



effort achieves

Hazelwick School Newsletter

June 2020

Headlines

Ms A Fearon, Headteacher

As we move towards a very gradual easing of lockdown measures, I would like once again to thank the many parents/carers who have sent in positive messages about the work that we continue to undertake as a school community. I must also congratulate our fantastic students who continue to strive to do their very best in completing work under these strange circumstances; they really embody the spirit of *effort achieves*.

This week we welcome our Year 10 and 12 students back into school for some lessons, albeit in much smaller groups and with social distancing arrangements in place. It has been really lovely to see our students face to face and to hear how pleased they are to be back in school.

As always at this time of year, we have a clear focus on planning to welcome our new Year 7 students in September, with all manner of transition arrangements taking place. We have, of course, needed to do things slightly differently this year, but we have enjoyed making contact with all of our new students and parents/carers through letters, emails and videos. We have a new section on our website, which is dedicated solely to transition arrangements and information; this can be found under the parent/carer tab.

Owing to the fantastic ongoing work of our premises team, the school site is looking particularly green, leafy and very welcoming to all kinds of wildlife, including our resident pheasant!



With very best wishes to all members of the Hazelwick community.

Ann Fearon



News and Activities from the PE Department...

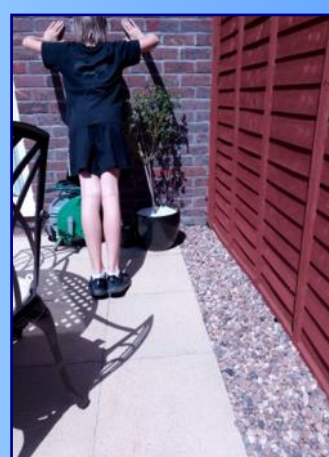
Here is Sebastian Hajec in 7SAN carrying out his exercises.



42 jumps in 30 seconds



16 toe taps in 15 seconds



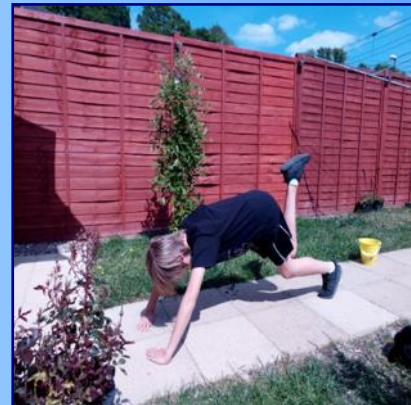
10 wall press-ups in 16 seconds



23 sit-ups in 1 minute



Sit until drop for 1 minute and 3 seconds



20 kickbacks in 25 seconds

Well done Sebastian!

News and Activities from the Computer Science Department...

The Computer Science Department has leveraged multiple technologies to reconnect with students and reduce the impact of Covid-19. In the days that followed the lockdown, Head of Computer Science, Mr Vallally-Godfrey reorganised the Sixth Form IT curriculum to allow students to benefit from cutting edge online learning, created exclusively in-house at Hazelwick.

Mr Glyne-Thomas has developed an online course for both Unit 6 and 15 of the Cambridge Technicals qualification. Initially, this was designed to support students who may benefit from a recap or who may have missed a lesson. However, over time, this resource has grown into a library over 50 YouTube videos, covering every aspect of the coursework units. The videos offer help, advice, exemplars and key technical information to enable students to level up to the demands of Sixth Form coursework.

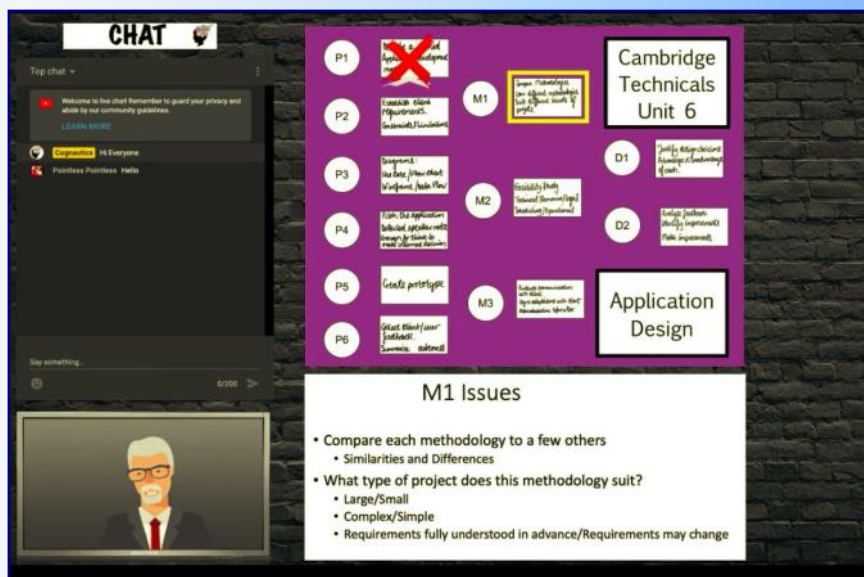
The YouTube library spans more than 10 hours of high quality video footage, including green screen technology, animation and sound effects. The content is dedicated exclusively to the coursework scenarios devised by our teachers. The custom-built scenarios engage the students and exploit the strengths of local industry in Crawley. They include the development of an app for a driving school, a game to beat global warming, and a hotel-based project designed to capitalise from the burgeoning hotel industry. Hazelwick students have the opportunity to meet industry experts, and learn first-hand the milieu in which their designs will be deployed.

Since the lockdown, teachers of Cambridge Technicals all over the UK have reached out for resources to help them support their students. We have made our resources freely available to every IT student in the country. This has led to over 5000 views and 170 hours of watch time across the collection of over 50 YouTube videos. Given the niche nature of this content, the figures are quite staggering.

While the videos are invaluable for the students, the Computer Science department has integrated the use of regular Zoom meetings and dedicated live streams on YouTube to retain the dialogue between teacher and student. Mr Glyne-Thomas feels that his online avatar is more distinguished than the real life version (see below).

Students have reported that they find the live streams incredibly useful, not least because they may catch up at their own pace and in their own time, while retaining some of the natural rhythm of school life.

Mr Glyne-Thomas



The screenshot shows a Zoom meeting interface. On the left is a chat window with a 'CHAT' header and a 'Top chat' section. The main area displays a presentation slide with a purple background. The slide is titled 'Cambridge Technicals Unit 6' and 'Application Design'. It lists 'M1 Issues' and includes a list of bullet points.

Cambridge Technicals Unit 6

Application Design

M1 Issues

- Compare each methodology to a few others
 - Similarities and Differences
- What type of project does this methodology suit?
 - Large/Small
 - Complex/Simple
 - Requirements fully understood in advance/Requirements may change

News and Activities from the Computer Science & IT Department...



The Inspiring Digital Enterprise Award (iDEA) is an international programme aiming to help address the digital skills gap. iDEA aspires to be a digital and enterprise equivalent of The Duke of Edinburgh Award.

Last year, students in Year 8 completed the Bronze award as part of their Computer Science curriculum. This year, as part of their Home Learning, Year 9 IT and Computer Science students are working through their Silver award, and all Year 8 students are once again working towards the completion of the Bronze awards.

Our aim is to provide all students, regardless of their GCSE option choices, an award that will show an awareness of digital literacy and the digital skills it takes to be successful in today's online world.

Since lockdown started, our Year 8 students have completed a massive 604 badges, in a variety of topics such as E-Safety, Fake News, Game Making and Colour Theory. This is the equivalent of **4 badges** per student already! What an achievement!



Year 9 students have almost completed the first section of their Silver award, looking at being an effective and safe digital citizen. This has involved them acting as a cyber security expert, learning about 'netiquette' and working through identifying their 'digital tattoo'



If you are in Year 8 or study IT or Computer Science in Year 9, what will you come out with by the end of lockdown?

All other year groups, if you want to take part, but are not sure how, email me at rgreen@hazelwick.org.uk and I can send you more information.

Miss Green



News and Activities from the English Department...

An extract from an essay by a student in 10X/En4 on the importance of Eddie in Blood Brothers

Just like Mickey, Edward carried insecurities, wanting to be like his own brother. The song 'That Guy' suggests the realistic portrayal of adolescence and teenage angst. Just like any other siblings, he envied his brother's life, showing proof of their shared temperament. "If I was like him, I'd know some real bird, apart from those in my dreams and in magazines" suggesting Edwards



infatuations with girls, especially Linda. At 18, Edward is able to have a chance to study at Oxford University, telling us due to the wealthy background which he has originated from, being able to have a successful and organised future. But just before leaving he confesses his love for Linda, "If I was Mickey asked you years ago.", this shows the openness within him, he is very open with his feelings as he's grown much older and more mature. As he becomes an adult he becomes "councillor Lyons", at this stage he lacks understanding of Mickey's feelings where he is made redundant, but despite this he tries his best to keep the affection which he always gave towards Mickey, even though due to his different mindset he still fails to understand the situations of a middle class person. "Why...why is a job so important? ... You are not working. Why is it so important?" Edward is inconsiderate of Mickey's feelings and makes light of the serious situation which Mickey is involved in. He is not able to not show any empathy towards his twin due to his lack of understanding of not having a comfortable life – which Edward himself has had since the beginning.

Black lives matter

You see there're some black parents in this world who can't even get a nap because they're scared if their kids go outside, they might never come back.

Black children are dying everyday -
Black mothers are crying every day.

Black is beautiful - it is something we can't forget;
you can't stop us with a little threat.
We should stand for one and another
as if they're your brother or mother.

You see what happened to George Floyd?
That is something we can't avoid.
All black people should stand up tall!
No one should curl up into a ball.

If we are all brave
they might stop putting black people in their grave.
Imagine: he had a 6-year-old daughter.
All she may have seen is slaughter.

When I hear black lives don't matter
it makes my heart shatter.

Here is a poem written by one of my Year 9 students as a 200 word challenge task in response to the Black Lives Matter movement.

Ms Croft-Wang

Siaka Barrow - 9SCA



News and Activities from the Food Technology Department...



Elena Harker - 8YBA - Cheesecake & Cupcakes



Olivia Williams - 8GKE - Scones



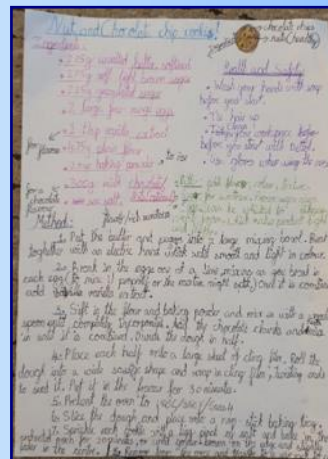
Pavidra Arulnesan - 8JST - Pizza



Aliza Usman - 8JST - Cheesecake Brownies



Matthew Peters - 9SOX - Swiss Roll



Harini Senthil - 8ETR



Marco Ricciardi - 7MVN





News and Activities from the Psychology Department...

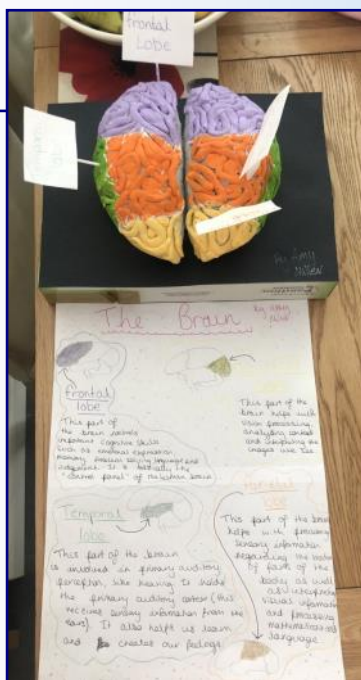
Year 11 have continued to work hard completing their transition work. One of the tasks set put their creativity to the test. As an introduction to Biological Psychology, students were asked to do some research into the brain and produce a model to show different brain regions and functions. I collated the entries and the students voted for the best ones.

The results are:

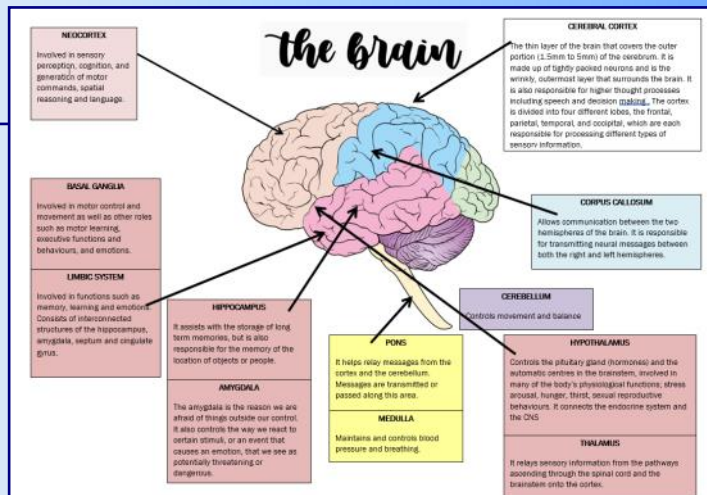
- 1st place - Amy Miller
- 2nd place - Rebekah Lowles
- 3rd - Diya Sansi

Year 12 have also been working hard completing course content and exam skills. In addition, there was a competition to design a Psychology themed cookie cutter. The winning design was from Aishah Iqbal who designed some Freud inspired cutters!

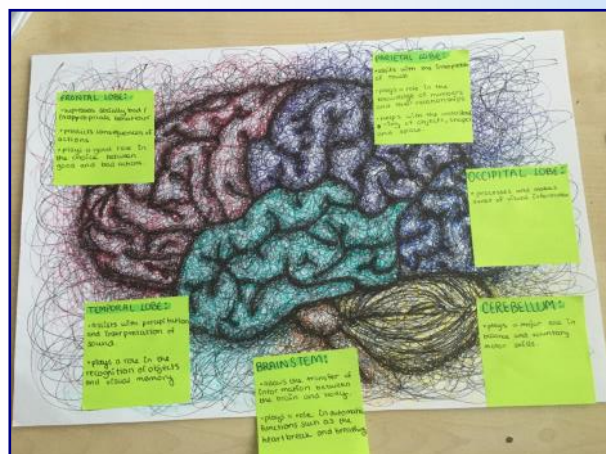
Miss Barlow



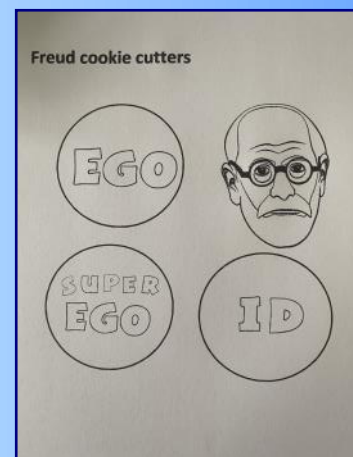
Amy Miller - 11JWE



Rebekah Lowles - 11CNM



Diya Sansi - 11EJE



Aishah Iqbal - 12YCL

News and Activities from the Sociology Department...

This month Year 12 Sociology students have completed some excellent projects focused on the global criminal economy. Students used a wide range of skills to research, design and create a learning resource for their peers. The finished work was really impressive and will help students understand examples of these types of crimes to use in their exam answers next year.

Mrs Banbury

Trafficking in nuclear materials

What is it?

Trafficking in nuclear materials is when nuclear materials are bought into countries illegally. This is done for criminal and illegal reasons and is a huge problem for countries and the threat of weapons increasing. There is also a lot less safety and security in trafficking so the threat of misuse is much higher.



Where is it most common?

Radioactive sources are used worldwide and countries reported 121 incidents to the IAEA of trafficking involving nuclear and other radioactive materials. Borders have new technology for border monitoring, there are detection systems in strategic locations that deter the smuggling of nuclear materials. However the implementation of the systems varies significantly across countries. This means some do not perform well and many materials have still been smuggled.



Who are the criminals?

There are many different reasons why these materials are smuggled but a main one is terrorism, terrorist and criminal organisations rely on the same global transportation for illegal ploys. The nuclear materials are used in weapon making and there have been periods where this figure rises and so again did Terrorism. Many materials are stolen in Russia and used in the US and UK for subway and bus bombings. There hasn't been any reports of 'loose nukes' in Russia since the 1990s however there still has been many attacks and so the methods on detecting them has become outdated.



Who are the victims and what are the effects?

The victims are the general public who are harmed in the attacks these materials are being used to fuel. Those 52 on the bus in 2005 and the families would be the victims there. However in nuclear war all those effected and killed would be the victims. The effects are on the environment, the criminal nuclear industry and people. Nuclear materials are radioactive, which means they can damage the environment, there's been a case of a whole city decimated and uninhabitable due to the effects of a nuclear war, many plants, wildlife and people were killed. Moreover the amount being trafficked will create more power and money for those criminals which puts the people in much more danger of being in an attack.

In 1997 Italian officials reported the theft of ten containers of radioactive material from a military installation. It was confirmed it wasn't just radioactive waste. The police in Italy said the ports there had become a 'gateway to Europe' for smuggling goods as earlier that year police recovered four kilograms of liquid mercury on a ship.





News and Activities from the Biology Department...

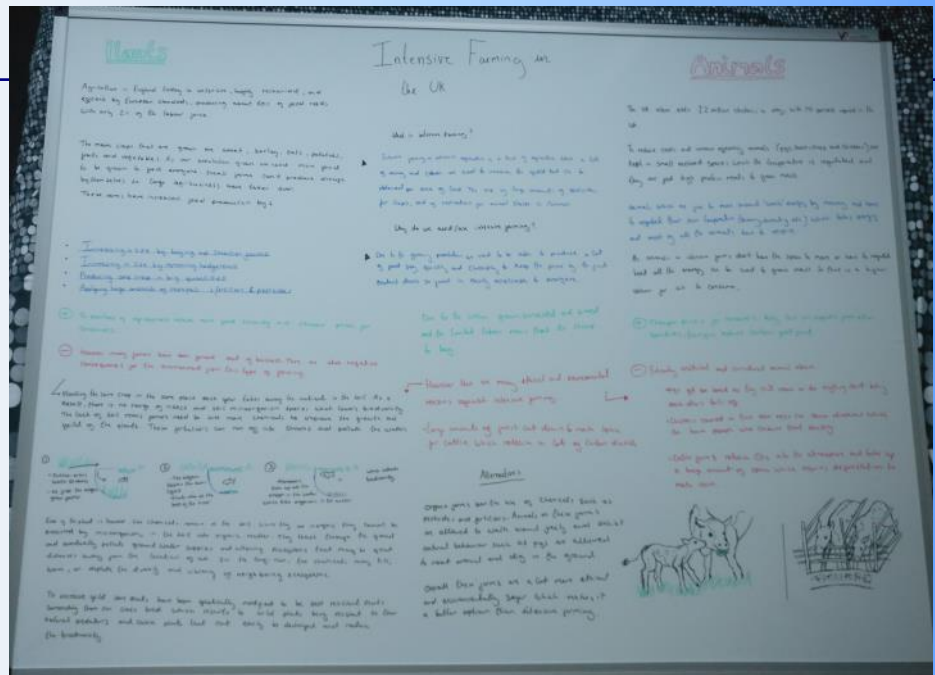
In Biology, some of our Year 12 biologists have been finding out about intensive farming in the UK. We have had lots of presentations submitted and here is an example from Sophie Fish.

In Year 10 we have been doing lots of activities, but here is an example of a revision poster for the genetics topic from Maryam Moghul.

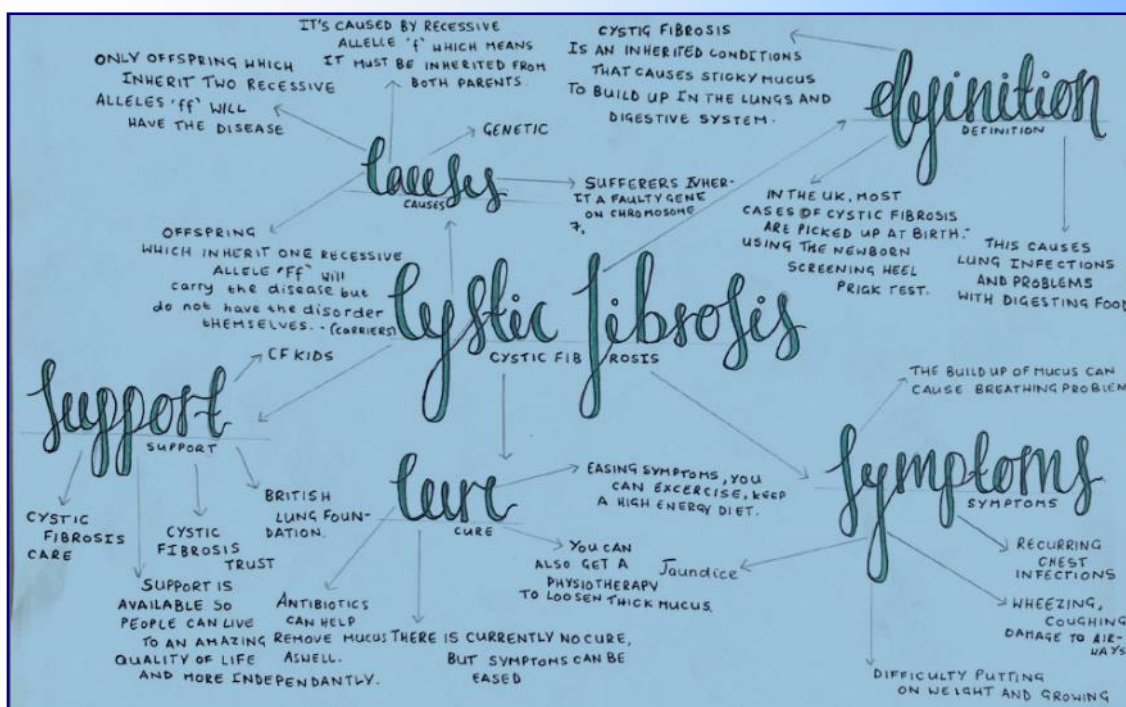
Also, the BBC's Springwatch program has an ongoing campaign to get people to do something great - this link has more information and lots of links for activities you could try at home - <https://www.bbc.co.uk/programmes/articles/2hy0IQDCmhQrLy2ICB4GBVj/springwatch-do-something-great>

Mrs Bowen

Sophie Fish - 12YCL



Maryam Moghul - 10HRE





News and Activities from the KS3 Science Department...

Rainbows and Colour

This half-term Year 7 have been learning about light and sound, including how we can see rainbows! Alice Cox explains it beautifully in this poster here.



Home Experiments

Mrs Catlow has found some exciting home chemistry experiments that her classes have been trying, including this wonderful lava lamp that was made from things that you find in the kitchen!

Genetically Modified Food

Year 8 have been learning about Genetically modified organisms, Beatrix Brown has put some real thought into the advantages and disadvantages of genetically modified food in this well-reasoned poster.

GENETIC MODIFICATION

<p>The Pros of GMOs (according to GMO manufacturers):</p> <p>Growing GMO allows farmers to:</p> <ol style="list-style-type: none"> 1. Spend less money producing more food 2. Use fewer pesticides and herbicides 3. Do less tilling to remove weeds, thereby protecting the soil 	<p>The Cons of GMOs (according to unbiased research):</p> <p>The downsides of farming with GMOs include:</p> <ol style="list-style-type: none"> 1. Creating "super weeds" that have evolved a resistance to glyphosate, a common herbicide in GMO food production 2. Plants that produce their own insecticide, a bacterial toxin <i>Bacillus thuringiensis</i> (Bt), which has led to Bt-resistant bugs. 3. Disappearing crop yields and doubt over the environmental benefits of reduced tilling. 	<p>You most likely eat Genetic Modified Organisms every day</p>
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A GMO IS:
The direct human manipulation of an organisms DNA in a laboratory environment.

LEAVES STRUCTURE

Some key features in a leaf that play an important part in photosynthesis are:

- Its large surface area helps it absorb a lot of sunlight as opposed to a smaller surface area
- Chloroplast gives the leaf a green tint and also aids in absorbing as much sunlight as it needs
- The veins inside the leaf, is a transportation system which carries water and glucose to all of the cells
- Xylem veins for water transportation and phloem veins for glucose transportation
- On the bottom of the leaf, there are many stomata, which are little pores which allow carbon dioxide to enter the plant and oxygen to exit
- A middle vein runs through the leaf, helping it to stay upright and sturdy during extreme weather conditions
- The petiole attaches the leaf to the plants stem
- As leaves are very thin, it increases the distance that carbon dioxide has to travel to get into the leaf's cells
- The waxy layer on the top of the leaf prevents lots of water escaping the leaf

The structure of the leaf is made up of two layers:

- Palisade layer: contains cells packed with chloroplasts. This is mainly where photosynthesis takes place
- Spongy layer: has lots of air spaces to let carbon dioxide to diffuse through the leaf and oxygen to diffuse out of it.

Open Stomata

Closed Stomata

The stomata are very important in photosynthesis as that is how gases travel in and out. The guard cells open and close each stomata, opening them during the day and closing them at night.

Leaves and photosynthesis

Year 8 have also been studying photosynthesis and the structure of plants. Simi Nayee has created a fantastic poster full of scientific details about the structure of a leaf and the functions of the different parts!

There has been so much wonderful science work to pick between, well done everyone!

Facts about Rainbow

No two people see the same exact rainbow.

Rainbows are actually circles, but they look like arches when we view them from the ground.

How a Rainbow Forms

We see rainbows because of the geometry of raindrops. When the sun shines from behind us into the rain, incident rays of light enter the drop and are refracted inwards. They are reflected from the back surface of the raindrop, refracted again as they exit the raindrop and return to our eyes.

Rainbows are formed when sunlight is scattered from raindrops into the eyes of an observer. The lower the sun in the sky the more of an arc of a rainbow the viewer will see. Rain, fog or some other source of water droplets must be in front of the viewer for the rainbow to be formed.

How rainbows are made

Sunlight

Raindrop

Observer

40° 42°

Red

Violet

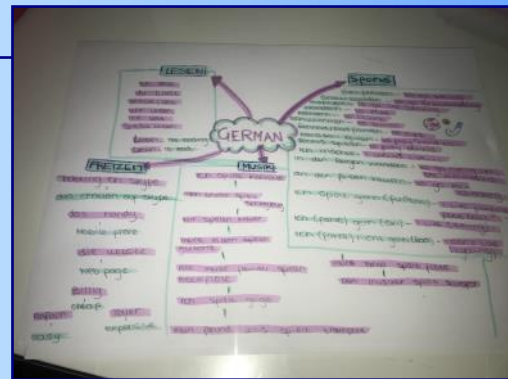
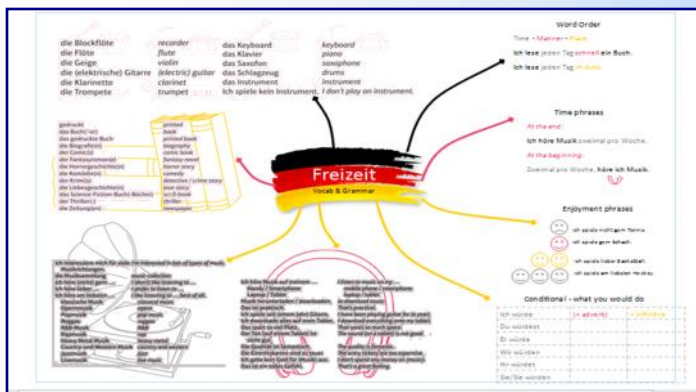


News and Activities from the German Department...

9AGmI students created revision tools to help them with new grammar and vocabulary.

Mrs Brink

By Emily Punt - 9UHA



By Rachel Lowles - 9SCA



Students have been using @Languagenut in their German lessons. They have scored 1,788,000 points in the 30 days up to 23rd June! This is a fantastic achievement. Congratulations to these 5 students who are top of the school leader-board.

Students School Ranking		
1	Ilinca Salceanu	88700
2	Ayanah Ali	80800
3	Saskia Blackburn	59200
4	Samuel Sawyer	50200
5	Violet Conlon	46400

If you are learning German and need a reminder of your username and password, please contact your German teacher.

Mr Cooper

News and Activities from the French Department...

Some of our Year 8 students have been following a French recipe to make crêpes, with very impressive results.

If you would like to have a go then watch the video below. It is in easy to follow French.

<https://www.youtube.com/watch?v=AtKtIDHPrsY>

Mrs Hay



These are from Ishaq Auleear - 8PME



These are from Lucy Jellicoe - 8GPO



This recipe was translated into French by **Inika Singh Mondal** in **7KSI**. Can you work out how to make it?

Gâteau au chocolat

100g de farine

100g de sucre

100g de beurre

1 cuillère à soupe de poudre à pâte

1/4tsp de bicarbonate de soude

3 œufs

25g poudre de cacao

Cassez les œufs dans un bol. Ajoutez ensuite le sucre aux œufs. Battez le tout ensemble. Ensuite, dans un autre bol, ajoutez la farine, la levure chimique, le bicarbonate de soude et le poudre de cacao et mélangez. Versez ensuite le mélange dans les œufs et le sucre. Mélangez. Mettez-le au four pendant 25 à 30 minutes.





News and Activities from the Latin Department...

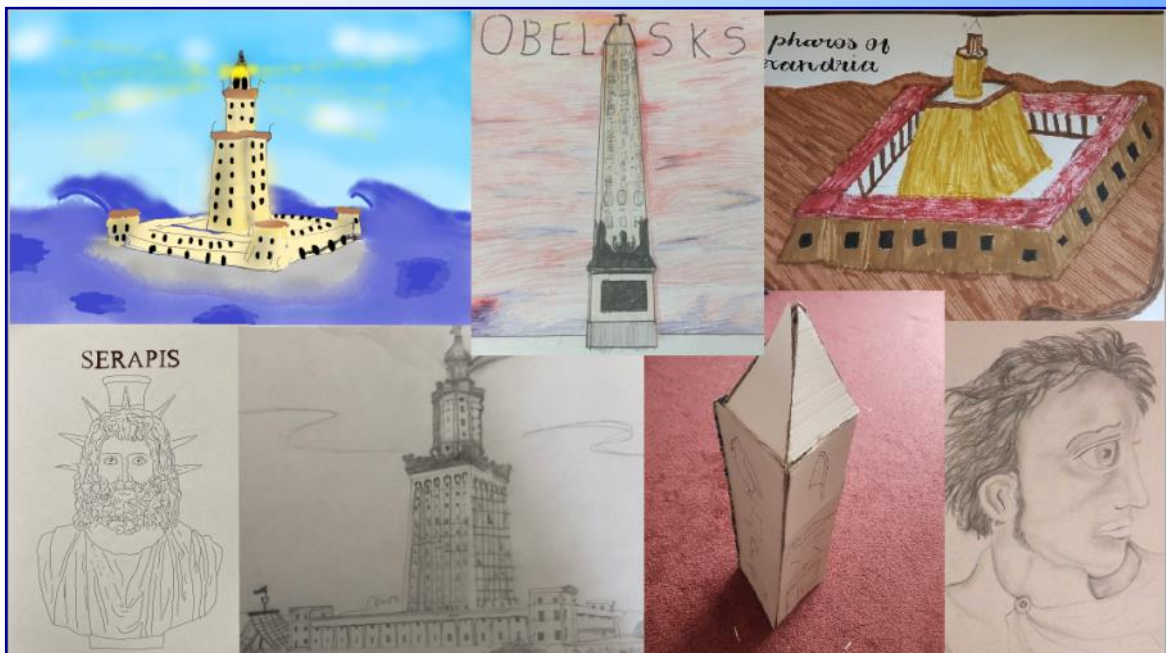
Below is a collage of some work done by Year 7 Latin students working on the subject of Gladiators and the Roman Arena.

Mr Reid



The Year 8 students have been doing some work on the topic of "Alexandria" in Book 2 of the Cambridge Latin Course and have produced a range of art work focussing on topics as diverse as the famous "Pharos" lighthouse, obelisks, the Egyptian god Serapis and Alexander the Great himself!

Mr Reid





News and Activities from the Geography Department...

In Geography, Year 8 students have been learning about the Geography of the Middle East. Below are a few example pages from some of the excellent Travel Guides students produced at the end of the topic.

Mrs Opperman

Lola McNaughton 8RCL

Pyramids of Giza: Egypt

The Pyramids of Giza is one of the Seven Wonders of The World. Over 20,000 workers helped build them, and it took over 20 years. The Queen's chamber, which was naturally believed to be built for the Queen, has recently been speculated about. There are rumours saying that is wasn't ever built for the Queen at all.



Temple of Petra: Jordan

The city that holds this attraction was also known as the 'Rose City'. The city suffered devastating earthquakes in 302 AD which left most of its city in ruins.

Attractions

The Blue Mosque: Turkey

The Blue Mosque has also been called the 'Sultan Ahmed Mosque' over many years. Its got its name from the 20,000 blue tiles on the buildings exterior.



Burj Khalifa: UAE

It is a skyscraper, the tallest in the world, standing at 828m tall. It cost roughly \$1.5b and was built by Adrian Smith.

Dead Sea: Jordan/Israel

The Dead Sea is 418m below sea level, making it the lowest point in the world. It is 9x saltier than the sea, making it inhabitable to all species.



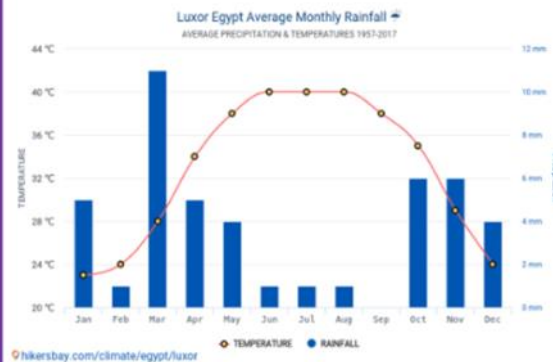
Palmach Museum: Tel Aviv

The museum is a widely visited attraction. It displays many things of the countries past, and is very interesting.

EGYPT'S BIOME

In Egypt there is the Sahara desert. It's the largest desert in the world. It takes up 9,200,000 square kilometres and is almost the same size as the United States of America. The Sahara deserts average temperature is 46 degrees Celsius in the summer.

There are camels in Egypt and they have adapted by they have closed nostrils to keep sand out their noses, they have bushy eyebrows and two rows of long eyelashes to protect their eyes and their humps store fat which can be changed into water and energy when needed. Another animal in the Sahara desert are fennec foxes. These have adapted by having fur-covered feet, heat-radiating ears, pale fur that offers excellent camouflage in the sand and panting helps regulate their temperature.



Lucy Jellicoe 8GPO

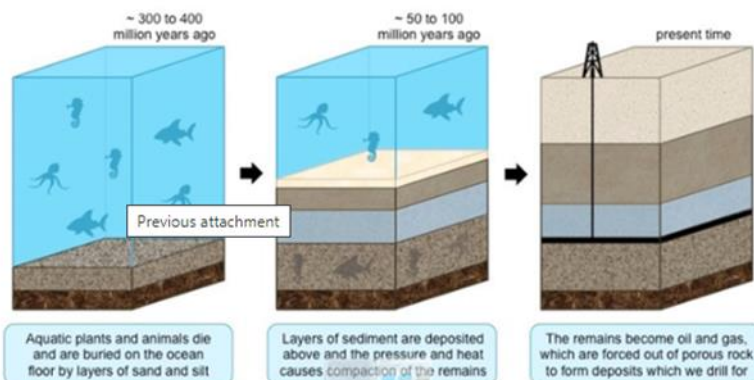
Hayden Mugeridge 8DLO

Geography - Middle East Tourist Guide – Lesson 4 – Ch4

Resources – Oil

Oil is used for plastic, Computer Hardware, Phones, Cars, and petrol itself, Asphalt, and tarmac Pavement, Building materials and more!

Oil is formed by the dead creatures at the bottom of seas compressed by sedimentary rocks. Over time, these dissolve and get compressed so much that they become oil.





News and Activities from the Business Studies Department...

Title: Globalisation
By Maryam Moghul - 10HRE

In August 2016, the total sales revenue of supermarkets in the U.K. was estimated to be £15,000 million. In August 2016 Aldi had 6.2% of the market share and Lidl had 4.5% share of the market. Calculate the Sales revenue for Aldi and Lidl in August 2016.

- A) 930000000
B) 675000000

10 CURRENCIES:

- * The U.S. dollar (USD), - £1.00 = \$1.24
- * the Canadian dollar (CAD), - £1.00 = 1.73
- * the euro (EUR), - £1.00 = 1.14
- * the British pound (GBP), - £1.00
- * the Swiss franc (CHF), - £1.00 = 1.20
- * the New Zealand dollar (NZD), - £1.00 = 2.03
- * the Australian dollar (AUD) - £1.00 = 1.91
- * the Japanese yen (JPY), - £1.00 = 131.45
- * The Dirham (AED), - £1.00 = 4.54
- * Bitcoin (XBT) - £1.00 = 0.00013

Rolls Royce won't be selling many cars as the demand for them will be relatively low, as no one is really allowed to go outside or travel, there is not really much call out for cars right now, and so sales will start to decline.

GLOBALISATION:
the process by which businesses or other organizations develop international influence or start operating on an international scale. Globalisation involves businesses buying and selling around the world, often due to the cost or availability of products or cheap labour.

Benefits:

- Access to new cultures
- The Spread of Technology and Innovation
- Lower Costs for Products
- Higher Standards of Living Across the Globe
- Access to New Markets
- International Recruiting

Drawbacks:

- Globalization may encourage more offshoring instead of less. ...
- Globalization benefits the wealthy more than the poor. ...
- Globalization would encourage disease transfer. ...
- Globalization could reduce social safety net programs. ...

WPIDEC:
Importing goods and services becomes more expensive due to the exchange rate, and this extra expense is often passed on to customers.

Strong Pound makes Imports Cheaper but Exports Dearer

Weak Pound makes Imports Dearer but Exports Cheaper

KFC and Facebook are examples of how international companies compete on all levels, including pricing, promotion, distribution, operations, and personnel. Apple and Nike can also be considered part of this chain.



News and Activities from the Art Department...



News and Activities from the Drama Department...

Students in Year 7 and Year 8 Drama have been watching the exciting live stream performance of 'Beauty and the Beast', performed by Chichester Festival Youth Theatre. To help create the mythical Beast on stage, the company had renowned puppet maker Nick Barnes create the Beast, which was then worn by the actor playing Beast. Consequently, one of the tasks we set the class was to explore puppetry by making their own puppet friend.

Chloe Forward in 7CBY had great fun creating 'Bendy Ben' so-called because his legs are so bendy! Here is a photo of her work.

Ashton Reynolds, also in 7CBY created a puppet that was almost as big as him!

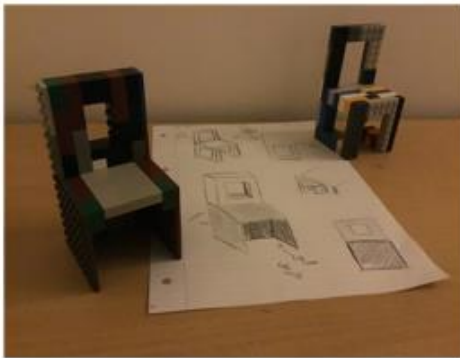
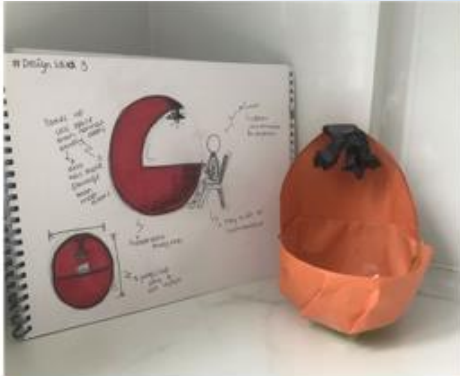
Great creativity all round!

Ms Grubb





News and Activities from the Design & Technology Department...



Our Design & Technology students continue to show their skills; both learnt and improved. Year 11 have been producing some excellent chair

sketch models whilst Year 9 have been showing some very talented design communication skills. The 3D printer is ready for the next bout of projects and has been tested with some thermochromic and phosphorescent filament!

We look forward to what the students produce over the next month. Great work from all. Well done.

Hazelwick D&T Team





News and Activities from the PSHE & Citizenship/VBE Department...

Year 8 PSHE

Students have been studying various health related topics this term to support their wellbeing. We have linked this to the importance of maintaining their health as they transition to their GCSEs for the next academic year.

Joshua Abbott (8JST) has produced a wonderful presentation with advice of what students should do to maintain their health and also what to do if they are worried about their GCSE options.

Grace

- Maintain routines, e.g. healthy sleep, diet and exercise
- Take care of yourself physically and emotionally.
- Take time to relax

- Speaking to teachers, parent/carer, friends about concerns
- Finding out about what will be on the GCSE courses to help prepare
- Breaking things down into small, manageable chunks, e.g. by focusing on reading around one subject at a time

Year 8 Citizenship/VBE

Students have been exploring finance, money management and careers this term. **Sean Olsen (8PME)** created a useful table of statements to help him work out the advantages and disadvantages of the different ways we can pay for things. An important life skill to learn for these Year 8 students.

CASH		DEBIT CARD		CREDIT CARD	
ADVANTAGE	DISADVANTAGE	ADVANTAGE	DISADVANTAGE	ADVANTAGE	DISADVANTAGE
It is a simple way of buying things you need. It never runs out and gets changed.	It is not a good idea to carry a large amount of cash around as it can be lost or stolen.	If criminals get hold of your card details, or clone your card, they can take all the money out of your bank account.	There is no interest to pay because the payment comes straight from your bank account.	You can use this to spread the payment for a large item over several months.	People can run up debts of thousands of pounds using several cards.
			If you become 'overdrawn' every month, the bank charges you for going overdrawn, e.g. £10, and charges interest on the amount overdrawn.	You get some protection for purchases if the goods are faulty as you are covered.	Some people don't realise how much they are spending because they don't keep track of their purchases.
				It makes it easier to buy things online or by telephone.	You can end up with a very large amount to pay off if you are not careful.
					Interest payments can mount up very quickly if you don't pay it off at the end of each month.
					Many companies charge fees (e.g. £5) for using a credit card and some charge you for using a debit card when you buy things.

Mr Harman



News and Activities from Heads of Year 7...

Year 7 Challenge Task - An Act of Kindness

Well done to all the Year 7 students who took part in week one of the challenge tasks, it was so heart-warming, but not surprising, to hear of all the kind activities the students were getting involved with.

The Year 7 Tutors and Heads of Year found it impossible to choose but eventually decided - well done to Ellen Charman Lodge of 7SEV who won the £10 voucher this week for her wonderful kindness towards her elderly neighbours, younger children and her friends.

Also in 7SEV Esther Armstrong sent her grandparents a lovely, colourful letter. Zakia Khassal in 7ADO has been helping her grandparent with shopping. Dexter Allworthy, 7SEV has been helping his younger sibling with work at home, as has Kevin Williamson in 7POB, Joseph McKeever in 7ADO and Megan Howe in 7MVN. Helping out with chores at home were Alexia Potcovuta and Sebastian Hajec from 7SAN, Merissa Marrin in 7CBBY, Samantha Marshall and Lexi Price in 7GGR along with Liza and Zofia Gnatowska in 7MVN who help out at the allotment. Our intrepid Year 7 naturalists were Ava Gallup in 7ADO who spent hours rescuing young frogs and Jorga-Lena Marshall 7SAN who cared for a squirrel in the park. Busy making cakes or biscuits for their families were James Morrison in 7KHO and Tommie Hampton in 7KSI while Chloe Forward 7CBBY waited table and wrote a beautiful poem for her parents' anniversary. Leaving chocolate gifts for the refuse collectors as a thank you was Bhupen Agrawal in 7GGR while writing notes on chocolate bars for friends was Freya Dodimead in 7EFA. Laith Ali in 7SAN sent a special thank you to his teacher as well to make her smile.

What a fantastic list of acts of kindness carried out by the fabulous students of Year 7 - well done to everyone who took part and we look forward to your challenge task entries during future weeks.

Heads of Year 7 and Year 7 Form Tutors



Chloe Forward - Poem



James' -Biscuits

Freya- Chocolates with notes



Alexia Potcovuta - Chores



Bhupen Agrawal - Chocolates



News and Activities from Heads of Year 7 Continued..

It was great to have so many lovely entries from our Form challenge.

Year 7 were asked to put together a collage of items they could find in their home that originated from other countries. We had items from all over Europe, many different islands, Africa, Vietnam, Thailand, Brazil, Mexico, India, America, Sri Lanka, China and many more. Items varied from clothes, tools, food and many different decorative items.

It goes to show how aware our students are of the value our different cultures have in our society. Our students are so inquisitive and have a real passion for learning about these cultures. It is a pleasure to see so many of our students getting involved and excited about the items they found.

Many also enjoyed recalling lovely memories from the items including the knowledge about their origin. We look forward to our next competition where the students will be engaging in a world wide cooking challenge!

What can our Year 7 students create next week that has come from anywhere around the world? We look forward to seeing their creations!

Mr Bignell



These are mountain crystals from Morocco they are very special as u have to dig very deep to find these beauty's !! Of course my parents bought it but they did get to visit the mountains !! How cool ???!





News and Activities from the Heads of Year 9 Photography Club...



Miss Brennan - Stuck inside



Aadam - Now is the best time to reflect



Erin - Retro



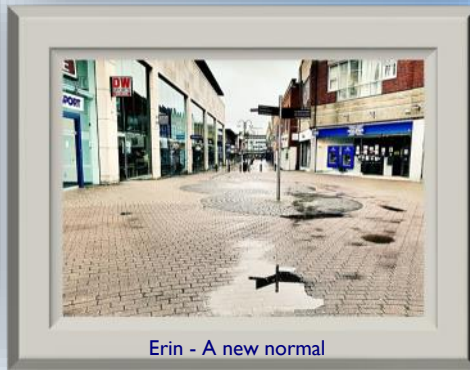
Aditya - Beachy Head



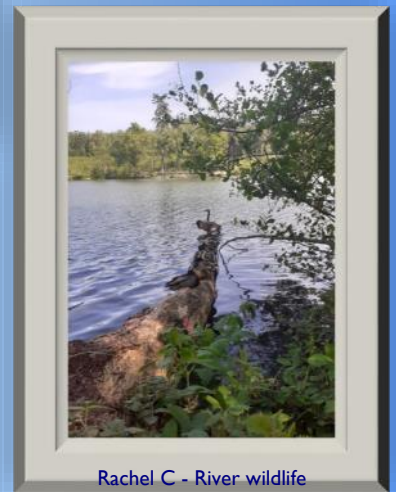
Mr Leadbitter - A big small thing



Rachel C - Raindrops on a Cala Lily



Erin - A new normal



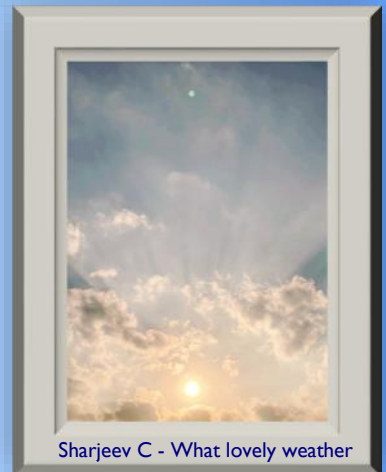
Rachel C - River wildlife



Rohan Gill



Rachel L - Ladybird on a leaf

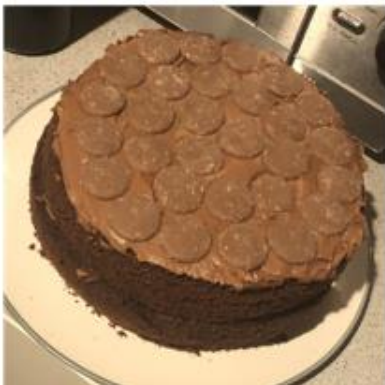


Sharjeev C - What lovely weather



News and Activities from Heads of Year 10...

Year 10's have been producing a range of products in response to the HoY challenges set by their form tutors. From 'Bake it' to 'How creative can you be with cardboard', there have been many worthy winners.



Shame we can't taste all of these amazing bakes. Mrs Dennett, Mrs Thomassen & Mr Salmon are looking forward to testing some out when we are back in school! Keep the entries coming as we love to see what you have been up to and what you have been creating.



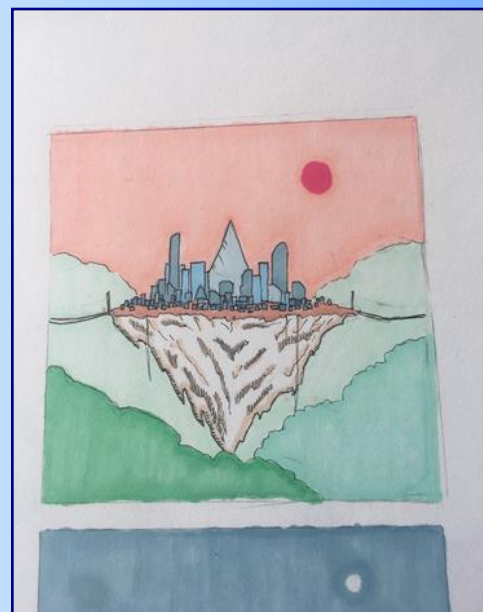
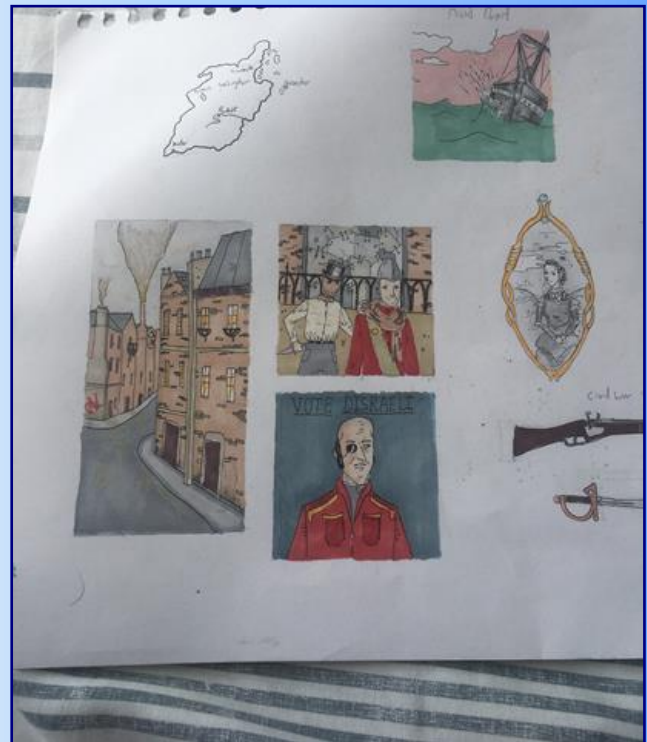
Well done to the following for their efforts and contributions to their form challenges:
Zara Mahmood, Ellie Murphy Smith, Tegan Muggerridge, Izah Hussain, Ryan Case and Senay Demir.
Some eye-catching work that's for sure!



News and Activities from Heads of Year 10 Continued..

Hand drawn illustrations by Thomas Farrow - 10SMA

The Victorian drawings are from a project I have been working on for 6 months to build up a world similar to what the world was like in the 18th century, but with sci-fi and fantasy elements here and there. The other two drawings are older and when I was inspired by 1950s-1980s sci-fi art I found on Pinterest, which is where I find most of my reference images.





House News...

Thank you to everyone who submitted an entry for the picture challenge.

It was great to see so much creativity!

The winning student and staff entries are:

Tegan Muggerridge (Year 10)



Mrs Baxter – who grew the flowers herself!

Well done for the whole House Team!
Miss Corcoran (Senior Head of House)



Careers Café...

In this section of the newsletter, we bring students, parents and carers information on careers and the world of work.

Monthly Key Skills Focus

Each month this year, we will focus on a different employability skill. These are the skills that you need for the world of work – and they're pretty important for life as well! By developing employability skills, you'll improve your chances of getting a job and thriving in your career. There are lots of different ways to develop them – including in lessons or extracurricular activities at school, in a Saturday or holiday job, doing projects in your own time or work experience.

This month's Skill: Organisation

Being well-organised is an invaluable employability skill for most jobs and it's an absolute must for ones that involve working to a tight deadline, such as print and publishing.

Proving that time management is among your key skills and showing that you can prioritise your workload will look really good on your CV. Examples of this include taking on a part-time job and managing your work and studies effectively or organising an event.

From time management to prioritising tasks – and even having a tidy desk – being organised will help you improve your employability and also your life. An organised person will know what they need to do and when, where their pen is, and if it's their turn to bring biscuits into the office. They make lists, have a calendar or diary, and are able to manage themselves in all areas of life and work.

As well as ensuring you don't forget your lunch or turn up late to an important meeting, organisation will make you look more professional and help you get your job done more effectively. Employers really value strong organisational skills, as they know you will be efficient and do the work on time. Being organised also shows how much you care about your job; arriving every day, being on time, and remembering everything you need is really important.

There are a lot of ways to develop your organisational skills; from keeping a calendar and writing all your appointments in it, to making lists of what you need to get done each day and giving yourself a time to do each task. Try to give yourself a goal or a few goals for the week, then break them down into smaller steps to do each day. Tick them off as you go, and by the end of the week you'll be closer to your goals even if you haven't completed them.

There are a lot of websites, apps, and books about organisation and productivity, so it's easy to do some research yourself and find some ideas that work for you.

It's fine to say that you're 'organised and able to manage yourself', but employers want you to prove it. Think of some concrete examples of your organising in action; if you juggle a part-time job with your exams, playing football and learning a language you have great evidence of how organised you are. Showing you can handle the pressure when things get hectic is really important, and will put you head and shoulders above other candidates who don't.

Virtual Work Experience

Virtual work experience is a hot topic right now thanks to the effects of the COVID-19 pandemic, as students try to find alternative ways to boost their employability during lockdown.



Careers Café Continued...

Also referred to as online, remote or e-experience, virtual work experience gives students the opportunity to complete a full placement from home, in most cases using nothing but a laptop. Online work experience is open to all and for the majority of opportunities all you need to get involved is access to a computer and a stable internet connection.

An increasing number of UK employers, from large, multi-national companies to small medium-sized employers (SMEs) provide virtual work experience opportunities. Placements are available across a number of sectors including:

- Accountancy
- Banking
- Business and consultancy
- Insurance
- IT
- Law
- Marketing
- Retail

Companies currently providing virtual work experience include:

- Accenture
- Baker McKenzie
- Citi
- ClickDo
- Deloitte
- EY
- JP Morgan
- KPMG
- Latham & Watkins
- Pinsent Masons
- White & Case

<https://barclayslifeskills.com/i-want-virtual-work-experience/school/virtual-work-experience>

This is not an exhaustive list. In light of the COVID-19 crisis an increasing number of employers are realising the benefits of virtual experience and are working to provide these opportunities. It would be worth following the careers social media pages of organisations you are interested in, and doing your own internet research to secure placements.

For more information on the benefits of virtual work experience, go to:

<https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships/virtual-work-experience>

The Oak National Academy has put together a week's worth of online work experience resources for students to freely access at their leisure. Whilst this is primarily targeted at Year 10 students it would be appropriate for any students to access. There are also recorded LearnLive sessions with numerous employers and organisations.



Careers Café Continued...

The overview of the resources, arranged by day is:

Monday: The world of work generally (intro and the different work sectors explained, overall world of work)

Tuesday: Work through a HR perspective (different environments, places of work, mental health and wellbeing)

Wednesday: Insight into Marketing specifically (developing marketing campaigns, brands)

Thursday: What employers look for/how they recruit, and Entrepreneurship

Friday: Leadership, employability skills in everyday life, CV writing



<https://classroom.thenationalacademy/year-groups/year-10/work-experience>

Jacobs Student experience of a virtual work placement (by Mansi Patel, Year 11)



The lockdown did not deter me from aiming to learn new skills- in fact, it was because of the lockdown that I came across some virtual work experience offered by a company called Jacobs. It turned out that it was based around creating a virus research facility, and would involve creating my own layout of the facility, choosing a specific site, as well as much more. At first, I was unsure due to my belief that the areas required for the work experience (architecture, engineering, etc.) weren't my cup of tea. However, in hindsight, I am glad I decided to take part as it enabled me to have an insight into some interesting potential career routes.

To begin with, the work experience helped me to see situations from a different perspective- during the course we encountered many experts in various fields, and we had Q&A sessions which cemented our knowledge and allowed us to ask each expert questions- this meant that we had the chance to hear their opinions and what they enjoy about their jobs, as well as what challenged them. Hearing about their individual projects reminded me of all the hard work that goes into constructing a building, or leading a team- things that we would habitually breeze over.

Another skill which was utilised continually was creativity - it enabled me to design an ideal layout for my facility, and after mulling over the brief provided, I found a design that fit all the requirements (problem-solving was also a key skill here!)- one of those requirements was to limit the possibility of contamination, and so we had to keep any offices away from the laboratories in the facility. Another problem-solving skill was when I had to excogitate a plan to discern the best site to build my facility on; keeping in mind any nearby residential and industrial areas, the total surrounding population, and other important factors.

Overall, this work experience was a great opportunity: I had to think unconventionally and it challenged me to see through someone else's eyes - to see their problems and goals, and to execute ideas based on reasoning I would not have used in day-to-day life, and I am thankful for it.



<https://www.jacobs.com/careers>

Planning Your Future after KS4 or KS5

A reminder that the National Careers service provides free support for helping make career and study option choices. You can speak to an advisor on 0800 100 900 or use the web chat feature available on the website.

<https://nationalcareers.service.gov.uk/about-us>

The Hazelwick website also has information and an opportunities blog

<https://www.hazelwick.org/sixth-form>

<https://www.hazelwick.org/sixth-form/sixth-form-opportunities>



Read On!



Awards Round Up!

As several awards shortlists have been announced recently, I thought it would be useful to highlight some of the major awards. I know that several students and staff use both the longlists and shortlists as reading lists and an introduction to new authors.

Branford Boase Award

Now in its twentieth year, this book prize is excellent at highlighting new writing talent as the prize is awarded to the outstanding debut novel for children each year. I am pleased that I am not on the judging panel as the quality of writing is high and deciding on a winner will be tricky. I am sure that some of the Year 7 students will be delighted to see 'Little Badman' on the list. I think that 'The Million Pieces of Neena Gill' may just take the top prize as it is a moving account of mental health issues. The full list of titles can be found at the Branford Boase website.

<https://branfordboaseaward.org.uk/>

UKLA Book Awards

This prize is organised by the UK Literacy Association and is unique as a panel of teachers judges the titles and the shortlisted books will be those that 'teachers can share with pupils as part of regular classroom experience.' I know I should not have favourites but I truly hope that Sarah Crossan wins! I am pleased that they have added the new category of 'Information Books' for years aged three to fourteen plus. Check out the different categories and the listed titles by using the link below.

<https://ukla.org/awards/ukla-book-award>



YA Book Prize

This prize was launched in 2014 and is awarded to a Young Adult title written by an author who resides in the UK or Ireland. Past winners of the award include Sarah Crossan, Will Hill and last year's winner Sara Barnard. The shortlisted titles are selected by a team of judges at The Bookseller and the award is run in association with the Hay Festival. Juno Dawson has taken the top prize with the book 'Meat Market'. This is a gritty examination of the fashion industry and is aimed at Key Stage 4 and 5 students. Please note that this title contains strong language, descriptions of drug use and sexual assault. There is also some graphic discussions of sex.

<https://www.thebookseller.com/ya-book-prize-2020>



Read On Continued....

Women's Prize for Fiction

2020 marks the twenty-fifth anniversary of the award that was set-up to celebrate 'originality, accessibility and excellence in writing by women and to connect world-class writers everywhere'. To celebrate the anniversary, a reading challenge has been set to read all twenty-four titles that have won the top prize. Details of this challenge can be found by using the link below:

<https://www.womensprizeforfiction.co.uk/reading-women>

The six titles that have made the shortlist are as follows:

- *Dominicana* by Angie Cruz
- *Girl, Woman, Other* by Bernardine Evaristo
- *A Thousand Ships* by Natalie Haynes
- *The Mirror and the Light* by Hilary Mantel
- *Hamnet* by Maggie O' Farrell
- *Weather* by Jenny Offill

The website gives a detailed synopsis for each title and the winner will be announced on the 9th September.

<https://www.womensprizeforfiction.co.uk/reading-room/2020-prize/announcing-the-2020-womens-prize-for-fiction-shortlist>

Booktrust Story Time Prize

For those parents/carers who have younger children, you may be interested in this new award which was launched last year. This award is run in association with the CILIP Youth Libraries Group and aims to 'celebrate and promote the best books for sharing with young children'. If you are looking for some excellent bedtime reading titles, these will be perfect.

<https://www.booktrust.org.uk/what-we-do/awards-and-prizes/current-prizes/booktrust-storytime-prize/>

CILIP Carnegie and Greenaway Medals

The winners of both awards were announced on the 17th June and I thought I would include the link to the shortlists for both Medals. The themes of identity and survival features strongly across both shortlists and the popularity of writing stories in verse remains strong. More information about the winners and the shortlisted titles can be found by clicking the link below.

<https://carnegiegreenaway.org.uk/shortlists-for-2020-cilip-carnegie-and-kate-greenaway-medals-announced/>

Mrs Thornton BA (Hons) MCLIP

School Librarian



Accelerated Reader..



RENAISSANCE
Champion School



Millionaire Readers

Congratulations to all of our new millionaire readers this month, 10 new word millionaires in total. David Krecisz (7POB), Annabel Collins (7EFA) and Laylah Qureshi 7CBY (not pictured), Jack Kelly (8YMO), Olivia Williams (8GKE), Sufiyan Ali (8RCL), Ali Rana (8GPO), Hayfa Nakandi (8RCL), Leah-May Owen (8DLO) and Shayan Amin 8HPE. Well done to you all, superb reading efforts and a fantastic achievement!



Huge congratulations to Inika Singh-Mondal (7KSI) who has reached over 5 million words read this month. This is amazing Inika and thoroughly deserved – well done!



My star reader this month is Ava Gallup (7ADO) Ava has remained motivated with her reading over the past months and has approached her tasks with effort and enthusiasm. Well done Ava!



Accelerated Reader Continued...



RENAISSANCE
Champion School



Front Cover Designs

Some of the students chose to redesign the front covers of their favourite books as part of their reading tasks this month. There were some wonderful designs submitted including these below from Lucy Jellicoe (8GPO) and Yasir Amja (7EFA).



Audiobooks

The students have also been listening to Rudyard Kipling's Just So Stories via the website Storynory. The website contains a range of stories, poems and fairy tales, for all ages, that are completely free to listen to. Audiobooks are a great alternative to reading a text and are a great way to discover a new genre or author. <https://www.storynory.com/>

Students can also listen to short stories via BBC Radio 2's website. The top entries from the radio station's 500 word story writing competition are available to read and listen to for free. The stories are very short and are written by children aged between 8-13. The writing is fantastic and is really worth a listen...one of my favourite stories is called "The Diary of a £5 note."

<https://www.bbc.co.uk/programmes/articles/JBXM0fkI5pltYzBjIFH8mH/top-50-stories-2020-age-10-to-13>

If you would like any further information about the accelerated reader scheme and reading at home, please e-mail me directly. Egray@hazelwick.org.uk.

Mrs E Gray

Accelerated Reader Mentor



Spotlight on Safeguarding...

For your information this month, via the Newsletter, we are raising awareness of the issue of the increased risk to young people of being groomed online and recruited by drugs gangs during lockdown.

The lockdown imposed by the government due to the Coronavirus (Covid-19) pandemic has increased the



risk of some young people being exposed to online grooming and recruitment by drugs gangs. At a time when most young people have remained indoors, it would seem that children would be more safeguarded from dangers outside of the home. However the NSPCC, has said that with children stuck at home this is creating a “perfect storm” with abusers taking advantage of lockdown to groom children online.

Reports of child sexual exploitation and indecent images of children in April of this year saw a 40% increase on the same period of last year. Rachel Toner from the charity YMCA Downlinks Group has stated that this increased risk is due to the reduction in the protective factors available to young people such as contact with professionals and not being in school.

Drugs gangs have taken the opportunity to exploit young people during lockdown according to a report by the National Youth Agency. BBC News has stated that this report shows evidence of a “recruitment drive” by drugs gangs where they are targeting vulnerable children and increasingly young girls as they are unknown to police. The recruiting is taking place on social media and also in unsafe outdoor spaces with girls being used as they find it easier to move around during lockdown. The Children’s Commissioner for England Anne Longfield stated that at risk young people have “simply gone off of the radar” with schools and also youth clubs being closed. Anne Longfield went on to say that “Lockdown removed many of the usual ways of identifying children at risk of being exploited by gangs.”

In terms of the support available, the National Crime Agency’s CEOP website can be visited by children and adults to make a report of online child exploitation. Sussex Police and Crime Commissioner Katy Bourne has relaunched Safe Space Sussex, the only online directory of local support services in the county. This website includes advice and support relating to all crime types, including Child Sexual Exploitation.



In addition to this, the REBOOT programme which supports vulnerable young people has moved online. The REBOOT programme before lockdown involved Police Community Support Officers visiting the homes of families and REBOOT coaches would offer 1-1 personalised support to these vulnerable young people. REBOOT is now engaging with families over the phone and via video conferencing and coaches are creating personalised structured plans for young people to help them cope during isolation and lockdown.

Where to get support:

Safe Space Sussex (CSE) - <https://www.safespacesussex.org.uk/search?query=CSE>

CEOP - <https://www.ceop.police.uk/safety-centre/>

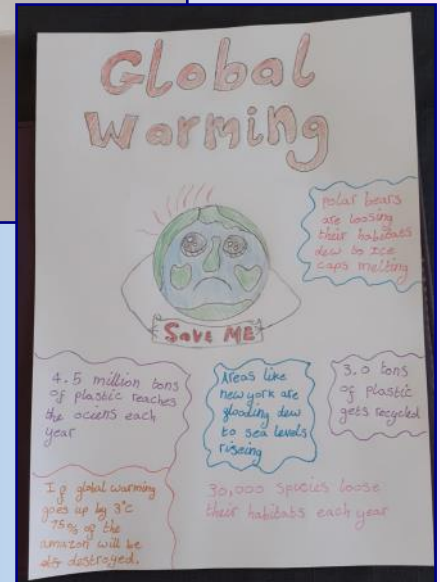
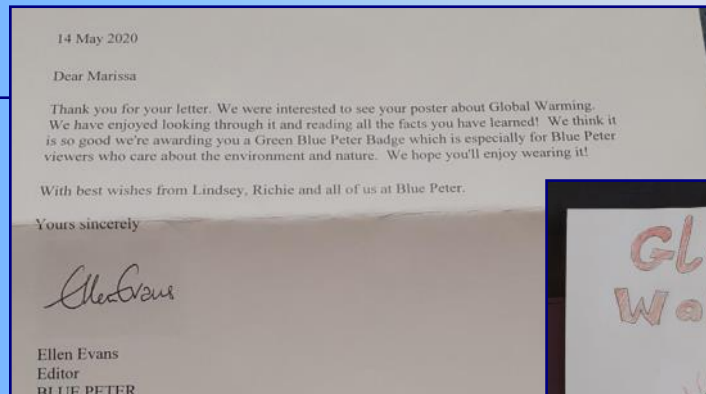
NSPCC - <https://www.nspcc.org.uk/about-us/news-opinion/2020/coronavirus-children-groomed-online/>

Crimestoppers - <https://crimestoppers-uk.org/give-information/forms/give-information-anonymously>

Well done Merissa - 7CBY!

Here is Merissa Marrin with her green blue peter badge she achieved and the poster she drew to get it.

Heads of Year 7



Well done Liabah - 9HSP!

As part of the Year 9 Challenge Yellow competition (in which Year 9 students are set a different challenge every week for the chance to win a £10 Amazon Voucher), students were asked to bake something of their choice! We had a variety of incredible entries from Year 9, but it was decided that Liabah's unique Ice Cream Cake was the winner; well done Liabah, it looks delicious!

If you would like to take part in Challenge Yellow, please check the Notice Board on Show My Homework or contact your form tutor.

Heads of Year 9

My cake is called "Raspberry Ice Cream Cake." The middle of the cake has been scooped out and replaced with creamy soft raspberry ice cream; and don't worry none of the cake was wasted, the ice cream has cake crumbs in it. It is the most delicious cake ever. When you pick up the scent of it, you will be so hypnotised by its essence, that you will automatically walk towards it.

