



# **NHEHS 2016-17**

## **SCHOOL MAGAZINE**

# The Magazine Committee 2017

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# Head's Welcome

It is a pleasure to introduce this magazine as the Headmaster of Notting Hill and Ealing.

The magazine captures the energy I have experienced since arriving here last January – the activities, trips, concerts and plays, as well as one-off events, competitions and other creative efforts. It is a particular pleasure to see features on striking successes this year in external competitions and projects, including the Engineering in Education Scheme (directly affecting Crossrail!), the HSBC Mandarin Speaking Competition, the Lego Robotics Competition, and a strong showing in the Chrystall Prize. You can also see the idiosyncratic elements of NHEHS shining through, whether it is ice cream making in Science Week, improbable costumes on World Book Day, or the girls' unfailing entrepreneurship in the Tenner Challenge.

I am very grateful for the work of this year's Head Editors, Celia and Joanna, and the Head Designer, Sophia. With able support from Miss Morgan and Miss Davies, they have been organised and imaginative in equal measure, and kept all (including me) up to the mark in their approach; their interviewing technique certainly takes no prisoners.

Please now unwind and enjoy this year's magazine!

Mr M. Shoults



## Hi Mr Shoult. Firstly, do you have any secret talents?

Well...I have moderate juggling skills, and I make a very good pear and almond tart.

## What's your favourite colour?

Navy blue, but I'm colour blind so it might not be blue after all.

## What's the current album you're listening to in your car?

Paul Simon - "Graceland".

## If you could be anywhere in the world right now, where would you be?

This interview! Haha...Rome, 63BC, 5th December for Cicero's denunciation of Catiline.

## Thoughts on Brexit?

Uhh: the negotiations will be complicated and challenging.

## What's your favourite deciduous tree?

Good question! Beech trees, especially in the Chiltern hills.

## What Hogwarts house are you in?

Confession: I've only read the first book, so...Gryffindor, because that's a name I recall.

## Which historical figures would you invite to a dinner party?

Mary Wollstonecraft – she'd be great; Harriet Jones because I'd want to see what kind of problems she faced in 1873; and Henry II – to see if Thomas Beckett really was that annoying!

## Name 3 things that you'd take to a desert island.

A recording of the collected works of Bach, a violin, and a huge supply of pencils and rubbers for doing cryptic crosswords.

## Marmite: love it or hate it?

Love it, especially if it's very old or very strong.

## Who would play you in a film about your life?

Hopefully Kelsey Grammar, but I fear it would be Danny DeVito!

## Do you have any funny childhood anecdotes?

I once swallowed some coins on a bus?!

## What's your favourite book?

"The Iliad" by Homer and "A Suitable Boy" by Vikram Seth.

## Who's your favourite singer?

Pop-wise, Freddie Mercury, for his incredible vocal range, and classically, Carolyn Sampson, an amazing soprano.

## Who's your favourite artist?

Pieter Bruegel the Elder.

## As a classicist, Latin or Greek?

Greek intellectually, Latin politically.

## What's your spirit animal?

[Year 12 interviewers have to explain what this is. After much deliberation:] A duck: calm on top, but paddling furiously below the surface.

## And finally, do you have any irrational fears?

Year 12s asking me impossible questions!

# STAFF NEWS

- MRS IRWIN

2016-2017 was another exciting and busy year at NHEHS. Having said our fond farewell to Ms Hunt and other staff members, I was delighted to be Acting Head while awaiting the arrival of our new Headmaster, Mr Shoults, in January. We also welcomed some new staff members: namely Dr Jones as Head of Geography and Mr Hughes in the Geography department; Mr Chapman as Acting Director of Music; Mr McComb as Head of Economics; Miss Silvester as Head of English and Miss Nuding, Dr Quincey-Jones and Miss Holmes in the English department; Ms Nicholas as Head of PE and Miss Munro-Hall and Miss Adams in the PE department; Mrs Johnson as a RS teacher; Ms Adams as a Maths teacher; Dr Kerr-Herally in the History department; and Miss Achtemichuk and Miss Houghton in the Biology and PE departments.

We were also delighted to send our congratulations to Mrs Castano (née Genge) on her wedding, and wished Ms Hardy and Ms Eells the very best of luck as they headed into maternity leave, both with the prospect of twins! Miss Neep, our office manager, left to pursue an exciting career in improvisational comedy and we welcomed Mrs Ratcliffe to the role. Our administration team has also been joined by Miss Thompson, Miss Miyama and Mrs Denning, who all provide outstanding support to the running of the school.

At the end of the summer term, we also said our sad farewells to some other staff.

**Ms Symons** joined us last March and worked with energy and enthusiasm in DT, getting to know the girls and guiding them through their lessons and projects with expertise. We are very grateful to her for her time and tireless energy, and wish her well for the future.

**Mr Chapman** joined us in January as Acting Director of Music and was a stalwart in leading the department. Running a highly organised department, he has also promoted an 'endangered instruments scheme'. Mr Chapman has a great love of brass and is a superb conductor who has helped to promote music throughout the school, particularly with the KS3 concert last term. He led impressive concerts at school, in St Barnabas and Evensong at Windsor castle. He was committed to girls performing in our Teatime concerts and promoting our approach that music at all levels is encouraged for everyone. Leading a team of peripatetic staff, Mr Chapman ensured that lessons and music examinations have run smoothly for another successful year of progression, enrichment and achievements. We wish him the very best of luck in his new position as Director of Music at Rochester school.

**Mr Hughes** joined us in December. Despite a short amount of time in the Geography department, he made a big impact with inspiring lessons and his set up of 'Weather Watchers', which made use of our weather station. He continues to pursue his own enterprising business and we wish him much luck with his endeavour.

**Miss Houghton** joined us in September 2016 and worked in both the Biology and PE departments. She approached her teaching with vibrancy and dedication, engaging students in the lab or on the Astroturf with energy, expertise and commitment. She worked with care as a tutor and enjoyed supporting the girls. We also thoroughly enjoyed the homemade granola jars that she brought in to raise money for the Alfred Foundation, Cool Earth and her 'Mongol Rally' last July. We wish her luck for her future endeavours.

**Dr Quincey-Jones** joined the English department in June 2016. A natural academic, he has involved himself whole-heartedly in school charity events and will be fondly remembered for his World Book Day costume. He is passionate about English Literature and has enjoyed exploring different critical perspectives on texts. We wish him well in his new ventures at the London Academy of Excellence.

**Dr Jones** joined us as Head of Geography in June 2016. She was an entirely committed, meticulous and forward-thinking team leader. Her pupils know her for her organised and thorough approach to each topic. She was supportive of her department and had a keen following of girls interested in pursuing Geography at university. She valued highly enriching the girls' experience with field trips in all weathers, always approached with her high standards and optimistic outlook. A dedicated tutor to Year 7, she settled the girls into their first year in the Senior School with a calm and kind approach, always ready to listen and advise. Dr Jones has decided to spend some more time with her two young children and we wish her well and hope she keeps in touch.

**Ms Young** came to us in 2015 as Head of DT. She worked with drive and innovation to engage students in the DT lab and beyond. A methodical and careful team leader, she inspired girls of all ages across the school and promoted engineering with clubs and competitions, such as the Robotics club. An empathetic and organised tutor, Ms Young worked with the Year 7s to ensure they settled in happily to their first year in Senior School. Ms Young is set to pursue interests around education for a while, and we wish her the best of luck for the future.

**Miss Davies** joined NHEHS in 2014 as Head of Psychology. Since then, she inspired students with a love for the subject within lessons and across the years with whole school surveys and assemblies. A committed and caring Sixth Form tutor, she guided girls through their university applications and been a highly valued member of the Sixth Form team. Alongside leading several school trips, including the ski trip, Miss Davies also found time to co-lead the school magazine production with a team of Year 12s. She has been accepted on a prestigious postgraduate degree programme and we wish her every success in this pursuit.

**Ms O'Leary** joined the Geography department in 2013. A determined and passionate Geographer, and a GDST alumna, she inspired students within the classroom and beyond, leading numerous field trips in rain or shine. She also enriched girls' experience by leading several school trips and in her role as a dynamic Charity coordinator, giving back to our community with events such as the Log Cabin Party and Ealing Food Bank, and also further afield with the Plan UK walk. Year 8 students flourished under her guidance as a respected and astute tutor. Ms O'Leary has taken up a post in the Geography department in a school in Oxfordshire; we wish her continued happiness there.

**Ms Baboolall** joined us in 2013 in the Computing department. A kind and careful teacher, she was committed to leading students in Computing and IT, giving them tools to be creative and meticulous in their skill development. She worked with staff to give guidance in furthering their IT skills and led her Year 11 tutor group with a genuine and organised approach over the year. She remains within the GDST family over at Sutton High and we wish her well in her new school.

**Mrs Bendell** joined the English department in 2013 and last year led the SEN department as Head of Learning Support. She was an inspiring English teacher, working with girls across the years. Besides instilling a passion for Literature, she was also particularly committed to accessing strategies to open up learning for all styles. Her work in the Learning Support department augmented this approach and the girls are extremely grateful for her time, energy and dedication, including her leading the whole school in our 'No Writing Day' and assemblies. Mrs Bendell has left to pursue a future career in tutoring and to spend time with her children; we wish her the best of luck for the future.

**Miss Romero-Wiltshire** joined NHEHS in 2012 in the MFL department. She worked as Head of French and Acting Head of Spanish, embedding a sincere and enthusiastic love of languages and other cultures in her classes and team. She is highly organised and was committed to leading a range of school trips to give girls the chance to experience life in other countries. As well as leading the academic enrichment Da Vinci Club, she was a dedicated and highly supportive Year 9 tutor. We wish her much happiness and luck leading her department in her new school in North London.

**Mrs Watts** joined the Music department in 2010 and worked tirelessly behind the scenes to ensure that music timetables, lessons, examinations and music score sheets were ready, accurate and clear for all. This enabled students to have the array of music lessons, concerts and competitions that give the additional vibrancy to our music provision in school. She has decided to retire and we wish her health and happiness for the future.

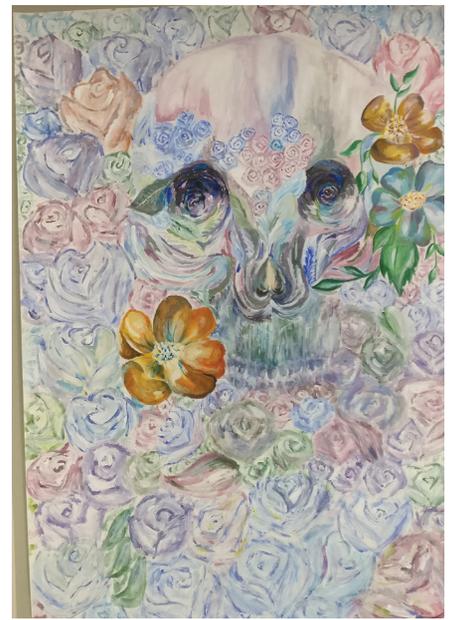
**Mrs D'Avella** joined the school an astonishing 27 years ago. Throughout the years she has worked hard in the Accounts department to enable us to enjoy being in such a productive and well-resourced environment. She consistently helped girls with their charity weeks, guiding them in counting and contributing their fundraising efforts. A key support in school events, Mrs D'Avella has been part of the backbone of NHEHS and will be very much missed. She has decided to retire now, though, and we wish her every happiness for her future.



Deluxshana Premakumar GCSE



Bella Szczech GCSE



Deluxshana Premakumar GCSE



Cora Farr GCSE



Anabelle Sanders GCSE



Nathalie Wickremeratne GCSE



Iva Grujic GCSE



Amrit Sandu A Level



Irina Ono GCSE



Nina Masterton A Level



Francesca Vale A Level



Rae O'Sullivan A Level



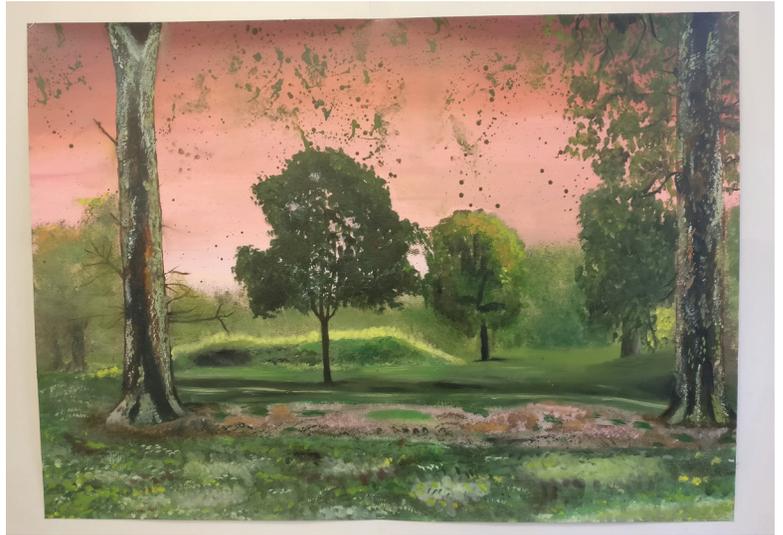
Natasha Nadel GCSE



Francesca Vale A Level



Miranda Simmons A Level



Lisa Vaschchenko GCSE



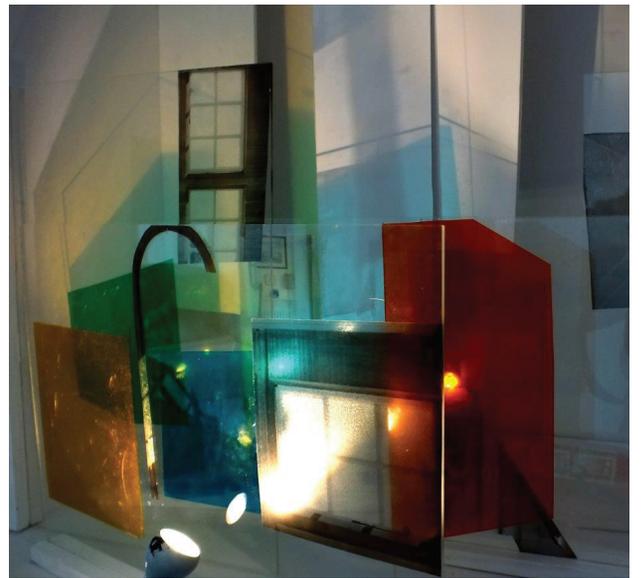
Tamara Abdat GCSE



Elen Kavanagh GCSE



Rachel East A Level



Elisa Defries GCSE



Miranda Simmons A Level



Priscilla Yu A Level

# Florence 2017

During the February half term, eleven sixth-form students, Miss Morgan and Ms Eells visited Florence, central Italy, the cradle of the Renaissance. Florence is the home of a large number of world-renowned artworks and buildings, and the birthplace of artists including Michelangelo, Donatello and Brunelleschi. After flying in the previous evening, our first full day in Florence started with an early visit to the Galleria dell'Accademia, where Michelangelo's infamous "David" is located. Rounding the corner to see "David" in all of his marbled glory was a startling moment, and getting up close to the 14-foot-high statue allowed us to fully appreciate the level of detail that was employed to create the famous work. We quickly immersed ourselves in the history of Florence, with visits to both the Medici Palace and the Brancacci Chapel. We had studied these buildings and the various works of art associated with them in our lessons, but coming face to face with them was a surreal experience, particularly when we could apply our knowledge from lessons as we explored these historical places.



# Art History



After a full first day on our feet, we were less than enthused to discover we had to climb all the way up to San Miniato al Monte, a Romanesque church sitting at the summit of a hill (one of the highest points in the city), but the view from the top called for redemption, as we could see the Florentine skyline in all of its late afternoon glory and appreciate the decorated facade of the basilica. On the subject of heights, climbing the interior of Brunelleschi's dome the next day was an opportunity for us to fully appreciate all of the different structural innovations that contributed to its construction. The dome that tops Santa Maria del Fiore is a recognisable edifice, 115 metres high, designed by Filippo Brunelleschi, a goldsmith with no formal architectural training, in a feat that is considered miraculous to this day, and the full views of the surrounding city from the top were both awe-inspiring and vertigo-inducing.

Some of my favourite aspects of the trip were our visits to ethereal spaces filled with centuries of Florentine history and religion - places such as the New Sacristy, which was designed by Michelangelo, as part of the Medici church of San Lorenzo, and exuded grandeur and triumph. Decorated with statues and the underlying motif of the triumphal arch, the space was immediately noticeable one that commanded attention and quiet.

Visits to galleries such as the Bargello and the Uffizi offered us the chance to view an immense collection of works all in one place, including paintings and sculptures by Botticelli, Titian and Donatello. We had the opportunity to exercise our visual analytical abilities on a wide variety of works, which helped us to hone our skills, even outside of the school timetable.

Not only were we able to see so many of the works we'd studied over the course in person, but to be able to walk through the streets of Florence and witness firsthand all of its architectural and artistic history exposed us to new and unforgettable buildings and works that have stayed with us long after our return home.

# Other Trips

The History of Art department ended the Christmas term with two trips. First off, Year 13 art historians visited the Robert Rauschenberg retrospective at Tate Modern, to help contextualise our study of American Pop. During the 1950s Rauschenberg challenged the prevailing Abstract Expressionist style by shifting the focus of painting from the artist's inner psyche to the outside world. He introduced pre-existing images gleaned from popular culture into his "canvases", which also defy tradition via the inclusion of "readymades" such as taxidermied goats, light bulbs and bed sheets.

The Tate show begins with these subversive Neo-Dada works but stretches the full length of Rauschenberg's career, charting also his later appropriation of commercial techniques such as silkscreen printing and extended collaborations with dance groups. Another highlight was a large-scale installation of viscous, bubbling beige mud, which mesmerised (and narrowly avoided splashing) us. This was juxtaposed with a SIM-card-sized, limited-edition ceramic tile featuring works by Rauschenberg, Andy Warhol and four other artists, the first artwork sent into outer space!

The following week, the permanent collection of the V&A was the focus of a Year 12 trip, which involved students sketching sculpture in marble, bronze and wood, and considering how these materials have affected the appearance and meaning of the works. Dressed in pyjamas (!), the students also visited a full-size reproduction of Michelangelo's heroic "David", a taster in plaster of the colossal marble nude, which we saw "in the flesh" on our Florence trip the following February.

Miss Morgan



# ARTiculation

2017 began in the History of Art Department with a trip to the Courtauld Institute, where Year 12 student Lucia Tremonti represented Notting Hill in the ARTiculation Prize quarter finals, a public speaking event that invites sixth-formers to prepare a presentation on any cultural artefact of their choice. Before the speeches, we were treated to a tour of the Courtauld Gallery, a gem of a collection featuring such familiar faces as Manet's barmaid at the Folies-Bergère and a bandaged Van Gogh. Back at the Institute, after hearing about topics as diverse as the symbolism of trees in the World War I paintings of Paul Nash and the ephemeral cloud sculptures of Berndnaut Schilde, Lucia took to the lectern in the Kenneth Clark Lecture Theatre (no mean feat!) to deliver her presentation on the Cathedral of Santiago de Compostela in Spain.

Lucia's speech placed the audience in the dilapidated boots of a Medieval pilgrim undertaking the arduous, and often dangerous, journey of faith to the Cathedral, the supposed final resting place of St James. This was a trek that Lucia herself had experienced - albeit in somewhat less strenuous conditions (without the threat of wolf attack or plague, for instance!) - the previous summer. A mixture of personal anecdote, Western European religious and architectural history, and Geoffrey Chaucer, her account of the Camino was a compelling reminder in our fast-paced digital era of just how deliberate and laborious journeys used to be.

Miss Morgan



# Dr John Taylor

On 7th March 2017, eager Classicists from Years 10 to 13 gathered in the Sixth Form common room to listen to a talk from John Taylor. The name may sound familiar as he is the man who wrote our textbooks. He informed us of the life and legacy of Alexander the Great.

John Taylor explored the ups and downs of the tumultuous life of the famous historical figure, from Alexander being (allegedly) descended from Achilles to his mourning of his beloved horse Bucephalus. He explained the "do it before you're 25" mentality presented by Alexander, who was not only the king of Macedonia but also the leader of the Greeks, the ruler of Asia Minor, pharaoh of Egypt and king of Persia before he was 25!



John Taylor remained unfazed despite our grilling questions, indulging us with even more depth into the life of Alexander the Great. I have to say we are a great school for asking grilling questions!

Those of us who were a little more eager than the rest hung around for a little longer so that we could get some memorabilia.

Many of us Year 11s asked John Taylor to kindly sign our Herodotus set textbooks, on which he wrote us personalised messages, making it feel so much more worthwhile to revise Classics. The eager Year 10s also got their books signed, while the Year 12s were lucky enough to get a photo with him.

Sharuka Ravichandran and Alice Pygram

# CLASSICS



## Pompeii Sophocles' Antigone

Zoe Millionis - one of the winning photos from the trip

On the 1st February, a group of GCSE and A Level Greek students set out to see a theatrical adaptation of Sophocles' "Antigone" at the Shaw Theatre. Despite the gloomy weather, and the even more gloomy subject matter of the play itself, it turned out to be an absolutely phenomenal evening, with many of the students coming away from the performance with a completely new understanding of Ancient Greek literature and

theatre. Many of us (myself included) had minimal knowledge of Sophocles' work, or indeed the play itself, so being able to watch a professional performance of it was a truly enlightening experience.

The play itself follows the inner conflicts of Oedipus' daughter Antigone, who, in the aftermath of a violent and terrible civil war, is forced to choose between honouring her family and obeying the state. It presents the audience with an almost insoluble moral dilemma, which leads them to empathise hugely with the protagonist. This particular adaptation was entirely acted and produced by Ancient Greek students from UCL, but it was so

grippingly performed and staged that most of us thought we were watching professional actors. The stage design, although minimalistic, was incredibly detailed and meticulously arranged to establish the setting in modern-day Thebes.

One of the most convincing aspects of the adaptation was the use of the chorus, who spent the entirety of the play watching the action from a cage-like box at the back of the stage. Their eerie narration added to the sombre and almost supernatural nature of the piece, and provided a contrast to the naturalistic action at the front of the stage.

Overall, seeing the play was a truly memorable experience, and all of us would like to thank Miss Patel and Mr Smith for giving us such a great opportunity to see Sophocles' great play performed.

Pandora Jones

# Rome and Pompeii

During October half term last year, 43 girls from Years 9 and 10 began their Classics trip with a 5am start at Heathrow. We had a smooth journey, apart from the fact that there were technical difficulties which delayed the plane. Eheu! The first monument we visited in Rome was the Trevi Fountain, where if you toss a coin over your shoulder into the water, you are guaranteed a return trip to Rome. The next place we saw was the Ari Pacis Augustae, which is an altar dedicated to Pax, the Roman Goddess of peace. We finished the day on the Spanish Steps, enjoying gelato and the sunset. The next morning, we visited the Pantheon and the Piazza Navona. In the piazza, we had the opportunity to find a €1 item to be entered in the Tacky Souvenir Competition! The Capitoline Museum was the next place we visited: it is home to the bronze she-wolf nursing Romulus and Remus. This statue has become the emblem of Rome. We then went to the Colosseum, where we lost part of the group, although it was easy to regroup again after spotting Mr Schneider's bright yellow hat! Following this, we went to the Roman Forum where we acted out scenes by each historic ruin to show what would have happened there years ago. In the evening, we all took part in the myth competition, in which we had to re-enact myths in groups. This was great fun.

The next day, we embarked on the 2-hour coach journey to Pompeii stopping off at the Baths of Caracalla, the second largest public Roman baths. We were amazed by how well they had been preserved; there were still mosaics on the wall, which were largely intact. We also stopped at Herculaneum, an ancient Roman town. It was also destroyed by the eruption of Vesuvius but is better preserved than Pompeii. We even managed to see some skeletons! We finally arrived at our hotel on the Amalfi Coast and after dropping our bags, we went down to the beach to enjoy the view - and more ice cream! We also were awarded prizes for the competitions and everyone had their eye on winning the certificates hand made by the teachers.

On the fourth and final day we woke up at 6:30am and grudgingly loaded our bags onto the coach. After a short journey we came to a road packed with stalls and restaurants. After another quick search for something under €1 for the Tacky Souvenir Competition we walked on to the city of Pompeii. From our very first Latin lesson we have followed the life of Caecilius, citizen of Pompeii and star of our Cambridge Latin Course books. It was amazing being able to visit the places which feature in his stories and seeing them made the books come alive. Throughout the day we had been able to see Mount Vesuvius on the horizon, and were super excited at the prospect of climbing it. It was packed with tourists by the time we arrived and it took us about 30 minutes to get to the highest point that under 18s were allowed to go. From here we had a beautiful view of Pompeii and on the other side we could see wisps of smoke coming from the crater. This was a great finish to the trip. Thank you to Miss Nicoll, Miss Patel, Miss Cagnino and Mr Schneider for organising it for us and making it so enjoyable.

Shivani Dave and Dhruvi Vijay



## Minimus

It's another blistery cold afternoon as we trudge our way to North Ealing Primary School. Every Wednesday afternoon we teach Latin to the younger years (Year 6) and every time I moan and groan about why it has to be after school, how my feet (after doing an intensive session of Zumba) are hurting and how a huge stack of homework is waiting for me as soon as I arrive home. But as soon as I enter the primary school classroom, with a crowd of eager little boys and girls grinning away at me like chimpanzees, I put a stop to my complaining, reminding myself about how excited they all are to have us here.

In the first half of the term we were allocated groups of around 4 and taught the children the very basics of Latin vocab and grammar. From time to time we'd bring in a huge life-size toy mouse in an effort to try to appease them to complete the exercises. I'd always find myself very pleased at how easy I found the exercises, but then I'd have to remind myself then my A Level exam paper might just be a little more difficult.

After we felt the Year 6s were fully trained, we told them we would enter them into a junior Latin competition. They would perform the play "Medusa" on camera (written by Ally, Cece and me) and we would send the final polished version to the judges. There were mixed reactions to this prospect: some gasped with horror and others cheered with delight. However, we practised the different scenes in the same groups again and again, and by the end most of them were comfortable with doing the competition. In fact, to their credit they were very excited and planned amongst themselves to bring in a range of different costumes from wine bottles to capes to one-eyed masks! One girl in our group even brought in a glass of "fake blood" from the London Dungeon, which we, of course, pretended was a glass of wine!

So, in the end I guess I have to admit that working at North Ealing Primary and doing Minimus wasn't such a bad experience after all! With younger children being so excited about everything, I actually found it a lot of fun teaching them new things. Overall, I found Minimus to be a very rewarding experience.

Kaya Sidhu

# The Island

Minerva Juniors is the name given to the Year 8 and 9 Drama Club and this year they worked towards a performance that was staged to an audience of parents and friends on the 14th June. Initially, they worked through workshops on a range of material, but it was a picture of an island that sparked their imagination and led to the writing of an original piece which was developed through these improvised sessions. The narrative stemmed from the idea that a group of girls and women were stranded on an island with no memory of how or why they were there. However, inevitably, one member of the community started having memories of a past life but these images were unclear and fragmented leading to fear and suspicion.

There was a clear parallel with the novel "Lord of the Flies" and this idea was woven into the story. There was a keen feeling amongst the group that although the piece was set in the future, there needed to be some clear sense of tradition embedded in the script and so we researched Latin words which we used at key moments, for example 'the enthymeme' was the name given to the select council convened to deal with disagreements. The cast worked diligently on exploring ideas for presenting the themes to an audience. Their professionalism and creativity was hugely creditable and the end performance was exceptionally well received.

These intimate studio productions are an excellent way for the girls to hone their skills and develop their confidence. As one member of the audience commented, "this was a fascinating process of exploration and expression. It was so wonderful to sit and watch the girls bringing those characters to life and showing the ideas behind the idea of the story." Huge congratulations to the cast of "The Island" and many thanks to the Back Stage Pass girls who did an amazing job on lighting and sound.

Ms Whitmarsh

## Drama Club

Running Drama Club has been such a fun experience. The younger girls are so vibrant and willing to learn, and we always have such a great turn out every week. We do things like improv games, acting out scenarios and even some group devising pieces! It's always so relaxed and enjoyable, and we hope that the Year 7s have loved it just as much as us Drama Secretaries have!

Georgia Colfer



## The Woman in Black

On a dark, windy Thursday night, the majority of year 9 went to see a chilling performance of 'The Woman in Black' for a drama trip. Although we had originally spilled into the theatre with a colossal amount of excitement, the cleverly planned use of lighting and sound effects left us all rather traumatised by the end of the play, not to mention the ingenious plot twist awaiting us. Watching this play helped me understand how theatre uses every sense to immerse and captivate the audience, leading me to believe that theatre performances are far more effective and infatuating than films. The fact that the number of actors and the staging could be considered minimalistic meant that the audience would focus on the context of the performance instead of its setting (not that this was a challenge considering the continuous tension of the play). At school, our year 9 drama class is working on an extended project in which we are expected to form a short play related to the title 'Ghost'. 'The Woman in Black' reflected on our projects by helping us understand how to truly create a sense of fear in the audience, not only through 'jump scares', eerie music and dramatic lighting, but also through the use of words and the sense of unknowability towards the possible routes the plot could take. Overall it was a horrifyingly educational evening in which we became aware of the countless techniques and time poured into a single performance so that it can reach its full potential.

Agnese Tremonti

# Year 9 Drama: Ghosts and séances with Helen Duncan

We were introduced to Helen Duncan via a video showing black-and-white stills while a voiceover explained her story. She made a living by conducting séances and in 1941, the spirit of a sailor reportedly appeared at one of her séances announcing that he had just gone down on a vessel called the Barham. HMS Barham was not officially declared lost until several months later, its sinking having been kept secret to mislead the enemy and protect morale. Of course, the government was suspicious of Helen's actions and wanted to prosecute her before she revealed any more confidential information. To this end, Helen Duncan was found guilty under the Witchcraft Act of 1735 and sentenced to nine months in Holloway Prison. She was the last person in Britain to be jailed under the act. We were shocked by how the government manipulated antiquated laws in this way.

In our drama lessons we explored how newspapers exploited this story and ran it into the ground. We formed multiple archetypes and representations of Helen and her séances, and created short pieces based on the headline "Branded a witch, jailed a spy". In these pieces half the groups defended her and the other half attacked her to represent the duality of the media. We also invented our own characters who might have come into contact with Helen. These included ghosts who communicated with her, desperate patrons begging to see their dead loved ones and cynical journalists. This helped to create even more new perspectives on this case. This exploration of the media, conflict and wartime paranoia really helped to further our understanding of ghosts, the connotations of the word and its often warped meaning.

Thalia Roychowdhury



# DRAMA





# The Crucible

Being a part of this year's production of "The Crucible" was not only an incredibly rewarding experience for me, but also one that has really given me an insight into large-scale performances and the importance of working in a team. I had never acted in a performance as big as this (having been a props assistant the year before), and the minute rehearsals started it became very apparent to me that co-operation with my fellow cast members and dedication would be key. Over the next few months, I watched the performance gradually fall into place and become (if I may say so myself) something of a masterpiece, overseen the whole time by our Director, Ms Whitmarsh. The ensemble as a whole complimented each other brilliantly; each one of them bringing an individual quality to the performance, and it was particularly valuable for me as a Drama student to watch the more experienced actors at work. I know that I learned an immense amount from being a part of the production this year, and, as I have said before, I'm pretty confident that I can recite the entire script by heart now. I can't wait for next year!

Pandora Jones





## Money Matters

As part of our PSICHE lessons, Year 9 were off timetable for one day to take part in the "Money Matters" scheme. The year was split into groups of 5 people, and we played different games and activities that taught us about money, debt and savings.

In our teams, we had to win as many games as possible to win money. The team who had the most money at the end received a prize. In one game, which was based on origami, it said in small print that we didn't actually have to complete it, and that it was just to waste our time! This taught us that it is always important to read the small print. Another game we played was "Who wants to be a millionaire", with money-related questions. It was a really fun experience, and we learnt a lot about the importance of saving money and spending it wisely.

We also played a game of true or false, where we had to answer questions about loans, taxes and interest. After this we created radio adverts in our groups, which were very entertaining to listen to. Overall, it was a very fun day, and we all learnt a lot.

Sabah Malik

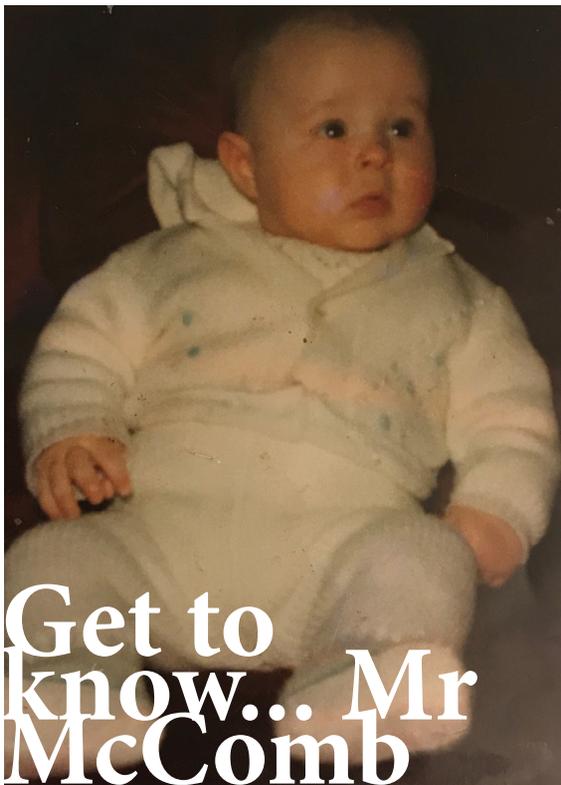
# ECONOMICS AT THE HILL

## To The City

The Year 12 Economics students went on a fascinating trip to the City in order to learn more about how economics is an integral part of the workings of the City of London. First of all, we visited the Museum of Brands, where we saw how many big brands such as Heinz have changed over the years, and how they developed both their styling and their businesses. Then we went to the Bloomberg headquarters, which were amazing, as each floor was a different colour and had a fish tank. We were taken on a tour and introduced to the Bloomberg computer, and

we found out what it is and how it works. We were also given a run-through of the system, but a personal highlight was the Bloomberg canteen, which was free and had a huge range of food, a great advantage for Notting Hill girls! After this we went to the Bank of England, where we had the opportunity to pick up a gold ingot, and we were shown some films about the history of the Bank. It was interesting to see the Bank of England's significance in terms of the UK economy. Although we were all shattered at the end of the day, it was a great trip which taught us a lot about the City of London.

Sophia McGowan



## Get to know... Mr McComb

### **So** far, favourite thing about Notting Hill

House shout. Words don't do it justice – what an experience it was for me to be able to witness it.

### **Why did you choose to study / teach economics?**

I chose to study Economics due to its relevance in the real world. Learning about things such as interest rates, exchange rates, economic indicators and the financial sector is critical life knowledge. Hence, I enjoy teaching Economics because it is great to know I am teaching my economists critical life-skills and lifelong knowledge.

### **What other profession would you like to have had if not teacher?**

I would like to be a professional footballer but in order to do this I would need to leave teaching, and obviously teaching is more important to me than football!

### **Who would play you in the film of your life?**

Morgan Freeman. He is very well respected amongst his peers, he has a very calm demeanour, and he also has a distinctive voice.

### **Do you have a spirit animal?**

My spirit animal is a butterfly – this represents me flying elegantly between the main school and the sixth-form block several times a day!

### **How Irish is Mr McComb?**

#### **What is the most successful Olympic sport in Ireland?**

Rowing – the O'Donovan brothers did great at the last Olympics, but I think they are more famous for their media interviews than their rowing!

#### **House of Pain are a hip-hop group who constantly reference Ireland, but in which song did they include the lyrics "Ya see I'm Irish but I'm not a leprechaun?"**

- A) "Shamrocks and Shenanigans"
- B) "Top o' the morning to ya"
- C) "Danny Boy, Danny Boy?"

I don't have a clue! I will guess and go with "Danny Boy".

#### **To which county can Obama trace his Irish roots to? Offaly, Tipperary, Westmeath?**

Offaly – it was on the news a lot back home!

#### **What came first: Ireland adopting the pound or rock legends Thin Lizzy (another notable Irish band) releasing their final album?**

That is a trick question because Northern Ireland has adopted the pound but Southern Ireland has the Euro as their currency so I am refusing to answer it!

#### **A famous Irish actor stars in the hit show "Peaky Blinders". What is his name?**

That is an easy one - Cillian Murphy.

#### **How many times have Ireland won the Eurovision song contest?**

This will be a complete guess - I will go with four times. However, I must say Jedward should have won when they entered it a few years ago. I blame the corrupt and strategic voting system! #justiceforjedward

# English

## World Book Day - Myths and Legends

This year's World Book Day had the theme "Myths and Legends". We had a number of amazing costumes, ranging from the Muses to a Hydra to Cerberus. We were honoured to be joined by Jamila Gavin, an old Notting Hill girl and author of "Coram Boy".



World Book Day winners: Alisha Ossman (Years 7-9)  
Bethan Davies-Asmar (Years 10-13)

## A Series of Haikus: The Nine Worlds of Norse Mythology

by Alisha Ossman

There are nine Norse worlds,  
A great tree is the worlds' home,  
It is Yggdrasil.

Midgard is our world,  
The realm of humanity,  
Humans dwell in here.

Asgard: Odin's realm  
Aesir gods and goddesses  
Live in this kingdom.

Vanaheim of magic,  
Vanir gods and goddesses,  
And dead warriors.

Jotunheim follows,  
This is the realm of giants,  
These creatures devour.

Niflheim: near Helheim,  
The primordial ice world,  
With an ice river.

Alfheim follows these,  
The realm of dark and light elves,  
They shall cast a spell.

Svartalfheim the dark,  
The dwelling of many dwarves,  
The land with no light.

Helheim is the last,  
The unworthy dead live here,  
Ruled by Loki's child.



# Amazon Boy

by Bethan Davies-Asmar

"It's a boy."

The three words resonated through Anaea's head like a bell. Dizzy with pain, she looked at the faces of her two friends gathered around the bed.

Orithia passed her one of the bundles of cloth.

"The girl," she told her, and Anaea took her baby. The girl's screams had diminished to almost nothing, whilst her brother's, weaker and frailer, echoed through Anaea's head. She looked down for a moment at the girl cradled in her arms.

"Valasca," she named her, "after my mother."

And then she remembered the boy. "Where is he?"

Orithia and Phoebe hesitated before presenting her with a smaller bundle. The boy's blue eyes, unlike his sister's, were open wide, gazing innocently into Anaea's. Though sweet, his gaze was haunting, as though he knew his fate.

"Let us take him now, Anaea," Phoebe said, glancing at the door "It's easier that way."

Anaea considered her options. "No. I'm taking him somewhere safe."

Men were not a part of the Amazonian culture. The only time the Amazonian warriors interacted with men was when they faced them on a battlefield or perhaps once in their life when they were thought to be of respectable child-rearing age.

Anaea's daughter, Valasca, would be raised in the tribe, taught to fight, expertly ride a horse, cultivate crops and single-handedly run a society.

Her son, however, was to be killed. And she would be expected to kill him.

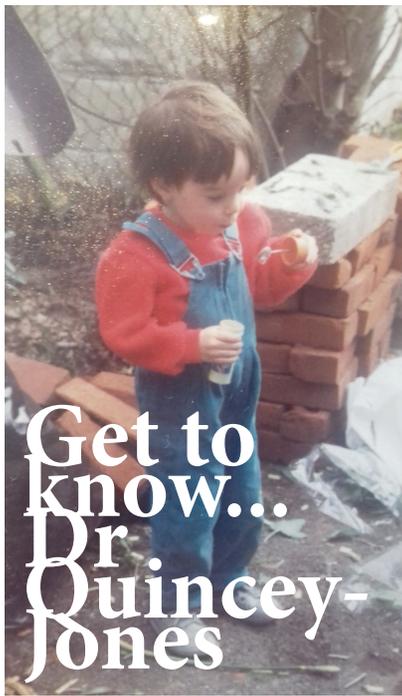
And so Anaea was fleeing. With the boy swaddled in blankets, wrapped against her body for warmth, she sped away on a horse down the unused pathways out of the colony. She would deposit the boy with his father, a wealthy man from a neighbouring city and then return to her tribe. She had had Phoebe and Orithia tell the community that she had been gifted a baby girl but it had been a difficult birth and she needed privacy to recover. She hoped her journey would take her into the dark of night, but that she would be able to return to the city before sunrise in morning. Then she would creep back to her rooms, back to her daughter and no one would notice.

Her son would never have existed.

Time muddled as Anaea rode. Then – finally – the hill she had been climbing levelled out. In the distance she saw specks of hope. The city was grand and prosperous, so even in the middle of the night, it was lit up by lamps. Anaea admired the lights, and smiled. The boy would reside here, away from the terrible beauty of the Amazonian warriors who condemned his very existence.

Here, he would be safe.





**What book do you wish you had written?**  
The Bible.

**What other profession would you have if you were not a teacher?**  
I'd be a professional sinecurist (i.e. an official with an important title but that does basically nothing) to give me more time for reading.

**What is your spirit animal and why?**  
Crow. They're one of the few species to mourn their dead, and they're able to use rudimentary tools, which suggest that they're at least

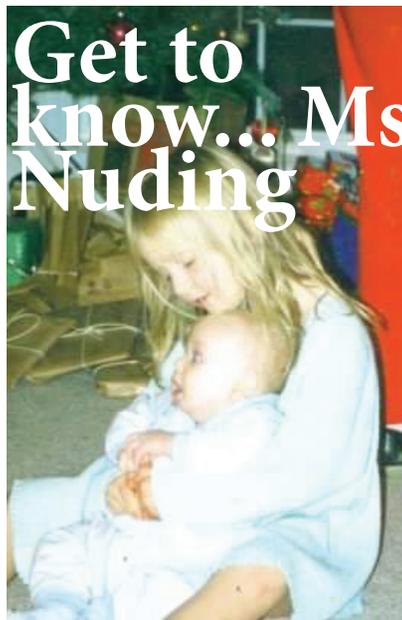
as intelligent as most of humans. And they were the inspiration for Ted Hughes's fantastic collection "From the Life" and "Songs of Crow".

**Which book character best describes you and why?**  
Adrian Mole: intellectual aspirations; lacking the goods to back it up.

**What book would you most like to be in?**  
Anything by Terry Pratchett. "Discworld" is like a hilarious version of the Potter universe, but set on a flat planet balanced on the back of four

elephants that, in turn, are stood on the back of a giant turtle. What's not to love?

**What is your favourite thing about NHEHS so far?**  
The students. They are fantastic.



**What book do you wish you had written?**  
Melville's "Moby Dick" – because how exciting would it be to be consumed by so ambitious and bonkers a project?

**What is your spirit animal and why?**  
I can't make up my mind on this one – but great question. I love the "His Dark Materials" trilogy, and Philip Pullman's use of daemons.

**Which book character best describes you and why?**  
Well, my teaching alter-ego is definitely Remus Lupin – but without the lycanthropy.

**What book would you most like to be in?**  
Umberto Eco's "The Name of the Rose", for the riddles and labyrinths. It's a bit like a Medieval Poirot though – so I would have to watch my back...

**What is your favourite thing about NHEHS so far?**  
Certainly the Poetry by Heart competition – what an impressive example of students stepping out of their comfort zone, and growing exponentially in the process!



**What book do you wish you had written?**  
A bestseller?! Seriously though, I'd love to have written "Pride and Prejudice" because it's my favourite book of all time. It is a timeless, memorable story and there is not a single aspect of the writing that needs to be changed to make it better (in my opinion!).

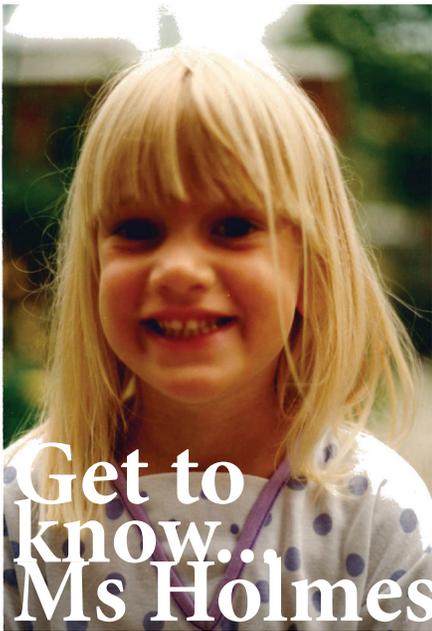
**What other profession would you have if you were not a teacher?**  
If I wasn't a teacher, I'd probably be working in media or advertising. My dream when I was little was to be a full-time children's author, which would be a lot of fun though! Saying that, now I'm a teacher, I'm glad I'm not doing anything else.

**What is your spirit animal and why?**  
A spirit animal? What's a spirit animal? Sounds dangerous, not sure if I'd want one...

**Which book character best describes you and why?**  
Not sure I could narrow this down to one, to be honest.

**What book would you most like to be in?**  
"The Lord of the Rings" – as then I'd solve the plot hole that Frodo and company could have simply flown to Mordor in under a day with the help of the eagles.

**What is your favourite thing about NHEHS so far?**  
The people, definitely. And the special NHEHS traditions (the Boar's Head carol, House Shout...).



Get to know: Ms Holmes

**What book do you wish you had written?**

I was blown away by 'Everything is Illuminated' by Jonathan Safran Foer the first time I read it. It was so skillfully written and plotted and unlike anything I'd read before. I thought it was ingenious.

**What other profession would you have if you were not a teacher?**

There were so many things that I wanted to be: a lawyer, a political lobbyist, a development worker. I currently contribute to educational projects in developing contexts alongside teaching here. I like to be constantly learning and doing things that I think will have a positive impact on somebody somewhere.

**What is your spirit animal and why?**

I'd like to think I have the loyalty and friendliness of a dog; but I think others would say that I sleep as much as a cat!

**Which book character best describes you and why?**

I think I was definitely a bit of a Hermione at school: very enthusiastic, mildly irritating and bossy, but definitely meaning well!

**What book would you most like to be in?**

Well, of course, I'd love to spend some time at Hogwarts. But I've also always quite fancied dressing up and attending a legitimate Austen-esque ball as well...

**What is your favourite thing about NHEHS so far?**

Definitely the pupils: how engaged and spirited they are, and how funny they are too. The food's pretty good as well!

# Much Ado About Nothing

On 11th July, Year 8 voyaged to Oxford to see a Shakespeare play called "Much Ado About Nothing" which was performed by the Oxford Shakespeare Company. The play consisted of six main roles: Don Pedro and his brother Don John, and the two sets of lovers called Claudio and Hero and Beatrice and Benedict. In summary, Don John conspires against his brother Don Pedro using Claudio and Hero's relationship to his advantage, resulting in issues for both couples.

Our highlight of the play was the comical relationship between Beatrice and Benedict. On stage this was played out through witty verbal disagreements, such as when Benedict and Beatrice had their fight at the beginning of the play, insulting each other and delivering entertaining comebacks for the audience.

Physical humour was used throughout the play, especially with characters like Dogberry and the Night Men who provided some comic relief in the more dramatic moments of the play. Their physical appearance and the way they carried themselves as these characters was very effective. In terms of acting, despite the cast playing two characters each, they portrayed their characters excellently and their parts flowed easily. The skilled performances drew the audience into the plot and made us empathise with each character and their individual perspective in the production.



As well as the performance, we also had a short walk around Oxford, looking the architectural features of the colleges and surrounding buildings. One of the architectural features we looked at was columns; the different types are Doric, Corinthian and Ionic. We also looked at Bodleian Library, which is the one of the oldest libraries in Europe. On the facade we saw some of the architectural features that we had been learning about. Another aspect of the architecture of Oxford that we looked was a copy of the Bridge of Sighs. The original is situated in Venice and is called this because of the way it connects the court room to the prison. On their journey across the bridge, condemned criminals would glimpse the city for one last time as they made their way to their prison cells.

In conclusion, we thoroughly enjoyed our trip to Oxford to see the architecture and the Shakespeare play "Much Ado About Nothing". We learned more about the Oxford and famous sights there and gained greater knowledge of the area.

Freya McNeill and Zahra Mahmood

# GEOGRAPHY



## Get to know... Dr Jones

**What would students be surprised to find out about you?**

I have a bad memory.

**What would you take to a desert island?**

Whiteboard to write things; puzzles; a diary to keep the mind stimulated.

**What would your last meal be?**

Mussels and chips.

**Most embarrassing teaching moment?**

Falling off the back of the stage in front of hundreds of people.

**What were you like when you were at school?**

Not a model student - not good at completing tasks on time.

**Must-have smartphone app?**

Met Office.

**A quote or saying that you live by?**

Life is about creating yourself, not finding yourself.

**What song do you know all the lyrics to?**

"Daydream Believer".

**Last thing you watched on TV?**

"Home and Away".

**Finish this sentence. The best thing that could ever happen would be...**

The assassination of Donald Trump or the ending of world poverty.

**Favourite clothes shop?**

Boden.

**Favourite hobby?**

Walking, being in the countryside or listening to waves.

**Why do you think geology rocks?**

There are no faults in it.

**Favourite place on earth and why.**

New Zealand, though this has recently been overtaken by Isle of Lewis as there are no people there and it has the best beaches.



## Tower Hamlets

Upon arriving at Mile End, the A Level geographers enjoyed the newly tarmacked road and green bridge (the first sign of the successful regeneration scheme in the area). We were astounded by the unfair stereotypes that had been formed about Tower Hamlets, depicting it as a crime-ridden and deprived area. With its fascinating variety of culture from the Bangladesh markets to the bagel stores on Brick Lane, the area is certainly full of character.

We analysed the changes in place functions by observing 'Gode' maps. These show the use of each building and through comparison of maps from different years we were able to see how the places had changed from industrial use to retail or residential over time. For example, the place which was once the post office is now a Starbucks. This information indicates how Tower Hamlets has evolved and been influenced by globalisation.

Emma Bamber

## Dorset

In early September, 48 NHEHS geographers (plus Dr Jones, Miss O'Leary and Miss Parr) embarked on a GCSE controlled assessment trip to Lulworth Cove in Dorset. Whilst the rest of the UK was engulfed by floods, the sun shone on us for the entire trip as students collected data investigating contrasting pressures in a rural area. These included second home ownership, environmental damage such as footpath erosion and problems caused by increasing traffic. A pleasant night, albeit in fairly basic accommodation, was spent at Brenscombe Outdoor Centre near Corfe Castle and we were delighted to receive a surprise visit from the Duke of Edinburgh girls who were in the area on their practice expedition.

Dr Jones

## Geography Club

Geography Club has been rebranded! This year we have tried to move away from the stereotypical associations with geography and discussed important geographical issues in the world, as well as having fun! A highlight was discussing the importance of living sustainably while tasting the difference between sustainably sourced, homemade cakes and shop bought cake. It was agreed that it is actually easier to live sustainably than was previously thought, after the sustainably baked cake was the most popular.

Emma Bamber



## Year 12 trip to the Churchill War Rooms

Year 12 History students had an entertaining and educational visit to the Churchill War Rooms. The Interactive Churchill Museum offered the opportunity to learn lots about Churchill's life and we were also able to explore the underground bunker which protected the staff and secrets of Britain's government during World War II. The rooms were arranged the way they would have been left on the last day of the war, which gave a fascinating insight into the life of the people at the heart of Britain's wartime effort. We read diary entries written by some of these people and listened to broadcasts Churchill made from the War Rooms. Meanwhile, above ground, the Queen was unveiling the Iraq and Afghanistan Memorial that honours the thousands who served between 1990 and 2015, including the 680 military who lost their lives in the region. On leaving the War Rooms, in an additional highlight to our day, we saw many politicians who had been at the ceremony including Nicola Sturgeon, and two of us saw the Queen herself!

Georgina Redhead

## Government & Politics

On 18th April Theresa May announced a snap general election, quickly sending the Politics department into a high state of anticipatory excitement. Year 12 students quickly got into parties, and as leader of the Conservative party, I announced our decision to call a snap election in school as well.

My team and I started to strategise. The forms represented each constituency, so we quickly realised that it was important to get the Sixth Form vote as there are more forms. We analysed data from the previous election, suggesting that upper years were more likely to vote for left-wing parties. We started putting up posters targeting these years and putting down Jeremy Corbyn, who was

### Mock Election Results

7N	Green	11JJP	Liberal Democrat
7H	Green	11RC	Conservative
7E	Labour	11ABA	Conservative
8N	Conservative	11SML	Conservative
8H	Conservative	12ID	Labour
8E	Liberal Democrat	12PS	Labour
9ML	Labour	12SQ	Labour
9LE	Conservative	12TM	Labour
9AR	Labour	13CAP	Labour
9JRS	Liberal Democrat	13HC	Labour
10FJ	Labour	13JLS	Conservative
10HLC	Conservative	13SMC	Labour
10PE	Conservative	13SHC	Liberal Democrat
10ST	Labour		

# History

## National Archives

On 14th June, the Year 12 History students had the opportunity to visit the National Archives at Kew. A component of our course is coursework, for which we choose our own topic on 20th-century Britain, and people chose topics including social attitudes to post-war immigration and the revolution of contraception. The Archives hold so many different sources that there were useful pieces for everyone, and we initially had to search the digital archive to find relevant sources. We each had to order 3 sources at a time and wait while the documents were being transported to the allotted reading room. Once we gained access to the reading room, we had to collect our documents from a locker and take them there, where we could read the documents in detail and record the information we needed to help our research. It was an amazing experience to be able to access documents which hold so much historical value, such as reports from Labour Party conferences. This was a fantastic trip and many thanks to Mr Pepper and Mrs Scales for accompanying us.

Celia Riddiough

gaining an unprecedented amount of popularity among Year 12 students.

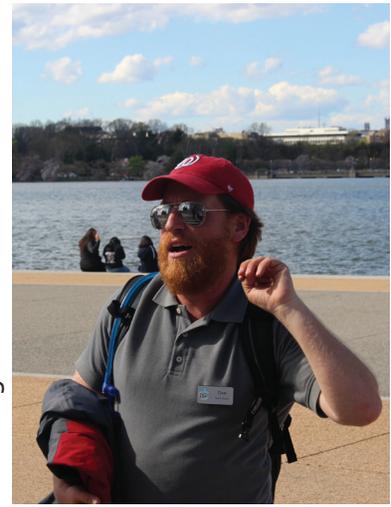
As they had exams, the Year 11s and 13s would vote earlier than the other years, meaning we would have to target them early on. We held an assembly where we discussed what we expected to be in the Conservative manifesto, which hadn't actually been released on the morning of our assembly, unlike Labour, whose manifesto had been leaked earlier. The votes from the Year 11s and 13s looked promising, as we gained more constituencies than we had been expecting. We felt confident... a mistake!

The day of the election came and we campaigned around the classrooms during form time hoping to drum up some last minute support; the results arrived that evening. It was a Hung Parliament, correctly predicting the country's results. The Year 7s had an unprecedented swing to the Liberal Democrats, we had not considered that one of them was the sister of the Lib-Dem leader!

We tried to arrange a coalition with Labour or Lib-Dem but they both turned us down, choosing instead to form a "Coalition against the Conservatives". It was announced in assembly and our fate was sealed.

I enjoyed running the campaign and it gave a great insight into the inner-workings of the British Parliament. I hope we taught the school something about British Politics as well.

Georgina Redhead



Our tour guide

On 3rd April a group ten sixth-formers, accompanied by Ms Eells and Mr Pepper, set out for Washington DC for the History and Politics trip. During the plane journey we were excited about the discovery that new Oscar movies were all available, and that there was still snow in America, even in April. Upon arriving in Washington we were pleasantly surprised at how nice security was, despite our being foreigners in Trump's America. On our first day in Washington we walked around exploring the city, which was beautiful and surprisingly clean. Among the many memorable sights we saw was the Capitol building, which I along with many others was amazed to discover was not the White House.

On our third day we visited the Supreme Court, the sight of many landmark cases in American history, where we saw a real US senator. We then visited the Capitol building, having gone through the very stringent security that would come to characterise all important American buildings. Although we were slightly unnerved by the number of "Make America Great Again" hats we saw, it was still interesting to learn about the history of the American government. Later that day we attended a baseball game – the Miami Marlins against the Washington Nationals. Although we didn't fully understand the rules of the game, we had great fun, particularly watching the reactions of the boy in front who was apparently a huge baseball fan.

For our final full day we visited Georgetown University. Unfortunately, due to torrential rain we weren't quite able to enjoy the university as much as we would have liked. However, we still managed to visit the "Exorcist steps", making the trip and the weather all worth it. To get out of the rain we spent the afternoon visiting the very impressive Smithsonian museums, inclusion the Museum of American History and the Museum of Natural History. Being a group of girls we were all particularly entranced by the jewellery section which housed the Hope diamond. The next day was our last and we decided to finish our trip with some shopping. Then it was time was time for the long flight home, fuelled by lots of American food. Overall the trip, and Washington, were amazing and we would all like to say a huge thank you to Mr Pepper and Ms Eells for making it possible!

Amelia Gorniok

Sheffield High's Anya rounded off the afternoon with a nuanced and clever argument on why those of us living in the early 21st century are the luckiest people in the history of the world. The judges, GDST Chief Executive, Cheryl Giovannoni, and BBC journalists Stephen Sackur and James Coomarasamy, had the unenviable task of picking a winner from what was probably the most polished and accomplished line-up in recent years. They were full of praise for all the finalists and in particular for their mastery of their individual subjects, their poise and the way in which they dealt with questions from the floor. In the end they awarded second prize to Cerys from Northampton High School and first prize, and the Chrystall Prize trophy, to Anya from Sheffield High. Worthy winners in the closest of competitions. Congratulations to all the finalists!

Mrs Irwin

## Chrystall Prize

We were delighted to host this year's final of the GDST Chrystall Prize for Public Speaking in which five Year 11 girls, who had each won their regional round, descended on Ealing to fight it out with words for this most coveted of GDST trophies. In this competition, each competitor is required to speak for seven minutes without visual aides, to hold the audience's attention, to engage their interest and then to take three minutes of questions from the floor. Cerys from Northampton High School opened the afternoon with an original and engaging argument on whether or not it is true to say young people seem to be disconnected from politics. She was followed by Rebecca from Sydenham High who spoke with great verve on "do we get the politicians we deserve?". Next up was Streatham and Clapham's Pippa with "choosing what we wear is a basic human right" and she was followed by Notting Hill & Ealing's own Anika (the only contestant to speak without notes) who offered a closely argued and passionate speech on the importance of restrictive gun laws in protecting society.

# Maths Fest

The day started with James Grime of Numberphile fame telling us how messages are sent on the internet. All of those tweets, shared photos, Snapchat stories, etc. are turned into binary and transmitted. How come the signals from all of these messages don't interfere with each other? It's because of frequency hopping, first invented by the Hollywood actress Hedy Lamar during World War II. Security programs, involving the same idea as the Lorenz Code (also from World War II), encrypt the messages. James finished by showing how mathematics is used to fix errors in transmission by using error correcting codes - all completely fascinating and essential for the modern world. Katie Steckles then showed us some mathematical problems which are currently unsolved but have million-dollar rewards for anyone who can solve them. She demonstrated that humans can be better than computers at solving some types of problems because humans won't just try all combinations until something works.

In talking about the Four Colour Theorem, students were introduced to the idea that some mathematical problems can take decades to solve. Maybe, in comparison, homework doesn't seem so bad. Our third speaker was a visual effects artist, Eugenie Von Tunzelmann, who has worked on films such as "Harry Potter". She gave us some idea of what a ray tracer is and how she has used them to produce computer-generated images. She now works on producing visual effects for theme park rides. This involved some scary looking maths that linked the world of art to computer graphics. This was followed by a "Maths Slam", which gave students the opportunity to take to the stage and present maths concepts that hardly anybody had heard of before. Presenters included Bismah Kazi, Sabrina Ossman, Jemima Bradley and Eve Harrington

Sabrina Ossman and Bismah Kazi



## Maths Challenges

In February, a large number of students from Years 9, 10 and 11 took part in the Intermediate Maths Challenge, a national competition organised by the UK Mathematics Trust. The Maths Department are delighted to announce that a record-breaking 80 students were awarded 9 Gold, 24 Silver and 47 Bronze certificates. In a remarkable triple, Diana Razlog in Year 9 scored sufficiently highly not only to carry off a Gold Certificate and Best in Year Certificate, but she also emerged as Best in School, beating all of Years 10 and 11! Other Gold winners were Mithra Kumaran (Best in Year 10), Isha Lamba (Best in Year 11), Leena Van Surell, Deluxshana Premakumar, Alisha Godhania, Iva Grujic, Chloe Braganca Vasconcelos and Thushika Ravichandran. As a result of doing so well, a record-breaking 10 students were invited to take part in a further international competition that originated in Australia and is called the "Kangaroo".

Ms Critcher

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3**

On 14th of March - 3.14 in the USA, and therefore otherwise known as Pi Day - we endeavoured to calculate Pi in two different ways. First of all, we used the equation for the time period of a pendulum swing to calculate Pi, which involved Miss Croft dangling a weight from the second-floor atrium and two helpers timing. Next up was the Pi Recital Competition, which revealed some impressive memory skills, and where Li An Tan from Year 8 came out on top with a fantastic 109 decimal places of Pi. The pinnacle of the Pi Day celebrations was when we tried to calculate Pi using real pies. We did this by making a circle out of pies with a diameter of pies and dividing the number of pies in the circumference by the number of pies in the diameter. Pi came out to be reasonably accurate 3.114, which we were very pleased with. The spectators were equally pleased with the fact that they could now eat the pies used in the calculation.

Eve Harrington



## Hans Woyda

During the first half of the year, several girls took part in Hans Woyda, a team mathematics competition. Each match involves a team of four girls from Year 9, 11, 12 and 13 who have to answer a variety of difficult maths questions under time pressure, and mostly without a calculator. The matches consist of individual rounds, which test mental maths, trigonometry and algebra, a group round where the team works together to answer a longer question, and a quickfire round where teams can steal points off each other. The NHEHS team did very well in the competition this year, making it to the plate competition after winning against Cardinal Wiseman and Godolphin and Latymer. Unfortunately, we were defeated by Watford Grammar School for Boys in the subsequent round, but our overall result was a great improvement on previous years.

Cecily Bell

## Maths Trail with Years 5, 6 and 7

In June, the whole of Years 5 and 6 from the Junior School visited us to work with Year 7 on some maths activities. This is the third year we have run these sessions and as one of the Year 7 students said, "I remember I was exactly like the Year 5s and 6s when I was them! It was an enjoyable experience switching roles as I was the Year 7 this time!" Other Year 7 students commented: "I thought that it was a lot of fun! Some questions were quite hard but the Year 5s and Year 6s were clever!" "I enjoyed working with Year 5 and Year 6. It was nice to know what classes the Year 6 girls are joining." "I had forgotten what junior school was like. I loved answering their questions and telling them about the Senior School."

Our visitors successfully followed a maths trail around the school and solved some problems based on the United Kingdom Maths Trust Primary Team Challenge. Here are some of the questions: Who was the Head Girl exactly 10 years ago? Estimate the circumference of one of the picnic tables? What is the sum of the digits of the school's phone number? What shape is the gate by the pond? What does the number "Pi" represent? All of the teachers involved were so impressed by the enthusiasm and effort which everybody showed.

Ms Critcher

# Maths

## Curious Maths

In late November 2016 the Maths department took Year 10 to a performance of "The Curious Coincidence of Maths in the Day Time", a show inspired by the novel and play of a very similar name by Mark Haddon. The first half of the show featured some interesting applications of the maths that features in the "The Curious Incident of the Dog in the Night Time" by some of our favourite mathematicians. Rob Eastaway started with a session on logical deductions, inspired by the title of the book which is a quote from a Sherlock Holmes story involving a non-barking dog. This led to Sherlock deducing that a crime had been committed by someone who must have known said dog, thereby illustrating the idea of how a seeming lack of information (no bark) can lead to a logical deduction. Rob followed this with a session involving the famous Monty Hall problem. BBC's Dr Hannah Fry discussed a foolproof method for getting out of a maze, an algorithm used by the main character in Mark Haddon's book to find his way to a station. We were then shown how ants use a similar idea but sadly for them their algorithm can break down, which results in the spinning vortex of doom and certain death. Her second presentation involved probability and Notting Hill's Anastasia bravely bet £1 (hoping to win £50) that 30 random people would not choose the same random number between 1 and 100. She lost. Hannah had a 99% chance of not losing the bet.

This shows how, given lots of events, coincidences can happen surprisingly often. Maths musician Ben Sparks spoke about the different outcomes you can get from a given mathematical model if your initial values are changed. This involved our own Pandora and Amrita taking their trusty calculators onto the stage to help generate some results. This led to an application of chaos theory, illustrated by a population of frogs. Ben followed this with an explanation of how the music for the show was devised using prime numbers and how trigonometry links to sound waves. The second half of the show involved an excerpt from the play "The Curious Incident of the Dog in the Night Time" in which Christopher, the main character, talked about how he solved an A Level maths problem in a somewhat more energetic way than we see in a classroom! This was followed by stand-up mathematician Matt Parker talking about the staging of the show, the engineering behind the set design, the use of scale models and some very eye-catching lighting effects. A final question-and-answer session finished the hugely entertaining and thought-provoking show. Year 10 arrived back in school, energised by the whole experience, ready for their afternoon lessons.

Ms Critcher



# French

## YEAR 8 NORMANDY TRIP

On Friday 30th June, we went to Normandy with Miss Sheikh, Miss Baboolall and Mrs Tremayne to learn more about the culture, the history and the language.

We visited the Bayeux Museum and saw the Bayeux Tapestry. On our final day we visited the beach and we also went swimming in the pools. We celebrated the end of the trip with a very fun disco party.

Food in Normandy was obviously one of the main attractions. One of the most exciting activities was making fresh crêpes. For lunch we made baguette sandwiches every day, and there was a selection of lettuce, tomatoes, cheese and ham.

We left on 2nd July and we were all sad to go, but we absolutely loved our stay and are very thankful to the teachers for taking us and organising everything!





## Friday 30th June

Almost asleep, I arrived at the school gates to greet the rest of my class and teachers. Everyone loaded their luggage onto the coach whilst parents waved goodbye. We all made ourselves comfortable on the coach, ready for an hour journey to Portsmouth. I sat right at the back with several of my close friends; we were too excited to sleep. We dreaded the 6-hour journey on the ferry to Normandy, but little did we know how much we would actually enjoy it. During our 6 hours, we played in the game room, watched people sing karaoke, ate our lunch, went out on deck to enjoy the windy air and chilled on the sofas. The ferry was like a shopping mall.

We arrived in Normandy at 3pm. Our hotel was called Hotel Bon Séjour. As soon as we wheeled our luggage off the coach you could feel the eager excitement in the air. After a brief safety talk we grabbed our keys and clambered up the stairs. Having arrived in our rooms, we settled in quite confused by the yellow and blue colour scheme. We took a nice beach walk as a group and finally completed our day with dinner. We were all so tired, we fell asleep by lights out at 10.30pm.

## Saturday 1st July

After waking up slowly, our room was late for breakfast. We rushed downstairs just past 8am. After eating we enjoyed making our own sandwiches for later that day, our first day exploring Normandy. You can imagine the joy in the coach. We explored a town called Avranches where there was a Saturday morning market. We enjoyed fresh fruit from the stalls and walked down tiny cute streets. We then had our homemade sandwiches in a park right by the market. From a certain point in the park, we could see our next stop on the horizon: the Mont St Michel. This was the highlight of my trip - a small rocky island on which stands an imposing thousand-year-old abbey. We walked to the summit through the narrow busy streets of the Mont St Michel where only forty-four people live permanently but millions come every day from all over the world. We did some shopping and had an ice cream. That night, back at the hotel we stayed outside with a lovely view of the sunset from gardens.



## Sunday 2nd July

We were on time for breakfast! At 10am we arrived in the town of Bayeux. There was a medieval market taking place with music, farm animals, food stalls and accessory stalls. After 45 minutes of free time, we made our way to see the Bayeux Tapestry at the museum, where we watched a short clip about the history behind it. After a quick stop for a picnic lunch we went back on the coach to the Petit Chef Academy. This was a highlight for everyone: we learnt how to make French crepes and bread rolls in any shape! To end our day, we were all so happy to enjoy a swim in the hotel pool. This was my highlight, as we had the option of two amazing waterslides and an outdoor and indoor pool. That night we all played volleyball on the beach with the most beautiful sunset and ended the 3-day trip with a disco. What an eventful day!

## Monday 3rd July

On the last day we went to a 360 degrees cinema in Arromanches. This was a very emotional piece put together to show the WW2 landings in Normandy by the Allied forces. Afterwards we had lunch on the historical beach, some free time in the town and then we visited the museum. Sadly, this was the end of our stay in Normandy. This was my first trip abroad with the school and I enjoyed every minute of it, from the breathtaking sunsets by the sea to the lovely markets. I wish we could do it all over again!

Ellia Yazdi

# Spanish

## Year 8 Trip

On Friday 30th June, Year 8 Spanish learners safely arrived by plane in sunny Madrid and then took a coach all the way to a city called Ávila. Before we drove to the Gredos Centre, we walked through the city. We saw many historical features such as its well-known medieval walls and the Cathedral of Ávila or Plaza de la Catedral. The church was probably one of the most beautiful at the time of construction with its intricate art portraying religious scenes and vivid stained-glass windows, all expressing the religious dedication the city holds. The city itself was tranquil and serene, unlike the overwhelming streets of central London, and it gave us a relaxed start to the holiday along with a taste of what a city in Spain is like.

We then proceeded to travel up to Sierra de Gredos and arrived at the Gredos Centre, where we were staying in tents to experience real outdoor camping. The instructors at the centre were informed to speak only Spanish to us. We were hesitant at first but eventually grew accustomed to it and more confident. There were signs in the dining room with pictures of food and cutlery with their Spanish names, and there was even vocabulary plastered on the dorm doors and in different rooms.

The activities were "curso de cocina" (cooking course), in which we cooked a delicious "tortilla española" (Spanish omelet). This activity helped improve our food vocabulary as well as our knowledge of Spanish cuisine. Next we did the activity "tiro con arco" (archery) that proved to be not as easy as may seem. This activity helped improve our numbers as well as improve us in or teach us a new sport.

In the afternoon we did a "taller creativo" (creative workshop) in which we painted our own T-shirts. This allowed us to learn more vocabulary on our colours and art supplies as well as allow us to express our artistic skills. We then did "orientación con mapa y brújula" (orientation with a map and compass), in which we learnt our prepositions and ways in which to use a map and compass in Spanish.

The next day we did "pistas por el pueblo" (tracks through the village), where we walked from the centre to a village nearby and began a walk using directions/instructions from our booklets. Later that day we did aerobics, "juegos en equipo" (team-building games) and "programa de TV" (TV programme), which proved to be quite enjoyable, with increased vocabulary as a positive outcome.



On the last day, we planned to do "paseo ecológico" (ecological walk) where we walked around the entire centre stopping to admire its scenic features. We wrote in our booklet all the information about it in Spanish, a way to study nature in a different light, or in this case a different language. By doing this it really engaged us and captured our attention since the change in communication would make our minds alert, awake and aware.

Before we were due at the airport, we stopped at the Cuevas del Águila (the direct translation is "Eagle Cave"). It was probably the highlight of the trip in my opinion since the inside of this cave was absolutely spectacular. The features impressed every one of us and I am sure not one person could stop looking. The caves reach a depth of 50 meters and have an 1000-metre-long footpath. The tour descended along the paved path, which borders the galleries where stalactites and stalagmites of various colours and sizes abound. The caves remain at a stable temperature of about 17 °C throughout the year. It is difficult to accurately date the origin of the caves, but experts date their complex geological process from 500 thousand to 1 million years.

After this phenomenal stop we proceeded to the airport and flew back to London, tired yet eager to recount our eventful and interesting holiday to our awaiting families.

Inanna Sahib



## Spanish in Salamanca

Spanish students from Years 10 and 11 headed off to Salamanca at half term to consolidate their Spanish skills with daily lessons and an extensive cultural activities programme. Lessons were in small groups, and specially designed to meet our curriculum by the native speaker teachers at the Mester language school. There was also plenty of fun with classes on making the perfect "tortilla española" and one on mastering the steps and rhythm of the salsa. The girls stayed with local host families which made practising their Spanish fun (and necessary) and in the afternoons and evenings there was the city of Salamanca to explore with its easily negotiated, compact centre, cathedrals, cobbled streets and buzz of student life.

Ms Webb

## Flamenco

In February 2017, a group of students visited Sadler's Wells to see a flamenco performance in which there were a huge variety of different types of dances and songs. For example, there was a woman who danced with a shawl as a cape, a very romantic and sensual duet, and much more. The instruments that they used were castanets, hands, feet and guitars, producing a traditional flamenco sound. Often the performers sat on chairs in a circle and, as a result, they created a very intimate atmosphere with the audience. We wanted to join in! Some of the dancers and singers could move their feet very quickly and sing extremely high notes. It was phenomenal! This trip taught us a lot about Spanish culture and it was definitely an unforgettable experience. It is incredible that we are able to experience this culture right here in London. We are very lucky!

Emma Bamber

## Yerma

At the beginning of the Autumn Term in 2016 a group of sixth form students of Spanish and their teachers went to the Young Vic to see Simon Stone's 21st-century adaptation of Federico García Lorca's classic text "Yerma". The play winds its way through the heartache and desperation of its protagonist, a young wife who is unable to bear a child; she is called Yerma, which in Spanish means barren. Through this female figure as allegory and cipher, Lorca is able to place centre stage his native region of Andalucia with its dry, hostile and arid earth. Simon Stone has rewritten the text entirely to set it in present-day London undeniably losing the poetics of place so key to the original. In doing so, however, the story of maternal loss penetrates across time and cultures and this, coupled with Billie Piper's outstanding performance, gives the classic and canonical text a visceral and raw immediacy. Stone incorporates the analogy of woman and nature by including a decaying tree on stage and the honour code of Andalucian society finds representation in the confessional blog written by the 21st-century Yerma, in which she compromises her husband's privacy leading to embarrassment and shame for him at work. It was a really inspirational evening and will complement further studies of Lorca undertaken by our NHEHS students.

Ms Sheikh

# Year 8 and 9 trip to Germany

In June, the German students from Years 8 and 9 flew to Munich to practise our language skills and experience German culture.

When we arrived, we headed to the market where we were surrounded by native speakers. This was a great opportunity to see how much we could understand, and we tested our skills to order food in German. It was very satisfying when we got what you wanted with our minimal vocabulary! We also visited the new town hall, which was great. I really enjoyed going up to the top of the tower to see the view. After a good night's sleep (and breakfast!) we headed out to the Schloss Nymphenburg (the Palace of the Nymphs). This palace was a gift to a princess who had provided a male heir to the throne. In honour of the nationality of the princess some of the palace was designed in the Italian style, such as the outside steps leading up to the entrance hall. What amazed me the most about the building was the detail and beauty of the paintings, especially the exquisite ceilings in the entrance hall. Around the palace there were frequent references to classical mythology in paintings and sculptures, and it was fascinating to see how antique culture fitted into German royal architecture.

The next day, we went to the main train station and travelled to Salzburg in Austria for the day. We walked to different places in the city which featured in the film "The Sound of Music". Despite the pouring rain, nothing could stop us singing "Do Re Mi" at the top of our lungs. Then after lunch we visited Salzburg Castle. We took an audio tour around the castle which showed us everything from the torture chamber to the salt cellar. I really enjoyed comparing this building to the Schloss Nymphenburg in Germany and seeing how they differed from one another.

On our final day, we travelled to the Deutsches Museum and visited various highlights inside. This included learning the basics of how to fly an aeroplane and the origins of power such as steam and water. I enjoyed the Physics section where we could carry out experiments and see how things work, as well as the special exhibition which put you in the role of an environmental politician. You had to use your knowledge to solve problems and make decisions which would improve environmental issues.

I thoroughly enjoyed the trip with all the sightseeing and lots of opportunities to speak German along the way.

Freya McNeill

# German

35



## Year 7 German

We have had lots of fun in all our German lessons so far this year. However, one of the highlights came in the form of an unusual homework. We were told to make a PowerPoint on any city or town in Germany or Austria. At first, this just seemed like a normal project but once we got started, everyone thoroughly enjoyed it. It was fascinating finding out about all these beautiful towns, many of which are not especially popular among tourists. Here are a few examples of places we researched:

Westerburg is a small town of roughly 6,000 inhabitants in the Westerwaldkreis in Rhineland-Palatinate, Germany. The town is named after the castle built on a hill above the medieval town centre. It is very small with very few visitors.

Innsbruck is the capital of Austria's western state, Tyrol. It is a top destination for winter sports and in sight of the breathtaking Nordkette mountain range. It has many ski destinations, including an Olympic ski jump. There are many activities to participate in and places to visit such as the Swarovski Kristallwelten, traditional folk shows and restaurants.

Bamberg is a scenic town in northern Bavaria, Germany. It is laid out across 7 hills and is famous for its preserved structures from the 11th to 19th century. It houses the amazing Romanesque Bamberg Cathedral, begun in the 11th century, which features 4 towers and numerous stone carvings.

Alice Jenkins

# MANDARIN SPEAKING COMPETITION FINAL

On 7th February, our finalists in the group and individual sections of the HSBC/British Council Mandarin Speaking Competition travelled to central London. The venue for the final was the British Museum, where we joined 11 other teams from around the UK to compete in this national competition for the top prize of a trip to China. Every year the number of schools entering the competition grows and the standard seems to get higher and higher – something commented on by this year’s judges. Last year an NHEHS team won, so expectations were high and we all felt quite a bit of pressure and some nerves, including the teachers!

After an introduction by Nick Gibb MP, Minister of State for Education, the competition got under way. Our girls performed their short play brilliantly and with great fluency while our individual finalists spoke with confidence and accuracy. We were particularly proud of everyone’s pronunciation which was excellent and which (although we might be biased) we thought was possibly the best in the competition.

It was a fantastic event and the students were wonderful. We didn’t win this year and have to be content with the runner-up prize in the group final and third place in the advanced individual category. Nevertheless, these are great achievements and we are very proud of all our finalists. Beginner (individual): Inanna Sahib; Advanced (individual) 3rd place: Maya Caskie; Group 2nd place: Lily Sideso, Inaya Gharatya and Sabah Suterwalla, and Charlotte Grimwade, Ella McNeill and Miranda Simmons.

Ms Li and Ms Chi

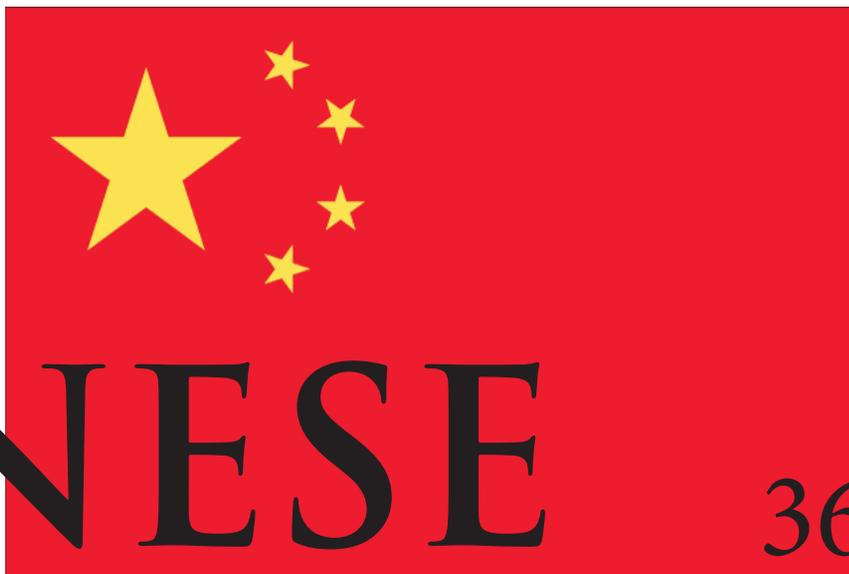
## COMMUNITY MANDARIN

The NHEHS Mandarin Department recently played host to Year 5 pupils from Christ the Saviour Church of England Primary School and Selbourne Primary School for an afternoon designed to provide an introduction to Chinese language and culture. Our visitors enjoyed Mandarin lessons delivered by NHEHS staff with the help of some of our sixth-form Mandarin students. Introductions, greetings and counting to ten were quickly mastered and then it was on to the art rooms where Year 10 and 11 students (members of the NHEHS team who won last year’s National Mandarin Speaking Competition) were waiting to help them try their hands at Chinese calligraphy, making traditional Chinese lanterns or decorating a traditional Chinese mask. The highlight for many was the session in which teachers from the Confucius Institute for Dance and Performance at Goldsmiths University joined us to introduce the children to Chinese folk dancing including a wedding dance and a fan dance – though some pupils declared that “Chinese dancing is more tiring than Chinese speaking”. At the end of the afternoon the children left with confident thank yous and goodbyes spoken in perfect Mandarin. We’d like to join them in saying “xiè xie” (thank you) to HSBC whose generosity made the afternoon possible.

Mrs Swift

# 你好

# CHINESE



# Windsor Trip

Just after the Easter holidays, the Chamber Choir went to sing at St George's Chapel in Windsor Castle. It's a traditional trip that we have been going on for many years, and is always highly anticipated. Upon arrival to the castle we had a quick rehearsal with the organist to make sure we knew how to process in and the responses to say before we sing. After this we had time for lunch and shopping in Windsor, with an essential stop-off at the sweet shop.

After lunch at Caffe Nero, it was time: we walked back to the castle and down into the dungeon to change into our black clothes and warm up. The performance went really well, and we would like to thank Ms Bushell and Ms Hardy for performing with us, Mr Chapman for conducting and Mr Jeanes for playing the organ. Afterwards we went outside to have a photo on the steps of the chapel. As always, it was a great experience and we had a lot of fun!

Georgina Redhead



# MUSIC



The Spring Concert is always an opportunity for Notting Hill and Ealing to showcase its musical talent, and this year there was certainly no lack of it. The evening consisted of a mixture of choir, orchestra and solo performances, all different and all brilliant, and involving girls across the school from Year 7 to 13.

## Spring Concert



The outstanding flute, piano and violin solos demonstrated the talent of the outgoing Year 13s. These were bittersweet performances for all involved, with the evening marking the performers' last, but equally these virtuoso displays were a celebration of the girls' time at Notting Hill, during which they have progressed so much as musicians. An exceptionally special and unforgettable moment was Maya Caskie's piece "La Vague", which she composed herself, and which was accompanied by the Symphony Orchestra.

As well as this accompaniment, the Orchestra performed Bizet's "Symphony No.1", a challenging yet beautiful piece that was written when the composer was the same age as many of the performers present – aged 17. Also on the programme was Karl Jenkins's more recent and haunting piece "Adiemus: Songs of Sanctuary", which was sung by the Senior Choir, with two soloists, and accompanied by a recorder. This was a moving performance and a memorable end to the evening.

The Spring Concert this year was particularly impressive and judging by the high standard set, the quality of music at Notting Hill and Ealing is only on the up.

Emma Bamber



# FIRST Lego Robotics Finals

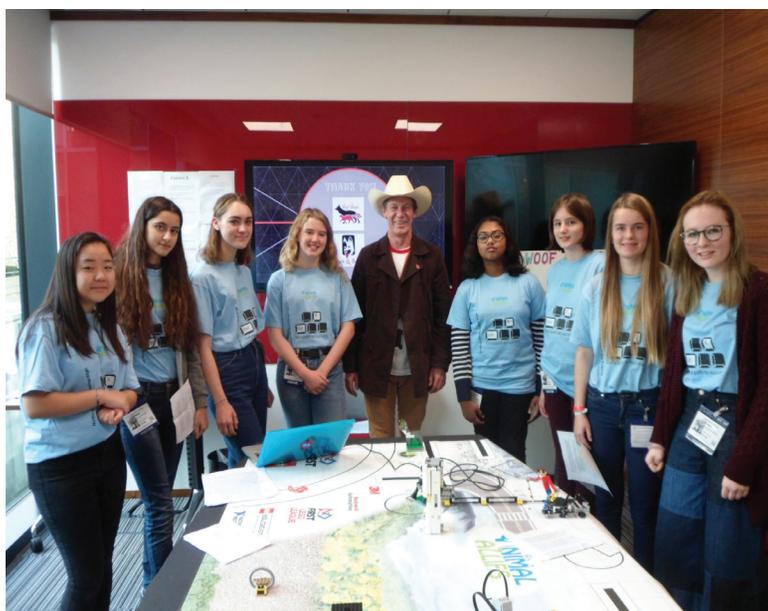
The FIRST Lego League is a competition involving designing and programming a Lego robot. In addition to this, contestants have to come up with a project to help human and animal interaction. In November 2016, despite it being our first time entering the competition, we won our regional heat and were invited to the UK and Ireland finals in Bristol, which took place on 26th February against 48 other teams. Although we were not the overall winners we did win the "Government's Insight into Learning Award", which is a prize awarded by a group of MPs to the team showing best co-operation, clear strategy and communication.

On the day of the competition, we all met up at Ealing Broadway and caught a train to Paddington and then another one to Bristol. There we were greeted by our mentor, Peter, an IT specialist. In the evening we all had a meal together and then there was a long night ahead for those of us who were preparing for the robot games the following day.

Bright and early the next morning we arrived at the University and were welcomed by the friendly judges before being shown to our designated working area. At the competition there were three two-and-a-half minute rounds of robot games, which we had been working on for months. During these two-and-a-half minutes the robot had to be programmed to complete tasks on a specially constructed and animal themed arena table.



## Computing & Design Technology



After winning the regional heats, we had modified the robot design significantly so it was better adapted for the more complicated animal tasks. The more complicated the task, the more points your robot could win. We had designed and built various new components using mechanical systems such as a claw and a delivery system. Furthermore, we had also faced the challenge of learning how to programme and of teaching ourselves how to get our robotic components to work.

Another element of the competition was the product design task, for which our team came up with the concept of a dog suitcase called "Woof Wheels" that folds out into a dog bed. We created a prototype and had to present our product as well as our team's core values to the judges.

Overall, we really enjoyed the three aspects of the competition and are hoping next year to take our problem-solving skills into other STEM-related competitions. Finally, we would like to thank Miss Young and Mr Schneider for their help and support throughout the competition and for giving up their weekends to accompany us to Bristol.

Hannah Coxhead and Cassia Fillingham



# THE BEATLES



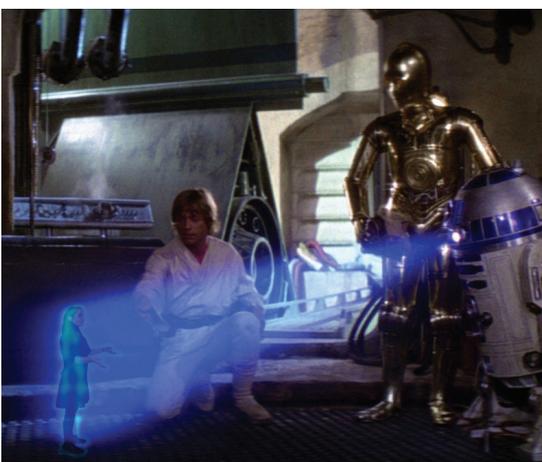
Izzy Small



Bhanavi Belludi



Lucia Hodgkinson



Asha Moore



Amelia Morgan

# PSYCHOLOGY

## A STUDY INTO SCHIZOPHRENIA

A large part of Psychology is based on research, so obviously a significant amount of the A Level is formed around analysing already existing research and conducting our own. Another aspect of Psychology is looking at society and the effect that human behaviour has on ourselves and the society around us. So, for our end-of-year project we had to research any aspect of a mental illness. I chose to look at schizophrenia and the affect that the media has on society's misconceptions of it.

Being a well-renowned TV addict I find the impact of the media particularly interesting, and having seen a headline which proclaimed that "Schizophrenia was the most misunderstood illness", comparing the two seemed like an interesting combination. I decided to conduct my own research by writing a questionnaire and distributing it to sixth formers, asking questions to do with both their understanding of schizophrenia and the level of influence that they believe that the media plays in their views. When asked to share the first three words that come to mind when questioned about schizophrenia, the most common responses were: weed, hallucinations and voices.

These results were interesting as hallucinations or voices and schizophrenia do not always have to happen at the same time. Around 70% of people with schizophrenia hear voices, meaning that it is a common symptom, but not everyone who is schizophrenic hears voices. Another common misconception is that schizophrenics are violent, with the majority of participants saying that schizophrenics are more violent than anyone without the disease both with and without a mental illness. However, there is no correlation between schizophrenia itself and an increase in violence, instead it is as a result of environmental factors. In fact, more often than not schizophrenics are subject to violence rather than the perpetrators themselves.

When asked about whether the media provided a good overview of schizophrenia, all participants agreed that the representation was negative. It is clear that the media still has a long way to go in portraying people with schizophrenia in a positive light, as well as people with all mental illnesses. While there has been a positive growth in representation of schizophrenia in the media, the presentation is still mostly negative.

Hannah Nicholson

### 1. What are the first three words that come to mind when you think of someone with schizophrenia?

Answer	No. of participants who gave that answer
Hallucinations/delusions	8
Voices	8
Illness/ill	4
Mental illness/mental health	7
Mentally disturbed/breakdowns/episodes	4
Paranoia/anxiety	3
Scary/Crazy/Fear	3
Dangerous/Violent	3
Other	12

### 2. Do you think people with schizophrenia are more or less likely to be violent than people with other mental illnesses?

Answer	No. of participants who gave that answer
Yes/more	12
No/less	3
Depends	3
To themselves/to family	2

### 3. Do you think schizophrenics are more likely to commit murder or to trespass? (Due to the results, the question was changed to do you think schizophrenics are more likely to commit murders)

Answer	No. of participants who gave the same answer
Yes	7
No	8
Maybe / Depends	3
Other	2

### 5. What percent of the population has schizophrenia?

Percentage Interval	No. of participants who gave the same answer
Less than 5%	11
5-15%	4
16-25%	2
26-35%	1
36-45%	2
46-100%	0

**6. What percent of people in the general population believe that schizophrenia are a danger to children?**

Percent interval	No. of participants who gave the same answer
0-30%	1
31-50%	4
51-60%	4
61-70%	2
71-80%	6
81-90%	1
91-100%	1

**7. Do the television programmes you watch provide you with a good understanding of schizophrenia?**

Answer	No. of participants who gave the same answer
Yes	0
No	16
No answer/No mention of it in programmes	4

**8. Schizophrenia is well represented in the media (1=no, 10=yes)**

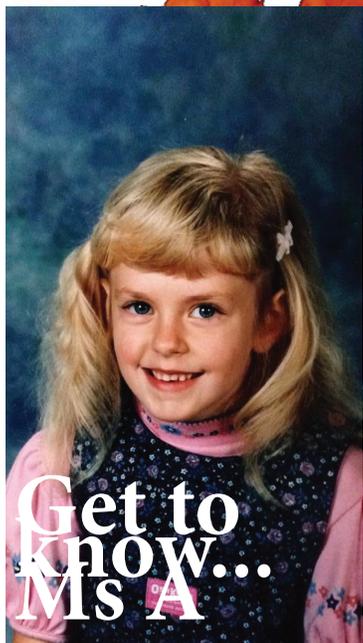
Answer	No. of participants who gave the same answer
1	2
2	9
3	4
4	4
5	1
6-10	0

**9. I understand what schizophrenia is and how a schizophrenic may act.**

Answer	No. of participants who gave the same answer
Strongly disagree	0
Disagree	10
Neither	6
Agree	4
Strongly agree	0

**Freud Museum and UCL Trip**





### **Favourite type of cell?**

Nerve cells!

### **Favourite thing you have dissected?**

My favourite dissection has always been the cow eyeball – it's really neat to see what the inside of an eye looks like!

### **What is the coolest experiment you have done?**

My favourite experiment that I remember in high school was when the Chemistry teacher took us outside and added Mentos candy into a bottle of diet coke (watch a video on YouTube if you don't know what happens!).

### **Secret talent?**

I've played the piano since I was five years old.

### **What is your favourite thing about the UK?**

That its winters aren't as cold as Canada's ;) My real favourite thing is that there's always something happening in London – you can never get bored here!

### **What is your favourite thing about NHEHS so far?**

How friendly and welcoming all the students have been!



## **Dissection Club**

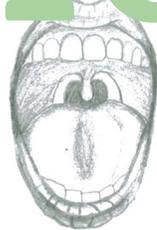
Dissection Club was a new introduction to the vast range of extracurricular options last year, and it was a big hit with the younger students! Year 7s and 8s flocked to B2 on Tuesday lunchtimes to see a variety of interesting dissections, including lungs and the widely anticipated rat! It was a chance for the students to learn about anatomy and the human body, and explore their interests outside of the class lab.

Bismah Kazi and Cecily Bell

Essma Zitoun



# Biology

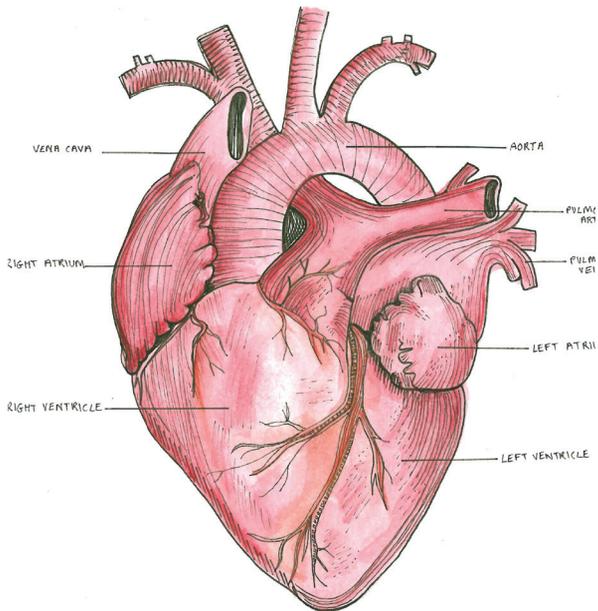
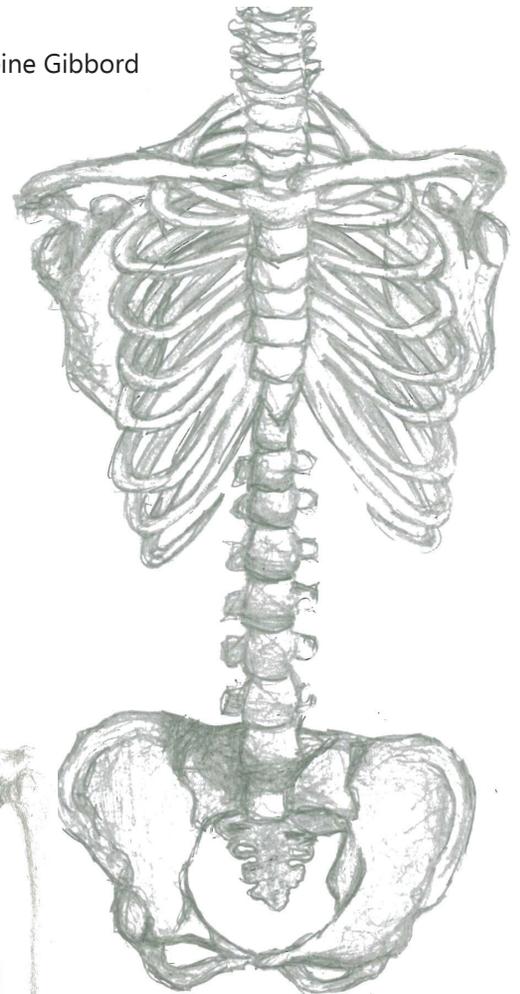


Nikita Pienaar

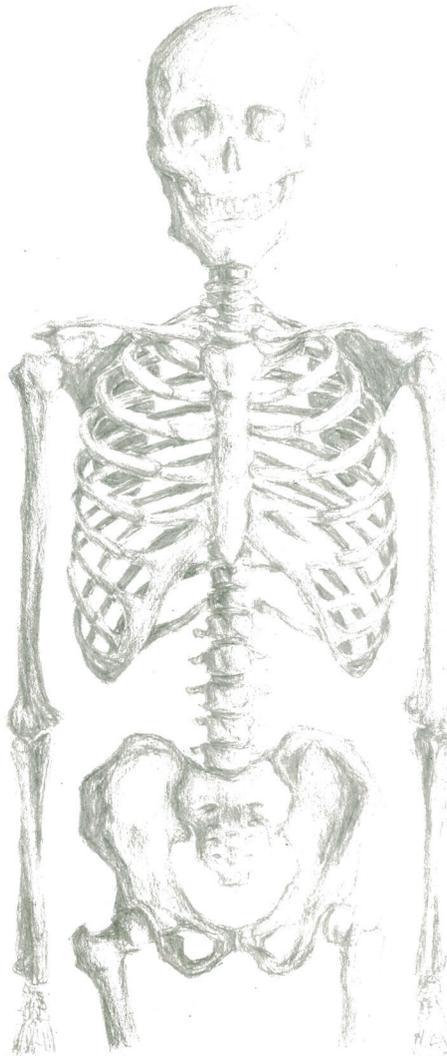
Cross Section Dog



Madeleine Gibbord



ANATOMY OF THE HUMAN HEART



Madeleine White

Zoe Mills

# CHEMISTRY



## Chemistry Olympiad

The Chemistry Olympiad is a seriously challenging exam, designed to stretch the best Year 13 chemists. You might think that 55% would be a fairly ordinary score. However, in this exam there are no easy marks and it would be worth a Gold Award, won by only the top 4.9% of Olympiad competitors, which represents about 0.4% of A Level students. So well done to the four Year 13 girls and two Year 12 girls who had a go and sat the two-hour exam after school last January. Congratulations especially to Natasha Sharma and Hannah Lefroy for winning Silver Awards, and Rebecca Eckles for her Bronze Award.

Dr Sheldon



## Alchemists Club

This term the Chemistry Secretaries have set up Alchemists Club for Years 7 to 9 to inspire budding chemists in the school. So far, we have run two sessions, the first being a bath bomb-making workshop where the girls made a bath bomb mixture and then proceeded to mold their mixtures into different shapes, before letting them dry and taking them home. Due to popular demand, we decided to run a slime-making session for our second workshop while the girls got make different colours of slime using borax and PVC. We've really enjoyed working with the younger years this term and we hope to carry on more workshops at the beginning of next year.

Alyna Shamsi and Koushi Suresh

## SCIENCE MUSEUM

Year 9 embarked on an adventure to the Science Museum in Central London. We spent the whole day there, learning and exploring interesting exhibitions. We also went to the interactive area, where there are numerous amounts of interactive games. The games included building airports, planning the fuel intake for a town and engineering railway tracks. We also learnt about materials, and how they are produced, and what they are made of. It was really interesting to learn more about Chemistry and Science in general. Overall, the day was extremely enjoyable and exciting.

Dr Sheldon



## Junior Chemists

As part of the NHEHS Junior School STEM week, we welcomed some very eager Year 4 girls to the Senior School labs where our Year 12 Chemists became their teachers for the day. A quick tour was followed by a spectacular demonstration of burning icing sugar. This showed them how it burns really fiercely as a powder blown over the Bunsen flame, but if it doesn't have such a large surface area it barely burns at all! Our Junior girls then got hands on and performed a range of activities and experiments themselves all designed to investigate rates of reaction. Our Year 12 students demonstrated their detailed knowledge and understanding of the topic, presenting the information confidently and clearly while two Year 4s performed the experiments with skill and confidence and raised some excellent questions as they did so.

Ms Johnson

# PHYSICS

## The Engineering Education Scheme 2016-2017

The Engineering Education Scheme is an opportunity presented to Year 12s at the beginning of the year giving them the chance to explore the field of engineering. Between 2016 and 2017 our EES team was given the task increasing the BREEAM rating of Southall Station.

Each member of our team was assigned a specific area to research. In my case, this was waste. We were then provided with key resources and, with the guidance of our mentors from Taylor Woodrow, we completed the pre-assessment. After this we were able suggest amendments to the current design in order to raise the rating which we had assessed currently as a pass. In order to get our improvements implemented, we presented our ideas to a select panel of members working on Crossrail.

After completing our presentation we were delighted to hear that they had chosen to take our changes on board, putting the Station's BREEAM rating at excellent. We then went onto present our project at UCL in London and won the overall prize for "Greatest Impact On Business". We then went on to compete in the South West Regionals, where we placed top three out of ninety entrants. After completing this project we were also invited by the Royal Society to present our work to the American engineer Lonnie G. Johnson in September 2017.

Phoebe Rylatt



## Forces

Science Week 2017 started with a bang, with Dr Emma King from the Royal Institution delivering a show-stopping performance to Year 7 and 8 girls. They watched in amazement as Dr King showed us just how much energy there is in a jelly baby (during the screaming jelly baby demonstration), and this was followed by a gripping tug of war competition to show the strength of various magnets. We all thoroughly enjoyed the demonstrations and explanations as well as Dr King's potted history of the Royal Institution and the many amazing discoveries that have been made there.

Ms Johnson

## Year 7 Physics

In the period after exams, Year 7 Physics lessons take the form of a series of challenges, carried out in teams during a double lesson. One of these was the "Tallest Tower" challenge. Each group of two or three girls was given twelve sheets of newspaper and two metres of sellotape to use to construct the tallest, most stable tower possible. Several very tall towers were assembled, but unfortunately these proved not to be stable and collapsed. The winning group was that of Jasmin Bains, Zara Waheed and Ayna Sidhu, with a tower of 110 cm. In subsequent weeks the girls tackled other challenges such as building the strongest possible bridge out of spaghetti, and the longest possible marble run using junk packaging.

Ms Cramer





Year 10 Hockey Team at the U15 GDST Hockey Rally pretending they won the rally, after having a goal disallowed that denied them a place in the semi-final stage! This picture is from the mobile phone of Jojo, who received Rising Hockey Star at this year's PE Awards.

# SPORT

## HOCKEY

### Year 10 – U15 Hockey Report

It was a very eventful year for the Year 10 hockey team, with three tournaments and multiple matches. The team is very committed and we have stayed together since Year 7. The first tournament of the year was Middlesex; this was a difficult challenge for our team to face as we had to face in the U16 category and play many girls in the year above. Even though losing the first match disheartened us a little, we carried on fighting, determined to do our best. We ended up drawing the next two games and winning our last one! This was a huge achievement and a massive confidence boost which brought us closer together as a team. We ended up coming fourth in the tournament and we can't wait to go back and maybe win!

The second tournament we went to was the GDST Trust Hockey Rally, which showed our fighting spirit yet again. This was due to a goal we had disallowed during one of our matches. Our previous success in the tournament meant we were automatically placed in the harder pool. This meant we had to put all of our heart into the matches. After a loss in the first game, we pushed to win the next three. Then it was a waiting game! It came down to goal difference and the loss of that goal earlier on meant we had just missed out becoming second in our pool.

The final tournament we played was hosted by Ibstock School, but this time we were not at our best due to a few of our players being unable to play. An early start meant we weren't as prepared as we needed to be. The positives were the different teams and experiences we gained, and although we didn't make it out of the group stage, it was thoroughly enjoyable to take part again.

It has been busy balancing hockey and school life. Many of the girls play out of school hockey for clubs, which is thoroughly recommended to take your hockey to the next level. As we were too old to play in the London Youth Games, Jojo Loxton, Issey Blackwell and I have seen a different side of hockey by helping to coach the borough team. We were proud that the Ealing team we coached came 7th and we urge you to take part.

So, after a busy year, we still have a lot to look forwards to, and the main thing is our Sports Tour away in October to Barcelona! Yippee!

Amrita Arneja

### My Year 7 View of Playing Hockey at NHEHS this Year!

When we first came to the Senior School, we were both very passionate about hockey and wanted to make it onto the team. When we started there weren't many people; however, the popularity slowly increased as we started to play matches. Our year group now has two seven-a-side teams. We train twice a week, once at lunchtime and once at the Indian Gymkhana HC in Osterley, throughout the season. We have played a few local schools and this year's U12 Middlesex Hockey tournament. We did not qualify out of our group to the next stage of the competition, but we thought the experience of this tournament was fun, and it gave us an insight into how hockey is played competitively. Our last game was by far our best performance, forcing our opposition to a 0-0 draw. Now our mini teams are up and running, we are looking forwards to next season.

Eliza Beresford and Mairi Gillespie

### A Special Mention to the Year 8 Hockey Team

This year's Year 8 Hockey Team have been absolute superstars!! They have shown a high level of commitment to hockey training and have improved in their performance throughout the season. It was not surprising really that they were one of the teams that were nominated to be "Team of the Year" at the PE Awards. In the U14 Middlesex Hockey tournament, they narrowly missed out on making the regionals. Students that played particularly well for this team are Natasha Jones and Jasmine Palmer, both of whom have played up in the U15 team. A huge well done to this team! We are looking forwards to greater successes with them next year.

Miss Greenslade



# NETBALL

What a year! We had to prepare early, as England Netball had updated the playing rules and there were BIG changes happening from September 2016. We therefore held our first NHEHS umpiring course in July. We invited the Year 6s and had over 25 attendees. Mrs Carolyn Davies, an "A award" umpire and tutor took the theory/practical course for us. All were awarded certificates for attending and passing a brief test.

The year began well with the annual Ibstock Place tournament, which is a week long. The U13 competed on Monday 14th September, U12 on Tuesday, U14 on Wednesday and U15 on Thursday. All of the teams came away with fantastic results, with the U12 coming third and U13, U14 and U15 all coming second!

We also had a visit from England netballer Jo Harten, who came into school to lead a shooting workshop, which was a huge inspiration for all the girls.

Ms Dunkley

# FOOTBALL

The Year 8 football team, coached by Ms Dunkley and I, recently entered the Southern GDST Festival of Sport. The girls played five fixtures in total against Northwood College, South Hampstead High School, Putney, Sutton, and Streatham and Clapham High Schools.

After a shaky start against Streatham and Clapham High School and 2-0 in down in the opening four minutes, the girls showed excellent resilience and determination to battle back to win with an impressive 3-2. Beaming with confidence from this victory, the girls then went on to play exciting, expansive attacking football in their remaining four fixtures and eventually they were crowned the deserving 2017-18 Year 8 GDST Football Champions!

What's most impressive of this feat is last year in the Year 7 tournament, the same group of girls only won one fixture and finished second bottom in their group, so this highlights the substantial improvement all of the girls have made over the last twelve months. The winning squad was: Leah Mentesh, Freya Rylatt, Ayna Sidhu, Alice Jenkins, Sylvie Reay, Keerit Dhillon, Neve Grosvenor, Pooja Pillai and Anna Haworth.

Also, special mention must go to Northwood College for running an excellent, well-organised football workshop and tournament.

Mr McComb

## Results:

- U12s As wins Shropshire tournament
- U13 and U14s qualifies for Middlesex finals.
- 9 girls Talent Identified for England Netball pathway.

## Participation Numbers:

- U12s - 4 Teams
- U13s - 4 Teams
- U14s - 3 Teams
- U15s - 2 Teams
- U16s - 1 Team
- U18s - 1 Team

## County Representation

- Sophie Claxton
- Honor Hill-Norton
- Isabella Holmes
- Sophie Rollason
- Nikola Kuzmanovic
- Sascha Ootam
- Vicky Newton

## Regional Academy

- Alice Wells

# CROSS COUNTRY

The NHEHS cross-country team is made up of a range of girls from Year 7 to Year 13. The girls have shown an outstanding level of commitment to the intense training regime on Tuesday mornings. This has led to an incredible level of performance across the numerous events that have taken place this year.

The first event of the season was the Ealing Borough Championships. Although the weather was rather off-putting, a group of 20 girls travelled to the event, where we all ran between 1.5km and 4km. We were a real asset to the school as several girls finished in the top three for their year groups, leading NHEHS to finish in first place overall. Due to our exceptional performance, NHEHS automatically qualified to the Middlesex Schools' Cross Country Championship.

On the 6<sup>th</sup> October 2016, the girls travelled for the Middlesex Cross Country Championship, where the temperature was 1°C and the course infamously tricky. At this event, the team pulled together and we all finished in the top half of the table - a great improvement from last year.

On Thursday 9<sup>th</sup> March, we attended the GDST Cross Country Rally and took 3 girls from each year group. Depending on the year group, the girls ran between 1.8km and 3.8km. An excellent performance all round led to all the girls finishing in the top section of the race and to NHEHS coming seventh out of twenty-six schools.

On Wednesday 22<sup>nd</sup> March, 15 girls took part in the Ealing Schools Cross Country Relay Event. It is an annual event that is held at Perivale, and NHEHS have done particularly well in previous years. This year, we did not fail to perform as we came first overall and regained our title from 2015. The event consisted of five people - one girl per year from Years 7-10 and another girl from Year 12. All the Year 7s started the race at once and ran 1.6km. They would then tag their team member in Year 8 and so it went on, until the Year 12 girls ran the final leg of the relay. The girls did extremely well as our teams came first, third and fourth. Some recognisable performances came from Eva Marie Weintraub, Jasmine Palmer, Fiona Coutts and Anna Mackenzie received additional gold medals for being the fastest girls in their year group!



As mentioned previously, the girls take part in a tough training regime run by Patricia Thomas. Our collective achievements of this season are partly due to her, so we thank her immensely for her support. In Mrs Thomas' Running Club, a committed number of girls at differing levels of ability train weekly, regardless of the weather - and it is evident that this training has aided the girls' performance. NHEHS has introduced an annual Sports Awards evening, where girls are commended and recognised for their excellent achievements.

We invited England hockey Olympic Gold Medallist Shona McCallin and England U17 Netball Captain Maddie Munro-Hall for the evening. They gave the girls a real insight in their respective sports and their inspirational speeches have really pushed us to achieve more. Due to all our achievements and commitment this year, the NHEHS cross-country team were awarded "Team of the Year" at our Sports Awards evening, which was thoroughly deserved.

Deepa Kumaran

## Year 7 Gymnastics Club

Gymnastics is a really fun club to join because you get to take part in lots of eye-opening fixtures, as well as the GDST trust rally. It's a great club for making new friends because you get an acrobatics partner, with whom you learn different balances and have to work together, to achieve the complex balance. The school has a fantastic range of equipment which is really fun to use, and we get to use this both during lessons and clubs, which is great. During gymnastics club, you learn many different floor skills, progressions for vaulting and a variety of acrobatic moves. They are really fun to learn because the teachers go through it step by step, making sure you really understand the progressions, and they can tell you how to improve.



# GYM

## Year 7 View on Gymnastics

Gymnastics has been an amazing experience during my first year at Notting Hill. I am delighted that my ability has really improved with more accuracy in my technique and more fluidity through my movements. I can still remember how terribly nervous I was when we entered our first competition against Godolphin & Latymer School. I just wanted to use all my knowledge and training to make sure I performed my best. I was so happy that we did well, and my friends told me that I had improved so much at gymnastics, which is great.

# DANCE

I have really enjoyed dance club this year at Notting Hill. There are lots of opportunities for dance such as regional and national competitions, but also GDST Trust rallies. I especially enjoyed our day in Bath for a dance rally as we learnt lots of different dance styles, and it was a great experience to perform on stage to show what we have been working towards. This year we have also entered our first ever competition, and this was the first dance competition the school had entered as well. It was a great experience, and we also did really well by coming second in our category. We were the only secondary school there; the rest were established dance schools. I am definitely looking forward to Blackpool and dancing on the stage in the national finals. Overall dance has been amazing this year, thanks to Miss Adams.

## GDST Day of Dance

On Monday 12<sup>th</sup> June, 16 girls went to Bath and represented the school in the GDST Day of Dance. During the day girls participated in two different workshops, learning new styles and techniques. There were four workshops in total: commercial street, contemporary, release technique and musical theatre. Girls were taught a routine during the workshop which was then performed at the end of the day to all the teachers and helpers. The main aim of the day was for girls to have the opportunity to do a dress rehearsal of their competition routine. They performed this to all 13 schools in their costumes and were amazing, as they all remembered the choreography and we had great feedback from other teachers. All the girls enjoyed the day and came away with new experiences and ideas for dance styles and choreography.

Miss Adams

# FENCING





# SPORTS DAY



The temperature soared and records fell, one after another, on Sports Day this year. With a full programme of track and field events enlivened by the traditional games run by sixthformers and the much anticipated school vs staff relay, it's a day that always manages to combine the best of athletics with the best of NHEHS spirit. As usual there were lots of great individual performances, good humour, laughter and face paint. Girls doing their best were cheered on by the support of friends.

# CAREERS



## CAREERS FAIR

The careers fair occurred in February of this year, with the theme being "The Careers Bake Off". Ms Parr, along with the Parents' Guild, was able to get more than eight-five advisors to come to this busy, enjoyable evening of exploring and learning. There was a vast array of careers to explore, ranging from Medicine to PR and Marketing, and Charities.

A big thank you to Ms Parr, the Parents' Guild and the Old Girls for making this night so special and informative!

Maaria Malik



## THE REAL GAME

The Real Game is a day off-timetable for the Year 8s to learn about various careers and how to manage their finances, to give them an insight into life after school. One Year 8 summed up her feelings about this day in a very creative way!

"The Real Game"  
by Amber Bonnor-Morris

Once separated into teams  
We all sat down, and as it seems,  
Placed on our tables were  
dream clouds  
For our wishes, hopes  
and achievements to make us proud.  
Getting jobs either good or bad  
Most were happy but some  
were sad.  
When people weren't getting  
enough money  
They weren't laughing but others  
found it funny,  
Finally, after paying all our bills  
Some people realised their tummies won't  
be filled.  
So after all the drama of the day I believe  
that everyone  
should play The Real Game .....and live a day  
in the life of reality

## PLAN UK WALK

On 29th June, 180 girls across Year 7 and Year 12 joined forces and took part in a Plan UK walk for charity. This 10k walk took place around Cleveland Park, and was a very enjoyable and rewarding experience.

Plan UK is a children's charity that aims to help improve equality for girls across the globe. Collectively, we were able to raise lots of money, and we had lots of fun doing so!

Maaria Malik



## The Future Fertility Trust Campaign

Following our visit to the John Radcliffe Hospital in Oxford, we were inspired by a lecture on Ovarian Cryopreservation to plan our own campaign within the school and our local community for the Future Fertility Trust. This is an independent charity that offers cryopreservation services for young boys and girls who face infertility as a result of aggressive cancer treatments.

Ovarian cryopreservation is the process of safely preserving ovarian tissue using liquid nitrogen at very low temperatures, in order to protect the eggs and the hormone function. The ovarian tissue is collected during

a key-hole operation and the tissue is then cut into thin strips and soaked in preservative fluid. The essential part of this process is that the tissue is slowly frozen and all water is removed before freezing to ensure that the tissue is not torn by the formation of water crystals. Finally, the ovarian tissue is stored safely in the Tissue Bank freezer. When the young woman chooses to use her tissue, it can then be re-implanted under the skin.

So far in our campaign we have hosted a Friday Movie Event, during which we showed the film "Moana", and also sold homemade cupcakes. Throughout the summer term, we tried to engage with all years across the school, giving talks about the Future Fertility Trust and the services that they offer. We would like to thank everyone for their donations and support, and we look forward to holding many more fundraiser events in the near future.

Alyna Shamsi and Kovushiya Suresh

# CHARITIES

# Fashion Show



This year NHEHS held a unique event for the first time ever: a fashion show. Put on by the Year 12s, it was a charity event held to raise money for The Mango Tree, which works to help vulnerable children in Kenya and Tanzania, and Seed, an eating disorder support charity. The evening began with a chance for people to mingle over drinks and sweet kebabs in the courtyard, with a large number of people, including teachers, parents and even students from other schools. Then everyone filed into the hall, where some atmospheric music was played to get the audience in the mood for the show.

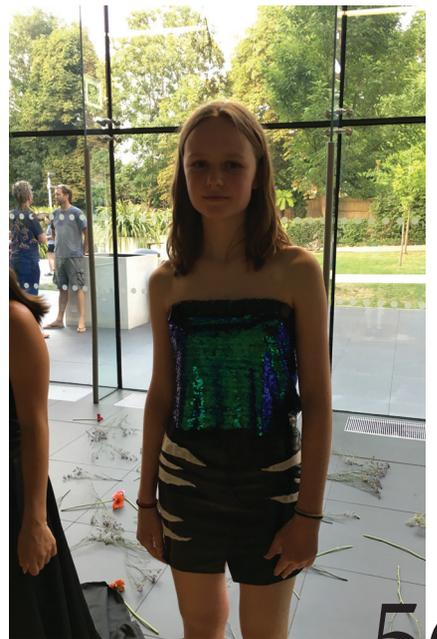
Then the show began, with the models walking from the science block across the courtyard, and then into the hall down the 'catwalk'. They posed at the end and a photo was taken of each carefully crafted outfit, put together by groups of students. Each model had a different walk and each had individual merits – it was clear just how much effort people had put into their outfits. There were different categories in which people could win: one memorable award was given for Georgia Bentley's legendary walk. The winner for Best Outfit was a 'Round the World' poncho, which was incredible. After the main part of the show, representatives from the charities spoke about their causes and showed videos, finishing off the night well.

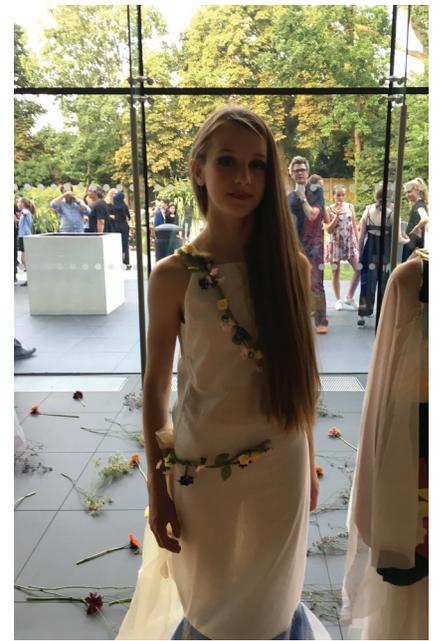
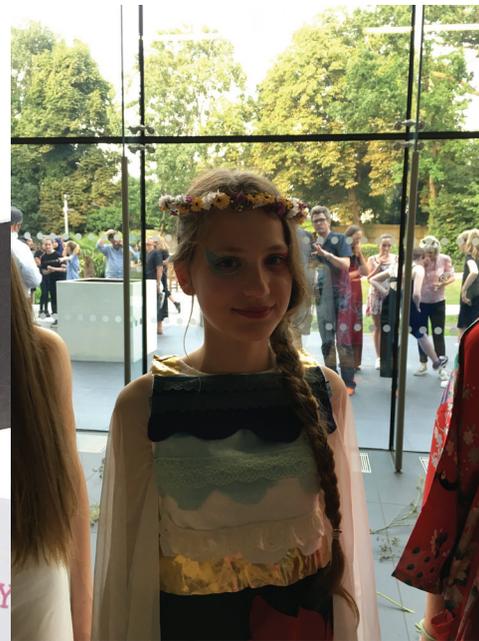
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NHEHS  
RUNWAY  
SHOW  
VIP ENTRY TICKET  
18TH JUNE

NHEHS  
RUNWAY  
SHOW





# HOUSE SHOUT

## 'House Inclusion' winner - Nightingale

"Who's gonna win this?" "N! N! N! N!" The cheers could be heard a mile away. It was official. House Shout 2017 had begun. It was twelve weeks since the beginning of term, since the fateful day the House Captains were told that the theme for House Shout would be "International Superstars". Chaos ensued, shock rippled through us. Who would we choose? Which lucky international star would win us this year's House Shout? The answer was obvious to us all. Justin Bieber, of course. And the song? Only his biggest hit to date "Baby". And how could we do the song justice? With a brilliant dance, of course! So, with our choreography down and our hymn ("Make Me a Channel of Your Peace") sounding great – although there was some confusion about whether or not a backing track was allowed – we entered the hall on Monday morning with the intention of blowing everyone away. Our audience seemed particularly amazed by our mascot in their morph suit, and by the fact that almost every single one of us had our faces painted, not forgetting the hoodies and sunglasses we sported and a rather suspicious Shrek toy. It was a thoroughly enjoyable experience. Leading our house this year was both fun and a little scary as it almost marks the end of our Notting Hill lives. However, we're all looking forward to what comes next and may the best House win (as long as it's us)!

Ayesha Sehgal and Katie Gabra



# 'Best Song' and overall winner - Hepburn

High School Musical, A Beatles mash-up, Toni Christi, Bon Jovi and Jessie J... I will admit Hepburn's history of House Shout songs is a strange selection when put in a list all together. However, so far it seems to have done the trick. In recent years we have reigned victorious, with the House Shout crown placed firmly on our heads (with definitely no boasting involved whatsoever) and this year, we were determined continue our House Shout reign. The event: the most important moment in history. The place: the assembly hall. The twist: 'International Superstars'. Being a bunch of cliché British girls used to feasting off Frank Ocean and Justin Bieber, the idea of 'international' meaning anything but American or Canadian seemed rather daunting, and the only song we knew that adventured further on the map was 'Waka Waka' by Shakira (which Eliot had very helpfully shot-gunned :)). One of our original choices, Barbie Girl, seemed great, as the theme tune to our early childhood, until we decided that perhaps the lyrics wouldn't be entirely appropriate. So, back to the drawing board we went. Eventually we settled on Waving Flag by K'aan which seemed to embody the international theme, and the idea of unity which we wanted to stress in these recent times of uncertainty, whilst also just enabling us to have a laugh. From the very beginning we knew that to be in the running to win, we would have to do something big.



Granted we probably tried a bit too hard, as we undertook the mammoth task of making over 200 flags, one for every member of Hepburn to wave over their heads. For our hymn, we chose 'Give Me Oil in my Lamp', which turned out to be a tad too high in pitch for the majority of the House. I don't think I've ever heard anything as interesting as the first time it was sung in rehearsal and, what with various technical difficulties, it seemed that our first experience of leading House Shout was not going to be very successful. And, if I'm honest, at that point it wasn't. However, with the second and third rehearsal Hepburn pulled through. On the day itself as the opening chords sounded and the first hands were lifted for our Mexican wave, we saw that all the effort we had put in had really paid off. We had done it! It was a lot of hard work and admittedly, a lot of stress, but it was amazing to see the whole House come together to produce something rather incredible. There is no experience quite like House Shout, and even if we don't win, the memories of violently waving our homemade flags alongside the rest of Hepburn while blasting out the probably unrecognisable lyrics at full volume, is something we will never forget.

Hannah Nicholson, Ella Murphy and Dayvana Davabalan-Thevarajah

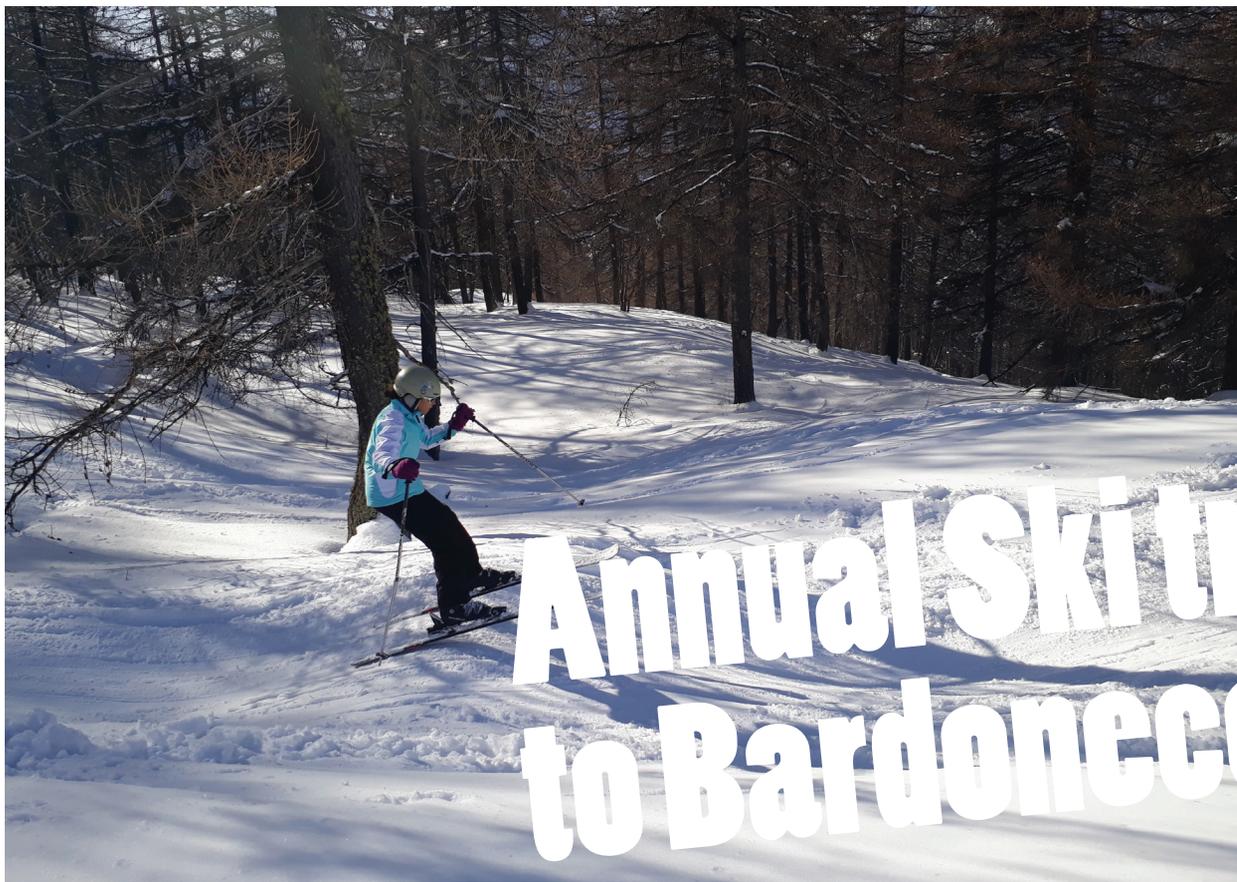




## 'Best Hymn' - Eliot

It felt strange to finally be leading House Shout and we were excited, until we realised the challenge that lay before us. When Ms Hardy told us the theme, 'International Superstars', we had a complete mind block. We brainstormed and used Wikipedia to help us find the nationality of artists we had previously never even heard of. That was until we remembered the one and only Shakira! For our pop song, we chose the banger that is 'Waka Waka'. We were relieved to finally have found a song that was international, fun and well-known. Then we moved on to the daunting task of choosing a hymn. We are not too clued up when it comes to hymns, so, we again used Google, and found the BBC's top 100 hymns list extremely helpful. We listened to more hymns in an hour than we had in our entire lives and selected 'Be Thou My Vision'. Rehearsals were slightly stressful as it does feel fairly awkward to tell people around your own age to be quiet. It was difficult to find a balance between being able to control what was going on without becoming overly bossy and annoying. When the day came we felt ready and made sure our house did too by running around the school (obviously only figuratively speaking as we are fully aware of the dangers of running through the corridors) painting everyone's faces. We were really pleased when we were drawn to sing last for both the song and the hymn and thought our house sang and danced just like Shakira (not really, that's quite hard, but we did try.) As we write this we do not know the result for House Shout, but, although it would of course be great to win, we do think that all the houses performed really well this year and whoever wins will definitely deserve it (and hopefully it's us!). Although it was stressful we gained a lot from leading our House in The Shout and could not have done it without all the help from our year group and all of Eliot.

Inika Claerhout and Bismah Kazi



# Annual Ski trip to Bardonecchia

On a Sunday I went to school, but here's a twist: instead of lessons, I went to the airport! I sat on a plane next to my friend, waiting desperately for the two-hour flight to end.

The five-hour coach journey to the hotel that followed was the worst experience and not only for me – no-one could get to sleep even though we were all exhausted, and if anyone tried to talk, they found themselves in huge trouble...

After that, we arrived, waiting tiredly for what was to happen next. We were assigned our rooms and I was designated key-holder. That evening we went to sleep, only managing five hours in our excitement, and we woke up the next day, fatigued but filled with adrenaline for the day ahead.



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After putting on salopettes, thermals and boots, we went downstairs for breakfast. There were always croissants and jams and a variety of other foods ready for you to eat, even if you gobbled it down in a heartbeat.

Arriving on a piste is always a great sensation! Watching professionals go down was inspiring and a huge motivator.

When I soar down a ski slope, wind rushes down my face, hair tossing behind my head. The feeling, the chill, the utter thrill – that feeling I get when I go downhill!

Between the six-hour ski sessions we had lunch, mainly pasta, but full of vegetables and different sauces, and always delicious.

After every session, there would always be a fun activity before we went to bed, such as cinema night, pizza night and visiting the local market.

Altogether it was such a fun experience and a trip that I will never forget.

Brianna Freire

University	Course	University	Course
Bath	Politics and International Relations	Newcastle	Civil Engineering
Birmingham	Drama and English	Newcastle	Computer Science
Bristol	English Literature	Newcastle	English Literature
Bristol	History	Nottingham	Management
Bristol	Law	Nottingham	Modern Languages
Cambridge	Education with Religious Studies	Nottingham	Psychology
Cambridge	Geography	Nottingham Trent	Product Design
Cambridge	History	Oxford	Biomedical Sciences
Cambridge	History	Oxford	Biomedical Sciences
Cambridge	History of Art	Oxford	Chemistry
Cardiff	Biomedical Sciences	Oxford	Earth Sciences
Durham	Economics	Oxford	Engineering
Durham	History	Oxford	History
East Anglia	Psychology (with a year abroad)	Oxford	Mathematics and Computer Sciences
Edinburgh	Architecture	Oxford	Mathematics and Computer Sciences
Edinburgh	French and Spanish	Oxford	Spanish and Linguistics
Edinburgh	History of Art	Queen Mary, London	Dentistry
Exeter	English Literature	Queen Mary, London	English Literature
Glasgow	English Literature	Sheffield	Biomedical Sciences
Hertfordshire	Medical Engineering	SOAS	Management
Hull	Geography	Southampton	Marine Biology
Imperial	Computing	St Andrews	English Literature
Imperial	Design Engineering	UCL	Applied Medical Sciences
Kent	Psychology	UCL	Medicine
King's College London	Political Economy	UCL	Modern Languages
Lancaster	Mathematics	UCL	Urban Planning, Design and Management
Leeds	English Literature	Warwick	English Literature
Leeds	English Literature	BBC Degree Apprenticeship	Production and Computing
Leeds	History		
Leeds	History		
Leeds	History of Art		
Leeds	Psychology		
London City	Management		
Manchester	Biology		
Manchester	Fashion Marketing		
Manchester	History		
Manchester	History and Politics		
Manchester	Physics		
Newcastle	Accounting and Finance		

# Leaver Destinations



