

2024

@BC

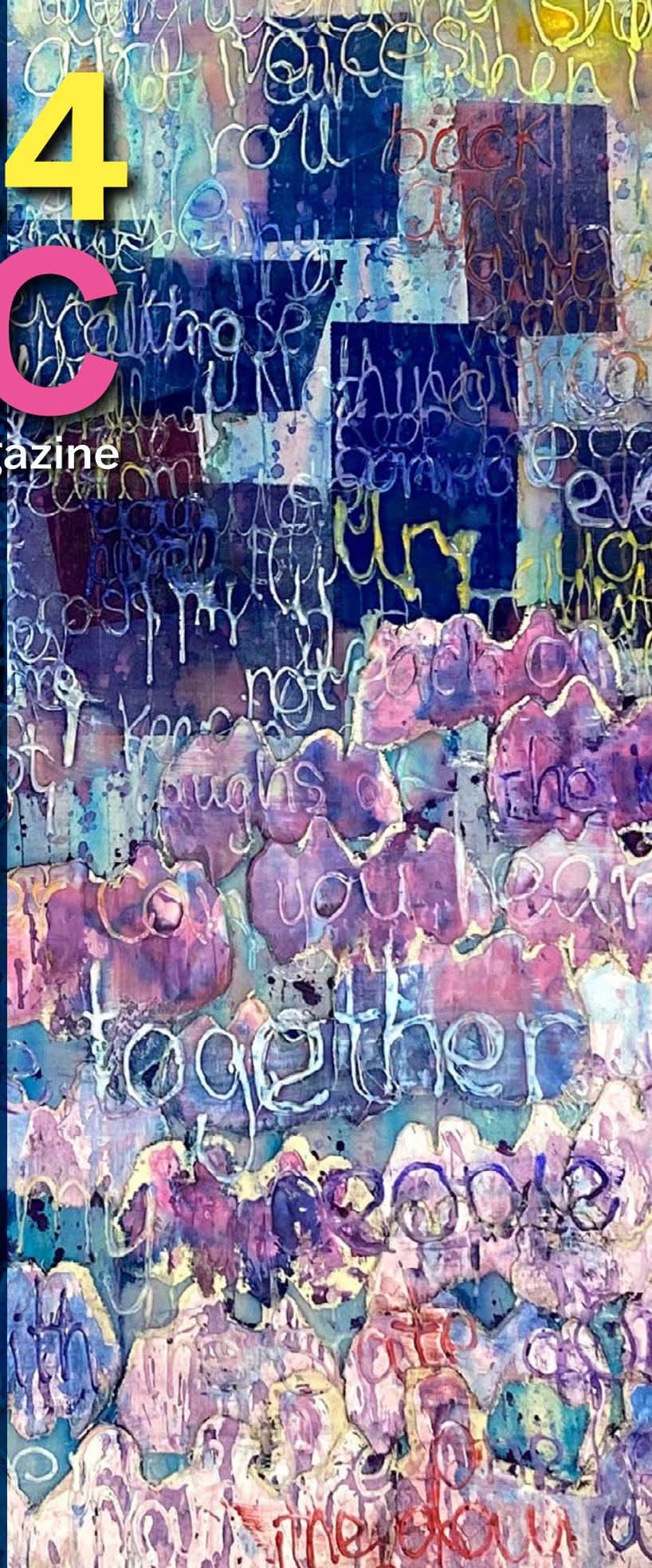
the student magazine

JULY 2024

In this bumper issue...

STUDENTS TELL US ABOUT WHAT'S BEEN GOING ON AT BRAMPTON THIS YEAR (AND THERE'S A LOT!) AND EXPLORE BROADER TOPICS FROM THE CLIMATE CRISIS TO MENTAL HEALTH. PLUS THIS YEAR, STUDENTS PUT TWO MEMBERS OF STAFF ON THE HOT SEAT!

BRAMPTON COLLEGE



CONTENTS

A day-in-the-life diary of a student	4
Dreaming	5
The issue of climate change	6
There is hope	8
Sustainability	9
Scholarship student fulfils dream	10
Mental Health and Wellbeing Guide	12
Reducing the stigma around mental health	13
Wellbeing day	14
Put your 'self' back into 'self-care'	16
Exploring <i>The Autistic Brain</i>	17
Modern feminism 101	18
The dark side of the fashion industry	19
Principal hot seat	20
Brampton on the go!	22
Teacher hot seat	28
80th anniversary of D-Day	29
2024 in photos	30



Front cover painting

This was my final project which opened my eyes to the variability of artwork cultures. The image is supposed to portray a scene at a protest, where millions of people are using their right to protest to call for a change in the system. Protests are very important in today's society as they give the people a voice. Making this artwork was truly a pleasure.

By Aya Idris

NOTE FROM THE EDITOR

Dear Reader,

As you can probably tell from our bumper issue, this year at Brampton has been incredibly busy – in the best possible way.

Brampton has taken great strides this year in many areas, with the most notable focus being on the climate crisis and wellbeing. We hope this issue will give you an insight into some of the ways Brampton is contributing to creating change for a better future, and the passion and drive this has sparked in students.

We would like to thank our marketing and student journalism team director, Lucy Savage, as well as our fantastic student writers, listed to the right, for enabling us to create this year's issue. We hope you enjoy reading!

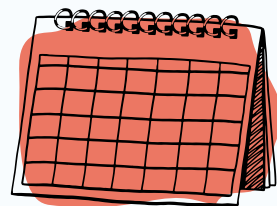
Sophie Lunzer

Our @BC authors:

Sophie Lunzer
Dhruvi Shah
Annabelle Bowman
Sade Smith
Eliana Wolfson
Jonathan Stein
Ava Grossman
Zahra Ahmad
Ali Karimbhai



A DAY-IN-THE-LIFE DIARY OF AN AS (FIRST YEAR A LEVEL) STUDENT



I am studying Psychology, Chemistry and English literature.

9.00: English Literature lesson: On this side of the course, we are working through a poetry anthology, *'Songs Of Ourselves'*, exploring a variety of themes such as love, poverty, society, nature and war. In the exam, you get a choice of two poetry questions, a 'closed' question, which is closed text analysis on one given poem, which is given to you on the paper, and an 'open' question, which gives you a broad theme like love, and you choose any two poems that are relevant and discuss them. In today's lesson, we worked on the 'open' question, by creating a list of themes across the poems. Then, choosing a theme and the two poems within that we felt least confident with, we wrote an essay plan for the 'open' question, the essay we will do for homework, to practise writing an answer for this style of question.

10.25: Supervised study: AS students have one timetabled compulsory period per week where we are required to go to the library and get on with some work. The library is monitored by the lovely Cathie. This time encourages students to schedule time into the week for revision. Today, I decided to complete my Psychology homework questions on the topic of 'Eye Witness Testimony', and then I completed my organic Chemistry homework. This is a highly valuable time in my week, as it allows me to productively complete homework or revise for the fortnightly tests.

11.50: Every Wednesday from 11.50-12.30 is Personal Tutor time, where students attend a session with their Personal Tutor and tutor group of 7-9 students. In this session, announcements are read,

the Personal Tutor checks in on us to see how we are doing, and we often complete an activity, such as learning methods of revision or organisation.

12.00: I left PT time to attend an AS student ambassador meeting with Mary, our Head of Year, and John, our Principal. The student ambassador team consists of the two environmental and sustainability ambassadors, and the two wellbeing ambassadors of which I am one. In this meeting, we shared ideas we had prepared for both sustainability and wellbeing in the College. I felt this was an incredibly productive meeting, and I am proud of the efforts that the College not only make towards improving sustainability and wellbeing, but also to ensure the students are involved in the improvements made in the College.

12.30: Lunch time! This is usually a time that I spend catching up with my friends, but today I attended a Jewish Society (JSoc) session.

13.00: Chemistry lesson: On this side of the course, we are currently doing organic chemistry. We spent the lesson learning about the types of reactions that a type of organic molecule (alkenes) have, and then we completed some practice questions on the content we just learned.

14.25: Psychology lesson: In this lesson, we began a brand new topic, 'Research Methods', a synoptic topic that makes up 25% of the exam papers. As it is such a large topic, the plan is to alternate between a lesson on research methods, and a lesson on another topic - psychopathology (mental disorders) on one side of the course, and approaches in psychology on the other side.

15.05: Done for the day! I have recently taken up figure skating, so I spend the next hour or so at the ice rink practising.

17.30-20.00: Every Wednesday at this time, I do volunteering/work experience with a charity that works to support people with Autism. Specifically, I work in a social club for Autistic teenagers, and I absolutely love it! The service users and other staff are so lovely and fun to work with, and it is brilliant work experience as I would love to pursue psychology, and I am particularly passionate about neurodiversity awareness and celebration.

20.00: End of the day for me, phew! Today was a long, but good day, and I spent the rest of the evening relaxing (and writing this article of course!). Safe to say, I am looking forward to a slightly shorter and calmer day tomorrow.

As you can see, today was an incredibly busy day for me! But, I think it is important to note that not every day of the week is as packed as today was for me. At Brampton, as a sixth form college, you tend not to be in school from 9am-4pm every day, as you are only required to be in for your lessons or other timetabled periods, such as supervised study for AS, or the weekly Personal Tutor session. On a Monday, I only have two lessons, and I don't begin lessons until 1pm, and on a Thursday, I also only have two lessons, and I finish for the day at 11.45! Of course, students always have the option to remain in College before or after lessons to study in various designated places like the library. I think this variation in the timetable is incredibly valuable, as the out-of-lesson time allows me to do homework and stay on top of revision for fortnightly tests, as well as allowing me to get adequate rest.

By Sophie Lunzer

THE NEUROSCIENCE OF DREAMING

There are many theories as to where our dreams come from. Possible explanations include our unconscious desires and wishes, our identity, figuring out who we are and what we need, and the beliefs and perspectives we hold.

The function of dreams is fundamentally to consolidate and process information gathered during the day, a language through which our subconscious communicates with us. Many psychologists, old and new, believe that dreams reveal critical aspects about ourselves, a reflection of your recent state of mind, future possibilities, and changes that you have experienced. Some of the most common dreams include your teeth falling out, being chased, being unable to find a toilet, being naked, failing exams, particularly common at this time of year for many of us, and flying.

While experts do not know exactly when you start dreaming, it is estimated that you start in between the ages of 2 and 3, due to the cognitive ability to recall past events or imagine new scenarios, a large proportion of which are nightmares. Psychologists think this is due to the fact that children are smaller and are vulnerable to many more threats than adults, and the nightmares reflect that vulnerability.

Your journey to dreamland starts off with what is referred to as a 'brain stem lockdown'. This refers to the process in which your brain stem (specifically the pons), the part of your brain that connects the rest of your brain to your spinal cord, renders your body temporarily paralysed, preventing you from acting out your dreams. Sleep-promoting neurons in many parts of the brain become more active, as they release many inhibitory neurotransmitters such as GABA,



'According to one estimate, about half of all dreams contain at least one element originating from a specific experience while the subject was awake.'

Norepinephrine, and Orexin, as well as acetylcholine, histamine, adrenaline, cortisol, and serotonin.

In the early parts of non-REM sleep, brainwaves slow down considerably; however, in Stage 2 and Stage 3, there are numerous quick bursts of brain activity. In REM sleep, brain activity accelerates, showing markedly different types of brainwaves. It is during REM sleep that most of our dreaming occurs.

The parts of the brain that are highly active while we dream are the visual cortex, amygdala, thalamus, and hippocampus. Your cortex is responsible for the content of your dreams, whether that be fleeing from monsters, or flying. The hippocampus plays an important role in memory consolidation, hence why according to one estimate, about half of all dreams contain at least one element originating from a specific experience while the subject was awake. While they may not be completely accurate representations of reality, most dreams at least contain fragments of one's personal experience.

I'm sure we've all googled the meanings of our dreams at least once in our lives, and while the interpretation of dreams is very individual and difficult to standardise, there's no harm in

being curious. Here are some of the most common interpretations:

Being chased - may represent trying to avoid something in your life. What that is exactly depends on who your chaser is. An animal: you might be hiding from your own anger, passions, and other feelings. If your chaser is unknown, it might represent a childhood experience or past trauma. If it is a member of the opposite sex, it could suggest you are afraid of love or haunted by a past relationship.

Dreams about losing teeth are thought to be related to feeling insecure in one's appearance, or you are concerned about your ability to communicate.

Dreams of flying can represent feelings of freedom and independence. On the other hand, they can also indicate a desire to escape your current life situation.

By Annabelle Bowman



“THE TRUTH IS, EVERY ONE OF US, NO MATTER WHO WE ARE OR WHERE WE LIVE, CAN AND MUST PLAY A PART IN RESTORING NATURE”



SIR DAVID ATTENBOROUGH

Despite the fact that there have been numerous warnings from scientists, doctors, environmentalists etc., most of us continue to ignore the enormity of the issue of climate change. Why is that?

We might feel as if this issue is too overwhelming, frightening and difficult to understand so we are going to be in denial. However, if we continue ignoring reality, if we allow the climate to continuously change, the world, our world will eventually become uninhabitable. The dystopian movies will become our reality, and there will be an extreme shortage of food and water which will drastically increase poverty around the world. Eventually, this will mean the end of the human race.

Although our generation may not live to the age to experience the life-threatening and extreme impacts of climate change, the future generations, which include our children and grandchildren, will be forced to live through it and at this point, it will be impossible to reverse climate change.

Thousands of scientists and government reviewers have agreed that limiting global temperatures to

rise no more than 1.5 degrees would help maintain a liveable climate where biodiversity can thrive and there can be a chance to slow down the impacts of global warming. However, policies set in place point to a 3 degree temperature rise by the end of the century.

By incorporating some effective methods into your lifestyle, you can contribute to stopping global warming. Here are some ways to reduce your impact on the environment...

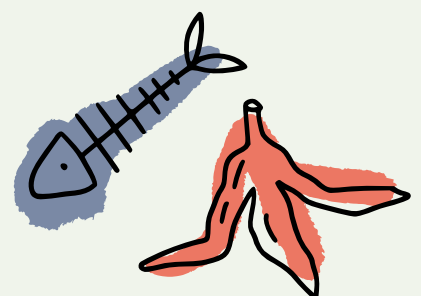
- **Save energy at home.** This can easily be done by switching to LED light bulbs which are overall cost effective compared to normal light bulbs. By switching to LED light bulbs, energy used via fossil fuels is reduced to less than 80%.

- **Walk, bike or use public transport.** Not only does this have environmental benefits, it can also improve your lifestyle. By walking and cycling, it has proved to have a positive physiological as well as psychological impact. By turning to these methods of transport, you can reduce your carbon footprint by up to 2 tonnes of CO₂.



- **Throw away less food.** An easy way to reduce your carbon footprint is to buy only what you need. By wasting food, you waste all the energy that was used to grow, package and transport the product. As the food rots in a landfill, it produces methane which is one of the most powerful greenhouse gases. Instead, you can compost all your leftover food. By cutting your food waste, you can reduce your carbon footprint by up to 3000kg of CO₂ per year.

Despite our neglectful and devastatingly damaging actions every day to increase global warming, there are other ways in which we are damaging the environment. Every day approximately 8 billion pieces



"It's easy to feel overwhelmed or powerless by the scale of the issues facing our planet, but we have the solutions."

of plastic make their way into our oceans. Although this may seem irrelevant to you, this can have a negative multiplier effect. For instance, a damaged marine ecosystem can cost the tourism industry (which is the main source of income for many LICs) trillions of dollars, essentially increasing poverty in many areas around the world.

Additionally, the harmful plastics we are feeding the ocean often end up inside our own bodies; this can be extremely harmful as we ingest toxic chemicals that can essentially result in health problems such as hormonal issues, reproductive issues and damage to our nervous systems. Although we constantly raise awareness of these harmful effects, equally, organisations that reduce these effects must also be credited.

The Ocean Cleanup – how technology is being utilised to clean up the ocean

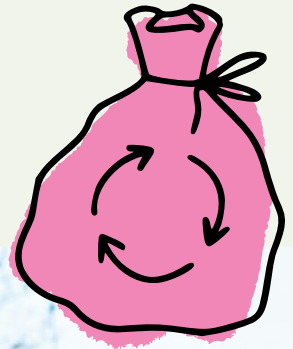
The Ocean Cleanup is one of the biggest non-profit environmental organisations that has been working on ways to reduce the amount of rubbish that enters our ocean. It is also determined to clean up or reduce garbage that enters the Great Pacific Garbage Patch. The Great Pacific Garbage Patch contains a build-up of plastic debris ranging from large fishing nets to miniscule microplastics which take thousands of years to break down.

To reduce the amount of plastic that enters the ocean, The Ocean Cleanup has cast barriers in the mouth of rivers to intercept trash and buffers it until it is removed from the water. They use AI to constantly scan the ocean's surface, helping them understand what parts of the Pacific they need to target.

So far, they have managed to clean up 200,000 kilograms of plastic from the Great Pacific Garbage Patch, and despite this only representing 0.2% of the plastic contained in the patch, they aim to have collected 1% by the end of this year.

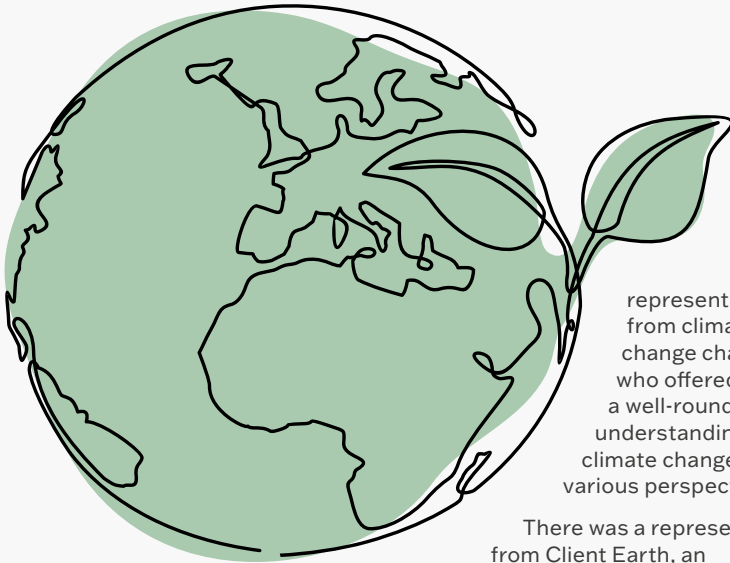
By Dhruvi Shah

'The harmful plastics we are feeding the ocean often end up inside our own bodies; this can be extremely harmful as we ingest toxic chemicals that can result in health problems'



THERE IS HOPE

STUDENTS FEEL PROACTIVE AND PASSIONATE FOLLOWING TALKS ABOUT CLIMATE CHANGE



On Tuesday 14th and Wednesday 15th of November, the AS students attended two assemblies surrounding climate change

On the Tuesday, the assembly reflected on the current concerns about climate change, providing a large amount of evidence to support this. This included statistics from the IPCC about what the future will look like for our generation if change is not made now, as well as details about recent severe weather events around the world. We were then presented a video of a farmer and two schoolgirls living in Kenya, who shared their experiences and perspectives on the extremities the country is facing due to climate change, in particular, the impacts of droughts and flooding. It showed us, as people who live in a country that isn't yet seeing such drastic effects of climate change, that it is real, it is personal and it is devastating.

On Wednesday 15th, we attended another assembly, this time with a panel of three fantastic

representatives from climate change charities, who offered us a well-rounded understanding of climate change from various perspectives.

There was a representative from Client Earth, an environmental law charity who fights climate change using the law; they take action to ensure companies and governments are held accountable for environmental degradation and the failure to meet our Net Zero targets. There was a representative from Greenpeace, a charity that takes "peaceful direct action" including lobbying and mobilizing members of the public, involving consumer pressure and exposing the causes of environmental destruction. Finally, there was a representative from the Climate Psychological Alliance, a group of practitioners who consider from a psychological perspective, our responses to the climate change crisis, researching environmental anxiety and climate change denial.

As a student passionate about psychology, something I found particularly insightful from the representative of the Climate Psychological

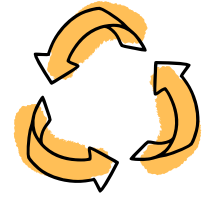
Alliance, was the explanation of 'functional dissociation' where people purposefully detach themselves from the harsh realities of climate change in order to protect themselves. However, psychologists and history in general has proven that the key to creating positive change is discomfort. If emotions of guilt, sadness and fear are not evoked and actively felt, it is impossible to have any motivation to be proactive. This is why I believe the first assembly on Tuesday was so important. In particular, the emotions of fear, empathy and guilt evoked from video about the personal experiences of people in Kenya ensured we could no longer feel emotionally disconnected from climate change.

While the assembly on Tuesday left me with a helpful sense of impending doom, the panel discussion on Wednesday left me with a strong feeling of hope. I thought the combination of the two assemblies was intuitive and constructive, each one aiding the other in portraying the most powerful and proactive message overall.

By Sophie Lunzer



SUSTAINABILITY



“Our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money.”

Greta Thunberg



We are at the beginning of a mass extinction, yet people live in constant oblivion to the devastating collapse of our world. Our generation has been cheated and lied to; we are given the agonizing burden of finding a solution to a mess that we have unfortunately been born into. There is not nearly enough action that's been done around the world and all the exceptional and strenuous work that has been done to fix our world has been suppressed and unheard of...

Our world is far from utopia, however, there are many projects that are set on eliminating these issues that our ecosystems and the issues that the future generations may face. These sustainability projects from around the world need to be advocated as they may inspire adolescents and give them an insight into the rewarding and

fulfilling nature of being a part of a team that is potentially changing the world for the better.

An insight to our future cities

Sustainability can be defined as 'meeting our own needs without compromising the ability of future generations to meet their own needs'. The city named "Masdar City" in Abu Dhabi sets out to do just that.

Masdar City aims to reduce the usage of water and energy, and plans to reduce the generation of waste. The city is constructed in an extremely intricate manner with significant yet minute details, including how the buildings are built with low carbon cement and 90% recycled aluminium.

A home in Masdar City, which has zero-carbon waste, is architecturally designed to use 72% less energy and 35% less water than a home of a similar size. This is achieved through the complete reliance on renewable sources such as solar energy, wind energy and geothermal energy etc. In particular, the main source of clean energy is provided from the 10MW solar power plant which offsets approximately 15,000 tonnes of carbon dioxide every year (which for comparison is equal to about 37,500 miles driven by an average gasoline-powered vehicle).

Impressively, the city also possesses a cooling system to deal with the scorching weather. The downtown area for example, is raised on a 7 metre podium, allowing it to capture the prevailing winds making the area seem 10 degrees cooler.

Masdar City has proven to be an iconic symbol of sustainability. It is a truly inspiring and a crucial symbol that can guide for the rest of the world to a greener future. Although enormous economically funded projects such as Masdar City have an immense impact on the world, there are also smaller efficient projects that play a role in reducing our emissions that deserve to be recognised.

Sea dustbins

Around 8 million tonnes of plastic waste ends up in our oceans every year which could double by 2025 if action is not taken. Our continuous dependence on plastic is choking our world; plastic remains in our environment for 500 years and is then broken down into smaller macromolecules, which is then ingested by fish, birds, humans etc.

Seabin was first a minuscule project created by two surfers in Australia who were appalled at the amount of rubbish that was floating in the waterways. To resolve this problem, they invented the Seabin that draws rubbish from the top 10mm of the surface of the water, ensuring that no marine life gets trapped.

Data estimates that a Seabin can capture 1.4 tonnes every year. All the rubbish collected is then recycled and turned into other products, promoting sustainability. The popularity for seabins has grown exponentially and they now have 32 sales and commission in 52 countries.

Starting from scratch, two surfers invented a world-altering device. These surfers are role models who show the determination that can lead a small insignificant idea into a world-altering effect.

Although the world is on thin ice, it is still possible to reverse these effects. No matter how big or small an idea is, as proven, it could make an ongoing and positive impact.

By Dhruvi Shah



SCHOLARSHIP STUDENT FULFILS HER DREAM OF STUDYING AT OXFORD

My name is Eliana, and I studied GCSEs and A levels at Brampton from 2019 to 2022. I achieved grades 999999999 in my GCSEs and A*A*A* in my A levels and I am now studying Philosophy, Politics and Economics at the University of Oxford.

GCSEs:

I first visited Brampton in the summer of 2019 when I was fifteen years old, looking for a one-year GCSE programme to allow me to assimilate back into the British school system after living abroad for six years. I chose Brampton because, unlike other Colleges I visited, the staff never discouraged me from taking the number of subjects I wanted to take, nor attempted to sway me towards 'easier' courses.

I made it clear in this first meeting that it was my goal to attend Oxbridge and, from the beginning, the staff at Brampton believed in my ability of achieving this and assured me that they would do everything they could to support me. My teachers at Brampton believed in me and worked incredibly hard to support me both academically and personally, constantly pushing me to reach my potential.

A level:

I continued on to study A level in the College as they allowed me to study five subjects at AS, constantly making accommodations for me, including one-to-one lessons during lunch, and before and after the regular academic day. Furthermore, I was enticed by

Brampton's Oxbridge forum, which promised specialist support during the university application process. Staff at Brampton reiterated their commitment to helping me achieve my goals, thus setting the College apart from other sixth form options I had explored.

During my time at Brampton, I was able to improve my study skills significantly. Small classes allowed me to improve my focus as well as to build closer relationships with my teachers, allowing them to offer me more individual help with topics I struggled with.

As someone who struggled a lot with exam anxiety, I was not initially a fan of Brampton's weekly testing system. However, they allowed me to work on my anxiety through

exposure and, by my final exams, my anxiety had reduced significantly. Moreover, the testing helped me to maintain an acute awareness of my performance level, my knowledge of individual topics, and also improved my time management skills, as it meant I needed to consolidate my understanding of individual topics on a weekly basis.

A level subjects:

I studied English, History and Economics at A level. Studying English at Brampton, I was not only taught to understand my set texts but to understand and appreciate Literature as an art form. Rather than simply memorising quotes, Anu and Dave focused on the analytical skills required to interpret any English text, and I was able to harness my creativity and come up with my own interpretations of texts. English A level rekindled my love of reading and of literature.

Studying History at Brampton, I focused on Modern European political history - predominantly revolutions and totalitarian regimes. This improved my general knowledge and majorly helped me in my Oxford interviews - in which I had an entire interview on revolutions - and in my degree thus far. I learnt to interpret, contextualise, and analyse academic historical and political texts, and was able to achieve full marks in my A level paper. Historiography skills have been particularly helpful during my degree, in which I constantly encounter complex academic texts, which I am now able to contextualise and dissect in my university essays.

I had never studied Economics before A level and immediately fell in love with the subject. The multifaceted nature of economics A level enabled me to cultivate

both vertical and lateral thinking skills, improving logical thinking skills as well as creative essay writing. Niraj and Ruben constantly pushed me, providing me with additional resources and reading beyond the A level specification, allowing me to develop a fascination for Economics and Political Economy as a whole, inspiring my choice of university course.

University applications:

Throughout sixth form, I participated in weekly Oxbridge forum sessions to work on my university application. John, alongside speakers who came in, helped me to make the crucial decision about which university to apply to and which course to choose. Due to my broad range of interests and general indecisiveness, I chose to apply for Philosophy, Politics and Economics at Oxford.

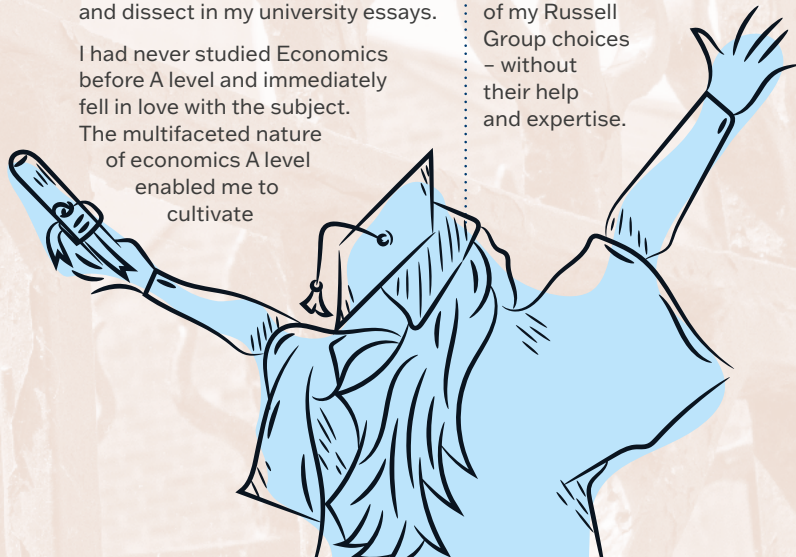
The staff at Brampton, particularly John and Niraj, helped me significantly with my personal statement. My teachers supported me through various essay competitions and other super-curricular endeavours. Niraj recommended many books to me and held a weekly discussion group to debate the ideas and conflicts which arose from them. Both he and John spent many hours helping me to condense my personal statement and express my ideas concisely, dedicating much of their free time to my application. I truly believe that I could not have submitted such a strong application - which awarded me offers for all 5 of my Russell Group choices - without their help and expertise.



As I prepared for my interviews, John and Niraj, amongst other Brampton teachers, offered me many practice interviews, allowing me to calm my nerves and improve my communication and expression of ideas. I also received several practice interviews with an external expert who gave me helpful feedback. Throughout these practices, my interview skills improved significantly, and by the time my interviews arrived, I felt confident and prepared. It is largely because of all this support and encouragement that I was able to fulfil my childhood dream, receiving an offer to study PPE at Merton College, Oxford.

I am beyond grateful to all the staff at Brampton for their continuous support. Throughout my three years at the College, staff constantly went above and beyond to enable me to reach my potential, achieve the highest possible grades, and fulfil my dream of studying at Oxbridge.

By Eliana Wolfson, scholarship student 2020-2022



BRAND NEW 'BRAMPTON COLLEGE MENTAL HEALTH AND WELLBEING GUIDE' FOR STUDENTS, BY STUDENTS!

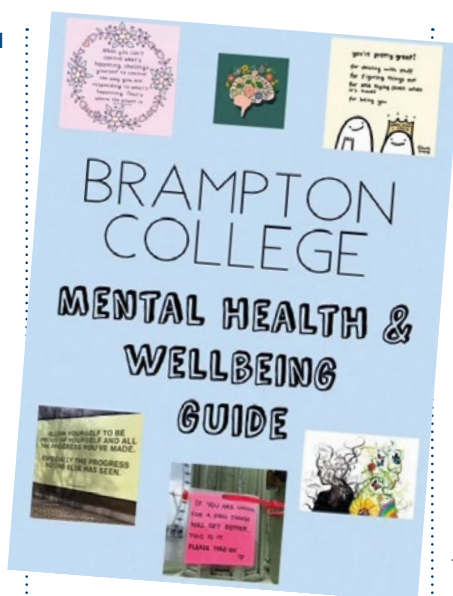


The new Brampton College Mental Health and Wellbeing Guide was released to students and staff via Google Classroom. Paper copies were also handed out at the fidget toy and bake sale event.

The comprehensive booklet made by myself (AS co-wellbeing ambassador), with some ideas contributed by Ava Grossman (AS co-wellbeing ambassador), is aimed at providing students with information to be able to develop effective coping strategies to deal with any mental health or wellbeing challenges, particularly given all the stresses that come with doing A levels, such as exam stress.

The booklet comprises eight sections. The first section – *Help and support at College* – lists the different people at College to support students' wellbeing, who are always available for students to talk to, as well as their contact details or where to find them. This includes: Personal Tutors, our counsellor Barbara Hynes, our welfare officer, the three safeguarding / deputy safeguarding leads, and more.

The second section (my personal favourite) – *Personal tools to help cope with stress and anxiety* – offers a detailed list of 21 different strategies that can be used in moments of distress as coping mechanisms, including links where relevant. Some examples include engaging multiple senses at once as a grounding tool; making a 'reality check-list' – a list of all the objective facts about yourself and the world around you; a change of temperature e.g., dunking face into a bowl of ice water; and creating



your own 'wall of positivity', a wall or poster of post-it-notes with various quotes that inspire you to keep going.

The third section – *General wellbeing tips* – offers a list of 15 detailed and general strategies to maintain good mental wellbeing, and even how these can be adapted when struggling. The fourth section offers a list (with links) of online mental health support resources. The fifth suggests a variety of helplines to call/ message in a mental health crisis. And the sixth a few other crisis support suggestions.

The seventh section – *Your friend is struggling, what should you do?* – provides a guide for students about how to respond when a friend comes forward to you about struggling with mental health, some warning signs to look out for and how to approach starting a

conversation with a friend who you think might be struggling, as well as some reminders for you, the friend, about creating boundaries when needed. And most importantly to always come forward to a trusted adult (perhaps including the staff available at College) if you feel your friend might be at risk.

Finally, I have included a section about reducing the stigma around mental health, with a specific focus on the importance of stopping the use of mental health terms used incorrectly in colloquial conversation. If you are interested in this, stay tuned for the next article, which will be an extract from this section of the booklet!

In my – well, perhaps slightly biased – opinion, I would highly recommend students check out this new resource, or at least the parts you are most interested in (clicking on the specific title in the contents page will take you straight to the section). Psychology and mental health awareness, education and support is my passion, and I really hope that by sharing some of the things I have found helpful or things I have learned, with others, this booklet can help maybe even just one person who is struggling, or anyone looking to improve their mental health and wellbeing. Or perhaps to gain a deeper understanding about mental health.

You never know, you might find something in there that makes maintaining good mental health as an A level (or GCSE) student just a little bit easier to cope with.

By Sophie Lunzer

REDUCING THE STIGMA AROUND MENTAL HEALTH

Mental illness, has been incredibly stigmatised, with people who open up about struggling sometimes being seen as weak. People who suffer with mental illness are seen as dangerous or to blame for their disorder, but this is simply false.

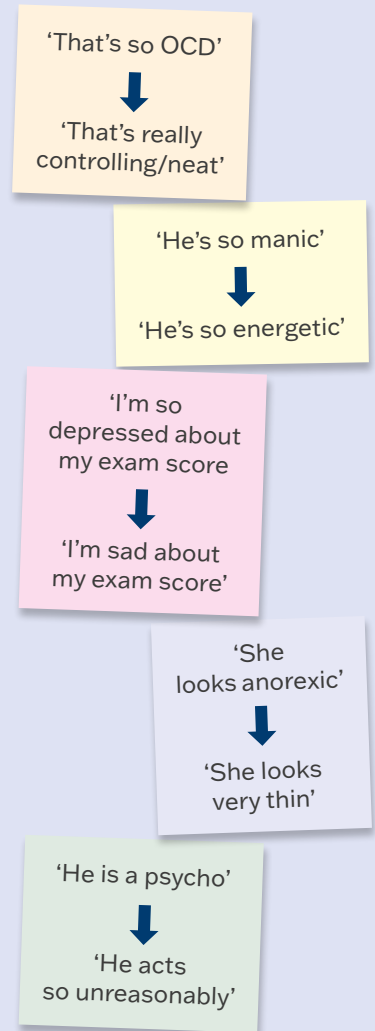
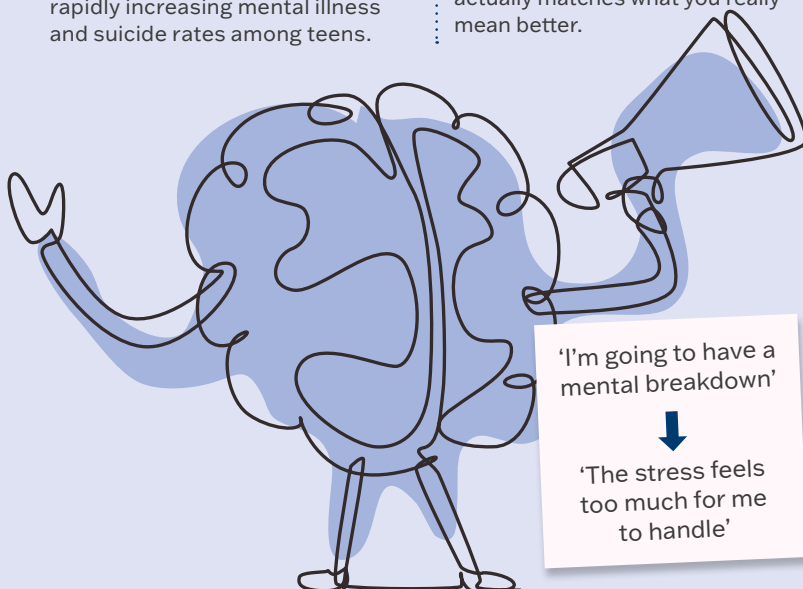
The fact is, stigma around mental health is dangerous. It leads to internalised shame, which in turn leads to people not reaching out for help. This causes people to suffer in silence, their condition worsening by the day. If society tells us that vulnerability is weak and discouraged, how are we expected to even admit to struggling, let alone ask for help? Also, if stigma about mental health causes a resistance to conversation about it, how are we expected to know that help is available, that we are not broken, weak or to blame for suffering, and are certainly not alone?

Destigmatising mental health creates an open conversation about the issues, ultimately leading to more people reaching out for support. By reducing the stigma and creating an open conversation, we can begin to counteract the rapidly increasing mental illness and suicide rates among teens.

What can you be doing to destigmatise mental health?

Mental health terms are often used colloquially to describe everyday scenarios that are actually unrelated to the mental health condition. I hear it around me everyday, yet, using the terms in every day conversation undermines and minimalizes the severity of the conditions and contributes to the overall shame surrounding them. This is 'semantic satiation', where there is the constant repetition of a word until all meaning is lost or diluted and associated with fleeting, everyday experiences; it normalises illness. Nobody uses terms of physical illness in everyday speech, like 'that's so pneumonia' when someone coughs so why would we use the equivalent terms for mental illness?

Here are some examples of phrases that are often used loosely, but are in fact related to serious mental illnesses, and alongside them I have written a suggestion about something you can say instead, and chances are the alternative actually matches what you really mean better.



Using these phrases colloquially is NOT the same as someone using them when opening up about struggling with a mental health condition. What seems like a joke might actually be a person's attempt at reaching out for help. Using mental health language should always be taken seriously.

This article is an extract from the new Brampton College Mental Health and Wellbeing Guide, available to all students via Google Classroom.

By Sophie Lunzer

WELLBEING DAY

On Wednesday 26th June, Brampton put together a truly amazing day to promote the wellbeing of the lower sixth students.

First, we had a few talks in the morning to talk about the environment. A group of our peers presented how they had successfully developed ways to help local businesses create sustainable solutions. As an added bonus, they even managed to get us 10% off at a variety of local food businesses!

Then a representative from The Warehouse talked to us about their challenges and efforts to be environmentally sustainable as a local non-profit. The Warehouse is next to Brampton and they specialise in a holistic approach to mental and physical wellbeing. We were lucky enough to have a taste of their all-natural smoothies and overnight oats which both received very positive feedback from the students.

Following this, we were incredibly lucky to meet a senior manager of the British Fashion Council. They talked to us about sustainable fashion, the issues with 'fast fashion' and their efforts to work

with a huge variety of fashion brands (including ASOS, Primark, Next and Chanel) to help make them more eco-friendly and sustainable. What I found particularly interesting was their current goal of 'circular fashion', which aims to create a closed loop system to reduce waste and maximise the life cycle of textiles.

We then got to choose two activities from animal petting, boxercise, dance, games, football mobility training, art, STEM experiments, floristry and self-defence to do for an hour each.

Self-defence class

We learned the basics of punching and blocking with our trainer Adrian. The session consisted of a step-by-step guide on the basics of boxing and some practice of light sparring. The class was enjoyable and informative, and even boxing beginners were able to spar after this one session.

Football mobility session

We were given walkthrough demonstrations of key exercises by a qualified Chelsea fitness coach.

He took us through exercises focused on agility and strength when playing football. Everyone really enjoyed the session!

Art

We experimented with water colours, salt and bleach. We learned how to freely express ourselves using colour. It was interesting to see the many different ways you can create art. I particularly enjoyed using watercolours because you have less control over the way it moves so you can create many different pieces of art.





Boxercise

During the class we did a cardio style boxing workout. It was very high energy and overall good vibes. The instructor was amazing at keeping us all motivated in the heat. The instructor was kind enough to give us free membership to the workout app for a month, and her playlist!



Floristry workshop

Guided by a professional florist, Sadie, we started with a wet foam block (an oasis) and placed it in a pot to keep the flowers hydrated. The first plants we started with were the foliage, then we added some filler flowers. For this we had an option of lilac, dark purple, and white flowers. We then picked our focal flowers, and once again we were able to pick between pinks, whites, and purples to create our own flower arrangement. We were taught some intricacies of floristry, such as there should always be an odd number of focal flowers around the edge. It was a delightful activity, and, having never done floristry before, I was surprised by just how relaxing it was. It was such a good creative outlet and I came out wanting to continue floristry as a hobby.



Animal petting

'All about Anna's Animals' brought in a variety of animals for us to stroke and feed. There were turtles, bunnies, hedgehogs, guinea pigs, and a (very flexible) ferret! Being around animals has been shown to reduce stress and increase mental wellbeing so it was the perfect activity to do during this wellbeing day. Everyone was grinning ear-to-ear throughout. I could feel the joy, excitement, and relaxation of everyone in the room.



We finished the day with an informative and engaging sexual health talk with a professional from the organization, Brook.

I felt that this day summed up the year at Brampton brilliantly. We have had a particular focus as a

college this year on environmental sustainability, and mental health and wellbeing - including talks on climate change and bake sales raising money for YoungMinds and awareness for mental health. Wellbeing day brought these themes all together, creating a really informative, inspiring and relaxing day which was a whole lot of fun!

This was Brampton's first Wellbeing day, and safe to say it was a huge success. We feel that it was an incredible opportunity, and we are so grateful to the College, in particular to the teachers Mary, Zhara and Lindsay for organizing a truly memorable day.

By Sophie Lunzer, Ava Grossman, Dhruvi Shah, Zahra Ahmad, Ali Karimbhai

PUT YOUR 'SELF' BACK INTO 'SELF-CARE'

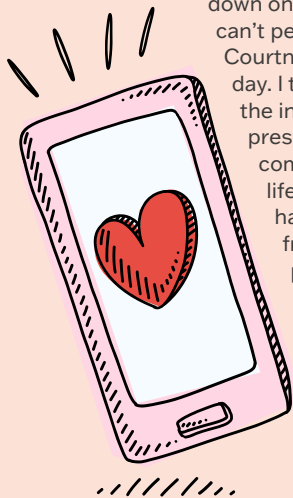
Self-care is a phrase you've definitely heard more than once; if not from your own mouth, then from a family member or a friend. In other words, self-care is becoming an undeniable part of our lives.

How did it even become popular in the first place? As with most things in our modern era, the idea of "self-care" was propelled by lifestyle content. From Monet McMichael's YouTube channel to Nara Aziza Smith's TikTok, snippets of a person's life are not at all hard to find - "chill" routines, vacations, and of course, self-care days are all types of content that fall under the category of lifestyle.

The result? People become influenced, and start to embark on their own journey to find their self-care routine. A lot of people heavily take inspiration from these creators, following the 32-step shower routine and the strictly-bananas-and-oats breakfast recipe that they're shown.

I've even found myself trying to adapt what I see in videos to my own Sunday rest, and feeling upset when I can only manage a gua sha and a charcoal facemask, so the purpose of this piece isn't to look

down on people that can't perfectly mirror Courtney Adanna's day. I think that the increased pressure that comes from lifestyle content has distracted from what the purpose of self-care is.



Also, while some of them may really find solace in their banana and oat breakfasts, it's worth noting that a lot of these content creators are being paid to show this pristine, edited version of the days they take to relax.

Lifestyle content is a nice way to get ideas when you're in a routine rut and looking for something to change up your weekly schedules, but it's not to be used as an instruction manual for life, whether it be self-care, studying, or even how often

♥ love ♥

yourself

you use the stairmaster at the gym. Everything you do, in all aspects of life, should work for you, so never feel bad about your self-care day looking different to your favourite influencer.

By Sade Smith



'Lifestyle content is a nice way to get ideas, but it's not to be used as an instruction manual for life'

EXPLORING THE STRENGTH OF A DIFFERENT KIND OF MIND: THE AUTISTIC BRAIN

A book review of the *'The Autistic Brain'* by Temple Grandin and Richard Panek

Temple Grandin is a professor, best-selling author and animal behaviourist. While Grandin is, at face value, a scientist, there is another aspect of her identity crucial to understanding the origins of this book. At the age of 12, Grandin was diagnosed with autism, despite it initially being labelled as brain damage.

Grandin starts by describing her own personal experience of being autistic, particularly in the early stage of her diagnosis, and her traits - inability to speak, destructive behaviours, sensitivity of physical contact, fixation on spinning objects - all of which scream autism, but were missed.

Grandin also focuses on the experiences of nonverbal autistic people, a group wildly misunderstood and underestimated. Tito Rajarshi Mukhopadhyay and Carly Fleischmann both discuss the sensory difficulties they experience during conversations and their experiences with sensory overloads - how when overwhelmed by sensory stimuli, they have what many would describe as 'temper tantrums' or the other side of the spectrum, being 'unresponsive'. Grandin uses this concept of 'acting self vs thinking self', which essentially describes one's internal experience compared to one's external presentation. This demonstrates that simply because someone is unresponsive or struggling to communicate, that does not signify lack of intelligence or understanding.

Something I found very useful was the technique of how to cope with sensory overload, some of which I incorporated into my own life. For example, the use of deep pressure

to help desensitise, or prioritising sleep as auditory processing problems are worsened by sleep deprivation. I learnt that the hard way after having two hours of sleep, and all it took was someone dropping a fork to send me into a complete overload.

I particularly enjoyed the focus on research. For example, the significance of neuroanatomy in the context of autism, and the way in which one's brain overdevelops certain regions to compensate for the lack of development in another, a trait typical to autistic brains. The research around the differences in neuroanatomy enable scientists to start attempting to diagnose autism using neuroimaging tools, most notably MRIs. This would be extremely useful, especially when it comes to early diagnosis in young children so that they can access the help available.

She also explored the hidden gem that is music therapy. I'm sure most people would know that music can definitely impact one's state of mind, whether you need a bit of Queen to hype yourself up before a presentation, or some Conan Gray to get you out of bed in the morning. Autistic people are no different! Music-based interventions have been 'underutilised' in terms of facilitating speech output. A 2005 study analysed data from 40 autistic people who had undergone two years of music therapy, and all showed improvements in language and communication. So if I'm constantly wearing headphones, now you know why!

My favourite thing about the book was how it deconstructs the stereotypes and assumptions about autism. For example, I was watching a film

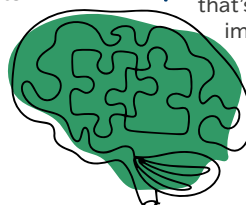
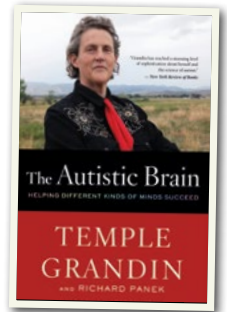
at the cinema and the main character did something that compromised his team's efforts, and I heard the person behind me say 'God

he's so autistic'. At the time that comment made no sense to me, I was confused as to how someone making a dumb decision equated to them being autistic, especially seeing that autistic people tend to have an above average intelligence. But I've started to hear it more and more, which made me realise there is such a negative connotation around autism, and people have so many assumptions about it that simply aren't true.

Even among researchers, we have only really scratched the surface of what it really means to be autistic, especially among females who tend to present differently as they tend to 'mask' a lot better. This lack of research can make it not only difficult for others to understand you, but also for you to understand yourself, which is why I want to study it at university and beyond.

This book was also of particular interest to me as I am currently in the process of being diagnosed with autism. It's a relatively new development and it's a part of my identity I have yet to explore and learn about. I cried with happiness at several points in the book, simply from the relief I felt that other people thought the same way as me, and that there wasn't anything 'wrong with me', and most importantly, I wasn't alone. I think that's why books like this are so important; it's not just about the research, but also the sense of community it provides.

By Annabelle Bowman



MODERN FEMINISM 101

“Each time a woman stands up for herself, without knowing it possibly, without claiming it, she stands up for all women.” Maya Angelou



How far has feminism actually come?

Given the events that have occurred over the last 150 years, you would think that the feminist movement has come a long way, which arguably, it has. From the suffragette movement, resulting in the right to vote, to almost equal pay for both genders. However, despite these successes, it is clear that the global expansion of social media has drastically slowed down the progress of feminism.

Social media and its impacts on feminism

Primarily, it is important to highlight the constructive nature of social media in feminism. Social media acts as a unique bridge that connects women across the world, which allows them to voice their concerns and stand up for the injustices that unfortunately still exist. Social media was the main catalyst that converted traditional feminism to modern feminism. It's allowed an increase in awareness about the real challenges that millions of women face such as equal pay in the workplace, the right to an education and in particular protection against sexual harassment and assault.

“I'm a feminist because I've known sexism since I was 8 years old.” - Emma Watson

An extraordinary woman and actress, Emma Watson, who stood against the difficult and dehumanizing challenges that arose from her rising fame, is an iconic example of one of the many women who have set out to fight on the frontline for those who are unable to avenge themselves.

She has had an impressive career which started at the young age of 10 years old. Her fame exponentially rose after starring in the *Harry Potter* series. However, an even more impressive achievement is that she is now the UN Women Goodwill Ambassador. Watson uses her social media platform to advocate all sorts of issues and movements. For example, she advocates her HeForShe movement and encourages her millions of followers to join and support the movement.

Her passion and determination to bring about change has inspired many young women, providing them with a glimmer of hope for a better future for them and the generations to come after them. Emma Watson's work is evidence of the powerful impact of social media as the HeForShe movement registered over 2.1 million online commitments worldwide and the campaign even managed to outlaw child marriage in Malawi.

Despite social media having a vast positive impact in the world, it also comes with horrendous side effects. It's well documented - the mental pain, vulnerability and havoc that adults and teenagers experience after being exposed to impossible beauty standards that are advertised across all platforms. A study found that about 65% of students were in the normal-weight range, but only about 54% perceived themselves as 'about the right weight'. This highlights how female teenagers encapsulate false images and internalize them, which often leads to harm to their body image, mental health and self-esteem. Social media has the capability of touching the hearts of billions and completely altering their lives for the better, however, it also

has the destructive capabilities of demolishing, corrupting and utterly butchering the innocent, developing minds of many teenagers and even adults.

I believe this displays how there are gaps that still need to be filled and how the feminist ideology is constantly challenged as the world grows and develops. As a teenager in the 21st century, I am extremely grateful for the strong and passionate women before me who have bravely fought battles so that I can get basic human rights which would've been way out of my reach around 100 years ago. I am very proud of how far feminism has come and I intend to be a part of filling in those gaps.

By Dhruvi Shah



THE DARK, UNHEARD SIDE TO THE FASHION INDUSTRY

Everybody wants to look glamorous and feel confident. The presence of social media acts as a catalyst in increasingly fast fashion. We, as a modern generation, religiously follow the fashion trends set in place (vastly by social media influencers) and we succumb to these particular fashion senses. In particular, adolescents and young adults are wholly consumed by social media and how they are presented in their platforms amongst their friends and peers. They blindly follow these trends in order to fit in and feel accepted. Despite these reasons, fast fashion is a problem; it is a large contributing factor in the destruction of our beloved world and it is also destroying the lives of thousands of labourers.

Humans purchase around 56 million tonnes of clothing per year and this is estimated to increase to 160 million tonnes by 2050. This drastically increases production, making fast fashion the second most polluting industry, responsible for emitting between 4-5 tonnes of CO₂ annually (this is 8-10% of entire global CO₂ production). Furthermore, in a report produced by the IUCN (the International Union of Conservation of Nature) looking at primary microplastics, it was evident that almost 2/3 of the 15-30% of the plastic released into our ocean, stems from the washing of synthetic textiles. More than half of these textiles are non-recyclable, thus, they must be burnt or stored in landfill sites.

How can we slow down the progress of fast fashion?

Firstly, we must swiftly slow down our consumption which consequently, will slow down production. To do this, we can start buying second-hand clothing and



we should start donating the clothes that we don't use. Moreover, we must start advocating the production of clothes with more sustainable materials, therefore enabling them to later be recycled or upcycled.

It gets even darker...

Once we set our eyes on affordable and cheap prices, we fail to consider all the ethical issues surrounding our purchase. The production of your cheap, colourful, flowery dresses takes place in countries like India, Vietnam, China, Bangladesh etc., with extremely cheap labour working in abysmal conditions. 170 million children are employed by the fashion industry. All these children are deprived of their education, they are deprived of their mental/physical wellbeing and they are deprived of their basic human rights. These innocent children are forced into employment with high hopes on the false promises given by their employers.

We are privileged. We have the power to change this and to give those children a better future, yet we blindly follow and encourage these corrupt brands. So here's how you can help:

- **Do your research!** Stop buying from brands that don't tell you where their clothes are made. Avoid the brands that have unusually low prices, these

are likely to use cheap labour. Furthermore, look for third-party certificates such as fair trade international, better cotton initiative or fair wear initiation.

• **Breaking the cycle of poverty.**

Education is a significant factor that can aid in breaking the cycle. If children acquire the necessary skills and basic knowledge, they can gain access to better employment that will pay them higher wages. This gives them an economic opportunity, which allows them to fund their basic necessities.

To fund their education, you can donate money to organisations such as UNICEF and there are even volunteering programmes that you can get involved in.

• **Educate yourself and others.**

Many people are unaware of these unethical, horrendous and illegal activities. Use your social media platforms to expose these unlawful actions.

The fashion industry is brutal and manipulative. It continues to exploit young and innocent minds for undeserved and enormous amounts of profit. Just because we can't see something, doesn't mean it's not happening. We must step up.

By Dhruvi Shah



PRINCIPAL HOT SEAT



1. Describe yourself in 3 words!

Ready to go!

2. What was your motivation for becoming Principal?

I love working with young people and that is why I have stayed in teaching as long as I have. But I also love to see what is possible when like-minded people work together towards a common goal. Brampton has some brilliant people on its staff team and leading them to do their best work enables me to have the biggest impact on our students, about whom I care so much.

3. What has been the best moment as Principal so far? Has there been anything unexpected?

I'm looking forward to (and feeling nervous about!) my first A level results day as Principal when I'm hoping I will be able to share some joyful moments with our students when they collect their results. However, I felt most proud of the College recently when two of our students from first year A level organised an awareness day during Mental Health Awareness week. I was excited by their passion and dedication and I felt so proud that Brampton is a College that allows students opportunities to express themselves and take ownership of such important issues for the good of their friends and peers.

4. Why be Principal at Brampton?

If you love working with sixth formers and the opportunity to lead London's best sixth form College comes up, you don't turn it down!

5. Where and when did your passion for your subject begin?

When I was a sixth former myself (ahem... 28 years ago...), one of my biology teachers, Mrs Carter, loaned me a book called 'The Selfish Gene' by Richard Dawkins. I read the whole thing practically in one sitting. It made me realise what biology was really about and how fascinating the natural world can be. It was also the first time that I had been

challenged to consider the world around me in a different way and I am forever grateful to Mrs Carter for that. I have a copy of TSG on the shelf in my office if anyone would like to borrow it.

6. What have you learnt from your students?

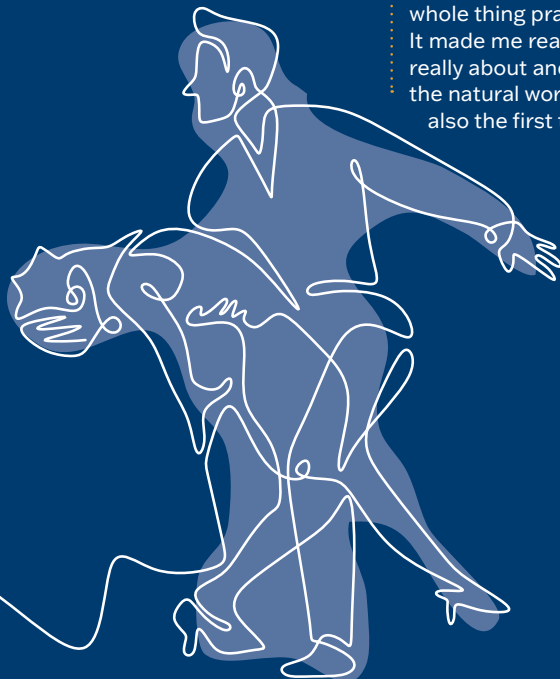
So much! But in recent years especially, my students have reminded me that success doesn't happen in a straight line and it's a product of how well you respond to setbacks. I'm inspired by young people who get knocked-back, diverted from their plan and suffer disappointment only to refocus, learn from the experience, and achieve even more than they ever thought was possible.

7. Tell us something your students would be surprised to find out about you?

I know how to dance the Argentine Tango... Really... I do... But I'm a bit rusty these days.

8. What's your party trick?

I'm an introvert and I don't like parties... But if you asked me to, I could name the hosts and champions of every men's football World Cup going back to the first one in 1930 (when Uruguay were hosts and winners...).



9. If you could have dinner with any person who ever lived, who would it be and why?

I recently learned that my Great Grandad on my mother's side fled from Ireland to Teesside (in the North East of England) in the early part of the 20th Century. When he arrived, he changed his name to Michael Collins (this was quite a controversial choice for an Irishman living in England at the time). I'd love to share a meal with him and learn more about his life, why he left Ireland and what it was like for working people like him in the North East at that time.

10. If you were the richest person in the world for one day, what would you spend your money on?

I think I'd take a first class flight to a mega city like Tokyo or Rio and put myself up in the best 5-star hotel I could find. Then I'd buy Middlesbrough Football Club and sign Harry Kane.

11. What's your favourite movie or book and why?

This might be recency bias, but I think it is the last book I read which was the first autobiography (she has two...) by the MMA fighter Ronda Rousey - *My Fight, Your Fight*. This isn't just a book about a sports career, it's an emotional rollercoaster full of lessons about life and striving to be the best version of yourself. I recommend it to anyone whether they're interested in sports or not.



12. What's your favourite joke?

Easy one. Its the one about the man who had an orange for a head.

13. What's on your bucket list?

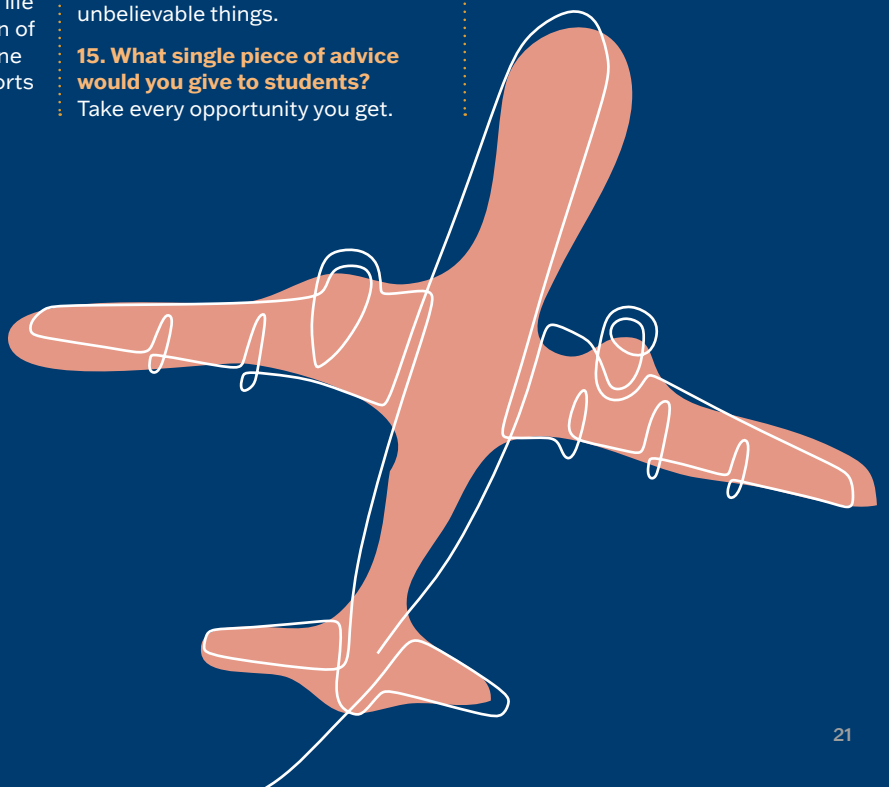
To watch the men's or women's football World Cup Final live in the stadium. I'd also like to have competed in the Western States 100 or Marathon des Sables, but as time goes by I'm happier for those two to stay in the bucket.

14. What's the best piece of advice you've ever been given?

Believe in yourself and you will do unbelievable things.

15. What single piece of advice would you give to students?

Take every opportunity you get.



BC ON THE GO! TRIPS THIS YEAR



HAMILTON THEATRE TRIP

The Politics Department organised a visit to the Victoria Palace Theatre to see Hamilton before half term. Twenty students across years 11 – 13 attended the performance and all were impressed. The smash hit musical lives up to all the hype surrounding it, even several years after it first premiered.

The performance, which still sells out every evening and matinee, was stunning. The play tells the story about America's fight for independence and the challenges faced by the founding fathers in forging out a new constitution and country. At the heart of the story is Alexander Hamilton, a flawed individual, who is brought down by hubris and is sadly shot and killed in a duel with Aaron Burr in 1804. The story, music and choreography is first rate and one is left feeling sorry for other musicals and plays which have to compete with it. A great night out was had by all!



A LEVEL GEOGRAPHERS BUSY ON FIELD TRIPS

GCSE Geographers embarked on a trip to Southend on 6th November to investigate coastal management and collect data on the impact of groynes at this location.

A cold but bright day allowed for students to practise field methods, beach gradient, groyne height and a sediment analysis was carried out. Students worked well in groups to verify their data and produce a coherent write-up of the findings.

On 16th November, the Geography AS students went on a trip to Stratford, London to investigate the impact and success of regeneration strategies. They carried out field techniques and collated data on the disparity in the area. 20,000 steps took them through the QEOP, on to Fish Island, Hackney Wick and finishing in Stratford New Town. Students worked well to investigate the theme.

ENGLISH LITERATURE STUDENTS WATCH MACBETH AT THE GLOBE

GCSE English Literature students enjoyed visiting Shakespeare's Globe Theatre just before half term to watch a performance of Macbeth, which is one of their set texts.

There was a great atmosphere in the theatre and all our students were very attentive and enthusiastic. Whilst some of them were surprised by the modern dress production and Lady Macbeth's fetching Marks and Spencer pyjamas, it was a wonderful teaching tool and has led to many productive classroom discussions.





STUDENTS HIT THE SLOPES IN ITALY!

During February half term, 17 students along with Nick Webb (Bursar) and Lindsay Jacobs (Assistant Vice Principal) visited Santa Caterina in Italy for a week of skiing. Elisa G tells us about the experience:

Skiing in Italy was truly an experience like no other. During our trip we progressed on the slopes with the help of our fantastic ski teachers who guided us through our skiing adventure. Whether you're a beginner or an intermediate, you will enjoy yourself regardless. Our days were filled with exhilarating runs down the slopes as we embraced the thrill of skiing. From mastering the technique of parallel turns

to conquering challenging trails, each moment was a testament to determination and skill. We ended our trip with a competition which really showcased our improvement over the week. We were also treated to a culinary journey through Italy's rich traditions, from pizzas and pasta dishes to decadent desserts.

We embraced the thrill of other winter activities, from the game of curling to the sensation of

'Italy 2024 created the best memories and I truly wish I could do it all over again!'

sledding down snowy hillsides, as well as enjoying the hot springs. Amidst the snowy landscapes and cosy evenings, we created great friendships, from shared laughter on the slopes to heartfelt conversations on the cable cars, we formed connections that will last a lifetime.

Our whole group had the most extraordinary time, and we can't thank Nick and Lindsay enough for looking after us all. Italy 2024 created the best memories and I truly wish I could do it all over again!



ART AND PHOTOGRAPHY STUDENTS INSPIRED IN NEW YORK

This October half term, the Art and Photography students went on a trip to New York City. For me, and most people included, it has been the highlight of my year so far. From the MoMA, to the Rockefeller Centre, it's hard to think how we managed to do so much in only four days!

One of the many highlights of the trip, for me personally, was going to the Metropolitan Museum of Art, also known as the MET. It is one of the world's largest art museums with a collection of over 1.5 million works of art spanning over 5,000 years, many of which have made a massive impact on the art world. For example, we were given the opportunity to see many pieces by Van Gogh, one of the most famous and influential post-impressionist painters of the 19th century. My classmates and I spent over two hours wandering through the seemingly endless halls of the MET, admiring the creativity displayed by these incredible artists, and even after the two hours was up, we had only managed to explore half of the museum, just because of how genuinely huge it is!

We also had the opportunity to go to the Museum of Modern Art (MoMA), which contains almost 200,000 works of art spanning over

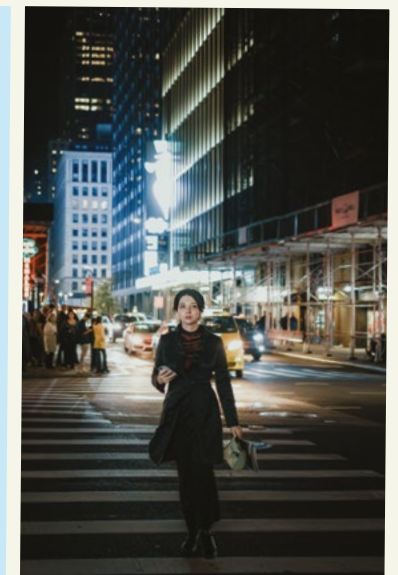
the last 150 years. We completed a workshop which involved us walking around the museum as a group and having very interesting conversations, analysing in depth specific paintings such as Water Lilies by Monet. I enjoyed it because it gave us a space to reflect on how certain paintings made us feel and record our response to them as well as learning about the different techniques the artist used. I found it incredibly interesting to see everyone's perspectives and how we all responded differently, with varied thoughts on the one piece. After the workshop, students were then able to roam and explore the museum freely for an hour and a half, which I really enjoyed, particularly the 1880s-1940s collection, including artists such as Picasso, Cézanne and Gauguin.



On another day, we explored the New York High Line exhibition, which used to be the train tracks running through New York. However it is now a sort of bridge that is surrounded with loads of small galleries, particularly of more contemporary, up and coming artists. I even got the chance to go to an exhibition of



All photos shot by Luca Tam,
A level Photography student.



Njedka Crosby who I researched at GCSE, so it was nice to see a familiar face! However, during this activity I had the unfortunate realisation that wearing leather Doc Martin boots was a terrible decision because I don't think I've walked that much in my entire life – so note to anyone planning on going to New York, wear walking shoes!

The most magical moment of the trip was definitely walking across Brooklyn Bridge at night, and seeing all the city lights. It was honestly surreal. I've seen some of the photoshoots that came out of it from the photographers, and the results are genuinely incredible. However it's something that no matter how many pictures you see, it will never measure up to how it feels seeing it in person.

So overall, was the eight-hour flight and jet lag worth it? Yes, absolutely. It's definitely an experience I'll never forget. Whilst the aim of the trip was to get inspiration for A level, I also found that I bonded more with my classmates. People who I was almost strangers with beforehand, have literally become my best friends.

By Annabelle Bowman

ENGLISH STUDENTS LEARN ABOUT MEDIEVAL ENGLAND IN CENTRAL LONDON



On the 6th of June, English AS students ventured into central London to gain a deeper understanding about Chaucer and the Medieval world in preparation for starting to study Chaucer's 'A Merchant's Tale' next academic year.

We began the day at the Victoria and Albert museum's Medieval gallery. The idea was to gain inspiration for the projects we will be completing over the next few weeks on Chaucer's Medieval world, where we will create presentations on an area of his world that interests us most.

Before coming on the trip, we all had a vague idea of what we were interested in - some of us felt compelled by the role of women in Medieval England, I was personally fascinated by the truth about their hygiene (turns out they weren't as dirty and unhygienic as we all thought they were!). The aim of coming to the gallery was not only to learn more about their society, but to help us find a particular topic that we wanted to explore further.

The artefacts were nothing short of awe-inducing. I was particularly struck by the fact that almost every item had some sort of religious decoration and symbolism, teaching us that in our projects we must consider how most aspects of their lives were led by religion.

A highlight for me was the opportunity to take brass rubbings with paper and pencil of some Medieval art, not to mention the ornate and eye-catching enamelling that adorned many items. This is something I will definitely remember for a long time to come.

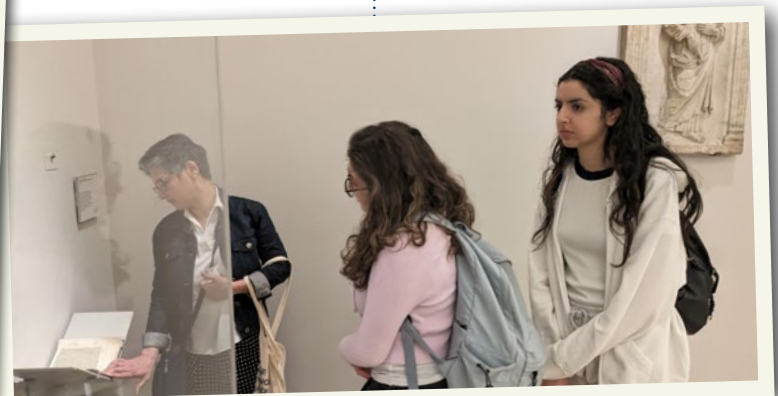
I came back from the trip realising just how much of what I thought happened in Medieval times was actually not true, and this inspired me to do my project on debunking myths and stereotypes about Medieval England!

We then travelled to Southwark Cathedral, which would have been the Parish Church at the time when Chaucer lived and worked nearby, and in which we saw the tomb of a contemporary of Chaucer's.

We finished our day visiting the George pub on Borough High Street, commemorating that this is the closest one can possibly come to sitting where the Pilgrims in *The Canterbury Tales* would have begun their journey in *The Tabard Inn*. This ended a memorable day out and a fantastic introduction to Chaucer's Medieval England.

Walking through Borough market, a market that has been there since Chaucer's Medieval England, we were walking around the same places as people we will be reading about. This was such a unique and invaluable experience and one we are incredibly lucky to have had.

By Sophie Lunzer



GEOGRAPHY AND BIOLOGY FIELD TRIP TO THE SEASIDE

Today we went to the beach to carry out scientific research. Both biology and geography classes attended.

Although it was a mandatory subject trip, it felt more like “a fun day at the beach” trip. We collected sea shells and had lunch in front of the beautiful vast ocean. At the end we treated ourselves to ice cream. In the bio side of the trip, we made a large transect line to calculate biodiversity. I think that going to the beach made an ordinary task more fun and enjoyable thus making it more memorable. Overall, it was an extremely fun bonding trip, 100% recommend!

By Dhruvi Shah



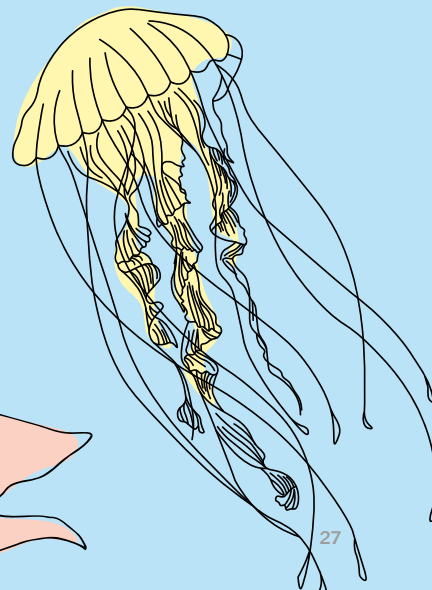
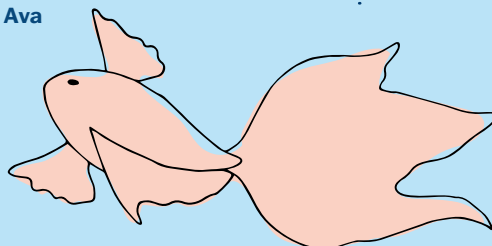
A TRIP TO SEA LIFE

On the 14th of June the lower sixth Sociology class went to Sea Life to celebrate passing their end of year exams.

Sea Life consists of around 500 different species of fish from all over the world and is divided up between 14 themed zones, with the main creatures being sharks, penguins, coral reef fish, turtles, seahorses and jellyfish. There were many interactive zones including, domes to stand in, jellyfish video

games, and a VR experience of the ocean! We spent around three hours walking around and looking at underwater creatures, which was a fascinating and amazing experience to celebrate the end of the year after all of our hard work.

By Ava



TEACHER HOT SEAT



1. Describe yourself in 3 words!
Vivacious, passionate, adventurous.

2. Where and when did your passion for your subject begin?
My dad suffered from a mental health disorder and as a child I would try and read about the brain's influence on behaviour and wellbeing: how chemical imbalances could lead to an altered sense of brain function and how this knowledge could produce successful treatments. This reading and research formed the foundation of my interest in the scientific world, in particular human biology.

3. Which part of the subject interests you most?
Anything to do with human biology.

4. What's the best part of teaching? And the worst?
The best part of teaching is the symbiotic relationship I form with the students. The benefit they get from my contribution in influencing and shaping each student's future in a meaningful way – but also these interactions continue to enable my own personal growth...

Worst parts: I get so emotionally involved, often I feel *I'm* doing the exam – so I find it hard to switch off.

5. Why teach at Brampton?
I came from a pretty regimented school. Everything was dictated, down to who you could sit with at lunchtime. It was so robotic, and every teacher had to have the same teaching resources. This

completely went against my own teaching philosophy. If you don't have diversity, how can you promote creativity or entrepreneurship? It stifles individuality. So when I read about Brampton's 'every student matter's' ethos, I was drawn to the autonomy we as teachers have.

Brampton gets that each student learns differently, so teachers are encouraged to adapt their teaching methods to meet individual needs. The outcome isn't a group of robots, but young adults who are ready to take on the world around them! This for me is EVERYTHING!

6. What have you learnt from your students?
I see how they develop when they are faced with new knowledge and experiences, and I've learnt that I never want that to stop in my own life... :)

7. Tell us something your students would be surprised to find out about you?
10 years ago I was diagnosed with a neurological condition that left me unable to even walk down the road. Today I box twice a week and swim and run a couple of times a week too. I chose to not take 'you can't, you won't' as an option!

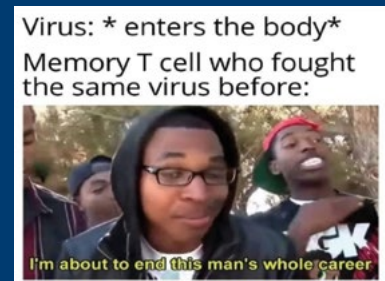
8. What's your party trick?
I'm super hypermobile so can bend my fingers backwards to touch my arm!

9. If you could have dinner with any person who ever lived, who would it be and why?
Ronda Rousey, born with an umbilical chord around her neck, suffering brain damage and not being able to speak her first words until she was six. Her father committed suicide when she was eight. This woman grafted. She used her pain and suffering to become a judo champion and paved the way for woman in mixed martial arts. I find her fascinating: she is real, she is tough, she is successful, and I think someone I look up to. She has the values I understand and want my children to have.

10. If you could have one superpower, what would it be?
To make everyone happy... I don't think we do 'happy' enough in life.

11. What's your favourite biology fun fact?
The human body is constantly renewing itself. Every seven or so years, most of the cells in your body are replaced, meaning you're essentially a new person!

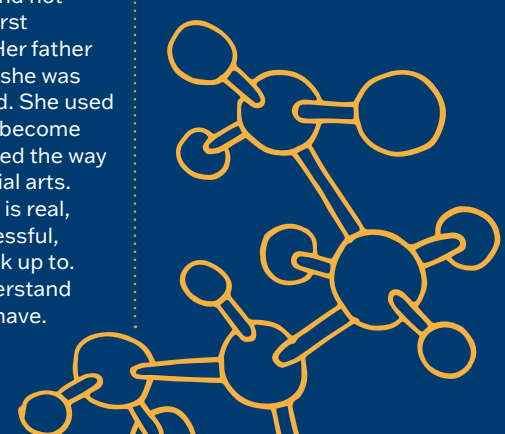
12. What's your favourite joke?
I don't have a fun Biology joke but love this meme...



13. What's on your bucket list?
To see my children get married and my husband turn grey! Travel and visit every continent. Learn the piano and guitar – actually I've just had my first piano lesson!

14. What's the best piece of advice you've ever been given?
Every setback is a setup for a comeback.

15. What single piece of advice would you give to students?
Never stop celebrating you! Embrace your uniqueness. Accept your flaws and use them as opportunities for growth and learning.



80TH ANNIVERSARY OF D-DAY

June 6th, 2024. Gold Beach, Normandy

A brisk but silent wind crept around the French sands. Gingerly, he edged towards the seafront, his 'War' and 'Defence' medals beaming like the sun above him and his cane softly dragging behind him. The sea gently lapped against the large gathering of stones, seeping into the miniscule craters left by the shining silver minerals. He grimaced as the memories began to seep into his mind. The screams. The agonised cry of "Mother" chorused by the hundreds of surrounding soldiers amidst the symphony of terror and fear. "We were just boys", he whispered, his wrinkled eyes glistening. "We weren't men we were just boys."

June 6th, 1944. Gold Beach, Normandy

He shook violently, clutching his rifle so tightly that his hands turned ghostly white. As did his face. The colour and emotion had been removed from it.

The torrential rain pricked at their exposed necks whilst the wind had forcefully grabbed their landing craft. They swayed back and forth, resisting falling over from the sheer weight of their kit on their backs. Towering clouds of smoke were followed by short, angry bursts of flames across the beach. Limbs and sand were flung upwards in the distance. Bodies as far as the eye

could see, lay miscellaneous on the beach ahead.

Prayers and pleas were muttered and religious symbols were kissed. That was if they could so much as move their mouths. Clasped tight or wide open. Vomit flew out of the mouths beside him as tears and icy-cold rain dropped down their ashen faces. The further they went, the darker the water became; dark and flushed with blood.

His comrades thumped against the side of the craft as they floated face down. Some had enlisted together. Grown up together. Fought together with the proud thought constantly in the back of their minds of how they were serving their country, and freeing Europe from the Nazi grip. Months of training for this battle, and for some it would be over for them in seconds. The landing craft shuddered to a halt as it made contact with the sand. Like lambs to

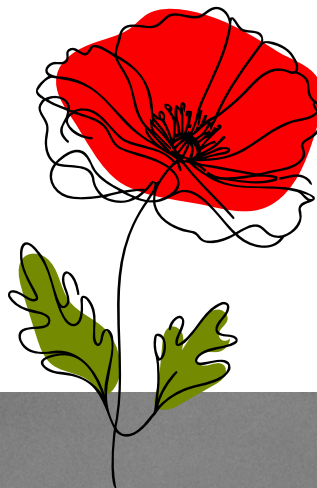
the slaughter, they clambered out to meet the barrage of bullets.

The gut wrenching, constant sound of machine gun fire hissing past their ears and thudding into the sand. They were accompanied by the frequent explosions of land mines. In desperation, he scoured the beach for his Sergeant. He was his leader, his example.

His Sergeant was crouched behind the hull of the steel vessel. The Sergeant's cry of "For King and Country!" rang amongst the chaos. Patriotism was etched onto his face. His bloodshot eyes were narrowed towards the end of the beach as he began his charge forwards. He had not even made it two metres on to the beach before he stepped on the landmine. His body was torn and thrown in all directions and in mere seconds, his Sergeant was no more. He didn't have time to mourn. All he could do was keep on running.

One hundred and fifty thousand allied soldiers stormed fifty miles of Normandy's fiercely defended beaches. There were ten thousand Allied casualties of which four thousand four hundred were killed on June 6th, 1944. It is estimated that there are less than one hundred D-Day veterans alive in the UK ageing between 97 and 103. Listen to their stories and remember their sacrifice.

By Jonathan Stein



2024 IN PHOTOS





Photograph by Luca Tam



BRAMPTON COLLEGE

Lodge House, Lodge Road,
Hendon, London NW4 2BF

Tel: 020 8203 5025

bramptoncollege.com

Admissions: Pam Glenville
pam@bramptoncollege.com

Design & print by Datum | datum.agency