



Model United Nations

Lauren Eells

During the last weekend of January, a group of girls from Years 10-13 joined 230 delegates from 18 schools to take part in a three day long Model United Nations conference run by The Lady Eleanor Holles School.

At MUN conferences debate takes place according to conventions and rules based on those used at genuine international summits and participants experience, at first hand, the complexities of formulating international policy. Each team represents the viewpoint of a single Member State of the UN and must research that country's policy and views in depth and then advocate these views to other delegates

We represented Russia, Italy and Saudi Arabia and engaged in some very interesting debate particularly relating to the position of women in politics, Ebola and issues surrounding human trafficking.

Friday night began with a talk

from Sir Harold Walker on his career as a diplomat and was followed by opening speeches from each of the delegations.

In the General Assembly on Sunday, delegates debated human rights abuses in Darfur, women's reproductive rights and the Rwandan genocide, before proceedings were interrupted by an emergency crisis in which Argentina claimed Antarctica.

It was an epic three days of debate and activity and the girls cannot wait to participate in another conference. Particular congratulations go to Resham Khan who achieved an 'Outstanding Delegate' award.



Year 12 Geography Field Trip

Christine Maynard



At the beginning of February nine Year 12 AS Geography students, accompanied by Ms O’Leary and Mrs Maynard, met early at Paddington Station to board the ‘Riviera Express’ to Totnes, Devon.

The weather was biting cold but bright and sunny, and the journey passed pleasantly. We were met by Hannah and Graeme, members of staff from the Field Studies Centre at Slapton in the South Hams, who would be our tutors for three days of intensive field study based around the themes of Rebranding and Crowded Coasts,

which feature in our AS Level syllabus.

The first afternoon was spent in the South Hams visiting rural rebranding projects at Dartington and Stokeley Farm. A visit to Totnes, a ‘Green Transition Town’ with its own ‘pound’ also developed our understanding of some of the issues facing rural communities today.

On Saturday we visited the city of Plymouth to look at strategies to rebrand urban areas. Everything we learned during the busy days was

discussed and analysed back in the Field Centre’s classrooms in the evenings.

On Sunday we examined the challenges facing our crowded UK coastlines. Time was spent in Torquay looking at the impacts of tourism, identifying the changes which have occurred in seaside resorts and investigating possible future strategies for these towns.

There was also time for some photos on the beach. (see left)

On the final morning our group studied the physical processes affecting coastlines around Start Bay. And then, all too quickly, it was time to return to Totnes for our journey back to London. The visit had offered us a great opportunity to study ‘real’ geographical issues and our students will have definitely benefited from this visit to South Devon as they prepare for their AS examinations.

Finally, we would like to say a special thank you to the Field Studies Centre and all the staff there for their friendly welcome, comfortable facilities and good, locally-sourced meals.

Disobedient Objects

Sophie Plowden



In January, Year 11 art students visited the 'Disobedient Objects' Exhibition at the V&A. The GCSE exam paper has just come out and this show provided them with lots of inspiration.

The exhibition examines the powerful role of objects in movements for social change and how political activism drives design and creativity.

From a Suffragette tea service to protest robots our students saw an intriguing variety of work from around the world,

We particularly enjoyed exhibits featuring defaced currency, an inflatable General Assembly (to facilitate consensus decision-making) and the experimental activist-bicycles.



Art History

Year 12 students on the Stone Gallery at St Paul's Cathedral (more on page 6)



Young Enterprise

One of the teams at Old Spitalfields Market (more on page 4)



NHEHS Careers Fair

Among those providing careers advice was Angie Bray MP (more on page 14)



Young Enterprise

This year two sixth form teams are taking part in the Young Enterprise scheme which involves setting-up and running a real firm for a year and gaining practical experience of the joys and pitfalls of creating a functioning enterprise.

The teams are now well into the programme and have sold their products at the Junior School Christmas Bazaar, Ealing Broadway Centre, W12 and most recently at Old Spitalfields Market. One company is selling innovative tempered glass iPhone protectors and the other vintage sweets in jars. The girls have healthy sales books and have worked really hard to get their ideas off the ground.

We are now moving towards the end of the scheme and the regional finals, where our team won "Best Company Report" last year. We very much hope to go one better this year and win one of the overall awards.

James Adams

A Royal Connection

Liz Broekmann



Military man and MP, Lt Col Spender Clay CMG, MC sent his daughters Rachel and Phyllis to Notting Hill in April 1920. Phyllis left in 1922 to undertake 'training in art' while Rachel remained until December 1923, after which she set off for Paris to further her studies.

During her time at Notting Hill, Rachel demonstrated great sporting prowess, playing in both the tennis and hockey teams. In 1922, she and Sylvia Wright were the Junior Couples Champions, and just a year later she and Sylvia Wintle won the Senior Couples Championship.

In 1923, Rachel played in both the 1st and 2nd hockey teams, half and half back being her favoured positions, but her enthusiasm for this sport was not limited to the field. As the 1923 magazine shows, she was also on the school's Hockey Club Committee.

In 1932, Rachel married the Hon David Bowes Lyon, the youngest son of the 14th Earl of Strathmore and brother of the Queen Mother, thus making this Notting Hill Old Girl, an aunt to the present Queen.

Walk the Walk

Claire Sargison

Congratulations to the Junior School's School Council who entered the Speaker's School Council Awards this year with their 'Walk the Walk Campaign' to raise awareness of eco-friendliness in the Junior School. A particular success was the day when almost all the girls really did "walk the walk" either by walking or using public transport to get to school. They have been awarded a colourful badge to display.

Visit to Jaguar Land Rover

Emelia Newton Jones

In January a group of girls from Years 12 and 13 who are studying Economics, Geography or Design Technology travelled up to Birmingham to visit the Jaguar Land Rover factory.

We began the day with an introductory talk on the company's history and the cars they produce. We were then split into two groups. One group stayed in the Visitors' Centre and were given a task to complete in small groups. We were asked to work as a team and build a basic Lego car. We were given time to take a completed model apart and re-assemble it. Once we had an idea of how the cars were put together we were then given enough pieces to build 12 cars. After 5 minutes to organise all the pieces we were told to build all the cars in the least amount of time with no mistakes.

Given the competitive nature of my team we set out to beat the company's record. Unfortunately, even though our time was the fastest they'd had, we made two mistakes and lost out on the winning spot. This taught us an important lesson: you cannot sacrifice quality control whatever you are making. We then were given the opportunity to do some basic programming of robots on computers, with some finding this task easier than others!



After lunch the two groups swapped around and those who were in the Visitors' Centre in the morning went on a tour of the factory floor to see the XJ Jaguar being manufactured. We were amazed at the size of the whole manufacturing process with so many parts and subassemblies coming together at every stage. One of the most exciting things that we saw was the use of the robots which worked quickly and with incredible accuracy. We were able to see how highly automated the process was and learnt that whenever anything went wrong with the line people

were alerted immediately. This is key because if production stops for any fault or problem, every hour they are not producing cars costs the company more than one third of a million pounds.

This was an incredibly informative and enjoyable trip. Whether your interest was the economics of manufacturing, the importance of car manufacturing to the West Midlands, the use of different materials and processes in car manufacturing or the impact of robotics on production lines and the cost of labour, there really was something here for everyone to learn and think about.

Westminster Abbey and St Paul's Cathedral

Frankie Eccles



Having studied Christopher Wren, one of the most highly acclaimed English architects as part of our AS History of Art course, it seemed fitting to visit one of his iconic London landmarks, St Paul's Cathedral.

Many of us walk through the gardens of St Paul's or see it as a distant part of the London skyline, but rarely take the time to appreciate the ingenious design Wren employed. Before the cathedral was erected Wren submitted many designs, all of which were rejected on the grounds of it appearing too similar to St' Peter's in Rome. However, King Charles II granted him 'artistic licence' to create something Wren would be proud of and so we have

this three layered dome comprised of the inner masonry brickwork dome with an oculus, an intermediate cone designed to support the lantern and the outer cladding of wood and lead strutted out to give the ideal silhouette. The scale and grandeur of St Paul's is also a trick of the eye as Wren used false walls to create the illusion of height. Who knew?

We climbed to the Golden Gallery of the cathedral, almost 600 stairs, which gave us a spectacular view over London. On the way up we had some fun in the Whispering Gallery with its unique acoustics and had an impromptu photo shoot in the Stone Gallery with the Gherkin, Cheese Grater and Heron Tower as our background. To end

our visit we took a look around the cathedral and crypt where many notable soldiers, artists, and intellectuals were buried, including Lord Nelson, the Duke of Wellington, and Wren himself, who was one of the first to be entombed there.

Later in the day we took a walk to the mainly gothic Westminster Abbey, which was originally created to act as an abbey church of a Benedictine monastery during the reign of King Edward the Confessor in 1042. We've all seen the Abbey on television during royal weddings such as that of Kate and Wills, but nothing prepares you for the overwhelming beauty and striking design of the various chapels and ambulatory. Henry III rebuilt parts of Westminster Abbey during his reign in honour of Edward the Confessor whose relics were placed in a shrine in the sanctuary and now lie in a burial vault beneath the 1268 Cosmati mosaic pavement, in front of the High Altar. Henry III himself was interred nearby in a superb chest tomb with an effigial monument.

This was a highly successful trip that delivered newfound knowledge of Wren's innovative design and a reminder of the splendours of Westminster Abbey.

Year 8 Slavery Study Day

Kitty Scales



Year 8 visited the Museum of Docklands for a Slavery Study Day linked to their work this year in History.

They visited the museum galleries which investigate London's part in the slave trade and handled artefacts such as sugar nippers, Benin bronze sculptures, the wills of plantation owners, and *manilas*, the bracelets and legbands which were the principal money all along the west African coast.

The girls also took part in a poetry workshop where they explored the more personal aspect of slavery, imagining experiences, memories and feelings as Frankie Sowerbutts demonstrates here in her poem (see right).



I remember the old land
Always bright and warm
Not dark and suffocating
Like that ship we were packed into
As if we were boxes being transported

I remember the old land
The familiar sound of the drumbeat
There were no screams of pain and suffering
As children were torn away from mothers
Like a frail plant being ripped from its roots

I remember the old land
How we treated others with respect
Man did not beat another man without reason
Not like we are now whipped to the bone
For stopping to rest

I remember the old land
Where our word was enough
Now we receive no trust
The smallest spark of defiance is fatal

I remember the old land
The feeling of freedom
Now all I see is sugar cane
Stretching for miles

I remember the old land
Before the white man came that is
Before they destroyed our homes and stole our families
As if they had a right to, as if they were allowed to

I have a new name now
A new home
A new family
But I still remember the old land
I still remember what freedom felt like.

Frankie Sowerbutts



Sixth Form Shadowing

In this programme, which enables Year 10 girls to get a taste of sixth form life at NHEHS, Year 10 girls were paired up with girls in Year 12. The Year 10 girls sat in on a double lesson in a subject they are considering studying at A Level and spent some time in the Sixth Form Centre getting a feel for the place.

It was a huge operation involving 18 subjects, most of Year 12 and all of Year 10 over two weeks. The Year 10 girls enjoyed the experience, discovering more about sixth form life and thinking about the next stage in their education. They were impressed with the level of challenge in the lessons they took part in and were also pleasantly surprised with how much they understood and were at times even able to contribute to discussions. Everyone loved the break from their normal routine and a chance to try the hot chocolate in the Sixth Form cafe. Here's what some of the Year 10 girls said:

"The classes were smaller and it was cool because you felt you could get more involved."

"The food was amazing – we all thought this."

"It really made me think about my A-level options."

"It was interesting to see the different relationship in the class and the relaxed atmosphere was good. I even got involved."

A huge thank you to all the Year 12 students who were so accommodating and friendly in welcoming the Year 10 girls for their first taste of sixth form life.

Alex Smith

Economics Students visit City of London

James Adams



City of London from the Stone Gallery of St Paul's Cathedral
Photo: Frankie Eccles

Year 12 Economics students were able to get a feel for the functions and workplaces of The City of London during a day spent visiting the Bank of England, Bloomberg and Lloyds of London.

The day began with a presentation at the Bank of England which outlined the work of the Bank and its role in the UK Economy. This directly relates to work covered in the A Level Economics syllabus. There was also an opportunity to visit the Bank's newly renovated museum and

gape at the display of gold, including Roman and modern gold bars.

We then moved on to Bloomberg for an insight into the operations of this leading market information company and a tour of their offices.

Finally we made our way to Lloyds of London where the girls had the opportunity to learn about insurance markets

Why the Romans were so bad at Geography

Juliet Thornton



At the beginning of February, Dr Llewelyn Morgan from Brasenose College, Oxford came to Notting Hill & Ealing to explain to us why the people of the ancient world were so bad at geography.

He explained how throughout the works of Virgil and Ovid, we can see many errors in the Roman's understanding of the shape of their physical world. It becomes apparent that despite the Romans being the leading power in training, strategy and in technology at the time, they did not know as much as they thought they did.

For example, the city and harbour of Cartagena, in southern Spain was known to the Romans as 'Carthago Nova' (New Carthage) and it was celebrated as one of the very finest natural harbours. Carthago Nova was also particularly famous for its production of the highest quality 'garum' (fish sauce).

This port was described by Virgil: 'at its mouth lies an island which leaves only a narrow channel on either side'. However, from maps nowadays, we can see that this little island, called Escombrera, doesn't sit in the mouth of Carthago Nova harbour, or

anywhere near it: in fact, it lies a good three miles away. This is an example of the Romans' limited grasp of geography and demonstrates how writers such as Virgil weren't particularly interested in geographical precision. Dr Morgan also explained that both Greeks and Romans lacked some of the basic technical resources that allow the kind of accurate mapmaking we're familiar with.

As well as other fascinating examples of geographical misunderstandings Dr Morgan also threw in plenty of witty humour and his own personal viewpoint on the errors of the Romans. He was also happy to answer our burning questions and to help us consider studying Classics at university.

Overall, it was a truly fascinating talk and we learnt much about the Romans that will provide some invaluable context as we study the classical languages.

Edinburgh Fringe Preview

As you may know NHEHS is taking a production of Lorcas's "Bodas de Sangre" (Blood Wedding) to this year's Edinburgh Fringe. If you are not able to make it up to Edinburgh there will be a **preview on 29 June at 7.30pm at The Tabard Theatre, 2 Bath Road, Chiswick, W4 1LW**. Tickets are available by emailing minerva@nhehs.gdst.net.

Performances in Edinburgh will be on 24, 25 and 26 August at 11.30am. The venue is Greenside, 1b Royal Terrace, Edinburgh, EH7 5AB.

French Debating

Scarlet Regan



Est-ce qu'il faudrait renforcer l'intégration économique et politique au sein de l'Union Européenne? Les recherches sur la création d'embryons à trois parents – devraient-elles être interdites? Est-ce que l'absence de religion est la meilleure religion? Ceux sont les motions que quatre élèves en année treize, ont débattu dans les joutes oratoires régionales, à l'école de filles de St Paul.

En deux équipes de deux, nous avons débattu ces motions contre d'autres équipes d'écoles londoniennes et dans les environs. Nous avons connu les motions deux mois à l'avance et donc nous avons eu plein de temps pour faire des recherches bien-nécessaires. Cela m'a fait regarder les nouvelles plus souvent car les sujets étaient d'actualité.

En fait, la création d'embryons à trois parents était débattue par le Parlement dans le palais de Westminster le jour avant la compétition donc il était vraiment d'actualité.

Mais, il y avait une entourloupe. Nous ne savions pas quelle motion ou quel côté de l'argument (pour ou contre) nous débattrions. Donc il y avait une atmosphère d'incertitude au début!

Chaque équipe a eu quelques minutes pour exposer leurs points principaux, commençant avec la première personne pour la motion, suivi de la première personne de l'opposition, et le même encore une fois. Puis, c'était la « lutte acharnée » dans laquelle les deux équipes étaient libres de défendre leurs arguments ainsi que réfuter les arguments opposants. Nous avons essayé de débattre d'une manière convaincante et spontanée en justifiant nos arguments avec des chiffres, des faits et des citations. Nous avons exploré les arguments éthiques ainsi que scientifiques et c'était intéressant d'entendre les différents arguments de nos adversaires. Quelques débats étaient animés pour le moins, surtout ceux

contre les garçons qui étaient vraiment passionnés!

Dans chaque salle il y avait deux juges qui ont décidé le vainqueur et combien de points chaque équipe gagnerait. Après avoir gagné deux débats, ma partenaire Annabelle et moi avons perdu notre dernier débat de justesse, par un point aux garçons de St Paul. Quel dommage!

Dans l'ensemble, c'était une expérience inestimable pour les quatre participantes : Annabel Roderick, Yasmin Alumyar, Annabelle Minkova et Scarlett Regan. Personnellement avec aucune expérience de débats, débattre totalement en français était un peu un acte de foi et je me suis jetée à l'eau mais en réalité il n'était pas aussi effrayant que je l'avais imaginé. Je le recommanderai pour toutes futures linguistes, non seulement parce qu'il améliore sa confiance en parlant le français mais aussi il permet d'explorer les sujets en dehors du programme scolaire. Enfin, un grand merci à Mademoiselle Romero pour son aide et pour avoir consacré de nombreux déjeuners en nous préparant!

French Film Day at the BFI

Deepa Lalwani and Imogen Keen



Le vendredi 23 janvier, les élèves de français des années 12 et 13 sont allés à l'Institut Britannique de Film au Southbank pour une journée sur le cinéma français.

Nous avons écouté à une oratrice française qui a parlé entièrement en français tout au long de la journée. Elle nous a présenté les différentes étapes du film français. Le film français a changé

rapidement au cours des 50 années. Du film noir et blanc des frères lumières, à la nouvelle vague et aux films modernes, le cinéma français a développé avec la même vitesse que les films de Hollywood. Nous avons regardé des clips d'une variété de films de différentes périodes, comme « L'arrivée d'un train à la gare de La Ciotat » et « La Haine » qui nous a donné des idées différentes non seulement des changements dans le cinéma français mais aussi les changements dans la culture et la jeunesse de France. Nous avons aussi appris comment analyser les techniques des films.

Après le déjeuner, nous sommes

retournées dans le théâtre pour voir un film français qui s'appelle 'Paris'. Il s'agit de Pierre, un danseur professionnel qui souffre d'une maladie cardiaque. Son état lui donne un regard neuf et différent sur tous les gens qu'il croise et qu'il observe depuis son balcon de son appartement parisien. Dans le film il y a beaucoup de personnages intéressants que nous rencontrons, et leurs vies s'entremêlent pendant que Pierre attend pour son opération qui pourrait échouer. C'était un film très passionnant et amusant mais aussi émouvant, et nous avons aussi pu apprécier les techniques du réalisateur grâce à la séance de la matinée.

French at the Wallace Collection and the Coutauld Institute

Natasha Sharma

La Galerie Courtauld est une galerie d'art avec beaucoup d'illustrations de l'époque de la Renaissance au 21e siècle. Notre guide nous a montré une variété de tableaux et sculptures qui ont été peintes et faites par les Impressionnistes Français. Elle nous a expliqué les caractéristiques que les Impressionnistes ont beaucoup utilisé- comme le mouvement dans illustrations. Bien sûr, toute l'information qu'elle nous a donnée était en Français!

Les activités dans la galerie (comme « Où seront-ils » prédire le futur aux personnages dans la peinture) étaient vraiment intéressantes, et c'était très différent pour nous de parler à propos de l'art, parce que ce n'est pas un sujet que nous apprenons en classe.

La Collection Wallace est une musée national, contenant de nombreux objets du patrimoine français. Ici, notre guide nous a guidées dans la grande maison, qui a plein d'objets anciens qui autrefois ont appartenu aux membres de la famille royale française- par exemple le bureau et la chaise de Louis XIV. Cependant nous ne sommes pas sûres comment ces objets sont devenus la propriété d'Angleterre maintenant, ils étaient vraiment jolis- la plupart étaient couvertes (dans d'excessives quantités !) de feuille d'or.

À la fin, nous étions agréablement étonnées par notre compréhension du français- le voyage nous a donné plus de confiance en nos compétences en français.

French Debating

Scarlet Regan



Should we reinforce economic and political integration within the European Union? Should research on the creation of three-parent embryos be forbidden? Is the absence of religion the best religion? Those are the motions that four Year 13 students debated in the Regional French Debating Competition, held at St Paul's Girls' School.

In two teams of two, we debated the three motions outlined above, against teams from other schools around London and nearby. We knew the motions two months in advance and so we had had plenty of time to do much-needed research on the topics. It made me watch the news more often because the topics were so relevant and current. In fact, the creation of three-parent embryos was debated by Parliament the day before our debate

so it was a particularly current issue.

But, there was a catch. When we went into the classroom where our debate was taking place, we didn't know which motion or which side of the argument (for or against) we would be debating. So there was an atmosphere of uncertainty at the start!

Each team had a few minutes to put forward their major points, starting with the first person for the motion, followed by the first speaker of the opposition, and the same again. Then it was the *lutte acharnée* ('tug of war') in which the two teams were free to defend their arguments as well as refute the opposing arguments. We tried to debate in a convincing and spontaneous way and to justify our arguments with figures, facts and quotes. We explored ethical as well as scientific arguments, and it was interesting to hear other teams' points that we hadn't thought of. Some debates were heated to say the least, especially those against the boys who were very passionate!

In each room there were two judges who decided the winner and how many points each team

would win. Having won two debates, my partner Annabelle and I lost our last debate by one point to the team from St Paul's Boys.

Overall, it was an invaluable experience for the four participants: Annabel Roderick, Yasmin Alummyar, Annabelle Minkova and Scarlett Regan.

Personally, with no debating experience, to debate totally in French was a bit of a leap of faith and I felt as if I had thrown myself in at the deep end, but in reality it wasn't as scary as I had imagined. I would recommend it for all future linguists, not only because it improves your confidence in speaking French but it also allows you to explore topics that are outside of the school syllabus.

Finally, a big thank you to Mademoiselle Romero for her help and for giving up numerous lunchtimes to prepare us!

French Film Day at the BFI

Deepa Lalwani and Imogen Keen



On Friday 23rd January, the Year 12 and 13 French students went to the British Film Institute at the Southbank for a study day on French cinema.

We listened to a native French speaker who spoke entirely in French throughout the day; she introduced us to the different stages of French film. French film has changed rapidly over the course of the last fifty or so

years. From black and white frères lumières films to the nouvelle vague and the current day modern feature films, French cinema has grown with the same speed as that of the Hollywood equivalent. We watched clips from various films from different periods, such as “The arrival of a train La Ciotat Station” and “La Haine” which both gave us different experiences of not only the changes in French cinema but also the changes in France’s culture and youth. We also learnt how to analyse film techniques.

After lunch, we went back into the theatre to watch a French film called 'Paris'. It was about Pierre, a professional dancer who

has just been diagnosed with a heart disease. His condition gives him a new outlook on the people he meets and observes from the balcony of his Paris apartment. In the film there are lots of interesting characters who we meet, whose lives intertwine whilst Pierre waits for his operation which could fail.

It was a very exciting and funny film but it was also moving, and we enjoyed it a lot as it gave us an excellent insight into Parisian lives and we were also able to appreciate the film director’s techniques from the morning session.

French at the Wallace Collection and the Courtauld Institute

Natasha Sharma

The Courtauld Gallery is an art gallery with many pictures from the Renaissance era to the 21st century. Our guide showed us a variety of paintings and sculptures by the French Impressionists. She explained to us the characteristics often found in Impressionist works - like movement in paintings. Of course, all the information that she gave us was in French.

The activities in the gallery (such as 'Where will they be? -Predict the future of people in the painting') were really interesting, and it was very different for us to speak about art, because it isn't a subject that we learn in class.

The Wallace Collection is a national museum, containing a number of objects of French heritage. Here, our guide showed us the 'big house', which is full of objects that formerly belonged to members of the French royal family- for example the desk and chair of Louis XIV. Although we were not sure how these objects became English property, they were very beautiful- most of them were covered, in excessive quantities, of gold leaf.

At the end of the day, we were pleasantly surprised by our understanding of French and the trip gave us more confidence in our French skills.

The Race of a Lifetime

Andrew Kerrison



On August 30th I will step on board one of 12 identical, 70 foot, 38 ton racing yachts to take part in a race. Each yacht is crewed by one professional skipper and up to 20 amateur crew.

There are a total of 8 legs in the race and it will take approximately 11 months (325 days) to complete them all. During the trip I will endure the Southern Ocean and the Roaring Forties, take part in the Sydney to Hobart Yacht Race, and also venture up through the Ice Gate of the Northern Pacific during winter.

Within each crew there are approximately 10 "Round The Worlders", of whom I am one, with the remainder of the crews joining in different ports for one

or two legs. It is no cake walk and, out of the Round the Worlders in the last race, only 50% completed the full circumnavigation. Based on my experience of the training I have done to date, it is by far the hardest thing both mentally and physically I have ever done (and I have done a lot!).

I'm racing in memory of partners Clare Allen and Jon De Vries: my mentors. Both died at 58, one of Motor Neurone Disease, the other Cancer. To remember them, I fundraise for Motor Neurone Disease (the lesser known and lesser supported). Clare and Jon loved the outdoor life. Clare was a gifted teacher, inspiring her students in Mathematics and in Horticulture. To remember their Spirits I choose to adventure and,

if possible, raise awareness and money for the insidious diseases that took them too soon.

It has been a privilege to teach at NHEHS and I will treasure the experiences I have had here. However, by my own actions I want to remind as many people as possible of the tenets that Clare and Jon lived by; do only good and experience it all! Live life to the full and "go hard". If my commitment to their memory inspires others to do the same or, to give a little to those that suffer, then I will count it a success. And if my journey leads me back to this school, then I will be richer for it.



If you are interested in following my progress in The Clipper Round the World Race the links for both the Clipper site and my Facebook Blog sites are below.

Facebook : <https://www.facebook.com/nzakkbclippermnd?fref=photo>
Clipper:Round the World Official Site: <http://clipperroundtheworld.com/>

If you would like to donate to the Motor Neurone Disease, and help support sufferers and their families of this cruel disease, follow this link : <https://www.justgiving.com/nzakkb/>

Debating & Public Speaking Round Up

Sophie Genge



This half term there have been a variety of debating and public speaking events and all our teams have demonstrated exceptional skill in manipulating their opponents' arguments and dealing with difficult questions.

On 15 January two teams entered the English Speaking Union's Public Speaking Competition. In Team A, Ciara Paris spoke on whether Nationalism is ever a force for good, Eve Harrington acted as Questioner and Georgina Redhead was Chairperson, for which she won best Chair. In Team B, Megan Cumming spoke on whether creationism has as much a place in the classroom as evolution with Camena Foote acting as Chairperson and Tamarag Asassa as Questioner. This team were runners up in the face of fierce competition.

We entered two teams in the Oxford Union Schools Debating competition with Annabelle Minkova and Leila Sharafi on one team and Resham Khan and Georgia MacPherson on the other. Both teams acquitted themselves admirably and the strength of their arguments was mentioned by the judges.

The second round of the Cambridge Union Schools Debating Competition took place on 3 February at Eton College with Annabelle Minkova and Leila Sharafi representing NHEHS. They fought well and presented clear and emotive arguments but were unfortunately beaten by the Eton team.

Well done and thank you to all of those who have participated and put in so much hard work this half term in debating and public speaking.



Chrystall Prize

On 30 January Erin Holder represented the school in the GDST's Chrystall Prize semi-final held at Ipswich High School where she spoke on whether the health service should use our money to treat those who have shown insufficient care for their own health.

Erin spoke eloquently and demonstrated an exceptional understanding of her topic, answering difficult questions from the audience with ease and the judges recognised her skill in public speaking when they awarded her the position of runner up.

This public speaking competition takes place every year and involves girls in Year 11 from all GDST schools. The final will be held at NHEHS on 6th March with judges Mel Giedroyc (performer, comedienne and writer), Rageh Omar (journalist and International Affairs Editor, ITV News.) and Martha Kearney (journalist and BBC presenter). Parents are most welcome to attend.

For more details and to reserve a place email: j.stenning@nhehs.gdst.net



Careers Catwalk

The annual NHEHS Careers Fair this year entitled 'Careers Catwalk' -took place on the evening of Tuesday 3rd February. This event is organised by the Parents' Guild Careers Committee and the School, and we think it has to be one of the largest school careers conventions in the UK.

Over 80 advisers and 240 students from Years 9-13, along with their parents, attended the evening. In the Main Hall advisers gave their time and insight to answer careers queries. There was a 'Special Collection' event in the Studio Theatre which gave the students the opportunity to listen to some NHEHS Old Girls talk about their work in a series of 90 second presentations. Together these two events created a real buzz around the school. It was also great to see groups using the Atrium to catch up, make the most of networking opportunities and discuss their conversations and contacts.

The School is very grateful to the Parents' Guild for their enthusiasm, support and hard work in organising this important event which is a vital element in our programme of careers guidance. We are also grateful to the Caretaking, Catering and Reprographics Departments who all made a significant contribution to the smooth running and success of the evening.

Christine Maynard

Celebrating Women Chemists

Anna Duns



Throughout 2015 the chemistry department will be developing a calendar of women chemists.

Our January chemist was Kathleen Lonsdale (1903-1971), an expert in the field of x-ray crystallography. She determined the structure of the benzene ring, and had an enormous impact on organic chemistry. She was also a political activist involved in pacifism, prison reform and the international peace movement. She saw no conflict between her faith and her science, nor between being a wife and mother and being a scientist.

Our February chemist is Stephanie Kwolek (1923-2014). Stephanie was originally going to go to medical school but as a result of loving a stop-gap job in research, she opted for a career in Chemistry. Stephanie is best known for inventing Kevlar in

1965. She signed over the patent to Du Pont.

Kevlar is an amazing polymer used in bullet proof helmets and vests which have saved the lives of thousands of police men and women, and soldiers. When the raw polymer is spun it produces very strong, stiff fibres. When this was first done, Kwolek was astonished to discover that, weight-for-weight, the polymer she had made was five times stronger than steel.

Both these women received numerous awards and accolades throughout their careers.

The calendar is taking shape on the notice boards of the science block and girls in all Years are really enjoying learning about the lives and discoveries of such great woman scientists.

OGA News



Are you an NHEHS Old Girl? A surprising number of NHEHS parents are and others have links with the school through a family member who was a pupil here.

This term one of our Old Girls joined the staff. Lucia Hull (née Platings) has taken up the new post of Alumnae Relations Officer. Lucia left the school in 2000 and went on to study

at the University of St Andrews. She stayed in Scotland until last year when she moved back to Ealing with her husband and two young daughters.

She is looking forward to creating new opportunities for Old Girls to get in contact both with each other and the school. If you would like to get in touch please do contact her on l.hull@nhehs.gdst.net

Magna Carta

Ambar Minhas



Magna Carta (the Great Charter) was a document which was signed by King

John in 1215, to hand part of England's power over to the barons as the King was very unpopular. It was also seen as a peace treaty among the subjects of England to stop the ruthlessness between John and others. On the 15th of June 1215, Magna Carta was sealed by the King to restore peace for the latter part of his reign.

On Tuesday 3rd of February 2015 the British Library opened a one-day only Magna Carta exhibition for an audience of 1,215 people.

Over 50,000 people entered the ballot and the chance of winning a ticket was the same as trying to see the 100m final at the Olympics or a 1 in 80 chance! I was fortunate enough to go.

There were actors, scribes and musicians to make the day more special and there was a visit from author and historian, Dan Jones, who gave a talk about the origins of Magna Carta. He explained that there are only 4 copies in existence and it is not known how many were actually written (the estimates range from 40 (number of parishes at the time) to 13 (number of Barons)).

The reason why this event was unique was that it was the first time in history (800 years) that

the four surviving copies have been brought together. The four Cartas are; the Salisbury, the Lincoln and the two London versions. One of the London copies is in terrible condition as it was in a fire and then badly restored, but it still has the wax seal attached. The other three are all in good condition. They are written on parchment in Latin and consist of around 3000 words. They were lined up in a row so the viewers could observe and compare them at a glance.

It was amazing to participate in this historic event. The Magna Carta is famous across the World for bringing peace to England and for making a system which worked for all.

Sports Reports

Hockey Finals

On Sunday 25th January we took 10 hockey squad members from Years 9 and 10 to watch the Indoor Men's and Women's National Finals at Wembley Arena.

The two matches produced some outstanding hockey and the Men's Final in particular was a show stopper with lots of goals and both teams right in it to the end. The girls were impressed with the level of skill and pace of both games and were definitely inspired for their own future games.

Beth Lowen

Swimming

In the pool our U11 squad joined the U12 and U13 squads for a gala against St Augustine's.

The younger girls were very excited to be competing alongside the Senior School girls and it gave them the opportunity to see how the Senior School galas are run. A few girls were even given the opportunity to swim up for the U12 squad and still managed to beat the opposition. We won convincingly 164 to 65. All the girls swam exceptionally well.

Lauren Munro-Hall

U 15 Hockey The U15 GDST Hockey Rally took place in Milton Keynes at the beginning of November. We took a team of 13 girls from Years 9 and 10 supervised by Miss Lowen. We had four other teams in our pool: Portsmouth, Streatham and Clapham, Birkenhead and Norwich.

We had a positive start to the tournament comfortably winning against Portsmouth 2-0. This left us in a confident frame of mind for the rest of our matches. Philippa Jones' goal a few minutes from full time gave us a 2-1 win against Birkenhead. However, despite fighting hard we lost our final game and our place in the semi-finals to a very strong Norwich side.

We finished second in our group which was particularly pleasing as the majority of the team playing were a year younger than their opponents. Well done to all who took part: Deepa Kumaran (Captain), Nathalie Wickremeratne, Philippa Jones, Amy Turner, Cameron Thomas, Tamara Abdat, Alice Wells, Lara Rowe, Alessia Colato, Irina Ono, Natasha Ketel, Aarti Sharma and Frankie Wilson. We are all looking forward to taking part again next year.

Deepa Kumaran



Football

Our U14 and U15 football teams continued their winning streak with two 7-1 wins over Godolphin and Latymer. Despite the freezing cold there were some outstanding performances, particularly from Erin Malinowski and an unforgettable volley by captain Deepa Kumaran from a Sabrina Anwer corner.

Many thanks to Deepa Kumaran and Michela Mascioli for captaining their teams.

Football Club continues to be well attended each week and we are very grateful to Craig from Brentford FC for his expert coaching.

James Adams



Netball

Well done to our Year 9 netball squad who won the St Augustine's Netball Tournament on a very cold Saturday morning. They played six matches facing St Benedict's, Aldermans, St Augustine's, Queensgate, and Grasshoppers. The NHEHS squad won every game albeit by some nail-biting margins!

Diane Dunkley