

— A Student Newspaper —

THE HIGH SOCIETY

June 2025



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WORLD BOOK DAY



Freya W 8W

World Book Day 2025 was held on Thursday 6th March, to celebrate the many benefits and positive effects of reading books. Whilst World Book Day originally began as a small event in Barcelona, Spain, it quickly became celebrated worldwide, and is now recognised in over 100 countries. Today, it is celebrated in a number of ways, such as dressing up as a book character, or taking part in book themed activities such as creative writing and author meet and greets.

I asked some of my fellow students what their favourite books were to give you inspiration for your next read.

The Hound of the Baskervilles - Arthur Conan-Doyle
Six Crimson Cranes - Elizabeth Lim
The Maze Runner - James Dashner
The Hunger Games - Suzanne Collins
A Good Girl's Guide to Murder - Holly Jackson
Redwall - Brian Jacques
Percy Jackson series - Rick Riordan
The Selection - Kiera Cass
Girl in Pieces - Kathleen Glasgow



By supporting World Book Day, you will be helping children and their families who cannot afford to buy books. On World Book Day, children up to the age of 18 are given a £1 book token, which can be used to purchase a variety of books and audio books. They cater for many different age groups and genre preferences, ensuring anybody can find something they will enjoy. Here at AHS, we love reading, and for this World Book Day, organised a 'book swap' to give pre-loved books another life. This involved bringing our old books down to the library and replacing them with ones that other people had brought. This helps reduce the amount of books ending up in landfill, an unsettling figure of approximately 12 million annually in the UK alone!

House Music

Aishaani U 8S

Last term, AHS organised the annual House Music event. This was organised by the House Music Captains, responsible for leading their house to victory. The stimulus was 'Stage and Screen', and they responded to this with a wide range of themes.

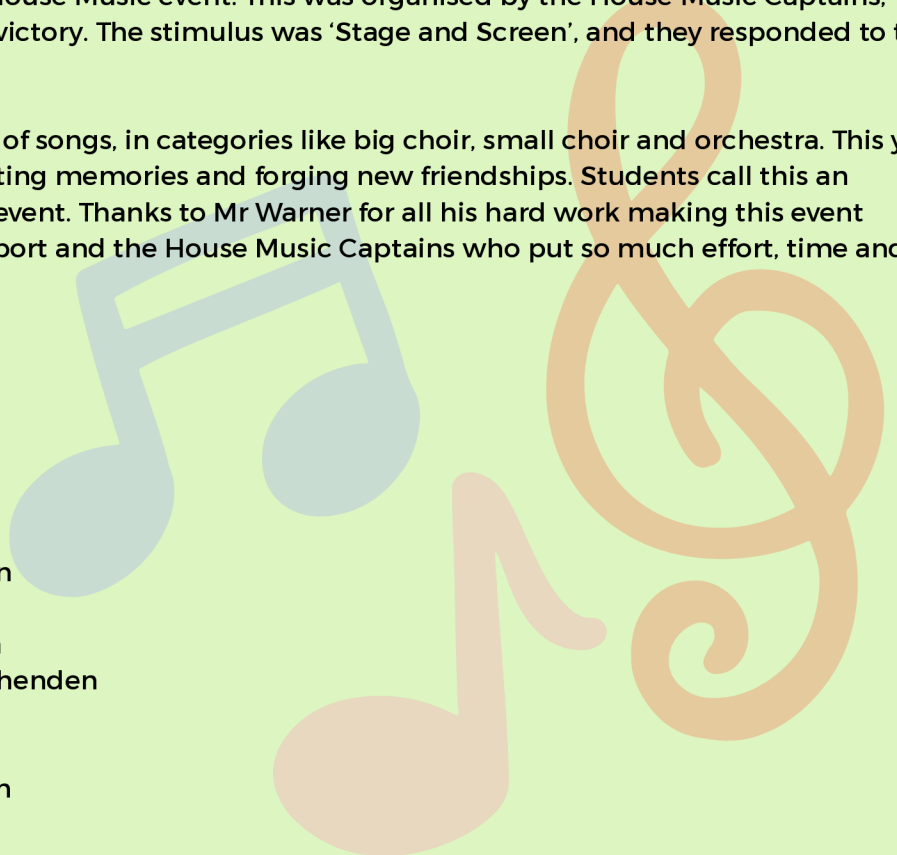
Each house performed a combination of songs, in categories like big choir, small choir and orchestra. This year, 260 students participated, making lasting memories and forging new friendships. Students call this an unforgettable experience and a great event. Thanks to Mr Warner for all his hard work making this event happen, the tech crew's seamless support and the House Music Captains who put so much effort, time and passion into this event.

Results

1st - Hughenden
2nd - Claydon
3rd - Stowe

Special Category Results

Best Choral Performance - Ascott
Best Choral Arrangement - Hughenden
Best Musical Direction - Waddesdon
Best Instrumental Ensemble - Claydon
Best Instrumental Arrangement - Hughenden
Best Overall Presentation - Stowe
Best Soloists - Missenden
Best Response to Stimulus - Missenden
Audience Vote - Stowe



How Biohacking Inventions Are Transforming Humanity

Imagine a world where you are able to write essays on your computer by just thinking of the text in your head, or where being 80 is the new 50. Impossible right? The latest biohacking inventions may be able to turn these visions into reality by blending cutting-edge science with human biology, pushing the boundaries of technology.

Brain-Computer Interfaces (BCIs)

Companies have been developing brain-computer interfaces to merge thought with technology in order to redefine the boundaries of science. BCIs work by acquiring and analysing brain signals, before translating them into our desired actions on devices, which help replace the day-to-day actions of people disabled by neuromuscular disorders. Companies, like Neuralink and Synchron, have created non-invasive and cosmetically invisible implants, which are chips in a biocompatible enclosure, allowing them to withstand the harsh conditions of the human body. As BCIs allow for direct communication between the human brain and computers, in the future, they may be able to help improve memory, treat paralysis, and improve cognitive function.

CRISPR Gene Editing for Longevity

What if aging wasn't inevitable? CRISPR gene editing has been unlocking the potential to rewrite the code of life to reverse aging at a genetic level. CRISPR is a form of technology, which can be used to selectively modify the DNA of cells, and it has been utilised by companies like Altos Labs and Retro Bio to extend the human lifespan. There are many different theories as to why people age, however, no one has quite figured out the cause, but these research companies have conducted successful experiments, showing promise to extending the lifespan of mice. Altos Labs have discovered that differentiated cells can be reprogrammed to erase cell identity and age, essentially 'resetting' them to a younger state while Retro Bio have been researching how to use gene therapy to rejuvenate things like blood cells and tissue in the human body. Could this groundbreaking technology really be applied to reversing disease, injury, and disabilities in future generations?

Smart Implants

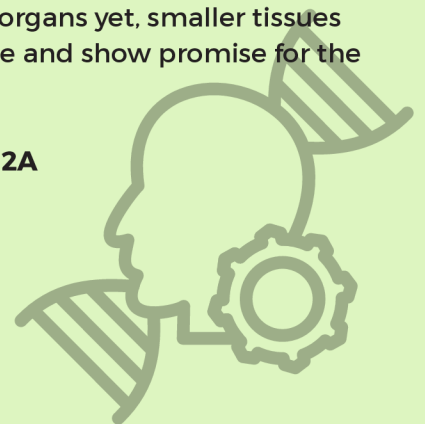
Smart implants are medical devices that are implanted into the human body, containing advanced tech, such as microchips and sensors. They are used to help treat medical conditions, monitor patients' and improve the quality of life.

An example would be neurotransmitters, used to treat conditions like chronic pain or Parkinson's disease. It works by sending electrical impulses to the nervous system to improve motor control or help control pain. Smart implants are becoming more common as our technology progresses, the many benefits such as continuous monitoring, personalised care and improved lifestyle appealing to many patients. However we must also consider the drawbacks, the lack of privacy and security these implants may bring about and the high costs to make and maintain them. Through further research and development, more implants are made for more diseases, and help patients' monitor their own health without the need of constantly coming to hospitals, but is it important to give thought on how much we can rely on technology, and how safe these devices truly are.

3D Printed Organs:

3S printed organs are human organs or tissues that are made using a 3D printer - a process also known as additive manufacturing. It is layers of materials, such as cells and growth factors, based on digital models that have the end goal to mimic the natural architecture and function of human organs. There are many advantages to additive manufacturing, for example reducing the organ shortage, making personalised organs so they are less likely to be rejected, and can also be used for things like drug testing. However disadvantages are things like ethical concerns, organs can perhaps be made with improved features from the natural human organ and create a 'genetically improved person', the complexity of the natural organs can be difficult to recreate successfully, and of course the high costs of just the research alone can cause serious setbacks. Scientists are currently not able to print entire organs yet, smaller tissues like skin have been done and show promise for the future.

Uliana 12G and Naima 12A



Lent - Journey with God

The period of Lent runs from the 5th March to the 17th April. It is one of the most important traditions found in Christianity, going back to 325 CE. Lent is followed by many students at AHS, showing how as a school students have great relationships with and pride in their beliefs. Not only does it prepare Christians for Easter, it echoes the 40 days Jesus spent in the desert avoiding temptations, the key event for the duration of lent. Most denominations of Christianity follow it, including Catholic, Protestant, and Orthodox. Lent starts on Ash Wednesday for western churches, a solemn reminder of reconciliation with God.

Usually during Lent, Christians practice doing good deeds and showing kindness, giving money and food to the poor, and giving up foods such as meat and dairy, sometimes fasting in general. This resembles simplicity and self control, which can bring out the best in Christians, allowing them to devote more time to prayer, and keeping them closely connected to God. In the early centuries fasting rules were stricter, where only one meal a day was allowed, forbidding fish, meat, butter and eggs for all. The eastern churches restrict oil, dairy products and wine.

It is significant for Lent to be a 40 day period, as it is referenced in Jewish-Christian scripture multiple times - for example the flood that destroyed the earth in Genesis was 40 days, as well as the 40 days of fasting in the desert Jesus underwent in preparation for his ministry.

We interviewed year 8 student Mia to share her experience of Lent, and how it has changed overtime.

What does Lent mean to you?

Lent is a time where I can connect with God. It means forgiveness for all the sins you have committed in the past year. I think of it as walking in his footsteps - he fasted for 40 days, and in a sense we are as well.

Has Lent made you feel closer to God?

Yes, it has made me feel way closer to him each year that I have done Lent, for all those 40 days.

What do you do during Lent?

I fast and I take a break on sugary items and meat. I reconnect with God by reading a Bible verse every day, praying more often, and looking for signs that he is with me. Every Lent I make sure to look out for that.

Margaret R 8W

Ramadan fundraiser

Last term, our school held a special fundraiser in celebration of Ramadan, bringing the whole school together to enjoy a day of fun and giving. The event was held in the school hall and featured a range of stalls and activities, all organized by students to raise money for charity.

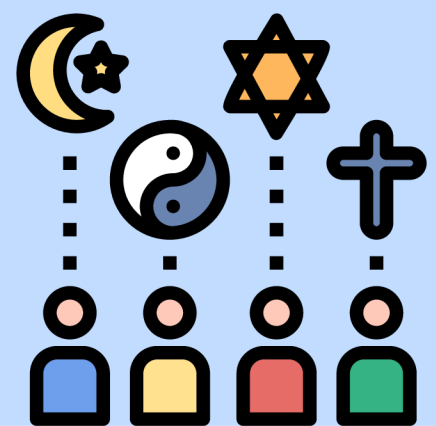
One of the highlights was the henna stall, where students had the chance to get beautiful designs on their hands. The henna designs were stunning, and it was amazing to see so many students lining up to get their own unique patterns. There was also a sweets stall, filled with delicious treats that everyone loved, with a large variety of choices from basklava to cookies.

The food stall was another amazing stall, offering a selection of traditional dishes. To top it off, there were goodie bags filled with little treats and surprises, which students could take home to keep the celebration going.

For anyone who's unfamiliar, Ramadan is a holy month for Muslims around the world. During this month, Muslims fast from sunrise to sunset, unable to eat or drink during daylight hours. It's a time of self-reflection, prayer, and charity, where the focus is on helping those less fortunate. The fundraiser was a way for us to celebrate this special month and come together to support those in need. The atmosphere throughout the day was full of excitement and joy. It was wonderful to see so many students getting involved in different ways - whether it was helping to set up, running the stalls, or simply enjoying the food and activities. The sense of unity and generosity was truly inspiring, and it made the event even more special.

Overall, the Ramadan fundraiser was a big success, and it was a fantastic opportunity for us to learn more about the significance of Ramadan while supporting a great cause. We're proud of how the school came together to make it all happen, and are extremely happy to announce raising over 700 pounds for charity!

Aleeza M 10C



International Women's Day and why it matters to 'Accelerate Action'

Kara B 8W



This year's annual celebration of women's equality, rights and empowerment was on the 8th March. The theme was 'Accelerate Action'.

At the current rate of progress, it will take roughly 130 years, or 5 generations, to reach full gender equality, according to the IWD website.

Current Gender Inequality

The global gender pay gap stands at 20%, with women earning just 80% of what a man would on average.

Nearly $\frac{2}{3}$ of the world's illiterate adults are women. This stems from the denial of education for girls across the world. According to UNICEF, 119 million girls are out of school - 34 million of primary school age, 28 million in lower secondary school and 58 million that should be in upper secondary school. This is worst in countries affected by conflict.

Effects on society and steps to improve

Preventing sexual harassment - catcalling and other forms of harassment have been normalised, with women and girls frequently being told that 'boys will be boys' and they should 'get over it'. This behaviour shouldn't be tolerated. Boys should be educated in school and by family members and encouraged to call out others for this behaviour.

Refuting gender 'norms' - stereotypes are deeply rooted in our society. These expectations shape our opportunities, our personalities and our jobs. We need to reconsider these norms, providing each person with a chance to be who they want to be on an individual level.



Sign Language Week at AHS

Sign Language Week took place from the 17th to 23rd March to recognise the importance of British Sign Language and promote the learning of signed languages. At AHS we celebrated BSL in a variety of ways!



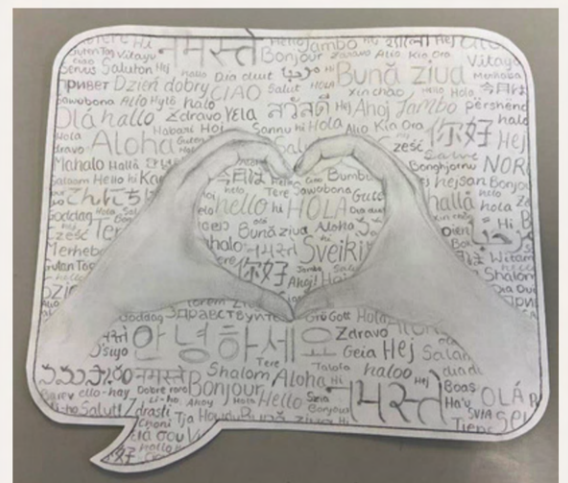
The Language Diversity Art Competition

Leading up to Sign Language Week, with the help of the Art department, we held a competition for year 7 and 8 students under the theme of 'Language Diversity'. The goal was for the students to produce artwork expressing the diversity of languages used within school. Thank you to all the students who took part and well done to our brilliant winners! You were all very creative and created wonderful pieces!

1st Place - Menhaz 7M

2nd Place - Jheel 8M

3rd Place - Aanya 7M



Sign Language Week at AHS

Non-Uniform Day and Lunchtime Stalls

On Wednesday, students wore blue and yellow to show support for the Deaf community! It was lovely to see many students and staff get involved.

At lunch, we held a range of stalls with activities for everyone to get involved in. These included origami making, face paint, tombola, jewellery, crochet, free BSL resources and more! It was brilliant to see so many people involved in such a good cause, raising money for The National Deaf Children's Society as well as making an effort to learn BSL.



Film Screening

On Thursday, to increase awareness of the experiences of many Deaf children we held a film screening of 'The Silent Child'. The film recognises stigma around signed languages and encourages a shift towards acceptance. It demonstrates how sign language can make a huge difference for a Deaf child and highlights barriers many have to overcome daily.

Thank you to everyone who participated this week, allowing us to raise £1,000 for our chosen charity! A massive thank you to Mrs White, Miss Barnard and all the student helpers who gave their time to support the events. The National Deaf Children's Society is the leading charity for Deaf children in the UK supporting young people, families and professionals to face social and academic barriers. Your help enables AHS to be part of a brilliant cause! There are many other resources available, such as youtube videos and online courses.

Zahra Q 13E



Classics: Consigned to the past, or the key to the future?

In Defence of a Classical Curriculum

This essay addresses the question, 'Why is Classics Important?' through an examination of how the skills associated with Classics are valued and necessary in modern life. My personal experience as a Classics student in a state school without Classics provision makes me ideally placed to reflect upon how a Classical education embedded in curriculums would benefit students. By examining three broad areas summarised as critical thinking skills, social mobility, and cultural capital, this essay will argue that there is greater urgency to this integration than ever. Drawing on sources such as popular culture, websites and podcasts, academic papers and books, newspaper articles which discuss a classical education today, and with reference to my own classics study, and events attended in person, I will argue that the centrality of Classics remains clear and increasing.

As is stated in The Iliad, in reference to Odysseus, "A great debater would have a voice which poured out of his chest in words like the snowflakes of winter, and then no other mortal could in debate contend with Odysseus". Whilst originally quoted in the 8th Century BCE, this view still holds weight in public life today. The ability to express ideas clearly was a central part of the debate culture of ancient Greek and Roman philosophy, but arguably today, in an ever more complex world, the ability to think critically and express that thought is just as crucial. The development of these skills are integral to the study of Classics. One must take a situation with limited evidence, such as the circumstances of an archeological dig, and use the expert knowledge from the accumulated field of archaeological study to extrapolate answers then defend that perspective effectively in a debate. Today, in a world where expert knowledge might sometimes be questioned for political gain, those abilities are more important than ever in being able to form and defend a critical view. Investigating the reliability of varying voices within complex societies is also an important facet of Classics. For example, distinguishing the discrepancies between Velleius Paterculus and Suetonius' accounts of the Treason Trials of Tiberius – with the first having been written during the time, with a threat to be persecuted by those same trials, and the second having been written almost 70 years later when out of reach of danger. Study of this kind encourages criticism of the sources of information, investigation of bias and the context of production, recognising propaganda and alternatively motivated narratives. People in turbulent times have often looked to the classical world for answers; in 1776, on the eve of revolutions in France and America, Enlightenment historian Edward Gibbon looked to the fall of Rome to explain how Empires might be challenged. Whilst every era believes that the problems they face are unique, in a 'post-truth' age it is imperative that skills of critical thought are championed to young people through the study of the modern world through the prism of Classics and the ancient world.

The study of Classics is exemplified by its breadth. As it is the study of an entire culture there are opportunities for both wide oversight and specialisation within the field.

Indeed, Classics fosters a range of skills, from linguistic analysis, debate and essay writing; criticism of art; comprehension of complex texts including those in translation; and even language learning, should Latin and Greek be included in a classical education. The myriad of skills that Classics can encourage is part of what makes it so important to a well-rounded education, and so popular with those who study it. As the National Curriculum is variously criticised for being too broad and too narrow, Classics offers diverse range. This includes marrying the study of both text based and material culture objects as sources, which historians have recognised challenges problems with bias and privilege for a more inclusive analysis of life in the past. Classics allows the exploration of a kaleidoscope of elements of ancient culture, from language, politics, architecture, history, religion, and art. The Ancient Greeks recognised the importance of range, as is exemplified by their scholars. Pythagoras, for example, studied not only maths but philosophy, music, and astronomy. The growing popularity of Liberal Arts degrees demonstrates the interest in multidisciplinary education, particularly due to the current priorities of the job market as it responds to the rise of AI in the workplace.

“Western economies, political systems, and cultural development trace their roots to Ancient Greece and Rome, so it seems an oversight to restrict access to the study of those foundations.”

Western economies, political systems, and cultural development trace their roots to Ancient Greece and Rome, so it seems an oversight to restrict access to the study of those foundations. Students of subjects like politics, philosophy, ethics, law, or language all need to recognise the prevalence of the influence of classical civilisations on their studies, yet without the surrounding knowledge to contextualise their area, they are disadvantaged against those with a classical education. Beyond the classroom, our physical environment continues to be shaped by classical principles. Anyone with an interest in architecture can see the influences of classical building styles on Georgian buildings. Ideas of indoor/outdoor living, for example, which became very popular in homes during the pandemic, have roots in the house design of Roman villas. Similarly, keen artists must only look so far as the Renaissance to find the influence of classical mythology in imagery and storytelling through painting. Wherever you look, you find the roots of our culture in the ancient world. To be unable to follow those roots to their source constitutes a limitation in access to engaging with the world as we know it.

A failure to provide a classical education can also be seen to be socially limiting, an act against social mobility. To exclude children from the study of the Classics beneath University level, is also to exclude them from experiencing many elements of our culture, from museums to literature.

Classics: Consigned to the past, or the key to the future?

In Defence of a Classical Curriculum

This risks undermining the recognised value of our own culture. Most museums and historical exhibitions will assume a basic level of classical literacy when creating their exhibits, and so to visit them without context is to have a reduced experience or may even be alienating. But this limitation extends beyond just places of history and learning into areas such as literature and film. Consider some of the greatest works of fiction of our time. How many of them lifted their narrative structures directly from the works of playwrights and storytellers such as Euripides or Homer? How many fantastical creatures, such as Centaurs or Pegasi, find their origin in the Greek myths? Indeed, how many of your favourite characters can escape the character archetypes established in Ancient Greek theatre, such as the tragic heroes Jay Gatsby and Macbeth? The influence of the Classics is inescapable, yet without the understanding of their roots, the power of these stories and ideas can be lost, diminishing the authors' intended experience of their work and the reader's own enjoyment of it. A lack of Classical education means a lack of cultural capital – it excludes children from experiencing so much, and not just in academic settings.

“The influence of the Classics is inescapable, yet without the understanding of their roots, the power of these stories and ideas can be lost.”

With the increased focus on STEM throughout the school system, the humanities are falling behind, being given less focus and less funding. In turn, this means that the push for Classics to be included in curriculums is also suffering. Currently, Classics is significantly underrepresented throughout the country, with only 1.3% of state schools entering candidates for A Level Ancient History, and 2% of state schools offering A Level Latin, according to the Advocating Classics Education project. The access to Ancient Greek at an A Level standard is even more limited, with only 8 state-maintained schools in the whole of England entering candidates, in contrast to 86 independent schools. None of these state schools entered more than five students. Classics had been found to mostly be offered in boys' single sex schools, which reflects my own difficulties accessing Classics as a student of a single sex girls' school. My partner school, Aylesbury Grammar School, (a state-maintained, single sex boys', selective school) is the only state secondary school in Buckinghamshire to offer GCSE or A Level facilities for Ancient History and Latin. These unequal opportunities are clearly gendered and classist and are harmfully contributing to the widespread notion that Classics is elitist, only available to boys in private schools, as seen in the statistic that 49% of independent schools offer Latin at KS3, in comparison to only 2.7% of state schools. Much exciting scholarship in Classics is coming from female scholars, with women such as Mary Beard and Natalie Haynes or authors such as Pat Barker and Madeline Miller all contributing greatly to the ways that Classics is presented and enjoyed by wider and more diverse audiences, but it is important that the provision of Classics

teaching reflects this potential to widen access. There is also a regional disparity, with access to Classics in schools relying on 'wealth or luck'. But how do we solve this problem of underrepresentation and lack of resources? It is clear that there is appetite amongst young people for classical stories. Musicals such as *Hadestown* and *EPIC* have already gone a long way in bringing attention to classical myth, along with the recent rise in popularity of literature retelling Greek mythology, with books like *The Song of Achilles* and *Stone Blind* going viral online. And of course one cannot discuss the genre of myth retellings without giving credit to the massive popularity of the *Percy Jackson* series and the many children who have found their way into Classics as a result of it.

Overall, by utilising pop culture in order to create interest in Classics as a genre, this will increase the demand for classical education by students. The first step in translating this interest into action is advocacy. Through programmes like *Classics for All* and the *Advocating Classics Education* project awareness of the limited access to Classics is addressed. Within the boundaries of the national curriculum it ought to be possible to strengthen links to classical foundations, without the full scale reform of returning to Classics lessons. In schools where there is demand for Classics it is important that examples of the benefits of further study are available so that transition to university is encouraged. My own experience is that a lack of role models can limit knowledge of further pathways in Classics. Initiatives such as JACT are really important in building community and sharing resources and I have benefitted hugely from this. It is important that Classics graduates engage in outreach to schools and youth groups, using youth culture to show how much the classical world influences our own.

In conclusion, it is clear that the need for understanding and awareness of classical learning is becoming more important and not less. In a stable post-WWII European context it was easy to imagine that the upheavals, revolutions, and political turmoil of the transitions between the Greek and Roman world and the Roman Empire's collapse were acts of history which held little relevance today. As young people, as we watch the old rules being breached by Presidents and nations, calling into question the legitimacy of the organisations and rules that have ensured stability, it seems clear that we need to look to the past to learn how to deal with a future that we will have the responsibility to shape. I believe that it is vital that the accessibility of Classics should be increased for students of all ages, not only for the skills it teaches but also for the enhanced experience of our world that it offers, and to reduce the inequality that lack of access creates. With a new government prioritising the growth that comes from social and economic advancement, there is the opportunity to make real change by heeding these arguments. For myself, the challenge of gaining these insights independently, whilst difficult, has also been hugely encouraging, so I hope to use my own classical education to advocate for the arguments I state here today.

What's in a name? Why formalisation is necessary for female politicians, and an 'annoying voice' is not a reason to discount them.

Nathalie Y 12K

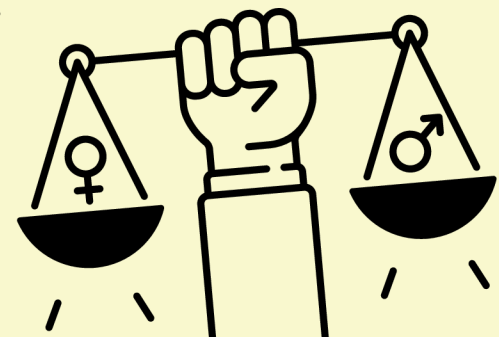
Recent global events have brought to the fore the significance of language on the political landscape. Consider the results of the US election. Trump won the Electoral College and popular vote. Kamala did not. Now, did you notice a problem in those two sentences? Perhaps it is not immediately obvious. Trump. Kamala. Surely, Trump and Harris? It would make no sense to refer to Trump as Donald, so there is significance in how casually we participate in gender bias, even subconsciously. The only instance we would refer to a male presidential candidate on a first-name basis is if they had made a mistake which lost them our respect.

The trend to call female politicians by first name, whilst we afford male politicians formalisation, is directly harmful to their reputation. Whilst first-naming - called informalisation in linguistics - creates a relatable image for the person mentioned - ie Kamala represents the everyday person, or at least tries to, the only way to gain respect in this sphere is to be seen as a superior. Because really, who wants their country to be led by someone they could just bump into on the street? The basic fact is, the world wants to be led by someone they respect. Not someone without relatability, necessarily - cue a decidedly disturbing rendition of YMCAs at Trump's campaign rallies - but an individual who is above them, somehow. As students we call teachers by Mr/Mrs/Miss/Ms and a last name, as a sign of respect to someone with authority over us. So it seems only logical to apply this rule to our potential leaders.

Perhaps a way to make sense of this is to consider something a little closer to home. Whatever your political standing, Boris Johnson was a controversial Prime Minister, by the end. After Partygate, approval and respect for the man - who was, admittedly, clutching at straws almost from the beginning - plummeted. Then, headlines changed. Johnson, or Mr Johnson, was the man who became our Prime Minister. Boris, or BoJo, is how he ended up. 'Classic Boris', which later becomes 'classic Rishi' or 'classic Liz'. Whenever we lose our faith in a politician, we informalise them. This correlates a lack of respect with the use of first names. See the issue now?

This trend seems also to stem from a larger unscratched surface of sexism, with which emerges questions about the way we describe language itself. Without taking your political standing into account, think back to the now seemingly long ago days of Hillary Clinton. She was ridiculed for her arguably annoying voice. When running against Trump, who is now President of the USA, in 2016, critics noted her 'shrill' and 'loud' voice. Not to say she had the vocals of a songbird, but there is still an issue with this. Mostly, why Trump can inarticulately claw his way to the top. He's now the US President, so his speech, whatever your standing is, despite lacking any particular quality and coherency, has not held him back from political and financial success. So why, then, has it held back Clinton? We seem as a society to scapegoat our archaic sexism on throwaway factors. By saying that Clinton is 'shrill', we have an excuse to discount any point she might make, valid or otherwise. This is not an article in defense of Hillary Clinton, rather an article for the sake of women in authority, who deserve the same level of respect as their male counterparts. So if the points made here are ignored for a dislike of Clinton as a politician, it would actually prove them.

As a society, it is crucial that we address the blatant inequality in language. The language and metalanguage we use has more power than we could possibly fathom on our worldview. In no way does everyone have to agree politically, but we must merely grant female politicians an equal starting point. It is a matter of opinion whether Hillary Clinton makes bad suggestions or you do not agree with Harris's policies - but the common decency of allowing them to speak is the least we can do. Imbalanced nomination should be dissolved, and equal terms of address implemented. If you want to talk about the state of US politics and reference Trump and Kamala, I will simply ignore you.



Year 8 Arts Award: A Celebration of Creativity

Year 8 students recently gathered for their Arts awards skill share, a culmination of months of hard work and creative exploration. This year, the event consisted of a large group of year 8 students broken up into different creative arts groups. The students took the role of a teacher sharing their newfound skills with year 4 pupils from Bedgrove Junior School.

The arts awards are a nationally recognised qualification. It encourages young people to develop their artistic talents and leadership skills. For Part D, students are required to plan and deliver an arts based skill share, showcasing their chosen discipline. This year's year 8 rose to the challenge offering a diverse range of workshops including drama, dance, music, art, textiles and creative writing.

I managed to grab a quick chat with Niki Kokkinidi to get a different perspective on how the day went for her. She led a very successful music workshop and told me all about it.

Niki, the event looked incredibly busy. How did it feel to be on the other side, teaching rather than learning? "It was definitely a bit scary at first. I was worried the Year 4s wouldn't enjoy it or that I wouldn't explain things properly. But honestly, it was so much fun.

You focused on music. What kind of activities did you lead? "We looked at a lot of songs for us to play on the keyboard, which they loved. We started with simple warm-ups and icebreakers. Then we moved onto actually playing the keyboard. They managed to grasp the idea of it quite quickly and they found themselves having a lot of fun.

What was the biggest challenge you faced during the day? "Probably keeping everyone engaged and on task. Year 4s have a lot of energy, which is great, but it meant we had to be really organised and keep the activities moving. Also, making sure everyone had the resources they needed was a bit tricky at times."

And what was the most memorable moment for you? "Probably at the start when one of the year 4s wasn't very eager and said they didn't care about music and it wasn't their first choice but towards the end they said they really enjoyed it and it was a lot of fun."

The Arts Award Part D event was a resounding success, not only for the Year 8 students who demonstrated their skills and leadership, but also for the Year 4 pupils who gained a valuable insight into the world of creative arts.

Lara 8W



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