

CAREERS DEPARTMENT

Dr Neil Gostling is a former Beths student, who is now an Associate Professor at the University of Southampton where he lectures in Evolution and Palaeobiology.



On 21 June he spoke with our Year 12 Biology students and their reflections are below:

Dr Neil Gostling, a lecturer in evolution and paleobiology and former Beths student, gave a captivating presentation to our A-level biology class about his research at University of Southampton. This gave us an inside view of what its like to be a university biology student and the many pathways that can be taken in relation to this subject, such as biomedicine, microbiology and neuroscience. His talk linked closely to the content in topic 4 of our A-level course, including how organisms face certain selection pressures e.g. climate change and this forces them to evolve, as well as ways in which dinosaurs were adapted to their environment. One group of dinosaurs in particular, spinosaurids, hunted prey in water so developed nostrils that were higher in order to breathe during this process. There is also debate over whether they are fully aquatic, reflecting how some research conflicts others. At the end of the presentation he took many questions from students and was open to sharing more about his background and impressive education,



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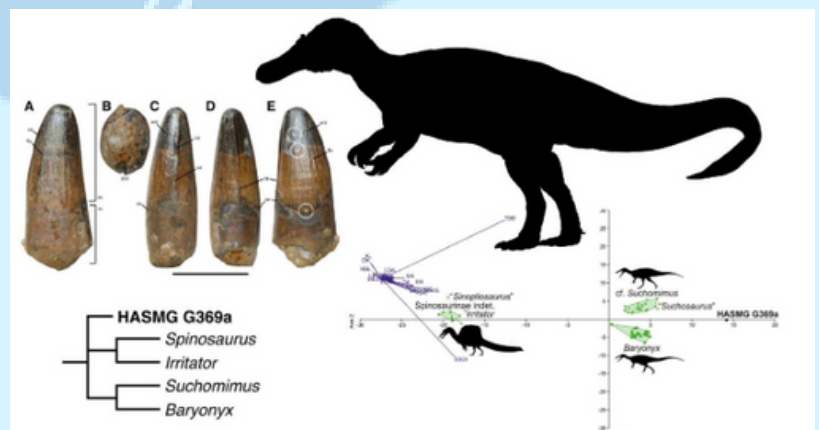
CAREERS DEPARTMENT

as well as his former ambitions of studying medicine. Overall, he was extremely friendly and equipped us with extremely valuable knowledge that can be transferred towards our understanding of certain aspects of biology, as well as choosing the university course best suited for us. -

Keira 12E1

On Friday 21st June Dr Neil J. Gostling, an ex-Beths student, gave a talk to our class on life as an academic in the biological field and his research in Palaeobiology. He is currently an Associate Professor at University of Southampton specialising in Evolutionary Biology, Palaeobiology and Molecular Biology. The talk linked concepts in class which we have recently been studying such as speciation (the formation of new and distinct species through evolution) with his own research on Spinosaurus dinosaurs. Through detailed analysis he explained how different members of the Spinosaurus family can be identified and in even some cases named new for science discoveries. One identifying feature was the specimens teeth, as Theropod teeth differ in their ratios of base length to crown height, in their degree of curvature, their surface texture, in the distribution, shape, proportional size and spacing of their serrations and many other characteristics. This allowed for himself and fellow researchers to produce a projected family tree of different specimens he has worked on. Overall, the talk was very inspiring as it gave me and class insight into implementation of concepts into a more specialised fields and what it is like to pursue a career in zoology. -

By Daniel, Year 12



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Adam Graham - a Career in Medicine



Our Sixth Form students recently had an incredible opportunity to engage with a practicing doctor, Adam Graham. The session offered students a first-hand look into the medical world, the daily routines of a doctor, and the rigorous and rewarding journey of studying medicine at university.

Adam Graham is a medical doctor based at Guy's and St Thomas' in London with an interest in hospital medicine and integrated community care models. He is also involved with undergraduate and post graduate medical education and was a Clinical Teaching Fellow of Physiology at Barts and the London Hospitals.



Bromley Healthcare are developing a new official public health website for 11-19 year olds in Bexley and Bromley. The website is being made with, for and by young people. Some of our students have already worked on the design of the website, and some of our aspiring medics worked on the content, identifying

key health topics, discussing effective communication strategies, ensuring fact-checking of health topics and creating their own article, blog, interview or factsheet about a specific topic.



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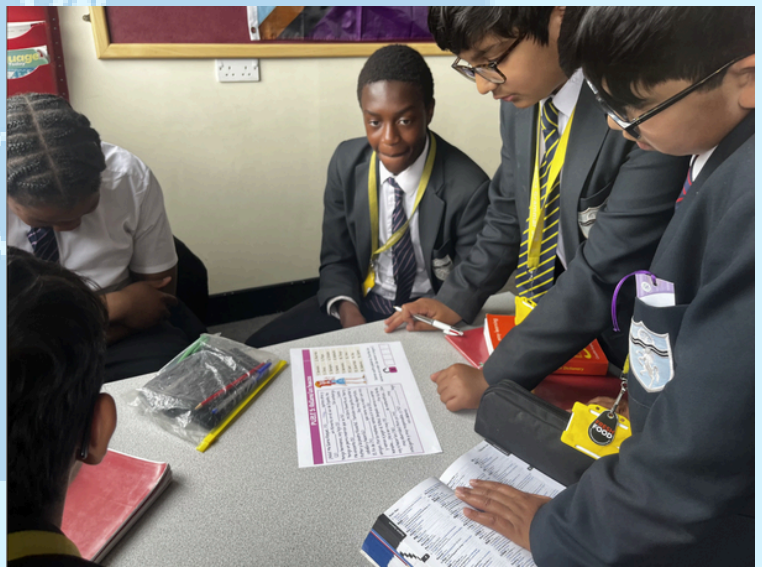
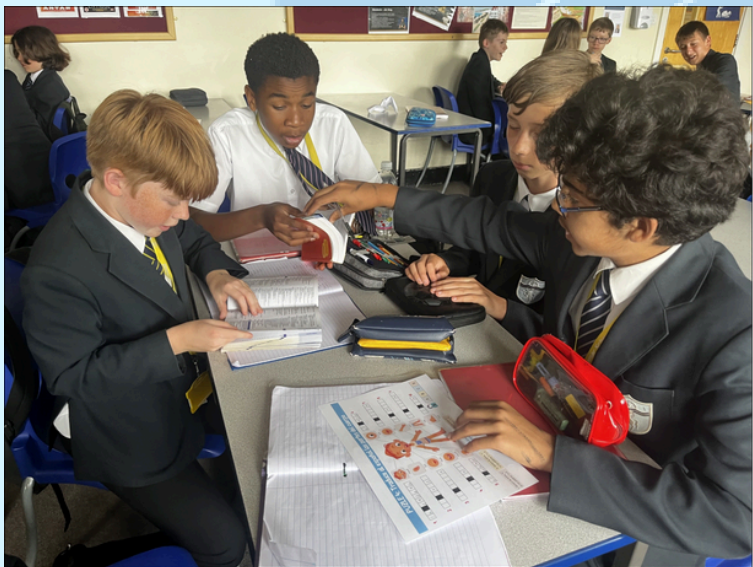
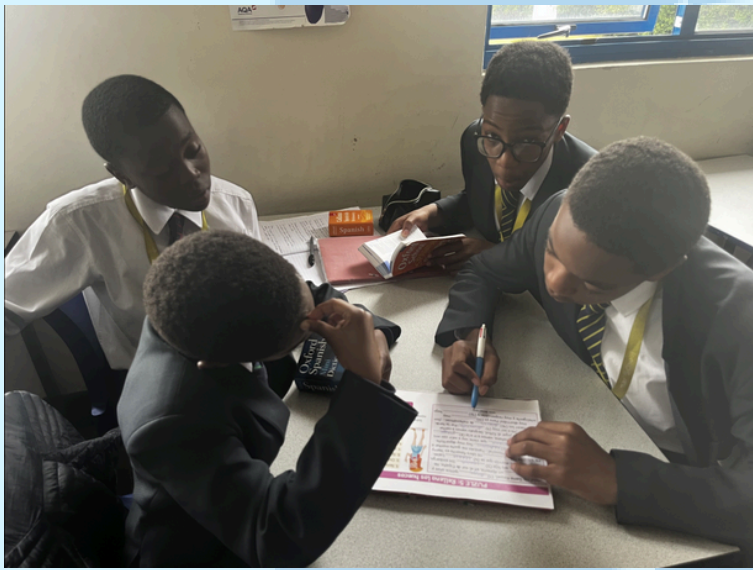
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YEAR 8 SPANISH LESSON

During their last Spanish lesson this year, our Year 8 class completed an escape room. The competition was electric and the students worked so hard to help Ana & Juan to get out of the cellar. Congrats to the winning team- Levi, Daniel, Lateef and Michael! It was a great culmination of all of their hard work in their 2nd language this year.



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YEAR 8 CAMP - WEEK 1

Our Year 8 Camp Week 1 students had a wonderful time at the New Forest this week. The week was filled with a range of exciting activities including team building, cycling, map reading, kayaking, and much more! More photos to follow next week as our Week 2 students are up next!



AI AND ASSESSMENTS



AI and Assessments A quick guide for students



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?

1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!

Know the rules
Talk to your teachers
Reference clearly



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SCHOOL MENU

MENU

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WEEK 7

MONDAY 15 JULY

MAIN British Sausages and Creamy Mashed Potatoes
served with Sauteed Greens and Onion Gravy

MAIN Vegetarian Sausages and Creamy Mashed Potatoes
served with Sauteed Greens and Onion Gravy (VEGETARIAN)



STREET FOOD OF THE DAY - BRITISH - Fish Finger Wrap with Tartar Sauce and Potato Wedges

DESSERT Raspberry Ripple Cake with Cream

TUESDAY 16 JULY

MAIN Our Specialty Curries with a choice of Vegetable, Meat and Vegan Dishes
served with Traditional Garnishes and Accompaniments



STREET FOOD OF THE DAY - CHINESE - Sweet and Sour Noodles

DESSERT Coconut and Mango Fool

WEDNESDAY 17 JULY

MAIN Lemon, Garlic and Thyme Roasted Chicken with
Roast Potatoes, Seasonal Vegetables and Rich Gravy

MAIN Summer Vegetable Tart with Roast Potatoes, Seasonal Greens and Rich Gravy (VEGETARIAN)



STREET FOOD OF THE DAY - ITALIAN - Filled Ciabatta topped with Mozzarella and Fresh Basil

DESSERT Peach and Apple Crumble and Custard

THURSDAY 18 JULY

MAIN Beef Meatballs and Penne in Rich Tomato and Herb Sauce
served with Garlic Slice and Chef's Salad

MAIN Sweet and Sour Vegetables served with
Steamed Rice and Garlic, Ginger and Soy Fried Greens (VEGETARIAN)



STREET FOOD OF THE DAY - MEXICAN - Hot Chicken Salsa Nachos

DESSERT Fresh Fruit Salad

FRIDAY 19 JULY

MAIN Traditional Cod and Chips served with Beans or Garden Peas or Chef's Salad

MAIN Handmade Margherita Pizza served with
Chips, Beans or Garden Peas or Chef's Salad (VEGETARIAN)



STREET FOOD OF THE DAY - AMERICAN - Dirty Fries topped with Spicy Beef and Cheese

DESSERT Choice of Home Bakes or Dessert Pots

**AVAILABLE DAILY FRESH CHEF'S SALAD - WHOLE GRAIN BREAD - GRAB AND GO POT MENU
PLUS A PLANT BASED MAIN COURSE EVERY DAY!**

THE DELI

FRESH CUT SANDWICHES - ROLLS - WRAPS - PITTAS - BAGUETTES

SEE THE BLACK BOARDS FOR SOUPS, THEME DAYS AND THE CHEF'S SPECIAL

IF YOU HAVE ANY ALLERGEN CONCERNS PLEASE SPEAK TO THE CATERING MANAGER. WHILST WE DO NOT BRING WHOLE NUTS OR INGREDIENTS WITH NUTS INTO OUR KITCHENS, SOME PRODUCTS ARE SUBJECT TO 'JULY CONTAIN' STATUS IN MANUFACTURING

WE ONLY USE



FRESH BEEF



FRESH PORK



FREE RANGE EGGS



LOCAL PRODUCE



WHOLEMEAL PASTA

INDEPENDENTCATERING.CO.UK
EDUCATERLIMITED.COM



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KEEPING YOUR CHILD SAFE ONLINE

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about

ONLINE TROLLING

The term "Trolling" refers to sending hurtful or provocative comments – often done anonymously online – to provoke a reaction or cause emotional distress. Anonymity can embolden people into saying things they wouldn't dare say in person. Euro 2024 and other tournaments tend to put an emphasis on this, with the abuse of both players and fans often increasing during such events.

WHAT ARE THE RISKS?

ESCALATION

Many trolls begin with silly, banal comments before moving on to a broader pattern of offensive messages and posts. They can also turn their attention very quickly to a new target if they grow bored with an existing one, which makes engaging with one fruitless at best – and potentially dangerous at worst.

HIDING BEHIND A SCREEN

Because trolls tend to use anonymous profiles, they enjoy a lack of accountability. This also means they'll often have multiple profiles, potentially switching between them regularly or posting across several of them at the same time, making a target feel as though there's no escape. After all, once you block one account, what's to stop them reappearing elsewhere?

24/7 CONTACT

The internet has given us the ability to remain in contact at any time, from almost anywhere in the world. A troll having the ability to reach you whenever they want can leave you feeling like their abuse is unavoidable. While they don't see you in real life, they can message you at any time, reach out to your peers online and even try to discover your personal information to scare you.

HATE SPEECH

Sadly, many trolls resort to spewing racial slurs, homophobic attacks and awful stereotypes, as these often stand the best chance of causing emotional harm. This can add a hefty degree of weight to their attacks, moving from what might charitably be described as "teasing" into a genuine hate crime. After Euro 2020, three England footballers were racially abused, resulting in several prison sentences.

IMPACT ON VICTIMS

It's not uncommon for the victims of trolls to shut down their accounts, disappear from public life, and try to stay out of the crosshairs for a time – with some even leaving social media forever. This can have a severe impact on children and young people's connections to friends and the world at large, and may not even actually stop the troll. The victims' families, for example, may have online profiles that trolls can still access.

NORMALISATION OF TROLLING

It is, regrettably, inevitable that some people will go too far in their criticisms or comments, both online and in the real world. This can lead to many people seeing trolls and their abuse as part and parcel of social media – an inherent risk of interacting with others online. This doesn't mean, however, that it should be considered "normal" or even tolerated.

Advice for Parents & Educators

USE PARENTAL CONTROLS

While social media platforms (where most trolling tends to happen) aren't always helpful when responding to abusive behaviour, parents can set up screen time limits, so children only get to use certain apps at certain times. There's always the potential for trolling to occur anyway – such as friends showing screenshots to one another – but this would minimise the likelihood of children seeing it.

DON'T ENGAGE WITH ABUSE

A well-known adage on social media is "don't feed the trolls". Fundamentally, if a child identifies a potential troll online, it's best not to engage with that individual directly. Instead, consider setting up a log to gather evidence for reporting them later on, including screenshots and quotes where possible.

ENCOURAGE EMPATHY

While every professional athlete aspires to maintain high standards, it's important to separate the player from the person. A player's performance doesn't make them worthy of abuse, and that can often be forgotten by younger children who simply see the colour of the shirt without considering the person wearing it. For all the rivalries between teams, it's essential children understand that players are still human beings, with families and lives outside of sport.

BLOCK AND REPORT

While anonymous accounts make it difficult to block trolls permanently – or even for very long – it's still good practice to help children learn to control who can engage with them online. It's not worth "feeding the trolls", and it's more helpful to block them, report them, and try to move on. Blocking and reporting is an anonymous process, too, so there'll be no indication of who specifically blew the whistle.

Meet Our Expert

Lloyd Coombes is the Editor in Chief of GGRecon, and has been working in the gaming and tech industry for five years. A long-time fan of Arsenal, he's a parent who understands the importance of online safety. He's also a tech and fitness writer whose work has been published on sites including IGN, TechRadar and many more.



Source: See full reference list on guide page at: nationalcollege.com/guides/online-trolling



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