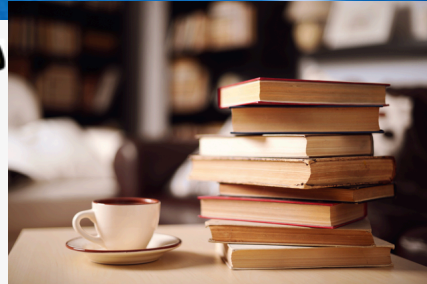
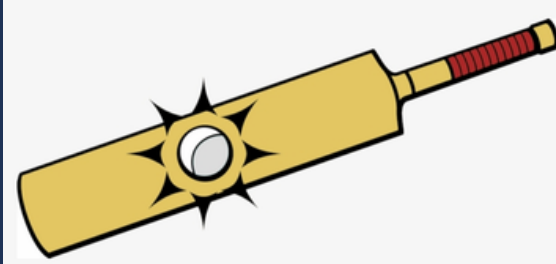


BEST OF THE BETHS



THE BEST OF DECEMBER

BEST OF THE BETHS



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Edited by Oke 12A1 and Edwin 12C1

MUSE - BLACK HOLES AND REVELATIONS

HADI 10A

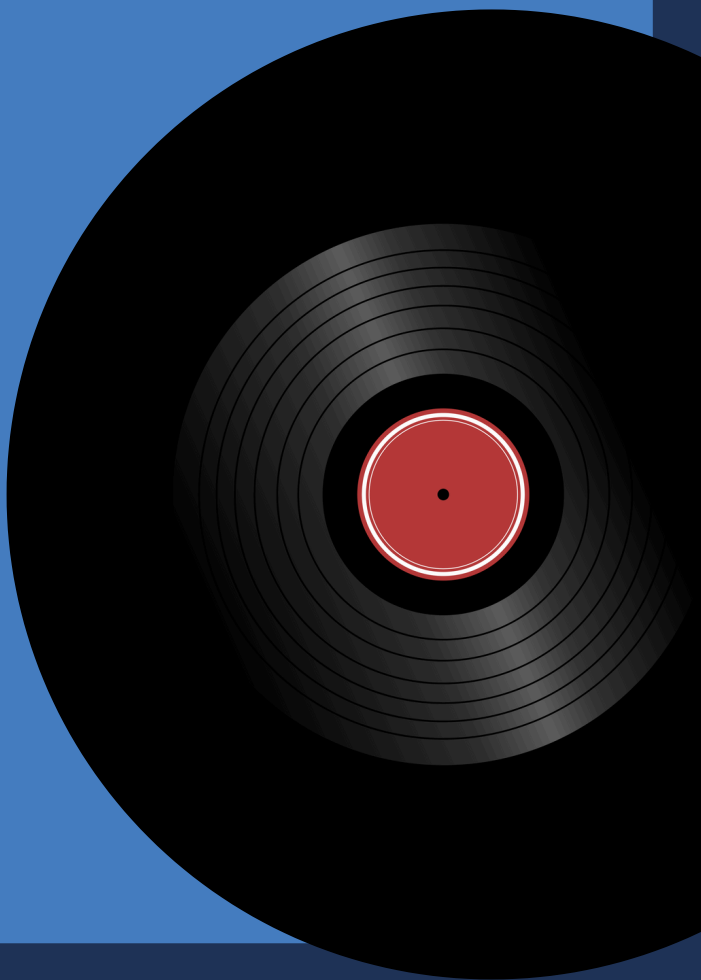
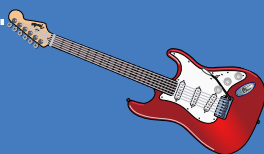
Album Background

Black Holes and Revelations (2006) is Muse's fourth studio album, marking a change in style from grungy, apocalyptic alt-rock, to pop-influenced, electronic, prog rock. Similar to previous albums, it contains songs with political and dystopian themes and undertones as well as more conventional love songs. Upon release, it debuted at No. 1 and sold 115,144 copies in its first week.



Track Listing

1. Take a Bow
2. Starlight
3. Supermassive Black Hole
4. Map of the Problematique
5. Soldier's Poem
6. Invincible
7. Assassin
8. Exo-Politics
9. City of Delusion
10. Hoodoo
11. Knights of Cydonia
12. Glorious



MUSE - BLACK HOLES AND REVELATIONS

HADI 10A



My Review

1. *Take a Bow* - **10/10** - The album begins with a relatively minimalist song with synth heavy instrumentation, which builds into a prog rock song, rife with key changes.
2. *Starlight* - **11/10** - This track is an example of a more conventional love song, and is also one of their bigger songs.
3. *Supermassive Black Hole* - **11/10** - Arguably Muse's biggest song, featuring falsetto vocals as well as whispered screams, blending pop rock with metallic influences. Play it in front of your parents.
4. *Map of the Problematique* - **11/10** - This track is, in my opinion, the best on the album! It features a sound akin to Depeche Mode, with synth layering and flanging effects.
5. *Soldier's Poem* - **9/10** - A shorter acoustic track, which denounces war and is hauntingly upbeat.
6. *Invincible* - **10/10** - A triumphant song, morphing from minimalist instrumentation to upbeat guitars and vocals.
7. *Assassin* - **11/10** - An example of Muse's more metallic songs, featuring metal riffing with themes of Resistance and Uprising. (See what I did there?)
8. *Exo-Politics* - **11/10** - The best verse riff on the album. I also don't think that I need to explain what the song is about.
9. *City of Delusion* - **11/10** - A good example of the orchestral and overseas influence on the album. There's a trumpet solo!
10. *Hoodoo* - **10/10** - What starts as a slow, haunting acoustic melody also ends as one. Brooding galore!
11. *Knights of Cydonia* - **11/10** - Space cowboys. Watch the video, you'll see what I mean.
12. *Glorious* - **11/10** - A triumphant end to a magnum opus! It's *Invincible* but better!



10/10!

A must-listen!

WELLBEING CHAMPIONS

RONNIE 12H3

Early into the academic year, students within the school had the chance to become a Wellbeing Champion - an individual bestowed with the role of ensuring, to the best of their ability, that positive mental health is prioritised within school. Having now held the role for a few months, we decided to conduct a mini interview-like discussion with a KS3 Wellbeing Champion and a KS5 Wellbeing Champion alike.

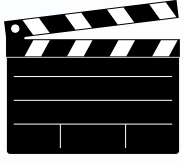
The first question asked to Rishabh, in 8C, and Mustafa, in 12H3, was the following: **what made you apply for the role in the first place?** Rishabh's answer was insightful, and explained that he applied out of the '*bravery of [himself]*', instinctively knowing it was the '*perfect chance for [him] to represent [Beths]*' and '*emotionally support students who face problems*'. Mustafa's answer was similar, though focused more upon personal achievement: '*I had always wanted to help others,*' he said. '*But I never had the right opportunity to do so, until this.*'

Both of these answers naturally led to the next question, in which the two individuals gave very commendable answers once more: **what does wellbeing and good mental health mean to you?** Rishabh, on one hand, values it in helping him '*cope with the challenges that [he] will be facing in the future.*' He goes on to raise a brilliant point, with this, in that obtaining a good state of mental health promotes '*[connection] with other people...*', something that Mustafa too focused upon. The latter remarked: '*Wellbeing is so much more than the person alone. It's all about their intrapersonal relationships and interpersonal relationships in conjunction, and making sure these are upheld accordingly.*' These answers seemed specifically important to me: all points raised are vital to understanding the value of positive mental health holistically.

The third question asked was narrowed in specificity, and is an issue surpassing that of the Wellbeing Champions alone: **what challenges are young people facing?** Despite there being a myriad of answers to this question, both respondents summarised it (as well as anybody can) greatly. Rishabh, primarily, proclaimed that the main obstacles for youth are '*exam pressure, peer pressure,*' and, generally, '*irrational fear.*' The ultimate answer is particularly charged, especially in a society where social anxiety is on the rise and uncomfotability can be observed consistently. Mustafa, however, championed a different perspective, focusing on the physical challenges to young people that can affect mental health alike: '*I think, generally, harmful substances. There is a culture where damaging your body is normalised. Alcohol, for example.*' he paused. '*We need to challenge physical factors altering our mental state negatively, as well as psychological factors. Both are equally important.*'

I would like to thank both Rishabh and Mustafa for their superb answers. Both, most likely better than I could have, articulated the unparalleled importance of wellbeing, and Wellbeing Champions in Beths. If you found this page interesting, I prompt you to apply for the position when applications next open. It is a fun process, the staff members involved are extremely kind, and you would be welcomed with open arms. Come along: someone could always be counting on you.

A-LEVEL FILM TRIP



EVIE 12A2



On November 18th, Year 12 and 13 film students went to the BFI Southbank for a screening of Andrea Arnold's new film "Bird". Along with other film students from all across the country, we got to be some of the first spectators as well as having the privilege of having an insightful Q&A with the director herself.



Arnold's film stars Nykiya Adams, Franz Rogowski and Barry Keoghan. The film itself was thought provoking, despite its fairly simple plot, Arnold adds complexity and layers to the film through additional plot lines and characters. Simply put, the story follows a 12-year-old girl who's fractured home life is transformed when she meets a peculiar stranger seeking out his own family.



Young Bailey feels entrapped in her Gravesend squat home with her reckless wannabe drug dealer dad who wants to marry his girlfriend. Her siblings also live troubled lives, especially her younger siblings who live in fear across town with her mum's new and violent boyfriend. Bailey becomes intrigued when she meets the mysterious free spirit that is Bird, who is searching for his own roots. Arnold displays her ability to combine coming-of-age stories focused on marginalised lives and a connection to nature. While this is similar to Arnold's previous work, her new film adds another layer of complexity through the use of magical surrealism.



After screening the film, the audience got to have an insightful Q&A with Arnold herself. We discussed the film but also how to get into directing and writing screenplays. She advised the young film students to follow their creativity. In her own experience of writing, she found that her inspiration draws from nature and so when she begins to write she allows her story to unfold as she goes on. However, she highlighted that when making her films she relies on her audiences intelligence to interpret the story for themselves: she does not believe in "spoon feeding her viewers information". Additionally, she emphasised that imperfection is key. She noted that nobody's film will ever be flawless; she even noted that within her own films there have been multiple continuity issues, even in the most recent one.

Overall, the film was a gripping watch and the Q&A was extremely memorable, Arnold's unconventional take on filmmaking was inspiring.

PSYCHOLOGY EXPERIMENT GONE WRONG: THE STANFORD PRISON EXPERIMENT

JESSICA 12A1

The Stanford Prison Experiment is one of the most infamous psychology studies, frequently referenced across my subjects. In the A-level Psychology syllabus, it exemplifies the power of conformity to social roles, while in A-level English, in study of *The Handmaid's Tale*, it serves as an analytical point to explore how the city of Gilead committed atrocities to ordinary women. From this we can see the experiment is often treated as a moral lesson rather than a well-controlled scientific study that yielded rigorous conclusions. Why is this the case?

Zimbardo, the psychologist who conducted the study, wanted to investigate how individuals conform to roles of authority and subordination. This comes especially after the aftermath of WW2 where the world witnessed how ordinary German soldiers and citizens participated in inhumane acts against innocent people. The atrocities of the Holocaust raised urgent questions about the power of authority, conformity, and situational pressures to override moral judgment.

Zimbardo created a mock prison in the basement of the psychology department at Stanford University. College students were recruited after advertisements were put into newspapers, promoting \$15 a day to take part in the study, which would have been enticing to a broke college student. Students were recruited randomly assigned roles as either guards or prisoners. The "guards" were given authority to enforce rules, while the "prisoners" were confined to cells and expected to follow orders. The prisoners' names were never used as they were assigned numbers, immediately de-humanising them. The guards had a uniform which included hand cuffs, wooden clubs and mirrored shades which removed their senses of responsibility for their actions and provided anonymity. Immediately, at the beginning of the study, Guards were aggressive and within days Prisoners rebelled e.g by ripping uniforms and going on hunger strikes which Guards retaliated with with force-feeding. It was reported that prisoners mentally suffered severely and became subdued, depressed and anxious. One prisoner even had to be released on the first day due to symptoms of psychological disturbance. Two more were released on the fourth day . Initially planned for two weeks, the experiment was terminated after just six days due to escalating psychological harm.

These factors make the experiment a cautionary tale about ethical boundaries in psychological research and an example of how quickly situational pressures can lead to the dissolution of empathy and responsibility.



PUMA VS ADIDAS

FROM THE BEGINNING

LUCAS HENRY 9W

The Beginning of the Beginning

At the start of this, there was actually peace. Two brothers in Bavaria, “Germany” called Adi and Rudi Dassler, that took the running community by storm with an awesome pair of shoes that helped Jesse Owens win four gold medals in the 1936 Berlin Olympics. But that is where tension grew...

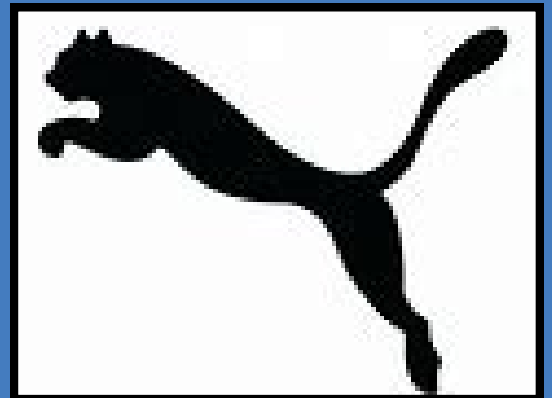
How Puma and Adidas formed

Everyone wanted to be like Jesse Owens, with his shoes, so the company skyrocketed. Then the success got to their heads. Because of their big egos, they wanted all the fame and their different ideas kept clashing, so the resentment grew. After World War II, the arguing got so heated that one accused the other of stealing and the other of supporting Hitler, and the arguments kept on spiralling until they had had enough.



The Aftermath

After the fallout, Adi made his own brand; you could not have guessed it, he made Adidas. Then Rudi realised he was going to lose the battle with his brother and calls his own company Puma, because pumas are cool. They both built their factories in Herzogenaurach, and to this day, some of their headquarters and factories are still located just a mile apart in the same town, their tale of rivalry still ongoing to this day.



BORDER GAVASKAR TROPHY

JAY(DEEP) 9C

WHAT IS THE BORDER -GAVASKAR TROPHY?

The Border Gavaskar trophy is a 5 test series between Australia and India. It is named as the Border-Gavaskar trophy as these are the first two cricketers ever in history to hit over 10,000(or ten thousand)runs. It is held every two years and every four years the WTC (the world test championship) is held. The Border-Gavaskar Trophy(BGT) decides whether Australia or India will go to the WTC (sometimes it is both).

1ST MATCH OF BGT

The first match of BGT was held at Perth at the Optus stadium. Before we look at the match let's first look at the players

INDIAN SIDE

The Indian side has many legends such as Virat Kohli(the GOAT of cricket), Risabh Pant(the wk-batsmen known for his win at the gabbar) and Rohit Sharma(who is at paternity leave and will play at the second test at the Adelaide oval). It also has 2 debutants: Harshit Rana and Nitish Kumar Reddy. For our batting line up we have: KL Rahul, Shubhman Gill, Virat Kohli, Yashvi Jaiswal, Abhimanyu Eshwaran, Dhruv Jurel and Safraz Khan. We have 4 all-rounders: Ravindra Jadeja, Ravichandran Ashwin, Washington SUNDar and Nitish Kumar Reddy. We have many bowlers. They are: Jasprit Bumrah, Mohammed Siraj, Harshit Rana and Akash Deep.

AUSTRALIAN SIDE

Australia are coming back after an ODI loss to Pakistan. However, Australia have lost a legend: David Warner. They have many destructive batsmen with the likes of: Travis Head, John Inglis, Steve Smith, Usman Khawaja and Marnus Lambuschagne. They have 4 all-rounders: Sean Abott(who plays for Surrey in vitality T20), Nathan McSweeney, Beau Webster and Mitchell Marsh. Finally we have the bowling of Australia which is considered to be one of the best if not the best pace attack with the likes of Josh Hazelwood, Pat Cummins and Mitchell Starc. They also have a legendary spinner coming back: Nathan Lyon.



BORDER GAVASKAR TROPHY

JAY(DEEP) 9C



1ST MATCH 1ST INNINGS

In the 1st innings of the 1st match of the border-gavaskar trophy, both teams played absolutely diabolically. It was absolutely shocking. India score 150 runs with KL Rahul with 26(74), Risabh Pant37 (78) and Nitish Kumar Reddy barely missing his 50 with an amazing 41(59). The Australian pace trio of Hazelwood, Starc and Cummins took 8 wickets with Mitchel Marsh taking the last 2. IN Australia's 1st innings, they played even worse than India by barely scraping off a score over 100. The Indian pace trio of: Harshit Raina, Jasprit Bumrah and Mohammed Siraj got Australia out for a mesaely 104. Alex Carey, Mitchell Starc and Travis Head were the top scorers.

1ST MATCH 2ND INNINGS

The Inidan Cricket team played mercilessly by making the Aussies' bowlers look like 10 year olds. The Indians made a destructive score of 487/6d (d means declaration , this is when they stop batting as they have reached their goal). Almost all the Indian batsmen scored over 25 with Risabh Pant and Dhruv Jurel scoring only 1. In this innings there were 2 centurions: Virat Kohli 100(143)* and Yashvi Jaiswal 161(297). Thi was a key moment in Virat Kohli's batting as this was his first century in over a year as his 81 st. KL Rahul played an sbolutely legendary innings of 77(176). Australia again only score 238 with Travis Head scoring a clutch innings of 89(101). However, there was an absolutely horrible play by Steven Smith, who was believed to come back by the Australian Fans after Virat Kohli's century.



A COURT OF THORNS AND ROSES

SEREN 12W1

The author of the infamous book series Sarah J. Mass expertly engrossed her into world of fantasy. The first book in the series. A Court of Thorns and Roses follows the story of a mortal girl named Fayre as she navigates abrupt changes in her life following her disastrous decision of killing a faerie. Many readers as they have reached the end of the book have said to have found themselves feeling content but longing for more. It is safe to say that many have rediscovered their love for fantasy books. Mass' storytelling is spellbinding and she is a master of her craft.

The book is written in first person, so naturally readers are drawn to the protagonist, Fayre. Her determination to protect herself and her family is made evident as you read the first page and despite her being the youngest of three sisters, she constantly worked the hardest to provide. Ultimately, the consensus is that she is the favourite character of many.

Due to it being a fantasy novel and the uncertain time period, it makes the other characters and even Fayre to an extent feel less tangible. The difficulties each character faces are wildly impossible meaning there is a zero percent chance of any reader ever experiencing anything like it. However, for many that's what really triggered their love for the book and allowed them to succumb to the captivating fantasy world that Mass so incredibly creates. The book continued to be unpredictable and keeps readers guessing.

Endearment for the book runs deep, regardless that does not stop readers from having dislikes. Many, understand due to it being a series and a particular genre, Mass had to extensively set the tone and environment to really allow reader to have a clear picture of what the ACoTAR world is, nevertheless, some found themselves noticing that much of the excitement and plot of the book happened at the start and end. Ultimately, this left Mass' writing in the middle of the book feeling like she was just trying to hit her word count. Regardless, ACoTAR is still a marvellous and well-crafted book.



KS3 CHRISTMAS CAROL SERVICE 2024

FAEQ 9B

Season's greetings, readers and welcome to the **Best of the Beths** newsletter - the newsletter made *for* the students *by* the students. I am Faeq Ojelade of 9B, and I'm hoping you've managed to stay strong amidst a very hard-working and busy half-term, as we head into the 2-week Christmas break. This month, I'll cover the 2024 Key Stage 3 Christmas Carol service over at Christchurch in Bexleyheath. If you're in KS3 and reading this, you may well have attended that, and I hope you had a wonderful experience whilst you were at it. If you're in KS3 and didn't attend the service, this is an article to tell you about what you missed out on - though you must have had your reasons for not attending, and I myself respect that. Anyways, have a nice read.



A photograph of the 2023 Beths Grammar School Christmas Carol Service in progression at Christchurch, Bexleyheath in December of 2023.
(IMAGE CREDIT: Beths Grammar School)

As you may know, the Christmas Carol service at Christchurch in Bexleyheath is held every year at Beths in the final few weeks of the Autumn Term. This year, it was held on December 13th - only a week away from Christmas break. The service is mainly for KS3 students (Years 7 through 9), but Sixth Formers also assisted form tutors and Heads of Year in getting all 18 form groups from the school premises to the church (which, fun fact, is next-door to the local ASDA shop).

In terms of the actual service itself, it started with the school orchestra playing **An Occasional Overture** by **G. F. Handel**. What followed was a standing ovation for the Introduction to the Carol Service from our headteacher, Mr Blyghton and a welcome from the Reverend Trevor Wyatt (who is the Vicar of Christchurch, but *interestingly* a former student at Beths Grammar School). The Reverend then led us through the Bidding Prayer and the Lord's Prayer before KS3 could take a seat.

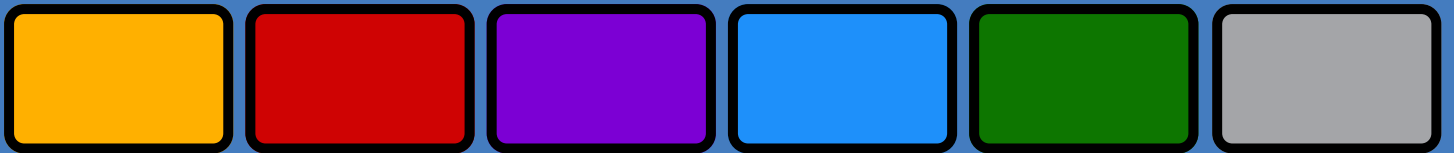


KS3 CHRISTMAS CAROL SERVICE 2024

FAEQ 9B

Interestingly, the Beths Orchestra proceeded to play the **James Bond Medley by John Barry**. Then came the First of Seven Lessons of the Carol Service - these Seven Lessons revolve around select scriptures from the Bible about the forecoming of Jesus and his birth. The First Lesson (Isiah 9:2, 6-7) was read out by **Jack Boreham of 7E***, and the next two Lessons that followed were read out by two other KS3 scholars. The Second Lesson (Luke 1:26-38) was handled by **Jinmi Akinrele of 8C*** whilst The Third Lesson (Luke 2:1-7) was read out by **Prince Aghedo of 9A***. In between the First and Second Lessons was the first Carol of the Service, and the playing of **Aria from the Water Music Suite by G. F. Handel** preceded The Fourth Lesson.

Deputy Headteacher Mr Jones read The Fourth Lesson (Luke 2:8-14). Head Girl Sienna Dhooper read out The Fifth Lesson (Luke 2:15-20) before the second Carol of the service, and Head Boy Lewis-Jae Harrison took care of the Sixth (Matthew 2:1-12). The third of four Carols came before Mr Blyghton read out the Seventh and Final lesson (John 1:1-14). **Christmas Dinner arranged by Ian McCubbin** was played by a select few students afterwards - this included **Tom Chatterton of 8E*** and **Eoin Twomey of 9C***.



KS3 were brought into standing ovation once again as Prayers and the fourth and final Carol of the Service came next. The Blessing and Closing Remarks led to the end of the final standing ovation, as **Sleigh Ride by Leroy Anderson** was played as the last piece of music before dismissal at around 14:50.



KS3 CHRISTMAS CAROL SERVICE 2024

FAEQ 9B

And that is a summary of the 2024 Beths Grammar School Christmas Carol Service at Christchurch in Bexleyheath. I hope that for many, it was a memorable experience that they can look forward to in future - if they even can. Speaking of which, this was the 3rd and final opportunity for the current Year 9s to attend the service - this means they may no longer attend as a student unless they get a chance in the Sixth Form. *If* you are reading that statement as a Year 7 or Year 8, make sure that when/if you attend next year, you are making the most of that - after all, you only get a few of these chances here at Beths!

Thank you for reading this article and the 2024 December edition of Best of the Beths. In saying that, thank you to all that read the newsletter at some point (or another) - it's massively appreciated. Feel free to get involved if you wish to, the best person to go to for that would be Miss Stevens (the leader of this extracurricular group). Also feel free to leave feedback about this article if you wish - contact me on Microsoft Teams and/or Microsoft Outlook, and I'll be eager to get back to you as soon/quickly as I possibly can.

With that, I wish a 'Merry Christmas' to those who celebrate it, but a 'Happy New Year' and good luck for 2025 to everyone, regardless of beliefs. Thank you again for reading this article, this edition of the newsletter and any other 2024/prior editions of the Newsletter - hope you have a wonderful Christmas break and see you in 2025 (**Amen** (meaning may it be so)).



KS3 CHRISTMAS CAROL SERVICE 2024: GALLERY!

FAEQ 9B



An aerial view of the 2024 Beths Grammar School Christmas Carol Service in progress at Christchurch, Bexleyheath on the 13th of December in 2024.

(IMAGE CREDIT: Beths Grammar School)



A photograph of the 2024 Beths Grammar School Christmas Carol Service in progress at Christchurch, Bexleyheath on the 13th of December in 2024.

(IMAGE CREDIT: Beths Grammar School)



A photograph of the 2024 Beths Grammar School Christmas Carol Service in progress at Christchurch, Bexleyheath on the 13th of December in 2024.

(IMAGE CREDIT: Beths Grammar School)



Thank you for viewing the extra gallery based on the events of the 2024 Beths Grammar School Christmas Carol Service in Christchurch, Bexleyheath. You may need to zoom in, if possible, to try and find any other details within these pictures if you want to.

Thank you for reading, have a lovely Christmas break, and good luck for 2025! Hope you read again soon! :)

| Faeq Ojelade of 9B |

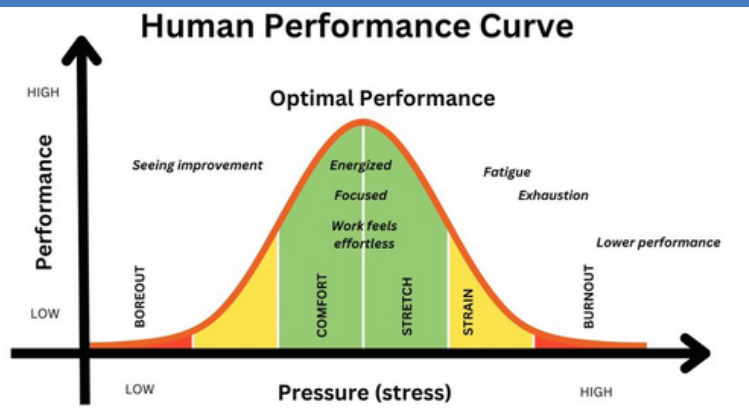
THE SCIENCE BEHIND REVISION

OLUWANIFEMI 11A

Have you ever sat down to revise, only to find yourself scrolling TikTok five minutes later? Don't worry, we've all been there. But what if I told you there are scientifically proven ways to make your revision not just fun, but also effective? Let's uncover the scientific hacks that you can use today to supercharge your study sessions.

First off, let's outline what revision actually is. Revision is the process of reviewing and reinforcing what you've learned to make sure it sticks in your brain. In the same way you regularly workout to maintain and build muscle, you should regularly revise to maintain and build upon your knowledge & increase retention by 50%. When done right, revision can be the perfect way that you accomplish your goals. This can be done by:

1) Reaching Optimum Stress levels:



Low Stress = You feel bored and unmotivated due to lack of challenge / urgency

Optimum Stress = You enter the 'flow state', where you're fully concentrated on the task

High Stress = You start to feel frustrated and anxious whilst struggling to focus

You can reduce stress levels by eating a better diet that consists of more fruit and veg like spinach, oranges, bananas, broccoli and avocado, and doing more physical activities such as cycling. You can also increase stress levels by timing yourself to do a task, or set up a friendly competition as to who can finish something the fastest to motivate you to work harder.

2) Finding out what works best for you:

Not everyone revises in the same way, so if you are:

Easily distracted - Try the Pomodoro Technique, where you do 25 minutes of work, then have a 5 minute break.

Revising well, but falling short in tests - Find practice papers online on sites such as PMT, or Revision world, and do them in timed conditions. They're proven to boost memory by 50%.

Not focused enough - Create a study playlist with no lyrics (like lo-fi beats), and/or ensure you are getting more than 8 hours of sleep to recall information 35% better.

AN INTERVIEW WITH MS WONG

EDWIN 12C1

With the first term of the year coming to a close, let's take some time to discuss a subject that is integral to every student (though, as I'm taking it for A-Level, I may be biased) – Maths! As we enter December, let's get into the festive spirit with an interview that visits the Maths Department – the interviewee for this month is Ms. Wong, and here's what we spoke about:

Why did you choose a career in Maths?



Essentially, it is because I liked the subject when I was learning it at school. It was one of the subjects that I found easier, one that came naturally to me, but it was also still challenging. I also wanted to go into teaching and working with young people, and Maths was the subject that was the best fit.

What is something you recommend everybody do once in their lives?

If possible, go travelling - doing something like a road trip, or interrailing, as this is a good way to travel and you can see a lot of places on one trip. It allows you to experience a variety of new cultures, meet new people, and try new things.

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

What is your typical school day like?

One of the good things about teaching is that there isn't a typical day. Even if you have the same class and same students, no lesson is exactly the same, so it keeps the job interesting.

What did you do before teaching?

I actually went straight into teaching. After I did my degree, I took a year out and did some voluntary tutoring at a tuition centre, and then did my teacher training. However, before thinking about going into teaching, my original plan was to go into Law, though I decided against that as teaching was more fulfilling and better suited to my personality and skills.

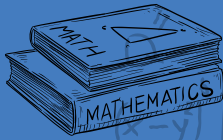


AN INTERVIEW WITH MS WONG

EDWIN 12C1

If you had to pick a favourite topic in Maths, what would it be?

It's quite a broad one, though I would say I like teaching Probability. It has a lot of real-world applications, so you can do experiments and such to demonstrate. I feel students tend to understand it more and, hopefully, find it more interesting because you can apply it to real-world contexts and every-day scenarios.



And that wraps up my interview for the December Edition. Thank you to Ms. Wong for giving me the time to interview her! Congratulations to everybody for completing End of Term Exams, and a big congrats to the Year 11's who have finished their mocks. See you all in the new year!



BEST OF THE BETHS



A Note of Thanks

Thank you for reading this edition of the newsletter!

For the last edition of our year, our December Edition looks at sporting trophies, psychological experiments that transcend to movies and literature, deep dives into multi-decadal grudges, and of course, the Christmas Season.

Congratulations to our Year 11's for completing their Trial Exams, and we hope to see you again, with another edition, in January. And, if you celebrate it, have a merry Christmas!

-Regards from the Best of the Beths Newsletter team.