



WORDSWORTH 2023





Photo by Dan Miles 13M @dan_miles_photography

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Editor's Welcome

IF MY EAGER year 12 self was to go up to me now and ask how I was doing with the Wordsworth magazine, I'd reply, with sunken eyes and a flask that I ensure never runs out of tea, that it has definitely been an experience.

Over the past year I have procrastinated, chased up, designed, written and rewritten the very pages that I hope you're going to read through now. To call it a chaotic process would be an understatement: with violin practice, choir rehearsals, two national debating finals, 4 A-Levels and a lot of Oxford admissions prep, this magazine has been the icing on the cake. So, I'd tell my year 12 self to get ready for the busiest year of his life, but also that he'll have one hell of a time.

Whilst I'm awful with rollercoasters (there's a very embarrassing story I'm not repeating), there are some adrenaline rushes in which I can stay conscious. As nerdy as I know it sounds, it's in the smell of ink, the cute colour schemes I've given my spreadsheets, the catharsis of putting everything in your mind, onto paper: I'm immensely proud of "Knowing my Place" on page 34.

Perhaps the least controversial thing I could say is that this year has been a strange one. Three Prime

Ministers, two nations at war and the death of our monarch have made up only a fraction of the news stories, whilst the impact of Covid still rears its ugly head into our daily lives. When I interviewed him, hearing Mr Higson say that schools were "microcosms of society" rather stuck with me, that despite global chaos, Bishop's keeps going: the bell rings, lessons go on, the area by the yard still floods every time it rains.

As I write this, I'm reminded of how seven years at Bishop's have drawn to a close. I've spent what will end up being some of the most formative years of my life at this school. I'll feel nostalgia about the hot water heater in the common room, the acoustics of the BMR, maybe even throwing up whilst running around the cathedral. It hasn't been a smooth journey but I'm very proud of how far I've come.

Words alone are not enough to express my gratitude to the people that have helped me put this together: Miss White for her supervision, Dan Miles for taking so many of the photos in this edition; Grace Cartledge, Jules Dunford-Frost, Ben Lloyd and Brian Jones for their design expertise; Neha Syed and Melody Xie for the front cover and back cover respectively; Adam Rojas-Hind-

marsh, Max Day, Jacob Simmonds, and Izzy Regan for proofreading; and to Harvey Tune and Kyla Depner for keeping me sane.

I believe that every single person who has contributed has poured some of their heart and soul into their work, and I'd like to think I've channeled that into these pages to immortalise this little slice of history at Bishop's in 2023. I hope that you enjoy reading this edition of the Wordsworth as much as I have putting it together.

Luke Liang, Wordsworth Editor

Editorial decisions:

Editions since 2020 have utilised the colour scheme of their houses. Co-incidentally, it's also going in house order (OPW then back round to J). Whilst I've used blue to represent BWS, I've used gold as an accent colour to symbolise J house (clearly the best house).

Once the school's boarding house a century ago, Bishopgate has remained one of the oldest buildings on site. As a place that we all walk past every day without really noticing, we had the idea to make it this year's front cover. I'm very grateful to Neha Syed for putting it together.

I WRITE THIS on the rebound from our recent inspection report, and with the staff and students still basking in the glow of the 'outstanding' judgements across the board. Of course I am entirely grounded about such things; after all this is (I think) the sixth inspection that I have been through in my teaching career, and my third as Head, so I have no illusions whatsoever about the process. Those who visit a school can only ever gain a fleeting and partial view of what goes on. It must be like trying to assemble a big, complex jigsaw with a very limited time budget and with

"I designed the back cover with this year's house colours in mind. This year's magazine is going for minimalism so I carried that through for the back cover. I wanted to keep our school badge as the center piece: inspired by an artist I was studying (Maus Haus), I used her flowing lines and a minimalist colour palette. After endless shades, colours and experimenting, I found the perfect complimenting shades of blues and gold. I hope you like the back cover :)"

Melody Xie, 130

some of the pieces hidden elsewhere around the living room. With luck you will end up with an image that is recognizable but pixelated, but it is also quite possible that your final picture will be practically unrecognisable if key bits are missing. Having said that, I was happy that the inspectors described the school that I know so well in the final feedback meeting, and the report is an abbreviated but fair depiction of Bishop's too.

Inspection aside this year has been all about regaining what we have lost and then some. It has been fantastic to see sport and music both back on full throttle, our use of the Cathedral has resumed and in some ways exceeded what we have done in the past and the rest of the extra-curricular events that are such a critical part of school are back. Trips have returned to the diary in force, and the Sixth Form social calendar has been enhanced by the addition of a Christmas Black Tie Dinner for the first time. BWS Adventure is now providing a pathway for outdoor education and leadership training across the whole age range, and I think that this is symbolic of the approach to personal development that we are trying to take. Whether you are a boy joining after 11+ or a student coming to Bishop's from Year 11 in another school, the



Letter from the Headmaster

explicit intention is to encourage personal growth, both intellectual and emotional.

Our second full sized Year 11 (at 160) and our first intake of 200+ at Year 12 mean, together, that Bishop's has now reached its notional ceiling of student numbers. At 1,200 this is now a big school – big enough for finance to be more secure, to offer top quality opportunities to all of our boys and girls and to plan for the future with security and confidence. In many ways Bishop's is a different institution from the one that entered the pandemic in 2020, and it is certainly very different to a half decade ago pre-growth and pre-coeducation. Results are stronger than ever, university entrance is extraordinarily good and we all have a lot to be proud of. I hope that the evidence of all of that shines out from the pages of this year's Wordsworth Magazine.

Dr Smallwood, Headmaster



Letters from the Head Students

BISHOP WORDSWORTH'S is an outstanding school, and with the most recent report, I'm proud to say Ofsted agree. We are so fortunate to have such an amazing group of students, with excellent teachers, all at the centre of Salisbury. I could easily spend my whole letter raving about the school, but you can read about that in the rest of this edition.

Aged eleven, I scraped into Bishop's; a lucky extra five minutes due to an unwarranted fire alarm gave me enough time to surpass the entry requirement by 2 marks. If I could, I feel I owe this whole letter and my entire future to that alarm. However, thanks to the incredible resour-

es of Bishop's, I am striding out with 4 A-Levels, an Oxford medicine offer and a slightly questionable haircut. Whether it's going to your dream university, joining an excellent apprenticeship, or testing your hand in our inter-house Jenga competition, Bishop's offers us all the resources, not just to reach our goals, but to exceed them. Please everyone, make the most of them!

As Head Boy, it has been my goal to give back to the school with all the opportunities it has given me. Admittedly, a spelling bee competition doesn't quite compare with the multitude of extracurricular activities, national competitions

and international trips Bishop's has offered, but I would like to think I have made a small difference. Savannah and I set up a monthly competition calendar, got roped into a skydive (thank you deputies!) and established the Year 13 Christmas Black Tie Dinner. Even if it's all we are remembered for, at least it's for being festive! Amongst all of this my favourite part of the role was running inter-house events. Spending time with Bishop's students has made this year one of the most enjoyable ones of my life!

Writing this letter, I can't believe it draws the last seven years of my life to a close, but what incredible years

they have been. Before I go out into the vast world ahead of me, I wanted to say three last things (yes, I feel the 'rule of three' from public speaking with forever haunt me):

My final message to the students (and to quote the plaque just outside St. Thomas's church): time speeds up until it's nothing, therefore use it wisely before it's gone!

To the prefect team, you are all amazing! Thank you for putting up with Savannah and I, even when we bossed you around. Your help has been invaluable.

Finally, to the staff to which we all owe our gratitude. A school is only as good as its students, and our students' excellence is thanks to the teachers. There's no role more inspiring than helping us all fulfil ours. Please everyone, remember that.

From ambling into the school at 11, to striding out aged 18, it has been a pleasure representing such a fantastic school. Thank you.

Reuben Cordina, Head Boy



AS I COME TO THE END of my year as Head Girl, tradition dictates that an article is written on my time at Bishop's. Reflecting over the last two years I appreciate that it has been, at times, an intense period, but always an absolute privilege.

I look back to my first role as Head Girl, doing a reading for Founder's Day; an extract from Desmond Tutu's book, "I Have a Dream." In this reading, I was powerfully struck by his words on the power of transfiguration, and hope which resonated within me. I carried these words with me throughout the year and saw its application beyond the walls of the cathedral. Desmond

Tutu's words emphasise that despite it seeming unlikely at the present moment, nothing, no one and no situation is "untransfigurable". This was something that I needed to remind myself when faced with testing situations.

Head Girl has been an honour and I have thoroughly enjoyed the opportunities it has given. That being said, it has come with its share of challenges. I do not come from a background of public speaking so the fear of stepping out of my comfort zone became a familiar sensation. On one occasion, I was asked to fill in for Dr Smallwood (who was away with the DofE students) and

introduce the final cathedral service of the academic year; terrifying and exhilarating in equal measures! It has made me realise the sheer skill of Dr Smallwood and Dr Wood in their ability to speak to large audiences with such apparent ease.

Having been in an all-girls school since year 7, the prospect of joining a boys school in sixth form was a slightly intimidating one. It didn't take me long to realise that my concerns were unfounded; the enthusiasm of students coupled with support from staff creates an environment in which all students can thrive. However, Bishop's is not limited to its academic excellence;

the community in this school is exceptional. Taking part in the school play was definitely a highlight for me and it was brilliant to see the development from filming online in the first (Covid) year to performing live in the Studio Theatre. I am grateful for the teachers and people that I subsequently worked with. Although the introduction of girls is still relatively fresh in the BWS history, the progression of the school and the expansion of its community over the past two years is evident. It has also been an honour to be part of the development and witness the advancement of girls' sport. The PE department's effort in building up these teams has been impressive,

and I am proud to have contributed to the BWS legacy (although my sporting contributions were unfortunately cut short due to an injury).

I cannot write this without saying thank you to my teachers, mentors and the amazing prefect team, who I have had the pleasure of working with, not excluding the Head Boy, Reuben Cordina of course (whose enthusiasm has never wavered!). And finally thank you to Luke Liang for this brilliant edition of The Wordsworth and for having the patience with my inability to reach his deadlines!

Savannah Jamieson, Head Girl





Message from the Cathedral Prefect

GIVE everything your best shot. This is my go-to piece of advice and, for me, trying to give everything a good go has always paid off (except the time I filled in for an injury in a year 8 rugby game—never again!).

When Mr Toner introduced my geography class to a national essay competition last year, I didn't dream that it would take me and Jack to Finland to participate in the International Geography Olympiad (page 33). Additionally, on a more personal level, I face setbacks in my speech, but that has never stopped me from standing up to speak, enjoying seemingly limitless opportunities for public speaking at Bishop's, heading to regional competitions more than once. There are no excuses for not giving it your all, no matter what your 'all' really is.

As an English Lit. student, my letter wouldn't be complete without mentioning at least one novel. My favourite book, *The Hitchhiker's Guide to the Galaxy* (spoiler!), is a renowned dystopian comedy, but one that contains some valuable lessons. In search of help to undo the destruction of Earth, the protagonist and his crew travel the depths of the universe, but five books and 300,000 words later, the story ends with Earth being destroyed once

again. Aside from the discovery that the meaning of life is "42", the series provides the ultimate message that time is a precious resource, so living thoroughly is vital.

Luckily, here at Bishop's the opportunities available to us are beyond competition, often enabling us to try everything anyway. I wish I could thank every teacher, technician and administrator— not least for the academics that you teach us, but also for the life-lessons. In particular, Rev. Wood has been a source of stability for both me and a number of other students through the stresses of our final school year. I can assure you that if you are ever needing a break, the Chaplain will happily form the rational voice you need. Likewise, Mrs Jones and the reception team are surely the best multi-taskers in the school, and constantly have to stop their work to help ill or injured students. I have witnessed Mrs Miles, too, dealing with three panicky students all at once – despite her office being so out of the way that she surely couldn't have anticipated even one of them. Also relatively 'out of the way' in their offices, but undoubtedly among the most supportive, are Mrs Grayer and Mrs Paden, who looked after lockdown's 'children of key-workers' cohort, keeping us busy and active— staff who would

once again be happy to talk or listen if you need. Without such an immense group of considerate staff available to us, many of us would struggle to give it our all.

As I draw my letter to a close, it's hard to grasp that come this summer, my time at Bishop's will have run to an end. Whilst I know this is an inevitable experience to all of us, this doesn't make thinking about

"My people, and all refugees, remain people. They're humans. It hurts me so much when they are not recognised, when they're rejected, when they're left to suffer. It's easy to sit at home in warmth and safety and feel sympathy. But unfortunately sympathy doesn't help. Sympathy doesn't go and pick up the affected ones to give them a better life. Sympathy cannot do what must be done. My family made it out in time, but the rest of ours didn't. And it's without a doubt that I struggle. I struggle everyday knowing that it's difficult to see my grandparents, and aunts and uncles. I never know when the next time I will see them is, and I never know if I will be able to return to Syria in this life."

the future any easier. The concept of "moving on" is a difficult one. I could pretend that I will miss the essays, tests and plentiful homework that school presents us with, but that would obviously be a lie. The real truth is that, and I'm confident I'm not alone in this thought, I am afraid of losing the people and lives that I've spent almost seven years coming to know.

Toby Runyard, Cathedral Prefect

Message from the Chaplain



RELECTING on the BWS Year 10-11 History trip to Berlin, I feel that it has been a highly memorable few days, not least because it was the first post-Covid international trip that many of the boys had been on.

To walk around the Sachsenhausen concentration camp, the Stasi museum and the Jewish quarter of Berlin is a powerful, evocative experience.

museum went on. Boards charted the way those with disabilities were coldly classed as 'food wasters' because they were perceived to add nothing to society; those who fell in love outside the strict restrictions had their heads shaven and were forced to walk a public walk of shame with a board around their neck detailing their 'crime' and declaring their exclusion from the Volk. Photographs stared out at me. Real people dehumanised by other people who believed they were better and a society willing to look the other way if it meant that they stayed in the Volk.

It's a tempting human instinct to find community with only those like you, to define what others should be like from what you are. Yet I believe that it is diversity rather than uniformity which makes a really strong community. I think that was at the heart of Jesus' message as he reached out to those who the society of his time would push away.

As I look back over the last year at Bishop's and so many memorable experiences, it is the moments when we have realised the gift diversity brings our community that stand out. Many of us will remember for a very long time the marvellous Founder's Day preacher, Revd. Dr. Carlton Turner, a priest, a Jujitsu

champion, a Bahamian force of nature, who spoke with a warmth and energy that could only evoke a smile. In December I had the privilege of taking several Sixth Formers to the Dean of the Cathedral's house to meet a group of teenage dancers from the Aida Palestinian refugee camp in Bethlehem and watch how our students naturally found common ground, sitting on the floor eating curry. At our January Cathedral service, two of our Year 12 students, Homam Khasreen and Sasha Oleksandr received spontaneous rounds of applause that rippled down the Nave and across the transepts as they told us something of the real experience of refugees, with courage and deep generosity. The Pride flag flew, at student request, from the BWS flag-pole. Nearly 50 Sixth Formers will join me to sleep out at the Big Sleep in a fortnight's time in the Cathedral cloisters to raise funds for Alabare, Salisbury's homeless charity.

I will return from Berlin with the realisation of how precious our community is rekindled. Not because we are all the same, but rather precisely the opposite. As Desmond Tutu once put it: "my humanity is bound up in yours, for we can only be human together".

Dr Rev. Wood, Chaplain



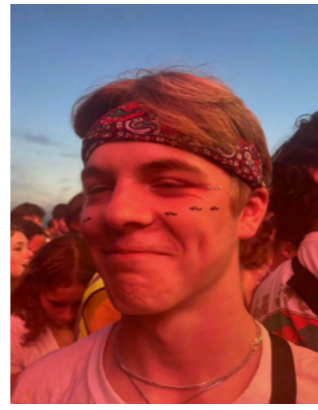
Senior prefects 2022-2023



Reuben Cordina
Head Boy



Savannah Jamieson
Head Girl



Toby Runyard
Cathedral Prefect



Kitty Oldfield
J-House Co-Captain



Jon Samuel
J-House Co-Captain



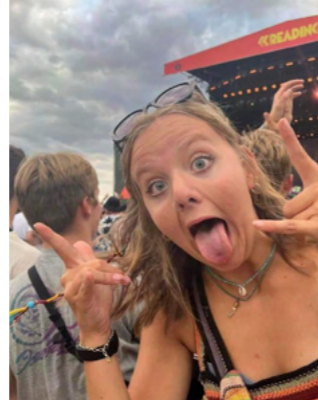
Josh Buck
M-House Co-Captain



Rosie Woodhouse
M-House Co-Captain



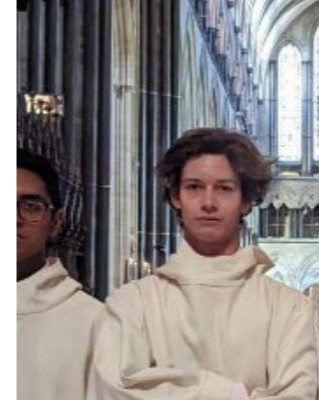
Jack Rodriguez
Deputy Head Boy



Erin Sanders
Deputy Head Girl



Luke Liang
Wordsworth Editor



Merlin Campbell
O-House Co-Captain



Ollie Branagan
O-House Co-Captain



Joe Parker
P-House Co-Captain



Yousuf Qureshi
P-House Co-Captain



Tom Sutthery
Charity Committee Chair



Bronwen Josty
Low. School Council Chair



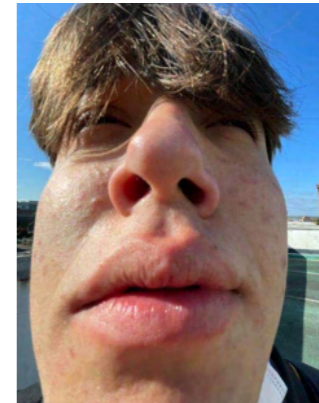
Yasmin Mousavi Najafi
Sixth Form Council Chair



Daisy Badger
W-House Co-Captain



Alex Moodley
W-House Co-Captain



Nick Zervas
Senior Canteen Prefect



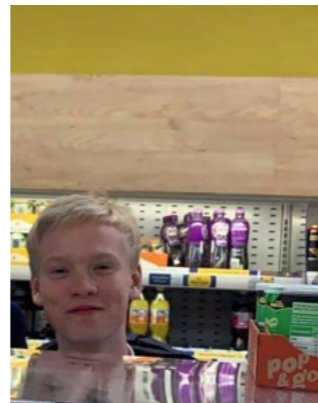
George Gande
Lead Canteen Prefect



Adam Rojas-Hindmarsh
Societies Prefect



Angus Aitken
Societies Prefect



Jacob Simmonds
Mid. School Council Chair



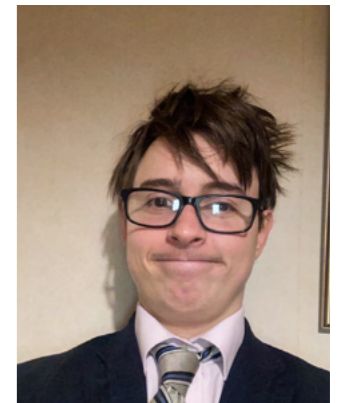
Ben Binu
Senior Canteen Prefect



Nikhil Shibu
Senior Canteen Prefect



Connor O'Malley
Senior Canteen Prefect



Scott Tennett
Lead Chapel Prefect





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Dr Jayanthi Kunjur; BDS, MDS BM (Soton), FDS RCS (Eng), MRCS (Eng), FRCS (OMFS).

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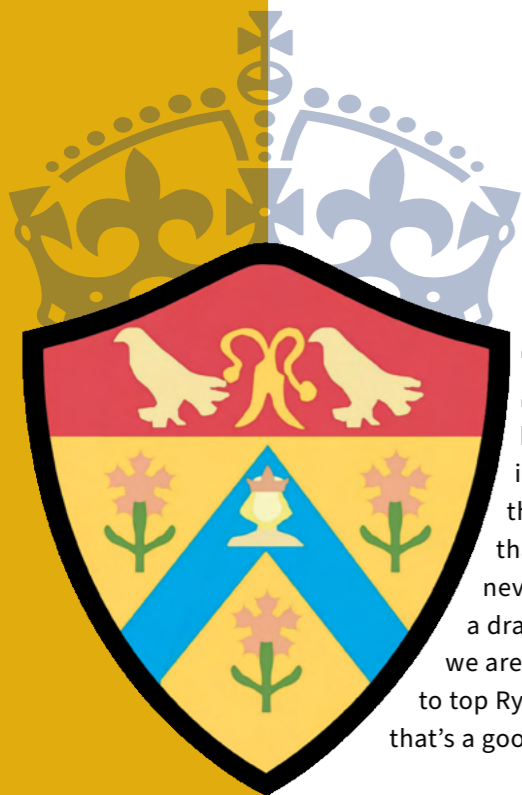
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Jewell House

IN YEAR 7, I distinctly remember watching Ryan Neville, my house captain at the time, throwing a jug of water over his head at the house music competition. At that moment, I thought that I would never be able to lead a house in such a dramatic and inspiring way. Yet here we are and, sadly, I haven't been able to top Ryan's performance so far. Maybe that's a good thing.

If you had told my year 7 self that I would be leading Jewell House in a couple of years' time, I would have said that you were crazy. But throughout my time at BWS, this wonderful House has turned me from a shy year 7 with stage fright to the Head of House that all of you know me as. I believe that being able to put myself out of my comfort zone and volunteer to try out new things has really been the foundation of my growth throughout the school, and I urge you all to do the same. An example of this was when I entered the public speaking House competition. As you could

probably imagine that may have been a step too far out of year 7 Jon's comfort zone and it went horribly wrong, yet I can now say that I have enjoyed delivering house assemblies alongside Kitty, my House captain partner in crime. I don't know how well they've gone, as it's pretty difficult to tell whether all of you are listening or just want them to be over. I've enjoyed them nevertheless, even if the artistic prowess in my rendition of Anthony the Ant wasn't appreciated.

It seems that many of you have been listening to my pleas to get involved this year, with Jewell winning multiple house competitions- Lower and Middle school interhouse photography; Middle school interhouse Jenga; and

interhouse Chess in years 7, 8 and 12. With many more House Competitions on the way, including the house music festival, I am sure that Jewell will continue strong towards a hopeful House Cup win at the end of the year. It's been far too long since a Jewell House Cup, so let's make it happen. Get stuck in and jump out of your comfort zone, as I did in that public speaking competition back in the day. I truly believe that the best way to get the most out of your time at Bishop's is to step out and try something new at every opportunity you get, maybe Jewell could win a House Cup if we all just tried that. It's a win-win situation. We can't lose.

Jon Samuel, J House co-captain



J House's song, "Don't Look Back in Anger" by OASIS, arranged for small jazz orchestra by Luke Liang



7J Great Yews

THE SUN BEAMED down upon our heads on the 2 hour walk to Great Yews. The first walk was more uphill than downhill. However, on the way back all uphill turned into sloping downhills, making your feet slip down to the front of your shoes. When we had arrived, we hauled our luggage down to the area, where we set up the tents. Personally this was the easiest physical activity throughout the trip (because we practically did no work at all and let the sixth formers do it for us). Cooking was difficult as the fire that we had expected to start only led to a small flare. Eventually, after slowly adding bigger logs, we managed to get a fire going. It was enough to heat up my group's food. A little after, we looked through Mr Loughlin's telescope, where we were able to see the lunar craters on the moon!

It was almost pitch black when we were called to play the night game. We were told to get back into the main area without being spotted. Unfortunately for our group, someone was wearing a luminescent hoodie which glowed during the night, yet somehow our group (technically) did not get caught once- we made it to the end of the game crawling. The final activity was star gazing. We could clearly make out stars, because we were away from

the cities which produce massive amounts of light pollution. Our eyes were directed to the international space station, Polaris, and the Andromeda galaxy.

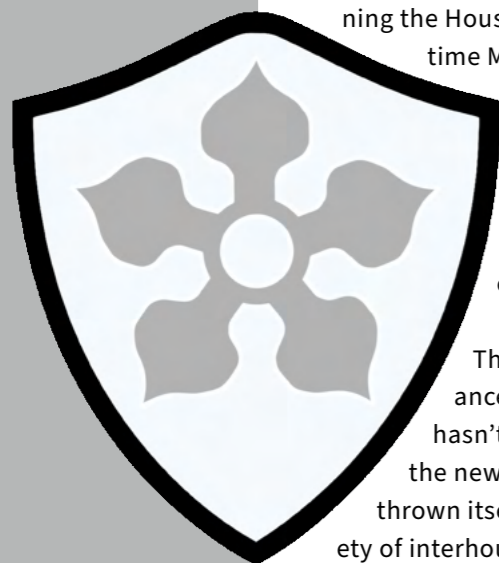
By this time, we had headed to our tents to go to sleep, but the usually silent night was filled with the voice of singing, talking, and shouting. I had no sense of time, so I assumed that this stopped at around 11pm-12am. Personally, I found my sleeping bag quite uncomfortable as it kept the heat in, and our tent was heat insulated. I woke at around 5am because the sun shone over the site which we were sleeping on. We rapidly ate breakfast then packed up our tents in time for departure. Our class was victim to lost property which no one owned up to owning. So as soon as possible we left without a trace walking again back to school.

In my opinion it was cool that there were 800-year-old trees, that we were in the middle of nowhere, and with no tech whatsoever. If you were to go, I would recommend listening to the demonstration of how to start a fire. Otherwise, you won't have the best time having raw food for dinner.

Tom Lamb, (now) 8J



Martival House



THE START of our roles as Martival house captains began with winning the House Cup, the seventh time Martival has done so in eighteen years. It was the result of a year's worth of hard work and success from every member of our house.

This spirit of perseverance and determination hasn't gone away with the new year. M house has thrown itself into a wide variety of interhouse competitions, succeeding in everything from chess to long jump. This success is sure to continue with upcoming interhouse debating and netball tournaments, as well as in the House Music Festival in March. We hope to succeed in winning the House Cup again this year, as we know how hard everyone in M House has worked to gain as many points as we can.

Even more importantly, members of Martival have used their time at school to help the entire community. Anyone in lower school who has benefitted from the actions and discussion generated by lower school council, such as a reviewed code of conduct, has 13M's Bronwen Josty to thank. The same can be said of sixth form council, led by Yasmin Mousavi-Najafi from 13M. 7M gives a special thank you to Dan Miles, their form prefect, for giving them a familiar and friendly face around the school and helping them feel welcome from day one.

House assemblies have provided us with a great way to come together as a house. Whether it was finding out who had the best basketball shot, which form made the best paper aeroplane, or what our house mascot looked like, we've really valued the opportunity to provide something we can all get behind and support and hope you have too.

Overall, we have really loved leading Martival this last year, and know that the values that make this house so great will continue year after year. Thank you.

*Josh Buck and Rosie Woodhouse,
M House co-captains*



Martival House mascot, designed using AI.



*Top: Pictures from 7M Great Yews.
Middle: Elijah Brown (13M) won the Engineering Society's competition for longest flight with "Fliggle".
Bottom: M House sixth formers secured a sponsorship from "Terry's canteen" for sports day.*

Testimonials:

"As a new Year 7 at BWS I have really enjoyed my first term in secondary school, I have had the chance to try lots of new lessons and clubs. I enjoy going to basketball club and I enjoy art and history lessons, I have also made lots of new friends."

*Arthur Austin
7M*

"As soon as I joined Bishop's I felt enormously welcomed by both students and staff. The surplus of activities offered in regards to sports and academic opportunities create and inspiring and exciting atmosphere within Bishop's sixth form. "

*Toma Howarth Jones
12M*



Osmund House



For last year's year 9 music festival, I made a piece of music that is at least two minutes long using Soundtrap, and enjoyed the freedom to do whatever I wanted with my piece. After three weeks of perfecting the piece it was time for the festival. First, Oli Puffet and I went on stage and started hyping up the fans. There were tonnes of people, and as the beat dropped a giant mosh pit was created on the number 11 lawn.

Jacob Twigg Y10



THIS YEAR, as house captains, we have tried to restore a sense of community and togetherness that was damaged by the pandemic. Before Covid, we both enjoyed a sense of belonging in our house, and rivalry with others, and the best way we felt we could recover this was with competition. Soon after receiving our roles, an opportunity presented itself- sports day. In our Osmund tracksuits we looked on proudly as our house excelled at every level, trying unsuccessfully to temper our competitiveness. The rain could not stop us- Britford is green. Great Yews gave us a chance to relive one of our earliest memories at this school, and whilst the trees seemed to have shrunk, being amongst them again and forming relationships with (now) 80 is a memory of great fondness for us. Similarly the house supper, introducing the new year 7's into the school, was a highlight of ours. We were both hit by dramatic nostalgia when writing our speeches, as we so vividly remember listening to our house-captain in our shoes, and being in 70's. Our approach was to try and give 70 the information we wished we knew at that stage. We're both so glad we were given the chance to do so in our final year, as it allowed us to reflect on our time at Bishop's and to complete a full circle before we leave. We were so nervous whilst speaking, and we kept looking at each other for reassurance, realising that we had looked at each other this way before, in the same room, with the same nerves, 7 years ago.

Writing this, we've taken inspiration from past copies of the Wordsworth and have been aiming to look back and reflect on what has previously

been accomplished by those in our position, looking at how far we've come as people but also as a year, and a school. It seems so long ago that we were first introduced to Bishop's, to our house and our original house captains. But since then I think its been installed in us to one day hopefully win the house cup. And through various competitions and events, we can only really hope the house has worked hard as well towards this goal. Now we can only cross our fingers.

Whilst our house assemblies weren't perfect, we always tried to talk about something that we knew about and something that we felt was important to hear. So I hope that everyone looked past the technical difficulties and spontaneous improvisations to gain something from them. Being house-captains have only deepened our gratitude for the school. Whilst we may not have completely restored a sense of community and togetherness, we hope we have helped.

Coming into this year we had no clue on what to expect and had to face a lot of challenges, the first being working together, for this is the first time 2 house captains have been selected. But we've been lucky/unlucky enough (whichever way you want to look at it) to have been stuck together since year 7. It is this friendship we wish to engrave into our house and into the school as we leave our mark. We'd both like to say it has been a pleasure to be house-captains for Osmund.

*Merlin Campbell & Ollie Branagan,
O-House co-captains*



Poore House

THE HOUSE SYSTEM has been brought back this year after 2020-2021 where the pandemic prevented real school events. This has meant new and old house competitions bringing together the school. P House has been at the centre of this with its students providing fierce competition as ever.

This year has seen P house retain its title as victors of the House Music Festival. The choir gave a beautiful performance of "Hallelujah" by Leonard Cohen, which received such high praise it is to be performed again in the Spring concert. This is alongside the House Band's rendition of "A Night in Tunisia", keeping the tradition of a P house jazz band. A huge well done to all the musicians involved for their performances and confidence. Poore will always be the house of music.

Great Yews was a success with year 7 proving their outdooring expertise. Learning to light fires, putting up tents, and surviving a challeng-

ing walk demonstrated their potential as the future of Bishop's. It was the end of a successful year for them as they integrated into Bishop's life and got to know each other. Now 8P, they were a form always eager to get involved and full of house spirit. Ending 2021-2022 with joint fourth place in the house cup was a sad moment, but we went into the next year determined to come back much stronger. Winter term distinctions were a strong point, winning all bar one year group. Pizza lunches were greatly enjoyed as ever. This was followed by the interhouse chess and interhouse Jenga competition. P put in a fantastic effort as ever.

But the year is not over! As the year draws to a close, the new house captains will take over and hopefully lead P house back to 1st place where it belongs.

*Joe Parker & Yousuf Qureshi,
P House co-captains*



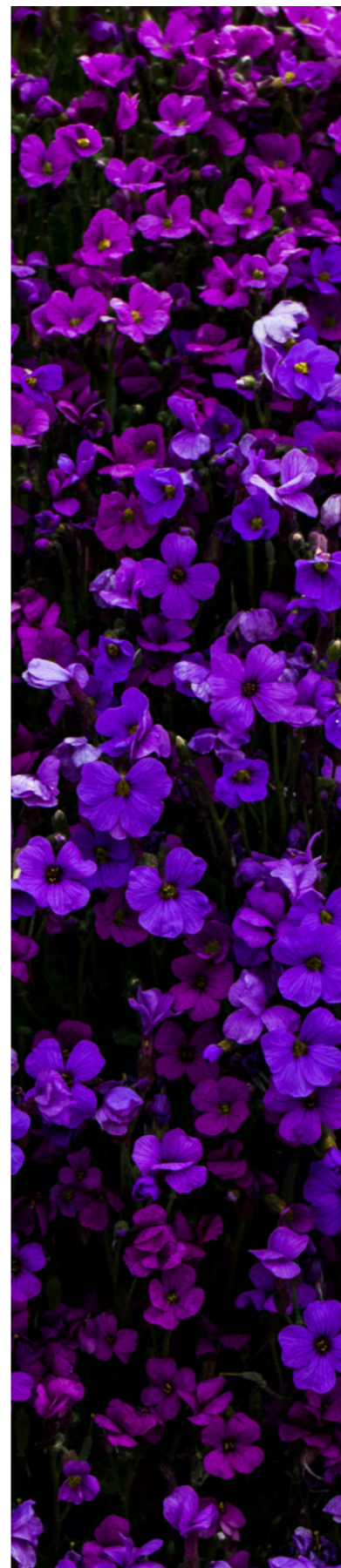
"Throughout my time at Bishop's, I've come to enjoy my time in P House. Great Yews is a great experience for all, the challenges that people have to face, we have great staff to help. I was involved in the Interhouse Problem Solving (which my team won) and that was a great experience. The House Music Festival was really enjoyable, especially being involved with the House Choir. I'm really looking forward to the rest of my time at Bishop's."

Austin Hands 8P

#bleedblue



Ward House



UPON joining in Year 12, I quickly felt the sense of community and team spirit that the House system provided, which inspired me to put myself forward for, and be elected alongside Alex as House Captains. After three years of Covid restrictions, we've been lucky to run a variety of exciting events. We started off our prefect duties with Sports Day, which was strongly represented across all year groups, despite the obstacles presented by the weather! The Year 7 Great Yews camping trip was another highlight of my year: it was a good opportunity to get to know the youngest

people within W. House assemblies throughout the year have contributed to the sense of community and introduced a fun competitive element, with different games such as basketball and pancake tossing. I am grateful to have gotten to know many of you through this role, and I'd also like to thank my Co-Captain Alex and the team of Ward House Prefects who have done a lot of hard work. Good luck to the next Ward house captains! Keep in mind our house motto- "On Wards and Up Wards".

Daisy Badger, W House Co-captain

YEAR 11 was a wild year for me. I had to deal with lockdown, u-turns over GCSE's, a cancelled basketball season, and the everlasting question of what next? I originally assumed that, as a pupil from the Romsey School, I'd follow the norm and go to Peter Symonds College. But then, out of nowhere, my best friend's older sister started talking about this sixth form in Salisbury. I had to look up what a sixth form was, but it got my interest right away. After going on a tour I was convinced. It was exactly what I was looking for — with academics as its number one priority, a good social life, and had recently become co-ed. It seemed perfect. I applied, got an offer, and it then all depended on my GCSEs. I ended up having exams at the end of year 11, which influenced the dubious "predicted grades" from teachers.

Fast-forwarding to Results Day, August 20th 2021: I got the grades, and finally had to break the news to all my friends that I would not be join-

ing them at PSC. Instead, my best friend (fellow senior prefect Nick Zervas) and I took the leap of faith to come to BWS. It turned out to be the best decision I had ever made. I found not only academic prosperity, but also people that I hope will be by my side for a long time to come. I found the basketball team — who have become some of my closest friends. I've thoroughly enjoyed the two Great Yews trips and above all, the support and encouragement that I needed to get through the stages of applying to university, getting offers, and the hard part of getting the grades. As a result of the culture here, I've become both a better student and a walking advertisement for the school, recommending it to anyone who asks for my opinion. I honestly wish I'd come here from year 7, but I didn't even know it existed. So yes, year 11 was a wild year. But I wouldn't trade it for anything because it landed me here.

Alex Moodley, W House Co-captain



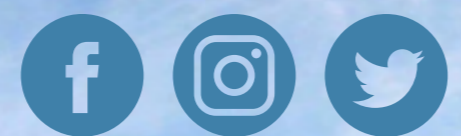
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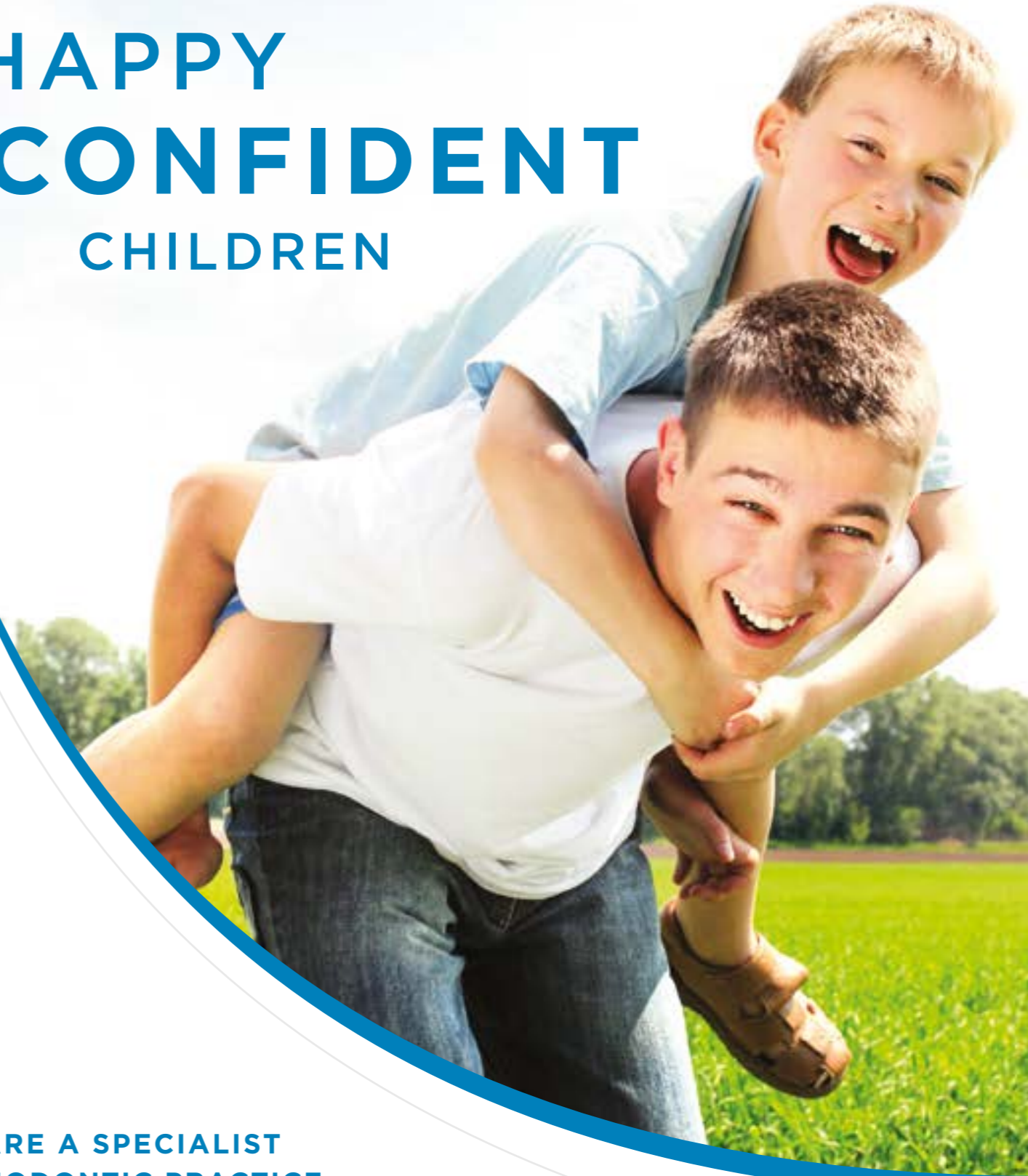
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Introducing Mrs Edney



We interviewed Mrs Edney, our new deputy head pastoral, to see how she felt about joining the BWS community.

What were your first impressions of the school?

I KNEW a little bit about the school and had attended various music concerts (my husband is the Director of Music here). I was initially very comforted by how similar it was to my previous school in many ways. Although my previous setting was an independent boarding school, the similarities in culture were striking. There is a focus on achieving well academically of course, but with that comes high levels of self-discipline and a willingness to engage with the community and the range of extra-curricular opportunities.

Were you made to feel welcome?

Very. Staff couldn't have been more friendly or supportive. It is always lovely to work in a school where you know you can rely on your

colleagues to help you out. There's a real sense that staff are working towards a common cause and that brings a camaraderie and team spirit that is vital in a successful school. Having Ofsted visit within my first term was a bit of a surprise, and I was so grateful to be able to lean on colleagues during that period.

What do you think needs improving?

Some may say it's difficult to improve on "outstanding", but there are always ways we can make life happier, simpler and more fulfilling for students and staff. I'm hoping to develop more leadership opportunities through the school. At the moment there is lots of excellent leadership from Sixth Form students, but not as much lower down. I've made a start with appointing some Anti-Bullying Ambassadors, and there will be more opportunities like that in the pipeline. I also want to hear more of the student voice: after all, we are only here for the betterment of the students, so we really need to

know what's working and what isn't for those of you that are benefitting from the Bishop's experience. Once we know more about what students think and feel, we will be able to make the right improvements.

What's the best thing about being a Deputy Head Pastoral?

Without doubt, the ability to make a difference to people's lives. Whether I am supporting someone who is having a very difficult time at home, or working with students that have made poor behavioural choices, the starting point is always the same – what can we do for you at school to set you on a path to success? It won't always work out perfectly, but very often just the knowledge and understanding that we are here to help is enough to set a student on the right path. It's a pretty awesome job really.

Mrs Edney, Deputy Head Pastoral



Reflections by Mr Harmsworth

I CAME TO BISHOP'S in September 1998 as Head of Geography and was a little nervous about what to expect having taught in co-ed comprehensive schools up till then. Dr. Smallwood was Deputy Head and, at interview, I remember him quizzing me on how to differentiate between teaching coasts to students in Year 10 and the Sixth Form. At that time, Geography was taught in Room I (which used to be between the Art block and the Chapel block) and some very dilapidated demountables where Chapel block now is. Six Form lessons were taught in Room A (now ICT 02). No computers, no data projectors, no electronic whiteboards, just textbooks and overhead projectors... and a roller blackboard in Room A.

Having developed an interest in assessment and the use of data, I was promoted to Assessment Director. One of my first jobs was to introduce an electronic report-writing system to replace the handwritten ones. These were truly awful as everything had to be laboriously transferred onto self-duplicating A3 sheets. Woe betide anyone who made a mistake, as everyone had to copy their reports out again. In 2009, I was promoted to Assistant Head (i/c assessment) and, in 2010 became responsible for creating and implementing the annual timetable:

a huge puzzle that was surprisingly fun at times.

When I retire this summer, I will have spent 25 years at Bishop's: making up two-thirds of my teaching career, and nearly half my life. I taught Mr. Demain-Griffiths and Mr. Oldham when they were students here, and both of my boys passed through the school, achieving great results. Also in that time, I've seen a great deal of change: the student body has almost doubled from about 700 students in 1998 to close to 1200, and the Sports Hall, E block, Six Form block, and Maths block have all been built, vastly improving our accommodation.

Another hugely positive change has been having girls in the Sixth Form. Though we shared some subjects with SWGS in the past, only recently have girls truly been Bishop's students. I've lost track of the number of students I've taught but have very fond memories of times in the classroom and on various field trips to Iceland, Snowdonia, Gower, Derbyshire, and, of course, the beaches along the south coast.

What am I going to miss? The staff: I've been very lucky to have worked alongside (and had fun with) such a committed body of teachers and support staff. The students: frustrat-

ing at times but endlessly able and creative, keeping me on my toes so there's never a dull moment.

Things I look forward to include no more marking, no more telling boys to tuck their shirt in or pick up litter and going on holiday in term-time.

I've been in education since I was four and a half, so a change of direction is long overdue. I'm excited by all the possibilities even though I've no definite plans: I'm just looking forward to having the freedom to be spontaneous... and not ruled by bells!

Mr Harmsworth, Assistant Head

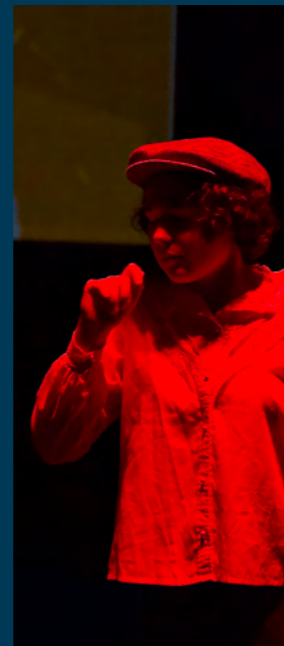


Photo by James Gabriel 90



FROM last minute cast changes to alarms and rogue gunshots, the production this year couldn't be described as "smooth-sailing". However, our rendition of "Around the World in 80 Days" was a great success, with fantastic individual performances and selling out two of the three evenings. A huge thanks to the studio theatre for providing a venue and the majority of the costumes. We'd also like to thank to all the cast, crew, Mrs Gordon, and of course everyone who came to see and support us. A special congratulations to Tom Prior, Poppy Freer and Dan Harpwood for their respective roles as Phileas Fogg, Passepartout and Kamana Aouda.

Louie Jacques 13M & Jacob Simmonds 13P



All photos taken by Dan Miles 13M

Model UN

Regarding the escalation of extremism



MODEL UNITED NATIONS is a mock UN Security Council in which countries, represented by delegates, put forward problems and arguments on a range of topics and propose solutions in the form of resolutions. We try to tackle the most pressing but difficult issues, from the rise of extremism worldwide to the pressing threat of Russian aggression in Ukraine, which was addressed over two meetings.

Taking the difficult task of representing the Russian Federation with the motion "regarding the escalation of extremism", the Russian delegation opened by arguing that NATO expansion was the reason for heightened tensions worldwide, pointing to the presence of US forces in the Taiwan strait, and as a result proposed that NATO military action be limited by the UN, to prevent and de-escalate conflict worldwide. The US delegation, with support from allies France and the

UK, responded in-kind. Whilst their outrage was clear, their speech remained largely professional. The arguments of the Russian Federation were unpicked, and Russian activity in Ukraine was highlighted, stating any action in the strait of Taiwan was incomparable to that of Ukraine, as one was open warfare, and the other, defence of an ally from hypothetical invasion.

Meanwhile, the Chinese delegation passionately criticised the West for being hypocritical: for "pretending to care" about the "special operation" in Ukraine despite the pervasiveness of colonialism and its current effects, and advocated (less seriously) for a ban on national elections to "curb populist rhetoric". Playing the part of the Russian delegation, or other countries with views not consistent to those of the West, is often more challenging.

Nevertheless, on the whole, each country was eloquently represented with a strong balance between conviction and pragmatism.

To break up the serious diplomacy and debate, the French delegation proposed, successfully, for a moat to be dug around their land, funded by the UN of course. "Frexit" would make themselves an island, to protect them from land invasion from the east (no country in particular).

This fierce debate between diametrically opposed powers continued throughout the meeting, with both sides garnering support from undecided nations. Eventually, amongst other things, a motion was passed, with the slimmest of majorities, for the annexation of Ukrainian territories by Russia to end, including the Crimea, which Russia has controlled since 2014.

In the end, the ability for the MUN to engage in civil(-ish) negotiation, without civilisation being completely destroyed (instead just a moat around France) is an example to all world leaders as to how diplomacy should really be done; in the common room, on a Wednesday afternoon.

Jacob Simmonds, Chair of MUN



Charity Committee

THROUGHOUT my 7 years at Bishop's, charity has been a cardinal aspect of life. Charitable events and fundraisers are continuously arranged through the academic year and promoted to students alongside the regular non-uniform days and the occasional charity-centred assembly. As a result, many students within BWS have come to discover an appreciation for charities and the support which they provide both locally and more widely.

This focus throughout the school has given me and others the opportunity and environment to suggest and arrange charitable events for those around us. Members of the charity committee and I have been

lucky enough to organise and participate in the vast majority of these events at BWS in the past year or so. One of our most successful fundraisers took place last September when myself and 4 close friends organised a charity skydive, raising over £2000 for Wiltshire Mind. We were elated to surpass our original goal by 50%, made possible by the support of BWS pupils.

There has also been significant focus concerning the conflict in Ukraine. Last year, a Sixth Form student arranged a food/household items collection to support the population during the war. Furthermore, the charity committee ran a fundraiser in support of the Disas-

ters Emergency Committee in the most recent Founder's Day cathedral service. This combination was hopefully able to impart essential support to Ukraine from the pupils and parents of BWS.

Overall, Bishop's remains successful in its ambition to support its community. BWS continues to impart a healthy charitable influence upon its students all through the school. I hope that the charity committee and I have been able to propagate both this practice and ethos over the past year.

*Tom Sutthery,
Chair of the Charity Committee*



Politics Society

NATIONAL POLITICS this past year has been unpredictable, controversial, emotional and quite frankly unstable- thankfully, BWS Politics Society has not been. Since the start of the year we have been stable, predictable and (hopefully) uncontroversial, we've had frequent talks from many interesting people of all different views and ideologies.

Alongside our yearly visit from our local MP John Glen (pictured above), other notable talks include a very interesting talk from Andy Brooks, leader of the UK New Communist Party, who illustrated for us all that the society does not endorse all of those it invites in. Creating a space to debate and discuss politics for students has been a huge part

of politics society, listening to talks like Brooks' definitely sparked some fascinating conversation, as did the conversational session we had with Simon Hoare, who spoke with us all about his political career and life as conservative MP for North Dorset.

A personal highlight for me that brought about discussion and conversation was from a session with Mary Ann Seighart as speaker. She spoke to us about her book "The Authority Gap" and her extensive research on the different ways men are given more authority and power in society. The talk helped us all talk about ways this occurs in our own lives and school, it also helped us implement the policy that the first question always be asked by a girl-

as Seighart explained this can be beneficial to help given women and girls a voice and more confidence to ask questions and comment in discussion spaces.

Since I became chair of the Politics Society alongside Ed, the country has had three prime ministers. Our first speaker of the year was local MP John Glen who came in a mere few days after Liz Truss became PM, also known as a few days before Liz Truss resigned. This was an amazing opportunity to ask John Glen about the recent state of UK politics, his thoughts on controversies and the disastrous mini-budget. Another MP we welcomed to the Politics Society was Jess Phillips, Labour MP for Birmingham. As you can imagine,

this was popular talk and gave the Politics Society a great insight from a more left-wing point of view.

Thank you to our fabulous politics teachers, the wonderful committee and my amazing co-chair Ed! It has truly been a great year for the Politics Society and I am looking forward to the remaining months. It is a wonderful place for safe conversation, education and exploration of the political world.

*Karis McIntyre,
Co-chair of BWS Politics Society*

Debating society

This year's debate society has seen large involvement from the sixth form and lower years with skilled debaters from all year groups. We've had multiple competition feats already this year, with more to come. The Year 13 ESU MACE Schools team (Luke Liang, Reuben Cordina and Erin Sanders/Brian Jones) won both heats and are now preparing to compete in the national finals later in the spring and 2 teams (Yasmin Mousavi Najafi and Luke Liang; Jess Mabey and Alex Bennett) have broken to the national Cambridge Union Schools final after a long day of debating in Bristol. Also, all four of our Oxford Union Schools debating teams competed fiercely against schools from across the UK, putting up a fantastic fight for the very few spots available for the final.

Next on the agenda is the inter-house debating competition, which Erin and I are hoping to expand after J house swept last year's competition: we're looking forward to the fierce competition for the second engraving on the prestigious "Voice of Endersby". I cannot recommend watching the finals enough- they are always very intense. Overall, debate this year has seen many competitions, enormous talent and fantastic lunchtime debates, which I hope will carry onto next year's society!

Brian Jones and Erin Sanders, Co-chairs of BWS Debating Society



Message from the BWSPA



Who are the BWSPA?

The BWSPA are the Bishop Wordsworth's School Parents' Association. We are a registered charity, led by a committee of willing and enthusiastic BWS parents whose main aim is to help raise money for the benefit of the children at school.

What do we do?

We meet socially twice a term - to which all parents are welcome to join us - and we organise and support various social events at the school to help fund numerous projects to directly benefit the students and enhance their education and school environment.

In recent years, with the generosity of parent involvement and donations we have helped fund a new school minibus, table benches, books, outdoor table tennis tables, chapel organ, basketball hoops, school prize giving awards, the multi-use games area project plus much more!

Throughout the school year we promote various social events for pupils and parents including Year 7 skittles evenings, Open Air Theatre on Number 11 lawn, Quiz Night and the Christmas Market & Fair. Additionally, we support the school Welcome Evenings, as well as manage the second-hand uniform shop with a sale each term.

How can you get involved?

It is thanks to the generosity of the school parents that makes this all possible. Please support us by coming along to our events, meet other parents whilst helping raise funds. If you can volunteer or have ideas for new events, please get in touch.

How can I support the BWSPA without even lifting a finger?!

Sign up online and select BWSPA at www.easyfundraising.org.uk - every time you shop online with participating high street retailers, at no cost to you at all, they contribute to the BWSPA charity fund raising. Perhaps your company matches charity fund raising activities - please let us know.

Raise funds at home, and have a chance of winning £50, £25 or £15 every month!

Join the '1000 Club' - a lottery style draw for as little as £1 per 'ticket' each month. Half the funds raised by the club go to the BWSPA, and half is awarded each month to three

lucky winners in cash prizes. Simply create a minimum £1 per month or £12 annual direct debit (bank details below) and let us know you have joined by emailing your name to info@bwspa.org.uk The more you pay each month, the greater the chance of winning!

Thank you for all your continued support so we can help continue to benefit all the students at BWS.

The BWSPA Committee

Website: www.bwspa.org.uk

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Painting by Devon Batho, Year 12

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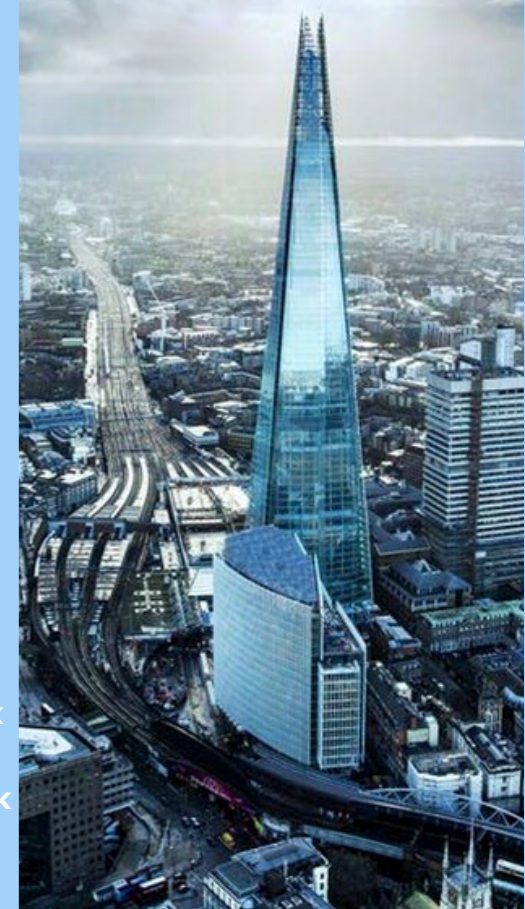
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Knowing my place

WHEN REPORTED HATE CRIMES against East-Asian people in the UK tripled because of ignorance surrounding the Covid pandemic, I found a video where some teenagers filmed a Chinese woman who was asking them not to racially discriminate against her. They pushed her into a river, burst out laughing and published it online. In that video, I didn't just see the victim of a racially motivated attack, I saw someone that reminded me deeply of my mother.

That video wasn't just a depiction of an isolated incident: it encapsulates the way that society is structured such that these crimes can take place. It is a slice of what it is like to look like me in this country, a stark reminder that human beings can and have taken pride in my dehumanisation.

On one hand, I feel welcome in this

country. I have proved to myself and to others time and time again that I am worthy of everything that the UK has provided me. On the other hand, I feel constantly rendered to be the "other", that I stand on thin ground, that one day, out of insecurity, someone will try to shove me into a place on some arbitrary social hierarchy.

I am dissatisfied with the nature of this balance.

Since I was little, my father has always told me that as an immigrant, he has had to work twice as hard as everyone else around him to get half as much. He says that this is a deserved inequality, a repayment of the debt that he has paid for his citizenship. This is a generational debt that I am to pay as well; I am to work twice as hard for half as much, I am to understand that "inequality is essential", I am to know my place.



I feel as though people like me exist between two worlds. Being born and raised in the United Kingdom, I act as if I am from one world but I look as if I am from another: I have a language barrier with my own parents yet I also often get weird looks when I tell people I'm local. Since there aren't many Asian people in Salisbury, I feel that I must constantly represent my community, and that I must always be the model minority, lest my mistakes entrench stereotypes for others. Nevertheless, there's a cosy place in this purgatory: in the fortune cookies, the Asian supermarkets, the bubble tea, the people that listen.

For my parents, England offered escape from Chinese totalitarianism. For me, the absence of the one-child policy in the UK allowed me to be born as the second child. Generally speaking, this country and its inhabitants have welcomed my family and me, and for that, I am eternally grateful.

Nevertheless, there have been numerous incidents where I am reminded of people that wish to make my family and me know our place. They have burned themselves into my memory. Reading that Salisbury's own MP John Glen does "not accept that racism is ubiquitous in society" rubbed salt in these wounds. He wrote that he will oppose racism wherever he sees it, but he fails to realise that racism, especially as it exists in the modern day, often cannot be seen.

Racism is more than snide remarks, stereotypes, and having your identity mistaken for the umpteenth time. It manifests itself in systems that keep people in their place, that exist exactly because people refuse to acknowledge their presence. This system accepts statues of slave owners and colonialists in the name of "preserving history", when statues of that kind do little more than glorify these figures; the true preservation of history necessitates the exploration of the complicated nuances of each and every one of these people. This system either ignores diversity, leading to committees and panels devoid of essential lived experience, or it forces it, treating minorities as quotas to be filled without actually caring for their input. This system believes that equality of opportunity is communism, that we simply cannot afford to retribute disparities created over centuries of deliberate oppression. This system has people that pretend to believe that all people are born equal whilst doing little to hide their assumed superiority over me, their rude looks, their dumb jokes, their ignorance.

It is suddenly believed that because legislative racial equality has been written on paper, that racism is no longer ubiquitous in society. It is the case that racism forms systems that keep minorities below the white man. It is a hierarchy deeply entrenched within our culture. We cannot legislate our way out of this hole. Awareness and reflection are the only answers.



I understand that this country was not built for me, that it is more democratic to cater to the white majority. However, when minorities in power, like Rishi Sunak and Suella Braverman, that are heralded as pinnacles of diversity in government, have only succeeded by folding to traditional British norms and then pulling up the drawbridge, and dehumanising others just as they were once dehumanised, is it really selfish for me to wish for something different, something better?

I believe that I have two choices. The stoic would tell me to submit to the status quo, to accept what I cannot change, to paddle along with the current that is taking me

towards a life plan that I have been told I must follow. On the other hand, as figures like Audre Lorde and Angela Davis have said before me, I believe that I must instead change what I cannot accept. I must live in spite of this system that tells people to know their place.

Since I was little, my father has always told me that the ability to refuse what one doesn't want to do is what makes one free.

I refuse to know my place.

I am free.

Luke Liang, editor



A Nick In Time

IMAGINE a world where Vikings sail the Titanic, Boudicca flies a Spitfire plane and Churchill is married to Cleopatra. All of this could happen in the city of Conturbabimus, where all of history is pulled together into one time and place, and different people and technologies from all across time are intermingled. The possibilities are endless.

History is a fascinating topic, and the stories and lives of our predecessors have always interested humanity and appealed to our curiosity. Whilst the past has a myriad of incredible and exciting figures, these people are often separated by centuries. In our novel-in-progress 'A Nick In Time,' this chronological nature of history is dashed to pieces and replaced with a wonderful world of co-existing eras in the city of Conturbabimus.

The book originally began as only a fun lockdown project, the prem-

ise of the story born from many a mundane walk in the New Forest. We would discuss comical scenarios, imagining our favourite historical figures together, like what would happen if Genghis Khan was trapped on an island with Napoleon (carnage probably!) It was then that my Mum (a newspaper features writer) and younger sister put our idea to paper and started "A Nick In Time."

Since those lockdown walks, the novel-in-progress has come a long way, with my Mum and sister pouring in huge amounts of effort and creativity into it. The book is now well on its way to completion, the story even boasting a website where subscribers receive instalments of the book as it is written. The website also provides online resources that aim to encourage young writers, with us even running face to face school workshops. Just recently we were invited to carry out a talk at the Chalke Valley History Festival. Here we conducted an interactive



workshop with 300 pupils (including a Bishop's class). We led a fun, high-energy session about multiple historical figures from history and encouraged the audience to get involved. The students were asked to match facts with historical figures, tell us their own favourite characters from the past and decide which people from the past would fare the best in different situations, e.g who would win Celebrity Master Chef – Charles Darwin or Attila the Hun (did you know Charles Darwin used to eat every animal he discovered – all part of his research!!!)

My involvement so far in "A Nick In Time" has been a super fun and educational experience, and has inspired me to read more history. To get involved yourself, subscribe for free instalments of the book and join the gang now at www.nickintime.org.uk!

Stanley Freer, 11W



De-extinction

THERE HAVE been numerous incredible advancements in science over the past year, but the one that stands out the most to me is the effort to revive the Thylacine.

The Thylacine, AKA the Tasmanian tiger, has been extinct for the past 87 years due to excessive hunting driven by farmers who were concerned about their impact on livestock populations. Media sensationalism labelled it a dangerous pest and resulted in a bounty being placed on each Thylacine killed, ultimately leading to its extinction.

Ever since the last Tasmanian tiger died in captivity, there has been a profound sense of sadness at the loss of these magnificent creatures. This event, as well as a drive to restore our diminishing ecosystems, has culminated in a team of Australian scientists and an American genetic engineering company attempting to bring it back from extinction through genomic sequencing.

Genomic sequencing is the process of determining the precise order of

nucleotides within a DNA molecule. The process of sequencing starts with extracting the DNA from the organism, whether it's a bacteria, plant, animal, or human. The DNA is then broken down into smaller fragments, and the sequence of these fragments is read by machines. The resulting data is then assembled back into the complete genome sequence.

The first challenge for the team of scientists was to determine if they could find any preserved Thylacine DNA, as DNA degrades over time. This is one of the reasons why we don't have to worry about a "Jurassic Park" scenario just yet. Fortunately, when the researchers examined specimens in museums, they discovered a perfectly preserved Thylacine pup that had been stored in ethanol, which kept all its DNA intact.

The next stages of their journey to de-extinction are to sequence the Thylacines DNA and compare it to its closest living relative, the fat-tailed dunnart, a tiny marsupial.

This stage is to see how much of the Fat-tailed Dunnart DNA needs to be edited to resemble the Tasmanian tigers. A stem cell extracted from the Dunnart is then edited to resemble the genome of the Thylacine, and the nucleus of the Dunnart egg is replaced with the nucleus of the new stem cell. The embryo formed is then implanted back into the Dunnart. If successful, the Dunnart should be able to give birth to the Tasmanian tiger, which at this stage it is no bigger than a grain of rice!

The process of de-extinction is likely to be very expensive and will require several years, or if not decades, to be perfected. Due to these reasons, many concerns have been raised about the efficacy of the project. One concern is that the valuable time and resources spent on trying to revive these long-gone animals could be better used to preserve endangered species that are still alive. Many critics of this project say that it is unlikely to be a success and, even if a Thylacine is once again able to walk amongst us, the creature will be in such high demand it will never be able to set foot back into the wild.

This is an important story: it not only highlights the ingenuity of man when faced with problems of our own causing but also raises the challenging question of whether science should be used to fulfil our wildest dreams, just because it can.

Alanna Andrews, 12O



Skydiving: Deputies' Notes



felt like this wasn't the place for me, I soon realised I belonged here. I know that my experience at Bishop's has been like no other, and I am forever grateful for the friends and memories I will be leaving with after two short years here.

One afternoon Jack and I decided we wanted to do something for charity. We didn't know what at the time, but we knew we wanted it to be memorable. Eventually we agreed on doing a skydive for the local mental health charity Wiltshire MIND. We would be jumping 10,000 feet, out of a plane, to raise as much money as possible for our chosen charity. At the time the thought of actually having to do the skydive flew over our heads. We were full of excitement.

Jack and I recruited a few others to complete the skydive. We spent the next few months constantly sharing links to the gofundme site, holding assemblies and non-uniform days, making our plans known, and fundraising to the max! Before we knew it the day was here. Whilst being told what to do when our feet were dangling off the edge of the plane as we were getting kitted up, the nerves started to hit. Adrenaline was rushing through all of our bodies, as we waited to hear our names called.

Eventually the time came, and as we were slowly going up and up in that plane and then floating down and down, somehow all nerves seemed to disappear. We could see

the whole of Salisbury, and it had never looked so beautiful. Once we landed, still filled with adrenaline, we excitedly told our parents of the twists and flips we did whilst soaring through the sky, exclaiming that we already wanted to do it again!

What started off as a small idea, ended with an unforgettable experience, raising over £2000 for charity.

Erin Sanders, Deputy Head Girl

GROWING UP I lived aboard a small 38-foot sailboat, exploring the globe for six years with no formal education. My day-to-day life was catching fish and following the wind. Then came school. Needless to say, it was a shock and memories of my first day are far from fond. Yet here I am in Year 13, and I can say with no shadow of a doubt that the years I have spent at Bishop's have been nothing short of a dream.

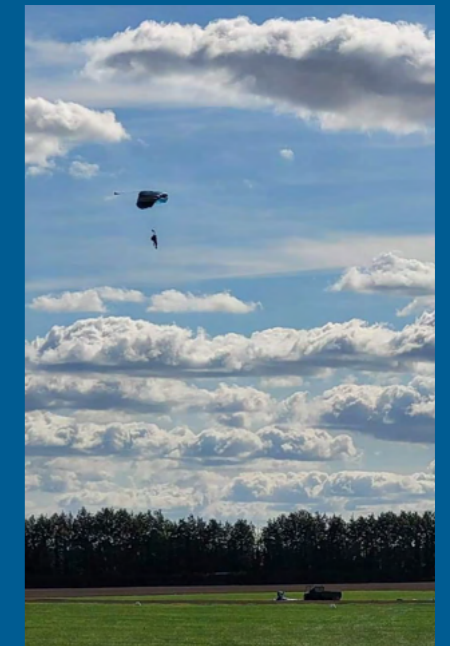
Santan Dave paused his set last summer at Reading to say, "the teachers that taught me to be a good person are the ones I remember and treasure the most." This reminiscent anecdote struck a chord. What's dawned on me this past year is how much of an influence some of the teachers here have had on shaping my life. Whether that's Mrs Barrett consistently believing in my occasionally tenuous grasp of maths, Mr Harmsworth opening my eyes to the world of geography for 4 years or Mr Oldham

broadening the horizon of adventure. I would not be where I am now if it were not for them. The list of thanks is unending and my gratitude to the staff here is immense.

For me, what makes BWS so special is the intricately woven network of community. From being a Year 7 and star struck by the likes of Deepak Singh (the then Head Boy) to a Year 13 at the top of the school- the journey has been a privilege. To see the young lads I have tutored embarking on their journeys is truly awesome. My proudest moment was by far presenting a whole school assembly on the lessons I have learnt at BWS; an attempt to give back to the system that gave me so much (whilst trying not to sound cliché). It used to seem a normal system, but looking back it's so much more than that. I suppose it is a double-edged sword that we only recognise the fortune of what we have once it's over. I remember Dr Smallwood always spoke of how lucky we are to be where we are; surrounded by the Cathedral and clutched in the warm hands of Salisbury. Leaving, I truly understand that. The memories I have made here will stay with me long after I leave, and I can be nothing but grateful.

I will end with the most important piece of advice I have learnt from Bishop's: pounce on every opportunity you get... you do not know what the future will hold.

Jack Rodriguez, Deputy Head Boy



Cheer

COMPARED WITH other sports, cheerleading stands out as being one of the few sports in the world in which both males and females compete together. It is the responsibility of each individual to work with each other and utilise a wide range of disciplines. These skills include stunting, tumbling, jumps and dance, encompassed with a high level of endurance, which is required not only to make it through a routine that lasts two-and-a-half minutes, but also execute skills to a high standard.

My mom is from America and values the importance of developing team skills, such as collaboration. It was this that laid behind her desire to ensure that her children became involved in activities which would develop such attributes. With this in mind, and seeing that Cheerleading was starting out in the UK, my fifth birthday was Cheerleading-themed.

This marked the start of my cheer journey, the party instantaneously sparking my interest. I began to train on a Saturday in Salisbury, where I remained until the age of eleven, when I began training and competing with Bournemouth Elite. Within a month of joining, we won Nationals; something which my whole family thought was unbelievable and reassured them that my move to another team, while initially hard, was the right decision.

Such a mindset was reasserted, and my dream realised when, in 2019, I was asked to fill in for someone on the highest-level team in the programme- Hail. My ability to perform well that season as well as through the try-out process secured my place within the team. That same year Hail qualified to compete in the World Cheerleading Championships in Orlando Florida over the Easter break in 2020.

Shortly after we had received our choreography however, Covid prevented us from attending, which naturally was immensely disappointing. Such dismay was further heightened in 2021, when travel restrictions meant that only American teams were permitted to compete. Despite this, as a team we remained resolute and determined. We even practised outside in local parks when the Covid restrictions were eased and allowed us to do so. In April 2022, we finally had the green light to travel and compete in Florida.

Quite unlike family holidays to the home of Disney, this was a trip which represented the culmination of years of practice and dedication. That continued too upon our arrival and through to the days on which we competed. Waking up early to travel to the gyms (without air conditioning) as well as constantly seeing the teams we would be competing against added to the tension. The waves of pressure which would build as the first day approached also provided uncertainty; not only wanting to do well because I had waited so long, but also because this has been my dream since those early days of cheer after my 5th birthday.

How highly we valued this opportunity is representative of when our coaches and teammates, who had previously attended, took us on a tour of the arenas we would and could be competing in, if we made



it through to the second day. Just being physically present in those 10,000-seater arenas was an emotional moment which we all shared and one that will last long in our memories. Reflecting on how we were going to be the first team in our programme's history to compete at the pinnacle of our sport, allowed us to appreciate how far we had come.

On day one, we hit a "zero" routine, which meant that no deductions were removed for faults or falls in any area of the routine. My pyramid section hitting the top of the skill confirmed this, and words cannot describe what this felt like. Going into day one, Bournemouth Elite Hail were the clear underdogs of the competition; previously overlooked at it being our first time at Worlds. However, the performance changed this perception. Social media sites were alive with compliments praising our routine. Such performance enabled us to qualify for the second day in fourth place, far exceeding our wildest of expectations.

Going into day two we were preparing ourselves for other more experienced teams to make their charge for the uppermost placings and were expecting it to be difficult to hold onto fourth place overall. Nevertheless, we were determined to go into day two with a clear mindset, adapting our routine to accommodate the judges' feedback from day one. Against the odds, we not only maintained our placement but came

desperately close to taking third spot. Only three tenths of a point separated us from a higher placing.

Knowing that we had come so tantalisingly close to receiving a bronze medal was something which caused upset and frustration amongst us. That moment of disappointment in which we failed to reflect on how far we had come was however short-lived. The response we received back in England was unbelievable. Where we as a team had been amazed at the sights and skills of other cheerleaders whilst in Orlando, we were the ones who were painted by our British counterparts in a role-model-like light.

Bronwen Josty, 13M



Geography Olympiad

LATE ONE EVENING, scrolling through teams, I stumbled across a geography essay writing competition. With hopes of studying geography at university, this seemed like the ideal opening for my personal statement. Whilst I initially knew very little about the governance of the Arctic, I was able to produce my essay after a week of researching and writing. Initially I expected nothing and was just grateful for the opportunity: I'd actually recommend looking into the politics surrounding the Arctic, the rising fight for resources plays quite a large role in international relations. It was therefore quite a surprise to receive a message a few months later to confirm my place as one of four to represent the UK in the international geography olympiad in the summer alongside my friend and classmate Toby Runyard.

In the following months, we spent time raising money for the competition, which would take place in Finland. I'm extremely thankful to the BWSPA and the school itself for organising donations. Having never done anything even remotely like this, juggling trying to fit in zoom

calls with team leaders whilst DofE and other school activities were going on was a struggle. Nevertheless, the event did eventually come starting with an early morning flight from London where we met the other two members of the team and our two leaders for the week.

Our first day involved meeting some of the other teams, which was an insightful experience into the lives of foreign students. Many surprises arose for Toby and I: one of the Finnish students was an active member of the army completing his national service, and we found out that Danish students were paid to go to university, rather than the opposite. We found these cultural realisations fascinating.

Over the upcoming days we took numerous tests during the mornings that were invigilated by examiners and cameras. Fortunately for us, all the test papers were in English. Whilst it did result in us receiving a time penalty, it was deemed fair that non-English speaking nations should have extra time to use a dictionary if need be. Over the week we would complete a written response



test, a field work exercise, and a multimedia test. On the last day we were tasked with presenting to 5 other nations (Portugal, Finland, Montenegro, Denmark, and China) on the topic of aquatic pollution in and around the UK.

Questions required extensive knowledge of obscure topics, ranging from explaining carbon dioxide emissions per capita for given countries to identifying and explaining rock types from the film "Moana". The presentation on aquatic pollution was perhaps one of the more daunting things I've ever had to do. Nevertheless, with what each of us would say all planned out, it went smoothly. Although faced with some off-putting questions from China, everyone managed to pull through and give justifiable responses.

I'll never forget that week, not only because Toby won a silver and I a bronze but also for the experience itself. The cross-cultural experience means I've made friends with people across the world. Toby and I both wholeheartedly encourage anyone thinking about applying to take part in the iGEO or anything similar to it to simply go for it. You never know what could happen.

Jack Rodriguez, 130



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small questions

HAVE you ever wondered why people are always underwhelmed and overwhelmed, but never just whelmed? Perhaps you have inquired as to how many tins of Heinz Beanz there are in space? Or maybe you have found yourself questioning whether life would be better if we all spoke like pirates... **Maybe- or maybe not... because** Small Questions, Bishop's newest and most colourful society, was founded in October 2022 for that very purpose: to answer the questions that no-one asked.

The first session was held on the 10th of the aforementioned month and, since then, the club has gone from strength to strength. A number of locations, including W3, W5 and, currently, the Drama Studio, have played host to sessions of small questioning. You may have seen our eye-catching and spectacular multi-coloured posters around the school, expertly designed by friend of the society Alex Chisholm; an example of which is found on this page.

Small Questions, which has

been attended by the likes of Mr Stamp and Miss Deakin, looks at conundrums with a unique angle, thinking far outside and beyond the proverbial box. The society has yielded innovative proposals such as replacing pound sterling with conkers, adding words like 'whelmed' and 'overstand' to the English language, and amending the Gregorian calendar to abolish (most of) the month of February.

Despite being overshadowed only by almost every other society in the Sixth Form, we are proud to see how our exquisite plan for the meticulous accouchement of Small Questions has succeeded successfully and the association has blossomed and flourished into the newfangled coterie that it now is. Something very different to orthodox clubs at BWS, such as Public Speaking and the Politics Society, we have offered sixth-formers something fresh and new, an open and safe space in which to ponder and discuss creative and often unconventional concepts. In the words of Marcelo Bielsa, "A



man with new ideas is a madman, until his ideas triumph." And triumph our ideas shall.

Yours inquisitively, Oscar Gale, Caleb Richter, and Oscar Jordan -The Triumvirate of Small Questions

"Minimae quaestiones maxima responsa evocant"



Aviation & Aircraft

SINCE its invention, aircraft have given humanity connection to the world around it. Prior to the Victorian era, only noblemen or sailors had the privilege to be able to travel abroad. The revolutionary invention of the Wright flyer in 1903 paved the way for the passenger jets we all take for granted; everything from drones to the ISS all have Wilbur and Orville to thank.

The Ohio-born Wright brothers conducted the first powered flight in Kitty Hawk, North Carolina, when the pair tested their home-made aircraft in 1903. The flight lasted for a grand total of twelve seconds. Whilst Frank Whittle patented his "turbojet engine" thirty years later, it was almost a decade after when physicist Hans von Ohain developed the first jet plane, the Heinkel He 178, in August 1939.

In essence, a plane can fly through the technology associated with flight which revolves around balance. Aeroplane wings are specifically designed to make air move faster over the top of the wing. When air moves faster, the pressure of the air decreases. This results in pressure on the top of the wing being lower than on the bottom, generating lift, one of four so-called 'Principles of Flight.' The other three are thrust (makes the craft go forwards), drag (slows the craft) and weight. Lift and weight, and thrust and drag must be balanced to ensure a safe take-off and landing.

Using these four principles, and various devices (called instruments), some simple manoeuvres can be achieved. To roll the plane left or right, the ailerons (a flap on the end of each wing) are raised on



one wing and lowered on the other. Pitch makes the aircraft descend or climb; to do so the pilot adjusts the elevators. Yaw is the turning of the plane left or right. When the rudder (a vertical flap on the tail) is moved to the side the aircraft's nose points in the same direction.

From Leonardo da Vinci's original ornithopter designs in the 15th century, to balloons of Ancient China and the Hindenburg, from Otto Lilienthal and the Wrights to F35 Lightning jets and everyday Amazon delivery drones, many sacrifices of time and life have been made to ensure that humankind, one day, will take to the skies, and beyond.

Harry Marchant-James, 8J



Comparing BWS & SWGS

THE CHOICE to swap schools was a tough decision that took a lot of thought. One reason to swap was that I had been at BWS for 5 years and wanted to experience somewhere new with new people. This was helped along by the differences in uniform in both schools: I wanted to have a more relaxed uniform policy, which SWGS provided. A second reason was free time: I had heard that SWGS had more free study compared to supervised study at BWS. Furthermore, SWGS has more of a convenient location as it's slightly closer to my house. Academically, there weren't any standout influences. However, I initially preferred the psychology department in BWS which made my decision a lot tougher.

One key difference between schools is timing. Unlike the BWS 6th form, in SWGS you must come in for registration every morning at 8:45. Although I like the community and friendships it builds, in retrospect I would prefer being able to come into school later if I had no morning lessons. Another big difference

I have found is the study periods. SWGS have a lot less supervised study which provides much more freedom in the weekly timetable. Whilst it makes it easier to form friendships with new people, if you struggle to study without supervision, you may be worse off. In addition, unlike in BWS where you have big end of topic tests, SWGS tracks your progress with much smaller tests. Although I believe this is less stressful, it does make mistakes a lot more costly.

If I could tell a previous version of myself anything to make my decision more informed, I'd emphasise our timetables. Overall, I believe that BWS and SWGS both do a good job informing students of the differences each school has and thereby helps students come to their own decisions. After experiencing both schools, I don't think there's a difference in quality.

Ashley Golden, Year 12 at SWGS

WHEN IT came to deciding which school to go to for



sixth form, I knew that I would not be staying at South Wilts because I enjoy entering new environments. Originally, I had applied to BWS with nothing in mind, but after experiencing the taster day, I realised that it was where I wanted to go.

Before joining BWS, I thought that differences with SWGS would be minimal, and was pleasantly surprised by its differences. BWS stood out with how academic the school was with their high quality of teaching, their structured study environment, strong results and many academic opportunities. I also enjoy the amount of support with career advice and one-to-one academic mentoring, something that South Wilts does not provide. I also like the breadth of extracurricular activities, from the plethora of music opportunities to the leadership roles available.

If I could have told my past self anything, I'd let her know not to worry about making friends: I very quickly was able to get along with guys in a school environment after being at an all-girls school.

Yingying Zhao, 12P



Seven years of Music

AFTER SEVEN YEARS in the choir, I've seen a great deal of change throughout Bishopgate. When I first joined, older years still fondly reminisced over the leadership of Mr. Abbott: "The Greatest Choirmaster Ever", Mr Fay was still in charge, and the idea of girls in the choir, or at Bishop's in general was as inconceivable.

All this change has never been able to dampen the joy I've experienced as part of the choir and, more importantly, the quality of the music we sing. Throughout my time in the choir I have experienced 3 foreign trips (Belgium in year 7, Holland in year 9 and Prague in February this year) and more concerts and cathedral services than I can really attempt to count. Throughout all this, the core experience has remained one of close friendship and adept music making, both as a result of hard work and committed rehearsal.

The stand out performance from the past year is clearly the incredible, multi-school performance of Mozart's Requiem that we performed in the beautiful Italianate church in Wilton along with Godolphin, Bishop Vesey's Grammar school and four professional soloists. Following this, we were invited by Winchester cathedral to put the "song" in evensong in a truly astounding building. We were also tasked with recording a great deal of our reper-

toire to sell to parents and friends of the school as part of the music department's fundraising efforts. This involved the equal parts fun yet incredibly frustrating process of recording, where one errant page turn or cough, naturally amplified in the echo of St. Martin's church, would require an entire redo of a song, whether it occurred 5 seconds in or with 5 seconds remaining. The summer was then bookended by a brilliant evening of music graciously hosted by Arundells: the former home of former Prime Minister Ted Heath, nestled in the close.



When the school year resumed in September, we were thrown into the yearly nightmare of having just two or three weeks to rehearse and perform a piece for Prizegiving while also training up 10 year sevens. Following this was another evensong before the torrent of Christmas preparations. Around this time, plans were laid down for a "24 hour music-a-thon" to occur in late January, with sixth formers excitedly pledging to help plan, spreadsheet and run the whole affair in an effort

to raise more money for the music department.

Christmas came and went with two brilliant performances in the Christmas concert in St. Thomas' church and the Carol Service in the cathedral, which was filled almost to bursting by a thousand people.

Finally, post-Christmas holidays, we arrived on Friday the 27th of January: the date for the music-a-thon. On a beautifully designed spreadsheet, the schedule was clear: 4 hours were taken up by the Big

Band, choir and orchestra, with the orchestra playing outside on the freezing lawn. Another 12 hours were filled by many helpful soloists willing to perform at reasonable hours in the morning and afternoon. What was less clear was what was going to happen in the 8 unreasonable hours between 10pm-6am, but a team of the most dedicated

musicians sought to keep the 24 hour music-a-thon alive.

Long story short, an obscene amount of coffee was consumed by those students determined to remain awake throughout the entire thing. Ultimately we managed to finish the whole event with a grand total of nearly £4000 raised in sponsorship of our students.

Jacob Argyle, Choir Prefect



Should we abolish...

As the cultural figureheads of the United Kingdom, the monarchy holds an immense amount of cultural and economic power. Does this power actually benefit the ordinary citizen of a modern Britain?

Below is a concise summary of both sides to a very controversial debate, concerning the democracy, colonialism & economy of the monarchy: what do you think?

MOST PEOPLE understand and broadly agree with the principle that having unelected people in positions of power is problematic: in a modern democracy there should be no positions of authority held by people who aren't answerable to the population, especially when the excessive wealth of those people is funded at least in part by that population. Whilst I will highlight this and other problems with the monarchy, most of my arguments are built on the idea that the political institution of the monarchy or the financial support of the royal family are not required for the benefits that they bring, meaning their undemocratic power is totally unjustified.

A common misconception used to defend the monarchy is that they have little political power. Legislation that affects royal interests is subject to a private process known as the Queen's/King's consent, involving asking permission from the monarch to even begin debating that legislation, which allowed the Queen to privately lobby the government to alter multiple drafts, most notably a 1970s bill that would have required her to reveal

the magnitude of her wealth to the public. This is a separate process to the performative and transparent royal assent process where the Queen puts into law bills that have passed both houses. Furthermore, despite the claim that the royals are politically neutral, the Queen made political speeches during her reign, e.g. giving pro austerity speeches, or speeches in the colonies to quell anti-imperial movements.

Another common argument in favour of the monarchy is the symbolic nature of the monarch as an embodiment of British values and culture. Crucially, this is not an argument for maintaining the monarchy in its current state, i.e. funded by the taxpayer and with political power. The monarchy can still exist without these parts and be representative of British values in the same way.

In addition, what the monarchy really symbolises is also something that should be discussed. The history of imperial Britain is one that is far more relevant to our society today than many would like to admit. As a symbol of Britain, the monarch is inextricably tied to the actions of the country, like the torture and execution of thousands of Kenyans in detainment camps due to an anti-colonial uprising during the Queen's reign. This example is especially pertinent as it provides a stark contrast to the monarchy's downplaying and suppression of information about systemic violence

at the time. Similarly, it is important to remember that decolonisation was agreed upon reluctantly rather than championed by the monarchy, a common misconception.

The financial cost of the monarchy to the taxpayer is well agreed upon – latest figures put it at £102.4m every year. Whilst the consensus is that the financial benefit exceeds the cost, very little of this financial benefit is lost in abolishing the monarchy. A huge proportion of these economic estimates is the surplus from the crown estate, which no serious abolitionist intends to leave to the royal family and so should actually be included within the £102 million figure. Royal tourism shouldn't be massively affected by abolition: the famous buildings which they previously owned would still be there and could be opened to the public; the existence of little-known political processes like Queen/King's consent are not important to people's fascination with the royals. Furthermore, the royals would still be present as an extremely rich and famous family for people to fawn over.

Ultimately, the case for abolition is stronger than the case to retain the status quo. It is essential that we contemplate our shared past and rethink how Britain delegates power to pursue a better and more representative democracy.

Jude Murray, 13M

BRTAIN has fundamentally changed in every way in the past century. These changes have shaped our nations cultural, socio-linguistic and even political fields, yet whilst our society has experienced incredible waves of progressive legislation and reaped the benefits of the advancements in modern technology and science, the journey has not been smooth. This begs the question: what has been the backbone to which our nation has always relied upon in moments of uncertainty? It is the monarchy. This conversation requires maturity and honesty, and whilst the monarchy in its current state is questionable, abolition is too simplistic an answer. The arguments advocating for the abolition of the monarchy are not only flawed and unrepresentative but are centred on strawman arguments which are not convincing and ultimately undermine their validity.

Neutrality is an impossible task for humans, but one where the monarchy is able to remain remarkably close. With 3 prime ministers in 2022 alone, the only constant throughout this chaos and instability has been the monarchy; a week is a long time in politics, but not for the monarchy. The continuity a Sovereign brings to the country ensures stability through a single figurehead who represents all people rather than politicians who represent only their party. A monarch can steer politically divided people through the hardest of times, such as King George VI during WWII or Queen Elizabeth II

during the pandemic. Many turned to both as a source of inspiration and hope during what was a dark period for all.

The monarchy's soft power (global cultural influence) is also a very important factor: when a foreign Head of State visits the UK, they are often more eager for an audience with the monarch than they are with the prime minister. The monarch is also the head of the Commonwealth, where countries like India have voluntarily opted to join and stay in since its creation. Any power that the monarchy holds is ultimately in the interests of the British people. The argument that the monarchy is this secret, evil institution which seeks to undermine our democracy is a mere fallacy projected by cynical critics.

A nuanced and politically mature view is necessary to balance the undeniably horrific historical events that the monarchy is tied to with the good they have also done. No nation has a perfect history. It is an inevitable part of the growth of human civilisation that blood has been shed and atrocities have been committed. Our modern monarchy is not the same as our historical one. Under Queen Elizabeth II, the monarchy has become associated with over 600 international charities. The royals also have the unique power of highlighting certain issues without politicising them. King Charles has been campaigning on environmental issues for decades;

...the monarchy?

Diana, the late Princess of Wales, shifted opinions about AIDs and helped to see landmines banned internationally, and the Duke and Duchess of Cambridge are attempting to remove the stigma surrounding mental health and to draw attention to early years education. As our international representatives, the monarchy is symbolic of our nation's values and culture. Many countries not only greatly respect but also envy them.

The economic benefits vastly outweigh the costs: recent estimates place the figure at over £1.8 billion. Whilst Jude did point out that the palaces and crown estates remain here whether the monarch lives in them or not, there is more to it than that. For example, the fashion industry is so swept up by the royals that the "Kate effect" of brands worn and endorsed by her has seen hundreds of millions pumped into the industry. This effect has been attached to some of the other royals such as Princess Charlotte and Princess Eugenie.

Whilst polls must be taken with a pinch of salt, recent data suggests that around 70% of the British public support the retention of the monarchy; this side also has the democratic mandate behind it. Whilst the monarchy is in need of reform, advocating for the extreme of abolition creates many more problems than it intends to solve.

Harvey Tune, 13O



Lord of the Flies

WHAT HAPPENS when we remove the rules... when adults disappear... when survival instincts kick in?

William Golding's well-celebrated 1954 novel, 'Lord of the Flies', answers this question for us, as it explores the tragedies of human instinct and follows the fight for survival of a group of English school boys stranded on a Pacific Island.

But it's hard to imagine one of 20th century literature's most famed texts being composed in the small quadrant that is Bishop's. How could any teacher find the time to produce a novel that would go on to be awarded one of the most prestigious awards – the Nobel Prize? But Sir William Golding's 17 years as a schoolmaster at Bishop Wordsworth's, as well as his 5 years serving in the Royal Navy during World War 2, are perhaps what enabled him to visualise the innate viciousness that he set out to reveal. Supposedly "an unexpected and even contentious choice" for the Nobel (according to the Oxford Dictionary of National Biography), he was awarded the prize "for his

novels which, with the perspicuity of realistic narrative art and the diversity and universality of myth, illuminate the human condition in the world of today".

In a special screening event hosted in the school Chapel in June 2022, Wiltshire Creative displayed Peter Brook's 1963 film adaptation. Known mostly for his role in directing multiple Shakespeare tragedies, Brook and his team were the first to adapt the novel into film – at around the same time that the story became compulsory reading in many English-speaking schools. The adaptation was much doubted, for Brook only gathered a small budget, and it was well known that his child cast and even his crew were entirely inexperienced in filming. Despite setbacks, and large cuts to the scripts, it was reported by Golding's daughter, Judy, that her father "was very impressed" by Brook's film, which received a nomination at the Cannes Film Festival in its release year.

The screening of the entirely black-and-white film was an intense and fantastic one – the school Chapel

was so hot in the middle of the June heatwave that we could easily have been transported to the Pacific Island that the Golding's school-boys found themselves on. We were joined by multiple cast members, as well as Golding's daughter, Judy Carver, and Golding's fellow schoolmaster, John Cox, who all shared their stories and gave unmatched insights into a man who saw straight through the skins of the boys he taught. It is believed that the concept of Golding's novel was inspired by R.M. Ballantyne's *The Coral Island: a Tale of the Pacific Ocean* (1857), which Golding deemed to be an unrealistic interpretation of the behaviours of schoolboys left in solitude. Ballantyne's story explores themes of the civilising effect of Christianity and the importance of hierarchy and leadership. To clarify his opinion, Golding ensured that his novel contained various references to *The Coral Island*, including the rescuing naval officer's description of the boys' initial attempts at civilised cooperation as a "jolly good show. Like the Coral Island."

Essentially, it is clear that Golding set out to reveal the true state of unchecked primitiveness; it is irrelevant that we remain unclear on how the boys end up on the island, or that it may be difficult to identify each character in the film, for the story itself uses the rapid deterioration of a makeshift civilisation as an allegory for mankind's inner ruthlessness and the risk of mob mentality and authoritarian leadership.

So, in truth, it is no surprise that the baseline chaos ensued in the story was inspired by Golding's time at a boys-only school in the wake of World War 2. In fact, it is believed that each of Golding's characters were prompted by boys he taught – a clear example being the boy that stands directly before Golding in a whole-school photograph (kept proudly onsite in No.11's Carpenter Room) that strikes an indisputable and exact image of Piggy, the sorrowful "fat boy with spectacles", who is the story's voice of reason and one of its two tragic victims. It also comes as little surprise that Golding is legendized to have finished his novel during the Founder's Day Service.

Yet, listening to the stories of the cast shed light on factors that make the film an ever-accurate snapshot of the human condition. Hearing in-person from David and Simon Surtees, who played the cheeky twins, Sam and Eric respectively, and from Roger Elwin, who played the furtive boy turned murderer, Roger, we learned of Brook's methods that enabled an entirely faithful recreation of Golding's story. Although the key lines were scripted, the film includes many scenes that were left entirely down to improvisation, producing montages flicking between snapshots of the boys running into the ocean, climbing amongst the trees, fighting on the beach and screaming uncontrollably.

Considering that filming took place on an island off the coast of Puerto Rico, in the relatively short span of the summer holidays, and accounting for the age of the cast mostly ranging between 6 and 12 years old, it was evidently natural for the boys to morph into the group of disorder they were cast to be. Robert Wallace, a Life magazine journalist, visited the cast mid-set and reportedly 'observed one of them amusing himself by feeding live lizards into the blades of a rotating fan', commenting: "One could almost hear William Golding, 4,000 miles away in England, chuckling into his beard."

Perhaps the most disturbing aspect of the novel, for me at least, is its pure accuracy. It is known that Golding's publisher, Charles Monteith, completed several major edits – particularly the major removal of the entire first section of the novel, in which Golding had explained the cause of the boys' whereabouts in the story: an evacuation from nuclear war. Considering the global events of the past 12 months, and the current state of world order, Golding's perception of humankind is frighteningly exact; stripping back all the policies, infrastructure and supposed order leaves us in the same state that Golding's school-boys found themselves in: chaos.

Toby Runyard, 13P



Photo by Zanzibar Wright 9J



Departing Staff



Carolina Guadas-Sanchas

2020 - 2022

MISS GUADAS returned to Spain in 2022 after two really successful years at BWS. Appointed during lockdown in sunny Valencia in 2020, Miss Guadas had a huge impact in the MFL department, inspiring the boys lower down the school to study Spanish further, and encouraging the GCSE and A Level students to push themselves towards the next grade. Now back in Valencia, Miss Guadas is looking to continue her teaching career in Europe. We wish her every success for her future career and know that she will achieve great things!

Mr Green



Hilary Taylor

1998 - 2022

ALTHOUGH she officially joined the English Dept in 1998, records don't tell you that she was, in fact, here for a year or so before as a PGCE student. During those very early years, we taught in skanky mobiles with holes in the walls. Mrs Taylor was lucky enough not to be under my guidance — I quickly realised that she was someone far more competent and organised than I was. From the start, she was prepared to work extremely hard to develop her own subject knowledge so that she could do the best by her classes. She also threw herself into her role as a lower school tutor and set up various clubs and reading groups including leading a very successful joint Sixth Form Reading Group. By this time, she was establishing herself as a professional who cared deeply for the welfare of her charges. She protected those she taught and tutored fiercely, and her genuine desire to help Bishop's pupils steer their way through school

life and adolescence shaped her next career move.

2010 saw a move to the Lower School Office where she was Assistant Head of Lower School to Steve Abbott. Pupils would be guaranteed a firm-but fair response underpinned by understanding, kindness and even absolution. Mrs Taylor knew that people, whatever their crimes, needed an advocate: someone who was prepared to look at the situation through the child's eyes. Inevitably, Mrs Taylor relinquished her 2nd in English role to take over the lead of Lower School. In this, she was initially supported by Steve Abbott as assistant in a canny swapping of roles.

By the end of 2018, though, Mrs Taylor had plainly had her fill of shrill Year 7 complaints about stolen footballs, and we were all delighted that she decided to return to the English Office teaching part-time. Then came the 2020s and that great cloud that none of us saw smothering the horizon — COVID — not quite the “winding-down” year that Mrs Taylor had in mind. Like the rest of us, she had to grapple with online teaching; she was forced to navigate early Zoom meetings (we all became very familiar with the top of her head) and taught herself how to use Teams. Whilst never exactly a techophile, she came through it as she always does: very calmly and with a brave smile.

Mrs Taylor was there to teach the

first co-ed cohort of A level Literature students, all of whom hugely appreciated her knowledge, patience and experience. In her final year, although sad to give up A level, she moved purposefully into the delivery of EPQ and Enrichment to focus her meticulous attention to the individual needs of each student. I know I speak for the school in thanking Mrs Taylor for the huge part she had to play in bringing compassion, reason and kindness into spaces they were sorely needed. Such a legacy will last for a long, long time.

Mr Ennew



Michael McIntyre

2018 - 2022

AFTER teaching history and politics throughout the school, Michael has left to teach history and politics in Spain, near Alicante. Involved with the History Society, he is a very intellectual and academic man who extended students' thinking beyond the class-

room. He will be remembered for his wit and frequent trips to Pret.

Mrs Anders and Mrs Brennan



John Beal

2008 - 2022

WRITING ABOUT a colleague and friend has a strange feeling of an obituary! However, let me assure you John Beal is alive well and enjoying retirement. Now I could have said a “well-earned” retirement but with the joshing and banter in the Tech dept, that would imply that work had been done, and frankly if making stuff and working out how stuff is made is your interest, it's not really work is it?

John, or Mr Beal if you are a pupil, was popular with the boys and would help them along in designing and making whatever project they were working on. He usually had a solution or a method that could be resolved using the laser cutter or CNC Router. These particular pieces

of kit were a favourite of his and he was quite the expert at getting the results he did from them. During the Covid lockdown, he and the Tech department managed to make various face shields. For one particular design, over 3500 were produced.

Around school John would be willing to help anyone out whether it be driving the minibus to Brecon or producing a trophy for a prize. This also meant he gave up his time for trips such as the Denver Colorado ski trip. This did not end well, as taking a tumble, John ended up in hospital in Denver with a punctured lung. Unable to fly home he had to endure a forced stay in a hospital bed to recuperate!

Any pupil who has been in Mr Beal's class will recall his lesson ending phrase of “gentlemen it's that time of day again”. I'm sure you will all wish him the best in retirement and agree with me paraphrasing, “John, It's that time of life”.

Mr Bull

Compiled by Izzy Regan



Interviewing Mr Higson

We interviewed Mr Higson, the longest serving member of staff, in his cosy office right at the top of Bishopgate.

-Luke Liang & Harvey Tune

You have been here for more than 30 years, what are the main changes?

Schools are really microcosms of society, so changes at Bishop's reflect wider societal changes. The most obvious one is that BWS is now co-educational: in the 80s we had elements of co-education, since we taught South Wilts girls some courses that they didn't offer — for some history modules, at one point we ended up with most of the class being girls. Also, BWS is far more diverse than it was even 10 years ago, which I think is a reflection of how the school no longer has a defined catchment area, so you've got people coming from far and wide.

When I started here, back in prehistoric times (the late 80s), there were 650 people at most in the school on

“What you know and can do is far more important than how and where you learnt it”

basically the same footprint, making it a lot less crowded. That said, the Paddock area (where E-block is now) used to be portacabins. It wasn't necessarily that much more spacious at the time because that space was quite inefficiently used. There are far more opportunities than there were 30 years ago, yet also a whole new raft of stresses and complexities. Student finance never used to be a thing: you never used to have to pay for higher education, but on the other hand you didn't

have the amount of choices and opportunities that we have now. Really, I find it quite striking how many more similarities there are than differences, you see the same patterns year on year out. Everything changes but it tends to be quite superficial, I think that everything fundamental has stayed relatively the same.

If you became Prime Minister for a day, what would you do?

I would probably not be any better than anyone we have at the moment, I'm just a little man in the scope of things. In education, I believe that the current system could do with some reform: I disagree with how the exam system has been commodified, and think that there should be one national exam board, backed by the DFE, which is the same for everyone, which could save money and time with teachers being sent on many training courses. In addition, I think there has been an overspecialisation in post-16 education, without a serious commitment to vocational courses in this country. We have been and are stuck in an endless round of wheels being broken and re-invented. There's a need for proper long term strategic thinking, which ties into the politicisation of education, especially when compared to countries like France where politicians have a general consensus on how schools should be: they don't find it politically important to make huge

reforms to the education system like they do in Britain.

One thing you would change about BWS?

That's above my pay grade!

Why have you stayed at BWS for so long?

I actually didn't intend to stay here for that long. I myself was even surprised to get a job here. To be honest, I really hated my first year here. The typical staff when I joined were really old, overwhelmingly male, in their 40s to 50s, and a large number of Oxbridge types, something that I wasn't used to and hated. I can remember the staff room, which was like a military mess. There were 2 senior members of staff who didn't speak to me at all during my first year. It was only when I came back in my second year that they introduced themselves and gave me permission to address them via their first names. I despised this whole elitist ethos. However, I joined because I had previously taught co-ed, and the job guaranteed some Sixth Form experience.

I never saw myself as being a teacher in the long term, only 3/4 years really. I was doing a PhD part-time and saw myself as this independent researcher and writer type, because that was what my big dream was, but I had to suspend the PhD because I had a major health scare,

then I got married, had kids etc — life kept moving and all that mattered was a steady job. That being said, I'm a teacher for a reason and have really enjoyed my time here. I've had over 10 different job roles within the school during my time, so I have had plenty of work to keep me satisfied.

What is one piece of advice you would give to every student?

Advice giving can often be problematic because you run the risk of becoming a hostage to fortune! What I would say, and this is as much from my own experience as anything else, is that in the wider world and even in education, once you have left school, no one really cares very much where you went or what you got at A-Levels. Obviously they matter: they are the entry ticket to the next level, but once you've done them, it doesn't occur to most people to ask, let alone judge people for their exam grades. I have never had anyone come up and ask me what I got in my A-Levels. Ultimately, what you know and can do is far more important than how and where you learnt it.

I also think that there's too much of a fixation on Oxbridge in this country. If we take a country such as Canada, for example, although there are one or two universities that are seen as slightly a cut above the rest (more research intensive, more prestigious), what they tend to focus

on is having a good range of just generally pretty good universities available across the board. Linking back to Oxbridge, I think again that there's a cultural inclination focused on hierarchy and status in Britain, in a way that isn't very healthy for individuals and for society at large. I haven't got anything against it at all: I used to run Oxbridge entry courses years ago, but rather than an unhealthy fixation with the most prestigious universities in the country I'm much more concerned by the level of attainment and general education of the wider population.





The Life of John Wordsworth

A founder, a bishop, a man. His stoney gaze eyes us in the chapel, his name sits buried among the signs and symbols of our emails and his spirit shines out at us through the motto on our blazers. Mythologised as he is, John Wordsworth often seems the hero of a legend, yet he was flesh and blood. In recent history, he wandered the Close as we do now. The key to unlocking this distant man lies in that seemingly pretentious line of Latin, our motto — “Veritas In Caritate”. “Speaking the truth in love” is not just an appropriately moral chunk of Latin plucked from Ephesians, but the words on his father’s epitaph. Those themes of love and education resounded through his life.

Education engulfs his family history. John’s grandfather was Master of Trinity College, Cambridge; his uncle and namesake John Wordsworth a fellow there and his father headmaster of Harrow. Dame Elizabeth Wordsworth, his sister, was also scholastically inclined: before women could even obtain degrees, she was founding principal of Lady Margaret Hall, Oxford then founder of St Hugh’s College, Oxford. From such a family, it is no wonder John

too was inclined to spread the truth with love.

Yet John himself had a somewhat coloured school experience. After a year’s schooling in Brighton, he was sent, in 1854, to Ipswich Grammar School. There he learnt the need to pair the truth of education with love. “The morals of the school, both inside and out ... were unwholesome”, “I got a good deal [of harm]” there, he recounted in later life. Bullying often seems solely resident in the present, but even our austere-looking Victorian was, as a child, scarred by the symptoms of an uncaring education. It is no coincidence the word love mills around our site, adorned in Latin upon our blazers.

From Ipswich, however, John Wordsworth soared. He moved to Winchester College where, despite being “unhandy at cricket, partly from shyness, partly from short-sight”, he won several scholarships that brought him to New College, Oxford to study classics. He remained in Oxford for several years. It was there he was ordained; there he became a fellow at Brasenose then Oriel. His scholarly streak has definitely trickled down into our Bishop’s ethos.

In 1870 he married Susan Esther Coxe, and in 1884— after many years climbing the ranks of clerical offices, he became Bishop of Salisbury. The task of recounting his noble mission “to see Salisbury a great educational centre” I shall leave to Dr Small-

wood who will doubtless recount the tale once more at Founder’s Day. Suffice to say he succeeded.

Geology was a particular passion of his. He could chat endlessly about the product of the quarries in his diocese. If in passing a house he caught sight of an unusual stone he would, as Diocesans recounted, ring the bell to inquire of the astonished maid where her master had procured his doorstep. On more than one occasion he was seen climbing wistfully over a railway-truck of sarsen kerbstones in the hope of finding one small enough to bring home.

Though he was indeed a fan of stones, that stoney gaze on the chapel wall is not the whole John Wordsworth. He was once a shy boy, once a curious student, and forever a man whose legacy speaks the truth in love.

Tim Blackburn, 12P

