



POSSUNT QUIA POSSF VIDENTUR

# Beech Hall School

for pupils aged 6 months to 16 years

## The Griffin Extra

Issue 7/1 - October 2021





In this first Griffin Extra of the academic year, we are celebrating the return to what many of us may consider 'normal schooling'. Bubbles are a thing of the past, and self-isolating only necessary for those with a positive PCR test, not for those who are considered close contacts. Whilst we continue to clean down desks at the end of lessons, one of the best things about a return to relative normality has been the opportunity to expand our horizons, enhancing the curriculum with trips out, both day and residential. Having spent the better part of two years not able to do this, we really have made the most of the opportunity since returned to school in September.

It was a pleasure to welcome so many families to Sports Day and Prize Giving on the first Friday of the term. With the increasing likelihood of a seriously rained-out day, we made the decision to soldier on regardless, and my word did we strike

lucky! Well, at least until the final ten minutes of the day. For the majority, the sun shone, sparkling off the pool with a late summer iridescence, and we were able to welcome you to Beech Hall without the constraints of bubbles or other restrictions. Prize Giving gave us a chance to celebrate our pupils's achievements last year, academic, sporting and extra-curricular, as we presented over a thousand pounds worth of Amazon vouchers, over a hundred trophies and multiple award ties for Senior Prefects, half and full colours, and the coveted one for ice swimming.

The lifting of restrictions enabled us to welcome many of you to our new Welcome Evenings, an opportunity for Mrs Griffin to explain exactly how the academic side of Beech Hall works in your child's year group. You have joined us for Friday morning breakfasts, which will continue to be open to all parents every Friday, we have relaunched our

expedition to Ecuador and the Galapagos Islands, and I have started to enjoyed weekly breakfasts with our forms, one each week on a Thursday morning, which is a fantastic opportunity for me to here how things are for the pupils, what they are enjoying, and where we may need to focus our attention for change.

Seventy of our pupils have enjoyed three days in the Lake District, forty of our GCSE Media and Film Studies pupils took the opportunity one Friday afternoon to enjoy No Time To Die, supporting their understanding of the Bond unit in the examinations. We have managed to return to Duke of Edinburgh expeditions for pupils in Upper IV and Lower V, and of course our swimmers found success in Dover as both teams made successful relay crossings in September, in the second week of term.

Mr Richards took our Upper V Design & Technology pupils on

a research and fact-finding expedition to Alton Towers - honestly, it was work - and, most recently forty-nine of our older pupils headed south to London to enjoy a performance of Romeo and Juliet at Shakespeare's Globe Theatre.

It's hard to believe that we have only been back six weeks given all that we have packed into school life. I would like to thank every one of my colleagues who has put in the time, energy and commitment to organising and running these trips; I know what a difference they make to our pupils' school lives, and I know how much they appreciate these opportunities. I hope you enjoy reading about them, as well some of the outstanding English and Media Studies work from our senior pupils, and Spanish from our upper juniors.

**Mr J D Allen  
Headmaster**

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The wind made a hissing sound. The leaves on the trees started to turn black and started to decay. Darkness surrounded everything, letting no light enter into its iniquity. Fog started to emerge from its grave and thickened, spreading around like a rash infecting the body. The fog blew away and the hairs on the back of my neck stood on edge. My spine started to crackle, my body shivering, my head turning like an owl. The leaves...started to rustle, the trees silenced themselves, the wind stopped its howling. Sweat dripped down my body like a water tap, my feet slowly sank into the mud beneath my feet and my face went pale with anxiety. As I watched the bark on the trees slowly curl and rot away...something was here. I could feel the coldness of the wind blow against me as I felt the presence of a figure. I slowly walked and rustled through the bushes trying to escape. I took a huge step and suddenly felt a puddle of blood covering my ragged shoes. I dread to think where this claret blood came from.

**Sam Allmand-Smith**

Screaming. It thrashes through the atmosphere, echoing, vanishing throughout the wetlands. I am traumatized. I start sprinting violently, throwing my legs in front of me - a trail of red ooze leading up to a Stygian forest. Another, abnormal, inhuman shriek roars like an atomic bomb. A creature is watching.

A faceless figure emerges from the dense, compact fog. Black liquid materializes from the entity. I stood behind a tree as I froze in horror. Suddenly I got the nerve to treat the person a favour, I sprinted towards the abomination, showing no fear. Adrenaline shot through my veins as I urged myself towards the creature. He twisted his head towards me sharply. As I approached the entity, it grasped hold of my chest. Darkness rippled through my soul. Fallen.

**Tom Case**

The journey is long and tiring, the moon is nowhere to be seen. The clouds are a field with no gap, and the night a cold blanket. The track is long with no stops in sight and it is deserted. No way of heading back. Across the lake with a ribbon of clear ice, a line on the canvas of snow, against the pale ice and snow in the cloudy, faint light. A cold mist sets in. A person is creeping towards the carriage. As the carriage creaks forward, I look back to see the person walking in the snow towards the carriage. Then suddenly, a crack. I look around to see the person right next to me. I blink my eyes and the person has gone...like a light turned off.

**Isaac Platt Wells**

At long last, we came to the house we were currently staying in on site at the theme park. The warm yellow lighting just brought a calming comfort to the dark grey paint smothering the entire house. Inside, I jumped on the luxurious navy couch and I fell swiftly into a deep, deep sleep. The next thing I heard was a high-pitched, ear-aching scratching sound. Quicker than a bolt of lightning, I sat up. The once comforting yellow dim light was now spine-chilling white. Scratch-scratch-scratch. My eyes widened and my ears were pricked. "M-m-mum?" I whispered. All that replied was a single, high-pitched, ear-aching scratch...

**Bethany Fisher**

As soon as I left the office, I felt watched, endangered. I felt their eyes stabbing my back, as if they were sharp knives. I started locking the door, while I started to hear footsteps, just like they were inside my hollow shell of a head. I shut the cold, wooden door and I noticed something on the front of it. A handprint gradually started to show through, melting through the layer of frost, as if someone's hand was there. Then I heard a sudden loud scream, from back inside my office. I didn't dare to go in. I quickly heard loud footsteps, coming closer, and closer until it suddenly stopped. I could hear their breathing, becoming deeper with each breath. It sounded like their breathing kept on getting closer, until I could feel their breath on the side of my neck. I finally steeled myself to look through the glass door window, and I saw an old man at the bottom step, slowly disappearing into the opaque colours of my surroundings.

**Alex Stanley**

I woke up, my energy was drained; aches all over my body. I heard a sound. A never-ending sound. It was a piercing screech which echoed in my ears. I peered at my window ledge, but nothing was to be seen except a dark, empty street right ahead with a single light at the end. A dark figure stood in the distance. I could smell a dusky smoke creeping through the door. Where was it coming from? I walked hesitantly through the narrow, dark haunting corridor. The sound. It was getting louder. The smoke. It was getting thicker. I headed down the steep stairs, but no fire or alarm. The sound was coming from outside, so was the smoke. I slid on my shoes and ventured out. The door slammed behind me. I started to walk, not knowing where I was, or where I was going. I saw an object. Sharp. Red. It was a bloody knife...

**Tilly Warren**

I gradually shake off the deep, heavy feeling of an endless sleep. A slow mist swallows my body as I reach to stand. A raging pain, strikes through my head like a bullet. My mind is completely blank of any thoughts or memories of where I am or how I got here. The mist separates as I gain balance. I search the bitter, unpleasant room, for anyone or anything, for comfort and guidance. I search the room for anything that could help me. But see only darkness. I listen for any signs of life. But all I hear is a shallow ticking noise. I start searching for the maddening noise. Step after step. I search around in circles, but the room is as black as night. Tick. Tick. It gets louder, more aggravating, more infuriating. I claw at my head. My ears. Trying to destroy whatever was making the noise. My knees buckle, and I drop to the floor. The ticking stops.

**Abigail Gibbons**

*Teacher of English Miss Young said, "Lower IV have all worked incredibly hard in the summer term, and their spooky stories were spine-tinglingly good. Their use of creative devices to achieve intended effects has been impressive."*

Taking the metaphoric stage and the newsroom at the end of the summer term were Upper IV. Here is a short selection of excerpts from their persuasive speeches about social media and articles about identity **[Mr Coulbeck]**

Snapchat, Instagram, Twitter, these are all platforms for racial abuse, homophobic comments and cyberbullying. We can't control or deny the fact that this happens on a daily basis, we can't deny that this happens to young, oppressed people, we can't deny the fact that this has probably happened to you. When I stand up here and tell you that millions of messages are sent every day for the sole purpose of harming someone else, you will be shocked. In 2019 alone, 10,000 of alone, abused, attacked members of the public killed themselves. Why do we keep letting this happen? It is imperative that you make a change to help others, but also to help yourself.

**Harold Ghorbanian**

**Harvey Pearson** investigates why we should be proud of who we are.

In today's climate, everyone has their own identity, but what makes it your identity? Some people believe that we should all be the same. There are others who believe that is acceptable to be different. But what is the truth?

These days, everyone can express themselves in all sorts of different ways, but some people still continue to believe that everything should run like a factory. Printing out carbon copies of the 'ideal' person. Still sticking to old stereotypes, boys like blue and girls like pink etc, which don't fit into the modern society. People are more free to be who they want to be, but are sometimes frowned upon for character traits beyond their control.

Lower V have been focusing their attention on non-fiction English Language and have completed some superb pieces of opinionated writing. Past GCSE exam papers have focused on the environment and natural disasters.

**Cassian Poole** explores the cold truth

Snow takes lives! Snow disrupts! Snow costs money! You may think that snow might be beautiful and calming, but it also has a much more negative side. Here are some of the issues snow truly causes. Think of the time you turned on the news and yet another tragic car accident has happened because of the icy, snowy roads. It might be a passing and common thought to you, but that will be someone's loved one who has died in that car accident and the fact is it could happen to you one day or anyone you know.

Good Morning, Beech Hall. Now, if you don't mind me being a little curious, raise your hand if you've ever personally experienced a natural disaster at your front door? No, not many from what I can see. Well, if you're wondering why I brought up such an odd question, allow me to explain... We've all heard of those enraged earthquakes, we're all familiar of the hostility of hurricanes. And who could forget those floods swimming with filth?! But what's there to worry about? Young we might be, we've never come into contact with them. And for even more backup, the odds are our mums and dads and even grandparents haven't yet had the misfortune of encountering these mammoths of nature. So there we have it! Case closed! Guess we'll be climbing up Everest naked without a care in the world, right? Well... no.

**Miriam Sanyal**

Why should we protect the environment? Seriously, why? Sadly, we will die one day and if the earth ends up as one huge tyre dump fire then we will go first, not the earth. Regardless of the climate alarmists' warnings, it's a real threat. You might not be here to deal with it, but your children will be. First, the climate has been rising in temperature for a while now and destroying crops we need to eat. The sea is rising to levels close to sinking entire countries due to the melting ice caps. And it's going to kill us all...but not to worry. Importantly, the free market economy is reacting to this fact. Many people are claiming central government intervention is needed; this is why many companies and people and advertising eco-friendly and ethical products are on the rise. There are even entire investment scams that claim that if you give them money, they invest into ethical products. The short end of the stick is that they are actually investing in oil. There's so much need for climate change to be reversed, but the art of con-manship has chipped in time again.

**Adam Fawkes**

Mr Coulbeck says, "All of these pupils, in their own way, have written thoughtfully and attempted to create the appropriate style and tone of persuasive writing. Paper 2 will always ask candidates to write either a letter, speech or article. The use of devices in all of these pieces support each writer's intention and their ideas to engage their audience are effective and imaginative."

JB PRIESTLEY'S

# AN INSPECTOR CALLS

In English Literature, both Upper IV and Lower V pupils have been exploring the social sins of the Birling family in JB Priestley's morality play *An Inspector Calls*. Here is a selection of their academic, critical essays.



Mr Coulbeck says, "These pupils have displayed an outstanding level of perception and control when exploring the effects and intentions around the playwright's creation of character and dialogue. It is rare for an English teacher to enjoy marking but these Beech Hall pupils provide that experience on a regular occasion."

In the stage directions, Priestley uses the dramatic device of lighting when he instructs the director to change the lighting from "pink and intimate" to "harder and brighter" upon the arrival of the Inspector, which conveys to the audience that the Inspector is powerful and in control. Furthermore, such lighting is similar to that of an interrogation room which suggests that the Inspector is here to make the Birlings and Gerald confess their sins against society and expose them. Additionally, this position is potentially similar to that of God who will judge everyone on Doomsday and uncover their hidden sins for everyone to see. This could further emphasize Inspector Goole's authority and control over the Birling family. Priestley consciously constructs this character from the beginning of the play to undermine the Birling family's social status and reveal their evil secrets.

**Daniyal Muhammad**

Inspector Goole is JB Priestley's mouthpiece in the play, and he has been consciously constructed to expose the Birling family of their mistreatment towards the working class, and their prejudicial comments. Inspector Goole was able to make Sheila Birling accept her social responsibility and she admits to the truth, with the Inspector's interrogation skills. The Inspector states 'There are still millions of Eva Smith's and John Smiths still left with us' and what he means by this is that there are still millions of people of the working class who are being mistreated everyday, but one of them has passed away. Overall, this shows how powerful Inspector Goole is, as he made Sheila change her ways and he made everyone care about the situation, and he also took control of the play. The Inspector's key messages of the play are to highlight the working class and how they were mistreated, to warn humanity about the sins of the Birling family and the future ahead of them, and to promote socialism for a younger generation in post-war Britain. The Inspector stated 'if men do not learn that lesson, then they would be taught in fire, blood and anguish.' The reference of fire could symbolise hell and the symbolism for blood could be WW1 and WW2 as the book was written in 1945 and WW2 ended in 1945, and it was set in 1912, two years before WW1. The last word 'anguish' symbolises the Suffragettes and the pain they went through trying to achieve a level of gender equality for the right to vote, and all of these could be a warning to humanity.

**Charlie Barnes**

Sheila Birling notices that Daisy Renton was pregnant due to Eric's recklessness, she tried to warn her mother in the line "he's handing us the rope, so we can hang ourselves with it". Unfortunately, Birling ignored her and carried on preaching about the father of the child. This shows how younger women were ignored and seen as children until they had children of their own and a wealthy husband to protect them. This links to the suffragette movement because they were fighting for women's rights and to stop women being seen as objects as Sheila had just been. This almost gave the inspector the support of Sheila as she was being ignored by her parents yet was still willing to feel sorry about her actions.

The telephone is an important dramatic device as in the very end of the play, it rings just as Mr and Mrs Birling were beginning to celebrate not being found out. The person on the other end of the phone told Mr Birling that a girl had just committed suicide and an inspector was on his way over there now. This creates a circular structure as the play begins with the doorbell ringing in the middle of a celebration. It could also be perceived as Mr Birling's own living hell to teach him a lesson about women and how they are equal to men.

In conclusion, the Inspector is the most important character in the play as he carries the whole play. We know this because without him Eric would have never been found out for sexual assault and Gerald for adultery. The younger half of the family and all the audience learnt a lesson about the smaller acts and how they can harm a single person, especially working class women of 1912 who were disrespected and used for whatever anyone of a higher class wanted.

**Emily Opelt**

Furthermore Priestley uses Mr Birling to show the audience what the typical rich industrialist was like. Quotes like 'if you don't come down hard on those people, they will soon be asking for the world' show us of his stereotypical greedy nature and how, like Mrs Birling, Money is the only thing that matters to him, in fact it really means 'the world' to him. This metaphor is used by Priestley to present the idea of Mr Birling being very short sighted, money, riches and fame being the only things that matter to him. The fact that Mr Birling describes women of the lower class as 'those people' shows the audience that Birling doesn't view the lower class as people, but objectifies them. Mr Birling is created to be ignorant and arrogant, to show the audience that he, despite being upper/middle class, is not someone who really deserves the money/power that he wields. Quotes like 'the Germans don't want war' and 'absolutely unsinkable', are cases of dramatic irony, further enhancing the message that he has no idea what he is talking about. Priestley shows us that in Edwardian Britain ignorant capitalist/industrialists could endanger our society, once again conveying his socialist attitude and how the social class should be changed.

Finally Eva/Daisy is created by Priestley to represent the unseen lower class. The people that may be 'Pretty and warm hearted' and have been shown to have better morals than some of the Upper class, but still are faced with cruelty. Eva/Daisy is abused and mistreated throughout the entire play, and Priestley uses her to show how crimes committed by the upper class were ignored. Her character is never given a voice, an actor. She is never seen in the entire play and this is as she represents all of the unnoticed, mistreated 'Eva Smiths and John Smiths', the lower class that is perpetually stuck getting poorer. The only way she is given a voice is through Inspector Goole. The Inspector isn't given a social class as he is Priestley's mouthpiece into the play, conveying the message that socialism is the way we can prevent this level of mistreatment, of poverty, of war. The Inspector can also represent God as he warns the 'sinners' as well as the audience that they must change, and if they cannot mankind will be taught a lesson in 'fire, blood and anguish'. This is Priestley directly talking to the audience warning them not to let history repeat itself, referencing Christian Hell along with the First World War. Priestley threatens the audience, shocks them with these powerful messages to show how if everyone had an equal chance, then people like Eva may be on top, that the unfair nature of a capitalist society should be changed and so the ideas of Socialism should be explored.

**Louis Tapster**

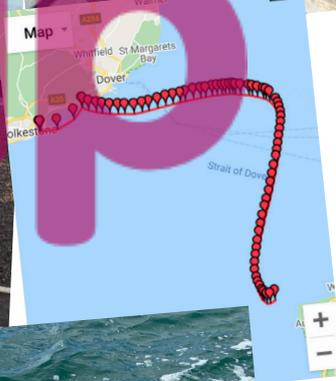


117%  
of target

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007 **How have representations of men and women changed over time?**

**BOND**



Throughout the history of the movie series, James Bond can be seen as reinforcing the societal stereotype of hegemonic masculinity - which has been gradually changing in relation to society, as conventional gender norms develop. However, James Bond can still be seen performing actions in accordance to the societal assumptions underpinning this ideology. In the most recent movie "No Time to Die" James Bond reinforces these conventional, traditional gender norms, in which he can be seen in the introduction in the heroic role of saving Madeline from a villain sent to kill them. On the contrary, though, Madeline is also designed to enhance James Bond's ego and masculinity, and as such she can be seen to be challenging and subverting this stereotype. Madeline is portrayed as primarily representing a liberated female: she is a single mother, intelligent, educated and professional.

**Annabel Kitchman, Lower V**

**Fantastic revision Daniyal. Your use of language is outstanding and your use of culturally appropriate words are at the forefront of modern usage. Well done Daniyal. I feel we could use your ideas here, to bring about an up-to-date discussion on ethnicity, especially in light of the new film, A Time To Die. [Miss U Young]**

The representation of women have changed over time in the Bond films because in the 20th Century they were depicted to look sexually attractive and satisfying for 'the male gaze', therefore women were presented as subservient and subordinate to men, as they have no individual freedom and independence. However, due to the rise in feminism at the beginning of the 21st Century, this has changed, which is evident in the character of Paloma in 'No Time To Die' who is a spy employed by the CIA and helps James Bond. This contrasts to the original sexual representation of women. Contrastingly, there is still an aspect of female fragility and subordination in the recent Bond films because in 'Spectre', Madeleine Swann is reliant on Bond to save her from the criminal organisation that wants to kill her, and she is slapped and knocked unconscious by a male assassin. Furthermore, she makes love with Bond following this, which has undertones of the same sexual representations of women in the previous films.

The representation of ethnic diversity has decreased in Bond films over time, as in the 1973 film 'The Man With The Golden Gun', the antagonist is Hai Fat, who is Thai. In addition to this, there are minor characters such as Chew Mee who are also of different ethnicities. The film was shot in Thailand and there are many portrayals of Thai culture such as the traditional dance, and the floating market. In 'Spectre', there are fewer non-white characters, such as Miss Money Penny and a minor female character who was with Bond on the Day Of The Dead, in Mexico City. There is a representation of a traditional Mexican festival, Day Of The Dead, however there is no other representation of different ethnicity in the film. In the latest film 'No Time To Die', there are three non-white characters that include Paloma, who is hispanic, Miss Money Penny and Naomi who are both black. There are scenes filmed in Jamaica, however there is no cultural representation like in Spectre and The Man With The Golden Gun and other previous Bond films. This is why the representation of ethnic diversity has decreased in Bond series.

**Daniyal Muhammad, Lower V**

### How has Bond changed over time? (representations of men)

James Bond has had 7 different actors over the years, from the 1960s to the present day. This has changed James Bond quite a bit because there aren't as many actors playing Bond in different films now as there were back then. James Bond is still a 'player' and usually has romantic attachments with one or more women every film. In the newer Bond films, James Bond is more caring and respectful to women compared to how he was portrayed in the earlier films.

### How have representations of women changed?

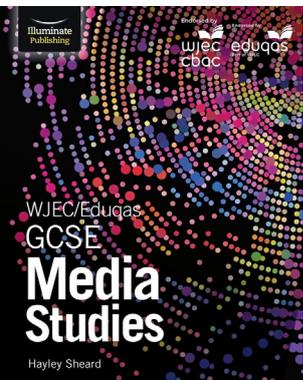
Representations of women have changed because in the early movies women were represented as characters that were supposed to love any man, and always be with them. Now the films are changing, and the women are becoming more independent in the films like they are in real life, this reflects how society has changed. A lot of the early Bond films were really sexist and racist, which would not be acceptable for today's audience. Also, in the early Bond films, there were a lot of stereotypes, such as the overweight American who makes fun of and racially abuses Asian people when Bond is in a boat chase in *The Man With The Golden Gun*. The sexism in the Bond films has mostly stopped, but there is still not complete equality.

### How have representations of ethnicity changed?

In the James Bond film *No Time To Die*, Bond had been on holiday for quite a while and MI6 had given the title '007' to a woman of African heritage, called Nomi. This subverted a lot of stereotypes in the James Bond series, as the early films would have kept the women as stereotypes, with Bond always coming to save them or try and get them into bed.

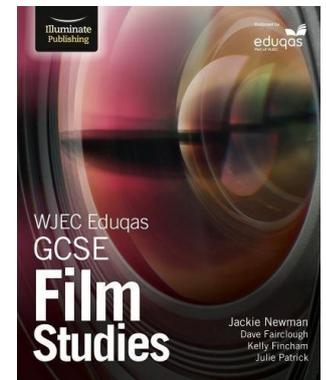
### How have representations and disability changed?

Representations and disabilities have changed over the years in the films, because all three of the villains in James Bond, *No Time To Die* have facial disfigurements, which could be suggesting that having facial disabilities is bad or the people with them should be the villains.



## Film Studies and Media Studies: 00 Fun or 00 Dull?

Luke Francis, Lower V



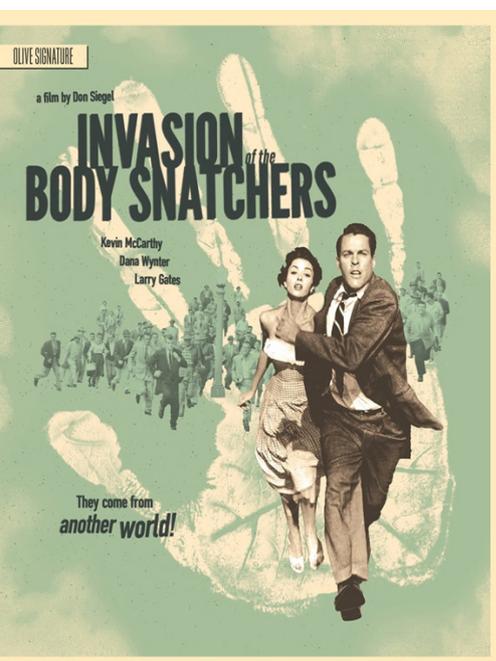
Film Studies and Media Studies. So what's it all about? Is it just watching films, reading papers, looking at websites and an easy option?

There are lots of common misconceptions about Film Studies and Media Studies: we might regard watching films and reading a magazine as enjoyable, relaxing and even escapist. However, the in-depth study of films and the media, involves so much more than you might think.

The study of films and the media develops a deeper understanding of human nature, and develops deeper creative, critical thinking skills, emotional intelligence, literacy and research skills that are transferable to many careers, will enhance future employment and further studies. We are living in an increasingly digital world, and these studies enable a deeper understanding of the creative, communications and digital industries.

**Miss U Young, GCSE Media & Film Studies Teacher**

Upper V Film Studies pupil Cassian says, 'Film Studies is a visual way of learning stories'. Jesse agrees that, 'It's the future of storytelling'.



There's usually a stigma around old movies; that old means bad. They don't have the same effects as modern films. They're old-fashioned. They're more boring than modern films. They're in black and white, so must be bad. But then I watched *Invasion of the Body Snatchers* (1956) as part of our Film Studies, and I was hooked!! It seems to be a simple narrative, but it soon evolves into a great political commentary of what people thought of communism at the time, the aliens being a metaphor of communism. Ever since joining Beech Hall this year and taking Film and Media studies, it has shown me a whole new perspective and how to look at things from a more critical angle, rather than just saying "This movie's good" or "This movie's bad". It's taught me how to explain why I love *The Dark Knight*, the stunning practical effects, the superb acting, the perfect direction and the fantastic screenplay. It's introduced me into watching films I wouldn't have seen otherwise, *Tinker Tailor Soldier Spy* (2011), *Slumdog Millionaire* and the contexts behind them, and so much more. And that is why I chose Film Studies for GCSE.

**Simon Eastmond, Lower V**

### Harvey Pearson's review of *Invasion of the Body Snatchers*

This film follows a non-linear narrative, as it starts with the protagonist retelling his story to a psychiatrist, and cuts to a flashback of the time between the protagonist arriving home, and him losing his girlfriend to the snatchers. The film's resolution and new equilibrium results in another scene with the psychiatrist, and Miles, trying to warn the public of their doom and peril.

One of the best scenes in my opinion is of Jack's bar after he found the body, as it creates a sense of suspense; the body has no fingerprints, and was found in a mysterious way. Another interesting shot was when the body started showing more signs of identity, and grew the facial features of Jack, even forming the wound on his hand caused by a smashed bottle. These are early special effects, before CGI. One scene I didn't like however is when Miles tries to flag down a car, as it was very repetitive and got stale extremely quickly. Overall, I was very surprised at how good the film was. For its era, it's very well-made, and I find it really entertaining.

### Reece Bromley - Lower V Media Studies student said:

"The reason I enjoy studying Media is that the subject can present us with important issues about the world, which include: politics, how to recognise stereotypes, and how the press represents certain groups of people. Our recent study of advertisements has helped me to understand why a particular advert has been published in a particular magazine newspaper, based on target audience and demographics.

Studying media products, like James Bond, makes you understand representations of people or ethnicities. I also enjoy the media discussions, and hearing other people's opinions concerning media texts, and also the contexts behind it. I particularly like the journalism side of media, learning about real-world issues and how different newspapers present certain narratives, angles and how they differ from tabloid to broadsheet and beyond.

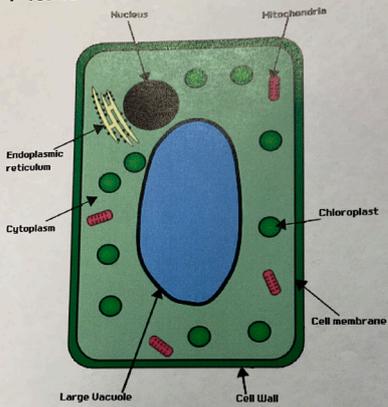


Form III: Models of Specialised cells  
 This term year 7 pupils have made an excellent start with their Science studies, they have learnt all about cells, how to use a microscope and were set a homework, to produce a model of a specialised cell. They came up with some wonderfully creative ideas, JJ even managed to create a model of a plant cell, chloroplasts and all in cake form - all of which was completely edible, including the jelly vacuole. Thanks, JJ and his mum and all the other members of Form for sharing your amazing creations with us.

**Mrs J Stewart, Specialist Biology Teacher**

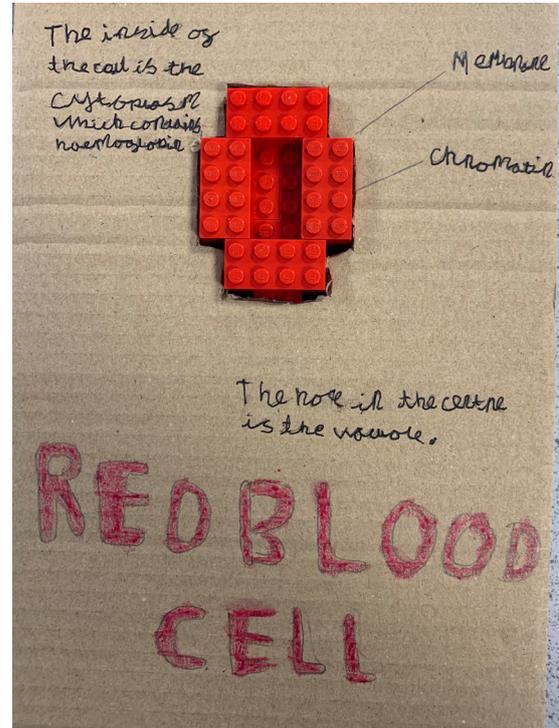
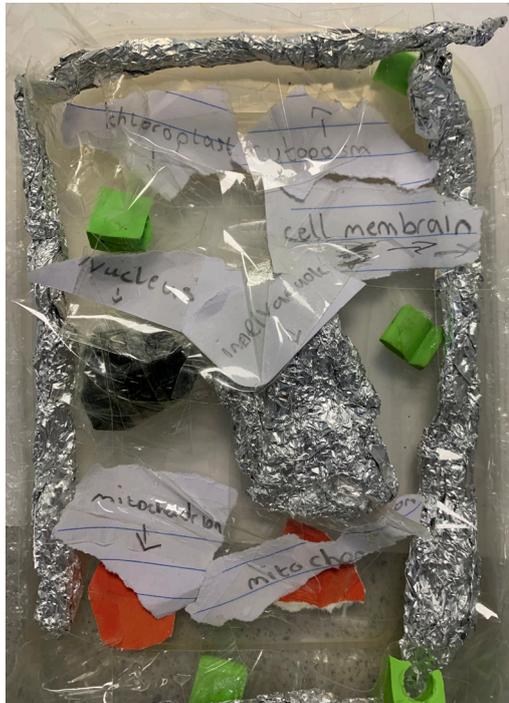


Plant cell made by Simon

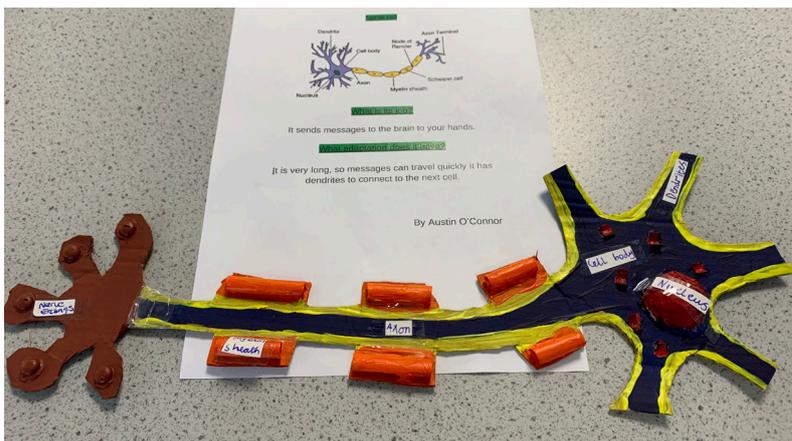


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- .cytoplasm
- .large vacuole
- .cell wall
- Chloroplast
- mitochondria
- .cell membrane

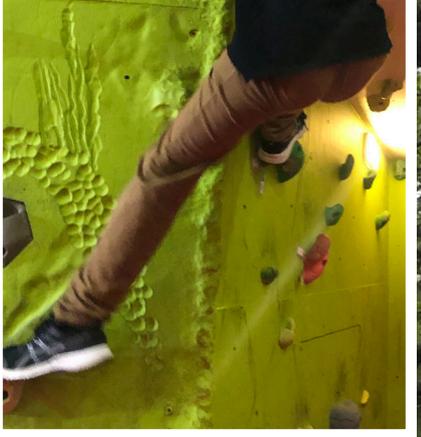
**Simon Muth (above)**  
**Oscar Reade (above right)**  
**Austin O'Connor (below)**



**Noah Richardson (above)**  
**Cosmo Evans (below)**













# Español



I have done some work with Upper II in Spanish, in which they practised writing, giving their opinions, with reasons, using connectives. This is an important target for assessment in the Senior classes, and they all produced amazing work.

**Mrs M Struthers [Teacher of Modern Foreign Languages]**

**Seb Leusch** says: En mi tiempo libre, me encanta mucho jugar a los video juegos, porque es entretenido. Detesto leer, porque es aburrido, pero no me gusta escribir correos, porque no es entretenido.

**Harper** says: En mi tiempo libre, me gusta mucho leer porque es relajante. No me gusta mandar SMS porque es aburrido.

**Cole** says: En mi tiempo libre, me gusta mucho escuchar musica porque es relajante. No me gusta escribir correos porque no es entretenido.

**Maddie** says: En mi tiempo libre, me encanta salir con mis amigos porque es divertido. Detesto leer porque es aburrido.

**Ed** says: En mi tiempo libre, me gusta ver television porque es entretenido. No me gusta leer.

**Jacob F** says: En mi tiempo libre, me encanta la lectura porque es relajante. No me gusta...

**William** says: En mi tiempo libre, me encanta jugar a los video juegos y la comida.

**Rowen** says: En mi tiempo libre, me encanta leer porque es relajante y es interesante.

**Cooper** says: En mi tiempo libre, me encanta ver la television porque es relajante. No me gusta leer porque no es util.

**Kade** understands: interesante = interesting, estupendo = great, fantastico = fantastic, divertido = fun, aburrido = boring, relajante = relaxing, util = useful, entretenido = entertaining.



**Mrs Struthers says: Estupendo!  
Muy bello! Mucho mejor.**



Nice catch Joseph! Does anyone have any cucumber and spring onion by any chance?

As soon as Edexcel published this year's D&T Project contexts and I read that one of them was about Theme Parks, I knew that we, along with many D&T Departments in this part of the UK, would just have to arrange a research trip to Alton Towers!

After the rain of biblical proportions over the past couple of weeks, the sun smiled on us as we headed out of school and the views across Staffordshire from the minibuses were stunning. We arrived and were at our 'base camp' by 9:45am which allowed plenty of time in the morning for the pupils to carry out research and complete theory worksheets for D&T and Physics. The fact that some of the answers could only be found by going on the rides was purely incidental!

After our packed lunch (supplemented by various unhealthy and over-priced purchases!) the afternoon was spent completing the research and an opportunity to enjoy a couple of hours in the park before travelling back to school, arriving just in time to be in the queue of traffic on Beech Hall Drive.

My thanks to Miss Ramage, Mrs Cookson and Mrs Parry for their able assistance and good company on the trip, my colleagues for covering my lessons and especially to the UV D&T pupils who represented the school in magnificent fashion (and seemed to enjoy themselves just a little!)

**Mr C Richards [Teacher - Design & Technology]**

GOLD

SCHOOL MENTAL HEALTH AWARD

YOUNGMINDS

fighting for young people's mental health

I'M WEARING A LITTLE YELLOW to school for YoungMinds

8 October 2021

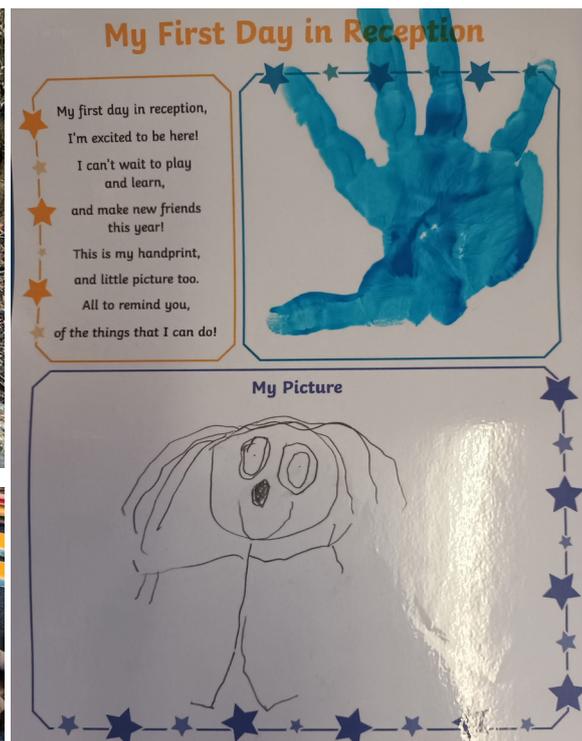
#HelloYellow

Thanks to Beech Hall's Mental Health Ambassadors for helping to promote #HelloYellow, and to everyone who supported the day by wearing a yellow accessory. It seems some went to great lengths, even sporting a lycra morph suit! Thank you for your donations and for helping us all to think about positive mental health.

Mrs C Peacock [School Counsellor]



## MATHS & ENGLISH IN ACTION IN RECEPTION



Felicity's first day at Beech Hall

