



Dates for your Diary:

Tue 2nd March:
Year 8, Parents'/Carers'
Evening

Mon 8th Mar - Fri 19th Mar:
Year 13, Mock Exams

Hazelwick School Newsletter

February 2021

Headlines

Ms A Fearon, Headteacher

May I start by sending my very best wishes to every member of our school community in these challenging times. I would like to thank you, once again - students, parents, carers and all staff at Hazelwick, for your unwavering efforts and support as well as for the many positive messages that so many of you email into the school.

Following the announcement from the Prime Minister on Monday, and the plethora of information sent to us by the government and the Department for Education, we are working hard to ensure the safe return of students and staff in the week of Monday 8th March. I will of course be writing to you regularly to update you with relevant information as we are able to do so.

In spite of the many current challenges, we are continuing to provide a quality education for our students and I am thrilled to be able to celebrate their achievements with you in the pages of this month's newsletter. Many areas from across the school have highlighted the outstanding academic work of our students as well as some of the extra-curricular activities that they have engaged in. I hope you will enjoy reading about them as much as I have.

The School Site in Spring

Those of us who have been able to work in school during the past few weeks will have noticed that the first signs of spring have been obvious across the campus. Thank you to our hard-working premises and grounds team for keeping the site in such beautiful condition. We are immensely fortunate to have such a wonderful, spacious site for all who work and study here and we look forward to welcoming back all our staff and students who will once again be able to enjoy it first-hand.



All good wishes

Ann Fearon

News, Events & Activities from the Psychology Department...

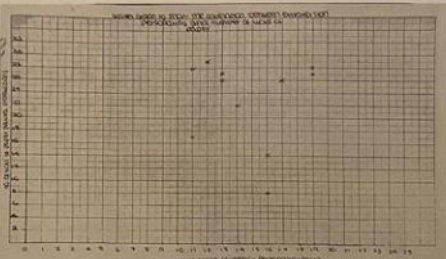
As part of the course, Year 12 students are required to carry out their own practical activities and they have not let remote learning stop them!

Students volunteered to participate in research carried out over Zoom. The aim was to find out if there is a relationship between personality type and saliva production. The students completed Eysenck's personality test followed by the lemon test to measure saliva production. Following this, they have written up their research and produced some fantastic reports. Well done year 12!

Year 13 have been learning about mental health and the differing views on the causes of mental illness as well as treatments. They have been working hard applying their knowledge to exam questions. Well done Year 13!

Miss Barlow

CORRELATION WRITE UP-REBEKAH LOWLES



5. DISCUSSION

What has our research found?

Our research has found that there is no correlation between extraversion personality type (measured by the Eysenck Personality Test) and the amount of saliva produced (no. of times a person can lick paper). For example, people with a low extraversion score (11,12,13 more introverted) lick the paper more. For example, 26 times, 27 times. However, it is also shown that people with high extraversion scores (15 and 17) lick the paper at a similar frequency. For example, 26 times, 27 times. Here, our research contradicts previous background research which states introverts (11,12,13 scores) produce more saliva and can lick the paper more often. However, introverts (15,17 scores) produce less saliva. In our research both extroverts and introverts lick the paper a similar amount of times. There is a slight similarity between participants who have a 'fairly high' score for Extraversion on the Personality Test. For example, participants who scored 16, would often lick the paper less frequently (6 or 14 times). However, participants who had an even higher extraversion score such as 18, licked the paper more, disproving the slight correlation between extraversion and decrease in saliva production. Our research does not support the theory that there is a negative correlation between an extraversion personality type and the amount of saliva produced. Our research also contradicts the background research.

CORRELATION WRITE UP-REBEKAH LOWLES

Evaluation of our research:

- ETHICS:**
 - All participants de-briefed after experiment
 - Consent was given from all PP
 - Right to withdraw at any point during the experiment
- QUANTITATIVE DATA:**
 - Easy to compare between different extraversion scores
 - Easy to show a relationship between the 2 variables
- SAMPLE:**
 - All from one year group, one school, one town (not generalisable), lacks external validity
- VALIDITY:**
 - Not normal to be licking paper with lemon juice (lacks ecological validity as it's hard to generalise to real life setting)
- RELIABILITY:**
 - Hard to control length of lick on paper
 - Hard to control the amount of lemon juice consumed by each participant
 - Hard to control extraneous variables in a field setting (especially over Zoom)

Alternative explanations to the research:

Some alternative explanations to the results could be that because it was over Zoom and not in a controlled environment like a classroom, there is less likely to be a correlation. For example, the lack of control over the amount of lemon juice the participant consumed would affect the results. Another explanation is that there are many external factors and reasons as to why people produce more or less saliva. For example, how thirsty the participant was. This would affect the results. A final explanation is because the methods for the background research and our research are different, that could be the reason as to why our results differ.

Future improvements to the research:

Some future improvements that could be made is that there was a higher level of control. For example, a higher level of control over the amount of lemon juice. In an ideal world, we could have improved our experiment by being in a controlled environment (such as a classroom) which would limit the extraneous variables and increase the element of control. We could have also increased our sample size by combining the other classes results with ours. This would ensure that the results were more generalisable and accurate.

CORRELATION WRITE UP-REBEKAH LOWLES

1. ABSTRACT:

The aim of the study was to investigate whether the amount of saliva produced (by licking paper with lemon on) is linked to personality type (introverted/extroverted). I believe that there will be no correlation between the amount of saliva produced (measured in licks of paper) and the personality type (introverted/extroverted). For our correlation experiment, we all participated in the Eysenck Personality Test, which is a series of 20 short questions to determine personality. Once we had completed the questionnaire, the scores were added for a set of questions to determine the specific personality type. For example, questions 1,8,9,12 and 30 were used to determine if you were extroverted. The highest score for either extroverted or introverted was your personality and the EXTROVERTED score was recorded in a table. Then we took a small amount of lemon juice, sucked on it and licked a plain piece of A4 paper. We measured the amount of licks the participant took in 30 seconds and recorded our scores in a table. From our results, it is clear that there is a variety of scores which show no correlation between the 2 variables. PP's who scored highly on the extraversion test lick the paper more than/less than the number of times people who score low (introverts) do. This contradicts previous research which shows extroverts produce less saliva than introverts. In conclusion, from our results there is no correlation between the extraversion personality type and the amount of saliva produced.

2. INTRODUCTION:

The aim of this study was to investigate whether the amount of saliva produced (by licking paper with lemon on) is linked to personality type (introverted/extroverted). There is previous research to support this claim from the BBC. Here, the research claims that introverts have increased activity in their RAS (Reticular Activating System) which controls the amount of saliva you produce in response to food, meaning they produce more saliva. However, extroverts have low RAS activity, meaning they produce less saliva. In our experiment, we aimed to investigate and clarify this link between personality type and saliva production.

Alternative One-Tailed Hypothesis: There will be a significant negative correlation between extraversion personality (measured by the Eysenck Personality Quiz) and the amount of saliva created (measured by licks of lemon juice paper). (As extraversion increases, saliva decreases)

Null Hypothesis: There will be no correlation between extraversion personality measured by the Eysenck Personality Quiz and the amount of saliva created (measured by licks of lemon juice paper)

3. METHODS

Sample:

- 30 students (aged 16-17)
- Independent Measures Design
- All volunteer sampling/opportunistic sampling (JUSTIFICATION: volunteer: all volunteered to be on the Zoom, they didn't have to join, and the Zoom idea was advertised weeks prior. Opportunity: PP were the ones on the Zoom, available at the time)

Materials/Apparatus:

- Eysenck Personality Test
- Laptop/device to do personality test
- Lemon/lemon juice
- Paper

CORRELATION WRITE UP-REBEKAH LOWLES

3.0 second timer

Method:

- All 30 participants took the Eysenck Personality Test, which is a series of 20 short questions to determine the participants personality.
- Once the participants had completed the questionnaire, the scores were added for a set of questions to determine the specific personality type. For example, questions 1,8,9,12 and 30 were used to determine if you were extroverted.
- The highest score for either extroverted or introverted was your personality and the EXTROVERTED score was recorded in our table.
- Then the participants took a small amount of lemon juice, sucked on it and licked a plain piece of A4 paper.
- We measured the amount of licks the participant took in 30 seconds and recorded our scores in a table.

4. RESULTS

Student	Extraversion Score	No. of Paper Licks
1	16	6
2	13	28
3	14	22
4	13	28
5	19	28
6	13	17
7	19	27
8	19	27
9	17	26
10	12	29
11	16	14

Our research found that there is no correlation between extraversion personality type and the amount of saliva produced.

News, Events & Activities from the Psychology Department Continued...

Correlation report write up

Abstract
Participants took a personality test, to calculate their extraversion score, and then carried out a lemon test, to calculate their saliva production. The personality test consisted of 20 short questions which participants had to tick how far they agree or disagree with them. This calculated an extraversion score. The lemon test involved sipping some lemon juice and licking an A4 sheet of paper for as many times as they could in 2 mins. The aim of the study was to investigate the relationship between saliva production and personality type: extrovert or introvert. Based on previous research it was hypothesised that the higher the extraversion score the lower the saliva production; however no correlation was found between the 2 variables. Participants with high extraversion scores would still have similar results for the number of licks as those with low extraversion scores.

Introduction
The aim of the study was to investigate how saliva production correlates to personality type.

One tailed hypothesis: there will be a negative correlation between the amount of saliva produced, measured in the number of licks on the paper in 2mins and the extraversion score, calculated from the personality test results.

Null hypothesis: there will be no correlation between the amount of saliva produced, measured in the number of licks on the paper in 2mins and the extraversion score, calculated from the personality test results.

Method
Independent measures
Sample:

- 12 self-selected students
- from the same psychology class
- aged 16-17

Materials:

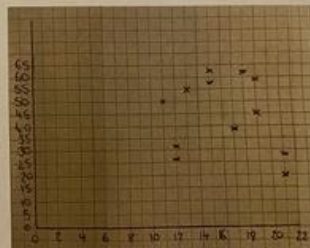
- lemon juice
- spoon
- timer
- A4 paper sheet
- extraversion personality test
- Computer/phone

Procedure:

- Participants first complete a personality questionnaire with 20 questions asking them to tick how much they agree or disagree from a scale of 1-5.
- Participants then add up scores from certain questions to calculate a result for extraversion and introversion levels. Questions 1, 8, 11, 20 calculated the extraversion result.
- These extraversion scores were recorded in a table.

Results

Student	Extraversion score	No. of paper licks
1	22	81
2	21	28
3	19	39
4	18	45
5	18	62
6	12	25
7	15	63
8	21	20
9	11	50
10	19	58
11	17	39
12	18	55



Discussion

The research has found that there is no correlation between the amount of saliva produced and the extraversion test results. The lowest extraversion score of 11 had a total number of 50 licks, but the next lowest score of 12 had a total number of 26 licks - this doesn't resemble previous research. Eysenck found that extraverts inherit an under aroused nervous system so they seek stimulation to restore the level of optimum stimulation because of their personality consisting of; being sociable, craving excitement and becoming bored easily. He argued extraverts would salivate less than introverts because of this. This research doesn't support the theory that there is a negative correlation between an extraversion personality type and saliva production.

Evaluation

Sample:

- All psychology students from the same class and school - cultural bias
- Uneven gender split with only 2 boys - androcentric bias

Data:

- Quantitative - easy to compare and analyse extraversion scores

Ethical guidelines:

- Informed consent given from all participants
- Right to withdraw at any point during experiment
- All participants debriefed at the end

Reliability:

- Can't control exact amount of lemon juice taken by all participants
- Can't control the length of licks on the paper by all participants
- Can't control extraneous variables as all participants joined in over zoom at home

Alternative explanations

The experiment wasn't in a controlled environment as it was performed over Zoom. This affected results as it we couldn't control the amount of lemon juice each participant had or the length of the licks of paper. If there was a time delay due to network issues then the amount of time spent licking the paper - 2mins - could differ for each participant as well. Other extraneous variables that could occur at home can't be controlled either - such as if the participant was already thirsty.

Future improvements

Improving control over extraneous variables and control over the amount of lemon juice, time spent licking, and the lengths of licks would improve the study's reliability and validity. Increasing the sample size would make the study more representative.

Outline how the cognitive approach could be used to explain mental illness. (5)

The cognitive approach states that it is the way that a person thinks about a problem, rather than the problem itself, which causes mental illness. Founding cognitive therapist Beck supports this notion using his own theories. He found that depressed people are more likely to focus on the negative aspects of a situation, ignoring the positives and are prone to distorting and misinterpreting information, a process known as cognitive bias. The cognitive biases can include over-generalising and catastrophising. Where over-generalising means a person makes conclusions based on a single point, catastrophising means a minor setback is exaggerated. This therefore unsurprisingly aids the symptoms of depression, including diminished interest/ pleasure in all things as everything is viewed as negatively and a depressed mood. Furthermore, Beck also suggests that those who are depressed often view themselves as the victim and explains this using 3 key elements in his cognitive triad structure. This is where one goes from viewing themselves in a negative light, to having a negative view of the world and then to finally having a negative view of the future. Similar to his earlier theories this also helps explain why certain symptoms for depression may appear. For example, recurrent thoughts of death and suicide may occur truly because they have such a negative view of their future and so see no point in living any further. This can be further explained by Beck's suggestion that negative thoughts are automatic. Here he suggests that a negative outlook on one's self and the world come automatically and involuntarily and although these may seem plausible to the person at first but at closer inspection often are found to be distorted or unrealistic.

Maham Javaid

...schemas as perceptions or distortions that fit in with the schema

- schemas underpin a shapeless pattern of thinking
- healthy schemas are reasonably flexible whereas unhealthy ones tend to be more rigid, absolute & overgeneralised.

Outline how the cognitive approach could be used to explain mental illness (5)

The cognitive approach simply explains mental illnesses, such as depression, by the faulty thinking patterns of the individual. It is the way that a person thinks about a problem, rather than the problem itself, which causes mental disorder. Individuals who suffer with mental disorders have distorted & irrational thoughts and beliefs which influence their feelings and behaviour. Ellis ~~states~~ states that good mental health is the result of rational thinking which allows people to be happy & pain free, whereas depression is the result of irrational thinking, which prevents us from being happy and pain free. Beck found that depressed people are more likely to focus on the negative aspects of a situation, while ignoring the positives. They are prone to distorting and misinterpreting information, a process known as cognitive bias.

Dine in Geography Discussion for February

The Geography department has created a regular feature for the newsletter - 'Dine in Geography discussion.' The aim is to create geographical discussion around the dinner table between students and parents/carers, based on significant and topical issues.

This month's discussion question is 'Antarctica - the last wilderness on Earth.'



Menu

Appetizer

Watch this short clip on Antarctica - would you like to visit Antarctica or not?
Explain your reasoning.

<https://www.youtube.com/watch?v=sYKpF6ijqw4>

Starter

Where is Antarctica? Who owns Antarctica? Do any humans live there permanently?

Main

What are the biggest threats to Antarctica and why? Are these threats caused by humans or nature?

Side

What is value of Antarctica for humans? Why are scientists based there?

Dessert

To what extent should we manage Antarctica in the future?

If you're still hungry for more discussion – Should humans be allowed to enter Antarctica at all or should it be left to be the last wilderness on earth?

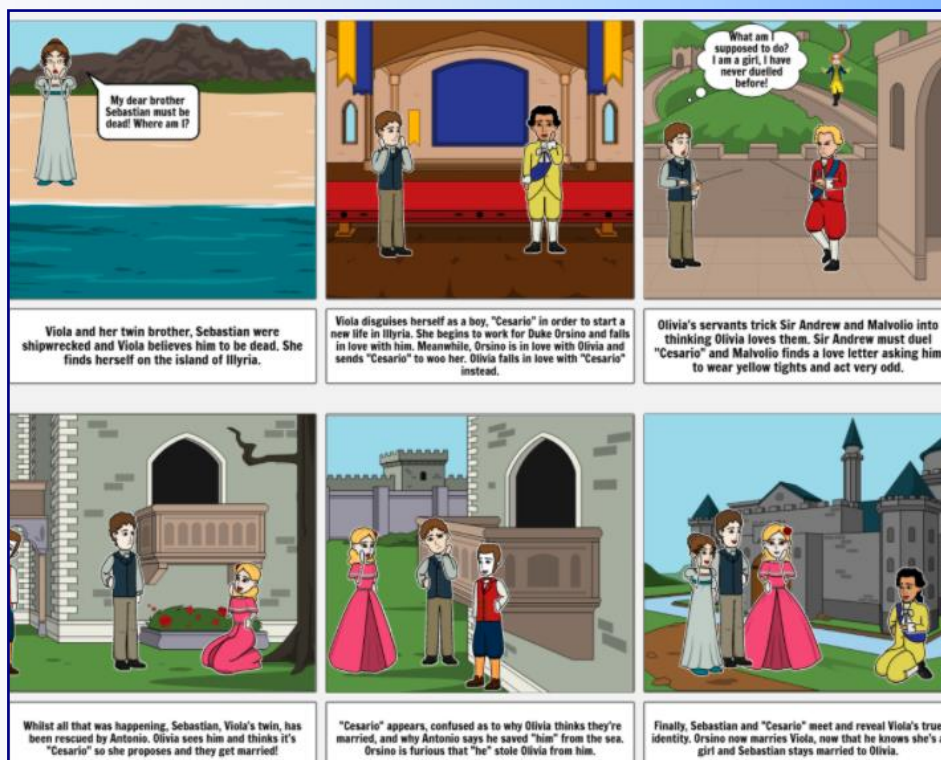
Ms. Frampton & Mr Salmon

News, Events & Activities from the English Department...

Year 8 have been learning about the typical conventions of Shakespeare's comedies and have been demonstrating their knowledge by using storyboardthat.com to re-create the plot of Twelfth Night.

Here are a few of my favourites from Ellen Charman-Lodge, Ellen Whitlock and Samirah Badurdeen.

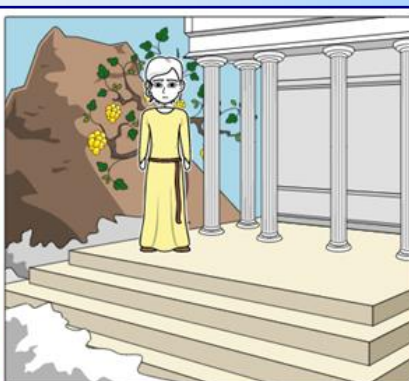
Miss Bansal



News, Events & Activities from the English Department Continued...



Twins Viola and Sebastian find themselves in a shipwreck. They are separated and Viola is the only one who seems to survive.



Viola finds herself in Illyria. As she is a woman, she cannot stay by herself therefore, she thinks 'I'll dress up as a man and serve the Duke Orsino!'



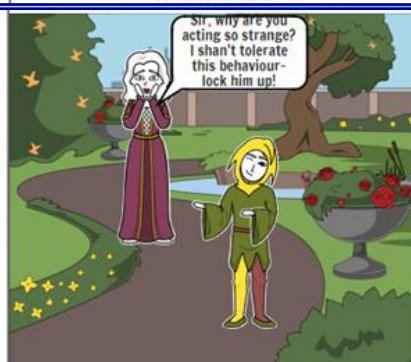
She now serves the king, whom she has a crush on. However he likes Olivia, who is in mourning due to the loss of her brother. Orsino send over Cesario to condole her.



Cesario comes over, and tells Olivia how beautiful she is and that she mustn't let her brother's death stop her from being who she is. Olivia has now fallen for Cesario.



Her servant then gives Cesario a ring to thank her for his actions.



Olivia's servants trick Sir Andrew and Malvolio into thinking Olivia loves them: Sir Andrew must duel 'Cesario' and Malvolio finds a love letter asking him to wear yellow tights and act very strangely.



Meanwhile, Viola's twin, Sebastian, has been saved by Antonio. Olivia sees him and mistakes him for 'Cesario'. She then proposes to Sebastian and they get married.



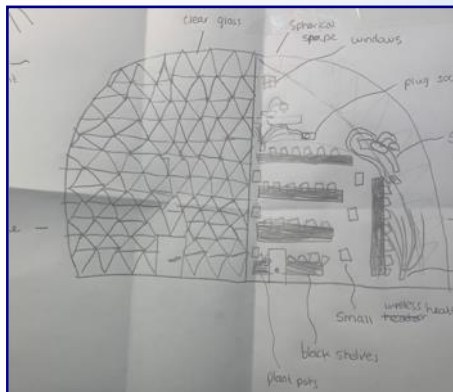
'Cesario' appears, and is confused as to why Olivia thinks they are married, and why Antonio says he saved him from the sea. Orsino is furious that he stole Olivia from him.



Finally, Sebastian and 'Cesario' meet, and reveal Viola's true identity. Orsino marries Viola now he knows she is a girl and Sebastian stays married to Olivia.

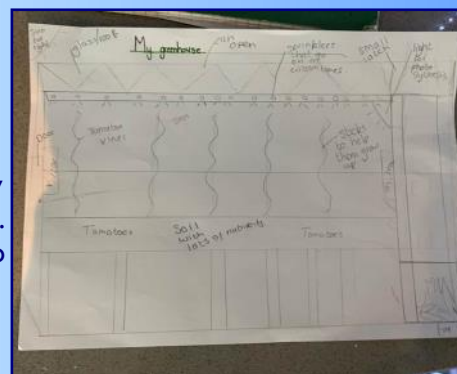
News, Events & Activities from the Science Department...

Year 8 were asked to design a state of the art greenhouse as part of their topic on Photosynthesis



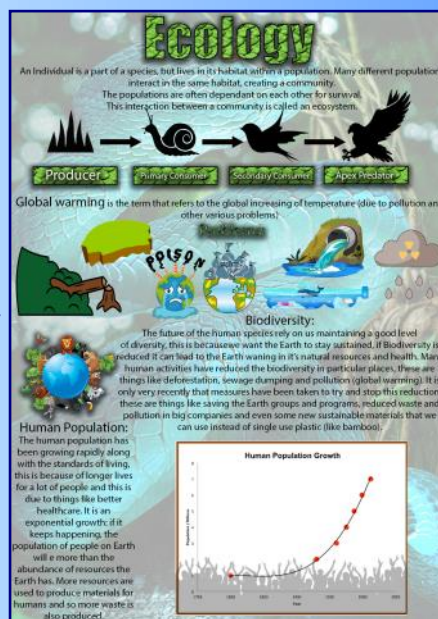
Chloe Byrne – saved on land space for the farmer by stacking the crops on shelves like they do in the Netherlands.

Alice Cox - had sprinklers that turned on at specific times of the day and a glass roof that could open to help with air circulation. Samantha also had a small fire in the corner to provide warmth to speed up photosynthesis and provide CO₂.



Samantha Marshall – showed great digital skills by designing hers on the computer. Samantha included solar panels to charge the electricity used inside and provided eco-friendly LED lights and sprinklers. Samantha wanted to make it as financially viable for the farmer as possible so it wasn't expensive to set up.

This is work from Maryam Moghul (11xTr) who designed a summary poster on the topic of Ecology.

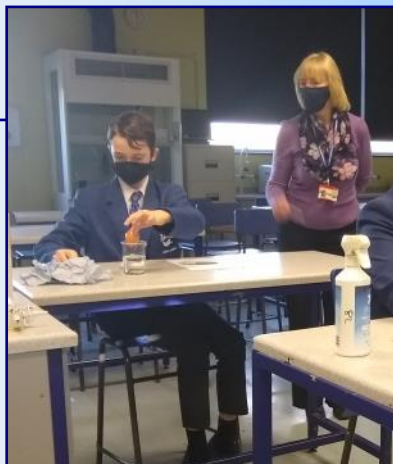


News, Events & Activities from the Science Department Continued...

A Year 7 science class explored the question "why adding salt to water will make an egg float!" They will tell you "it's because of density!"

Most of the class did this investigation as a 'Science-along' on Zoom, while 4 of the students carried the experiment out in one of our science labs. It was great to see some 'hands-on' science being done, both at-home and in the school lab, and only 1 egg was cracked in a class of 25 - top skills!

Mr Hulks



News, Events & Activities from Heads of Year 9...

As part of her Duke of Edinburgh award, Laura Poirier in 9YMO has been volunteering at the registered charity, Crawley Free Shop. They are a charity that provides a safe space to help families in Crawley with things such as tea, coffee, pasta, nappies, washing powder and other essential items.

Laura's volunteer work consists of picking up donations and sorting the donations into paper bags of portion sizes (for example 6 scoops of washing powder per bag). Laura then takes the donations to Crawley Free Shop on a Sunday morning, ready to be given to families in need.

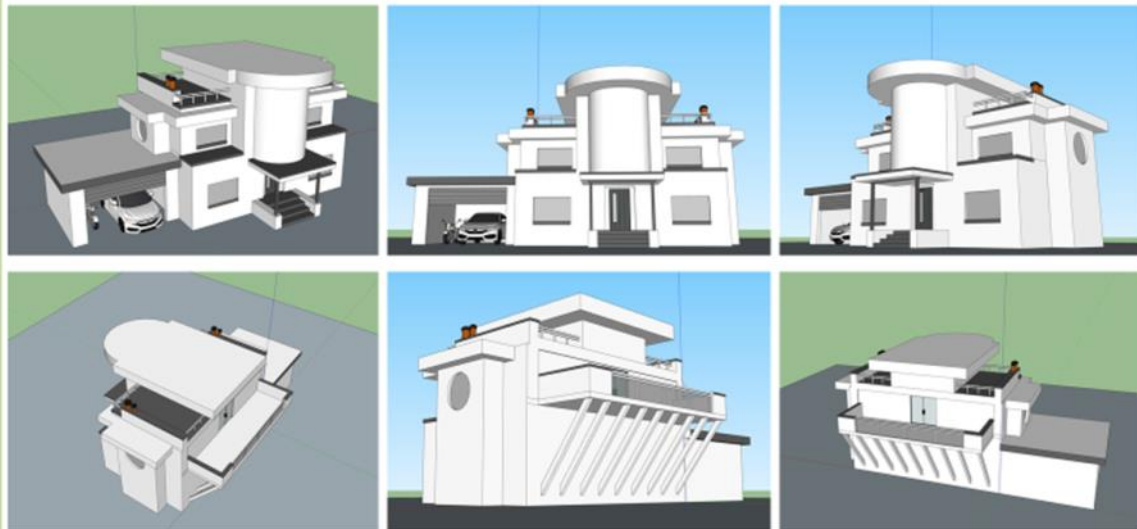
The Year 9 Team is extremely proud of Laura and her efforts to help her local community in such a meaningful way. Well done Laura!

Heads of Year 9



News, Events & Activities from the Design Technology Department...

Art Deco Estate Model



Guntas Bhatia NEA Design and technology 65203

CAD MODELLING - DEVELOPMENT Design 1

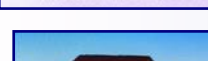
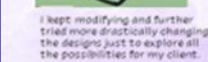
This is my first design, I feel it is simple yet has a trendy look and will suit my clients aesthetic needs.

AESTHETIC APPEAL AND COLOUR SCHEME

For this I have decided to put forth a sleeker look with a slight sporty and futuristic element. The design is quite robust with a rectangular frame and sharply slanted from the bottom, possibly like a geometric cut eye look. The frame width is towards the thinner side just covering the eyes. The lens are a shade of an authentic verdant green which I was inspired by the iconic Gucci striped colour scheme apparent on every Gucci item, it gives the design a very bold look and is sporty colour. The green is paired with a transparent plastic frame, I think this adds edge futuristic element because it gives a glass look. Furthermore the lack of colour in the frame means the sunglasses can match more off my clients outfit but the green is this prominent and is further highlighted when paired with transparent frame. In addition on the temples there are 2 stripes: one more wider transparent green stripe (the same colour as the lens) and a less wide solid grey stripe. This was also inspired by this iconic Gucci stripe pattern and I feel it adds a sporty look to this design. Seeing that the design is very simple, having the stripes elevates the design and makes it look unique without interfering with its simplicity. The grey stripe is the only solid coloured stripe on the glass with the rest being transparent this also adds extra detail and the grey is a neutral colour meaning that its presence still doesn't distract from many of my clients sporty summer wear.

Discussions with my client and changes made - modification of design step by step:

I discussed this original design with my client and their feedback stated that they wanted to see some other variations in the arm mainly, aesthetically, and they wanted to see some variation in just one arm that has the logo so here I have modified my sunglasses especially the specifically how a horizontal green streak would look compared to a vertical streak, they also wanted to see how some element of shiny reflective surface would look in the design.



I kept modifying and further tried more drastically changing the design just to explore all the possibilities for my client.

My client also wanted to trial a slight change in shape of the frame, but my client denied this later because they didn't think the geometric pattern on the logo arm matched these curved edges on the frame.

My client also wanted to see how the logo can be put forth in more of a different way to make it look less like a logo and more like a design with the arm having rectangular plaque made of the same transparent green acrylic as the lens, the logo letters can then be engraved within this or can be physically made and pushed onto the plaque, the plaque making them even more enclosed.

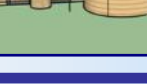
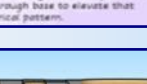
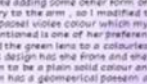
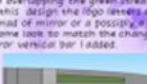
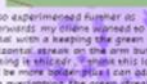
To show more varied designs I changed the stripes a bit more adding a plaque green streak from the top to the edge of the arm and this design has a transparent frame with verdant green lens and stripe, and the logo will go on the plaque and the opposite arm will solely be a transparent green colour this very unique and my client loved it.

My client also wanted to see how the logo can be put forth in more of a different way to make it look less like a logo and more like a design with the arm having rectangular plaque made of the same transparent green acrylic as the lens, the logo letters can then be engraved within this or can be physically made and pushed onto the plaque, the plaque making them even more enclosed.

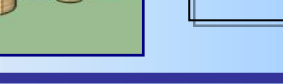
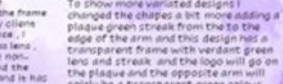
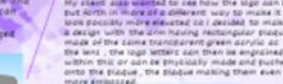
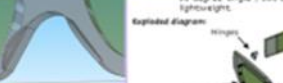
To further see the plaque idea changed the lens to colourless transparent too so the whole sunglasses have that colourless-glass effect and its just the plaque that is a more standing out darker colour.

To further see the plaque idea changed the lens to colourless transparent too so the whole sunglasses have that colourless-glass effect and its just the plaque that is a more standing out darker colour.

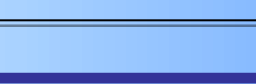
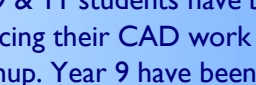
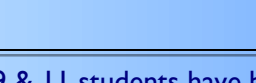
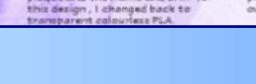
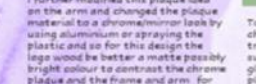
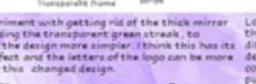
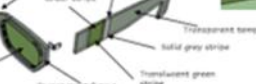
Here I have shown angled views of the nose bridge built in pads in the frame.



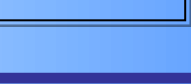
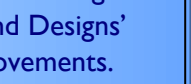
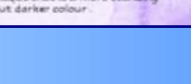
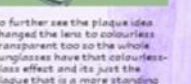
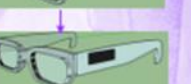
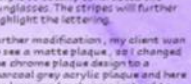
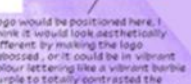
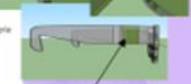
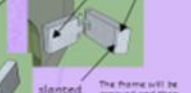
POINTS AND FITTINGS: Here I have shown many angled views of the hinges I will be using to connect the temples onto the frame, they are standard silver coloured aluminium hinges and I have slanted the side that will be on the temples and I have curved the edges of the hinges. The side of the hinge that is on the frame is shorter in length than the side of the hinge on the temple. The hinges will be connected together using a mini screw. These standard hinges are only built at a 90 degree angle, but are easy to fit and lightweight.



Longer side Mini screw Shorter side Curved edge



Slanted The frame will be ground and then lens will be attached in.

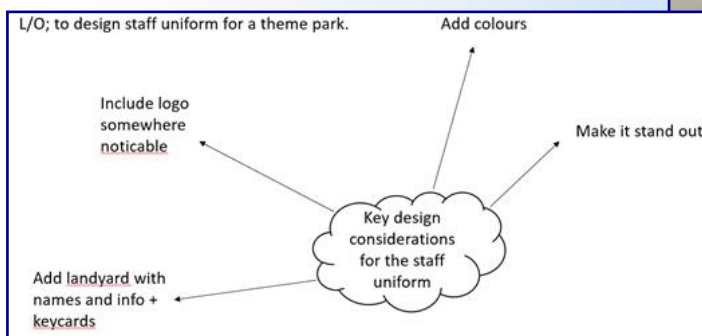
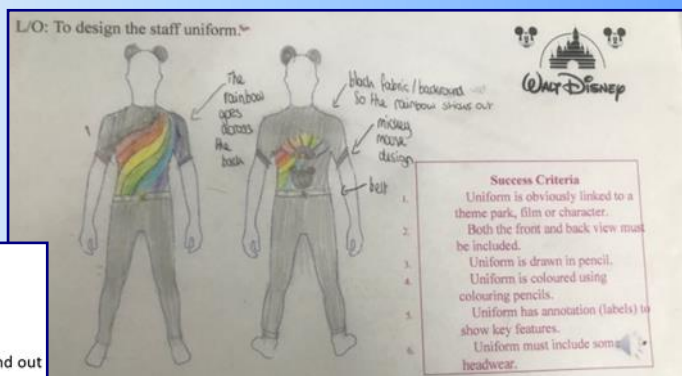


Year 9 & 11 students have been enhancing their CAD work on Google Sketchup. Year 9 have been creating property images for a 'Grand Designs' brief, inspired by Design Movements.

News, Events & Activities from the Design Technology Department

Continued...

Year 9 students were challenged to design bespoke Disney theme park uniforms. Here are some of their fantastic designs.



Thorpe park uniform research



1. The colour scheme is blue red and black.
2. The logo is very small and on the pocket of the jumper.
3. They wear a shirt, jumper and any black bottoms.
4. I like how the bottom of the sleeves, hood and pocket are a different colour to the rest of the jumper.
5. You could improve it by adding matching pants.

Chessington park uniform research



1. The colour scheme is brown and black.
2. I think there's a logo on the sleeve and a badge with a logo on their chest.
3. The zip is black as well as the seam between the body and sleeves on the jumper.
4. They have a red necklace thing
5. I like how it's natural colours
6. To improve the design i would add more colours

News, Events & Activities from the Design Technology Department Continued...

DESIGN AND TECHNOLOGY

Salary:
Between £20,000 and £30,000. Per annum.

Job description/ Roles and responsibilities.

As a design and technology technician. Your tasks would include: preparing, setting up and checking equipment. Supporting teaching staff and students during lessons. Putting away equipment after lessons. Also ensuring a safe environment, organising equipment and checking stock. DT technicians usually work as a part of a team with teachers, TA's and other support staff. Support staff play a crucial role in supporting students learning experience



Mechanical Engineering



Job Role:

Mechanical engineers create solutions and solve problems, playing a central role in the design and implementation of moving parts in a range of industries.

All employees will have the opportunity to go to college, training and qualifications.

You'll need:

the ability to use, repair and maintain machines and tools.
to be thorough and pay attention to detail.
problem-solving skills.
the ability to use your initiative.

low stress level, good work-life balance and solid prospects to improve, get promoted and earn a higher salary would make many employees happy.

10 basic car maintenance skills everyone should have
Change a flat tire. Changing a flat is one of the most important vehicle repair skills you can have. ...
Jumpstart your car. ...
Change the oil. ...
Change spark plugs. ...
Change the battery. ...
Change wiper blades. ...
Replace air filters. ...
Replace brake pads.



Aerospace Engineer

These Engineers mainly design Aircraft, Spacecraft, Satellites and Missiles. In Addition, they create and test prototypes to make sure that they function according to the design.

As an Aerospace Engineer, you need to assess whether or not a project would be technically and financially feasible, determine if the projects will result in safe operations, develop acceptance criteria for designing methods and ensure that it meets quality standards.

Starting Salaries- £20k to £28k

With Experience- £28k to 40k

Senior Level- £45k to £60k



Architect

Job role

An architect's job is to design buildings and create technical drawings of them which can be used as plans for construction. Architects may be working on all different types of projects, like residential or commercial buildings. They can also design new parts onto an existing house, like an extension.



Qualifications and education

In order to become an architect you need to complete a 5 year degree and to take that degree you will need five GCSEs which are A* to C including English, Maths, Science and 3 A Levels. In addition you would need to be able to sketch out diagrams so subjects like DT and Art & Design would be useful.

Skills

Able to draw with correct calculations and proportions
Sketching and artistic skills
Design skills
Knowledge of building and construction

Salary

On average, most architects have a salary of £35,000 a year, it could possibly rise to £38,000 or more with experience.

DESIGN ENGINEER

Design Engineers improve the performance and efficiency of products while researching and developing new manufacturing ideas and systems.

Average Salary (a year.)



Work: the day-to-day work consists of...

Your day-to-day duties would depend on the project, but could include:

- research (using modelling to work through new developments)
- design (turning research ideas into technical plans for prototypes)
- testing (prototype testing)
- make changes to designs (before manufacture)
- reporting (writing or presenting to project managers and clients)



Skills and Knowledge required:

You'll need:

- design skills and knowledge
- knowledge of engineering science and technology
- the ability to come up with new ways of doing things - creativity
- to pay attention to detail
- thinking skills
- determination and resilience – not everything will work instantly
- the ability to use, repair and maintain machines and tools
- thinking and reasoning skills
- to be able to use a computer and the main software packages well and efficiently.

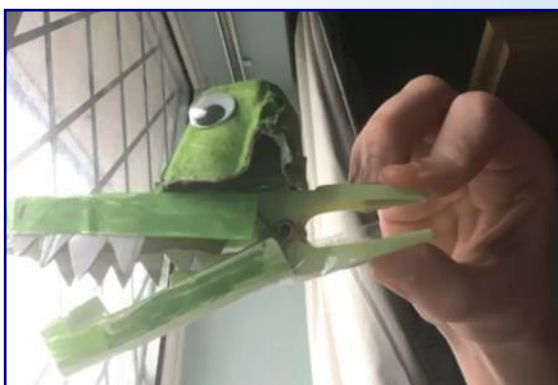
Celebrating careers in Design & Technology and Engineering. Year 8 students have produced some fantastic job profile posters. Here is a small selection of the career pathways that they looked into as a result.

News, Events & Activities from the Drama Department...

Year 7 Drama – Peter Pan

Year 7 Drama students have been able to experience high quality live theatre from their own homes, thanks to the National Theatre's free subscription to their Schools Collection during lockdown. Students have been watching Pater Pan (performed and recorded at the National Theatre in 2018). As part of the students' analysis of the play they have also been practising their use of voice and accent, creating masks and recording themselves performing monologues from the play. We have had such an array of interesting and creative responses to the work, which shows the vast talent for Drama in the year group.

Below are some examples of the incredible work submitted:



Charlotte Bedwell (7JPL) made this excellent crocodile puppet, complete with snapping jaws! Hook had better watch out!

This Year 7 student made a superb mask for one of Tiger Lily's wolves. He even took fur from his dog to adorn the mask and make it look more realistic! I hope his dog isn't too cold now!



Abigail Dodd (7KBO) performed an incredibly accomplished monologue as Captain Hook, showing excellent control of voice and movement and an utterly engaging character. She even went to the trouble of making a hook for the character out of tin foil! What resourcefulness!

Mrs Grubb

News, Events & Activities from the Music Department...

Hazelwick Virtual Concert

Our first virtual concert premiered on Thursday 11th February and was a roaring success!

Students from our GCSE classes in Year 9, 10 and 11, performed a variety of pieces from Musical Theatre to Rock, and Pop to Game Music.



The concert concluded with a performance of Bruno Mars' song Count on Me, which was sung by over 200 students from Years 7 and 8.

You can watch the performance here - <https://tinyurl.com/hazelwickmusic>

Congratulations to all who participated in the concert. You were all fantastic.

**Mr Bayliss
Head of Music**

News, Events & Activities from the Food Preparation & Nutrition Department...

Our Year 8 made some delicious pizza during lockdown.



During lockdown our Year 10 Food Preparation and Nutrition students had cook-along sessions and produced these beautiful Art Focaccia breads.



Year 8 looked at careers within the food industry and designed some enticing job adverts.

Chef job available



JOB INFO
Can you manage a team and still be able to cook a nice meal then this job is for you

SALARY

Salary starts at £10 per hour for a beginner and an intermediate chef can earn £15 per hour all the way to advance chef which earn £20-£30 per hour



Food and Nutrition Thursday 28th January 2021

Job: Food photographer

Description: Food photography is used to create appealing pictures of food. You need to be able to style the food in a way that it looks appetising to those who see it, so that they will purchase it. It is a chance where you can be creative with the best way to advertise it.

Roles and responsibilities: This job will require you to work about 5 days per week each for 2 hours. This will include taking the photos and choosing the appropriate style then editing them to make it look even better.

Salary: The salary is £585 per week, most of the time you can charge as much as you want as long as it is a reasonable price.



Chef.

In this job you would have to cook and prepare food to a high standard in a restaurant or a café. You will need to be able to work under pressure and efficiently.

You will have to be:

Responsible
Hard working
Kind
Respectful

And honest along with other moral values.

Head Chef is £24,810.



Nutritionist

A Nutritionist is someone who evaluates their patients/clients diet and their dietary rules and regulations. They help other people live a healthy life and make better food choices. They create meal plans, help people eat better, make sure people are on a healthy diet but still making sure they get enough protein and nutrition in their system.



Starting salaries for nutritionists are in the region of £15,000 to £25,000 for public sector and £20,000 to £25,000 for private sector roles. With experience, you can earn between £30,000 and £35,000. Senior roles, such as principal lecturer or chair of public health, can be in the region of £45,000 to £80,000.



News, Events & Activities from the History Department...

History students in all year groups have been working hard throughout the last half-term and have submitted some excellent work.

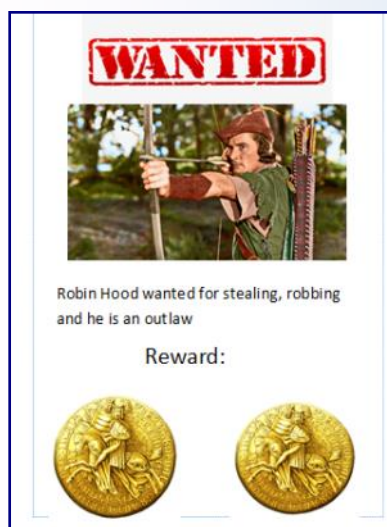
Year 7 have been continuing their study of medieval life looking at key developments for the country, such as the Magna Carta and the Peasants' Revolt, as well as lighter topics such as Robin Hood - finding out who he actually was and the truth behind the rumours of him stealing from the rich and giving to the poor.

Year 8 have created some excellent work about the First World War after studying the key events of the war such as the Battle of the Somme and life in the trenches.

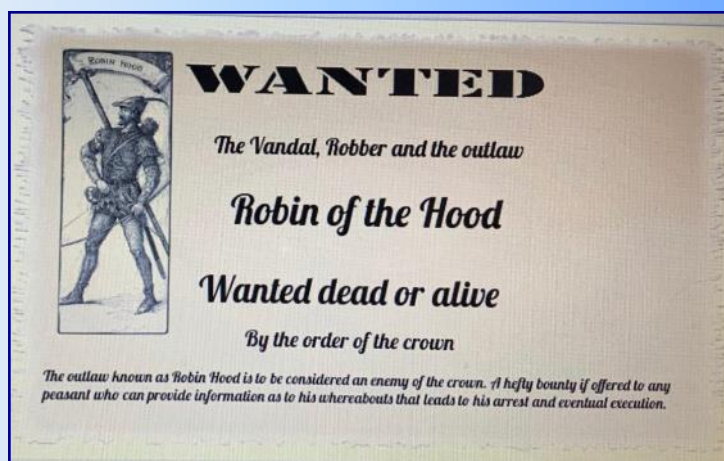
Year 9 have made a fantastic start to their American West topic while Years 10 and 11 have been working really hard on continuing their Elizabeth I and Vietnam war GCSE studies.

The History Department would like to congratulate all students for their excellent effort throughout the half-term.
Mrs Barton

Om Patel - 7AVG



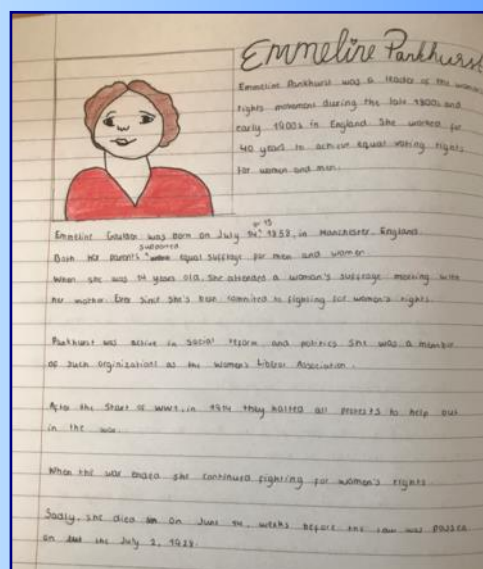
Skye Webster - 7SCO



Samirah Badurdeen - 8SSM

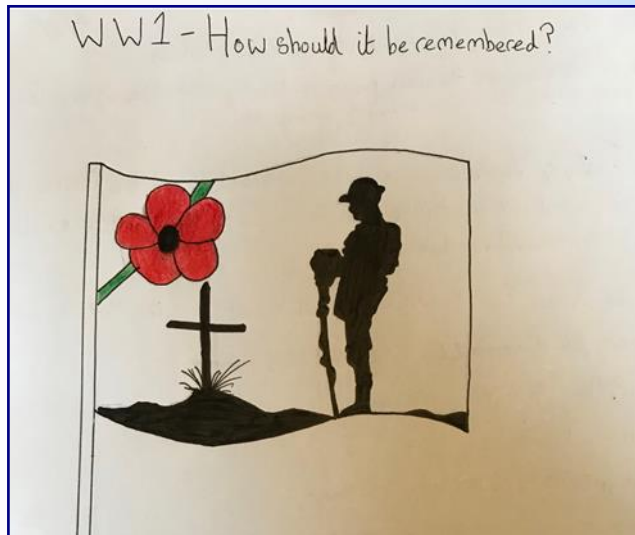


Ellen Charman Lodge - 8SEV





News, Events & Activities from the History Department Continued...



Ruby Windsor-Mills - 8SSM

Lewis Bedwell - 9RCL

MIGRATING

Why migrating West to Oregon is the best thing you can do



FARMLAND

The rural farmland is not only beautiful and vast, but also free! Fine farming land is now not only for the wealthy, but for the common farm labourer too!

OREGON TRAIL

Being one of the only practical ways for migrants to cross the mountains, this trail has now been used by over 400,000 people all looking to find new and exciting opportunities.



ECONOMY

Not only are 1 in 4 people of the population unemployed, more and more people struggling to find a way for their businesses to carry on. However, in the West there is no competition for business, with success being guaranteed.
























News, Events & Activities from the German Department...




Students have been using @Languagenut in their German lessons. They have scored 6,794,700 points in the 30 days up to 15th February! This is a fantastic achievement and puts us 106th on the global leader-board.

	World Ranking	Points
102	 Nord Anglia School Shenzhen	 7160700
103	 Brighton College	 7157000
104	 Cramlington Learning Village	 7044200
105	 Rossington All Saint's Academy	 6959100
106	 Hazelwick School	 6794700
107	 BS De Kring	 6764700
108	 Myton Secondary School	 6687400
109	 Magdalen College School - Brackley	 6487500
110	 Azhar Academy Girls School	 6485400

Remember, points only last 30 days!

Congratulations to these 5 students, and members of these 5 teaching groups, who are the top 5 on the school leader-board. An extra special well done to 82/Gm1 and 10D/Gm2 who have both scored more than a million points in the 30 days up to 15th February!

Classes League			Students School Ranking		
1	82/Gm1 20/21	1219200	1		196500
2	10D/Gm2 20/21	1144400	2	Gargi Joshi	169300
3	81/Gm1b 20/21	849800	3	Kaya Patel	152700
4	11A/Gm1 20/21	843400	4	Samuel Sawyer	120300
5	11B/Gm2 20/21	670400	5	Carina Jivram	105800

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

News, Events & Activities from the PSHE & Citizenship/VBE Department...

Year 7 Citizenship/VBE students have been studying human rights and the rights of the child this term. Alice Fu (7TRA) has expertly analysed the impact of the Covid-19 pandemic on children's education.

Task 3: To what extent has the Covid-19 pandemic affected children's right to education?

I think the Covid-19 pandemic has had a negative impact on children's right to education.

This has meant that children are having to be doing remote learning and is affecting their mental health. This also means that children don't have the support that they would normally have in class. It is also a big problem as children start falling behind on the work that the teachers have set them.

We are still very uncertain when schools are going to reopen and hope that once schools reopen children will be able to have the education that they need.

Year 8 Citizenship/VBE students have been exploring different forms of discrimination and the Equality Act in recent lessons. Aryan Suryawanshi (8SBR) has written an excellent piece of work about discrimination towards people with albinism.

Discrimination against Albinism by Aryan Suryawanshi 8SBR

Albinism is an inherited condition which affects pigments in the eyes, skin or hair. Many people think this is bad, when it is just a genetic disorder.

One example of this type of discrimination is Al Shaymaa J. Kwegyir from Tanzania. Very few Albinos from Tanzania go beyond primary school, and they have few opportunities to compete for jobs. This is different to places like the UK, for example Kelly Gallagher. She is an alpine ski racer from Northern Ireland with a form of Albinism. Unlike Kwegyir, Kelly was brought up where equality was enshrined in the laws, and she got the chance to get a quality education and achieve the career she wanted.



Al Shaymaa J. Kwegyir



Kelly Gallagher

News, Events & Activities from the P.E. Department...

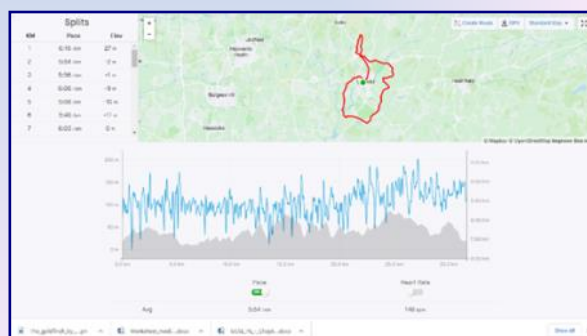
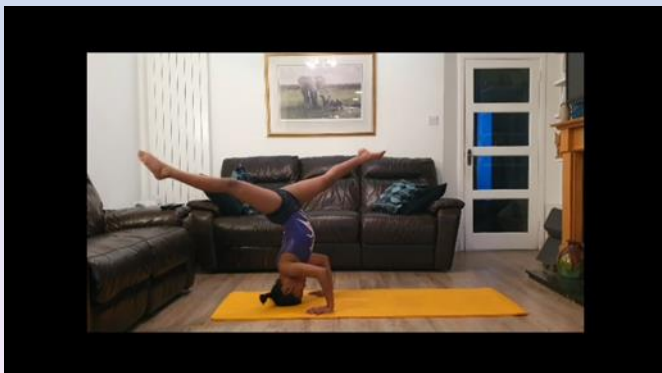
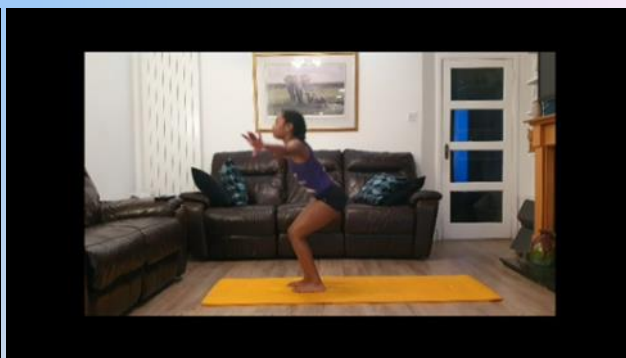
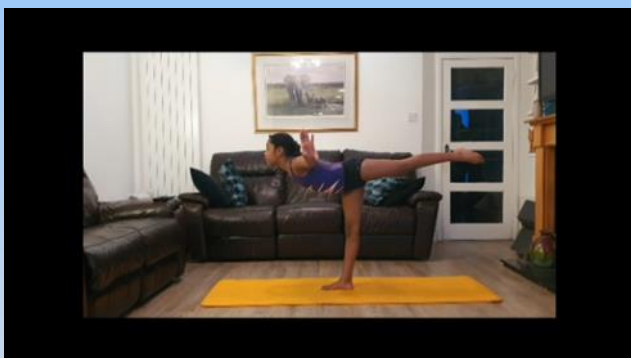
Normally in January and February the PE Department would be wrapping themselves up for some challenging weather, short daylight hours and journeys across Sussex for fixtures. Hazelwick students would be braving the cold weather for rugby, football and orienteering lessons alongside some indoor sports. This time last year we still had a number of football teams involved in the County Cup competition. It is difficult to think about all of the missed sport over the last 12 months. It has been a challenging time but we have been so pleased with the resilience and motivation the students have shown.

PE lessons have included a number of tasks that students can do in front of screens but the main expectation is for everyone to carry out some form of physical exercise and report back to their PE teacher. We have had some great responses and these have included some fantastic videos and photos of students exercising. Our latest one of these is from Anna in Year 7 (Screen shots attached). Well done, Anna! We have also seen an increase in the number of students using fitness apps to capture their exercise data. These are a great way of showing how hard students are working. I have included a screen shot from 'strava' from one of the Hazelwick community as an example.

The Sussex School Virtual Winter Games has restarted and we will be pushing for more involvement in this after half term. More details to come from Mrs Reynolds, our Healthy Schools Coordinator.

We all look forward to sunnier and sportier times.

Mr O'Brien





Sport Continued...

SPECSAVERS 'VIRTUAL' SUSSEX SCHOOL GAMES: THE WINTER GAMES 2021

Specsavers 'Virtual' Sussex School Games: The Winter Games

Over the past three weeks, Hazelwick students and staff have been participating in the Virtual Sussex Schools Winter Games. Each week, Active Sussex set four fun challenges that can be completed in the comfort of your own home. With one week to go, Hazelwick is placed 18th out of 68 schools in the student category and 16th out of 113 in the active adults category.

The School Games is a national programme, funded by Sport England through National Lottery funding and supported by the Department of Culture Media and Sport and the Department of Health. For details of how to get involved and contribute to the school total, please see www.sussexschoolgames.co.uk.

Mrs Reynolds

News, Events & Activities from Heads of Year 7...

Head of Year Lockdown Challenge

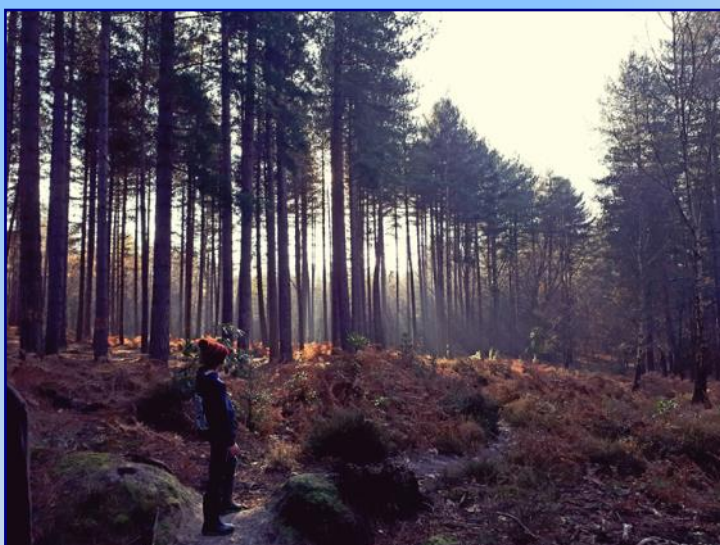
The Heads Of Year asked Year 7 students to use their creative skills (during their permitted one exercise of the day) to take a photo of the town and countryside they live in. This could include areas of natural beauty, architecture of Crawley, your residential area or the best of nature in winter.

We had lots of outstanding entries but could only select three for the book token prizes.

Below are the pictures chosen from Beau Bradshaw, Grace Hilton and Shrey Mathur.

Well done!

Mr Bagnall



Jurassic World by Beau Bradshaw



Grace Hilton



Shrey Mathur

Initial Teacher Training at Hazelwick

During lockdown Hazelwick staff have continued in their commitment to providing the best possible training for new teachers. Mentor meetings have continued, at a distance, training sessions have taken place on Zoom and our new teachers have undertaken lesson observations and have been provided with feedback.

The quality of learning observed in Zoom lessons has been great! Our new colleagues have been superb at providing challenging online lessons to keep our students learning.

On 10th February Hazelwick staff delivered an online lecture via Microsoft Teams to 200 trainee teachers from the University of Brighton. As a school we are committed to working with our partners at Brighton University, an outstanding provider of initial teacher training. The lecture was really well received by university staff and teachers in the early stages of their career, with the following feedback being given about the work of Hazelwick staff:

Loved this lecture - so much energy! Thank you

Yes thank you so much for your time today

Thanks so much, really helpful

Thank you I loved this

Thank you so much - this was so inspiring! I hope we will be able to engage in more conversation like this

Thank you so much! I loved the passion you brought to this lecture

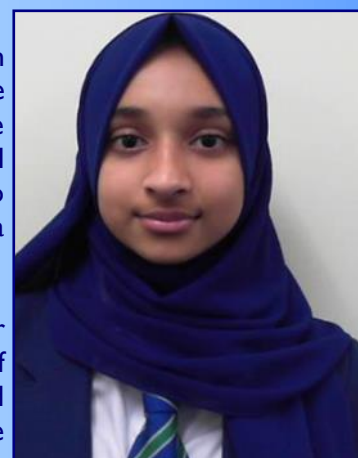
Thank you, this has been brilliant!

If you are a graduate and are considering training as a teacher and would like to discuss routes into teaching, please email our Professional Tutor, Mr Lockwood, on: dlockwood@hazelwick.org.uk
We are always happy to support new entrants into the Teaching Profession.

Creative Crawley

I was lucky enough to have the opportunity to contribute to the start-up of an organisation in Crawley called "Creative Crawley". They had a two-day event at the end of January to celebrate the creativity of this town over lockdown. With my role as the Deputy Member of The Youth Parliament for Crawley and East Grinstead, I was able to work with the producer Louise Blackwell and suggest some ideas so that young people could also get involved, hence, coming up with the idea of a writing workshop that was run by local spoken-word artist Woodzy.

With this, I had the opportunity to perform my own spoken-word poems at their opening and their finale. I performed my poems "Knives by Us" and "Shards of Heart". It was an amazing experience, even though it was live streamed online and not in person. I am working with them in the future to get more creative opportunities for the young people in Crawley too!



Iffat Rahman | ISKH

House News...

February has been a busy month for house events with multiple events taking place from home, meaning that you can still get involved, win points for your house and maybe even receive a purple slip!

Pet Photo Competition

Learning from home has given us all some time to appreciate our furry, scaly, feathery, woolly and slimy friends even more than usual. Our pets are a welcome comfort and being around them more than usual has allowed us to capture some wonderful pictures of their sweet faces and mischievous capers. Miss Davis and Miss Podsiadly were overwhelmed by the number of entries to the pet photo competition and split the winners into categories. Here are just some of the adorable winning pets! The overall House winner of the Pet Photo Competition was Duleep Singh, earning themselves 4,000 points! Well done!



Feathery Friends

Yasmina Mohammed 8GGR – Winton



Kitten Winner

Hassan Qureshi 7SLA – Duleep Singh



Doggy Comedians

Faith Evans 10AHA - Fry



Slimy and Scaly Friends

Talya Saltoglu 8CBY - Equiano



Dogs Who Think They're Human

Florence Basson 8SBR - Turing

House News Continued...

Limerick Competition

Students also had the opportunity to exercise their creativity and wittiness with the Limerick Competition. Writing a limerick requires a lot of skill – you must use five lines, use a distinctive rhyme and rhythm and try to make it funny. Miss Stokes was so impressed by how students stepped up to the challenge and created some incredible poems. It was very difficult to pick a winner, but here are the fantastic results:

Third Place

Juwairiya Kazi 9ZBA – Duleep Singh

There once was a girl named Pandora
She was quite a curious explorer
She opened a box
Broke all its locks
and everything turned out to be a terrible horror



Second Place

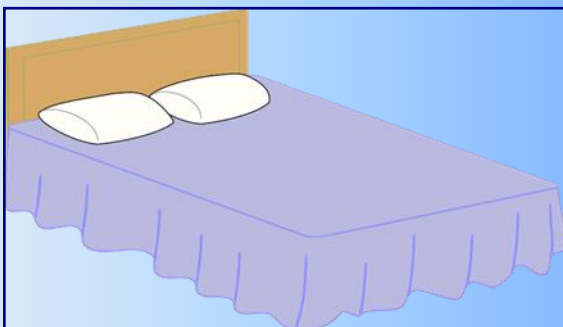
Joel Laffy-Everson 7TRA - Winton

There once was a boy named Joel
Who fell down the world's deepest hole
His fall was a failure
Thought he'd end in Australia
But instead landed in the north pole.

Winner

Caitlyn Pelissier 7STU – Seacole

There once was girl called Caitlyn
Who was stuck in lockdown and hatin'
Good news was to come
Soon there would be holiday fun
Which means she could have a nice long lay in!



The overall House winner for the Limerick Competition was Seacole, earning themselves 1,200 points!



House News Continued...

February House Points Table

The current winner is ...



**Seacole House
49,164 points**



2nd Place – Winton 42,899 points



3rd Place – Equiano 40,054 points



4th Place – Duleep Singh 39,189 points



5th Place – Fry 32,220 points



6th Place – Turing 28,817 points

Keep an eye out for upcoming events this term. Check messages from your tutor and look out for updates on Satchel:one for ways you can get involved in House Challenges and Competitions.

Enter all you can to keep winning points for your House and the opportunity to receive a purple slip!

Miss Brown
Head of Turing House



Careers Café...

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

Virtual Careers Interviews

We are delighted to let you know that we have started a programme of Virtual Careers Guidance Interviews, initially with students in Year 11.

The meeting will be with our careers advisor from the Education Development Trust, Mrs Gibbs-Halbert and will take place via Zoom. Mrs Gibbs-Halbert will contact students on their school email account to confirm their meeting time. It is vital that students check their emails regularly to ensure that they don't miss their invitation.

During the 30 minute careers meeting, students will be able to explore their career aspirations and discover the steps that they need to take to achieve their study and career goals. A careers action plan will be completed during the meeting and emailed to the student within one week of the meeting taking place.

Please contact your Head of Year Team, or Mrs Frost (lfrost@hazelwick.org.uk) if you would like to request an appointment.



Transforming lives by improving education around the world

Virtual Employer Encounters - Half Term

Our careers partner Education Development Trust invited students to attend Virtual Employer Encounters sessions over half term.

The aim of the sessions was to give students the opportunity to hear first-hand from employers across the UK and learn more about working in a particular sector or job role. There were a wide variety of organisations and industries represented during the week. We hope that students who took advantage of this opportunity found it beneficial.

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 are pretty important for life as well! By developing employability skills, you will 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.

Careers Café Continued...

This month's skill: Professionalism

As a school leaver, there's a chance that you've never really experienced being in a professional environment other than school. For this reason, employers often find younger job applicants a bit too laid back. When applying for jobs, it's important that you show that you have a professional approach to work and that you understand the importance of maintaining high standards. When you are communicating with an employer, be that in an email, on a telephone or video call, or during virtual work experience, make sure you do your best to come across as professional. If you have a job interview, make the effort to look professional and dress the way that employees of that company would dress.



Hazelwick Alumni

It is great to be able to share career stories from Hazelwick Alumni. This month we meet Dr Ashley Fly, Lecturer in Vehicle Electrification at Loughborough University. Ashley studied A Levels in Maths, Physics and Design Technology at Hazelwick.



"We all know the world is going through a climate crisis, and transport currently contributes over 20% of global CO₂ emissions. Zero emission electric vehicles, powered by renewable electricity, will help reduce transport emissions as well as reducing harmful particulate emissions from burning petrol and diesel.

My research looks at how best to operate batteries in electric vehicles so you can drive longer, have a more accurate range estimation, and increase the overall lifetime of the battery before it is recycled. This includes looking at how to heat and cool the batteries so they are at the ideal temperature and how to perform 'health -checks' on the battery to identify potential faults and predict how much lifetime the battery has left.

Battery research is a very diverse community requiring a wide range of skillsets; we need chemists and material scientists to develop new battery materials, chemical engineers to scale up production, manufacturing, mechanical and automotive engineers to make the battery packs and vehicles and electrical and systems engineers to work on the control and management systems.

Working and interacting with people from so many fields means you are always learning something new, even if you are an expert in one area! I also like to work closely with industry in my research and have worked on electric vehicles with a range of automotive companies including Ford, Jaguar Land Rover and McLaren Applied.

I never considered becoming an academic when doing my A Levels, but it's what I do now and I love it!"





Careers Café Continued...

Ashley's advice: Be confident in yourself and your ability to succeed and avoid underselling yourself when looking into the future.

Also, make a career plan. Research the qualifications and skills you will need to achieve that goal, but don't be afraid to change and adapt your plan as you learn more.

ONS Report of Impact of Coronavirus on Industries

ONS have published a report on the impact of the coronavirus on industries to date which depicts the industries which have thrived, struggled or recovered. For example, the Accommodation and Food Services activities shrunk by 90% compared to the previous year but Public admin and defence saw consistent growth. Chemists too constantly traded above pre-pandemic levels as did Camping whilst the accommodation industry was down. For the full report click on the [link](#).

Careers with a Spark

The Electrotechnical Skills Partnership have issued a [downloadable](#) resource which shows different routes into the Electrical trade. The website is also good to find out more about careers in the Electrical Industry and includes a video. <https://www.electricalcareers.co.uk>

Mrs Andrews

Read On!



Fantasy Fiction Focus

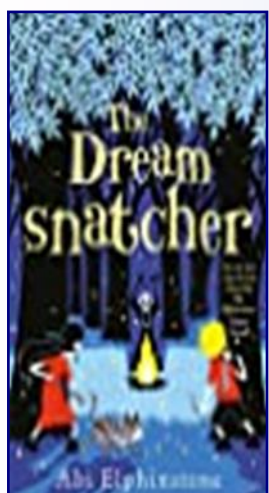
One of the frequent requests I receive is from parent/carers and students seeking new fantasy authors and series recommendations, especially for those readers who have completed the 'Harry Potter' and 'Percy Jackson' series. I thought I would feature some of the fantasy authors that are popular with Hazelwick students. I have included the links to the official website for each author for the full series listing and story synopsis.



Cressida Cowell

Readers will be familiar with Cowell's popular fantasy dragon series (and film) 'How To Train Your Dragon'. Cowell's Hazelwick fans were delighted when the author announced that she was writing a new fantasy series about wizards. The fact that there are wizards in the 'Wizards of Once' series ensures that these titles make the top of my recommendations list for 'Harry Potter' fans. There are currently four books in the series that feature the central characters of a young boy wizard and a girl warrior who have grown up as enemies and must now work together.

<https://www.cressidacowell.co.uk/landing-page/cressida-cowell/cressida-cowell-about/>



Abi Elphinstone

Elphinstone's 'Dreamsnatcher' series has proved popular with the Year 8 students who have really enjoyed the magical adventures of twelve-year-old Moll and her pet wildcat. As foretold by an oracle, the two must fight against the evil magic of the Dreamsnatcher. The trilogy continues with 'The Shadow Keeper' and 'The Night Spinner'. In 2019 the author released her new fantasy series 'The Unmapped Chronicles' that relates the adventures of eleven-year-old Casper Tock.

<http://www.abielphinstone.com/>

Read On Continued....



Michelle Harrison

The author had published her first book in 2009 with the first title in the '13 Treasures Trilogy' but it was her second series that grabbed the attention of Hazelwick students. The 'Pinch of Magic' series features three sisters who take up the quest to break the curse that has been cast upon their family. Fans of the series have found the mix of sorcery, smugglers and shipwrecks enthralling. In addition to the fantasy adventure elements, I think the family dynamics aspect of the stories also appeals to readers.

<https://www.michelleharrisonbooks.com/>



Garth Nix

Nix is an Australian author who worked in the publishing trade before turning to writing full-time and he is prolific. He excels at writing several engaging fantasy series for young people. The fact that he writes series appeals to the 'Harry Potter' fans. His series include 'Abhorsen', 'Seven Towers' and 'Keys to the Kingdom'. He has also written two series with the author Sean Williams which are aimed at slightly younger readers; 'Troubletwisters' and 'Have Sword, Will Travel'. He also writes stand-alone novels and his latest book is entitled 'The Left-Handed Booksellers of London'. This story relates a girl's quest to find her father. In her travels, she meets the magical fighting booksellers who police and protect the 'Old World'. I have added this title to my 'Must Read' list as the idea of fighting magical booksellers sounds intriguing, as does the fact that one of the characters is named Merlin. I think this title will appeal to readers who enjoy stories of alternate worlds.

<http://www.garthnix.com/books/>

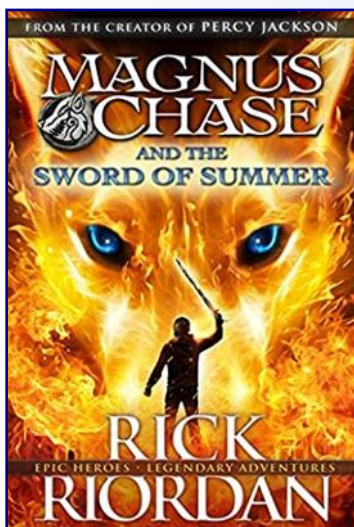


S.A. Patrick

This title featured on the 'Bookbuzz' list of titles last year and I received several requests for the sequel as soon as the first book was read! There are two books so far in the 'Songs of Magic' series and I love the idea of a city where humans and dragons live side by side. Students really took the central characters to their hearts and I think it is this friendship, combined with the fast-paced fantasy adventure action that gives the series its appeal. I do hope there are more titles to follow!

<https://www.fantasticfiction.com/p/s-a-patrick/songs-of-magic/>

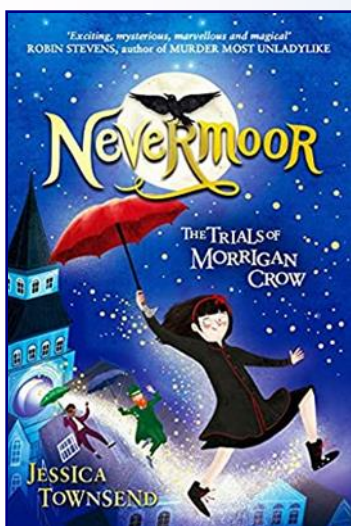
Read On Continued....



Rick Riordan

'Percy Jackson' fans (and he has many fans at Hazelwick School) may be unaware that the author has written a series that is not set in the realms of the Greek gods. The author turns to the Norse legends for his 'Magnus Chase and the Gods of Asgard' series. In 'The Sword of Summer', the reader is introduced to Magnus and his uncle that his mother described as dangerous. His uncle informs Magnus that he is actually the son of a Norse god and that the gods of Asgard are planning for battle. Magnus accepts the quest to find the magical lost sword if he is to prevent Ragnarok. In addition to 'Percy Jackson' fans, this series will appeal to any reader who has an interest in Norse mythology and readers who have read Tolkien's 'The Hobbit' but not quite ready for 'The Lord of the Rings' series.

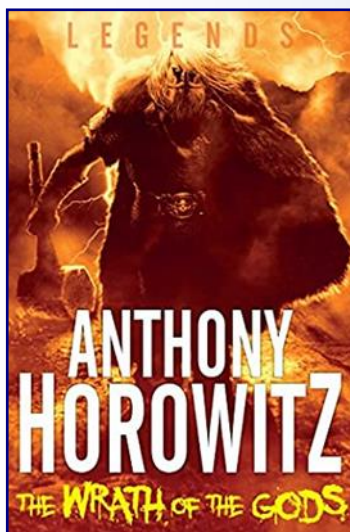
<https://rickriordan.com/>



Jessica Townsend

This Australian author published her first book 'Nevermoor' in 2017 and won two awards for her writing. This title was followed up by 'Wundersmith' and 'Hollowpox' and students have taken to her inventive blend of magical adventure and humour. Central character Morrigan Crow's life changes when she is asked to join the mystical 'Wondrous Society' but she must complete four magical trials. This will appeal to the 'Harry Potter' and 'Worst Witch' fans who relish the magical school elements of the stories.

<https://www.fantasticfiction.com/t/jessica-townsend/>



Anthony Horowitz

If you are looking for an author to widen your child's reading into different genres and/or to make the crossover to Adult Fiction titles, I would heartily recommend the author Anthony Horowitz. In addition to his popular 'Alex Rider' spy series, he has also written the horror/fantasy series 'The Power of Five' and 'The Legends' series. The author has also written Adult Fiction novels that feature Sherlock Holmes and his own murder mystery series 'Magpie Murders' and the 'Detective Daniel Hawthorne' crime novels. Horowitz has also written two titles in the Adult Fiction 'James Bond' series; 'Trigger Mortis' and 'Forever and a Day'. I often recommend these titles to students who have enjoyed the 'Alex Rider' books but who need to make the move to Adult Fiction.

<https://www.anthonhorowitz.com/>

Read On Continued....

I thought I would also share my top fifteen fantasy authors with you and I have separated them into younger and older Teens/Adults.

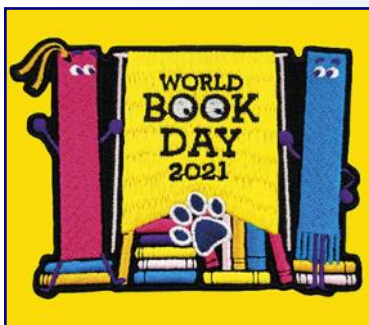
Fantasy authors for younger Teens:

Tomi Adeyemi
 Victoria Aveyard
 Leigh Bardugo
 Holly Black
 Cassandra Clare
 Eoin Colfer
 Joseph Delaney
 Chris d'Lacey
 Kate O'Hearn
 Christopher Paolini
 Philip Pullman
 Terry Pratchett
 Alex Scarrow
 Jonathan Stroud
 Tui T Sutherland

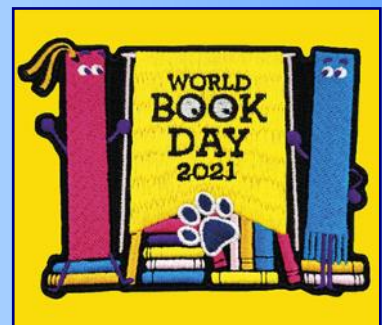
Fantasy authors for older Teens/Adults:

Joe Abercrombie
 Terry Brooks
 Trudi Canavan
 David Eddings
 Raymond E. Feist
 Neil Gaiman
 David Gemmell
 Robin Hobb
 Ursula K Le Guin
 George R.R. Martin
 Sarah J Maas
 Anne McCaffrey
 Richelle Mead
 Robert Rankin
 Tad Williams

Keep Reading and Happy World Book Day!



Mrs Thornton BA (Hons) MCLIP
 School Librarian



Accelerated Reader...



RENAISSANCE
Champion School



Millionaire Readers



There are six new millionaire readers this month.

Congratulations to: Emily Hammond (8SEV), Abigail Flynn (7EJE), Aidan Young (7MOW), Rohan Patel (7SLA), Sean Cumbers (7JPL) and Hashir Gul (7TRA). An excellent achievement; well done to you all!



World Book Day 2021

World book day this year is on Thursday 4th March.

As in previous years, students are entitled to a £1 book voucher. This year, in light of the current restrictions, there are digital vouchers being offered that will be sent out via Wisepay to enable students to purchase one of the 12 World Book Day titles.

The new single-use £1 digital token can be printed out or shown to booksellers/supermarket staff on a phone or tablet screen. Unfortunately, the token cannot be used to purchase books online.

Students can also put their voucher towards a full priced book (priced at £2.99 or over) and receive £1 off the list price.

Details of participating retailers, where the vouchers can be redeemed is on the website below. During the week of World Book Day Accelerated Reader quizzes will be available on the £1 book titles. It is a great opportunity for the students to try a book by a new author and a new book genre and it's completely free!

The World Book Day website has information on all of the £1 books available, along with free resources and activities for all ages. There are some fantastic reading lists to inspire readers and a selection of author podcasts too.

www.worldbookday.com



Accelerated Reader Continued...



RENAISSANCE
Champion School



As always, the selection of free book titles offered for World Book Day is varied, with lots of well-known authors, including:



Derek Landy

Skulduggery Pleasant – Apocalypse Kings

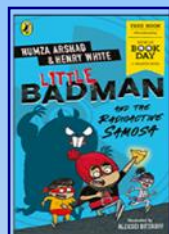
Three ancient gods are freed from their prison with only one desire: to destroy the planet and everyone on it.

To save us all, Skulduggery Pleasant and Valkyrie Cain must go undercover in a Dublin school. Skulduggery has to blend in with the teaching staff, while Valkyrie has to pass for an ordinary schoolgirl. Above all else, no matter what happens, they both must act completely and utterly normal. We are so dead. A must read for Skulduggery fans! **Please note: Not suitable for younger readers.**

Humza Arshad and Henry White

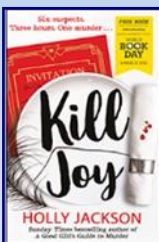
Little Badman and the Radioactive Samosa

You've heard of Little Badman, right? No? Oh. Well. . . Doesn't matter. You will do one day. He's gonna be big.



Twelve-year-old Humza Khan, aka Little Badman is, amongst lots of other things: Eggington's greatest rapper, a ninja, an all-round legend. That's all according to Humza. And, to be honest, Eggington (his home town) is quite small. He has saved the world a couple of times though – from alien slugs and evil time-travelling teachers.

They are very cool adventures, and we'll tell you about them some time, but this story will blow your mind. Humza and his two friends, Umer and Wendy, have narrowly avoided being hit by rock from outer-space. What does get hit, though, is a box of delicious samosas, which turn . . . radioactive. The three friends wake up the next day to find they have superpowers, which is pretty cool. What's less cool is the giant hamsters roaming the town. Looks like a job for Little Badman and his crew . . . A funny, action packed read!



Holly Jackson

Kill Joy

Pippa Fitz-Amobi is not in the mood for her friend's murder mystery party. Especially one that involves 1920's fancy dress and pretending that their town, Little Kilton, is an island called Joy.

But when the game begins, Pip finds herself drawn into the make-believe world of intrigue, deception and murder. But as Pip plays detective, teasing out the identity of the killer clue-by-clue, the murder of the fictional Reginald Remy isn't the only case on her mind . . . Find out where it all began for Pip in this prequel to the best-selling *A Good Girl's Guide to Murder* and *Good Girl, Bad Blood*. **Contains mature content. Not suitable for younger readers.**

If you would like any further information about the accelerated reader scheme, please feel free to 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 positivity of young people, their acts of kindness and good mental health.



Since the start of the pandemic, the majority of news coverage about how young people have been coping has focused on the negative impact, such as poor mental health and lost school time. It is of course important not to under estimate the significant impact that Covid-19 has had on young people. However, young people have also shown positivity, kindness and resilience during such unprecedented times. The Children's Society have used the phrase "lockdown positivity" to describe how some young people used lockdown to help develop themselves. One young person interviewed said "I've started doing home workouts for exercise and I've tried cooking and trying new foods." A survey of Duke of Edinburgh's Award participants has revealed that 47% of the young people surveyed have learned a new skill or rediscovered an old one during lockdown. Many young people have also been carrying out good deeds and acts of kindness to help lift the mood of others during lockdown. A group of school children in Worcester wrote to care home residents to help cheer them up during lockdown and a teenager in Staffordshire has helped to raise money for disadvantaged young people who do not have access to communication devices such as a computer. Sebbie Hall's good deeds did not stop there and each day he would carry out random acts of kindness such as collecting food leftovers for foodbanks, helping neighbours with dog walks and giving out biscuits to local police officers.

For many young people, not feeling very positive at the moment is understandable, however some small simple steps can help to work towards a more positive mind set and good mental health. The mental health foundation say that acts of kindness towards others have the added benefit of reducing your own stress and improve emotional wellbeing. It could be as simple as young people sending a motivational text to a friend who is struggling, arranging to watch a film at the same time as a friend and video call or to tell a family member how much they love and appreciate them.

For some young people, building a more positive mind set could be making plans for the future which will help them develop and work towards achieving goals. A young person has been quoted on the YoungMinds website as saying "Give yourself a goal each day. Having something to aim for will give you a purpose, and mini goals are particularly great in giving yourself a confidence boost."

For secondary school students wanting to develop confidence and important life skills such as team work they could consider planning to join the National Citizens Service when they are older. The NCS is a programme for young people aged 16 to 17 where they get to mix with other young people of their age and get involved in fun team building exercises together. After this they carry out a project to help improve their local community which helps them develop skills for their future while also doing something positive for where they live.



Where to get support:

YoungMinds - <https://youngminds.org.uk/blog/young-peoples-self-care-tips-for-self-isolation/>

National Citizens Service - <https://wearencs.com/>

Childline - <https://www.childline.org.uk/info-advice/your-feelings/mental-health/taking-care-of-yourself/parents/mental-health-parenting/>



Oxbridge Opportunities...

All students who are thinking about applying to Oxford or Cambridge Universities (or indeed any student who has a passion for a particular subject) should be looking to broaden their subject knowledge from Year 7 upwards. There are a number of great (free!) online opportunities for 12 to 16 year olds who are looking to expand their 'super curricular' activities in subjects such as English, Modern Languages, History, Politics, Maths and Science.

Please see the link below:

[For students 12 to 16 | University of Oxford](https://www.ox.ac.uk/admissions/undergraduate/increasing-access/ug-digital-resources/students-12-16)

<https://www.ox.ac.uk/admissions/undergraduate/increasing-access/ug-digital-resources/students-12-16>

The fabulous 'Oxpire' website is also going to start a live book club for 11-14 year olds:

[Oxpire | The Home of Big Questions](https://oxpire.org/)

<https://oxpire.org/>

Students in Year 12 may also be interested to know that applications to the Oxford University access programme can now be made. For more information, see:

[UNIQ - University of Oxford](https://www.uniq.ox.ac.uk/)

<https://www.uniq.ox.ac.uk/>

Finally, a couple of opportunities from Cambridge University for state-school students in Year 9 and Year 10. The first one is a university taster webinar for Year 9 students at Downing College and the second is for Year 10 girls interested in STEM.

<https://www.dow.cam.ac.uk/outreach/year-9-university-taster-webinar>

<https://www.sel.cam.ac.uk/joining-selwyn/undergraduates/access-and-outreach/women-stem>

Ms S Gratton

Start in the morning and finish as quickly as you can so you have more time to relax without anything lingering over your head.

Nuha Abdul Latiff

Get ready in the morning as you would for a normal school day. I make sure I am wearing new clothes at the beginning of the day as if I was going out and do my work etc. I play different playlists in the morning too, to help me get a bit motivated for the day. Also putting your phone away during lesson time is a must as at home we are more likely to go onto it

Maha Ahmad

Try to stick to the school routine as much as possible and stay organised.

Maleeka Mehmood

Identify how you work best: if that's with a partner/group then try to do work together. But be honest with yourself, if you don't get work done with friends then eliminate these distractions and do it on your own. You'll get through things quicker and have more time to relax! The more strictly you stick to the work set each day, the less likely work will pile up and cause you more stress -

Nuha Abdul Latiff

Prep a to do list the night before (magically works).

Ghani Khan

My tip would be to make the effort to get up early every morning (such as with an alarm) and stick to the school timetable as much as possible -

Noor Azam

Can you tell me what has worked for you during lockdown?

COVID-19 **LOCKDOWN**

Do a list of things that need to be done today (i.e. all the assignments/zoom lessons) and then don't touch your phone until you are done with it - place it in another room.

It's okay to take breaks between assignments or lessons but touching the phone is not an option because it's going to demotivate.

Anastasia Maevski

Stick to the school timetable, mainly applies to non-zoom lessons. It helps to maintain a structure and a level of focus needed to do the work.

Daniel Vinson

My biggest tip is that it's easier to do work if you don't sleep in (personally) and to try and keep to a routine.

Kotryna Blankaite

I would recommend that students follow their timetable to the letter. I found for me the line blurs between work and rest when always at home so being really strict on timings, even if you don't have a zoom lesson, massively helped me. Also I would recommend leaving the house once a day as I found it's very easy to not leave the house at all for a week or longer. Going outside regularly really helped me develop a routine and sunlight massively boosts our mood so it's even more important.

Thomas Riley

These times are stressful and you may feel anxious and demotivated to do work. Listen to your body and take regular breaks and rests when needed. Personally I like to do at least one thing everyday so I don't run the risk of procrastinating everything and I can feel happy I have at least done something rather than nothing -

Nuha Abdul Latiff