



CONTENTS



Head to Head	.....	4
All These Vaccines	.....	6
Lockdown Food	.....	8
Yogis	.....	10
Running King	.....	11
A Look Back at the F1 Season	.....	12
Hajj in COVID	.....	13
Cpt. Tom A Tribute	.....	14
Investin Careers Talk	.....	16
Subject Options for GCSE	.....	17
National Careers Week	.....	18
Mental Health Talk	.....	19
Mars Mission 2020	.....	20
Concept Design	.....	22
Has COVID aided Technology?	.....	24
Beggin Lockdown Project	.....	25
Interview With Mr Giffen	.....	26

THE FIRST LEGG



STAR OF THE WORD



Hello everyone, I hope you had a happy Easter. Welcome to the first ever edition of 'The Last Legg'. My name is James, I'm in Year 12 and an Assistant Editor for the Publications Committee. Since joining the committee in Year 8, I have strived to maintain, improve and build upon the amazing magazines we produce. After some R&D, I came to the conclusion that 'The Word' was missing a few key-features that other magazines had. Lo and behold we have resolved this and have introduced an interactive contents page to make navigation easier for our readers. If you have any suggestions, or improvements we could make please email us at: publications@agsb.co.uk

Since moving to remote learning last March, we have faced challenges during the magazine's production. I am incredibly proud of everyone in the committee as they have overcome many obstacles to ensure we continue to produce such high-quality publications. In this edition, we have a variety of articles ranging from a review of the F1 season to an inspirational article from Mrs King. Enjoy your reading!

James Legg
Assistant Editor

I have been very impressed with the articles in this edition; however one in particular stood out to me from the start - *All these vaccines*. This article is written to such high quality and gives a really good insight into what is in these incredible vaccines. T Ariyo is a Year 8 pupil and I have been very impressed with the quality of articles he has produced. He is now a very valued member of the committee and his potential shines through.

HEAD TO HEAD



A very warm welcome back to readers of The Word. "It always seems impossible until it's done". This quote from Nelson Mandela has resonated with me throughout the Spring Term 2021. The term began with boys studying online as the national lockdown continued but by mid-March we had returned to classrooms, the sports pitches were full of happy faces, music was being played and much more was going on across the School. Throughout the term we have seen the whole School community stay strong, support each other, and adapt to an ever-changing landscape. Despite the fact that we have had to endure another unique term, this edition of the Word still serves as a record of the breadth and level of the boys' interests and achievements.

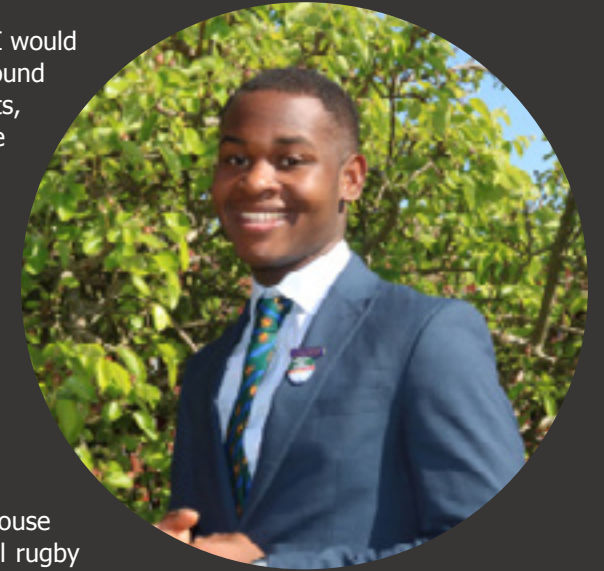
At midday on Tuesday 25th March the School observed a minute's silence and reflected as a community on the past year's experiences in the anniversary week of the Prime Minister's fateful requirement that we should all "stay at home, protect the NHS and save lives". Since January, it has been far from business as usual, however, boys and staff have found a way to continue, not only in terms of teaching and learning but also in a broad range of activities beyond the virtual and physical classroom. Overall the term has been a triumph of dedication and teamwork across the School community, and I thank everyone for their individual and collective contribution.

In what was a tougher year than usual for Oxbridge entry, we are delighted to confirm that 13 of our 6th formers achieved Oxbridge offers for 2021 entry. This is a great achievement for the students and a milestone moment during their Sixth Form years. The process for preparing these applicants is a structured one that is driven by our Head of 6th Form – Mr Murray. The entire process requires a great deal of energy and effort from a wide range of teachers and considerable focus, dedication, and enthusiasm from the applicants themselves.

The strength of our pupils working together to address an area of common concern has been evident throughout this term, with pupil-led assemblies focusing on anti-racism, LGTBQ+ History Month, the tragic death of Sarah Everard and the renewed and vital focus on the safety of girls and women. Boys and staff have been reflecting on how we can celebrate diversity, and promote true equality in our daily lives. For the AGSB community, we have to accept that problems in society are real and will not be resolved without changes of both behaviour and attitude.

I think everyone is looking forward to when life will start to get back to normal. It is exciting to think that we might be able to relax some of the restrictions by the end of the Summer term. We are planning various in school events for July to try to give some impetus to the end of the school year. I wish all the AGSB community the very best for the term ahead.

Head Master



Undeniably, it is a bittersweet feeling writing this. I hardly thought I would be writing my last 'Head to Head' so soon. Instinctively when I found out I was going to be Head Boy, I envisioned a year full of events, assemblies and most importantly new flatscreens and sofas for the common room. However due to the pandemic, this year turned out to be one like no other. Virtual became normal and that challenge gave us the freedom to be creative. Alongside the staff and leadership teams, I was able to diversify our assemblies and make a head start in tackling important issues such as racism, mental health and healthy lifestyles. The introduction of the anti-racism pledge, coupled with changes to the curriculum and inter school projects highlighted how this year in addition to educating ourselves, we have implemented change. I am sure this is just the start, and I am honoured to have been a part of it.

I have had so many special moments at AGSB, from winning the house shout, talent show and mock election and being part of successful rugby and basketball teams. The experiences I have had at AGSB have helped me grow academically as well as personally and I'm grateful for all the opportunities I was given. There is a real togetherness about the school and it was inspiring to see that bond with the Old Boys as well. I remember when talking to Feran about making a cover Madcon's Beggin', I can assure you neither of us anticipated just how many old boys and pupils would get involved. Despite having gone their separate ways, it was truly special to see how AGSB boys both old and new came together through music.

A lie in on Saturdays and not having to get my planner signed may look a bonus now, but I'm sure I will look back at my time here and miss the little things. It's been an honour to serve as Head Boy, alongside the leadership team and Head Master, Mr Wright. On behalf of year 13, I would like to thank all of the staff. Whether it was extra intervention sessions or proofreading our personal statements, you always offered support. All your efforts are greatly appreciated.

Finally as we start this final stretch, don't lose momentum, finish strongly and as always enjoy it!

Belema Briggs

"13 of our 6th formers achieved Oxbridge offers for 2021 entry"

ALL THESE VACCINES

"We say with caution, the magic has started." These words spoken by Eran Segal, a scientist at the Weizmann Institute, marked the 'beginning of the end' of Israel's Covid-19 struggle, but the vaccine initiative has spread beyond those borders and has caught the world in some sort of 'Vaccine Fever.' During the height of the pandemic there were 23 biotech companies developing vaccines, ranging from bigger companies such as BioNTech and AstraZeneca to relatively smaller ones such as Altimmune and Heat Biologics. But now, there are 3: Moderna, Pfizer and Oxford, all of which released credible, effective vaccines between November 2020 and January 2021. With this, however, comes issues. Which one should we trust? And which one provides the best response? In short, which one is the best?

In order to understand these vaccines, we must first understand Covid-19's biological composition. By now, we all recognise the familiar 'spiked ball' shape that Coronavirus inhabits. Those spikes are protein, and these proteins attach themselves to our cell's receptors (the place where cells recognise (and take in) signals and other molecules). When these spike proteins attach to our receptors, the Covid cells input their genetic code into our cells. Whilst this happens, your body is unaware and carries out the instructions from the genetic code of the Covid cells. Once one cell is infected, the others follow, and they begin to multiply and cause infection. A vaccine's responsibility is to trigger something known as an 'immune response', which helps the body recognise and deal with future infection of the virus in question. Now that we understand what Covid cells do to the body and how a vaccine prevents this, we can explore how the three leading vaccines are effective against COVID-19.

Firstly, the Oxford-AstraZeneca vaccine is the least effective of the three, with it only being 76% effective after the first dose and 82% after the second, though it has been regarded by the NHS and HM Government as "highly effective". It works by injecting the genetic code of the spike protein and a weakened virus cell into the body. Once they attack the cells in the body, they are harmless, but they will cause your immune system to release antibodies, which are Y-shaped proteins which lock onto and attack foreign invaders in the body. This means that the human body will now identify Covid 19 and attack it if issued with this vaccine. A good thing about these vaccines is that they can be stored in a refrigerator, making it much easier to distribute as opposed to the Pfizer vaccine which must be stored in extremely cold temperatures (-70°C). The Oxford-AstraZeneca vaccine also has some cons though. Many countries such as Germany and South Africa have either stopped roll-out altogether or are limiting access to the vaccine, with some raising concerns on whether the vaccine is safe for the elderly or effective against new variants. However, the Government is insisting that it is effective against the South Africa variant and is constantly being altered to keep up with the continuously mutating virus.

On the matter of the Pfizer and Moderna vaccines, they are different to the Oxford/AstraZeneca vaccine and are classified as an mRNA vaccine. mRNA stands for Messenger RNA and describes a single strand of DNA which tells the cells how to make a protein, similar to your cells reading and following a recipe in a cookbook. These types of vaccines target the part of the cell that makes these spike proteins and thus does not need to alter them for the vaccine to work, like the Oxford/AstraZeneca vaccine. Once this mRNA is inside the body, the cells read it and make Covid spikes of their own, alerting antibodies and T-cells to foreign invasion, creating an immune response. The Pfizer and Moderna vaccines are much more effective against COVID-19 than the Oxford/AstraZeneca one, both proving to be 94% effective, 12% more than the Oxford/AstraZeneca vaccine. That is a big advantage of both these vaccines, but they also have their drawbacks: there were widespread claims of 6 deaths during the Pfizer vaccine trials on social media, 2 of which were sincerely due to the vaccine itself. The Moderna vaccine is also reported to have caused Bell's Palsy in its recipients, a condition that causes the temporary paralysis of the muscles in the face. Either way, these vaccines are still incredibly effective against COVID-19.

Some are opposed to the idea of taking any of these vaccines at all. In fact, a study conducted by the University of Oxford involving 5,114 adults shows that only 72% of adults will take any form of vaccine at all in England, a statistic that shows the reluctance of some of the population. Mainly, this is due to the visible side effects of the vaccines and the fear that they may experience some unpleasantness after receiving their dosage. However, these people are forgetting that only 3% of elderly people (the most vulnerable people in society) experienced any side effects after the first dose and only 21% after the second dose, the number being significantly lower within younger populations. So, medical professionals and governments are urging the people to involve themselves in this initiative because there is less harm than good involved.

In closing, the vaccine initiative is one of the most revolutionary initiatives in the history of medicine. It shines a true spotlight on how far mankind has come from Edward Jenner's humble, Smallpox beginnings in 1796 and how well our scientific knowledge has developed. This is by far the quickest vaccine developed in human history, over 3 years faster than the previous record holder (mumps, in 4 years). In response to the question posed above, there is truly no "best vaccine" as all are effective to reasonably high standard and whether we like it or not, they have removed the barriers at the end of the tunnel and we are very quickly approaching the light.

T Ariyo

(All information accurate at time of writing)



LOCKDOWN FOOD

Over lockdown our pupils have been enjoying cooking at home for their families and sharing photos of their tremendous achievements with their teachers. We have also laid on the much anticipated 'cook along' with Food and Nutrition teachers should pupils choose to join in.

Year 7 have been making savoury scones, soda bread, fish goujons, stuffed peppers most recently humus and pitta bread. Year 8 have been embracing their Latino side by making fajitas, frittata. Then moving to Asia for Thai butternut squash soup and back to Europe for pasta bakes. We may not be able to travel on a plane, but we can travel with our food.

Year 9 have made winter warming Cottage pies, fresh bread, fresh pasta, roulades. Xandar's homemade pasta with Shin of Beef looks good enough to eat. Whereas Max made a Swiss roll which looks good enough for 'Marks and Spencer's'. "This isn't any Swiss roll....."

Year 10 have been preparing for next year's GCSE assessment by making fruit tarts using homemade sweet pastry and custard. Their final tarts will be entered into the nationwide Futurechef competition - fingers crossed we produce a winner!

Year 11 have been working hard on their non-examined assessment and practicing their final menu they will make in the three-hour practical back in school.

We have also had pupils from all year groups making mindful focaccia breads and Yorkshire puddings! With both Harry and Tom making it a family affair with their creative Focaccia. Valentine demonstrated his creative side using seeds, herbs, olives and vegetables to decorate his bread, a true artisan of food.

As Susan J Noonan MD so rightly states:

"Feed your body, feed your brain. It sounds a bit of a cliché, but it's a very important concept. Our brains depend on the nutrients from a balanced diet in order to function optimally. This function includes managing our emotions and our mood disorder. Remember that one of the basics of mental health involves following a good nutrition plan".

In a period of lockdown, the chance to unwind and relax should be embraced as much as possible. More information about the article can be found [here](#).

E King



Smarter than the average..... Oh hang on this is a different type of Yogi. When I first saw Yogis on Mrs Gordon's email my mind went back to my childhood Yellowstone Park and Ranger Smith. However, this referred to the FREE Yoga sessions being run by Mrs Gordon throughout the last lockdown period.

I must admit that I had not done a downward dog since Mrs Haggerty left two years ago, but the chance to get back on the mat was too good to miss. In this version of Yogi there is no Boo-Boo, except when Mrs Gordon's Mum rings during a session, just a collection of students and staff coming together to spend an hour to reflect, be mindful and relax. It has been great to physically see some of the staff and have a catch up.

Highlights have been seeing Mrs Chapman join in with her fourteen children and husband, Miss Drake turning up in a flap and subsequently taking her clothes off live on camera (thankfully not all of them!), along with Mrs Pickering's daughter being intrigued by what was going on, but not intrigued enough to put her Wotsits down and join in. It hasn't been great watching Sid and Xander make all the moves look so effortless, highlighting the fact that touching your toes is actually achievable by someone other than a Yoga teacher.



YOGIS



I have really enjoyed getting back in touch with my Yogi Self and a big thank you to Mrs Gordon for giving up her time throughout the lockdown session. Classes will continue for Staff and pupils Mon 5-6pm, it would be lovely to help more people experience the benefits of yoga! More information about the Yoga sessions can be found here.

<https://www.1-yoga.co.uk/index.html>

A Williams



I've been running for Cancer Research throughout February, the challenge was to RUN 56 miles. I finished my last two miles with my son by my side!

I donate to Cancer Research monthly, but I wanted to raise awareness of how important funding for Cancer Research is. Research and advances in treatment are so important. Cancer Research fund pioneering work into the prevention, diagnosis and treatment of cancer which has helped save millions of lives. Over the past 40 years survival has doubled, thanks to the great progress research has made.

I was treated for cancer when I was fifteen at the amazing Christie hospital. I was given amazing treatment and feel incredibly lucky. Unfortunately, not everybody is as lucky, loved ones are lost to cancer too soon every day. Research and advances in treatment are so important.

I have received so much support. Thank all so much for your kind donations. It's such an important cause that affects so many of our and loved ones lives. Completing the full distance left me feeling a bit emotional. The photos have brought back memories and really made me think about all those close to me who have battled cancer. The NHS is amazing, and we are so lucky but now more than ever cancer research needs our support.

E King



RUNNING KING



To donate please click [here](#)



Run 56 mile challenge complete!

Hi Emma,

Congratulations on completing your Run 56 challenge! Your legs may be tired but you powered through those miles and raised vital funds to help beat cancer.

As a token of our appreciation, here's your Run 56 certificate to celebrate this fantastic achievement.

Thanks to you and all the other runners across the nation, we've raised an incredible total of over **£2.7 million**, which will make a huge difference to bringing forward the day who cancers are cured.

We can't thank you enough for your support.

The Run 56 Team

Cancer Research UK

Every sport has been delayed, postponed or cancelled due to the COVID 19 pandemic. Formula 1 has been no exception. But even despite the challenges endeavoured to overcome, it has run fairly smoothly with a record seven new tracks making an appearance and a record seventh title for Lewis Hamilton. Paired with some of the original tracks like the classic Silverstone and Spa-Francorchamps, the year has been eventful to say the least. This article counts down the top three biggest moments of this year's races.

3. Grosjean's frightful crash

F1 drivers risk their lives every race to bring entertainment to fans but at the Bahrain Grand Prix, this was taken literally, when Haas driver Romain Grosjean crashed at the second turn of the first lap. His car spun at incredible speed and hit the barrier before becoming emblazoned and splitting in half. The race was red flagged but luckily due to the diligence of the medical team on-track, it meant that he escaped with minor injuries.

2. Albon's podium hopes dashed; twice

Imagine your childhood idol, maybe Lionel Messi or Cristiano Ronaldo or maybe even Michael Jordan, crashing into you mid-race at the penultimate turn stopping you from your chance of glory and a maiden win. This is exactly what happened to Alexander Albon, not once but twice by his idol seven-time world champion Lewis Hamilton. During the penultimate race of 2019 in Brazil on the 66th lap of



A LOOK BACK AT THE F1 SEASON



71, Hamilton in an attempt to overtake, caught the rear of Albon's car and spun him out. A similar thing happened merely a few months later in Austria. Albon was ahead and Hamilton tried an overtake and collided again in a similar spin for Albon. His maiden podium dream would have to wait for another two months.

1. Chaos in Italy

The Mugello circuit, hosting its first ever grand prix, served up an absolute thriller of a race with Hamilton winning for the silver arrows and two unexpected multi-car crashes within the first nine laps. Right from the start of the race, the melee began as two cars went out at the first two corners. The restart of the resultant safety car led to some of the craziest scenes in F1 history as Latifi, Sainz, Giovinazzi and Magnussen were upheaved and flipped around in the chaos that ensued. A further red flag was called after Stroll's crash in the final few laps of the race. The race culminated in Alex Albon's first podium and ended with only 12 runners!

Looking ahead to the 2021 season beginning in Bahrain on the 27th March, we can only hope that the madness of 2020 is brought forward for another action packed season of racing with the introduction of new teams Aston Martin and Alpine.

M Dave

Hajj (pilgrimage) is one of the five Islamic pillars. This is when Muslims from around the world visit Mecca and Madinah, in Saudi Arabia, on a pilgrimage. In 2019, almost 2.5 million Muslims went on Hajj. However, due to the global pandemic of COVID-19 which resulted in various travel restrictions, social distancing guidelines and much more, the Ministry of Hajj and Umrah advised Muslims to postpone their pilgrimages until normality returned. However, in June 2020, only people from Saudi Arabia were allowed to visit the beautiful place in order to discourage travelling.

The pilgrimage of Hajj has only been cancelled 40 times, throughout the entire history of Islam. This has been due to various factors including conflict, disease and politics. A disease broke out in 1831 when Indian Muslims, unfortunately, brought a new plague, wiping out half of Mecca's pilgrims.

While the site of religious tranquility was opened again, it was not the same as before. A curfew was imposed to prevent too many people from entering as well as many safety systems to prevent overcrowding and transmitting COVID – 19. After pilgrims left, they were required to quarantine themselves for one week in a hotel or their homes.

My aunty, a resident of Saudi Arabia, managed to undergo this key moment of Islam, at this time. This is what she said: "After saving up for a long time, I managed to pay for the requirements. I was saddened when the lockdown was



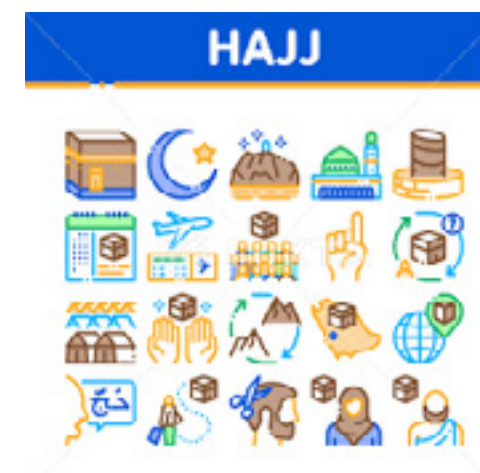
HAJJ IN COVID



announced but once they opened Mecca up again, I was very excited. I had always been told by my friends that Hajj was very crowded and noisy. When I arrived, I had never seen more peace. There were hardly any people there and you could truly admire the beauty of the scene. It seems as though these restrictions were a blessing in disguise!"

In conclusion, the experience was very different from normal. However, this 'different' was much more peaceful and possibly more enjoyable! I envy anyone who managed to get the chance to perform Hajj at such an amazing time.

T Arshad



CPT. TOM A TRIBUTE

Captain Sir Tom Moore, of the Duke of Wellington Regiment, led a brilliant and colourful life in which he served as an army lieutenant in East India during WW2. He brought people together when people were the most apart and united a nation that was physically separated from each other. Sadly, he passed away in February of this year at the grand old age of 100.

It all started in his back garden where, as a small family challenge, he decided to raise £1,000 for the NHS by walking 100 lengths of the garden before his 100th birthday. He never thought he would make much of a difference and didn't expect any fame. In fact, he maintained that "One small soul like me won't make much difference."

But boy was he wrong.

His fundraising page online raised over £32 million in donations from people worldwide. More was to come, including a knighthood from the queen, an RAF flypast to commemorate his 100th birthday and personal messages from the prime minister and from the queen.

However, the fame isn't the main message here. Rather, the process to the fame should be noted. Captain Sir Tom didn't set out to inspire millions if not billions but to help and pay back the NHS for the fabulous service they provide to each and every one of us 24/7 every single day of the year. For the 66 million stuck at home in the UK and the global 7.6 billion people, Capt. Sir Tom represented the grit and determined nature which we had to show during a time of uncertainty and danger. His stubbornness and refusal to give up guided many through some of the darkest times in their lives and helped them reach the other end of the tunnel. Captain Sir Tom Moore was the hero of the hour, selfless, undefeated, and always optimistic.

May his soul rest in peace.

M Dave



The global pandemic has attacked our immune systems and captured our freedom but, in addition, we should not overlook the damage it has done to the jobs sector. A recent study by the Office for National Statistics shows that 1.74 million adults in Britain are unemployed, due to the pandemic. And the damage does not just stop at this generation. Future jobseekers, such as you and me, could receive an up to 3% lower income due to Covid-19's effects on education. However, there is one organisation that is still willing to go against the odds and provide young people with the skills and experience that they need. And that organisation is InvestIN.

InvestIN is a London-based organisation founded in 2012, that aims to provide young people with work experience, networking opportunities, and careers talks to educate and empower them to gain the skills necessary to get access to top profile jobs. It aims to 'bridge the gap' between school and industry, supplying links between the two. Alongside this, they offer residential or online programs which provide work experience for people aged 15-18 (though some programs are 12-18) to create a hands-on atmosphere which helps the young people 'begin to think like young professionals.' There are 20 courses on offer, just showing the breadth of opportunity the organisation will provide. I was fortunate enough to attend one of their programs on the skills needed for medical sciences, though the skills that they mentioned were transferrable to any degree.



INVESTIN CAREERS TALK



The event, titled 'The Skills Surgery' was hosted by Emily Sheardown, a Student Experience Manager at InvestIN, and she was joined by Dr Manik Kohli, who is an Academic Clinical Fellow at UCL, specialising in sexual health and HIV medicine. He explained some of the key skills needed to break into the industry such as concentration, interpersonal skills, communication, sympathy, and managerial qualities. He also emphasized the fact that enjoyment and a love for what you are doing is important and when choosing GCSE and/or A-Level Subjects, you should bear in mind what would be useful for your career but also what you enjoy doing. He also detailed what Universities and medical schools are looking for, and he certainly highlighted experience, communication, and independence as key attributes.

After Dr Kohli finished speaking, we moved onto the Q and A session, which included panellists ranging from dentistry professionals, veterinary graduates, and a fifth year medical student who all responded to questions which varied from enquiries about university admissions to identifying the most challenging aspects of medical professions.

Overall, the event was a huge success and I would definitely encourage us all to look for more opportunities such as this. I would like to credit Mr Gallamore for introducing me and others to this event. Again, I stress the need to take advantage of these opportunities: the benefits are immense!

T Ariyo

It's time to start thinking about your subject choices, Year 8s! From the perspective of a Year 9, who has now chosen his options for GCSE, I cannot play down the importance of kickstarting your decision-making early. If you do so, this time next year filling out your options form will be very straightforward.

1. Pick subjects you enjoy doing:

You will never do well in anything in life if you don't have a true passion for it. The same applies here. Pick subjects that you genuinely enjoy and have a passion for rather than things you think will be good for a specific future career you have in mind.

2. Pick subjects you are good at:

Keeping in mind subjects that you enjoy, it is important to pick those you perform the best and are confident in. If you are terrible at a subject and know you probably won't do well in it then don't do it.

3. Keep your choices as broad as possible:

Don't get hung up on choosing a specific career path for the future. It is good to speculate about what you want to do when you are older career-wise, it shouldn't dictate your decisions at GCSE. Keeping your choices as broad as possible is so helpful if you have a change of heart and decide you want to do something else.



SUBJECT OPTIONS FOR GCSE



4. Don't pick subjects based on a teacher you like or don't like:

Everybody has a teacher they dislike or really take to. However, there is no guarantee that you will get that same teacher for the rest of your GCSEs. There is no basis on which to choose an option because of this so don't do it.

5. Don't always do what your parents tell you to do:

While it is important to hear from an adult about your subject choices, this doesn't mean they should wholly influence your decisions. Ultimately, you are the one who is doing the subject. If you don't enjoy doing a subject which your parents are suggesting you do then explain it to them. However, this doesn't mean you should completely ignore their advice, remember they have years of experience with these things so take the suggestions and think them over rather than turn a blind eye.

Your option choices for GCSE may seem a long way off but being prepared and having a plan in place well in advance will go a long to making your choices much easier when the time comes to choose.

M. Dave

The 10th National Careers Week was held between first and sixth of March, allowing an insight into various careers from the multitude of events shared by Mr Gallamore, our Head of Careers. He has also shared his regular newsletters to help all students learn more about their future and embrace the endless free opportunities available to learn about numerous career paths. Some of the organisations offering the free events during this week included:

GT Scholars – a not-for-profit organisation that helps school children to pursue competitive careers – hosted a free Careers Day providing a range of talks from diverse professionals working at companies such as Amazon, BT and Facebook. This year it was hosted online but the same valuable life experiences were still shared to all those watching, helping them learn about how to succeed in the future.

Speakers for Schools is another organisation helping inspire young people by sharing advice and experience through the various talks that they offer, from TV broadcasters to vet

surgeons providing exposure to their industry and how to succeed in it.

The National Careers Week website, which can be found at nationalcareersweek.com, provides opportunities for both parents and children to learn about how to pursue a possible career path in their free to download Parent's Guide to Careers. For careers week, a virtual "Careers Fair", was available, allowing students to talk to professionals in a wide range of careers.

Learning about your future doesn't have to be confined to a single week, there are always more opportunities available which Mr Gallamore highlights in his newsletters and hopefully, recordings of the National Careers Week talks will be made available very soon.

I Jamal

NATIONAL CAREERS WEEK



#NCW2021

VIRTUAL

Careers Fair.

National Careers Week 1st – 6th March 2021

Headline Partner



Image provided by nationalcareersweek.com



SPEAKERS
for schools
INSPIRATION

Image provided by speakersforschools.org

On 25th February, Katie Heesom, a Senior Psychological Wellbeing Practitioner at Trafford Psychological Therapies, gave a virtual presentation to Year 12 and 13 on the issue of mental health. The talk, hosted via Microsoft Teams, gave useful information to sixth formers about looking out for mental health problems and ways to seek help. It also focused on the resources available once students leave school and start university, no matter where they are in the country.

Katie first talked about what mental health is and the different states you could be in. We were given the following definition: "Mental health includes our emotional, psychological, and social well-being. It also helps determine how we handle stress, relate to others, and make choices". Next, we were told about the symptoms to look out for, both physical and psychological. These include sleep changes, tiredness, negative thought patterns, avoiding socialising, and many more.

After that, we looked at various strategies to try to manage these issues. One such method is to acknowledge your own resilience by reflecting on difficult situations and changes you have already experienced in your life. Then, think about how you got through these times and who you could reach out to for help. Another key message was acceptance. It is important to realise that adversity, worry, and failure are normal parts of life. Failure is usually perceived as a



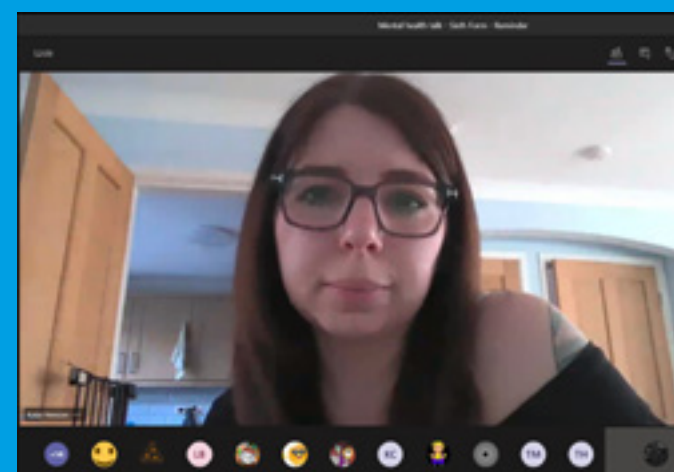
**Greater Manchester
Mental Health**

NHS Foundation Trust



Improving Lives

MENTAL HEALTH TALK



negative, but it can often lead to growth, development, and future success.

One great resource recommended was the "Looking After Yourself" website created by the Centre for Clinical Interventions which can be found at: <https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself>. The website has sections on a variety of issues that people may be facing with information sheets and worksheets on each module. These can be really useful for understanding more about these conditions as well as potentially helping you work through them. Anyone over the age of 18 can access NHS psychological therapies anywhere in England (Trafford psychological therapies is available to anyone over the age of 16). This is a useful resource particularly for Year 13 students who will soon be leaving school and may be moving elsewhere in the country. More information about this invaluable service can be found on the NHS website.

To complement the talk to the students, Katie also gave a talk to parents about their sons' wellbeing, how they can support their sons, and how they can support themselves in their role as parents. The presentation was incredibly useful for understanding how to deal with mental health issues and cope with change, a particularly useful message for many of us right now. Thank you to Katie and all those involved with organising this event.

A Khawaja

MARS MISSION 2020

On 18th February 2021 cheers and sighs of relief rang out through Mission Control. The Mars rover had landed safely. The Mars Perseverance Mission, a project that was announced in December 2012, was the successor to the Curiosity rover which landed on Mars in 2012, but has not returned to Earth yet. The Perseverance rover, nicknamed "Percy", was launched on 30th July 2020 in the Atlas V-541 rocket. The success of the mission has allowed us to discover more about Mars and to consider whether or not it may be habitable for mankind.

The rover itself is relatively small (the size of a car) and includes features such as 7 payload instruments, 19 cameras and 2 microphones, all of which were engineered to assist the rover in collecting samples and providing high-quality images of the red planet. The rover is also fitted with drills in order to collect rock samples in anticipation of its return to Earth. The wheels have been improved to be more robust after NASA found that the Curiosity's wheels had been damaged by the terrain. The robotic arm of the rover features a rock-coring and sampling mechanism, which is used to store rock and other geological samples. The rover is powered by plutonium-dioxide, which is converted into electrical energy, which decreases gradually over time. The rover also has two lithium-ion batteries when standard electrical output levels are not met. Overall, the Perseverance rover has a lot of features which means that our exploration of Mars will provide more accurate assumptions about what life there could look like and the possibility of setting up a habitat there.

The Perseverance rover's main goals do not just include collecting geological samples. Other aims include searching for signs of life in rocks such as fossils following research into what types of rocks could hold life for prolonged periods of time. Also amongst NASA's objective list was the discovery of habitable terrain, possibly where suspected life once inhabited. Also, the rover will conduct oxygen tests in order to provide further guidance on the safety for human life on Mars. Finally, with its new technology, the Perseverance mission will display breakthroughs in space technology to benefit future robotic and potential human exploration.

Aboard the Perseverance rover is a small helicopter called the Ingenuity or "Ginny" for short. The drone-like structure is powered by solar energy and has a mass of about 1.8kg, making it very easy to transport with the rover. Ingenuity will be used to scout for driving routes for the Perseverance and will also attempt to complete a stable flight on another planet; the first of its kind! The experiment will prove valuable in further research into Mars as it will be able to take aerial photographs much better and higher than the rover and if it can withstand cold Martian nights that can get as cold as -90°C, it will aim to prove that flight is possible on planets other than our own, a ground-breaking discovery that would open the doors to space exploration further afield.

Contrary to popular belief, the 2020 Mars mission was

not confined within the brains of NASA scientists and astrophysicists, there were ways in which the general public could take part. Aboard the Perseverance were 10,932,295 silicon cards with the names of people, all part of the "Send your name to Mars" campaign, which got lots of people aware and excited about mankind's next leap in space investigation. In addition, the name of the rover itself was chosen by a seventh grade (Year 8) student called Alexander Mather following a competition initiated by Thomas Zurbuchen, Associate Administrator of NASA's Science Mission Directorate. In addition to this honour, Alexander and his family were invited to watch the rover's launch from Cape Canaveral, the same launch site of Apollo 11.

The Mars mission, once a science-fiction fantasy from texts such as the War of the Worlds and The Martian Race is now a 21st Century reality. The Perseverance will be, hopefully, only one of many craft, unmanned and later manned, to explore Mars. We await with great anticipation many more missions in decades to come. And who knows, maybe, you and me may be future tenants.

T Ariyo



CONCEPT DESIGN

What do you do in a practical subject when practical is not possible during lockdown? This was the question I was faced with when we were plunged into the latest full-on lockdown. Lessons moved to Teams and it was decided at GCSE D&T we would continue with the Mouse Project, but make it more contextual. A bigger emphasis was put on the use of 'Blue Sky' thinking for this project. This is where the technology might not be in use yet, but the theory is there and can be explored.

There is no doubt at all during these challenging times the Year 10 group thoroughly embraced the project and used their Computer Aided Design skills to develop some hugely innovative models. It was fantastic to meet up in our first lesson back and see the models and the proposals which included Lucas' bottom button mouse for people who had lost digits on their hand. He also incorporated a compressible foam top to make gripping the product easier and more ergonomic. Aiyush focussed on nurses and trying to reduce the threat of the spread of viruses. Aiyush designed a unit that was personal to the nurse, could be carried around and would also interact with the user's phone. Alex developed a mouse glove that can be used by primary school teachers to interact with the white board whilst moving around the class. Gautham designed a slap on mouse that security guards use in the workplace. Elliot reinvented the gaming mouse, while Yuvan focussed on travelling salesmen, Ziyaad changed the mouse used by seminar presenters, Andy looked at ticket sales when travelling and Hewitt design a solution for children. While Seb designed some interactive glasses for his Grandmother.

Congratulations to Aiyush who was voted the best in the group. Images of their proposals can be seen along with the highlights from the rest of the group.

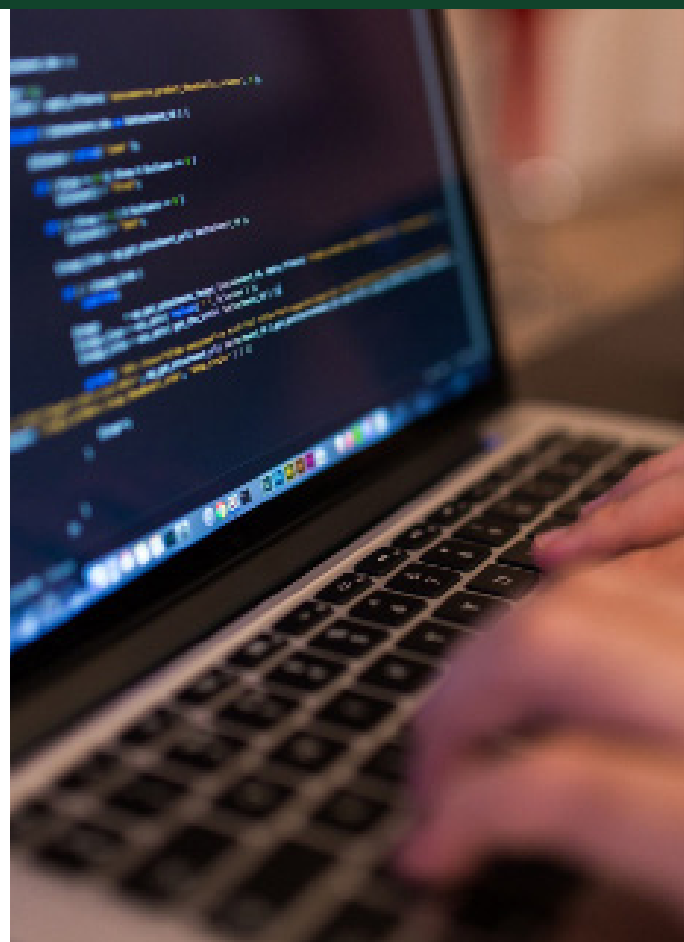
A Williams



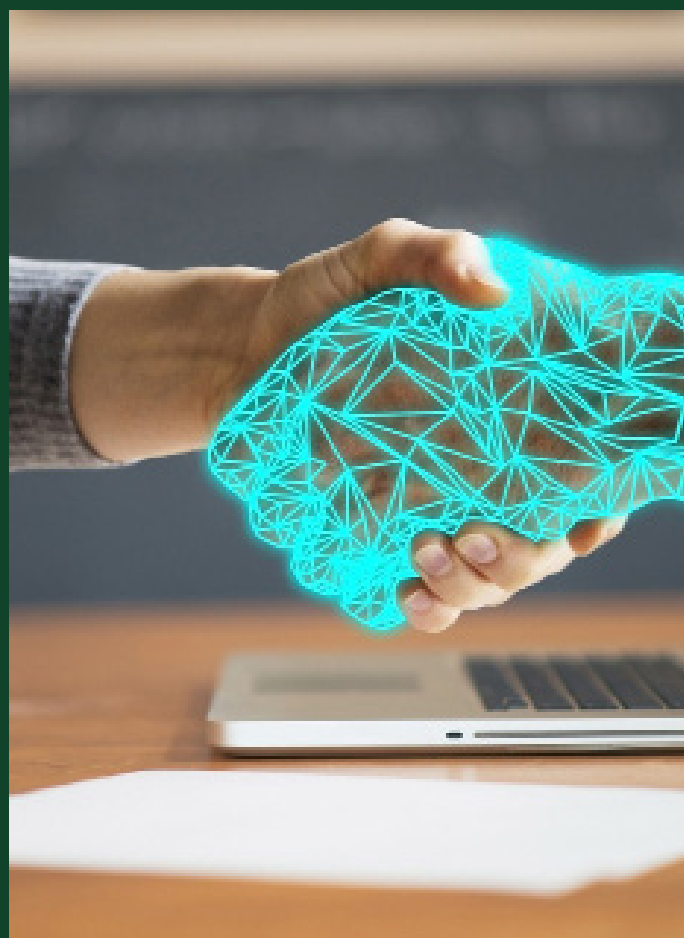
If there's one thing that COVID has proven to the vast majority of the world, it's that we can accomplish a lot more from our desks than we realised. The introduction of online school, business meetings using TEAMS, family quiz nights over Zoom and so many other things have all seen a huge rise in the last year due to obvious reasons, and, for the most part, have worked without a hitch.

However, is this ease of access really worth it? What comes as a trade off for the pleasure of being able to work from home in your pyjamas with a constant supply of snacks from the cupboard?

Well on the one hand, a lot of people will not go outside for extended periods of time; I think it's fair to say that during the first lockdown, some people didn't go outside for days at a time. This kind of lifestyle is massively unhealthy, no one is denying that; going outside is proven to release endorphins in the brain, as well as being a way to get exercise and Vitamin D. Sitting in front of a computer all day as well is very bad for your eyesight due to blue light emissions. On the other hand, not having to commute to and from work or school daily, five days a week, means that less carbon dioxide is released into the atmosphere from cars, buses and trains. Most people hear this and think "Wow! Less carbon emissions means better environment." But what people often forget is that the servers on which their data is stored, as well as people's home computers themselves, all need powering,



HAS COVID AIDED TECHNOLOGY?



which requires the burning of fossil fuels and natural gases for electricity. There is an argument to be made that this is a lesser of two evils; in either situation, carbon dioxide is going to be released into the atmosphere, but it is most likely that less is released by the use of servers than the use of vehicles.

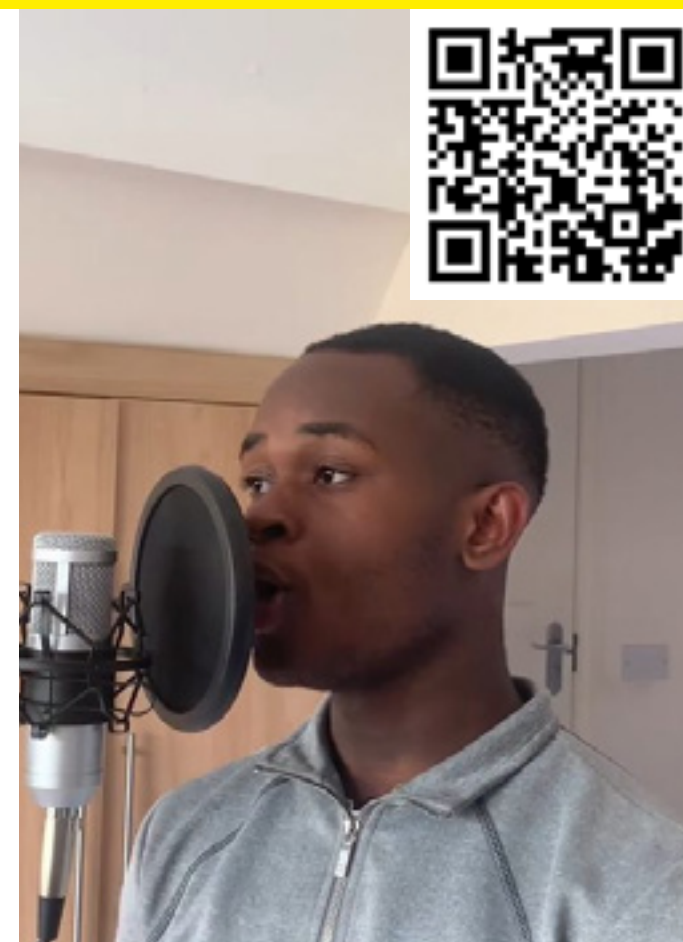
Social media services such as Facebook and Instagram have also seen a rise in the number of posts and comments over lockdown, as people use it as a way of keeping up with each other and checking in on family and friends as they cannot meet in person. This is great for those who don't have services such as FaceTime or Zoom to hand, as it is an alternative to be able to see what is going on in people's lives. Although, it presents privacy issues, with both Facebook and Instagram previously being involved in some form of issue regarding the selling of personal information, affecting millions globally, so this is something to be aware of if you use either of these services.

In conclusion, it's fair to say that COVID has made people look at technology through a new pair of glasses; people are now communicating with each other through ways that weren't even considered as an option before March 2020, and I think it's for the best. I don't believe it's a long-term solution, but it offers a refreshing alternative that can really help people out in a pinch!

G Thornicroft

During the lockdown of 2020, a mixture of AGSB old boys and current students came together to produce a cover of Beggin' by Madcon. The project started from 5 or 6 boys noticing how the new introduced house shout musical competition highlighted the love for music at AGSB, and how much it brought people together to enjoy music. Current head boy of the school, B Briggs started the initial idea after seeing the great musicians who have passed through the school and wanted to do something different to what had been previously made. The song was a favorite of his and of other students involved in the project.

This was originally planned to be performed live to an audience, but was unfortunately cancelled due to COVID. So, along with many things this year, the project moved online. Lockdown has affected all of us, and taken a massive toll on our mental health, so even if you are ok, it is vital to remember that all of us are different and are coping and reacting differently to our current situation, meaning it is more important than ever to unite through projects like this. This aligns with the Head Boy's message and plans for the year, and despite many events and activities being cancelled, he wants to continue doing collaborative projects like this. Going into the new year Belema also plans on introducing new extra-curricular activities, and expand on current ones, especially in music. He says that one of his aims is to inspire the younger students and build confidence in them to break



BEGGIN LOCKDOWN PROJECT



stereotypes of boys often not singing and to get involved in many activities and clubs.

In the video, the vocals section composes of B Briggs featuring F Adaramodu, with C Patel on backing vocals and playing the role of arranging consultant, and a 21-person band with a wide range of instruments in it, from violin, to saxophones to bass. Ex-Head Boy Alex Patel, brought together the old boys and current students, and he also filled the roles of musical director, arrangement and audio design as well as performing in the video on the keyboard. The video was very difficult to make, and very time consuming for the team, and K Simpson, who was responsible for video design and graphic design on the project spent an incredible 40+ hours editing and making the video. Overall, this was a fantastic project, which genuinely brought the AGSB community together and made an amazing music video.

Everyone lucky enough to see the production would like to thank B Briggs, F Adaramodu, Alex Patel, C Patel, K Simpson and all the musicians for taking their time to help produce this. You can watch the video by scanning the QR code on this article.

T Hill and B Briggs



There are more things that Mr Giffen and I have in common than the obvious Alan first name and dashing good looks.

Upon our arrival at AGSB we both supported teams that hadn't broke out the silver polish for many many years meaning that we made the Manchester supporting boys feel better about themselves. Fortunately, Jurgen chose Anfield and not White Hart Lane and that has now changed. Although in fairness Spurs fans can now NOT sit together in one of the best stadiums in world football.

Speaking of football both of us believed that we could actually join in five aside sessions after school only to find that (several) injuries and operations later it was probably best we gave up.

Mr Giffen is a dedicated Physics and Geology teacher. Along as being a House Manager (Which Mr Birtwell tells me is the reason he lost to him in the vote by students). Along with giving up his time to introduce some made up sport which is hybrid/lowbrid of frisbee and rugby.

Mr Giffen is also famous, or maybe infamous for his series of laughingly bad cars. We know that this is all a wind up by him but were not surprised when he recently stepped into a skip on the car park mistaking it for his car, ironically called 'ultimate'.

It is because I know Mr Giffen so well that I know he will take no offense to anything I have written. He has a great sense of humour and is just an all round good guy. Let's find out some more about him.

A Williams



AGSB

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Messages

Mr Giffen

Details

What football team do you support?

I'm a glory hunter so Spurs!

What primary and secondary schools did you go to?

St Giles School in Horsted Keynes Sussex and St Pauls RC College in Haywards Heath.

How do you keep your butter fresh and ready to spread at the same time?

Dr Squire helps me with that! I have butter dishes stored all over the place!

What is it like sitting next to SpeedyLee in the Physics staff room?

Very, very exciting and a bit scary!

What is the strangest thing you have seen SpeedyLee eat?

That is a very hard question. He eats all the time and about 40% of his consumption is of strange things! Some very old ravioli that he poisoned himself and Dr Squire with was particularly interesting!

When did you join the teaching staff at AGSB?

About 2012 I think.

Why do you drive terrible motors? Do you do it for a bet?

I don't understand the question! My cars are beautiful! Run and provide entertainment for everyone! I prefer to spend my spare cash on chainsaws, butter and donuts!

How difficult is is having dyslexia as a teacher?

Some students love correcting me but it's a dangerous game as students all tend to make more mistakes than me. Others are helpful and kind!

If you had the choice to completely change your career, what would you choose to be?

A lumber jack of course!

What advice would you give to students who have dyslexia?

Treat it as an advantage, you will be better at some things than other people like spatial awareness, and less good at other things, a positive mindset can push you forward, if you use it as an excuse, it will hold you back! Don't be afraid to ask for help if you feel that this is something you are struggling with



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