

THE MILESTONE

— 2024 —



BOURNEMOUTH SCHOOL
FOR GIRLS

*Spring
Term One*



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Editor's Foreword

Dear readers,

Thank you so much for picking up this new issue of the Milestone. It's been a hectic term what with house music, senior team elections and GCSE mocks but the sun has set on all of that and it's time to start looking forward to summer already. A huge thanks to all our lovely contributors, without whom it would not be possible to produce a quality issue that we can all be proud of.

As a voice of the student body, The Milestone is always open to feedback and responses from you, all of which can be either emailed to abartett@bsg.bournemouth.sch.uk or talk directly to any member of the Milestone Board.

Enjoy,
Amani



Headteacher's note

Several recent events have given me cause of late to ponder the history of our school and the qualities, nature and experiences of the girls educated here over the generations. The first of these is the re-birth of The Milestone itself, following a hiatus of two decades. This encouraged me to take a trip to the library's school archive which keeps previous copies as part of its records.

I have also become quite fascinated by the movie footage that exists of the school. As far as I can tell, there were two films made: one of the original Bournemouth School for Girls, at its site in Lansdown and the second, filmed a year or two after the move to Castle Lane. Both films are in black and white but there is also some footage in colour of the construction of the new school. This dates it, of course, to pre-1961; a time it would appear to be free from modern concepts of health and safety as the construction workers can be seen wandering along – and even taking their lunch upon – the steel skeleton of the Ascham building without any form of harness or safety net despite the great height.

More recently, I was sitting in my office when my morning was punctuated by a firm and confident knock upon the door. On investigation, I discovered a number of year 8 pupils who were breathless with excitement about a 'discovery' that they had made in the school library: a small and secret cubbyhole into which had been placed several artefacts including a packet of Walker's Crisps from 1969. You can read more about this within the pages of the next edition of The Milestone.

The matter of the library's secret cache promotes speculation about who placed the objects and what was her (or their) motive? A suitable subject, to be sure, for either historical or imaginative investigation. One wonders, then, about the experiences of the pupils of 1969, as well of those in the archive footage of the early 1960s. How did their school experience compare with that of our current cohort? As the saying goes: *plus ça change, plus c'est la même chose*.

Whilst the world may be very different in 2024, I suspect the experience of school has always, at its core, encompassed the same familiar elements of academic rigour, the development of character and the formation of friendships that, in many cases, will last for a lifetime.

Further evidence for the stability of the BSG school experience is provided by one of my predecessors, Mr Woodhouse, who wrote the following in his foreword to The Milestone almost exactly a quarter of a century ago:

'The main strength of BSG lies, as always, in the achievements of BSG pupils. As ever they are varied in character – academic achievement via examination results, together with a host of cultural and sporting successes. One of the greatest pleasures of being Headteacher is to receive details of achievements both individual and representing team work.'

These words hold equally true today and you will find no better example of an achievement requiring team work than the current incarnation of The Milestone. I hope you enjoy reading this latest edition.

- *Mr Sims*

House music: Who will be hitting the high notes this year?



Have you been wondering about House Music? The big event of spring term at BSG – what everyone’s been practising for! We can tell you all about the ups and downs of the competition and the fresh gossip from some of the Heads of House! If you want to know more about house music at BSG then read on....

But before we let you into the secrets of this year, let us tell you about the last competition in 2022. Franklin took the honor of 1st place with Rossetti at 2nd with Shelley close behind at 3rd place; will Franklin be able to keep the reigning title? However, Curie came 6th so could it be this be their lucky year? In between them Parks came 5th with Austen just squeezing in front of them in 4th - but anything could happen this year!!

We have interviewed some of the Heads of House who are all extremely excited about this year’s competition.

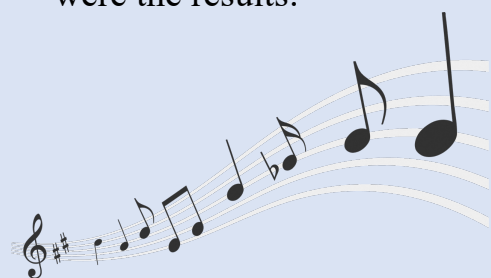
We interviewed some of our Heads of House and these were the results:

Miss Cooper, Head of Curie says, despite coming 6th in the previous competition they are feeling very confident about this year, telling us that they have a great theme and are looking at ‘Women in Music’ with some incredibly talented musicians from years 7 and 8- could this mean Curie will take the lead this year? We’ve got our fingers crossed for Curie, let’s hope they have better luck!

At the other end of the table: Mrs. Mantle, Franklin’s Head of House says that they are feeling the pressure but nevertheless more excited than ever for this year’s competition and they are working extremely hard to make sure they can stay at the top. This year Franklin has a ‘top secret’ theme, let’s see where they get to!

Shelley’s head, Madame Horton-Hill, says that they have a ‘very fun theme that will get people up on their feet.’ We asked Madame Horton-Hill who she think will win and she said, ‘I think we are all winners... but Shelley house have a great chance in winning.’ Is Shelley taking the road to glory this year?

Wait and see what happens in this year’s house music competition in early February!!



FREE&EQUAL CONFERENCE

let's be part of the discussion

“Gender, Power and Masculinity”: what do these terms really mean? Earlier this year, a group of Year 12 and 13 students attended a conference discussing these issues with speakers coming from areas around the world to voice their own opinions and experiences regarding these matters. On the day, we heard from the guest speakers speaking individually about these ideas, before they formed discussion panels and we were able to ask them questions. The day provided an enlightening insight into many issues; in particular, feminism and gender identity, with the guests holding differing viewpoints on what it means to be a feminist and therefore putting forward the question “who can be a feminist?”. This allowed for an engaging debate with the discussion panels. These discussions surrounding feminism revealed that whilst one of the speakers, **Julia Lynch**, strongly believes that anyone could be a feminist, **Gemma Aitchison** argued instead that a feminist stance can exclusively be taken by women, and men can only be allies. These differing views became a focal point for much of our further involvement.

We then listened to discussions around power, focusing on aspects of our life which can lead to us feeling powerless; such as not fitting inside the gender binary. This taught us to recognise that the system of power within our world is unbalanced and the only way to shift this is to take power back yourself which led us onto a talk from a Year 11 student Billy Cain. They identify as gender non-conforming and talked about the struggles of growing up outside the binary boxes of gender, and so they reiterated the importance to us of redefining who has power by taking it back yourself. As it is only through reclaiming our power that we can find ourselves and be happy in our identity.

- Romilly 12.3



Gemma Aitchison



Julia Lynch



FREE&EQUAL?
GENDER, POWER & MASCULINITY



Following the conference, we found that certain discussions resonated particularly strongly with our own experiences. One in particular was that of self-identification as a feminist - a contentious point amongst the speakers, and something many of us thought would be valuable to broach across the school. Opinions varied, continuing the challenging debate over whether men can really call themselves feminists - a topic spanning from deep-seated demonisation of feminist movements to the evolving role of feminism in modern society. What better than to expand the debate to the BSG community? Above all, the Free&Equal conference had a resounding message: all people of all genders and experiences are valuable in discussing the power dynamics of our future. Most of all, many of the themes were thought-provoking to us as young people - an experience we wanted to share. Looking forward, this is an opportunity to encourage students to explore their power, and discuss the varied perspectives of the speakers at **Free&Equal**.

I was lucky to be in a group of sixth formers delivering SE sessions on the conference, working with the Heads of House to choose topics we thought the Year 10 students would find engaging. Lily and Zofia, our organisers, made a lesson plan that was adaptable and so the discussions were largely led by the class - as a result, sixth formers have reported back that the discussions were valuable and that they feel like they have shared something. I have greatly enjoyed this experience; not only did we engage in a brilliant conference ourselves, but have had the opportunity to give a similar platform to younger members of the school community. Certainly, a very enriching experience - I encourage all future students to apply! Gender, power and masculinity dynamics have never been more important in an unstable world; it's time to talk about our power.

Thank you, on behalf of the sixth formers involved, to Mrs Fenner and Ms Coe for organising it, and to Lily for coordinating our teaching programme so well.

- Lara 12.2

By Hattie 12.2



On 27th January this year, people across the world will commemorate the millions of men, women and children murdered by the Nazis during the Holocaust. Held annually on the anniversary of the Soviet liberation of Auschwitz concentration camp, Holocaust Memorial Day provides an opportunity for everybody to reflect not only on the horrific crimes committed by the Nazis but on genocides throughout history; to honour the memories of innocent victims, and, most importantly, to consider how we can work together today to render such genocides atrocities of the past.



Each year, the Holocaust Memorial Day Trust designates a theme to the day. This year, the theme is the fragility of freedom. It is easy for many to think that genocides are sudden events, drastically implemented by politically extreme, hateful regimes; however, researching into any historical genocides prove that this is not the case. In 1994, decades of discrimination and ethnic tensions in Rwanda culminated in mass murder, whereupon the population were told by radio and word of mouth that it was their duty to wipe out the Tutsis, a minority ethnic group. This resulted in over 1 million Tutsi men, women and children being killed in the streets by their neighbours, colleagues and relatives through marriage. This year, an emphasis is being put on remembering that this could not have happened without an extensive propaganda campaign for several years beforehand by the extremist Hutu government; the tragedy was allowed to unfurl when the freedom of the Tutsi people began to be restricted. Perhaps more significant was the restriction of people's freedom to challenge the government on their ideology and actions; the more well-known example of which was the oppressive dictatorship of the Nazi party, which terrified the German people into suppression. Professor Gregory Stanton's ten stages of genocide demonstrate how no genocides ever just happen, but begin with slow processes of restricting freedom, such as limiting a certain people's access to be education, employment or marriage. Accompanied



**HOLOCAUST
MEMORIAL
DAY 27/1**

Holocaust Memorial Day

2024 Theme: The Fragility of Freedom

by propaganda, this is what culminates in what the Nazis called 'The Final Solution' – removing people's freedom to live.

This emphasis on the responsibility of people to recognise the gradual restriction of others' freedoms before it is too late raises the ethical question of whether entire populations who have lived under hateful regimes while genocides have taken place should be held accountable for their government's actions.

While it is obvious that many of the regimes behind genocide seized power, had complete control over the population through persistent propaganda, and reduced the freedom of people to speak out against atrocities through persecution, the stories of many who spoke out against the Nazi party despite persecution suggest that all people living in dictatorships have a responsibility to not submit. Regardless of the various opinions on this debate, one lesson from Holocaust Memorial Day is clear: as citizens of the UK, we should cherish our freedoms, the most important of which are the freedom to learn, and the freedom to express our opinions. We all have a collective responsibility to commemorate the victims of atrocities in the past, and this comes with a responsibility to safeguard our future. Genocides are not a ghost of the past; they have occurred as recently as 2005, in Darfur, Sudan, and even now concerns have been raised over the Chinese government's treatment of Uyghur Muslims. If the Holocaust should be remembered for any singular impact, it should be for reminding us that our freedoms are fragile and should not be taken for granted. Through exercising our rights to vote and free speech, individuals can create an impact on world affairs. The outstanding work of the Holocaust Memorial Trust should not be put to waste; if anything, we owe all people affected by genocide to prevent it from ever occurring again.

To promote this message, the Holocaust charity Generation 2 Generation (G2G) visited our school last week to speak to the sixth form. The charity was established to empower second and third generation descendants of Holocaust survivors to share their family history with a wide audience. They believe strongly in the power of personal testimony to ensure people understand the sheer volume of what was lost in the Holocaust, and, through keeping Holocaust stories alive, promote inclusivity and human rights.

Charities such as G2G perform vital work in shaping our ideas about not only the Holocaust, but discrimination and persecution; and this work deserves to be recognised and applauded.



Hey, we are team Ultraviolet #456, one of the three robotics teams here at BSG! We are an all-girls team formed of students in years 9-12 who are competing for the second time in the FIRST Tech Challenge.

By Liberty 9R



ULTRA VIOLET UK TEAM 456

Is it only about robots?

Even though we are a robotics team we do so much more than engineering and programming. As an all-girls team, we are advocates for getting more young girls involved in STEM. We run an outreach programme called UV RAISE which helped us win the CONNECT award at regionals. In our outreach program we:

REACH out to our community to increase the amount of people taking part in STEM

ASSIST other FIRST UK teams in the competition, including in our hub (online or in person)

INSPIRE young people to consider STEM careers

SEEK opportunities to link with other schools to promote the core values of FIRST

ENGAGE other young people with hands-on STEM activities

A way in which we have done this is by hosting various primary school students and teaching them about programming through the use of Micro Bits. This gave us the chance to inspire young people to consider STEM careers by being creative and designing and coding a LED pattern which would light up on the device.

What is the FIRST Tech Challenge?

The FIRST Tech Challenge is a global competition for students in years 7 to 12 where the students are challenged to, design, build and program a robot to compete in an alliance format against other teams. It is not all about robots though, through the challenge we get to make friends and work with like-minded people.

In this year's competition, CENTERSTAGE, we compete in a two-minute game to gain as many points as possible. There are many ways to gain points such as placing a hexagonal pixel on a backboard, flying a paper airplane across the arena to land as close as possible to the outside edge of the arena and for the robot to hold itself up on the bar so it is not touching the ground.



But how do we do this all in time for the competition?

In our team of highly motivated students, we all have certain jobs that we fulfil in the Team to meet all the tasks in time for the competition.

- Our **mechanical engineers** work on the robot so it has the parts needed to complete all the stages of the game so we can gain as many points as possible. They have the incredible ability to know which parts need to go where to do a task. They also design custom made parts to help us have advantage in the competition
- Our **software engineers** program these parts to complete these tasks. The software engineers work hard coding our robot to complete as many tasks by itself without human control so we can gain as many points as we can in the autonomous period.
- Our **Outreach officers** work hard to increase STEM opportunities in our community and build our outreach program. In sessions, they focus on brainstorming ideas for future events to help promote STEM careers.

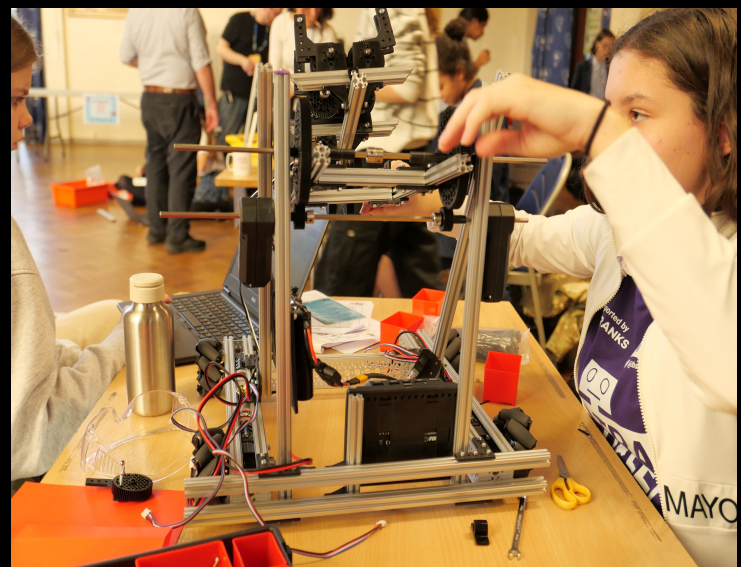
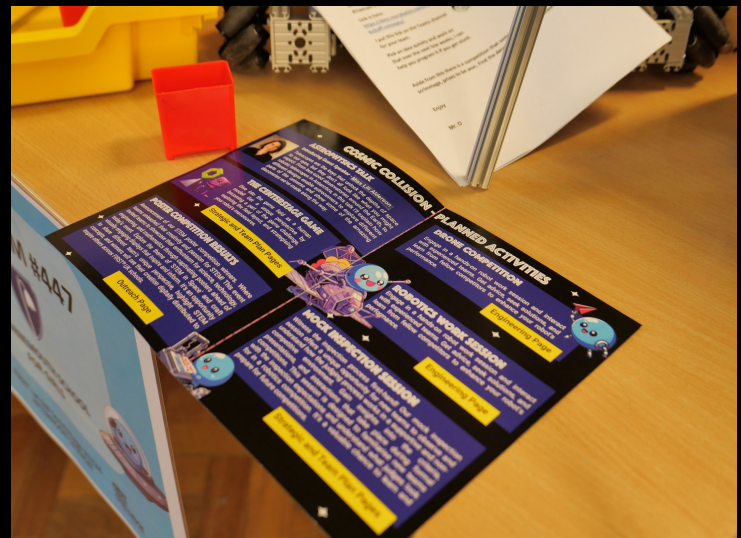


In December, BSG were lucky enough to host this year's Southwest **Scrimmage**. This is a friendly gathering where we get to meet and give advice to other teams. Sixteen local teams took part in the event running over two sessions. This year's event was space-themed where we explored the wonders of space exploration. The event gave teams the chance to highlight our STEM skills and help and receive advice from other teams.

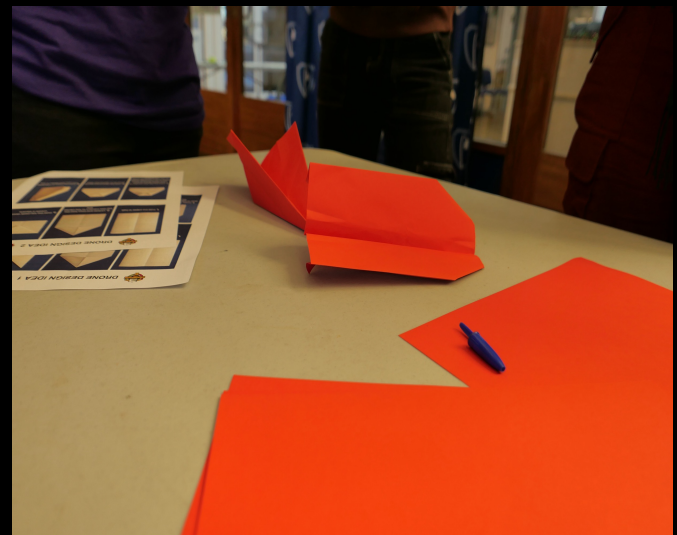
Our guest speaker this year was the astrophysicist and ex-BSG student, Lili Alderson, who taught us about her career and her use of space telescopes to study exoplanets. She talked to us about her time studying at Southampton and her research project at Harvard University. We got the chance to ask her about her work with the James Webb Telescope and how that research will help us find out more about the world we live in.

At BSG, we are lucky enough to have access to our game arena which all teams had access to on the day of the Scrimmage. Using this arena, we had a paper aeroplane competition where one person from each team would sit in the middle of the arena and launch the paper plane, hoping to land it as close to the outside edge of the arena. Through many practice throws and different folding techniques St Edward's in Poole took the win.

This year's Scrimmage was an amazing event that everyone enjoyed, leaving us excited for the regional competition in March!



If you are interested in sponsoring our team please email our finance officer lcurtis-bear@bsg.bournemouth.sch.uk



Head Girl and Deputy Head Girl: Closing remarks!

As this term draws to a close as does the term of our current senior team. Marked by campaigns from budding year 12s looking to assume these roles in the coming months, the time has come for our present team of representatives to hand the baton of leadership and responsibility to our new candidates in the forever relay race of the running of our school. And in doing so the wonderful Poppy (Head Girl) and Teresa (Deputy Head Girl) were kind enough to talk to me, taking time out of their busy schedules, to offer a moment of wisdom and reflection.



What would you most like people to remember about your tenure?

Poppy: I would love to be remembered as a friendly face who was there to support anyone. Being a part of the music department is also really important to me and I hope that I showed that taking part in clubs is just as rewarding as regular school work.

Teresa: How friendly and enthusiastic we were about our roles, and hopefully my Founders' day poem where I roasted Mr. Sims.

Tell us about yourself outside of your positions?

Poppy: I'm aiming to study computer science at university and go on to work in the tech industry. I also love singing and dancing and have been part of numerous shows.

I also love singing and dancing and have been part of numerous shows.

Teresa: I am quite an outgoing person, I love going out with friends and will take any excuse to go to a party. I also love music whether that's listening to my Spotify playlist on repeat, or learning a song I really like on the piano or guitar. I hope people see me as a friendly person; I really like working with children and have wanted to be a primary school teacher, even when I was little.

Who's going to win the house cup this year?

Poppy: I'm still attached to Franklin so I'm definitely voting for them however Shelley have a history of winning house cup!

Teresa: CURIE OBVIOUSLY.

Are there any changes you want to see in the roles in terms of the amount of responsibility and contact with the student body?

Poppy: I would say if anything could be improved it would be a better routine of student council and holding regular meetings. I would also suggest more events to communicate with lower school.

Teresa: I think the work we have done has mostly been based around the 6th form, it would be great to see the future head girl and deputy head girl do some more work or activities or even be involved in assemblies for the lower years.

What's one piece of advice for your successors?

Poppy: Just enjoy it. The relationships you build with teachers is invaluable and it is a huge learning experience. Also focus on time management and prioritising the right things.

Teresa: Don't forget to have fun with this role, it's not all about doing extra work and having a huge responsibility, you'll only get this chance once in your life, and if you enjoy it like me and Poppy did, you'll have so much fun and you'll really miss it when it's gone.

What's been your proudest or most memorable moment of your premiership?

Poppy: Founder's day was extremely rewarding. Welcoming the Mayor of Bournemouth, talking to this chair of Governors about computer science and speaking in front of thousands of people were such incredible experiences that I am so grateful for. Doing the reading at the Christmas concert was also fulfilling as I did the year 7 reading in 2017, so it was a full circle moment.

Teresa: Getting a bullseye when playing darts with Mr Sims and Poppy during one of our meetings, and getting the nickname 'bullseye'. Also, Founders' day is up there; helping to organise the day, as well as doing speeches, our poems and talking to the Mayor, which was very exciting. I'm proud of how well the day went.

Why did you want to represent the school?

Poppy: I am extremely proud to be part of BSG not just from its academic success but the entire environment. Everyone is so incredibly supportive and there is always a member of staff ready to help. I guess I just wanted a chance to give back to everything the school has given me.

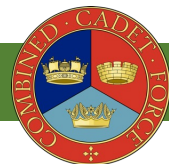
Teresa: I first came to BSG thinking it was a strictly academic school, which is what a lot of people think, but it's so much more than that. It's like a community of people that I've grown up with, where there's so many different talents and facilities to suit anyone's ambitions. I was honoured to represent such a school that values all their student's needs, academic or not. I will honestly miss my role as Deputy Head Girl, but I'm glad I will be leaving the school with so many good memories.

Any final words or wishes?

Poppy: I honestly dread the day I have to leave this school and like I said, I'm so grateful for being able to spend the past 7 years of my life here. Although I'm stepping down from my responsibilities, I would like to say I will always be here for anyone if you have concerns or worries do not be afraid to talk to me. I wish Lara and Lois the best of luck!

Teresa: I'm so lucky to have been given this opportunity and I hope I've been a good deputy head girl for you all!

CCF Column



Women's Roles in the Navy during the World Wars

By Alice 12.4

The Women's Royal Naval Service was formed in 1917 as a branch of the Royal Navy. Initially, the women -known as Wrens- undertook domestic duties such as cleaning and cooking, but this later expanded to other roles such as wireless telegraphists and electricians. Over 6,000 women joined in 1917, making the Royal Navy the first of the armed forces to recruit women.

By the end of WWI, the service had 5,500 members; there were 500 officers, and 2,867 Wrens who had previously supported the Royal Naval Air Service, chose to be transferred to the RAF. The Wrens were officially disbanded in 1919.

In 1939 the first female students were admitted to the Royal Naval College and during World War II over 8,000 women trained there with roles including Radio Operators, Meteorologists and Bomb Manufacturers. In 1944, 74,000 women were involved in over 200 different jobs and 303 Wrens were killed in wartime service.

After the second world war, a small permanent WRNS service was established. This remained until 1993 when the service was disbanded and fully integrated into the Royal Navy -women are now able to serve on all HMS Ships at sea, at all ranks and rates.

Since that date many women have served across all roles within the Navy, including as pilots, observers, aircrew personnel, as divers and Commanding Officers of HMS Ships and shore establishments. Amongst the achievements of so many brave and outstanding women, an extremely incredible moment is that in 2022, HMS Raleigh, Britannia Royal Naval College, HMS Sultan, and HMS Collingwood were all commanded by women. The Captains said that they hoped that this would occur again and become the norm for the Navy's future.

Another recent achievement was Philippa Tattersall who became the first woman to complete the All-Arms Commando Course in May 2022, just three years after women were allowed to apply. Let's hope we continue to see the progression and success continue in the years to come.



A member of the WRNS makes fast the motor boat she has been using to ferry mail and goods to ships at anchor ©BBC

Team Tempest - RAF

The Tempest is the next-generation combat aircraft, operating at the forefront of technological innovation and securing the UK's position as a global leader in air combat. This aircraft is replacing the current 'Typhoon' and will come into service in 2035. Team Tempest is working towards the concept of a cockpit which has no physical screens or dials and instead will have a VR helmet which will project an interactive cockpit. Pilot support such as virtual assistants are also being developed. Flight trials are now being planned and being assessed in real life environments to make the Tempest one of the top next generation aircraft.

- Scarlett
12.5

References: <https://www.raf.mod.uk/what-we-do/team-tempest/>



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Visiting RMA Sandhurst 2023

During our brief overnight stay at the Royal Academy, Sandhurst, 12 cadets were lucky enough to get exclusive insight to the grounds and the passing out parade. Meeting the officers and the commissioning Officer Cadets was especially exciting and an experience we won't ever forget. The grounds were surprisingly picturesque; with large historical buildings and rural surroundings it's no surprise many aspiring officers apply to train there every year.

After being situated into our rooms we had a tour of the large grounds. Due to the importance of the establishment and the way the academy is run, we were required to march around the grounds at all times. This wasn't much of an issue until we found ourselves marching to our breakfast the next day, sleep in our eyes, stumbling in the not-yet-7am dark. Despite this, I believe we all thought the full English breakfast was entirely worth the early start! Officer cadets are served three full square meals that incorporate plentiful amounts of carbs and proteins every day; to allow them to perform optimally in their physical training programmes. The academy includes a large gym, kitted out with machines and equipment so cadets can improve their strength and endurance; two extremely important factors when leading a

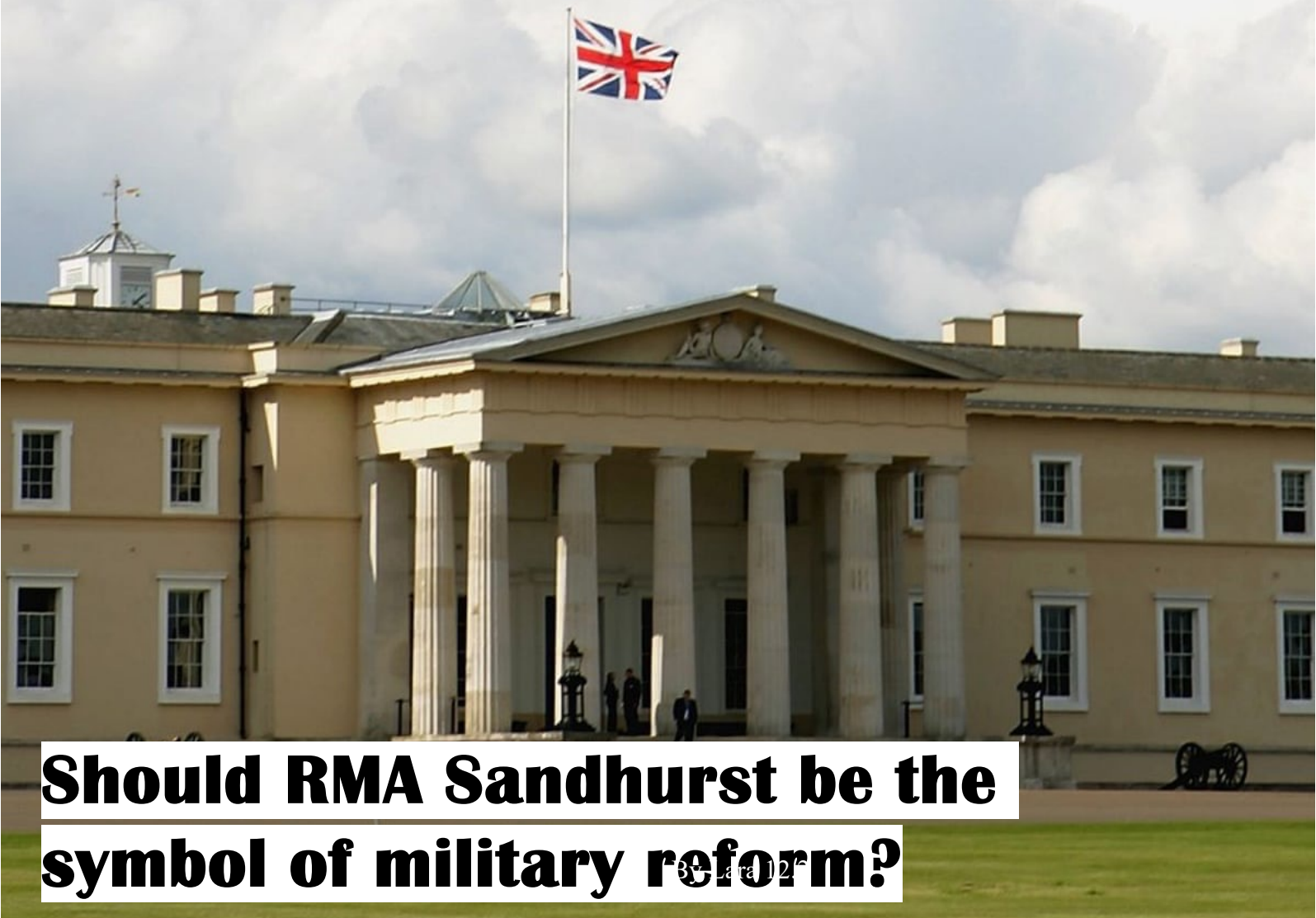
platoon in an exercise.

Other amenities included a shop where they could buy convenience food and a Starbucks. The grounds also feature an impressive chapel and art gallery, both which all the visiting cadets found awe inspiring.

Our stay concluded with watching the passing out parade with a massive courtyard full of officer cadets lined up perfectly. The highlight for most was the finale: with the horse being ridden up the staircase of the Academy building. Seeing the proud families congratulate the officers who had celebrated their completion of almost a year of strenuous training and education was very special and made it clear how important the occasion was. Officers must show high levels of dedication and diligence to pass out as all officers who do are soon deployed and must lead a platoon of up to 30 soldiers. It was an incredible experience, and I would highly recommend anyone who gets the opportunity to visit, to do so.

By Ruth Simpkins 12.7





Should RMA Sandhurst be the symbol of military reform?

The Royal Military Academy in Berkshire (RMAS) has been at the forefront of reform in British Army education since its foundation over two centuries ago. In doing so, the officer training college itself has through the progressive precedents it sets come to personify the very ethos it demands of its cadets: “Serve to Lead”. The Academy, just like the young people it trains, seeks to lead by example, embodying the future vision of British soldiery. This is a noble sentiment -but what does it mean for an institution weighed down by its own conflicting record to bear the standard of reform?

Sandhurst’s modern-day policy of progressive curricular refinement is but one side of an incongruent history of reform versus tradition. Attempts post-World War II

to provide military training to foreign cadets for commissions in the British Army came head-to-head with attitudes at Sandhurst regarding race and British belonging – undoubtedly just one element of the hangover of a colonial past. However, today international cadets can be seen to excel in Britain’s most prestigious military academy, annually contending for the highly esteemed International Sword.

Furthermore, to Sandhurst’s credit, it has approached its history with frankness and transparency. The reverence of military history intrinsic to Sandhurst’s heritage - a tradition introduced by patron Colonel John Le Marchant - has seen a transformation away from its foundational Anglocentric focus, towards a recognition of the culturally diverse and



Colonel John Le Marchant in 1790

infinitely richer history of the British Army in all its multinational forms throughout the centuries.

The establishment of RMA Sandhurst in 1812 marked a new era for military training in Britain. By reforming a system wherein becoming an officer merely required the money and the inclination to purchase a commission, Col Le Marchant founded a tradition of inclusivity towards which the Army’s

policies still aim today. This, in retrospect, seems revolutionary - a cadet's socioeconomic background

no longer stood in the way of attaining responsibility. Rather, any cadet who had the drive to complete the challenging course could pass out with a free commission; the military grew to build leaders, rather than buy them. This cannot be regarded as a simple change to a training system -the high standard of military education underpins the success of the wider army, making Col Le Marchant's input a pivotal step towards the meritocracy that defines the British military today.

In the last two years, Sandhurst has once again taken the lead in bringing the Army forward -this time however, the reforms have spearheaded a movement by Defence to "stamp out unacceptable behaviours and improve the experience for women in the Armed Forces". Sandhurst's function has undergone a symbolic transformation -it appears that in the 21st Century, its role is to lead cultural, rather than practical, change across the Army. This is a huge responsibility, with thousands of women working in the UK in defence affected for the better. Since women have only been accepted into all aspects of the military since 2018, moves to provide adequate protection, provision and social support are vital to the future of inclusivity in Defence.

During an inspection of RMAS in March 2023, the then Defence Secretary, Ben Wallace, assured the country that "Vital work has been done to create a more diverse, inclusive and supportive culture at Sandhurst and across our Armed Forces". Uplifting sentiments - but is Sandhurst the right posterchild for diversity and inclusion?

Changes in personal appearance policy enacted in 2021 to allow all below hairstyles for routine duties



We have updated our appearance policy for service personnel, reflecting a diverse and modern workforce.

Sandhurst has a history with diversity that can be classified as murky, to say the least. For a start, RMA Woolwich -Sandhurst's predecessor - was instrumental in training East India Company officer cadets until 1809. While this is certainly a more distant relic of colonialism, recent research into Sandhurst's role as a tool for soft diplomatic power following World War II has revealed the full extent of the backlash to non-white cadets entering the courses.



RMA Woolwich ©Wikidata

Studies at Uppsala University have found evidence that the integration of foreign cadets at RMAS, widely hailed as a milestone in military inclusivity, was characterised at the time by "frequent discussions about discrimination". These criticisms were widespread, with further condemnation of the motives behind the admission of foreign cadets -widely perceived as part of Sandhurst's role in an ongoing "imperial mission" which aimed to "embed specifically British practices in decolonising states". By shipping young officer cadets back home with training only to establish British military systems, then, Sandhurst became complicit in post-colonial duplicity.

It's clear that this disturbing rhetoric is utterly converse to the diplomatic role international cadets play today as connecting links uniting countries, rather than impediments to rehabilitating international relations post-Empire.

In my study of Sandhurst, what stands out is the seemingly incompatible nature of Sandhurst's bifold legacy. Two centuries of pioneering change have coexisted with a stubborn memory of a very different British Army. But what struck me most was its unique approach to its own history. The imposing core architecture stands alongside memorials, statues and buildings commemorating over 5400 international cadets trained at RMAS since 1947 -and the ties which that collaboration has built with nations across the globe. Far from shying away from its history, Sandhurst became the first host to the National Army Museum in 1960 in a move to rectify past marginalisation of commonwealth militaries such as the Gurkhas and the Anzacs. The imagery today is powerful, and woven into the very fabric of RMAS -it has taken action for change. Has Sandhurst learnt to live with both a condemning past and a visionary future?

While all old institutions will invariably have left their own stains on the history books, what matters is that they confront the past with transparency and, most importantly, change for the better. RMA Sandhurst continues to stand for progression in the Army not purely because it is the most firmly established, but because it is the most willing to learn from past mistakes when shaping the leaders of the future.

Should we be having children in 2024?

Today, the age-old question of whether or not to have children becomes more and more difficult to answer. Not just on a personal level- but an ethical one, too. Pondering the decision to bring new life into this world was complex before, but now considerations for the environment and current tensions across the globe and economic stress, for example, also join the conversation. There's a shroud of fear around the topic as many women wonder if the best way to save their children from the horrors of the world is to never birth them in the first place. A daunting thought: this being the last generation to watch the planet suffer at our own cruel hands.

Is it selfish to have children? Before thinking about the infants of the future, an often overlooked issue is of the thousands of those in care across the UK in the present. As of March 31st 2023, there were 83,840 children in care- a 2% increase from 2022, and a figure that has been rising for the last 15 years, according to GOV.UK statistics. Not only this, but in an article published by ITV News, it was stated that there are currently 130,000 children living in temporary accommodation. 130,000 children without a permanent home. 130,000 children suffering uncertainty in their day-to-day life. If this is how children today are living, what will be the situation in the next five, ten, twenty years? There are young people in the UK right now who need a home; it's a harsh, grueling situation to expose even more to in the future as the grasp of economic stress tightens its grip on us all. With so many children already living in need of a stable home, why bring any more into the world- adoption could prove to be salvation not just for a couple craving a child, but for a child needing a home.

In addition to this, the increase in the amount of families living in poverty over the last few years is enough to deter many would-be parents, as the anticipated cost of having a child threatens to sink many lower-income households. £75 a week in child benefits is a lifeline for many existing parents, but for some this still isn't enough.

Overall, 52% more crimes are committed in areas of income deprivation, and children raised in these households are more likely to become associated with drugs and alcohol at an earlier age as a method of escapism. These statistics beg the question; is it worth bringing a person into this world if this is a reality that could be faced as a consequence?

Another devastating reality of the human condition is the exceedingly common breakdown of many families: divorce. In the UK, 42% of marriages end in divorce- not a statistic comforting to anyone considering their future, as we delve deeper into the consequences of these breakdowns on the younger members of the family. An exploration written by Kabir Family Law found that divorce has incalculable consequences on the developing mind. It was found that the loss of regularity and routine can lead to strong feelings of stress, confusion, anger and abandonment. Commonly, children felt a sense of loss and rejection, spurred on by the fear that if one parent left, perhaps the other would, too. As well as having effects on the economic status of a household if a couple splits (threatening poverty if the non-working partner remains in the home) the overall wellbeing of the child can be severely negatively altered. Infants aged under 18 months are likely to suffer the tensions a divorce will bring, and tend to regress and show signs of developmental delay: they crave consistency in this early stage of their life. Those between 18 months-6 years old were more likely to understand why the breakdown was happening, and are more likely to blame themselves- obviously incredibly damaging for a young mind.



In addition to this, it is apparent that academic degradation, anxiety and depression are common in those struggling through a divorce at home, especially children between 8-11 years of age. For so long marriage has been the backbone of families everywhere, especially in more religious communities. Although there's less of a focus on this type of family organization now, the breakup of parents is still going to have lasting impacts on a child. This is something many people aren't willing to put an innocent mind through.

We're also seeing a shift towards a society where a career is everything. Success, money, stability- it's what many now strive for. Is there room for a child at the table of success? It's becoming increasingly frequent now to see people put their own goals in front of considerations of a family- there's too much stacked against it. Not only are financial hardships a deciding factor, but now we look to the damage we continue to do to the environment. Not only do we clear essential woodland for space for housing and farming, but overpopulation already threatens the balance of the whole world; instead of living harmoniously with nature, we take and take from it. With a population already exceeding 8 billion, we don't need more human beings to increase the strain on natural resources. Although we theoretically have enough for everyone, the greed of the western capitalist world threatens to push so far that we charge past the point of no return- many argue that we already have. Our world suffers at our hands, and we aren't doing enough to slow it down. With the help of social media, the pain and suffering all around us is plain to see. From climate change to foreign conflicts, Earth is a desolate, desperate place of bitterness and thoughtlessness. We care, but not enough to change. We talk of sustainability, yet we're just too slow. We weep for a world who's cries we silence. Cover up. Ignore. Young adults and teens today wonder why we would ever want to inflict such a home onto new life- many now see it now as thoughtless to subject a child to a future we are already watching burn on the horizon.

If, as so many climate scientists rightly claim, we have already damaged the environment beyond repair, then why bother to raise a new generation to fix mistakes that are broken beyond much hope? If we, as the generation before us have done, wait for the next age of people to solve our problems, nothing will ever get done.

Of course, there are reasons people should still have children; if not only to feed the nurturing maternal instincts many people have, but the example set in Japan shows the alarming flaws of an ageing population. Without young people to work, the elderly suffer with no support. China too will face similar collapse at the hands of their one child policy. But if the future is doomed anyway, why care? This is a rather cynical view, granted, but what else have we been shown to think? Pick up a phone, or a newspaper and you'll see- we live in dark days. A once green planet brought to ruin, with our mistakes at the helm of it. A scourge. On social media during lockdown 2020 upon seeing the lifting of smog over many areas across the world due to reduced vehicular pollution, as well as many reports of wild animals roaming the then-empty streets free of fear and enjoying the silence, the term "we are the virus" emerged. It's true. We are responsible for so much evil, as we're selfish, and governed by those even more so. Why continue the trend? If we won't try harder to fix our errors now, then we shouldn't wait for our children to do it, either. Some argue we should just let ourselves become extinct; this is obviously an unrealistic and dramatic statement (yet not far off with the reduction in fertility levels due to microplastics) but still makes us think if we really should be having children in 2024. The animal kingdom would thank us, certainly, and the forest would breathe a sigh of relief as they work to reclaim our grey towns as their own, green canvases.



AUTISM'S POTRAYL IN THE MEDIA

By Sammy 9A

In the media, autism is portrayed in many different forms. There are many shows with autistic characters, like Shawn in *The Good Doctor* or Sam in *Atypical*. The question is, how accurate is the media at portraying them? Is it possible they introduce harmful stereotypes? And how do these stigmas end up circulating the media? That's the question, but first:

What is autism?



Autism, or autism spectrum disorder (ASD) is a neurodevelopmental disorder where the people affected by it tend to have issues with things such as:

- finding it hard to communicate and interact with other people
- difficulties in understanding how other people think or feel
- finding things like bright lights or loud noises overwhelming, stressful or uncomfortable
- getting anxious or upset about unfamiliar situations and social events
- taking longer to understand information
- doing or thinking the same things over and over

However, autism is a spectrum, and all autistic people have different experiences and different symptoms. Not all of them will act the same, and oftentimes you may not realise the person you're talking to is autistic at all.

How does the media show these symptoms, and do they portray them accurately?

Often, media depictions of autism have the possibility to either be very positive or very bad, which can be detrimental to the wellbeing of autistic people, since some stigmas are very heavily emphasised. A scoping review done by Fontes and Pino-Juste in 2021, revealed that across the 22 reviews examined, 13 of which examined fictional examples of autism (the remainder analysing newspapers, news broadcast and a videoclip) several autistic stereotypes were identified, like the extremely smart savant and the dangerous. Stigma was identified across media types, although it was particularly present in newspapers and broadcast news, which is an issue since broadcast news reaches a variety of people in all places and age ranges, further enforcing the stigma. These 'representations' were put against something called the DSM-5, the *diagnostic and statistical manual of mental disorders – edition 5*, which details the symptoms and diagnostic criteria of mental disorders. When put against the way the autistic people were portrayed, educated individuals decided the portrayals were unrepresentative and unhelpful.

Obviously, measuring the accuracy of fictional portrayals in the media has its challenges, but the process of diagnosing autism in a real person is a long process which involves many more steps than just a doctor's appointment and identifying the symptoms. Even the medical model of autism as defined by the DSM-5 verges toward treating autism as a disease rather than a normal variation of the human condition. The neurodiversity movement and the social model of disability is working to combat this, however the fact remains that autism is still a sensitive subject in conversation and in most professional environments such as schools or workplaces. Obviously these limitations are important to acknowledge and be aware of, but the media really do have such a large impact on societal beliefs and attitudes. From scrolling through your phone on the bus to school, or seeing posters in shop windows, we are always surrounded by media.

Although, autism stigma runs far deeper than media, such was the case in WW2 when children were sorted to choose the 'master race', a race better and more superior than the others, and those with high support autism often fell short. Johann Asperger's work on the autism spectrum disorder plays a part in this, considering he first formally named it 'autistic psychopathy', treating it more like a psychological disease. In 2010, there were further allegations against him referring these children to a Nazi German clinic that murdered disabled patients. We aren't fully aware of his knowledge and involvement, but the point is that autism as an idea is fairly new. You'll often find skeptics, perhaps members of older generations saying 'autism isn't real', 'things like this didn't exist in MY day'. The first man diagnosed was called Donald Gray Triplett, and he was diagnosed by Leo Kanner in 1943; really not that long ago. It was *so* not long ago - he actually died last year, on June 15th 2023.

The stigma against autism is a very real issue, and the new generation needs to help combat that and show accommodation is possible, just as if a person was blind or deaf. So next time you watch a TV show, or read a newspaper with an autistic person in it, just remember that what you're seeing may not be completely representative and accurate.



All types of people think of this zoo question, so in this article will you find all your answers?

I specifically chose to write this article because I like learning about animals, and I want to share my passion with you!

The thought of seeing an innocent animal trapped in a small cage can really get on our nerves but the thought of driving around the safari roaming around and seeing cute animals is one we really enjoy. So, we have a fair argument. Let's explore more reasons.

Here are some negative reasons about how zoos care for animals:

The captivity and imprisonment of wild animals can be very bad physically and psychologically. Zoos are known for finding endangered species and giving them a new home in the zoo but, with big cats such as lions and tigers, after they are bred in the zoo, they occasionally die when released into the wild.

Here are some positive reasons why zoos are good for the different animals' well-being:

Zoos are good for animals because they find animals who may have been through poachers, loss of habitat and hurt by predators. Another positive reason is that if a species is lost and can't find a mate or can't breed, the zoo specialists will find the perfect mate for them and bring them to a nice comforting home to settle them down. The zoos also provide excellent medical care, with many vets who work tirelessly to keep all animals in tip-top condition. The space they have for each species is perfect for all kinds of weather -they include the perfect space to roam around in their new and refurbished habitat. For example, the giant panda has a big open space to roam around, play, and especially for this species, sleep. They also have some indoors area in case of harsh weather such as storms and rain.

Here are some reports from a well-known person:

"I justify zoos providing they are scientific, providing they are selective about what they keep and provided they keep them to the highest possible standards. That's okay by me," David Attenborough concluded. What do you think about zoos?

ARE ZOOS REALLY THAT GOOD FOR ANIMALS?

Katie F 7S

Trans Children and the Government's Guidance: What are the effects?

By Sam 12.6

The Government recently came out with long awaited guidance for schools on the topic of transgender students and how the subject should be handled. The guidance includes statements such as "There is no general duty to allow a child to 'social transition' " and "Members of staff should not unilaterally adopt any changes, including using a new name or new pronouns, unless or until this has been agreed by the school or college in accordance with the proper procedures and, in the vast majority of cases, parental consent, as set out in this guidance". This guidance is non – statutory and is for all schools and colleges. The definition of non – statutory is something that isn't controlled or defined by a formal law.

The term 'social transition' refers to a process in which a person changes their name, pronouns, clothing, and facilities from their biological sex. This is also separate from a 'medical transition', which is when a person uses surgery or other medical methods such as Hormone Replacement Therapy to change their biological sex.

The advice has faced backlash from many, whilst others have welcomed the long-delayed guidance. The backlash mainly focuses on the safety of the child, as the guidance informs schools to "engage parents as a matter of priority, and encourage the child to speak to their parents, other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child".

Whilst this statement does try to avoid "harm of the child", this doesn't mean it will. Many children will

not know how their parents will react, and coming out to parents can be an

extremely scary thing

to do. This advice could force children to come out to their parents, which could lead to dangerous scenarios for the child, such as abuse or being kicked out. Not only this, if a parent disagrees with their child's decision to socially transition, it will lead to them



Kemi Badenoch – Minister for Women and Equalities who has been defending this legislation

prohibiting the school from using a child's name or pronouns, which can have profound effects on the child's mental health. This can include anxiety and depression.

This advice should be used to support trans children however it seems to do the opposite. Being born as the gender you don't identify with is really difficult and can have massive impacts on your mental health due to gender dysphoria. Gender dysphoria is when a person will feel discomfort or distress because their biological sex doesn't match with their gender identity. This can lead to low self-esteem, depression and/or anxiety, and withdrawing themselves socially. A simple way to help avoid this is using a person's name and pronouns. The guidance doesn't take this into account, as it focuses on the possible "significant psychological effects on a young person" a social transition has.

From my experience as a trans person, socially transitioning has been one of the best decisions of my life. It was a hard process and scary at times, such as coming out to my mum and publicly changing my name, however it was worth it in the end. When I socially transitioned in school, I became a lot happier generally and I was a lot more willing to participate in school. I have seen this effect with a lot of my friends too, showing from my experience that allowing children to socially transition makes them happier. However, that doesn't mean it is the same experience for everyone. The guidance has a section on each aspect of a social transition, including on pronouns, which includes statements saying "schools do not need to specify pronouns to be used about each pupil and can decline a request to change a child's pronouns" and "no teacher or pupil should be compelled to use these preferred pronouns". Whilst some may see this as 'protecting children from trans ideology', many people have disagreed with this. Many people have pointed out how this gives people excuses to be transphobic and letting them get away with it.

As a transgender student, the publishing of this guidance was extremely important, however I, along with many others, feel let down and upset. Transgender students are six times more likely to experience bullying, abuse and violence (study from 2021) than cisgender students and this drastically impacts their mental health, grades and attendance. The contents of this guidance is fuelling a fire that is already a daily struggle for trans students instead of helping to put it out.



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Protests against legislation



SEND budget breakdown



BCP SEND 'Safety Valve'

Over the last few weeks, articles have been released by the Guardian, BCP Council, the Daily Echo and other sources outlining future plans that slash financial support for schools, particularly for SEND needs.

What actually is SEND?

SEND stands for Special Educational Needs and Disability. It encompasses anyone in the UK aged 0-25 who has special educational needs or disabilities that may affect a person's ability to learn or be in a school environment.

BCP Council is expected to accumulate a deficit of £63 million on its dedicated schools grant (DSG) by March 2024 which could rise to £92 million by March next year without other funding. This deficit is largely due a rapid national increase in SEND students with a lack of extra funding as well as mismanagement of money with

"There isn't enough money in the reserves"

council tax not being increased in 2021, with Vikki Slade saying "Difficult decisions that should have been taken in February 2021, 2022 and 2023 weren't taken and council tax wasn't put up which is the government's mechanism for letting us fund increasing cost. Now we are in a position where there is no money left. There isn't enough money in the reserves to keeping doing that."

Due to the large deficits, the council have applied to join the government's 'safety valve' scheme which forces councils to make cuts in support for children with special educational needs, part of which plans to reduce the average number of EHCPs approved monthly from 30 to 24 as well as

cutting the funding that each school gets to help accommodate SEND students. This plan is called the 'safety valve' as it cuts the councils costs and helps to reduce the deficits.

What are the implication?

This deficit will lead to less EHCPs (educational, health and care plans) being issued. These are legally binding documents that outline additional needs and measures put in place for anyone between the ages of 0 and 25 to allow them support beyond that which an educational setting can provide through SEN support. With each EHCP issued, schools are given a budget to enable them to accommodate their SEND students. This cut back means students with EHCPs may not be able to have the support they need to attend and thrive at school.

For SEND schools like Linwood for example, this means they may have to lower the number of students accepted each year. This would also mean that for many children trying to get a place at special needs schools, they may



instead have to go to a mainstream school where their needs won't be met in the same way or they may be stuck on the never-ending waiting lists to get a specialist placement, being home-schooled until then.

For mainstream schools like ours, it means we will have a significant loss of funding as well as possibly having to care for more SEND students should they not gain places at specialist schools leaving less teachers with less funding and more SEND students.

Is it legal?

By law, all councils are obliged to deliver statutory SEND services (including in school SEND support and EHCPs), but most of the councils in England are struggling to do this. When taken to court over SEND cases, councils nationally lose 98% of these cases. As the safety valve doesn't change the law, it actually opens the council up to more legal challenges, which could in turn cause the financial crisis to grow.

Alternate options

There is a SEND improvement plan (separate from the safety valve) which sets a strategic vision for all children and young people with SEND to have brighter futures, fulfilled lives and be connected to their communities. The Parents Carer Together organisation is highly involved with this plan and is on the SEND improvement board. This plan will support SEND students in BCP to live happier, healthier lives.

What can we do to help?

One of the biggest things that we can do is raise awareness as this topic is being hidden, so tell everyone!

There is also a petition that can be signed, which, if it reaches 10,000 signatures by February 13th it will force the council to review their decisions. If this cause has moved you and you want to make a difference, the petition is attached below.

[Welcome to BCP Council | BCP](#)



BASIC NECESSITIES

BY Stuti 7R

Our basic necessities include the rights to clean water and a safe environment. But sadly, water companies have violated these rights by releasing sewage into our waterways. Untreated sewage is being dumped illegally in rivers across the country on a regular basis. It has been detected that seven water companies in England and Wales discharged untreated sewage into rivers and the sea more than 3,000 times between 2017 and 2021. Plans from the UK water industry to “urgently” tackle the sewage pollution crisis have been delayed by four months, with no publication date in sight, Government ministers last year demanded water executives to send them a “plan for urgent change” to tackle outflows which spill untreated human waste into rivers and seas.

In 2022 alone, there were almost 400,000 discharges of raw sewage into British waterways, totaling over three million hours of discharge. Recently, Southern Water was fined an unprecedented £90 million for thousands of illegal sewage disposals, polluting rivers and coasts in Kent, Hampshire and Sussex.

For most of human existence, sanitation was managed in a dry form and ended up in a drainage pit below or a cesspit. Liquids were allowed to seep into the ground where nature would usually deal with any contaminants. The solids left over were often recycled directly to agriculture, providing nutrients for farmlands but this changed in the Victorian era. As international trade brought higher quality fertilisers to the UK too, destroying the market for London’s cesspool waste, as farmers preferred South American guano (bird droppings). Water companies then gradually started to put the sewage into rivers or seas.

HOW TO HELP

We have a well-known pressure group called Surfers Against Sewage who campaign nationwide to protect the seas and put pressure on water companies. You can donate or join, and help the good cause to protect our environment from sewage.



Can we compare Aztec Temples with German Concentration Camps?

By Aby 12.1

Within global history, two vastly different structures have borne witness to mass loss of life - the remarkable Aztec temples and the chilling German concentration camps. While the comparison may seem audacious, it forces us to explore the nuanced tapestry of cultural and historical contexts that defined these structures to begin with.

The Aztec civilization, flourishing in Mesoamerica from the 14th to the 16th century, created imposing structures like the Templo Mayor in Tenochtitlan for religious ceremonies, one of which being human sacrifices which were integral to Aztec religious practices; viewed as necessary to maintain cosmic order with Huitzilopochtli the Aztec god of sun and war. It is imperative to peel back the layers of time and appreciate these rituals within the framework of Aztec beliefs, avoiding the imposition of modern moral standards in a bygone era.



In this instance, human sacrifices were carried out around 18 times every year, with around 60 victims each time, to which historians predict the full toll to be around 1.2 million. This lasted about 200 years, stopping in the 1520's, and whilst this number is clearly estimated by professionals with the possibility of

the real figures being much either higher or lower, it is imperative that we note how the reasoning behind this was first and foremost as a religious practice; worshipers believed they had to feed Huitzilopochtli with human hearts and blood to keep the sun moving across the sky and preserve their very lives, for if the darkness won, the world would end.

Fast forward to the 20th century, where German concentration camps, notably Auschwitz, became synonymous with the systematic genocide orchestrated by the Nazi regime during World War II.



The Holocaust remains a haunting reminder of the calculated extermination of six million Jews and millions of others targeted based on their race, ethnicity, or political beliefs. Historians estimate that around 1.1 million people perished in Auschwitz alone in under 5 years of its existence purely because by living their lives, they were deemed "enemies of the state" so sent to a camp without any judicial review. This was motivated by Nazis' personal prejudice towards political opponents, those considered 'asocial' or others following a different religion to the Nazis [typically Jewish]. The scale and intent behind these atrocities, I believe, sets them apart from the religious practices of the Aztecs, as they were motivated

by nothing but hatred for a minority group and carried out in attempts to 'purify' the country.

As we grapple with these historical comparisons, ethical considerations come to the forefront. Cultural relativism becomes a guiding principle when assessing Aztec temples, reminding us to appreciate

practices within their unique historical and cultural contexts. Contrastingly,

the ethical implications surrounding German concentration camps are universally condemned, emphasizing the need to draw a clear distinction

between cultural practices and systematic genocide.

The question looms - how should these sites be treated today? Preservation and education emerge as the answer for both. Aztec temples provide invaluable insights into ancient civilizations and their intricate belief systems, fostering a deeper understanding of our collective past.

German concentration camps, sombre reminders of a dark period, stand as beacons of remembrance and education, ensuring that the lessons of history, no matter how painful, are not forgotten.

In navigating this delicate topic, we find that recognizing the distinctions between Aztec temples and German concentration camps allows for a more balanced understanding. The commitment to preserving these historical sites becomes a shared responsibility, enabling us to weave a narrative that transcends time and educates future generations about the complexities surrounding our shared human history.

Cervical Cancer Awareness Month

- Lola 12.6

Cervical cancer is a type of cancer that affects 3,200 women annually, with over 800 losing their lives. January marks Cervical Cancer Awareness Month, emphasizing the urgent need for widespread awareness.

The UK has many tools to aid women suffering from cervical cancer. For example, there is an HPV vaccination programme that is offered to all girls in schools in Year 8. However, from September 2019 the vaccine has also been offered to boys in Year 8. This is because the HPV vaccine protects both males and females from HPV-related cancers.

This type of cancer is the fourth most common cancer in women globally and is most common in women aged 30-35 and 95% of the time stems from untreated HPV. It starts in cells in the cervix when they change or grow in an uncontrolled way and can form a lump called a tumour. There are over 200 types of HPV that can be split into low-risk types and high-risk types. High-risk types may cause cancer to develop. 14 types are considered high-risk and high-risk HPV is linked to 99.7% of cervical cancers.

It's crucial to distinguish between HPV and cervical cancer. While HPV is widespread, affecting around 80% of people during their lives, cervical cancer itself is less common.

Having high-risk

HPV doesn't guarantee cervical cancer development; fewer than 1% of cases cannot be linked to high-risk HPV.

An increased risk of cervical cancer can be caused by smoking, having a weakened immune system, taking the oral contraceptive pill and diethylstilbesterol (DES). About 20% of cervical cancers are linked to smoking, and 10% are caused by the contraceptive pill and then around 1 in every 750 people exposed to DES developed cervical cancer.

Age, pregnancy and family history are risks related to high-risk HPV. HPV is most prevalent in teenagers with a peak at 25 years old. Being pregnant and giving birth, especially if you were under 17 when you had your first child, has been linked to an increased risk of cervical cancer. However, there is no evidence that cervical cancer is hereditary.

Cervical cancer profoundly impacts mental well-being, causing anxiety, isolation, depression, anger, irritability, guilt, self-consciousness, and grief. Recognising symptoms such as unusual vaginal bleeding, and lower back, pelvis, or stomach pain.

With its pervasive effects on women in the UK, coping with cervical cancer requires support. Resources are available at schools, local general practitioners, and hospitals to aid those affected and their support networks.

Black Holes and Revelations: Our Perception of Reality

By Daniella, 12.7

Black holes are the most terrifying and intriguing bodies in the entire universe. They, in theory, can be either incredibly tiny or unfathomably massive, and, in some ways, seem to disobey many of the most fundamental laws of physics. The first black hole to be discovered, Cygnus X-1, was found about 7,000 light-years from Earth in the constellation Cygnus in 1964 – forty-eight years after Albert Einstein predicted black holes in his theory of general relativity in 1916. Yet, the black hole's many mysteries continue to elude physicists to the present day, presenting us with more questions than answers: what lies in the centre of a black hole? Have they existed since the beginning of time? And what can they teach us about how we perceive our reality?

Most black holes are formed when a star about 2 to 3 times the size of our Sun runs out of thermonuclear energy from fission reactions in its core, which then upends the balance between the outward expansion of the star and the force of gravity pushing against it. The core of the star collapses and it implodes in on itself – the star dies in a supernova explosion, leaving behind either a neutron star, or (depending on its mass) an infinitely dense point where huge masses are compacted into a comparatively tiny area (to make sense of this, imagine a black hole with 10 times the mass of the Sun - it would be less than 60km in diameter!). Since light cannot escape from a black hole, they appear invisible to us. The edge or surface of a black hole is known as the event horizon. Within this boundary, you would need to be travelling at a velocity faster than the speed of light to escape the pull

of gravity – in short, it's impossible to do so, and anything that passes a black hole's event horizon is doomed to stay there, forever, until it falls into its centre. The infinitely dense point imagined to be at the centre of a black hole is called the singularity – scientists are still unsure what this point is exactly like. All black holes can be described by three quantities: their electric charge, their mass, and their spin, making them much like fundamental particles; we tend to categorise black holes by their mass. Remarkably, black holes differ hugely from one another in size – some are theorised to be so tiny we would barely be able to see them (if they weren't visible to us), whereas others believed to be around 66 billion times larger than the Sun.

The smallest black holes, theorised by cosmologists, are known as primordial black holes: they are believed to have been formed in the first second after the birth of the universe, around 13.8 billion years ago. At this time, the universe would have been filled with so much violent energy that hot pockets of material with a high enough density could have formed their own black holes, with masses ranging from 100,000 times less than a paperclip to 100,000 times more than the Sun's. However, black holes shrink over time, releasing energy in what we call Hawking Radiation (electromagnetic radiation which, according to theory, is due to quantum mechanical processes taking place at the event horizon) - meaning they have a finite life. The largest primordial black holes that could still exist today would have the mass of a large mountain (about 1 trillion kilograms), yet would be about the size of a proton. Scientists have yet to observe a primordial black hole, so we currently have no proof that such a thing even exists – some believe that, if they do, they could be the elusive 'dark matter' that we think holds galaxies together. Black holes formed from the gravitational collapse of stars are called stellar black holes – these are typically between five to several tens times larger than the Sun. Nearly all the stellar mass black holes we have observed have been paired with a star – like 'the Unicorn', a very small stellar black hole paired with the red giant star V723 Monocerotis. Additionally, it is believed that the centres of most galaxies contain a supermassive black hole: these can be hundreds of thousands, or millions to billions of times larger than the mass of the Sun. The Milky Way is no exception - Sagittarius A* lies at the centre of our galaxy, with an estimated mass over a million times larger than the Sun. However, some black holes are so large that a new name had to be invented just to describe them – ultramassive black holes. They are some of the largest single bodies in the universe.

The first image of a black hole captured by the Event Horizon Telescope, a planet-scale array of eight ground based radio telescopes. This is the supermassive black hole at the centre of the M87 galaxy. (Image credit: EHT collaboration)

stored in this singularity would effectively be destroyed, leading to what scientists call the 'Information Paradox'. This has profound implications on how we view the universe. Information is typically understood as a property of the arrangement of particles: if you arrange carbon atoms in different ways, you could get either graphite or diamond – the particles are the same, but the information used to describe their arrangement is different. Without information, everything in the universe would be the same, and we would not have any different elements or compounds to make up different kinds of matter. According to our laws of physics, information cannot be destroyed – if you could theoretically collect all the information from a book that had been burnt into a pile of ash, you would be able to restore it to its original form using that information, as it was not the information that was destroyed. This idea, that information is conserved, is fundamental to all our laws of physics. However, if black holes truly destroy information, then, essentially, everything we know about the laws of nature, dating back hundreds of years, is incorrect, and we would have to start from scratch. Currently, experts in the field believe that the information that is 'lost' when black holes die is somehow conserved in the radiation

TON 618 is the largest known of these ultramassive black holes, so large that it has accumulated enough mass around itself through its gravitational pull (a rotating disc of matter called an accretion disk), heating this disc of matter to millions of degrees as it spins around the black hole, collides with other particles, and begins to fall into its centre, so much so that TON 618 shines with the brightness of one hundred trillion stars – visible from 18 billion light-years away. For a sense of scale, it could fit 11 solar systems inside its diameter. We have only observed a few dozen black holes in total, and just two have been photographed - the black hole at the centre of the galaxy Messier 87, taken in 2019, and Sagittarius A* in May 2022. There are still many features and implications of black holes that scientists do not fully understand today, making them all the more mysterious.

ESO's black hole anatomy diagram shows what a black hole looks like and labels the different components. (Image credit: ESO)

Singularity

At the very centre of a black hole, matter collapsed into a region of infinite density called a singularity. All the matter and energy that fall into the black hole ends up here. The prediction of infinite density by general relativity is thought to indicate the breakdown of the theory where quantum effects become important.

Event horizon

This is the radius around a singularity where matter and energy cannot escape the black hole's gravity: the point of no return. This is the "black" part of the black hole.

Photon sphere

Although the black hole itself is dark, photons are emitted from nearby hot plasma in jets or an accretion disc (see below). In the absence of gravity, these photons would travel in straight lines, but just outside the event horizon of a black hole, gravity is strong enough to bend their paths so that we see a bright ring surrounding a roughly circular dark "shadow".

Relativistic jets

When a black hole feeds on stars, gas or dust, the meal produces jets of particles and radiation blasting out from the black hole's poles at near light speed. They can extend for thousands of light-years into space.

Innermost stable orbit

The inner edge of an accretion disc is the last place that material can orbit safely without the risk of falling past the point of no return.

Accretion disc

A disc of superheated gas and dust whirls around a black hole at immense speeds, producing electromagnetic radiation (X-rays, optical, infrared and radio) that reveal the black hole's location. Some of this material is doomed to cross the event horizon, while other parts may be forced out to create jets.

Black holes behave in strange ways. The singularity at their centre is believed to be a single concentrated point inside the event horizon, in which all the matter that ever crossed it has been condensed into one infinitely dense, infinitely small point, rendering all matter the same. Since black holes have a finite life (they constantly lose mass at an incredibly slow rate as Hawking Radiation), getting tinier and tinier until they disappear, leaving only that radiation behind, all the 'information'

Relativistic Jet

Accretion disc

Event horizon

Singularity

Photon sphere

Innermost stable orbit

that they leave behind – meaning there is no need to completely upend our understanding of reality just yet!

In conclusion, through further studying black holes, we can understand lots more about our own universe. We can describe how black holes behave through Einstein's theory of general relativity. Conversely, we can use quantum physics to describe the behaviour of very small things, like how and why Hawking Radiation occurs near a black hole's event horizon. However, these two theories do not work together – though they can exist separately, when put together, the mathematics just does not work out. Many scientists believe that studying black holes further could potentially lead to a theory of 'quantum gravity' - an idea that theoretical physicists maintain could lead us to a potential 'theory of everything', in which general relativity and quantum mechanics are united in one single equation that could describe and explain the physics of the entire universe. Until then, we will continue to puzzle over our universe's most terrifying and enigmatic phenomena.

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Black Holes from Birth to Death: Kurzgesagt (This video is 8 years old, so there are a few discrepancies! We now know of more supermassive black holes.) - <https://www.youtube.com/watch?v=e-P5IFTqB98>
Professor Brian Cox on How Black Holes Could Unlock the Mysteries of our Universe - <https://www.youtube.com/watch?v=pGsbEd6w7PI>

Women in Science and their Representation in the Media

By Penney 7S

How many female scientists can you name? When asking my peers this question, one student named six. She then named 14 male scientists. In the scientific community, women's contributions have been under-represented on many levels, including their representation in media, whether it be books, reports, or teachings. Students at Bournemouth School for Girls think that there are too few women in science and that it can and needs to be improved, according to the pupils I spoke to.

The International Day of Women and Girls in Science, (11th Feb), is an opportunity to promote full and equal access to and participation in science for women and girls, as UNESCO notes on its website promoting the event. It goes on to say, the global average of female researchers in STEM (Science, Technology, Engineering, and Mathematics) is 33.3%. Even where women have entered STEM, they are rarely in positions of power and leadership.

Some famous women in science, including Jane Goodall, Mae Jemison, and Marie Curie (the last of whom has one of our school houses named after her), had to work harder than men to be recognised as influential scientists, or even scientists at all due to lower pay and fewer opportunities for advancement, according to a 2020 *Science* article.

This extends to cinematic media as well. A study by the Geena Davis Institute on Gender in Media illustrates that gender stereotypes are reinforced by movie characterisation: 'In movies screened in 11 countries, nearly 90 per cent of actors seen in science, technology, engineering, and mathematics (STEM) roles were male.'

When asking classmates about their opinion on this, they all gave similar answers: their representation has improved but is still lagging behind that of male scientists. It is clear that we, as a community are aware of this inequality, having seen it outlined in many books (*Lessons in Chemistry* – Bonnie Garmus; *Women, Science, and the Media* [The International Encyclopedia of Gender, Media, and Communication] – Amy Chambers and Shelley Thompson; etc.) but it is still not being addressed at a sufficient rate.

As we are in awards season, I feel obliged to discuss the books and films about woman scientists and which were nominated. *Lessons in Chemistry* took three of the five nominations and *Hidden Figures* was nominated for six different accolades at the 70th British Academy Film Awards in 2017. Books, whether fiction or nonfiction, are a positive, driving force in this battle for equality: they educate the reader; provide role models; and inspire, all of which are vital for the next generation of women in science. A similar effect takes place in cinema with characters like Shuri (*Black Panther*); Katherine Johnson, Mary Jackson, and Dorothy Vaughan (*Hidden Figures*); and Honey Lemon and Go Go Tomago (*Big Hero 6*) making such an impact as to inspire terms like the 'Shuri Effect', which is a surge in black, female scientists after seeing Shuri from *Black Panther*. According to research, the way that women in science are portrayed in media affects the attitude towards female scientists nearly as much as increasing the number of woman experts in nonfiction media (Chambers and Thompson 2020).

To conclude, women in science have been underrepresented on drastic levels in media, including fictional and nonfictional works, although it is improving. Female scientists should be more than science fictional.

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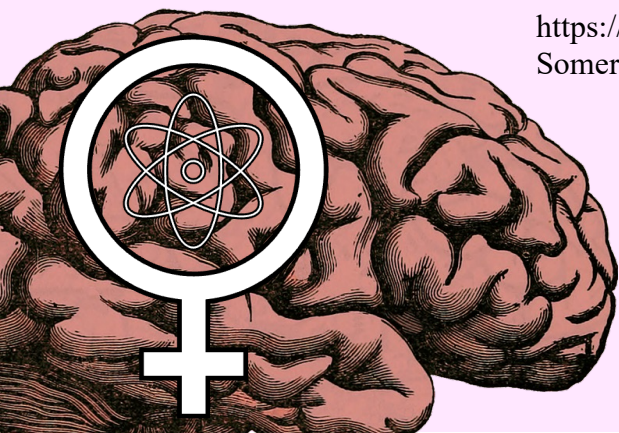
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Is a race car just an upside down aeroplane?!

A study of aerodynamics

By Mia-Xi 12.1



Asking this question would be essentially the same as asking **“Would an F1 car fly into the air if its body was turned upside down with a speed of 350kmh?”**

This requires a momentary look at the aerodynamics of both vehicles and how their surfaces interact with air particles during motion.

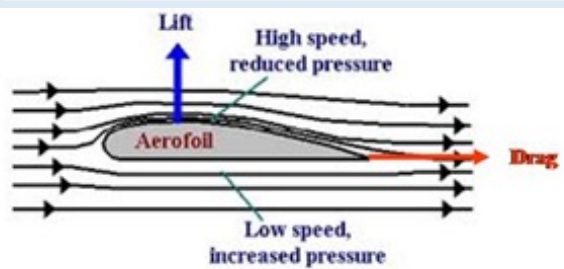
An **aerofoil** is a term used to describe the cross-sectional shape of an object that creates an aerodynamic force when moved through a fluid such as air. They are typically designed by engineers to optimise the performance and fuel efficiency of a vehicle as it moves through a fluid.

The way the wings of an aeroplane are shaped is a key part of the aircraft’s ability to fly. The bottom of the aerofoil is flatter while the top is curved. This means that the air particles must travel a longer distance over the top than the flatter part at the bottom. Due to having to travel a longer distance, the air particles over the top of the aerofoil move at a much faster speed, hence there is a reduced pressure at the top (due to Bernoulli’s principle). The imbalance of pressure, in which there is a much greater pressure at the bottom than at the top, is what generates lift.

Something as ostensibly minute as the movement of air particles can lift an entire vehicle into the sky as long as it’s moving fast enough initially, which is why glider planes can fly without even an engine!

Now back to the main question, if we flip the aerofoil upside down, that must mean there is a downward force generated instead of lift. Therefore, it would make sense for race cars to be designed with inverted plane wings, as they definitely don’t want to generate lift. In fact, race cars are specifically designed to ensure they stay toward the ground as much as possible while travelling at absurdly rapid speeds.

However, the simple idea that an F1 race car itself would take off from the ground if it had an inverted aerofoil can be easily discredited.



Firstly, and perhaps the most evident reason, is the addition of all other design elements of a race car that doesn’t make it quite as simple as an “upside down plane wing”. Planes and race cars have pressure and drag coefficients that are unique from each other, hence a lot more adjustments would need to be made to an upside down race car for it to successfully fly.

Much of the downward force that keeps the race car on the track is actually due to the design of its underbody. Sport and racing cars rely heavily on the interactions between the floor of the car and the ground beneath it. Up to around 50% of its downward force is a result of this design. Inverting the car would cause the underbody to no longer be facing the ground, meaning a great amount of the downward force that many believe would generate lift would no longer be present. Besides, the design of the aerofoil of a race car is specifically tailored to the car with features that are different from an upside down plane aerofoil, such as the trailing edge of the aerofoil. Additionally, turning the wing upside down disrupts the intended airflow and produces an inefficient shape. The modified wing would likely create significant drag and instability, making it impractical for flight.

Perhaps most importantly to realise, is that the aerodynamics of an aeroplane wing and a race car wing are optimised for different purposes. Whereas aeroplane wings are designed to produce lift and overcome gravity, race car wings are designed to not only produce downforce but also increase stability on the track, which are in completely different conditions than flying the air. Race cars and aeroplanes, being professionally designed and developed with vast individual histories, may not come to such an assuming conclusion after all!

New-clear Developments in Fusion Technology

Nuclear fusion has always been a fascination for scientists from its discovery in the 1920s to the present day. First suggested as nuclei fusing to power stars, nuclear fusion today

could be an important power source for the future of our planet and environment, as an almost limitless and clean source of energy.

In December 2022, the Lawrence Livermore National Laboratory in California managed to carry out the first nuclear fusion reaction to achieve a net energy gain, producing 2.5 megajoules of energy from the 2.1 megajoules put in. This was a major breakthrough as scientists have been trying to create a net energy gain since the 1950s.

These recent developments in research have reignited global interest and excitement in achieving new milestones in fusion technology. At the forefront of these endeavours is the International Thermonuclear Experimental Reactor (ITER), a collaborative effort involving 35 countries. The ITER, located in the south of France, aims to demonstrate the possibility of sustained nuclear fusion reactions on Earth, with the potential to be a main power source for the future.

The ITER project is not alone in its pursuit of fusion breakthroughs. Private companies, such as TAE Technologies and Tokamak Energy, making strides in compact fusion technologies. By leveraging innovative approaches like the field-reversed configuration and spherical tokamaks, these companies are attempting to bring fusion power closer to commercial viability, challenging the belief that large-scale projects are the path to success in fields like this.

By Sophia IIP

At the same time as these developments in fusion reactor designs, breakthroughs in high-temperature superconductors are revolutionising the landscape of fusion research. These materials help create powerful magnetic fields, which are essential for confining and controlling the plasma at the heart of fusion reactions. As superconductor technology continues to change and develop, new avenues for developing more efficient and cost-effective fusion devices are opened.

The future will likely bring more innovation in nuclear fusion technology and may be a source of clean and reliable energy for the future.

AI Involved In Lung Cancer Diagnostics

Mary 12.5 and Horia 12.2

Lung cancer, a prevalent form of cancer, arises from uncontrolled cell growth in the lungs. With over 43,000 annual diagnoses in the UK, it stands as a significant health challenge. As the leading cause of cancer-related deaths worldwide, early and effective detection strategies are crucial, given its tendency to be diagnosed at advanced stages with limited treatment options.

Causes of lung cancer	Symptoms of lung cancer
Air pollution	Trouble breathing
Smoking/ vaping	Coughing up blood (hemoptysis)
Genetics	Facial and neck swelling
Exposure to carcinogens	Loss of appetite
High exposure to radiation, especially radon gas	Tiredness (fatigue)
Lung diseases	Hoarseness(dysphonia)

Small Cell Lung Cancer (SCLC)- Small Cell Lung Cancer is a disease in which malignant (cancer) cells form in the tissues of the lung. It is caused by smoking and around 15 to 20 out of 100 people with lung cancer are affected by SCLC. Typical patients are men older than 70, who are current or past heavy smokers and who have pulmonary and cardiovascular diseases.

Non-Small Cell Lung Cancer (NSCLC)- The most common type of lung cancer. Around 80 to 85 out of 100 lung cancer cases are caused by non-small cell lung cancer (NSCLC). Typical patients are men over 65 and past/current heavy smokers. Smoking is the leading cause of NSCLC. The three main types include squamous cell carcinoma, large cell carcinoma and adenocarcinoma.

Symptoms:

- Bloody sputum (mixture of mucus and saliva produced by lungs)
- Persistent cough
- Weight loss
- Trouble breathing – shortness of breath (dyspnoea) and wheezing
- Chest pain
- Chronic/recurring infections (such as bronchitis and pneumonia)
- Coughing up blood (haemoptysis)

Adenocarcinoma: The most common type of NSCLC, develops from glandular epithelial cells (located in the glands that line organs) which secrete mucus, digestive juices and other fluids. Common forms include breast, lung, stomach and prostate. It is usually found in the outer areas of the lungs.

Although it is mostly found in smokers, non-smokers tend to also be affected. Adenocarcinoma can spread to other parts of the body; known as metastatic adenocarcinoma.

Large cell carcinoma: The fastest growing and aggressive form of NSCLC, usually found in the peripheral areas of the lungs. Early symptoms such as fatigue, mild dyspnoea and body aches are often dismissed; however, severe symptoms such as chronic cough and coughing up blood are not experienced until the later stages. These cells can also secrete hormone-like substances which cause the immune system to attack certain cells of the body.

Squamous cell carcinoma: This type of NSCLC has the strongest connection to smoking, which develops in squamous cells that line the airway (bronchi) of the lungs. It is usually located in the lungs centrally.

Symptoms are experienced the earliest, as it affects the largest airways of the lungs, as opposed to adenocarcinoma, which affects peripheral areas. It is the most common cause for Pancoast syndrome, caused by cancers that begin in the top of the lungs and invade nearby structures such as nerves and the brain.

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[‘It gives doctors the gift of time’: how AI is shaping the future of cancer diagnosis and treatment | The future of life-saving research | The Guardian](#)

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What is AI?

Artificial intelligence is the simulation of human intelligence in machines that are programmed to think and act like humans.

Recent impact of AI in cancer diagnosis and treatment

The integration of AI in healthcare has significantly addressed challenges faced by the NHS. With 133,000 daily radiology scans for cancer patients, the rising number of cases projected to reach 500,000 by 2040 ([Cancer Research UK](#)) and the shortages of pathologists and radiologists, the healthcare system is under pressure.

The recent adoption of AI in digital pathology (January 5, 2024), recommended by the UK National Screening Committee, marks a crucial advancement. This allows for the examination of body tissue samples digitally, facilitating quicker and more effective screening for cancer. The use of AI in diagnosis enables clinicians to obtain second opinions, laboratories to work more efficiently, and early cancer diagnosis. Aligning with the NHS's broader efforts to enhance cancer screening, demonstrating the potential of AI to revolutionise healthcare practices, improve patient outcomes and provide personalised patient care.

NHS trialling AI for lung cancer detection in Scotland

In Scotland, where lung cancer is a leading cause of death, approximately 5,500 cases are diagnosed yearly, with an anticipated 29% increase in women and 12% in men by 2027. To address this, [NHS Greater Glasgow and Clyde \(NHSGGC\)](#), in collaboration with the University of Glasgow, the Scottish Government, and [Qure.ai](#), have launched the qXR system. This AI-powered chest x-ray reporting system separates normal chest x-rays from those showing abnormalities, such as masses or lung nodules; this helps clinicians prioritise cases and streamline patient pathways. To assess the clinical effectiveness and safety of the qXR system, the [RADICAL trial](#) has recently been established at Inverclyde Royal Hospital, Vale of Leven Hospital, and Royal Alexandra Hospital in Paisley, which will be expanded to more NHSGGC sites in the coming months. The qXR system is set to be integrated into 70,000 chest X-ray examinations annually, enhancing the efficiency of lung cancer screening.

The integration of AI enhances patient outcomes by facilitating personalised interventions which addresses the current challenges faced by the NHS. The streamlined workflows, prioritisation of cancer cases, and overall efficiency improvements highlight how AI can lead to patient-centred care, with early and effective cancer diagnosis.



Why sloths are the superior mammal

By Elizabeth 12.1

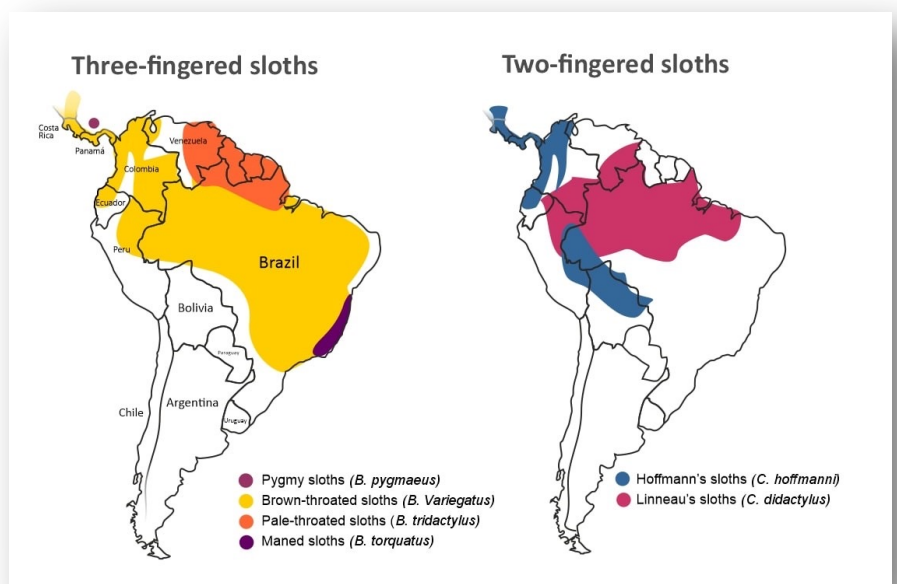
What is your favourite animal, well, favourite mammal? Probably something stereotypical like dogs or cats, right? Well, today your answer will be changed forever as you will hopefully be enlightened as to why sloths are simply the best mammal, and animal, to exist.

Now, you're most likely thinking that sloths cannot possibly be the best animals; they're far too slow and often die, rather ironically, from falling out of trees. However, just get them in the water and their speeds will almost triple in speed, from ~0.167 mph in the trees to ~0.5 mph in the seas. They can also greatly utilize their slow metabolism to hold their breath for up to 40 minutes, which is impressive for an animal who spends most of its time sleeping (15-20 hours a day). Additionally, you may think they are slow because they spend a lot of their awake time eating, but you'd be wrong, it is actually a tactical advantage for them to move slowly since many of their predators are carnivores (e.g., jaguars) whose visions have adapted to quickly notice fast movement. Therefore, a sloth's slow movement will usually end up undetected, allowing them to live their life in peace.

This next convincing argument is for all the feminists reading this. When three-toed sloths mate, it is quite literally the male who has to do all the work in finding a partner. Whilst a female three-toed sloth will find a suitable branch in an open area and scream to the high heavens that she's single and ready to mingle, it is the male three-toed sloth who will have to spend energy trying to find her, possibly travelling up to 3 times the distance he would normally travel in a day. For someone who normally only travels 40 yards a day, 120 yards is almost a marathon.

Partly related to this, once born, baby sloths (called 'pup' or 'kitten') will stay with their mothers for an extended period of time - a whole year. Whilst to us this doesn't seem like a long time, in the wild most animals will only look after their offspring until they can fend for themselves, usually about 3-4 months. This means that the sloth pups are closely looked after by their mothers until the mother is confident her child will survive, even thrive, on its own. Additionally, this extended time allows for the pup to learn which trees are safe to eat from and which aren't. This is because, as well as drinking their mother's milk, the pups will begin to eat chewed leaves from their mother's mouth at as young as a week old.

As shown on the map, all sloths in the wild live in and around the Amazon rainforest in Central and South America. Also shown on the map is that there are 6 main sloth species. However, what it doesn't show you is that there are two distinct breeds of maned sloths. The first, named on the map, is the Northern Maned Sloth (*B. torquatus*). The second was only discovered in 2022, proving that we have so much left to learn about our world. It's called the Southern.



Whilst all sloths are related, the two-toed sloths have some very distinguishable traits which set them apart from their three-toed cousins. These include, most obviously, that they have only got two toes compared to three. Also, their temperament towards both other sloths and people is much more violent in the fact that they will often fight each other for mates, as often seen in nature. Additionally, two-toed sloths are larger than three-toed sloths in that they can grow up to 70 centimeters, which, compared to their 50-centimetre cousins, is astounding.

Interesting point to make here: due to their bone structure, sloths technically have four arms, not legs. This means that their names are actually “three-fingered” and “two-fingered sloths”. But people are lazy, and “three-toed” is shorter than “three-fingered”.

Another reason why sloths should be your favourite animal is that they are key contributors to supporting a forest’s ecosystem. This is because they form mutualistic symbiotic relationships with the many species of fungi, algae and moths who make their homes in a sloth’s fur.

These lifeforms are essentially the sloth’s camouflage, allowing them to blend into their surroundings with ease. In return, the sloth’s faeces makes a great place for moths to lay their eggs since it is generally avoided by predators and is also a great food source for moth larvae. Furthermore, the sloth’s fur will allow fungi and algae to thrive since they are not at risk of being eaten (by anything other than the sloth).

Hopefully by now, you’ve come to realize that these creatures are amazing and vital for the ecosystems of the Amazon rainforest. Even if you’re exceptionally stubborn and won’t accept that they are the best animal (which you’re wrong for), hopefully you’ve been able to gain some new appreciation for sloths and next time you think that they’re just slow moving tree dwellers, you’ll be able to remember that there’s actually so much more to them than what meets the eye.

Unfortunately, two sloth species are listed as endangered. This is due to the mass deforestation that occurs in the Amazon where humans destroy huge areas of the rainforest to make space for palm tree plantations, warehouses or factories. Due to this habitat loss, sloths are more exposed when they leave the trees, making them vulnerable to dog attacks, car crashes and poachers.

The two species in danger are the Maned Sloths and the Pygmy Sloths. This is mostly due to human causes; however, it is not helped by the fact that both species are endemic, meaning they only live in small, specific areas in the amazon whereas their cousins are more widespread..

The Maned sloth is currently listed as ‘vulnerable to extinction’ while the Pygmy sloth is listed as ‘critically endangered’.

The Sloth Conservation Foundation has been set up in order to help sloths in the wild survive in rapidly urbanized areas. For example, they have been sponsored to build over 230 crossings for sloths. These are long ropes, reinforced for stability, that allow the sloths to move around without having to descend to the ground where they are more vulnerable, or having to use powerlines to travel on, which of course comes with the risk of electrocution. The Sloth Conservation Foundation also focuses on reforestation by planting trees that will grow to be homes to sloths, and they’ve already planted over 7,000 trees in the 6 years that they have existed. The charity was founded by Dr. Rebecca Cliffe who has published several papers about sloths in the wild in Central and South America. The charity has a website on which you can sponsor sloth crossings, trees being planted and electrical supplies being insulated among other things. They monitor 57 sloths in the wild and aim to prevent sloths from having to be saved by installing solutions before the problems actually occur.

I sincerely hope this article has opened a new spot in your heart for all sloths of the world and that by reading this you’ve gained an appreciation for the ‘underdogs’ of nature.



Switzerland

A Traveller's Guide By Hannah 7R



Where is it?

Switzerland lies in the heart of Europe; between France, Italy, and Germany and formed by the unification of three valley communities under the Federal Charter of 1291. It is divided into three parts: the German part, the Italian part, and the French part. Every part speaks their own language.

History of Cheese

Many delicious cheeses have come from Switzerland dating back to 1115. Their creamy and rich taste has evolved over time to be the best it can be. In earlier years, young women (known as dairymaids) milked the cows and made cheese. They did this by putting the fresh milk into a churn and using a pole to churn it. After a while it would turn into a denser liquid. This was then squeezed through a cloth and hung outside. It would solidify and turn into cheese.

Mountain Roller-Coaster

These exhilarating rides are a fantastic way to spend your summer. Fasten your seatbelts because it's going to be a treacherous ride! Choose between a rail with a handbrake or sack sliding down a bare metal tube. Watch as you get faster and faster, sliding down the mountain.



The Alps

The Alps are a mountain range that span Switzerland, France, and Italy. They are home to some of the highest mountains in Europe ranging from 4,808m (about half the height of Mount Everest). The highest peak is Mount Blanc in France and the lowest is Pfander in Austria.

National food



There are many delicious dishes that have originally come from Switzerland, such as:

- The Rosti burger – a crunchy layer of fried potato and a thick creamy, oozy layer of goat's cheese in a bun.
- Cheese Fondue – a bowl of melted cheese with things to dip into it (potatoes or bread).
- Raclette – a grill that can melt cheese and grill things.

Trouser Roles; Women Playing Men in the Theatre

It's something we've mostly come to accept. Nowadays, the sight of a woman playing Hamlet isn't out of the ordinary, and women taking on serious male roles at the highest levels is no longer a new phenomenon.

However, it definitely hasn't always been this way. Across all levels of theatre, there are those who are eager to explore gender in a new way, and those who remain conservative about the sex of their characters. But why is this? Why is cross-sex casting both having its heyday and falling out of fashion?

You really have to start in the Restoration period, when women were only just being allowed on stages. This was a novelty for Stuart audiences, and the novelty increased when women wore men's clothing. From 1660 to 1700, it has been calculated that nearly a quarter of plays contained female characters who wore men's clothing. There are differing opinions amongst historians as to whether this was to allow women to subvert gender roles, or to present them as sexual objects, but it is very clear that audiences loved trouser roles.



Photo of 'Cherubino' at the Opera North Leeds

As the opera became the dramatic prerogative of the middle/lower classes, as opposed to the upper classes, trouser roles again became more prevalent. 'Castrati', male singers who were castrated before puberty to retain their high voices, were falling out of fashion, and roles written for them were instead handed over to mezzo-sopranos. Some of the most famous, including Cherubino in 'The Marriage of Figaro' and Prince Orlofsky in 'Die Fledermaus', are still played by women today, and are a hallmark of a mezzo-soprano's career.



Photo of 'Die Fledermaus' at the Ohio Light Opera

During the 19th century, theatre became much more accessible to the lower classes, and pantomime boomed as a genre. Due to laws restricting the use of child actors, and the size and responsibility of young male parts, women began to take on these roles. They became very popular for music hall stars of the day, and actresses were often chosen for their figure as well as their talent on the stage, as trouser roles still carried the taboo of women being seen with much of their bodies on display.

Nowadays, women playing men is not seen as a great issue in many circles. It is common in voiceovers for women to voice young male characters, notably Nancy Cartwright voicing Bart Simpson in 'The Simpsons', and the tradition of women playing Peter Pan continues to this day. The principle of 'blind casting', in which actors are cast regardless of their race, body type or gender, is also becoming much more common, allowing everyone the chance to play interesting roles.

However, the practice is somewhat falling out of fashion. Since the rise of the countertenor, a man who sings in a register similar to an alto or mezzo-soprano, most former castrati roles are being reclaimed by men. Pantomimes (except Peter Pan, mostly speaking) are also cutting back on women playing principal boys, preferring instead to seek out an established male celebrity to fill the role. Whilst arguably being more authentic, it should also be pointed out that this practice deprives female actors of many opportunities, especially since the number of female versus male actors is still incredibly imbalanced.

I hope that I've pointed out to you that women have been ditching their skirts on stage for hundreds of years, and that the concept of gender in theatre has evolved throughout the centuries. From the days of Restoration comedies, to the heights of decadence in Georgian opera, through pantomimes and modern plays, actors and directors have ignored the gender stereotypes of the age and put the best talent on the stage, all in the name of opportunity and a great night out at the Theatre.

By Alice, 12.2

FASHION AT THE GOLDEN GLOBE AWARDS®



Margot Robbie

Following the themes of her most recent movie 'Barbie',

Margot Robbie wore a pink, sequined dress with a sharp V-neck, and accessorised with a polka dot boa. The custom look from Giorgio Armani Privé is an exact replica of the Superstar Barbie from 1977, only swapping feathers for tulle in the boa, and a statement necklace to diamond earrings. For the after party, Margot Robbie cleverly carried on with the theme,

swapping into a black version of the dress. Her makeup remained natural, stepping away from the original doll's blue eyeshadow. She was nominated for Best Actress in a Musical or Comedy Motion Picture, and although she did not win, she looked gorgeous. Sadly, along with the rest of the cast of 'Barbie', the host made inappropriate comments, sexualising the character, and demonstrating that the main message of the movie had still been missed.



Taylor Swift

Bringing back her signature fringe, Taylor Swift wore a custom designed, by creative director Sabato De Sarno, Gucci floor-length, sequined, green dress. She matched the dress with pointed Christian Louboutin shoes, and a sparkling pair of De Beers diamond earrings. The dress itself is backless, and the metallic green and material choice might be, hopefully,



foreshadowing her next release of Reputation (Taylor's Version). Swift's nomination was for Cinematic and Box Office Achievement for her Eras Tour film, which broke records.



Going with a more classy, timeless look, Elle Fanning wore a strapless, ivory silk gown with a bow on the front neckline: it was designed by Pierre Balmain. She paired the dress with pointed ivory heels and Cartier jewellery. Her hair was in a simple ballerina bun, and her makeup was natural, reminiscent of her makeup in The Great, which she was nominated for Best Actress.

Elle Fanning



Zofia 12.3



Hailee Steinfeld

Bringing images of Audrey Hepburn into mind, Hailee Steinfeld arrived dressed in a pink Prada dress, with an incredible and open back, embellished with a was accessorised with contrasting black gloves, pointed black heels and Boucheron jewellery. Her hair was tied up in a bun, very similar to Hepburn in 'Breakfast at Tiffany's', and her makeup was rosy and natural, paired with a strong eyeliner. As one of the hosts of the awards, along with her co-stars from 'Spider-verse', Hailee Steinfeld brought elegance and glamour to the red carpet.



Lenny Kravitz

Styled with Christian Louboutin leather boots, signature shades and Chrome Hearts and New York Vintage jewellery, Lenny Kravitz wore a bold Alexander McQueen jumpsuit, with symmetrical cutouts above the hips and an open back. His nomination was for Best Original Song in a Motion Picture – 'Road to Freedom'.



Jennifer Lawrence

Dressed in a timeless Dior dress in a dark



blue velvet, Jennifer Lawrence was a nominee for Actress in a Musical or Comedy for her role in 'No Hard Feelings'. The dress itself had a draped V-neckline and back, and she exaggerated the luxurious look with Tiffany and Co jewellery. Her after-party look was also elegant, with her glowing in a floor-length, gold velvet dress and a fur-lined jacket on top.



IS NOSTALGIA TV'S FINAL LIFELINE?

By Ella 9C

It's common news that TV is dying. As streaming website numbers go up, TV goes down. However, for those of us who are still watching television viewership, there's one thing that can't escape our thoughts – why are so many old shows being bought back? And why now?

The first example of a successful revival that comes to mind is *Catchphrase*. The original show lasted from 1986 – 2002 and quickly established itself as a simple yet effective gameshow – all contestants just had to say what they saw. Whilst hosted by Roy Walker, the show established itself as a much-loved Sunday night staple. However, his departure ultimately saw the decline of the show – something Nick Weir and Mark Curry couldn't save, no matter their attempts. The 2013 revival successfully managed to re-establish its beloved status – with Stephen Mulhern at the helm. It's been running well for 11 years now, so they must have done something right.



Catchphrase was successfully revived in 2013 with new host Stephen Mulhern ©STVstudios

A less successful revival was *Blockbusters*. The premise of answering trivia questions in a race to move across a board of hexagons was legendary. Pair that with arguably one of the most iconic theme tunes of the 80s (*Quiz Wizard* by Ed Welch) and you have a smash hit on your hands. The only issue is – how well can you manage it? The original ITV iteration lasted from 1983 – 1993 and truly was a smash hit. After it was eventually cancelled, Sky One took over with their version, almost identical to the original (even with the same host.) BBC Two had a short-lived version – and this could be considered as the format's downfall, as it

attempted to totally reinvent the show. Sky did have a second go in 2000 at modernising the show, which only lasted a series. The *Challenge* run aired in 2012 and was the most faithful of the revivals, but failed at getting enough viewers. The Comedy Central version did manage to get two series, but also failed at gaining viewers. It seems like the only way a new revival, should it happen, could do well is to directly copy the original and find a host who has the amount of charm and charisma as the legendary Bob Holness, who hosted the ITV and first Sky One versions.

A more recent example of a somewhat failed revival is *Wheel of Fortune*. Whilst it was only premiered in January, it was instantly clear that the choice to "carbon copy" the American version was not popular with viewers. The original show had a long and successful run from 1988-2001 on ITV under 4 different hosts: Nicky Campbell, Bradley Walsh, John Leslie and Paul Hendy. But even

so, it suffered becoming “outdated” and soon was axed. Wheel of Fortune was revived on the 6th January, with talk show host Graham Norton hosting, but it was a massive hit or miss with viewers. Some viewers enjoyed it returning with a fresh new look, whilst others had complaints: where's the glamorous assistant? Why is the gameplay so unfaithful to the original? To name a few. It does prove that you can't risk a revival when you give a beloved show an unidentical look to its original.



What is...an iconic US gameshow that has been ill-fated in every UK iteration? ©Whisper North

Another recent revival that has divided viewers is Jeopardy! This show is unique in the sense that its US counterpart has had major success (running continuously for 40 years) and the UK versions have only had limited, if any, success. The original Channel 4 run, hosted by Derek Hobson, only managed 2 series from 1983 – 1984. After this, ITV had 3 series lasting from 1990 – 1993 (with Chris Donat hosting series 1 and Steve Jones hosting series 2 and 3). However, the show still failed to gain enough viewers, despite finding the biggest success under Steve Jones. It soon became clear that this show belonged in the US, as the Sky One version in 1995 with Paul Ross only had 1 series. After nearly 30 years off the air, it only seemed natural to give it another go, right? That's what ITV thought, as they revived it on New Year's day with Stephen Fry hosting. The show has received mixed reviews: some loving it, others calling it “dull” and “boring”. It goes to show that some shows only belong where they are most popular.

Perhaps the only recent revival that has managed more positive reviews is the most legendary show of the 1990s – Gladiators. The premise of 4 everyday people (or “contenders”) fighting it out against superhuman athletes (or “gladiators”) across different events captivated the country and it soon became a staple of ITV Saturday nights, lasting from 1992-2000, paving the way for physical entertainment shows (such as Ninja Warrior UK). Hosted by Ulrika Johnson, John Fashanu and Jeremy Guscott (in Series 6 and 7), it was a smash hit. However, around series 6, many changes were made to the show which weren't popular with the public and the show went out with only a third of its peak audience on millennium day. It did have a revival in 2009-2010 on Sky

One with Ian Wright and Caroline Flack hosting, but this proved wildly unpopular with fans of the original, only managing two series. It was revived again on the 13th of January on BBC One with Bradley and Barney Walsh hosting. Despite some initial concerns (“Why isn't there a female presenter? Where are the cheerleaders?”), it proved itself to be above the worries and provided all the fans with the faithfully delivered nostalgia (that Sky One failed to deliver), with over 6 million people tuning into watch. With an Australian revival to air on the 15th January, it really does make you wonder if it is, once again, the hour of the gladiators (no pun intended).



How ready is the eagerly anticipated revival of the 90s icon? ©Hungry Bear Media ©BBC



What is...an iconic US gameshow that has been ill-fated in every UK iteration? ©Whisper North



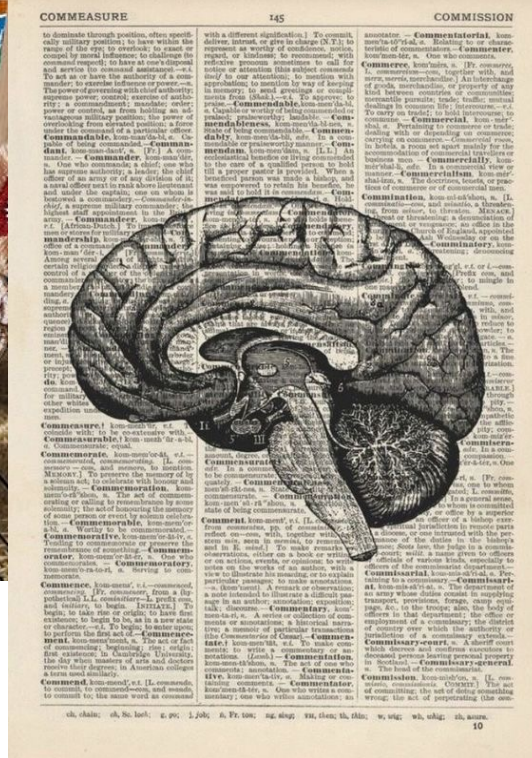
Psychology and Sustainability: an interview with Miss Scriven

By Daisy 13.7

Earlier this week, I had the opportunity to interview psychology teacher and Head of Social Sciences here at BSG: Miss Scriven. We discussed her journey into psychology, her passion for sustainability, and what her favourite things about working at BSG are.

What got you into psychology?

"Well I did it for A-level, and it was the subject that I enjoyed the most. That was the reason why I chose to do it at university because I was advised, like we advise you in school, to do the subject that you have the most interest in and that you enjoy the most! I did change my mind right at the last minute, as I was actually going to do media but then decided on psychology because I enjoyed it more. It was learning more about why we behave in the way we do."



What is your favourite topic that we do on the A-level course?

"It's biopsychology! I don't think that it's everybody's, but it's mine. I think that's because I enjoy this really scientific element of the course. I really enjoy understanding the brain and all of the current and future knowledge that we're going to have about it through scanning techniques and understanding things like plasticity. It's relevant to teaching as well, to know how learning changes your brain. That helps to interest me in it, because it's sort of my psychology and teaching joining up together!"

What is your role as HOD like?

"It's very enjoyable! I have great colleagues; I have a great team. It is quite varied because we have sociology and psychology, so that's nice for me to be able to understand more about sociology because I haven't ever taught that before. The teachers are excellent and there are different interests of different staff members in different parts of the syllabus, so that's quite helpful and leads to a good discussion and sharing of resources which is nice. Communication is key!"

Why did you start Sustainability Society?

"I thought there was a gap, and that it needed to be acknowledged. It's an ongoing and increasingly important issue, and I think that I would like to

instill what I feel about sustainability in the youth since they are going to be the future. The more we can start acknowledging it, trying to do something about it and taking more steps, the better I think. It should be that we all realise there needs to be a group effort to make changes, so to try and make people more aware of it but also to try and make some small steps to do something about it as much as we can, within our school!

What top tips would you give to students looking to be more sustainable?

"Bring your own coffee cup is my number 1! Lots of our students like to go to various coffee places, as they're very popular around here. If you brought your own cup and didn't use a disposable, you're making no waste and normally get some sort of

discount on it. Number 2, collect up your plastic. If you've got wrappers, like sweets wrappers, chocolate wrappers, or crisps wrappers which often people have in their lunchbox, collect them and drop them off at the supermarket so they can recycle them for you. You can do that at Tesco's, so there's quite a lot of availability now for you to just put them aside and then

drop them off. Number 3, if possible, look into getting to school by either walking or cycling if we're thinking about cars and trying to be more green. Lastly, of course, join Sustainability Society on Fridays at lunchtime!"

What areas of sustainability are you most passionate about?

"Plastic. Plastic is the one that first made me more aware of sustainability. I think that because we're still creating mass amounts of single-use plastic, even though we're moving towards better methods and practices there's still quite a long way to go. Even things like adverts on TV promoting products that are made from plastic or single-use plastic is something that we should have already moved away from. In terms of me personally trying to make my own changes, I'd say fashion too. So trying to buy things second-hand or on Vinted, or if I do buy first-hand clothes then to try and buy single items that are made from sustainable materials and avoiding fast fashion.

And lastly, what is your favourite thing about working at BSG?

"The students have to be my favourite thing! It's the enjoyment that I get from teaching the students psychology and seeing them enjoy it and want to know more about it, I think that that's what I enjoy the most. Just having that atmosphere in the classroom, where we're learning together and we can, as a group find out and be fascinated about stuff that we've learned in psychology! I do enjoy planning the lessons, but the actual teaching of the lessons is what I enjoy the most."



SHORT STORY ENTRY *By Hannah 7R*

"Anrok"



Madeline Anrok was 11 years old. As she sat alone, she thought about the mysterious disappearance of her father. She had never been the same after, like shattered glass. She twisted round and her feelings came back to her. She was sitting on a dim coloured coach, the only thing that stood out were the red stop buttons that had been scattered across it. Maddie turned back to the window and looked up at the bright sunlight which shone through the canopy of the trees. The coach ride wasn't very interesting and like all other journeys, she sat alone, away from the excited chattering of her classmates.

The coach came to a slow stop and a small, high-pitched scream could be heard from the upper deck, muffled but surely there. A solar eclipse hadn't happened in years and there wasn't one forecast but unless her eyes were deceiving her, the sky had started to darken. People had begun to notice, and their excited chatting had turned to nervous whispers and then turned to silence.

It had come as soon as it left, a voice growled the words, "Madeline Anrok, where are you?" Her heart skipped a beat and she felt hundreds of pairs of eyes staring straight at her. "Maddie, RUN!"

Camellia

Since the beginning of September 2023, we have been competing in the national Young Enterprise competition and we are one of the two teams representing BSG. We are Camellia, a young student-led business, aimed at breaking the stigma around reading, and influencing more of our generation to start reading again. We are doing this by selling gorgeous, handmade book-related accessories, which include our popular tote bags and bookmarks, that are perfect for holidays and birthdays! We strongly encourage you to come support our business at any upcoming fairs/sales we hold at school as you would be supporting both a BSG group and charity that works to open doors for young people!

Young Enterprise is a UK charity that targets students and aims to teach them knowledge that extends beyond the school curriculum. They do this by hosting a variety of competitions throughout the year targeted at different age groups, all centred around the idea of youth entrepreneurship. As a business, we originated through the 10X YE challenge that was held at the start of 2023 where the idea of Camellia originated. We later went on as national finalists of that competition before we joined the main Young Enterprise competition. Since starting, our business has grown tremendously; not only have we become more efficient and productive in our meetings, everything from our products to our branding has become more professional and our business mission is now even more succinct. We are so grateful to be given this opportunity to enter in this competition and we cannot wait to see how far our business will grow in this upcoming year!



scan for our
Young Enterprise
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SCENES FROM POPULAR BOOKS CARTOONED!

(Adapted)

Skulduggery Pleasant: Last stand of Dead Men



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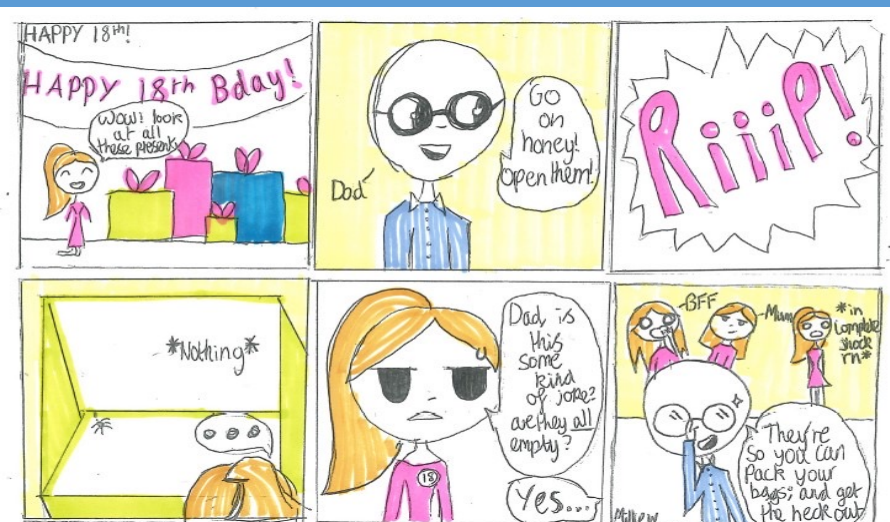
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By Millie 8S

