chislehurst and Sidcup and Townley Grammar. Overall the girls achieved 4th place, showing that their training is paying off, but we still have some work to do for next yearõs tournament. Thank you to the whole team who have been an absolute pleasure to coach this year. A special mention to Anna E who was voted player of the tournament for her outstanding ability to read the play and make lots of interceptions (LOTS!).

## Dance

After weeks of dance rehearsals, the dance group from BGS represented the school at the Borough School Games, held at Blackfen School. They showed themselves to be true dance professionals with outstanding commitment and enthusiasm shown in their performance. They did themselves proud. Well done to all the 20 boys and girls that took part. The performance would not have been a success without the Year 13 masters behind the choreography, Evie Tonks and Morgan Brown. Such talented young ladies who will endeavour to continue their passion when they leave school at the end of the academic year. Thank you for your help and congratulations to all!

**Mrs Kemp**

# Wellbeing - Coping with Exam Stressê

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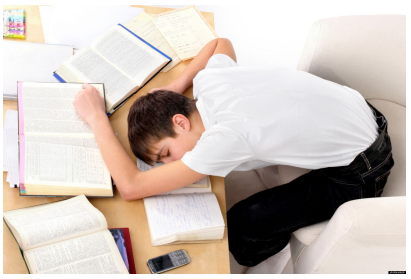

Exam season is fast approaching for many of us, and with itê comes increased levels of stress and anxiety. Obviously, ourê exams are important, but your mental health shouldnõt playê second fiddle to this - a fact I wish I had accepted in Yearê 11; by letting my mental health come after revision and myê hectic school life, not only was I incredibly unhappy andê stressed, it actually hindered my success. Although I did well in my GCSES I canõtê help but think if I had taken more time for myself then the revision that I did doê would have been more beneficial, as it is not only about the amount of revision weê do, but the quality that is much more important. Below, I have listed my top tipsê for combatting exam stress and anxiety to help achieve your full capability:êê

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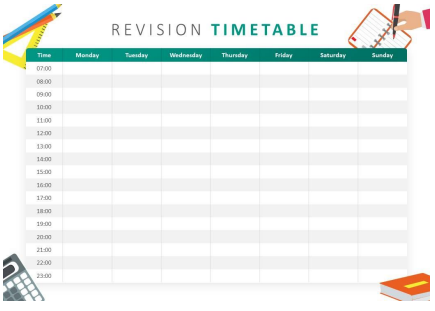
1) Take time for yourself - This could be by watching Netflix, a few of my topê recommendations are ôThe Sinner,õ ôYou,õ ôSuits,õ ôHow To Get Away With Murderõê and the new Madeleine Mccann documentary.ê Or it could be as simple as taking a walk orê doing some physical activity.êê

2) Study smart - The subjects that I did theê best in were the ones which I did heaps andê heaps of practice questions for; if you activelyê revise you are more likely to do well. Forê example, not only did I write loads of notesê for History, I titled all of my flashcards with a question so all revision was focusedê which then meant I was able to work on exam technique.êê

3) Organisation - If you are going to perform to the best of your ability you need toê be organised. The first thing I would do is createê a revision timetable as well as having a tidy,ê quiet workspace. However, one thing toê remember is that you will not always be able toê stick religiously to your revision timetable andê do not feel bad about this, as long as you areê trying your hardest to. Also, you might find thatê it will take you a while to find the perfectê revision timetable and there is nothing wrongê with that, ask a teacher or another student for help if you are particularlyê struggling - feel free to email me 13bennett_m@bexleygs.co.uk for my GCSEê revision timetable.êê




4) Pomodoro technique - This is the technique of revision I used throughout myê GCSEs and which Iõm using for my Part I exams at the moment. Simply, it is revisingê each subject for 25-30 minutes and then taking a 5 minute break. By doing this, notê