CCHSG E-Newsletter

14 July 2021

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Executive Principal's Notes

As the end of yet another unprecedented school year approaches, we can reflect with pride on the way in which our strong and resilient school community have worked together to overcome the many challenges that we have faced. The experience of the pandemic has been different for everyone. Each individual student and each individual member of staff has had to find a way to navigate their own pathway through the additional hurdles created in both work and personal life. I am hugely grateful for the committed and positive way that everyone has supported each other and worked in the best interests of the school community.

Our teaching staff have worked tirelessly this year, not only to ensure high quality delivery of both virtual and face-to-face lessons, but also to undertake the additional task of producing teacher assessed grades. Our support staff and site team have been endlessly adaptable, creative and positive in the face of ever changing circumstances.

There are many individuals in the wider school community who also deserve our thanks. The Senior Staff have been very grateful for the many messages of support received from parents, and I would particularly like to thank Mrs Lisa Gardiner for her assistance with the preparations for the Year 13 celebration event. The strength of our PTFA has really been clear this year, under the inspirational leadership of Mrs Agness O'Brien. No less than 27 parents volunteered to support with the recent second hand uniform sales. In addition to those who donated their time, we are also grateful to those who made the donations of uniform and revision books which were so well received by other parents.

As always at the end of the academic year we say goodbye to a number of staff. We thank them for all that they have contributed to the school and wish them every success in the future:



Miss Pera Frank in the Music Department, Miss Jasmine Alexander in the English Department

and Ms Juliet McKenzie in Psychology, all joined us in September 2020 and we thank them for their commitment during this particularly difficult year. We also thank Miss Miriam Liebman who joined us to teach Psychology in January 2021.

Mrs Soumi Mandal has been CCHSG Examinations Officer since March 2017 and progressed to Examinations and Careers Lead in September 2020. Her role included managing the Centre Assessed Grades in 2020, maintaining calm during a challenging process. Mrs Mandal is not moving far away, as she has been offered a place on the Initial Teacher Training course with CTTC next year. We are delighted for her and pleased that Mrs Mandal has been able to make progress in her career within our organisation.

Mrs Rebecca Hanlon has taught English at CCHSG since September 2016, contributing significantly to the development of the English curriculum. We wish her every success in her promoted post at Philip Morant School.

Mrs Ann Barrell has worked as part of Mr Gosling's excellent team of Catering Assistants since March 2014 and we are very grateful to her for all that she has done.

I would also like again to thank our students, who have been outstanding throughout the year and impressed everyone with their responsible and caring approach. Our Year 13 Leavers events (covered in the last edition) and our Year 11 End of Year Celebration have necessarily been run differently this year, but thanks to the efforts of the staff, both events were nonetheless hugely successful. We hope that our incredible students are now enjoying a well deserved break.

We wish our Year 13 students every success and happiness in the future and hope that they will stay in touch. We look forward to welcoming many of the Year 11 into the Sixth Form in September.

We wish all our staff, students and their families a relaxing and restorative summer break.

Mrs Gillian Marshall
Executive Principal



Thank You PTFA



The PTFA raised £2,841.51 on Saturday 19 June running a further second hand uniform and revision books sale. They are to be commended for their dedication to our school. All the donated uniform was washed and ironed. A seamstress carried out repairs and also made scrunchies to sell. This brings the total raised by second hand uniform sales to an amazing £6,398.19 this term. We are also delighted that we can provide this opportunity for parents to make substantial savings on uniform costs.

Second hand uniform sales will now take place each term, on a Saturday, look out for dates which will be advertised in September. Our amazing PTFA, led by Mrs Agness O'Brien, are now starting to organise the annual Christmas Market for Saturday 27 November. We do hope this event will be able to go ahead, following appropriate Covid guidance.

Our supportive parents have raised a total of £8,186.87 over the last few months, all of which goes directly to fund equipment, resources and educational opportunities for the students. This is a phenomenal sum given the challenges of the year and we are very grateful to all those involved.

For daily news updates follow CCHSG on Facebook @colchestergirls or Twitter @CCHSG

Allan Blundell MBE



We are delighted to announce that one of the Members of the Alpha Trust and former CCHSG Chair of Governors, Allan Blundell, has been awarded an MBE for his services to school governance and the voluntary sector in Colchester.

Mr Blundell was Chair of the Governors at Colchester County High School for Girls for about two decades, joining the Governing Board in 1997 and serving as a highly effective and proactive Chair for almost twenty years between 1998 and 2017. Mr Blundell also encouraged the development of close collaboration and partnerships between CCHSG and other local schools. This collaborative working has been of enormous benefit to students, by increasing the educational opportunities offered to them, enabling the sharing of good practice across schools, offering greater opportunities for staff development and also in providing opportunities for making financial savings which can then be used to enhance educational provision. Mr Blundell has also been recognised for his work with Copford Cricket Club and with Copford Church. He is also an honorary fellow at the University of Essex, where he used to Chair the Essex Pension Scheme.

According to coverage in the Colchester Gazette, Mr Blundell said: "*I had no previous involvement in the school from a family point of view. A previous Vice Chair just asked me to join. I had built an engineering college in my work with Cable and Wireless and I think that made me useful as the school was expanding. A year after joining they made me Chair of the local board.*"

Mr Blundell said he was extremely proud of what had been achieved at the school, which is regularly ranked amongst the best grammar schools in the country.

"This is a well-deserved award and we do thank Allan for all the hard work over the years. Particularly when making bids for the building work, which has been in excess of £10 million during the last decade. Allan has always supported these projects. We both believe it has been fun to achieve the impossible!"

Mrs Marshall

CCHSG 500 Club

Following the highly successful introduction of the 2020/21 CCHSG 500 Club, which generated £5,458.75 for school funds, we are seeking the continued support of our school community with the CCHSG 500 Club 2021/22. Membership takes the form of a one off payment of £40, which entitles participants to be entered into ten monthly draws over the academic year for prize money of up to £500. All the funds raised will go directly towards the provision of additional resources and equipment for our students.

Parents/carers/guardians, students (aged 16 & over) and staff of CCHSG can take part. A maximum of 500 numbered tickets can be included in the draw at any given time. Each participant can purchase up to 5 tickets at £40 each (a maximum of £200.00) per year. There is no limit to how many tickets can be purchased per household. Three tickets will be drawn per month via a computer generated system and half the money collected will be paid out in prizes.

Please show your support for the work of CCHSG staff and students by joining the CCHSG 500 Club via:

https://www.trybooking.com/uk/BDQU

Please purchase your tickets by 16:00 on Tuesday 19 October, 2021, ahead of the first draw of ten which takes place on 20 October, 2021.



Year 9 Computer Science Day

As part of the CCHSG Matrix co-curricular programme, Year 9 spent a day studying Computer Science Theory, examining how computers work and how we get them to work for us.

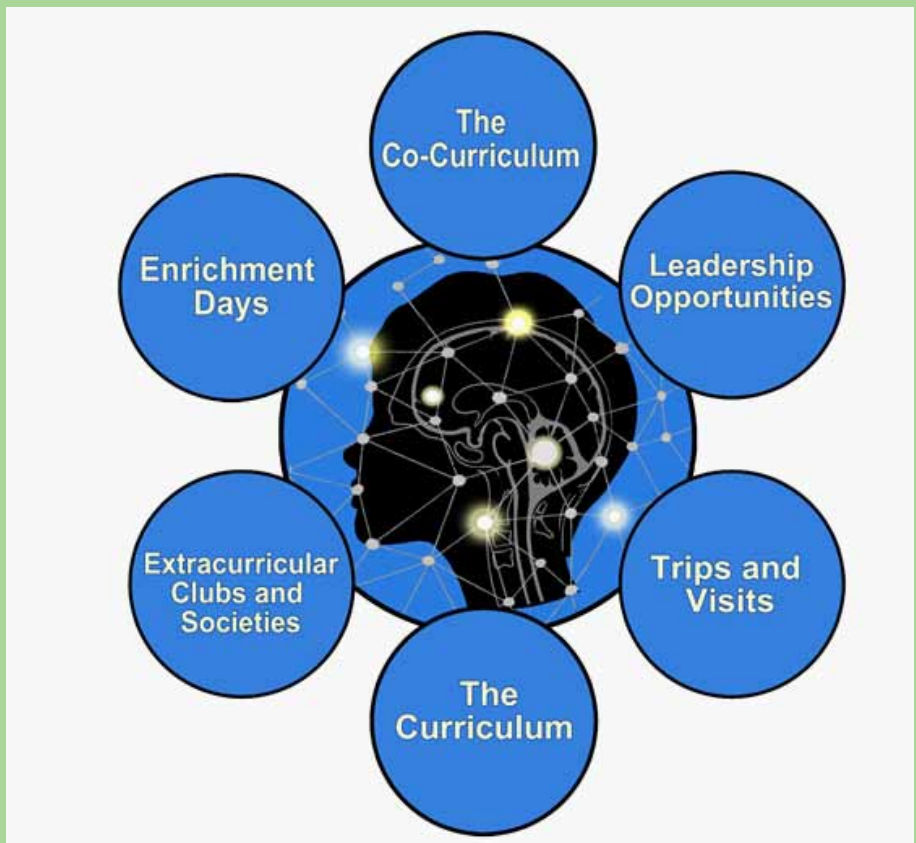
Key topics included:

Computer Systems - The CPU

Memory and storage

Software – Operating Systems and Utility Software

Working in teams, students completed challenges to earn virtual money which they could then use to purchase items of hardware from the catalogue, and build the ultimate gaming personal computer.



On 17 and 18 June, most of the Year 9 students went up to the computing rooms for the first time this year. Why? Well, we were having off the timetable half - days in which those who did not take computing as a GCSE extra were able to explore the world of computing. A round of applause to Mr Nachman who managed to fit in a whole topic of computing into three hours.



So, what did we learn? Well, we learnt about the CPU (central processing unit), and the basic input, process and output system of a computer. After ten minutes of general information, we were sent to different rooms to do a range of tasks in an assigned group. For every tick for a part of a task that we got correct, we got £10 (sadly not real money!). This money added up and at the end of the first two lessons, we looked through the catalogue of computer hardware and designed the ultimate gaming PC (that of course, had to have the most expensive parts)!

Finally, we had a guest speaker: Stephanie Bazeley, who is one of the creators of the game “Monstrum” - a horror game which was created by the team “Junk Fish” (no, they do not create rubbish fish they create games it seems). She told us about careers in Computer Science and all about her game and the process of creating it. Overall I really enjoyed the day and I believe many others did too!



Here are some things that the students in Year 9 said about their day:

“I loved it! My favourite part was the winning part, and the sweets. Definitely.” Hasika Dara 9L

“*I really enjoyed it because I liked building the computer using the money that my group won and also Mr Nachman explained everything really well*.” - Isabel Cato 9O

By Lucy Sands



I understand and describe the Von Neumann architecture as a stored program computer.



Calculators are examples of computers.

They take input, process and output a result.



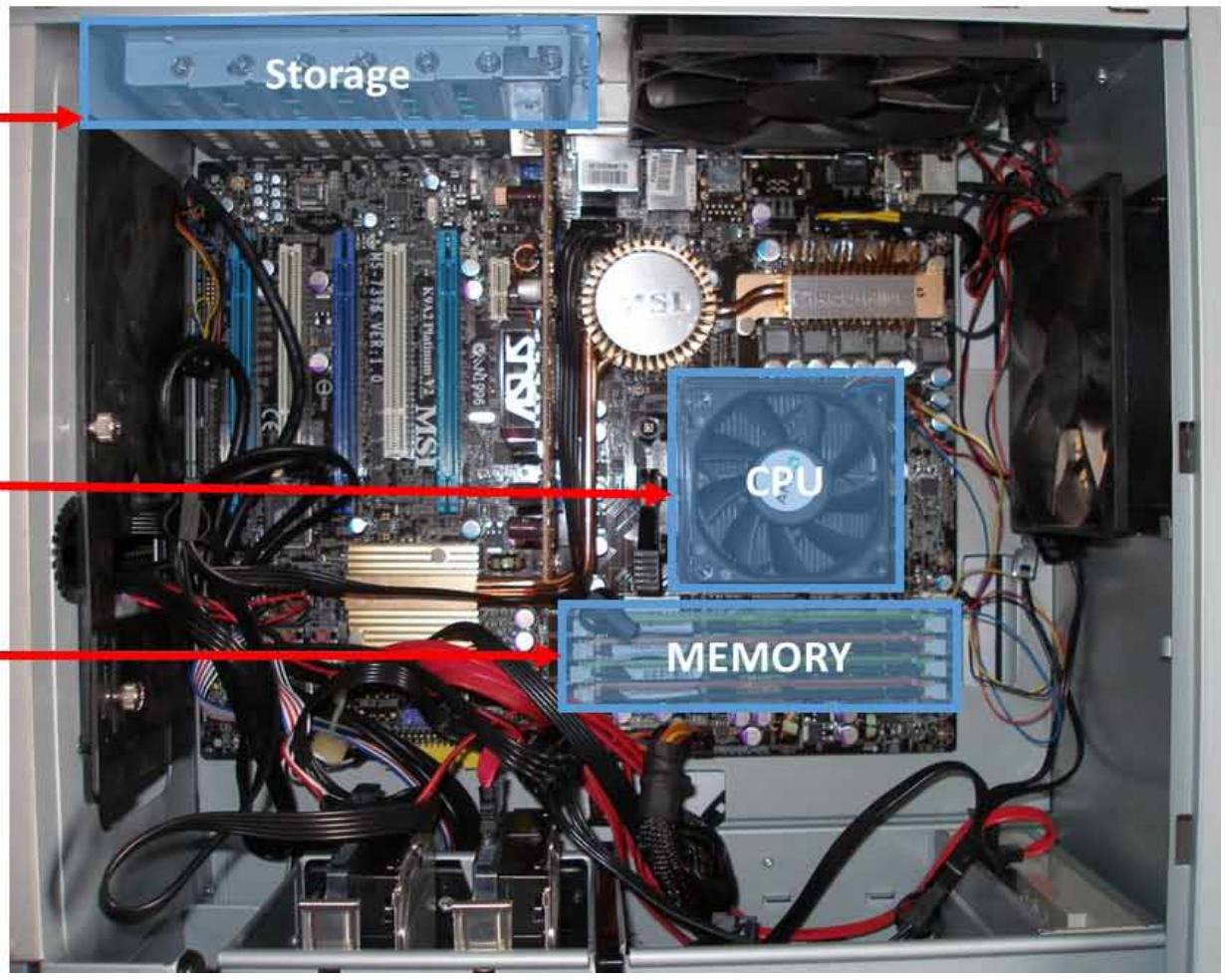
John von Neumann designed computers with stored programs.

I understand and can describe the purpose of the Central Processing Unit (CPU).

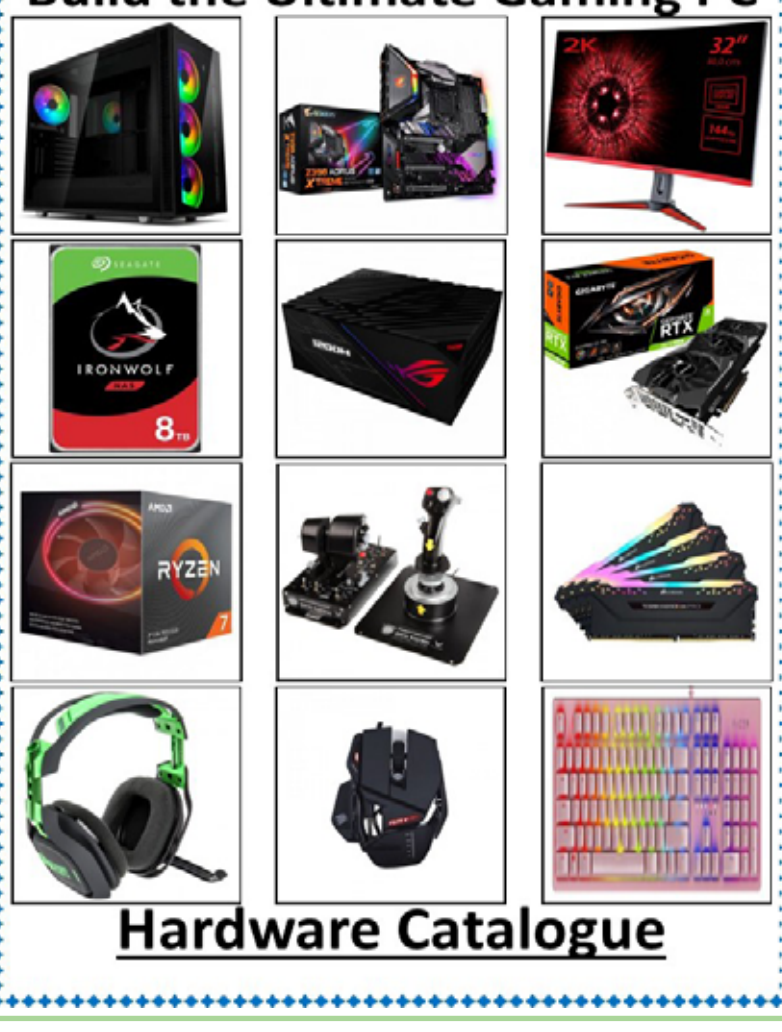
Secondary Storage – Hard-Disk-Drive (**HDD**) or Solid State Drive (**SSD**). Where program instructions, computer files and documents are stored when not in use. Non-volatile.

Central Processing Unit (CPU) – The main component in any computer system. Likened to the brain of the computer. The CPU processes all information and instructions and controls the flow of information around the system.

Primary Storage / Main Memory – Also known as RAM (Random Access Memory). Stores program instructions and computer files when they are in use. Volatile.



Build the Ultimate Gaming PC



Hardware Catalogue

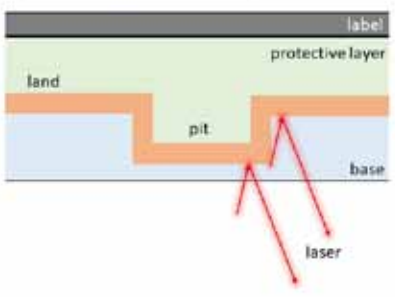
I recognize the different storage types, optical, magnetic and solid state, and understand the differences between the technologies in each.
I recognize a wide range of different storage devices / media and understand the differences between them.

Optical storage



CD-R
CD-RW
DVD-R
DVD-RW
Blu-Ray

Positives
- Cheap
- Light weight
- Portable



I understand and can explain the purpose of each of these functions of an operating system: user interface, memory management/multitasking, peripheral management and drivers, user management, file management.

File management

- Data is stored in files.
- An extension to the filename tells the operating system which application to load the file into.



Year 10 Genomics Futures Student Symposium

On 23 June, Year 10 students were off timetable for an online Biology genomics and careers day run by the Sanger Institute, Cambridge. The virtual symposium allowed students to gain an insight into the cutting edge Genome Science taking place at the Sanger Wellcome Genome Campus, hear from scientists, take part in activities and gain careers advice. The Wellcome Sanger Institute is the home of genomics, where the Human Genome Project was undertaken. Scientists at the Institute are currently leading the world in sequencing COVID-19 samples, tracking variants. Students were fortunate to hear world leading scientists talk about how genomics is used in their work and the potential use in the future.



wellcome sanger institute

This is what two of the students had to say about the day:

I really enjoyed the biology day. During the morning we discussed some really interesting topics like how medicine would become personalized and we debated whether or not family members have the right to know about genetic diseases affecting someone in their family. As well as this, we had a very useful talk on A Levels and how to choose them, this was really helpful regardless of what subjects you plan on taking. My personal favourite was the debate, since it was the most interactive, but I still really enjoyed all of the other talks and overall I think it was a great opportunity to learn about the science industry.

In the afternoon, we 'Met the Scientists'. There were six different scientists, who each explained their careers and how they got there. This was useful to many students as it showed different science career paths you could take after A-levels. There was on opportunity at the end to ask questions, which gave useful insight into how to go about getting a job after/during university. After that, we watched a section called 'Lighting Talks' where a few scientists gave a brief description of how genomics is being used in real life. This was then elaborated on further in the closing talk, where Professor Julian Rayner showed us how genomics is being used to help track the spread of Covid. It was interesting to relate something that we had been learning about in class, to a real life situation that is affecting us all. Overall, the day was enjoyable and gave a good insight into the different opportunities that science can give you.

Pearl Patten and Ella Harvey

wellcome connecting science

genomics futures: student symposium programme

Welcome to Genomics Futures: Student Symposium 2021!

Throughout the day you'll be able to access different talks and activities to suit your interest and year group. To access the different sessions, use the 'Live Talks' menu on the left hand side, and select either Stream 1 - The Auditorium, Stream 2 - The Lab, or Stream 3 - The Data Centre.
We recommend using Google Chrome for best viewing experience. All sessions are being recorded, and will be available on the 'Catch Up' Stream next week.

10:00 - 10:25am	Welcome & Keynote Talks	Stream 1 - The Auditorium

Professor Julian Rayner will open the symposium with a welcome talk, and Dr Emma Davenport will give a keynote talk - the Future of Genomics - exploring where genomics is now, and where it might lead in the future.

10:30 - 11:15am	Your Next Steps	All Streams

Transition to 6th Form (recommended for Year 10/11) — Stream 1 - The Auditorium
Considering 6th Form or A Levels as your next step after school? Join Alison Hornby, Head of Sixth Form at Thomas Clarkson Academy, to find out more about transitioning to 6th Form.

Transition to University (recommended for Year 12) — Stream 2 - The Lab
Considering University as your next step? Kate McCormack, from the Network for East Anglian Collaborative Outreach (neaco), will show you how to explore your options and provide insights from current university students.

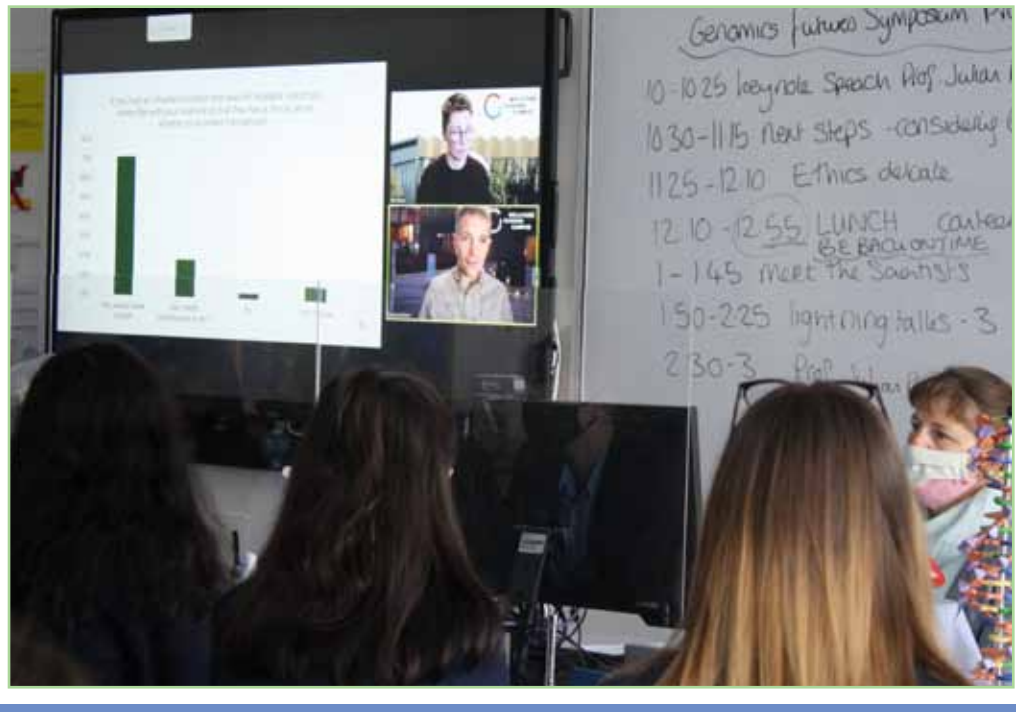
Alternate Routes Post-16/18 (recommended for Year 10-12) — Stream 3 - The Data Centre
Not sure if 6th Form, A Levels or University is the right next step for you? Luke Byron from the College of West Anglia will be sharing insights into alternative routes after school or 6th Form.

Your Next Steps sessions kindly supported by: THE SKILLS SERVICE

11:25 - 12:10pm	Activity Sessions	Streams 2 & 3

Genome Ethics Debate — Stream 2 - The Lab
Who's information is in your genes? Should doctors have the right to share patient genetic information with families? Richard Milne from the Campus' Society and Ethics Research team will lead a discussion activity based on the ground-breaking ABC vs. St George's case study.
This activity is suitable for classes joining via a classroom projector, or by individual students.

Tech in the Lab Activity — Stream 3 - The Data Centre
How can coding and technology help scientists in the lab? In this activity you'll have a go at writing code for a micro:bit through two different tasks, to see how technology can be used in real life labs.
This activity requires individual student access to a laptop or computer.



Intermediate Biology Olympiad 2021

All the Year 12 biologists, including a few who were isolating at home, took part in the annual Royal Society of Biology Intermediate Biology Olympiad between 7 and 14 June. This is an online multiple choice competition that schools worldwide can take part in, based on Year 1 A level Biology knowledge. With it taking place just before our internal assessments for Year 12, it was a good opportunity for revision.

8873 students from 449 schools worldwide took part in this year's competition. It is a recognised competition and useful for UCAS personal statements which our Year 12 students are in the process of writing.

The Biology department were really pleased with the results: 1 gold, 8 silver and 16 Bronze Awards, 12 highly commended and 11 commended. Congratulations to everyone, but in particular to Pippa Adams with her Gold Award our top scorer, this puts her in the top 5% of entrants. Certificates will be presented next term. The results bode well for next year when Year 13 biologists have the option to take part in the British Biology Olympiad in the spring term.

Dr Martin



Evelyne Chia, Guiness World Record



Evelyne Chia, in Year 11, hopes to have broken the Guiness World Record for folding 1,000 origami paper cranes. Her record breaking attempt is also part of a fundraising effort which has already raised more than £2,300 to support healthcare workers.

There is a significance to 1,000 cranes as an ancient Japanese legend which says if you fold 1,000 you can make a wish to the Gods and it will come true. Many people undertake this challenge but normally it would take about a year to fold 1,000.

Evelyne was told the previous record for folding 1,000 cranes was about 12 hours. She completed her challenge in nine hours and 31 minutes, shaving almost two and-a-half hours off the time.

She said: "*I have been doing origami since I was really young. My mum taught me. She wanted to raise money for NHS Charities Together to help support healthcare workers who have worked so hard during the pandemic.*"

So far she has raised £2,310 - more than doubling her initial target of £1,000. Evelyne said: "*It is way more than I thought. My initial target was £500 but my parents convinced me to increased that to £1,000. I am so grateful to everyone who has donated.*"

You can donate at:
www.justgiving.com/fundraising/papercrane.

Parts of this article orginally appeared in the online edition of the Colchester Gazette, author Robbie Bryson.

https://www.gazette-news.co.uk/news/19393273.watch-colchester-teens-origami-guinness-world-record-attempt/?ref=fbshr&fbclid=IwAR0Yj64O1vSXNiDCgSK91XG9ed8Tbvr2IZMBvHL3J_swc1YXuBSxvm4gzSw

Year 11 End of Year Celebrations

With pandemic restrictions still in place, we were fortunate to have the newly created outdoor canopy area to host the Year 11 end of year celebration in June. The fiesta themed afternoon provided an excellent opportunity for staff and students to mark the end of the year.

Year 11 are to be commended for the way in which they have responded to the challenges of the year and the support that they have given each other. We wish them an enjoyable and restful summer holiday we look forward to welcoming most of them back in the Sixth Form in September.
























ELLA
rah!

Dora Love Prize

Schools from Essex and Suffolk come together every year for the culmination of the Dora Love prize, hosted by the Department of History at the University of Essex, during the annual University of Essex Holocaust Memorial Week. This year the activities were held online with over 250 students attending.

The Dora Love Prize, which honours Holocaust survivor and educator Dora Love, educates secondary schoolchildren about the links between the Holocaust and the intolerance, discrimination and outright hatred of those regarded as 'different' in the world today.

Dora Love died in 2011, but the Dora Love Prize continues her work. It will be awarded each year for the best Holocaust awareness project by an individual pupil or group of pupils of a school in Essex or Suffolk – primary, secondary or Sixth Form.

The prize goes to the project which expresses best that which was most important to Dora Love: speaking up against hatred wherever it occurs, never forgetting the ultimate consequence of seemingly small acts of discrimination and developing a sense of personal responsibility.

Students took part in a series of workshops where they learned about how ordinary Germans viewed the deportation of their Jewish neighbours, how Holocaust survivors started new lives after the War, the lesser-known Nazi genocide of Roma and Siinti people, the importance of oral history and personal testimonies and how refugees and asylum seekers integrate into UK communities today. They also took part in creative workshops exploring themes of solidarity, unity, peace and activism.

Holocaust survivor Frank Bright closed the event with a discussion about his personal experiences and why the Holocaust should not be viewed as an isolated event consigned to history.

Mr Bright, who lost his family and many of his friends in the Holocaust, said: "Seeing these children reminds me forcefully of the past. They are alive, they expect to live life to the full, and to achieve their ambitions through hard work. They remind me of my classmates, who had equal ambitions but who, instead of being able to achieve them, were murdered in the most cruel and barbaric way in their early youth.

"My friends and I were denied our youth - the most useful and influential years of one's life were just wasted with nothing but sorrow and misery."

https://www.essex.ac.uk/news/2019/09/27/dora-love-induction-day-2019-20

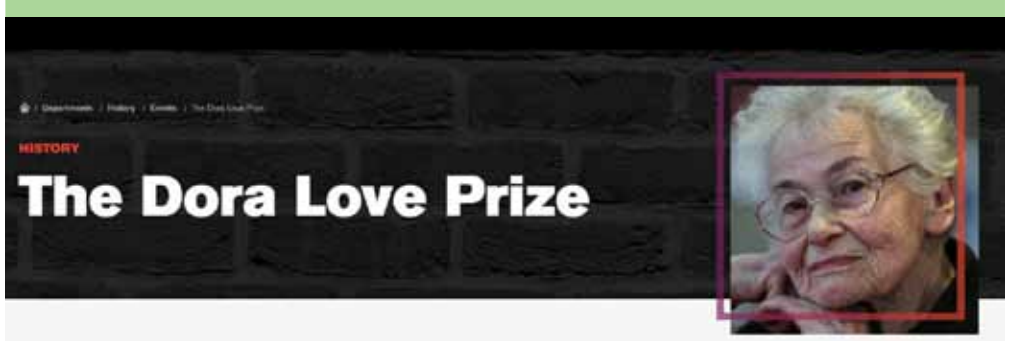


The Dora Love Team

This school year, nine students have been participating in the Dora Love competition which raises awareness of the Holocaust. The theme this year was "Be the light in the darkness", so the year nine team chose to focus on liberation. The nine students split into four teams to cover a topic each: concentration camps, awareness of the Holocaust, Black Lives Matter, and liberation in the past. As well as these speeches they also wrote a poem to highlight the terrible horrors which many had experienced during the Holocaust. The students all valued the opportunity to take part and felt that they had learnt a great deal. The team would like to thank Mr Kidby for entering them into the competition and supporting them throughout.

Well done to the Dora Love Team: Asmi Bhatia, Cecily Bradshaw, Sadb Marrani, Casey O'Leary, Daisy Ratcliffe, Ira Saxena, Imogen Secker, Anusha Singh and Thushani Sureskumar.

We would also like to thank Olivia Adkins for filming the presentation.



Magistrates' Court Mock Trial

Young Citizens
Mock Trials

On 8 May 2021, I had the opportunity to take part in an event that was due to take place in 2020, but was unfortunately delayed due to the Covid-19 pandemic. It is run by the Young Citizens organisation, created to help young people to understand how the law works. It informs them about our justice system and how cases are fought in Courts.

Schools that are taking part in the competition put together a team of 12-14 year old students (Year 9) who will play the parts of lawyers, witnesses, magistrates, ushers, legal advisers, court reporters and artists and the defendant. The teams are given an invented case such as a robbery or a murder and will need to act out how the case would be handled in the Magistrates' Court. The school playing the prosecution first will switch to defence after the first round, and vice versa for the opposing school. The winners will move up to a regional heat and winners of the regional heat battle the case on a National level.



As a result of the pandemic, the competition was re-organized, and changes were put in place. The meeting for the Mock Trial took place over Microsoft Teams. They also changed it so it would no longer be a competition but still involved playing prosecution and witness with another school. The task for the Court Reporter also changed, turning it from an article about the case to an argument about why laws are important and how they affect different people. Even though the event had changed to fit Covid guidelines and regulations, it was still a lot of fun and very informative.

The case for this year was about 18 year old Laurie Martin, a hair stylist at a salon, who was charged with acquiring and possessing criminal property, more specifically £5200 worth of criminal property in cash, with knowledge or suspicion that the money was the proceeds of crime or obtained illegally. One of the clients, Jess had informed Laurie of a way to earn money easily, this being overheard by Laurie's co-worker Quinn. Jess wanted Laurie to withdraw money from her friend's account to give to her and her friend Aiden. A couple of weeks later, the police arrested Laurie on the suspicion of money laundering as the money out into Laurie's account was found to be the proceeds of criminal activity. The witnesses included the salon owner, Laurie's co-workers, a bank clerk and a member of the Police Fraud Squad. The final verdict the magistrates came to for both of the rounds was not guilty.

The school we were fighting the case against was Chelmsford County High School for Girls. When asked how it was working with Chelmsford, one of our prosecution lawyers, Anna Prince, said '*Chelmsford were very talented and it was clear both of our schools had worked very hard on their statements. Working with them was fun and it was a great experience.'*

One of our magistrates, Hannah Baker, said "*I enjoyed my experience enormously, I was very intrigued learning more about the legal system, this has made me more aware of jobs I may look further into for the future.*"

After being asked about the best part of the Trial, our defence witness, Hannah Karlsson, stated "*I really enjoyed having the other team cross-examine me. It was really fun.*"

Overall, the Magistrates' Court Mock Trial was a very enriching and enjoyable experience. It taught me a lot about the justice system and how law and order works in England. It will be very beneficial in the future for all students who participated if they are ever in a similar situation and need help to navigate their way through the courtroom.

Riddhi Bandela



Healthy Living Recipes from Mrs Webb

Make Your Own Naan Style Bread

Mix 2 mugs of self-raising flour, 2 teaspoons of English mustard, and 2 pinches of sea salt in a bowl, then add enough water to make a dough. Mix together with a fork and knead until smooth. Use a rolling pin to roll out the dough to about the size of a tea towel on a flour-dusted surface, then use your hands to rub the dough with olive oil, spreading it out to the edges. Roll up the dough lengthways, like a giant cigar, and drizzle with a little more oil, then roll it up like a snail. Flatten it out with a rolling pin, to about the size of a 26 cm frying pan. To cook, dry fry on a medium-high heat for 3 to 4 minutes on each side, or until beautifully golden and crisp. Transfer to a board and smash together to expose the layers.



Halloumi with Lemony Lentils, Chickpeas & Beets

Ingredients:

200g puy lentils
2 lemons
1 red onion, finely sliced
3 tablespoon extra virgin olive oil
3 tablespoon capers, very roughly chopped
400g can chickpeas, drained and rinsed
250g cooked beetroot, cut into matchsticks
½ small pack parsley, roughly chopped
250g pack halloumi, cut into 8 slices

Method:

Cook the lentils in a pan of boiling water for 20-25 minutes or until just done. Meanwhile, squeeze the juice from one lemon into a bowl. Add the onion and scrunch together with a pinch of salt to pickle slightly. Set aside.

Finely zest the remaining lemon and set aside for the halloumi. Squeeze the juice into a jam jar or jug. Add the oil with a pinch of seasoning and the capers – shake well and set aside. When the lentils are ready, drain and tip into a large serving bowl with the chickpeas. Toss with the dressing straight away, then toss through the beets, parsley, pickled onions and their juice.

Heat a frying pan over a medium heat and fry the halloumi for 1-2 minutes each side or until golden brown. Toss with the lemon zest, then place on top of your salad to serve.

Pepper and Chicken Jalfrezi Tray Bake

This is a really quick, but tasty one pot dish, it's one of my favourite Jamie Oliver family meals and my children love to get involved and make the bread too. Packed with flavour, it really is one not to miss! This jalfrezi-inspired one-tray wonder is all about big flavours with minimal effort. I've made the most of two fantastic flavour shortcuts: a spice-packed jalfrezi curry paste, and an onion marmalade to bring sweetness, stickiness, and sourness. The oven does most of the hard work, leaving you with tender, succulent chicken thighs, vibrant colour, and next-level deliciousness.

Ingredients

4 free-range chicken thighs, skin on, bone in
Olive oil
8 cloves of garlic
2 fresh green chillies
3 red peppers
8 fresh bay leaves
1 heaped tablespoons jalfrezi curry paste
2 tablespoon onion marmalade
red wine vinegar
4 tablespoons natural yoghurt"

Method

Preheat the oven to 180°C/350°F/gas 4. Put a 25cm x 35cm sturdy roasting tray on a medium heat on the hob. Season the chicken thighs with a pinch of sea salt and black pepper, then place in the tray skin side down with 1 tablespoon of olive oil.

Peel the garlic cloves, halve and deseed the chillies, then scatter into the tray. Tear the peppers into quarters, removing the seeds, and add to the tray.

Turn the chicken once golden, then add the bay leaves, jalfrezi paste and onion marmalade, moving it all around with tongs to coat. Let it sizzle over the heat for 5 minutes, then add 2 tablespoons of red wine vinegar and transfer to the oven for 45 minutes, or until the chicken is falling off the bone. Mash the soft garlic cloves into the juices, then ripple through the yoghurt and serve.



News from the PE Department

Essex Track and Field Competition

On 10 June, 28 athletes were selected to represent CCHSG at the first (and last) athletics competition of the year! At this competition, the athletes have to compete in both a track and a field event and are working together as a team to build up the most points.

The Intermediate team (Year 9-10) came third overall. Our Junior team (Year 7-8) came second overall, with Jade winning the 100m, Lyla breaking the 1500m record, and Lily Tyler scoring the highest points for the school. It was excellent to finally see the Year 7s and 8s competing and representing the school.



Essex Schools Competition



On June 12, 7 CCHSG athletes qualified to represent North East Essex at the Essex Schools Competition. Across the day, the students performed extremely well, Rose Sheppard placing 2nd for the intermediate 1500m, Lyla placing 2nd for the 1500m and breaking her own school record, and Noya taking 1st place for discus!

Year 10 Summer Rounders Olympic World Cup

The Year 10's have been competing in a Rounders Olympic World cup over the course of the summer term. Spurred on by the Tokyo Olympics that are taking place this year, the students were sorted into eight teams and one lucky student nominated to come forward and randomly select a scroll that contained the flag of the country that their team would proudly represent in the competition. The choosing ceremony gave way to a rousing opening ceremony where flags waved and national anthems sung with pride and enthusiasm by all.

The competition ran smoothly, with one lesson a week dedicated to a fiercely competitive Rounders tournament and the second an Athletics competition where students had the opportunity to compete in both track and field events. Students from all teams showed an enthusiastic and determined attitude towards the competition, as well as some outstanding displays of skill and technique across all disciplines.

The PE department would like to say a huge well done to all Year 10's for their effort and participation in the competition, your hard work and motivation made for some very enjoyable PE lessons to end the Summer term.



Year 7 Art Curriculum Day - Art of Benin

What can we learn about the Kingdom of Benin?



- Looking at the importance of art to the culture.





First look, 16th-18th century bronze plaques

The "Benin Bronzes" are mostly plaques made of brass. They were made by specialists who worked for the Oba, the King of Benin, who were very skilled artists and craftsmen. Let's look at some of these plaques and the context in which they were made.



Oba on Horseback and Attendants
Metropolitan Museum of Art

Kingship – decorating a palace

- There were laws regarding ownership of particular materials and objects which were restricted to certain social classes.
- The images were designed to impress, by presenting the power, wealth, and authority of the Oba… much like palaces in Europe
- They were propaganda aimed at merchants, courtiers, ambassadors, and subjects of the Oba
- The Appliques were decorative hangings in the palaces which told stories of the King and his ancestors



Symbolic animals





- Animals are associated with the power and importance of the Oba in many Bronzes and hangings.
- The Oba is metaphorically referred to as the "leopard of the house" – dangerous, cunning, graceful, important.
- But another animal associated with the Oba in some Bronzes and hangings is the humble mudfish – an animal that can live both on land and in water. This association indicates that the Oba spans the spiritual/ancestral world and the current/physical world and is often used in imagery about the rulers on plaques and applique panels.

Debating whether the Benin Bronzes should stay in London or go back to Benin - (student opinion)

I think that the Benin Bronzes should stay in the British Museum because it educates people as it shows the history of Nigeria as a whole. Plus, it could inspire others to look into history and find future hobbies and careers. Furthermore, it expresses respect towards other communities which was questioned during the Black Lives Matter campaign last year. It also forms a feeling of peace between the two countries as it shows that Britain cares about the history of other countries and gives Nigeria some time in the spotlight as most of these countries fascinating backstories are swept under the rug and not talked about much. Again, it shows acceptance towards other cultures and religions unlike in the past. Also Britain keeping the Benin Bronzes would provide safety for them as other countries would have tried to take them. In conclusion I think Britain keeping the Benin Bronzes will preserve these artifacts for longer.

Today…

- the way items, such as artwork and sculpture are displayed, catalogued and described are important for communicating knowledge and ideas about the object – they can influence our response to it
- Today, compared with the Victorians, migration and globalisation have made people more aware of the way their different histories are linked and how 'cultural encounters' influence items and objects and our responses to them
- So, story of the Benin Bronzes is at the heart of a heated debate about cultural 'restitution', 'repatriation' and the 'decolonisation' of museums. Many people are making a powerful case for the return of such objects, as part of a wider project of addressing the outstanding debt of colonialism
- The British Museum keeps artworks as 'an archive of global histories kept in trust for all mankind'

They believe the strength of their collection is in its breadth and depth, allowing millions of visitors to understand of the cultures of the world and how they interconnect over time – whether through trade, migration, conquest, or peaceful exchange.

BUT!

- The museum in Berlin has offered to take part in archaeological excavations in the region, participate in the construction of a new museum in Benin, providing training for Nigerian museum employees, and return the looted Benin bronzes held in Berlin to this Restoration Legacy Trust

Why?

- The Bronzes sparked great debate – the skill and craftmanship didn't fit in with the stereotypical picture held of Africa at the time.
- Benin was perceived as savage and brutal compared with Britain and its empire – how had they managed to create such sophisticated works of art all those years ago?
- The way the artworks were displayed and the stories of a primitive Africa did little to change these ideas, that still have consequences today.

Dear British Museum,

I am writing this letter to explain why it is best your Benin Bronzes go back to Benin. These plaques belong in their home, where they were made and stolen from. Don't you think they should be there? I admit, it's nice for people from London to see them and the culture from other places but, wouldn't it be much better for them to go to the actual place, see them in their home and see and understand much more than just the plaques? I know some people don't have the luxury of going to Benin, but this is not enough a reason to hoard the pieces from their rightful owners and creators. It isn't right. The people in Benin deserve to see the beautiful art their ancestors sculpted. Don't you agree? The art belongs in Benin, where it connects with the surroundings, where it teaches about their history, where it expresses the times before. Of course, I understand why your brilliant museum would want these wonderous pieces but, why steal and keep them from their own home? You have many more displays which are yours to show off and keep but these plaques aren't. Imagine your art getting ripped from your home and kept and hoarded for everyone to see except the people you made them for. Thanks for reading and I hope you take this into consideration.
Kind regards, Emily Todorova





















The PTFA have funded visualisers for all departments in school. Using this device enabled Mrs Saunder's demonstration of the clay modelling technique to be projected on the screen for all students to see clearly.





For daily news updates follow CCHSG on Facebook @colchestergirls or Twitter @CCHSG_

Year 9 Matrix - Curriculum Enhancement Days

Year 9 were off timetable for three days during the week beginning 5 July, as part of the enrichment matrix days. These additional activities, which take place across the year, support the provision of the flexible and balanced curriculum which enhances the delivery of our three year Key Stage 4 programme.



Monday 05 July – Healthy Lives Day

The students took part in activities that were intended to help them relax, unwind, and have fun. The sessions were: Bootcamp, Progressive Muscle Relaxation, Mindfulness, Benchball and an input from the charity "Mind".











Thursday 8 July: Environmental Sustainability Day



Activities focused on aspects of our current global society that could be viewed as unsustainable; practices that, while meeting the needs of our generation do not consider the needs of future generations. The day started with an insight into the fashion industry with a look behind the Swoosh and Nike's global operations. Next the students considered urban sustainability, with 75% of the World's population living in urban areas this is a huge focus and something that directly impacts most of our lives. Students had the chance to design their own sustainable city bringing their knowledge of subjects like Geography, Science, Maths and History and considering the best way to meet our socioeconomic and environmental needs. Students then returned to look at the "fast fashion" industry, devising their own sustainable alternative to the high street brands.

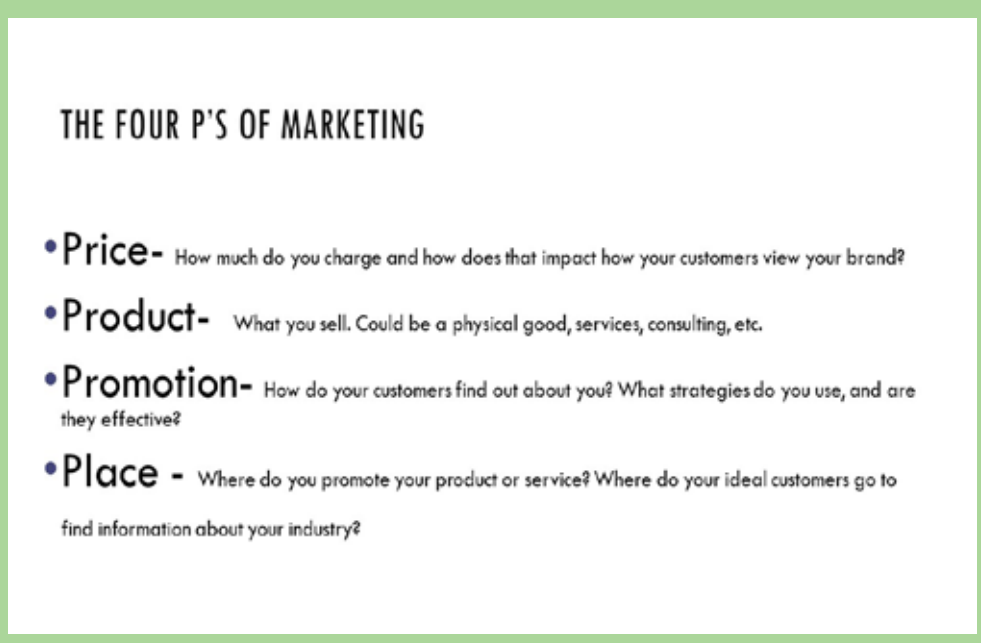


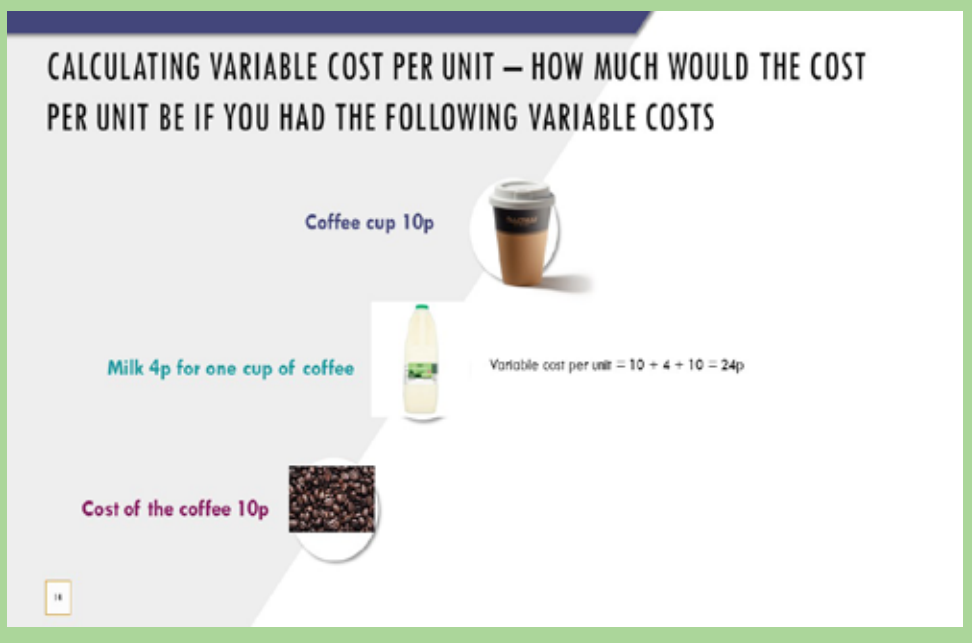


Friday 10 July: Enterprise Day

The aims of this day were to develop students' understanding of the world of business and the financial markets. There was particular focus on teamwork, entrepreneurship and decision making, as well as developing understanding of the concept of trading on the stock market.



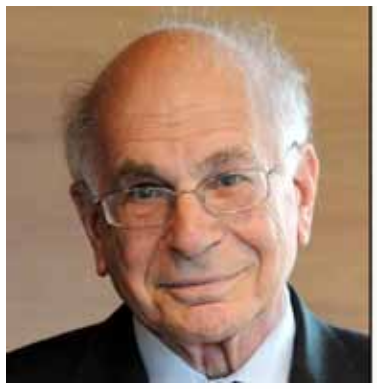


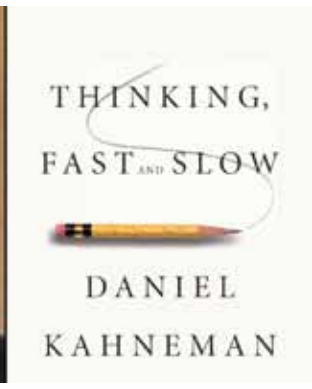




Psychology - Student Reviews of Books & Podcasts

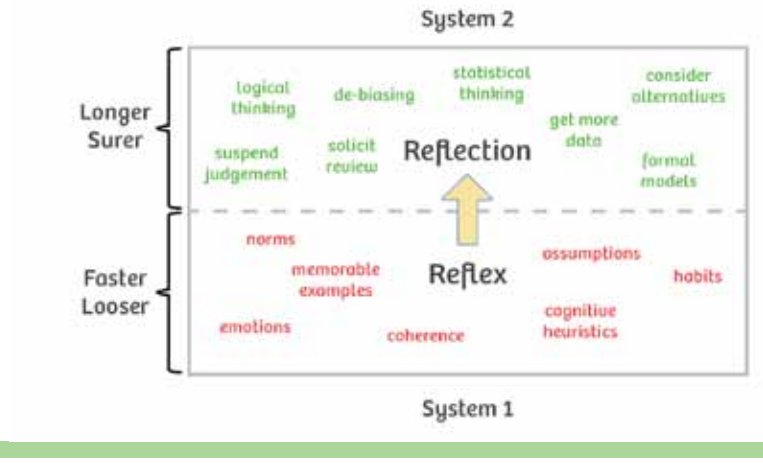
I read **'Thinking, Fast and Slow' by Daniel Kahneman** over the half-term. Due to it, I have learnt about the research that Kahneman conducted, often with Amos Tversky. It was interesting to learn about WYSIATI (What You See Is All There Is) and its relation to 'system 1', which is also known as fast thinking. This leads us to jump to conclusions and make decisions based on biases.





Reading about Kahneman's own research is intriguing because it is showing how much work he put into it and that, for me, is very admirable. He also uses diagrams and examples to explain sometimes, which really helps me to understand the concept better! I would recommend reading this if you want to learn about the two systems in your brain that controls your actions and behaviour because the book explains it quite well.

Ayur Kelzang (Year 9 Psychologist)







'How childhood exercise could maintain and promote cognitive function in later life'. https://www.sciencedaily.com/releases/2021/06/210618134038.htm

This article explores the key study carried out in Kobe University which is the first recognised piece of research to show the difference in development of brain structure and functionality as a result of exercise in early childhood. It offers an in-depth description of the background, method and results of the experiment as well as a conclusive summary.

I was aware that exercise could have short-term benefits in terms of mental health and physical development, however I did not realise the significant impact that exercise within childhood could make later on in life, regardless of age. I believe this article brings to light a very important issue which, until now, could be overlooked due to the ambiguity of past research relating to the positive outcomes of exercise. In an age of continually developing modes of transport which are fast and easy but which discourage exercise, experiments such as these become of great significance, especially for parents who may be unaware of how important the activity of their child will be for their future. I would recommend this article to anyone interested in psychology, in particular child development, as it provides primary source of data as well as interesting findings about the impact of early childhood experiences as we grow older. **Amy Wood (Year 12)**

The Forensic Psychology Podcast - Sally Tilt and Dr Kerensa Hocken from HMPPS run the Forensic Psychology podcast, which is composed of hour long episodes, and there are currently 2 seasons. Each episode contains a different special guest, who all work in forensic psychology, including professionals such as Dr Rachel Wheatley, a senior forensic psychologist for HMPPS and David Prescott, who is a mental health practitioner. Topics include why people reoffend, how trauma is linked to offending, personality disorders and how the prison environment affects inmates.



I am interested in a career in forensic psychology, however due to the very confidential nature of their work, I have found it hard to find a real insight into what it is like to be a forensic psychologist. The podcast answers questions regarding the work of forensic psychologists and the role they play in society. I would recommend this podcast highly for anyone who is interested in the criminal justice system and criminology, as well as psychology, as it provides a real life, down-to-earth view of what it is like to work in the prison service and with convicted offenders, and the life of a forensic psychologist. If you would like to listen to this podcast, it can be found for free on iTunes or Spotify. **Review by Lottie Fright (Year 12 Psychologist)**

Podcast Review - The Happiness Lab

This podcast is by Dr Laurie Santos, a Cognitive Psychologist from Yale University. Teaching some of the smartest students in the world, Dr Santos was surprised to see just how many of them were depressed and anxious, despite their academic successes. She ran a course called 'Psychology and the Good Life', and this became the most popular course at Yale. Dr Santos has since produced the Happiness Lab podcast to reach more people. Dr Santos explains the misconceptions about happiness (how our brains trick us into thinking that money and fame will make us happy) and suggests methods to improve wellbeing. One of the themes discussed is the importance of social connection, and topics such as this are discussed with Social Psychologists, Olympic-medal winners, celebrities, and members of the public.

I found this podcast interesting as it resonates with the pressures of being at a grammar school, and how we sometimes prioritise our work over our wellbeing. This podcast is relevant for students studying psychology, as well as any other student who is interested in techniques to improve their mental wellbeing. **Lucy Walker (Year 12 Psychologist)**

A level Psychology

Psychology is a fascinating subject and is classed as a science. To some extent we are all naïve psychologists as we try to interpret and understand the behaviour of those around us. Psychologists further our understanding by generating theories and hypotheses and using scientific methods to test and draw conclusions about human and non-human animal behaviour.

What do you study?

There is a broad range of topics studied across the two year course. The A Level consists of three units with each unit being examined by one paper. There are two compulsory papers and one paper where there is some choice of topics.

Paper 1: Foundations in Psychology

This paper is compulsory and includes Social Psychology, Cognitive Psychology, Biological Psychology, and Learning Theories. The paper also includes key issues and debates within Psychology.

Paper 2: Applications of Psychology

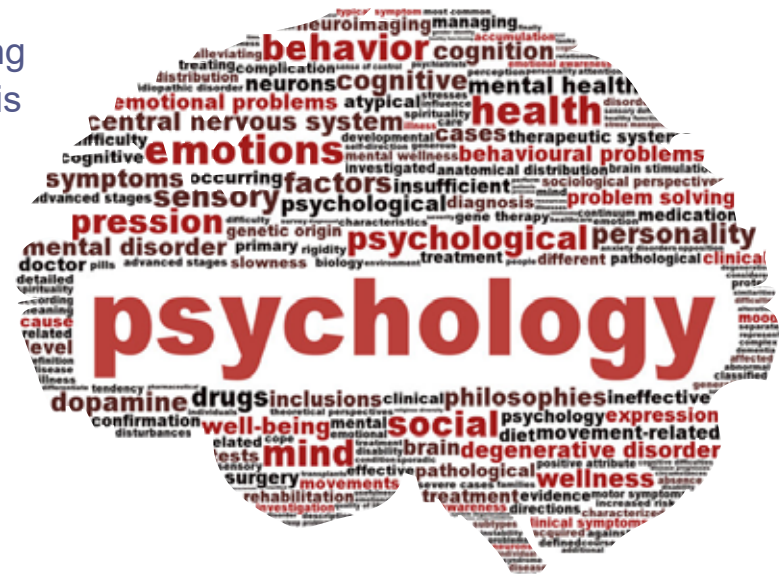
This paper has one mandatory topic, Clinical Psychology, and students will study Schizophrenia and Obsessive-Compulsive Disorder. Students also study Child Psychology.

Paper 3: Psychological Skills

This paper is compulsory and focuses on Psychological Skills which will include Methods, Synoptic Review of Studies, Issues and Debates.

Beyond A Level

Psychologists are involved in many areas of research. Some conduct applied research seeking to answer actual problems. These can range from finding ways to reduce stress to advising on the design of complicated equipment. Pure research focuses on areas which may not have an immediate and obvious application. Psychologists are employed in a range of fields including teaching and education, social work, the probation service, clinical and counselling areas, hospitals, industry and commence. The study of Psychology provides the student with transferable skills which can be utilised within many non-psychology careers including market research, advertising, careers guidance, retail management and personnel. It is extremely useful in any career which involves people, or understanding people, and is a popular choice at degree level.



Regional MFL Spelling Bee Competition

The Languages Department wishes to extend its congratulations to the following students for their exceptional achievements in the Regional Spelling Bee Competition:

Erin Lancelott, Niamh Cullen and Elise Mills-Smith

These students have shown incredible resilience and commitment during incredibly difficult circumstances and should be incredibly proud. Niamh and Elise finished in 3rd and 1st place respectively and will now move forward the National Final. We wish them every success.

routes into LANGUAGES

Student Voice 2020/21



This has been a very active and effective year for Student Voice. Having moved to online meetings the discussions have been more extensive and productive than ever. We are even considering holding most of the meetings online in the future.

Sharing the Views of Wider Students

Each meeting there is an opportunity for group members to raise any issues brought to them by other students. These range from problems around the school site – such as water fountains not working properly, or bins being too full, to requests for particular items to be sold in the canteen. Students also raise curriculum issues, such as problems with homework setting or themes that they would like covered in the PSHCE programme. In June the newly appointed Art Ambassadors attended a Student Voice meeting to get some workable ideas for the promotion and development of the Arts Curriculum in the next academic year.

The action points from the meetings are circulated to all the Senior Leadership Team and pastoral staff, and Mrs Frost is able to raise relevant points for discussion at Senior Leadership Team Meetings.

Providing Feedback for Staff

In addition to responding to items raised by other students, Student Voice is often asked to give feedback and suggestions to support the development of areas of the school. This year their feedback about Microsoft Teams and online learning, the adaptations to the site due to Covid restrictions, and the use of Sharepoint for resources have all been really valuable to staff seeking to make these new ways of working function as effectively as possible. Student Voice undertook a review and updating of student planner content, as well as choosing artwork for the three different covers.

Student Voice was also asked to review the PSHCE Sex and Relationships Education (SRE) Policy and the revised PSHCE Curriculum map. Their feedback such as a request that there be input to make students more aware of disabilities and particularly hidden disabilities, and a greater focus on same sex relationships, was discussed with the member of staff leading this area.

COVID 19 Changes – Keep or Abandon

In June the group were asked to seek views from students about the changes introduced in school due to the pandemic, which changes to routines and ways of working they might want to keep, and which to abandon. This was shared with the school's Senior Leadership Team.

Development Projects

Student Voice also undertakes specific projects, evaluating and suggesting changes to aspects of the way that we work as a school. This year key areas of focus have been:

Rewards and Awards System

Student Voice undertook a review of the current rewards and awards system, resulting in a proposal for a new system, which will be finalised and introduced over the next academic year.



Free Sanitary Products

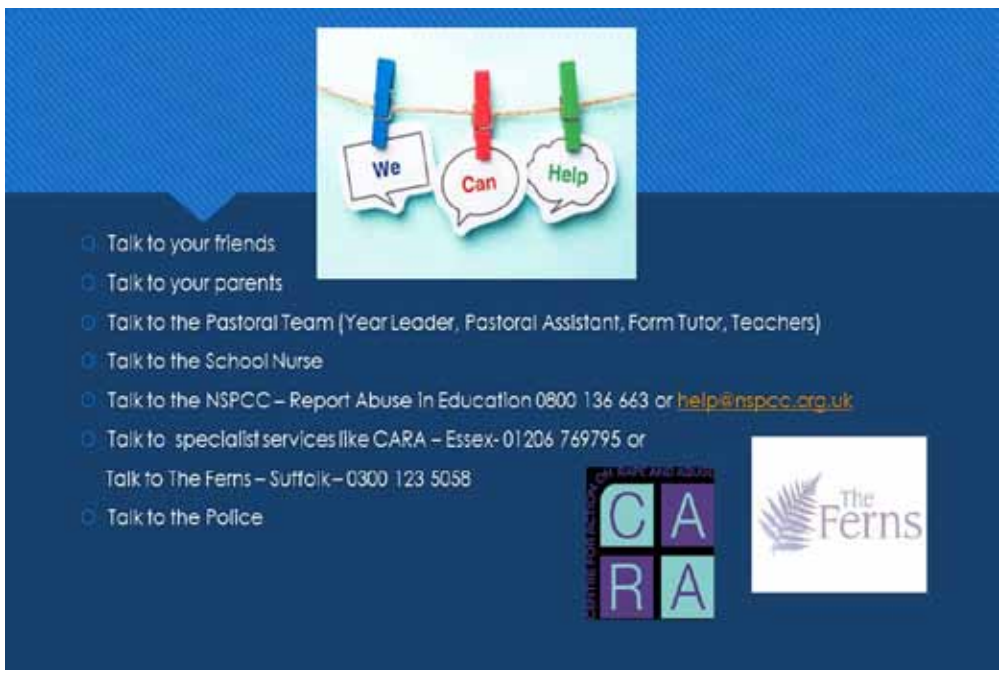
In 2020, Government funding was made available to provide free sanitary products to schools in response to "period poverty". Discussions at Student Voice led to boxes of emergency sanitary protection being placed in all toilets.

Violence and Vulnerability Youth Voices Project 2021

Student Voice, together with a number of additional invited students, completed a survey run by the Essex Violence and Vulnerability team and Essex Council for Voluntary Youth Services. This aimed to gain feedback from young people through youth groups and schools on violence and vulnerability themes, to help with the effective prioritisation of activities and resources. The school received £200 for this, which it was decided would be used to fund giant outdoor games to support student wellbeing.

Everyone's Invited
Following wide publicity about the harassment and sexual assault of young women in schools, Student Voice raised the general view that, while this was not an issue happening in our school, if it did affect members of our community they would like advice about how to support their peers. Advice was also requested about what to do if they found themselves in a situation where they are being harassed or abused verbally or physically and how to later report it or seek support. Student Voice produced an online assembly presentation, recording their own audio, to address these issues. This was shown to all Tutor Groups, and was well received.





Never Acceptable – Public Transport
Student Voice identified an additional issue about verbal abuse and sexual harassment on school transport, that often went unreported. A leaflet was produced and given to all students, encouraging reporting of incidents, and providing reminders about where to go for support. A dedicated email reporting line was also set up.

Disordered Eating
It was suggested that this had become a greater issue during lock-down and due to the pressures and isolation caused by pandemic restrictions. Students requested information about how to identify early signs of disordered eating in their friends and information about how to support with this to prevent it becoming more serious. The student toilets were proposed as suitable places to put posters with supportive information on a range of topics and this was actioned.

Sexual harassment, sexual abuse, verbal abuse, bullying or banter is NEVER ACCEPTABLE





What should you do?

Email:
neveracceptable@cchsg.com

- **Speak to Student Voice or a Wellbeing Ambassador**
- **Speak to your Form Tutor or Year Leader/Pastoral Assistant**
- **Encourage friends to speak out and report incidents if they are comfortable to do so**
- **Talk to your parents**
- **If on public or school transport, speak to the bus driver**
- **Contact the NSPCC Report Abuse in Education: 0800 136 663 or help@nspcc.org.uk**

You should NEVER ....
- Think that it will not be taken seriously or that you are being small-minded
- Consider it unimportant or not worth reporting
- Be concerned that you will get yourself or someone else in trouble for reporting it
- Worry that there will be consequences for you as a result
- Dismiss it as 'boys being boys!'
- STAY SILENT

Please be assured that anything you raise will be dealt with sensitively and that your name need not be revealed during any subsequent action taken.



Ongoing:
The current Student Voice team have been asked to continue until October half term when the newly elected group will take on the role. In September they will be working on:

Never Acceptable – School Culture
Further work to be done on tackling the already identified issue of micro-aggressions, in collaboration with the African Caribbean Society (Year 12).

Exploring Student Perceptions about Safe and Unsafe Areas of the School/Surrounding area
A wider survey of students will be undertaken in September and findings reviewed.

We thank all the members of Student Voice for their commitment and contribution to the development of the school during this academic year, and look forward to seeing them again in September.

Mrs Frost & Ms Stubbs

Extended Project Qualification - Abstracts

A number of Year 12 students have undertaken the Extended Project Qualification this year. This requires them to research a chosen topic in depth and to then produce a 5000 word written report about their findings. They then present their findings to an audience. This has been a great opportunity for students to work independently and to explore a topic that they are passionate about. Students had to write an accompanying abstract for their reports and we are pleased to share with you some examples.



Abstract: To what extent does education determine an individual's social and financial future and why does this differ globally?

Education is a determinant of the future in many individual lives and countries across the globe. This study aims to conclude the extent to which education can impact an individual's social and financial future along with why this differs globally. In this context social future is measuring an individual's quality of life and their self-perceived happiness. Financial future is measuring one's economic stability and ability to live a 'comfortable' life based on the standards of their society. Often more developed countries, such as the United Kingdom, see greater benefit, but access to education is more widespread across these countries, so this finding is unsurprising. Less developed countries, such as Pakistan, also see the benefits of education across society; however, this is to a lesser extent. For the impacts of education to be successful the learning experience must be tailored to the society in which it is taught and requires active engagement from both student and teacher. Paolo Freire's theories and findings underpin this claim with evident benefits observed. Adaptability is also key in impacting the success of education. Measurements of a 'good' education are highly subjective and differ based on one's personal circumstances. External factors greatly impact this, the main ones being generational differences and societal perceptions and values placed upon education. The extent to which futures are impacted by education varies in each circumstance and personalisation is crucial for positive benefits to be received.

Abstract: To what extent has food product marketing negatively impacted the physical and mental healthiness of the modern diet?

Food advertisement and marketing techniques have been used by major food industries to develop "marketing hypes". They have been branded as the collapse of regulation as to what we eat. The research has been conducted to evaluate the effect of marketing exposure, and the marketing techniques used in four major food industries: Fast food and junk food, superfoods, breakfast foods and the meat industry, and then evaluating the mental and physical healthiness of these products using scientific evidence. Major findings included the idea that 40% of young people feel pressured to eat unhealthily from an exposure to food marketing, and that many of these foods lead to increased calorie consumption, and so increased obesity risk. Obesity puts many strains on both the physical and mental wellbeing, including chronic disease risk, a reduction in fitness levels, anxiety and body image dissatisfaction. From the research, it can be seen that the exposure of food marketing does in fact increase the inclusion of these products into the modern diet. With scientific evidence it can also be seen for the reasons as to why the consumption of these foods is physically and mentally unhealthy, or in some industries, such as superfoods, less physically and mentally healthy than they were initially perceived to be.

The benefits of doing an EPQ include:

- **You can include it on your UCAS application, and it could help you meet the conditions of a university place offer, as it is worth extra points**
- **The opportunity to produce a piece of work that's truly individual, whether it is a written research report, event or creative artefact**
- **It clearly demonstrates a passion for the subject - particularly useful if you choose to study the subject at degree level**
- **It shows self-motivation and relevant skills to future employers**
- **Producing a portfolio which you can be proud of and help you start to think about your future.**

Abstract: How has Covid-19 impacted the legal sector in England and Wales and what are the potential long-term implications?

COVID-19, the deadly pandemic, stealthily crept to every corner of the globe, from its first detection in China in December 2019, wreaking havoc and fundamentally changing the way in which we live. This study contemplates the positive and negative impacts, this destructive pandemic has had on the practice of the law and the judicial system as a whole. It also evaluates the severe consequences this virus has and will continue to pose for the future of the legal profession. Although through this catastrophic virus, there has been the potential for some pragmatic and constructive outcomes to arise for the legal sector, it has ultimately created huge negative ramifications for the stability of the judiciary. This is in the form of a mammoth backlog of cases; the inferiority of an online based practice of the law; the major struggles for compromising wellbeing, (due to be isolated in numerous lockdowns) and also the inability and inherent struggles to form contemporary, stable and strong relationship bonds with new firms and clients. All of these factors have influenced the judgement I have formed, through my extensive research – that COVID-19 has issued more negative effects on the legal sector, than positive impacts.

What would I have to do?

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- produce a 5000 word research based written report OR
  an artefact with a 1000 word written report
- deliver a presentation to a non specialist audience
- complete an AQA prescribed Production Log and Assessment Record to provide evidence of all stages of project development and production

The Sixth Form @ Colchester County High School for Girls

Abstract: To what extent will Moore's law still be relevant to computers in the future?

Since its inception, Moore's law has been synonymous with immense improvements in computer power and performance with each new generation of computers, however, it is apparent that the trend is declining. In this report, I have explored the developments in transistor technology over time and at present, as well as the possibility of utilising quantum optics and quantum computers to go beyond silicon transistors in the future. Through evaluating the strengths and weaknesses of the advancements made in these areas, this report aims to determine the extent to which Moore's law can still be applicable to computers in the future. With regards to Moore's law, I have linked the trends in transistor density to factors affecting computer performance in order to analyse the impact of Moore's law on computer power. My research has highlighted that there is a fundamental limit to transistor size and therefore, Moore's law will end but new technology can enable computers to continue becoming more powerful, even if Moore's law is not strictly applicable anymore.

What makes a successful EPQ Title?

- **A good title is clear and specific. You need to have a sharp focus for your project.**
- **A good title will lead you into research. All forms of Extended Project involve significant research. In many projects, the title emerges as a result of a process of thinking and researching. You do not need to fix the title immediately.**
- **A good title will lead into a process of development work. Your project should last for around 80 hours. Do not pick a closed question which can be answered just by finding out the right pieces of information. There needs to be something to argue about.**
- **A good project title will lead to a set of objectives which can be evaluated.**
- **A good project title is at the right level. The Extended Project Qualification is a Level 3 Qualification. This means that the level of work should be comparable to the work done for an A level.**
- **A good project title will involve extending yourself beyond your other areas of study.**

Abstract: To what extent does the nurture debate explain why serious crime is committed by juveniles in Western cultures in the 20th and 21st century?

The subject of juvenile crime has been increasingly prevalent in criminology due to the increase in crimes committed by adolescents in modern society. The reasons behind juvenile crime have been explored for many years using the well-known debate of nature versus nurture in psychology. Topics explored in the nature debate include biological risk factors, such as heart rate, brain abnormalities and pre-natal health issues and the nurture debate assesses the importance of environmental and social impacts, for example poverty, education and family influences. Biosocial criminology is also considered in the debate to explain juvenile crime. Used as a relatively new term in psychology, it describes social and biological factors working together in the environment to cause separate risk factors for committing crime. There is lots of research published by reputable psychologists that support both biological factors being the main influence on juveniles as well as environmental factors in their upbringing. Overall, the field of biosocial criminology explains why juvenile crime is committed the most effectively. However, psychologists have to be aware of the possible implications of using a term to explain crime as it suggests a lack of responsibility for the crime committed, so future research into this topic area will need to take this into consideration.

PTFA

PTFA CONTACTS:

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Tel. 01376 573694 or 07951 511653

cchsgptfa@gmail.com

PTFA Fundraising

The PTFA is delighted to announce that we have raised a further £2,841.51 via the second hand uniform and revision books sale on Saturday, 19 June. Our thanks to all the 27 parents who came and supported us by helping with preparation ahead of the sale and on the sale day. We also thank parents who donated items and came to purchase.

With £3,556.68 raised at the sale last month, this means a total of £6,398.19. Through the generous donations of the parent community, we have been able to provide uniform, while the usual retail stocks are low, for many of our new Year 7 students joining CCHSG in September 2021.

We are also pleased to announce that the JustGiving page that PTFA set up in April to help raise funds because most of the usual events had to be cancelled over the past year, has received a total of £1,486.18 + £302.50 Gift Aid (Total funds raised is £1,788.68).

In total, between April and June this year, despite the challenges of the pandemic, we have raised a total of £8,186.87. Huge thanks go to all those involved.



Beresfords Estate Agent's advertising boards to promote the Christmas Market

We are grateful to Beresfords for once again offering to support us. If you own a property in Colchester or Chelmsford areas which is in a prominent location with public access or visibility and would like to volunteer your address, please let us know. Family and friends can also volunteer.

Please contact: Agness O'Brien on Classlist or email: cchsgptfa@gmail.com

Raise FREE donations for CCHSG PTFA via Easyfundraising & AmazonSmile

CCHSG PTFA is registered with easyfundraising and AmazonSmile so you can help us raise funds simply by doing your everyday online shopping! We've already raised over £4,600 with 196 supporters since April 2016. Every time you shop, we receive a small donation to say 'thank you!'

It's completely free to join. Use the link below or scan the QR-code.





AmazonSmile is a way for customers to support their favourite charity every time they shop with Amazon. Amazon will donate a portion of the price of eligible purchases to the charity of your choice. Signing up is easy - here's how!

1. Visit smile.amazon.com
2. Sign in with your Amazon.com credentials
3. Select Colchester County High School for Girls PTFA as your charitable organisation to receive donations & start shopping!
5. Add a bookmark for smile.amazon.com to make it even easier.

https://www.easyfundraising.org.uk/causes/colchestercountygirlspta/