

Camp Hill Girls' Chronicle

March 2021



A Positive Persepctive

by Emily Pitfield, 11L



At the end of March 2020, when we entered the first lockdown, many of us had a very long list of hobbies we were going to take up, languages we were going to learn and exciting things we were going to try. Coming out of a third lockdown just over a year later, if you're still ticking things off and trying new things, that's incredible. However, if like me, you spent most of the last few months in a perpetual state of sleeping and watching Netflix, that's fine too. If this past year has taught me anything, it's that little things can be just as impactful as big ones, so here are some ideas to try if you want to start building positive habits into your daily routine, but don't have the time or energy to spend hours every evening doing new things.

I know it sounds clichéd, but keeping a record of something good that's happened every day is a great way to stay motivated and feel better. At the end of the day, writing down one thing that I've enjoyed - whether that was a walk with my family or just a funny video my friend sent me - helps me keep things in perspective. Even on the worst days, picking out one good thing to remember boosts my mood, and on the days where I don't feel so good, I have a record of things that make me smile to look back on.

Building this into my daily routine over the past year has been great for helping me look at things in a positive light, and it only takes a minute, so I don't have to drag myself to my desk to write it down instead of doing something else. Another tip for getting into a good mindset is to repeat positive affirmations. Whilst it may feel a little cringey to begin with, over time repeating uplifting phrases to yourself instead of negative ones reinforces self-confidence, and studies have shown this to have a significant impact on wellbeing.

One final habit to try, is to laugh. Laugh with your friends at school, laugh out loud at home, laugh when you find something difficult, because choosing to see the funny side of life is much better than beating yourself up about something. There are all sorts of sayings about laughter being the best medicine, and my philosophy is, they exist for a reason. Even if you get the odd funny look on the bus home, letting yourself laugh feels great, and I would strongly encourage everyone to do it more often.

Perhaps these things won't revolutionise your life, but building up positive habits like these will hopefully help to make day to day living that little bit better, so why not give them a try?



5-14 March
**British
Science
Week
2021**



The 5th to 14th March was National Science week - look out for science themed articles throughout this month's Chronicle!

Alumnus of the Month: Where are they now?

*This month we feature: **Hannah Khalique-Brown***

When were you at Camp Hill ?

2010-2017

What A levels did you do? Any favourite memories or things that have stayed with you from your studies?

I did English, History, and Philosophy & Ethics at A level. I absolutely loved them all. Mrs Neal and Mr Swinford were a golden combination of English teachers - their lessons rivalled my university classes! And I treasure the memories of Miss Kinnaird's teaching - the way she managed to get an entire A level History class to totally fall in love with learning about Soviet Russia... magic. The Philosophy & Ethics trip to Rome was also a highlight - Miss Davidson and Miss Woodward are both absolute legends, and interestingly, Dr Dewes made an appearance on that trip, too. Who said scientists can't be philosophers?



Which university did you go to, and what did you study?

I went to King's College London and I studied English Literature.

Qualifications and any further study?

I started working in my chosen career path during my final year of university, so I completed formal education at the end of my degree.

What is your current role and what has been your career pathway to date?

Since my last year of uni I have been working as an actor. I knew I wanted to be an actor when I was a little girl, and did drama productions at school (and regularly at the kitchen table, to my family's delight). I couldn't get enough of performing, but knew I wasn't ready to go to drama school at 18 and desperately wanted to study English at uni first, too. I'm so glad I did - it really gave me the chance to gain some life experience, and I just loved English too much to let it go after school! During my first year at uni, I did some student theatre, and began taking part-time acting courses at the weekend alongside my studies. After emailing acting agents non-stop for two years to no avail (seriously, I sent over 180 emails...) inviting them to come and watch me act, I was finally given the opportunity to perform a monologue to a panel of agents. From this performance, I signed with my agent, and as I started my final year of university I also began auditioning for professional acting jobs! I did lots of learning on my first year working professionally, doing a few short films and my first full-length feature - being totally new to film sets and acting for screen. But it paid off, as I booked my first professional TV job as a recurring role on BBC1's *Doctors* at the end of 2020, which aired this March! Following *Doctors*, I've just booked the lead role on a new TV drama that will be coming out at some point next year - but unfortunately that's all I'm allowed to divulge right now!.....

What I love about my job.....

I think the best thing about acting is that you never, ever stop learning. It's a craft that no one can ever fully master, and when you think you've got a grip on it, it turns around, kicks you up the bum, and reminds you that this art will always be something of a mystery! I think that's a beautiful thing and I love that every single day, even when I'm 80, I'll still be learning about this elusive thing we call acting. I also love that at the heart of it, no matter how serious it can feel, I also get to play for a living. That playfulness is something I never want to lose!

Career highlight/s so far?

I think my career highlight so far was probably getting the call from my agent a few weeks ago that I had landed the lead role on a new TV series. It still hasn't sunk in!

When I'm not at work, I'm

Reading, or watching films (it counts as research!)

Best Camp Hill memory?!

Overall, my best Camp Hill memory is probably being Alice in the Junior Drama production of 'Alice In Wonderland' (at the Boy's school, I know, boooo!) when I was in Year 9. It really cemented my love of performance and was actually a pretty slick production, but most of all it was just bags of fun. In all honesty though, some of my most treasured memories from Camp Hill are from just being in lessons. I miss them!

Advice to your teenage self OR Advice to Camp Hillians today?

Don't stress so much! Give yourself a break, and don't worry about things not being "perfect" - if you put in the effort things deserve, do your best and be yourself, that's the closest thing to perfect anyone can ever do.

Also, DO YOUR HOMEWORK WHEN YOU GET HOME! Seriously, why leave it late and then have a massive panic and get no sleep? Just do it when you get home and then you can relax! Please, someone invent time travel so I can go back and scream that at Year 11 me!

The thing I am most grateful to Camp Hill for is.....

Teaching me determination, self-belief, and the gift of a love of learning.





RAL Particle Physics Masterclass

On 4th March around 20 Year 12 students were given the opportunity to attend a Particle Physics Lecture run by the prestigious research organisation Rutherford Appleton Laboratory (named after scientists Ernest Rutherford and Edward Appleton.) The talk lasted the whole school day and was hosted by researchers, employees of the Lab and internship students all of whom are doing unique and cutting-edge work at RAL.

The Rutherford Appleton Laboratory, located in Oxford, is part of the STFC (Science and Technologies Facilities Council), conducting pioneering research in multiple fields such as particle physics, space research, computing and medicine. STFC also runs the Polaris House, Chillbolton observatory and the UK Astronomy Tech Centre. RAL own state-of-the-art particle accelerators, one of which is the Diamond Light Source.

To start the program, a talk was delivered by Emmanuel Olaiya, a researcher at the Particle Physics Department. This was an introduction to the Standard Model in Physics, starting with the question "How many elementary particles does it take to describe the matter we see around us?" The answer wasn't the number of elements in the periodic table, but 17. The Standard Model states that everything is made up 17 fundamental particles: 6 quarks (up, down, charm, strange, top, bottom), 6 leptons (electron, muon, tau and their respective neutrinos) and 5 bosons (gluon, photon, W, Z and Higgs Boson.)

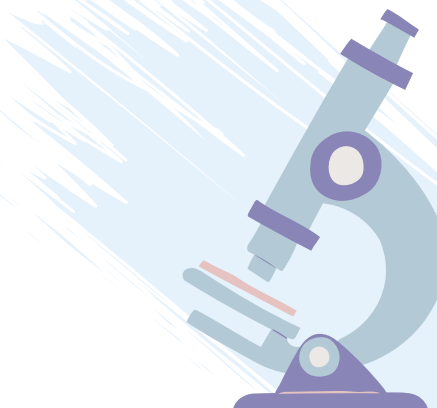
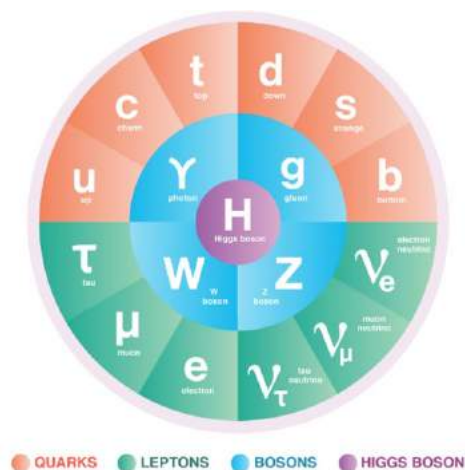
But how were these all discovered? This question is especially relevant regarding the bosons, all of which are exchange particles, so are difficult to measure. The answer lies in the Quantum Field Theory, which states that interactions take place in discrete amounts. For every interaction, there is a quantifiable particle (an exchange particle) whose energy can be measured. The invariant mass of the decayed particles allows us to identify the mediator particle present, which is what eventually led to the discovery of the Higgs Boson particle.

Unique particles can be created by accelerating and colliding matter and antimatter using particle accelerators such as the ISIS Neutron and Muon Source at RAL. The ISIS Source accelerates protons up to 84% the speed of light at targets to produce neutrons and muons used to study materials such as medical implants. The accelerator is also used for neutron imaging e.g. to examine historical artefacts and commercial materials without damage.

Another accelerator is the Diamond Light Source Synchrotron, which is mainly used for applied, living and medical science research. Research on diabetes drugs, implant rejection, virology and antimicrobial research has been undertaken. Fragment screening for the binding sites of COVID in order to develop drugs with matching sites is happening currently. So, how does it work? Electrons are accelerated towards a switching positive and negative terminal then deflected by bends in their path in order to form the beams needed for the X-ray type screening they perform.

Finally, the Masterclass finished with a short quiz testing us on the talks and tours we were given as well as general physics AS Level knowledge. The day was insightful and interesting as we revisited GCSE and AS Level Physics in a lot more depth as well as learning about careers in Physics and Research.

by Kreesha Ramachandran (12P)



Back to School ... again!



In the return to 'normal' school once again, I can personally say it has been lovely to see close friends, classmates and even a few teachers face-to-face rather than through a tiny little Google Meet square on my computer screen. The past two weeks back have really proved to me that the people around you have such a strong impact on your wellbeing. For me, I have noticed a clear difference in my mood since being back at school; because I was able to spend lunchtimes around friends and not just my cats, the days didn't feel so long or boring!

Now I'm not saying that the return to school wasn't hard, as I, alongside many others, have struggled to fall back into the regular routine of getting up earlier and getting dressed into clothes that aren't pyjamas, as well as, more importantly, meeting the demands and struggles of being back in school again. Particularly in Year 13, where we spent the first two weeks still waiting to hear about what is happening with our exams and our course content. So, despite all of the hassle in returning to school, I have found relief in being around all the people I have missed.

As a result, when asked to write the wellbeing article this month, I thought it only right to speak about how friends have made an impact on my wellbeing recently. If I have learnt anything from three lockdowns in my final two years at school, it is that it really is important to surround yourself with people who make you happy, and to make the most of their company - as you never know when you're next going to be told to stay at home. Many fellow Year 13 students will relate to the fact that one of the harsh realities of multiple lockdowns was that I hadn't been able to spend much time with new friends I had made since joining the school only last academic year, and with many leaving for university in September, it will be difficult to make up for lost time. However, now that we are able to return to school, and with the next few months looking more positive (fingers crossed) I am determined to make the most of the time I have left in the same city as these people, and I encourage you to do the same, as quality time with quality people is great for everyone's wellbeing.



In summary, I advise any readers to reflect on who in your life you enjoy spending time with, who makes you happy, who you have missed being with during lockdown, whether a single person or group, and to actively seek out spending more time with them as restrictions (hopefully) ease in the coming months. Tell your friends/family/classmates/anybody really, just how much they mean to you!



by Grace Keast 13.3

Wellbeing prefects:

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The Lockdown Generation

**The
Guardian
TheObserver**

At the beginning of March the Guardian's Observer magazine ran an article by Richard Godwin about young people's views on effectively spending a year at home and how they felt about going back to school on 8th March.

One of the young people interviewed for the article was a Camp Hill student - Olivia Wainwright, Year 11:

"Someone had passed on my blog to the journalist and they had thought that I would be a good person to interview. My bit of the article was just a pared-down version of what I'd said in response to questions that the journalist asked on a Skype call.

I was super excited! It seemed like a really great opportunity, and I thought it was going to be cool for my family to be able to open up the Sunday newspaper and see my face."



Add Yoga to the School Curriculum

I recently found that practising yoga has influenced my thoughts and hence the actions. I have always practised yoga since childhood but didn't maintain a regular practice. I became very busy running after numerous clubs and learning various instruments that I forgot the benefits I obtained from doing yoga. It was only at the start of the national lockdown I got an amazing opportunity to start this practice as a lifestyle routine. At first it was very hard, especially coping with online school and being stuck at home without social contact, but once I broke the first few weeks I started to adapt and slowly gain the benefits. I found yoga as a simple yet phenomenal tool that helped me to get the union of my body and mind. I was conscious of the pandemic situation and did the practice every single day as a first thing in my morning routine. I started to notice that I became more conscious and blissful. Not even a single day was boredom. In fact, I was busier than ever as my energy levels and efficiency increased. This is certainly working on me like magic and hence I am waking up early and practising even after regular school started now.

Why this petition on yoga now? I am happy today but that doesn't mean the people around me are happy too. One in four people are experiencing mental health problems of some kind each year. The recent Covid-19 pandemic period when everyone is locked up in their houses, lack of social contact, insecure jobs, fear about the virus, etc has significantly increased this count. Media has brought to light a lot of sad stories around this, especially amongst young children, teenagers and in universities. Yet there were many hidden and buried stories. Hence we need a tool to address this area of mental wellbeing and this is time for this transformation to begin for producing healthy young minds in my humble opinion.

Why this petition to add yoga to the school curriculum? We learn so many sports for our physical wellbeing but do not have any training for mental wellbeing. If children could be well equipped with one simple tool that could transform their mental wellbeing to a more blissful state; I'd certainly support this process to begin now rather than later. If every child in the UK has access to yoga free of cost as an opportunity to learn in a mandatory lesson at school, I'm sure the ratio drops tremendously. I believe prevention is better than cure. So we train them to self-equip rather than treating their mental issues later on. If children are not exposed to yoga in their young days, it'll be difficult to learn in their adulthood. Not everyone would be on the same wavelength to understand the benefits of it right away. But I believe a lot of children would be benefited when this is implemented in the school curriculum. This could yield long-term health benefits and prevent mental illnesses.

The world is now behind yoga very crazily, which is very prominent in this Covid-19 era. The benefits of yoga are evident from the research articles and other news materials. As an outcome, we have produced quite a lot of yoga certified teachers. We need support from the government to add this programme to PSHE as an addition to the existing syllabus that could complement it as a great fit.

Hence, I created a petition on the gov UK website, and here is the link:



Please sign the petition and share with others to sign it. If the petition reaches 100,000 signatures parliament will consider this petition for debate. If you would like to see this transformation and believe it will improve the mental wellbeing of the next generation; please support.

by Janani Anand 9W



In the Camp Hill Book Corner...

by Jude Shayeb (11S)

I was trawling through my Goodreads library the other day in a desperate attempt to find thought-provoking, insightful recommendations to include in my future articles, (I'm a little terrified of becoming that kind of person – the one who exclusively recommends overhyped YA fantasy novels to everyone within earshot) when I stumbled across my online bookshelf of Stephen King books, which my 14-year-old self had, for some mysterious reason, decided to label as “yasssssStephenKingisamazing”.

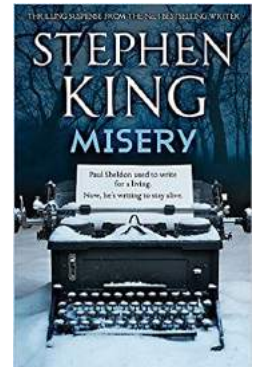
Questionable grammar aside, I really do love King's style of writing; his stories don't rely on lengthy descriptions of blood or gore to scare people, so the horror he creates never feels cheap or contrived; he has an extremely compelling writing style, and the characters that he creates are nuanced and believable – so honestly, what more could a reader want?

It's not all great though – there are a few of King's books where I got the sense that adult themes have just been chucked in to make his work seem more “sophisticated”, which really isn't something that I think a writer of his calibre should be doing. And some of his novels have become so long and bloated (ahem IT, ahem ahem, Rose Madder) that I'd probably get more use out of them as very sturdy doorstops than as actual reading material...

So below I've included a few of what I think are King's better (and more manageable) reads. Use the age ratings by each title as a rough guide for when to first give each book a go. Happy reading!

Misery - Stephen King (13+)

Paul Sheldon (a world-bestselling author) is badly injured in a car crash and saved by the sinister Annie Wilkes, a woman who claims to be his “Number One Fan.” Perhaps my favourite Stephen King book, Misery is a tightly paced, highly unnerving psychological thriller that stretches the protagonist's unerring will to survive to its very limits. Provides a highly interesting look at what it takes to break a person – both physically and mentally.



The Shining - Stephen King (14+)

Jack Torrance (a bitter alcoholic) takes the post of Winter Caretaker at the infamous Overlook Hotel with his wife and son in an attempt to cure his writer's block. What Jack and his wife don't know is that their son, Danny spends his time at the Overlook being plagued with psychic visions that get increasingly disturbing as the days creep by...

The Shining is pretty much a classic, and a must read for anyone looking for a good introduction into the horror genre. Trust me - I've read it almost five times now, and I still internally panic every time Danny opens the door of room 217.

The Running Man - Stephen King writing under the pseudonym “Richard Bachman” (12+)

Set in a dystopian United States in which the economy is ruined, and world violence is rising, Ben Richards participates in a Game Show called “The Running Man” – if he can evade capture from the Hunters for 30 days, he'll win a \$1 billion prize that he can use to treat his dying daughter; if he's caught, he will be brutally killed.

First of all, I'd like to say that this book is criminally underrated in the dystopian genre; it's a fast, action-packed read that made me think a lot about the way we view entertainment in our society – plus, it's a mere 317 pages long (which is tiny by King standards!).



The Green Mile - Stephen King (12+)

This was originally published as a 6 part serial novel because Stephen King wanted to try publishing a story the same way that they were published at the end of the 18th century. The Green Mile is the story of Paul Edgecomb, a prison guard on Cold Mountain Penitentiary's Death Row during the Great Depression, and covers the events of a few short weeks. It was the sort of book that I needed to read more than once to fully appreciate it. The tone of the novel was more sad and thoughtful than it was horrifying, which I actually kind of liked; it was refreshing to read something by King that didn't feel solely focused on horror and stuff that was classically scary.

Note: All of the Stephen King books featured in this month's Bookshelf have been made into films.

Research & Innovation

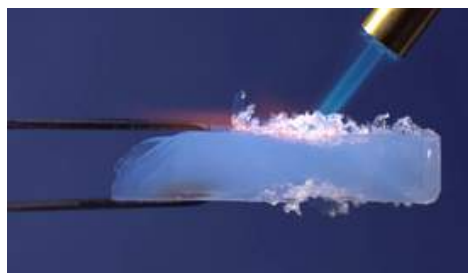
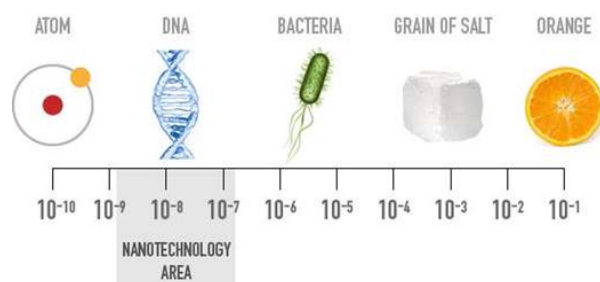
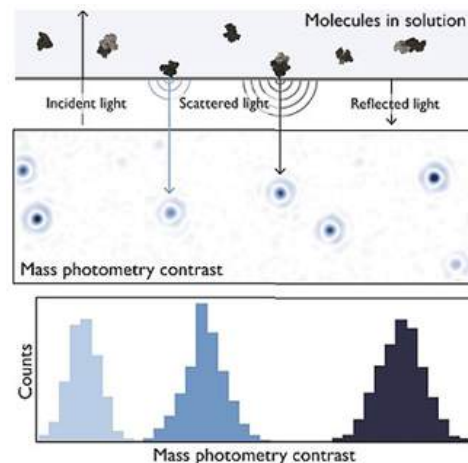
by Sameera Alibhai (Year 13)

British Science Week this year was from the 5th to the 14th of March, with the theme of 'innovating for the future'. It was exciting to see so many pupils engage and participate in the various quizzes, competitions and experiments in all three sciences. In order to honour this year's theme and celebrate the advances in STEM, here are some recent research and innovation this century:

Chemistry

1) Mass photometry can be used to accurately measure the mass of molecules using the pattern of light scattering to analyse and identify DNA and antibodies in a rapid automated way. This has uses in testing the purity of proteins in the pharmaceutical field.

2) Nanotechnology involves particles that are 10^{-9} of a metre whose use can extend to medical, commercial and industrial applications due to their size, for example, it is used to protect the mRNA Pfizer vaccine from the immune system so it is not destroyed before it initiates a primary response. Due to the small scale of this science, it can make things more durable, better electrical conductors and reduce greenhouse gas quantities, making it a significant form of innovation that has a wide range of applications.



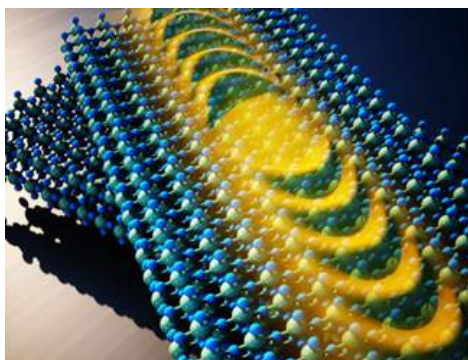
Physics

1) Aerogels are the world's lightest, least dense solid that involves having liquid removed from its structure and replaced by air. Aerogels are particularly porous and this means they have applications for insulation such as in homes and in space rovers. However, research is still being done to find ways to strengthen aerogels such as inserting polymers into the aerogel's surface because they are extremely fragile.



2) Superconductors have zero resistance at a critical conductor that can be used for MRI imaging and mass spectrometry. Their low resistance means they can significantly reduce energy loss and usage in power transmission because less energy can be lost as heat due to work done against resistance. The current record for the highest temperature a superconductor works at is -135°C at atmospheric pressure. Research is still ongoing to develop superconductors that can operate at higher temperatures and lower pressures.

3) Twistronics is the field of research of 2D materials, originally initiated from the research on superconductors. Twistronics involve the twisting of 2D materials such as molybdenum trioxide which reduces diffraction of light when light is propagated. This has an advantage of increasing a microscope's ability to resolve very small objects and therefore has uses in quantum optics and nano-imaging.



Biology

1) CRISPR Cas-9 are enzyme proteins that can cut strands of DNA. It acts as a gene editing tool that can accurately modify DNA bases and therefore, gene function. It is currently used to correct genetic defects, modify crops and is being used for T-cell therapies in cancer treatments.

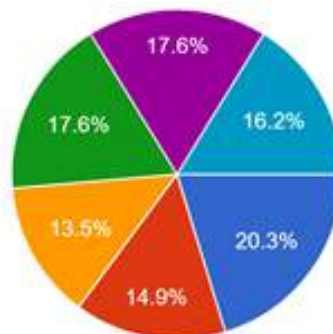


House Basketball Challenge Results



Year 7

House
74 responses

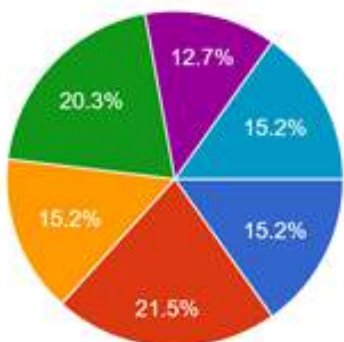


Key

- Cartland
- Lichfield
- Meriden
- Stratford
- Priory
- Warwick

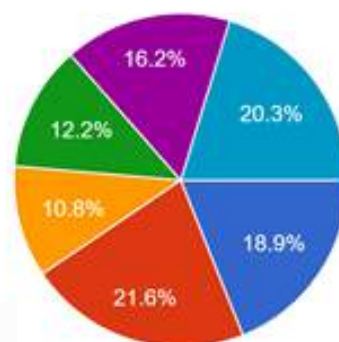
Year 8

House
79 responses



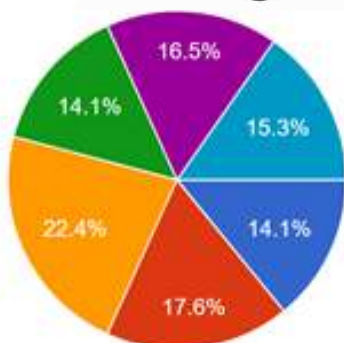
Year 9

House
74 responses



Senior

House
85 responses



Belonging

by Iona Mandal, 10W

She sat at the back of the class. Head down, pencil wedged firmly between her fingers. Her single long braid touched the back of her chair. She was happy to be here; it was time for her favourite subject. English. A seemingly unpopular choice for most students who despised the sandstorm of words and punctuation which got trapped within their unknowing eyelids, forcing them into a dull mid-morning doze. Language analysis, poetry, Shakespeare, they hated it all. But to her, words seemed an escape, the orifice in the middle of each 'o', a portal to another dimension, the heavy dip in each 'u', an encapsulating trench.

However, there was only one barrier she felt in each lesson. A tiny obstacle that seemed to hinder the maximum amount of rapture she had the potential to feel. It was the way she was - unrepresented. Unknown and, unrecognised, equivalent to the title of each letter 'i' or the demeaning full stops that concluded each sentence. Every book she studied, each piece of text, seemed to cater specifically for people she had nothing in common with. These were mostly written by authors who for most of the time tried to accommodate the majority while leaving thousands of smaller and equally rich cultures like hers forgotten each day.

Just in time, her English teacher strolled in, her brisk, high-heeled footsteps culling the last of her thoughts. In her hand, she held a navy-blue lever-arch folder along with thirty photocopies of the book extract, the girls were to study today, in preparation for their GCSE English Language exams. Swiftly greeting the class and introducing the lesson, she asked one of the girls to hand out the extracts, which she did quickly. Suddenly, a half-creased paper slapped on the desk in front of her with a two-worded title like a claw, grasped her attention. Brick Lane. Monica Ali.

Brick Lane, in East London, home to a huge Bangladeshi community, bursting with Bangladeshi shops and restaurants. The place from where she had bought her first Bangla book as a child to learn to read and write her mother tongue. She gaped in utter disbelief! All her life, she had been reading extracts from books she had never identified with. And now suddenly, she had discovered an entire book which was set in the very borough she once lived! It all seemed too good to be true, almost as if a lie in front of her face.

Here was a Bangladeshi-British woman who had a story to tell. With more vigour than ever before, she highlighted each language device, each metaphor, juxtaposition, and pathetic fallacy. She raised her hand for each question, spewing words from her own experiences, the ink from her pen flowing with more fluidity this time. Never in her life had she felt so recognised - eyes glinting as she read the contextual terminology, gazed at the curlicues of her mother tongue plastered on the whiteboard.

She remembered the stories she had heard. Stories of colonisers invading her motherland, picking and choosing elements of her culture which they liked best, but when it came to her own family moving here, they had felt utterly mismatched. The nation's favourite food may be the chicken tikka masala, but back in the late nineties when her mother had crossed the road wearing a sari and bindi, she had been insulted to her face.

Iona wrote this piece for a project called Mayflower 400 ArtsAsia, organised by the Southampton City Council, who were running an exhibition on the theme of 'Belonging' and wanted entries of writing and art. She was inspired after she studied an extract from the novel 'Brick Lane' by Monica Ali in class, which spoke to her hugely, as it made her feel incredibly represented. She even sent her story to Monica Ali, through Monica's agent, and received a very enthusiastic response. The story she submitted was then selected to be put in an exhibition which ran last December, in Southampton. Though she was unable to visit, due to obvious reasons, she received the opportunity to read out her story in an event organised by ArtsAsia on Zoom, and received a lot of praise for her work!



Of course, things had got better, prejudice getting less noticeable by the day. But she had never felt that she truly belonged. The other girls in her class had grown up watching TV shows that cast characters they could connect to. Those who ate the same food as them, wore the same clothes and spoke the same language. The only characters that she had ever related to were merely stereotypes, mimicking and subtly mocking her culture rather than appreciating it; those made primarily for white audiences, by white people, for white people to make fun of.

As the lesson ended, a new vault within her had been unsealed. The words which she had been saying inside her head for so many years had finally been unclouded, as if to materialise in the mist. It was like hearing a voice, not being able to decipher what it meant and suddenly, almost magic like, mustering the courage to take it in the open.

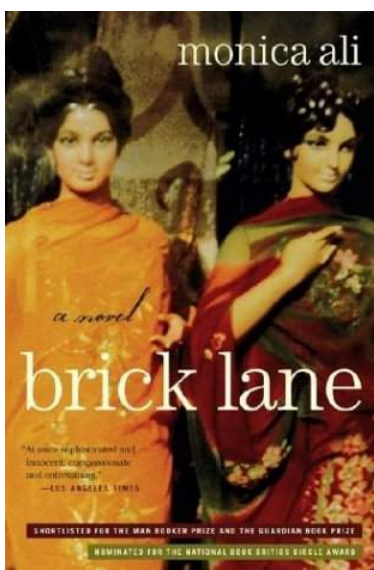
The bell rang signalling the end of Period 1. It was the start of recess. Her English teacher seemed impatient to leave, hurriedly gathering her papers and shoving them into her folder, as they spilled out over the edge. She felt the moment had arrived. She had to say what she had been yearning so long for the world to hear. Everyone in class knew her as the reticent, introspective one, but now, she would make herself heard.

And so, she spoke: "Miss, sorry to stop you but I just had something to say. Thank you for including a more culturally diverse book in the English curriculum. Nothing in the entire world makes me happier than seeing my own culture recognised. I have spent all my life feeling ashamed. Today I feel represented. For those who may think that studying these books is futile, always remember the solitary girl in class will feel heard from the words you read off the page. Just a while before, my British friend, sitting next to me, told me how she wished she knew to speak another language. It makes my heart swell in pride that I have managed to make the tables turn. I hope that in the future, more cultures will be recognised and represented. In a way, I feel selfish to be complaining when so many other regions in this world are starving from underrepresentation. Please continue to do what you are doing Miss, for this is right. Each person deserves a place in this country, a place to belong."

Review of Brick Lane by Monica Ali

'Brick Lane' is Monica Ali's 2003 novel which tells the story of Nazneen, a 17 year old girl from a Bangladesh village who, after an arranged marriage to the much-older, Chanu, finds herself living in a high-rise block of flats in London's Tower Hamlets. As she tries to acclimatise to her new life, unable to speak much English, and missing her sister back in Bangladesh, Nazneen has to dig deep to find her sense of self. Soon, there are babies to care for but she gains financial independence through teaching herself to sew. When young, handsome Karim enters her life, Nazneen has a difficult choice to make: he is everything Chanu is not. Disillusioned with life in Britain post-9/11 and the racial oppression he feels has blighted his career, Chanu is adamant about moving back to Bangladesh. But, with her daughters now growing up as young British Asians, they are reluctant to give up their London life. Nazneen too has changed: she is no longer the 'girl from the village' that Karim has fixated on. From Bangladesh to London's 'Banglatown' Brick Lane, Monica Ali gives voice to the often unheard immigrant women. We journey with Nazneen as she shows quiet determination to make a life here in the UK. It is the story of adapting to change, of bravery in an often unfamiliar world - and of the reassuring strength of familial love.

- Mrs Neal



March's Marvellous Murals

by Aahana Jain, 11M

Hello again! In celebration of Spring, I have decided to dedicate this month's photo gallery to nature! Some of you may see your pictures here. If you want to contribute to the gallery, submit your photo to 16jaina177@kechg.org.uk.



Soon after I developed an interest in photography, I dug out an old camera that my parents bought around 3 years ago. I was not very comfortable with the controls at first! However, after some googling I discovered some of the different features of the camera and now I am quite acquainted with the piece of equipment.

Do you have a fancy camera lying somewhere? If you do, try and use it! See what you can photograph - from portraits to buildings, food to clothes, try and create an interesting an elegant piece!



Chronicle Interview - Mr Frost

For this month's article, I thought it would be interesting to find out some more about Mr Frost, one of the computing teachers. Thank you to Mr Frost for letting me ask him these questions!

How long have you worked at Camp Hill? What did you do prior to working here?

I've been at Camp Hill since 2007. I originally studied engineering and was sponsored by L'Oreal through university, working for them for 3 years afterwards on their management training scheme. I worked variously in packaging design, quality assurance, health and safety, and even redesigned their factory floor to improve workflow. My favourite machine was one that I worked on during a placement at a Lancome factory in France - an ancient lipstick moulding machine - anything that's less than perfect simply gets thrown back in to melt down - no waste.

Fun fact: Did you know that we spent hours engineering the 'click' on a lipstick as apparently that's the thing that the customer decides on when choosing whether to buy it or not. Lipstick packaging also contained small lead weights as it made them feel 'solid' and 'reliable' (so loads of people are carrying unnecessary weight around with them all the time).

I then worked for a small software house, doing programming analysis and development for companies across England, Scotland and Ireland. Once I had to drive to the middle of a field in Scotland, up an unmarked road, to be met by soldiers and escorted!

Did you always want to be a teacher?

No - both of my parents were teachers and did all they could to put me off the career! Eventually I decided that making and selling things wasn't rewarding enough and felt I wanted to do something more useful.

Do you have a teaching highlight?

Starting a journalism club - taking a group who had never done anything like that before and meeting with a local journalist to make podcasts (before podcasting was 'a thing'). We interviewed a government minister, took a camera crew to record the school team's matches in the local cup, all kinds of things!

Rumour has it you like to dance....what's your favourite track to dance to?

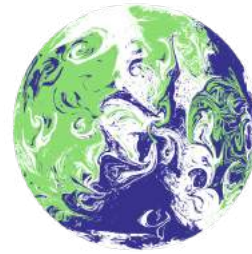
John Cage - 4'33 (that's a joke - a bit like my dancing!). Seriously - for me it has to be disco!

Interview by Salena Ali 11L



Climate Change, COP26 and the Creative Earth Competition

by Lara Weir, Dhyana Nanwa and Lola Swoffer 7W



UN CLIMATE
CHANGE
CONFERENCE
UK 2021

IN PARTNERSHIP WITH ITALY

What is COP26, the Paris Agreement and how will it tackle climate change?

The Paris Agreement is an international treaty aimed at tackling climate change. In Paris 2015, COP21 took place, where world leaders got together and agreed how to conquer this earth-destroying subject, ending with 195 countries saying they would keep our planet healthy. The Paris Agreement states that we should reduce the amount of harmful greenhouse gases that are polluting the earth by switching to renewable energy: solar power, wind turbines and wave power are just a few of the many options we could use to do this. Another thing they want to do is change the temperature of the earth back to what it was before everything started going topsy turvy, or at least stop it from rising so rapidly, we need to keep the earth's temperature rise well below 2°C and are trying to limit it to 1.5°C. The final thing they are doing is spending 100 billion dollars a year to help poorer countries achieve the things above.

What is happening in Glasgow this September?

This September, from the 1st to the 12th, world leaders will meet to discuss how we will conquer climate change. It will bring countries together to accelerate action towards the goals of the Paris Agreement. Glasgow was chosen by the UK to host UN COP26 due to its experience, commitment to sustainability and world-class facilities.

The Creative Earth competition and its aims

The Creative Earth competition is an art competition for children aged 16 or under, organised as part of the UN COP26 Climate Change Conference. Its aims are to help people see a world we could create if we stopped climate change and show people how we can change for the better. Children have drawn their interpretations of what an ideal earth could be; clean air, pristine oceans and even greener cities. The aim of this competition is to encourage world leaders to keep the world safe and winning entries will be displayed for delegates to see at the Conference in Glasgow this September.

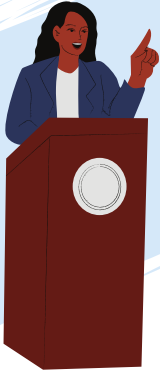


(Lola Swoffer 7W) This is designed to show an earth that is blissful and green. In the sky, there are no greenhouse gases polluting, in the sea no plastic floating around and on the ground, no plastic litters the floor. Also I have drawn birds in the sky and fish in the sea, bright and living a good life. Also a panda is roaming around the earth, not endangered or their homes being destroyed.

(Dhyana Nanwa 7W) On the left side, is a world that ours could soon become if we don't improve our bad habits. On the right side, is the world that we encourage and what we want the world to be. I hope that we will improve to be like the one on the right hand side.



(Lara Weir 7W) This is designed to show our aspirations of clean oceans and cleaner air, as well as a world that is biodiverse.



Well done Femi!

ARTiculation

The Grand Final

The afternoon of 18th March saw the live Grand Final of the ARTiculation public speaking competition on zoom. The event was hosted virtually by the National Gallery in London and was adjudicated by Professor Griselda Pollock, Professor Emerita of Social and Critical Histories of Art, University of Leeds, Fellow of the Association for Art History and Laureate of the Holberg Prize for Humanities, Social Sciences, Law and Theology 2020.

In the last Chronicle, you will have seen an article about Femi's inspiring presentation for the regional final. We look forward to sharing Femi's speech with all students in an assembly after Easter. Femi was one of 10 young people from all over the country in the Grand Final. She spoke with confidence and clarity, and gave an intelligent thoughtful answer to the adjudicator's directed question. We are very, very proud of her!

This was what the ARTiculation team said:

"Prof Griselda Pollock congratulated all speakers for their 'exquisite' presentations, stating that these had been as professional as anything she had ever heard. She applauded all speakers for their passion, research and engagement, and for their extraordinary choices."

Prof Griselda Pollock praised Femi for presenting on this wonderfully important and relevant topic. She commended Femi for bringing in very good documentation that situated the work and the audience between the horror of the image of the slave ship and giving back by face by face by face. Prof Pollock stated how much she had loved the turn at the end of Femi's presentation where the artist is drawing it from living people and how this relates to the belief of the presence of ancestors."

"Thank you so, so much again for being a part of ARTiculation 2021, we are all hugely looking forward to keeping in touch with Femi and to welcoming her to the Alumni Network."

Miss K Irving
Subject Leader for Art





Stephen Lawrence Day

by Iona Mandal, 10W

Let us accept that our society is unequal and that even to this day, systemic racism prevails. The systems that uphold our nation and are given the exclusive and necessary power to protect its people, are built on pillars of injustice, inequality and discrimination and do not reflect the diverse communities that make up our history. The murder of an innocent, black man Stephen Lawrence at 18, in an unprovoked racist attack on 22nd April 1993 is one such tragic startling incident that



substantiates this point and deserves to be spoken about. Stephen was brutally stabbed by a gang of white youths in a bus stop in South-East London where he was waiting with his friend Duwayne Brooks. Although with a collapsed lung, he desperately tried to run and save himself, it was too late.

Despite enough grounds to make arrests, the police began surveillance of the suspects' homes between 23rd and 25th April; nothing more was done. In July 1993 charges against two of the gang members were dropped, following a meeting between the Crown Prosecution Service (CPS) and the senior investigating officer. Moreover, the police made a shocking statement, that Duwayne's witness was unreliable. On 6th May 1993, Stephen's dad Neville and mum Doreen got to meet Nelson Mandela. The publicity it brought, pressured the police to act. Between 1994-96, when the CPS claimed of insufficient evidence to charge the gang members, the Lawrence's launched a private prosecution (September 1994) against the suspects, only at the mercy of their own freedom; the police in charge of protection doing nothing to help. Sadly, the case collapsed in April 1996 and three gang members were acquitted.

In July 1997, a public enquiry was announced to investigate the killing and police investigation. In December 1997, a Police Complaints Authority report on Lawrence's murder identified "significant weaknesses, omissions and lost opportunities". In July 1998, the Metropolitan Police anti-corruption investigators were given the name of DS John Davidson. Sir Paul Condon made an unprecedented apology to them, saying, "I am truly sorry that we let you down." The Macpherson Report (February 1999) found the police guilty of mistakes and institutional racism. It made 70 recommendations, many aimed at improving police attitudes to racism by reflecting the cultural, ethnic mix of the communities and that all proven, racist words or acts should lead to disciplinary proceedings, punishable by dismissal. The report also recommended measures subjecting the police to greater public control, rights for victims of crime and extending the number of offences classified as racist. In April 2005, 'double jeopardy', the legal principle preventing suspects being tried twice for the same crime was ended, enabling appeal courts to allow new prosecution after acquittal where fresh, viable evidence is presented.

In November 2011 trials began of two prime suspects, Gary Dobson and David Norris, in the Old Bailey. In January 2012, both were found guilty of murder, the new evidence including a blood spot on Dobson's jacket. It is absurd that a simple act of justice took Doreen Lawrence, Stephen's mum, eighteen long years after the incident faced by endless barriers, despite proofs of systemic racism piling up. It was thanks to her persistence and perseverance that Doreen could slowly dismantle these hindrances, rebuilding a sense of equity for people of colour like her. In 1998, Doreen established the Stephen Lawrence Charitable Trust (later renamed Blueprint for All). The Trust sent packs to every school in England with teaching materials and practical ideas about using Stephen's story to help pupils develop skills and confidence to challenge racism, discrimination and embrace inclusion. It started awarding bursaries to students struggling to enter and complete their dream of becoming an architect, something Stephen wanted. The Trust's Transitions Programme has supported thousands of socially disadvantaged young people with one-to-one advice and to this day, it is working tirelessly with the government, business, and communities to create a fairer society in which everyone, regardless of their background, has the opportunity and support to succeed.



Doreen was awarded the OBE for her services to community. She now sits on the boards of Liberty and Hope Not Hate and elevated to the status of Baroness and Member of the House of Lords. From a little girl born in Jamaica, raised by her grandmother, till the time she moved to England when nine to pursue her education onto University, get married and raise three children at home, Doreen has come a long way. Today, she is one of Britain's foremost black activists campaigning for an inclusive truly civilised society where equality prevails, and no one is discriminated against on the grounds of race, gender, sexuality, religion, disability, or background. Doreen's journey has been nothing less than incredible and she is an ideal role model for all of us for her bravery in standing up to struggle for justice, whilst combatting systemic institutional racism in the police force and thereby bringing in important changes to the law, in Stephen's name and memory. What has come out of this has been a candid dialogue, lots of community/national work to highlight existing injustices and help face the horrific effects of racism and helping eradicate them.

Since 2018, 22nd April is commemorated as Stephen Lawrence Day to champion the part we can play in creating a society where everyone can flourish. Doreen believes that education being a powerful way of inspiring young people, British schools should put the values of respect, tolerance, inclusion, and fairness at the heart of the curriculum and teach children from an early age. Communities being the bedrock of society, teachers, parents, local businesses, or community workers, should encourage and inspire young people to get involved in creating the kind of community they want to live in. In Doreen's own words, "Stephen's story is both tragic and inspirational. But I wish for Stephen's name not to be identified just with his murder, but with the impact he has left on this country and the hope and inspiration he continues to give many young people."



Salt Dough Decorations

by Ileen Sammi

Even though we are in lockdown, it's still important to get in the festive spirit! Add some colour to your house with these awesome crafts!

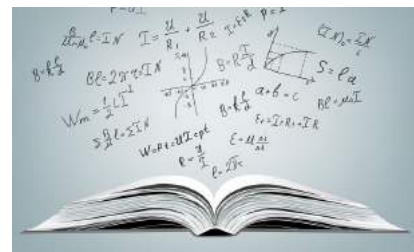
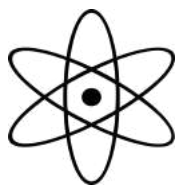
What do I need?

- 1 cup of flour
- 1/2 cup of salt
- 1/2 cup water.

How do I do it?

- Mix the flour, salt and water together slowly until you get a dough consistency.
- Roll out, cutting out your shapes as you go.
- Bake on a baking tray lined with baking parchment in the oven at 120C for two hours, or until dry.
- Allow to cool, then decorate with whatever crafty things you have around the house. We used felt tips





Science Week - Physics

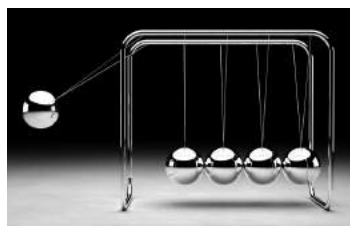
Science week was from the 5th to the 14th of March and our focus was to develop an interest in the area of physics for students across the entire school, since this field is often overlooked as an option for future career paths.

We held a range of competitions and activities for people to partake in. One example was the quiz, which ranged from identifying different scientists to new advancements in the field such as the Mars rover, Perseverance. The prize included chocolate, which two lucky people received for their participation.

Virtual events were held on Eventbrite, ranging from women in space, tips on how to get a job in the space field and a day in the life of a particle physicist - all of which gave a brilliant overview of what physics has to offer. We sent links to the events during the week, and we hope that this has encouraged students to explore the other exciting virtual events that take place regularly on the platform too.

There was also a poster competition themed 'innovating the future' held by the British Science Week Association, in which many of our students have chosen to participate. Those who have elected to enter the competition will be up against their peers from across the country for the chance to win any of 20 amazing prizes. If you are interested, there is still time to enter, with the deadline being the 30th of April.

There was also the option to create a project or write an article for the physics side of science week. The project could have been on anything you could engineer, but a few ideas we suggested were a perpetual motion machine, Newton's cradle and many others from the Institute of Physics and Sheffield Hallam University. Another project we offered was researching scientists through time: an exhibit of scientific discoveries. This could have been in any time period and as detailed as people wanted. Finally, there was the option to write an article. People could send in their work to be selected for our physics newsletter, which is run by Year 12 and 13 physicists. Sanskriti Singh's article will be featured in the next edition of the physics newsletter - so be sure to read it!



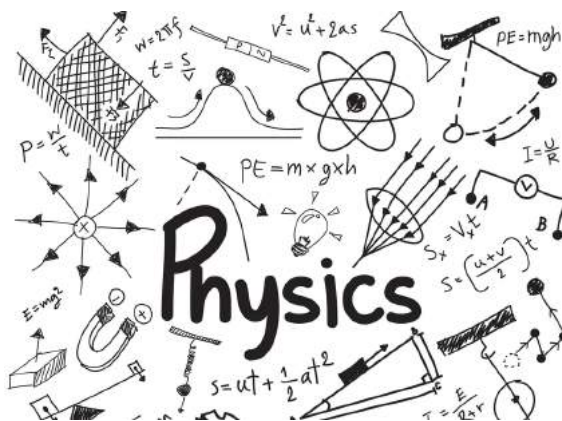
The physics-related events of this week were all done by us:

Vanshika Gupta
Siyma Chowdhury
Maheen Abir
Sai Potturu
Natalie Smith



We hope you enjoyed our contributions to science week 2021.

Look forward to next year! :)



**Don't Stress.
Do Your Best.
Forget the Rest.**

How can we look after ourselves and revise efficiently for exams?

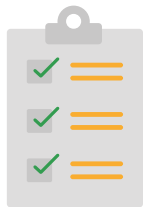
by Sanjana Devalla 11P



As exams are creeping around the corner, it is important to know how to revise effectively and also remember to look after ourselves. Exams are stressful so we should all make sure to spend some time looking after our wellbeing; so here are some tips on how we can make sure that we get the best results that we can :

Use flashcards

In order to revise effectively, it may be a good idea to compress large chunks of information into bite-size chunks which make it easier to remember and learn.



Have a structured plan

Creating a structured plan prevents time being wasted during study time to think about what to do next. A plan makes sure that all subjects and topics are covered, without forgetting to do any!

Take breaks

It is important to take breaks to let your brain restart and get ready to work again. It is a chance to avoid study fatigue and also increases motivation. Try to take a 10-minute break every hour of focused work.



**Brain
Breaks**

Try to get around 8 hours of sleep

Sleep is vital to allow your brain to absorb all of the information that you studied. Sleeping well lets your mental and physical battery recharge and get ready for the next day, so it can be a motivated and productive day.

Exercise regularly

Some days, exercise is the last thing on our minds, but it is very important to exercise regularly to increase concentration and motivate you to revise.



Prioritise subjects

For every person, there is always a subject or two which they aren't as good at, and that is 100% okay! However, to change that and get better, it is very important to prioritise subjects and highlight weaker topics to perfect them.

Set daily, weekly and monthly goals

Goals let you stay on track with revision and give you an aim to work towards. The goals can be short term or long term but having an aim motivates you to work towards it.





Studying Languages at school - an understated proponent for a better future!

by Nithyashree Kumaresan 12M



I hope that last month's article celebrating bilingualism has explained and outlined the wonders and benefits of speaking more than one language; a tool to propel us all to a more cohesive, diverse society. However, the joys of this superpower are not being reaped by a large proportion of pupils in the UK, with the opportunity to further the study of a modern foreign language to GCSE or beyond often being shunned.

Let's start with the big picture: many countries within the EU are nourishing the linguistic skills of school children and mature students - 79% of French, 91% of German and a staggering 99% of Danish 15-30 year olds can read and write in a foreign language. The UK figure lags painfully behind at a lowly 32%! Not only is this stance culturally and linguistically indifferent, it threatens the UK's position as an academic and scientific superpower. Languages are often dubbed the "career gift that keeps on giving", and indeed it gives: the UK's stubborn monolingualism coupled with the assumption that 'everybody speaks English' has cost the UK economy £48 billion per annum, predominantly in the form of lost exports. Despite most UK businesses seeking multilingual employees, only 2% were "very satisfied" with the foreign language skills of British graduates. So, how can we possibly rectify this deficit? The answer seems obvious - more pupils studying languages to a higher level and pursuing these skills post-GCSE, thus creating a thriving, globally competitive personnel. The current situation within the UK refuses to entertain this prospect.

The number of students studying French or German at university has halved since 2010, an issue stemming from the dwindling numbers of pupils opting to study a language at GCSE level, with drops between 30-50% throughout the UK, resulting in A-level courses becoming unsustainable due to significantly low class sizes. German and French A-level courses have even ceased to exist in many parts of the UK, and post-18 language teaching has thus declined to worrying lows. This is an almost cyclical, never-ending trend which can only be solved, alongside national financial support and incentivisation, by you, the student body!

We are incredibly spoiled here at Camp Hill, with multiple, ardent teachers available for the 3 most employable modern foreign language courses: French, German and Spanish. This talent, in tandem with student incentive, can enable us here at Camp Hill to become an internationally sought after, highly skilled cohort. Here are some wise words from a few of our experienced, highly-skilled and incredibly driven linguists!

"Why study languages further? This is a no-brainer in my opinion but for what it's worth, here are some thoughts:

By taking a modern foreign language further you are developing valuable skills which are easily transferable to other areas of daily life, as well as later working life (communication skills, interpersonal skills, presentation skills to name a few). Furthermore you learn more about the people and culture of the countries where the language is spoken. This makes the subject and the lessons very varied. Being able to understand literature, films and songs in another language feels extremely rewarding. Employers do value languages and, depending on your area of work, foreign language skills can push you up the pay scale. Whilst it is true that you can learn languages later in life, at adult evening classes for example, you can learn more quickly and effectively due to the frequency of lessons at school and the regular repetition and recycling of previous knowledge in lessons. By the end of GCSE you have reached a very high level in the language, and I know plenty of people who have gone on to use foreign languages at work which they studied to GCSE (equivalent) level.

Apart from all this, languages are good for your health! Speaking more than one language increases your brain capacity, improves your memory and puts you at a lower risk of developing Alzheimer's.

As I said, a no-brainer..."



- Miss. Jambor

"Un linguaggio diverso è una diversa visione della vita"

It may surprise you to know that I was not an exemplary student when I was at school. Looking back, I realise with some embarrassment that my teenage rebellious streak would have posed significant challenges to my teachers, most of whom should have been beatified years ago. I can remember feeling that some lessons were not pertinent to me, although I now really appreciate the life skills that they instilled in me. Regardless of this, at the start of secondary school I began to excel in the subject areas that allowed me a deeper understanding and enjoyment of the world and life; for me those subjects were music, English and languages. I went on to study those subjects at A'Level and then specialised in modern languages at university. From that point I have not been able to resist the world opened to me by being able to speak, write and think in other languages: the fascinating world of words, idiom, grammar, constantly evolving vocabulary, politics, humour, national psyche, culture, music, art, cinema and traditions. Oh... and food, of course!

University was followed by a few years in the world of finance, where my languages were much in demand. Those in the know, including industry leaders know for sure that linguists – wherever they are found – are invaluable assets as they are adaptable, quick-thinking, communicative and reflective multi-taskers with vast memories. Exciting as it was, I left finance and looked for another way to use my talents, finally deciding to train as a teacher. Fast forward 27 years and I spend every working day sharing my love and knowledge of languages with young people. I consider myself to be extraordinarily lucky, since I do what I love every day; that never feels like work.

My languages have brought me a great deal; a vocabulary better than most people get to enjoy, well-developed communication skills, lifelong friendships and many precious memories of people and places encountered, joy in understanding of how language works, the ability to use my knowledge of words to figure out most answers on quiz shows and an intense brain workout every single day. Perhaps you like the sound of that? If you do, then consider adding a language to your repertoire and pursuing it at a higher level.

By the way, you've already had the quote; the title means "A different language is a different vision of life."

– Federico Fellini, Italian film director and screenwriter, 1920 - 1993. "



– Miss. Gouldsworthy

"Studying languages at sixth form and beyond is a decision you won't regret, I certainly don't! At GCSE level, most people rote learn endless lists of vocab and certain fancy constructions in the hope of remembering to include them in writing/speaking exams (even if they don't entirely know what they mean!!). Although learning vocab is an integral part of mastering a language, and so there's no escape from it, language learning becomes so much more enjoyable when you can appreciate the culture of the peoples associated with it and this is exactly what the A-level courses offer. Also, the GCSE courses cover topics that you grasp at a much earlier age in your mother tongue, while A-levels provide the opportunity to have conversations on topical issues that will be of greater interest such as politics and artistic culture.

Studying Spanish and French at A-level has helped me to develop a variety of soft skills. These include communication, intercultural and interpersonal skills which have aided me in passing university interviews, being successful in job applications and generally built my confidence. Taking a language A-level also improves your comprehension and critical thinking skills, both of which are useful in many university courses. And, you'll be able to enjoy a lot more Netflix shows of course!!

When the time came to decide on a degree to pursue, I was totally lost! Seeing so many people opt for vocational courses led me to consider taking medicine or dentistry. However, while a languages degree doesn't lead to a specific job, it opens up the doors to a wide variety of careers in different fields. I realised furthering my study of languages would allow me to gain proficiency as well as the opportunity to explore several career choices around the world. I also had the opportunity to start learning another language. Being among one of the world's most spoken languages, I decided to take on Arabic ab initio. Starting a language from scratch at university definitely makes the first year more intense as the goal is to reach A-level standard after just one year of learning. However, it's an exciting challenge that forces me to be organised and means I can comfortably communicate with more people in this increasingly globalised world.

Without a doubt, language learning requires time, effort and dedication. You have to confront false friends and seemingly ever-changing grammar rules. But, it's such a rewarding experience whether you take it for A-level, at university or simply pursue it as a hobby."

– Emaan Pasha, Camp Hillian now studying Spanish and Arabic at The University of Edinburgh

"Think of language learning as the key to a secret door. You can't be certain which door this key will unlock, and you can't know what will await you behind the door, but the ability to unlock this door could completely change the course of your future. It did mine. I grew up in a tiny town in Texas, (Paris, TX -- how ironic!) where most people never travelled more than 50 miles away from their homes, let alone had a passport to travel abroad. When I received a scholarship to live in Germany at the age of 16 and go to school there for one year, I could have well been travelling to a different planet. People dry their washing on lines outside in the sunshine, where we exclusively used tumble dryers in our sunny climate; you could travel to school or into town by bike or by train, without a parent chauffeuring you around! Coming from my narrow worldview in Texas, I truly had no idea that people in other places lived differently than we did. It was in using that key I obtained in Year 7, when I first started learning German, which eventually opened the door to: life-long friendships and a second 'family' in Germany, working as a musician and teacher in Belgium, and now living in the UK, with the privilege of sharing my love of language learning with all of you. What doors might you one day open with your language keys?"

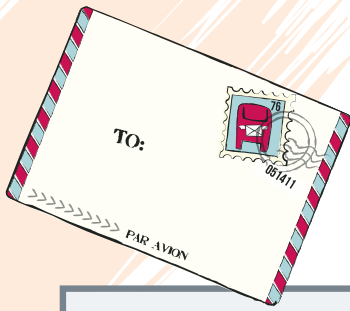
– Frau Waddell



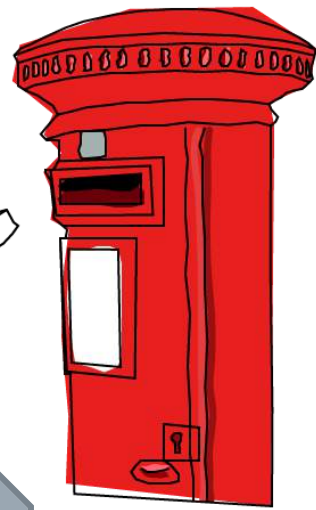
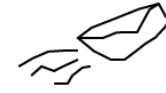
The benefits of learning a language are clearly in abundance. Even if you do not choose to place languages at the heart of your post-18 education, studying them at school and sixth form can brilliantly facilitate all of the invaluable skills mentioned previously. Carrying on with and developing your linguistic skills later on in life also becomes much easier, as well as being able to fluently transfer your distinguished features as an A level/GCSE language student to a workplace environment. As an A-level German student, I truly believe that German has helped in becoming a well-rounded student. I am certain that my German A-level will aid me hugely with my higher education, providing me with fluent international communication.

"The limits of my language mean the limits of my world"

- Ludwig Wittgenstein; philosopher, metaphysician and keen linguist.



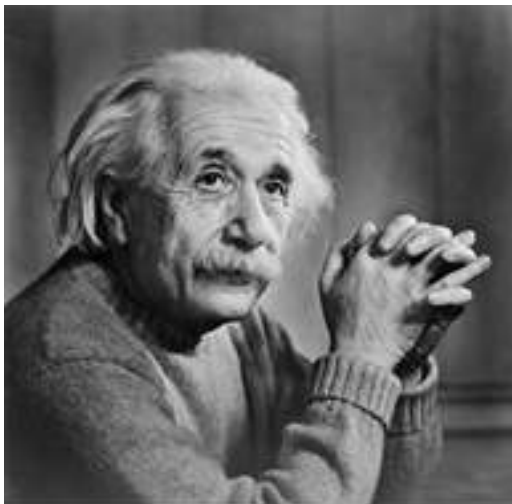
Letters & Feedback



Thank you for sending the Feb 2021 issue of the Chronicle. I very much enjoyed the range and variety of the content.

International woman's day caused me to muse on the privilege it was to be educated at CHG in the late 60's-early 70's. Surrounded by excellent female role models, it never really entered my head that 'being female' was a barrier to anything. In my opinion, that mindset and the skills developed in extra-curricular activities such as impromptu speaking contributed as much as any educational achievement to my successful career in business and also helped me make a useful contribution to the life of our city in the charitable and voluntary sectors.

*Best wishes,
Sue Fearon (nee Cooke)*



"The true sign of intelligence is not knowledge but **imagination**."

- Albert Einstein



Word of the Month *Confelicity*

This 19th century word means to feel joy in another person's happiness.





THE CHRONICLE QUIZ

By Swetha Prabakaran 11L

FLAG QUIZ



GUESS THE COUNTRY



GUESS THE BOOK



GUESS THE TEACHER



THE CHRONICLE QUIZ

ANSWERS

FLAG QUIZ

Gambia Albania

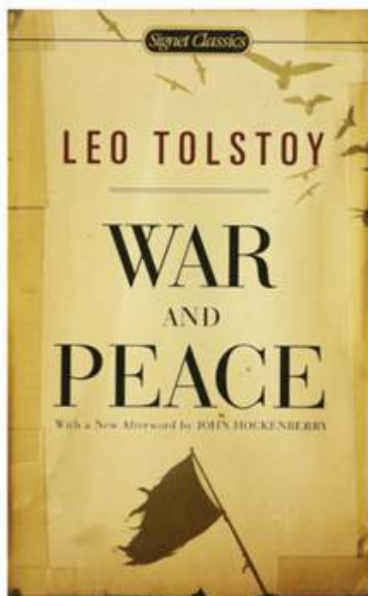
Palestine Seychelles

Latvia Jordan

GUESS THE COUNTRY

Russia

GUESS THE BOOK



GUESS THE TEACHER

Mrs Neal



Recipe Page

by Ileen Sami

Baked Feta Pasta

This recipe has become famous because of the social media app Tiktok, but after trying it, I can guarantee the craze is worth it.

Ingredients:

- 2 pt. cherry or grape tomatoes
- 1 shallot, quartered
- 3 cloves garlic, peeled and smashed
- 60 ml extra virgin olive oil
- Salt
- Chilli flakes
- 1 (200g) block feta
- 3 sprigs thyme
- 285 g pasta
- Zest of 1 lemon (optional)

Method:

- Preheat the oven to 200°C (180°C fan). In a large ovenproof pan or medium baking dish, combine tomatoes, shallot, garlic, and most of the olive oil. Season with salt and chilli flakes and toss to combine.
- Place feta into the centre of tomato mixture and drizzle top with remaining olive oil. Scatter thyme over tomatoes. Bake for 40 to 45 minutes, until tomatoes are bursting and feta is golden on top.
- Meanwhile, in a large pot of salted boiling water, cook pasta according to package instructions. Reserve 120ml pasta water before draining.
- To pan with tomatoes and feta, add cooked pasta, reserved pasta water, and lemon zest (if using) to pan and stir until completely combined. Garnish with basil before serving.



Hot cross muffins by Jane Hornby

Easter is coming and that means sweet treats too! For those of us who aren't great at baking bread, try this!

Ingredients:

- 225 g unsalted butter (at room temperature)
- 200 g light muscovado sugar
- 150 g ground almonds
- 100 g buckwheat flour (see tip)
- 1 teaspoon ground mixed spice
- 1½ teaspoons gluten-free baking powder
- ¼ teaspoon sea salt
- 1 large orange
- 3 large free-range eggs (at room temperature)
- 175 g mixed dried fruit (ideally with candied orange in it)
- 50 g dried cranberries
- 1 eating apple (125g)
- 100 g icing sugar , plus extra for dusting

Method:

- Heat the oven to 180C/gas 4. Line two muffin trays with paper cases or squares of baking paper.
- In a large bowl, beat the butter and sugar with an electric beater until pale and fluffy.
- 3. Combine the almonds, flour, mixed spice, baking powder and salt in a bowl, then sift it on top of the creamed butter and sugar. Add the orange zest, 3 tablespoons of the juice and the eggs to the bowl as well. Beat everything together until you have a thick batter, then stir in the dried fruit, cranberries and apple.
- Dollop the mixture into the muffin cases so they're three-quarters full. Bake for 35 minutes, then turn down the heat to 160C/gas 3 and bake for a further 20 to 25 minutes, until the muffins are well risen and golden, and a skewer inserted into the centre comes out clean.
- Leave to cool in the tin for 15 minutes, then remove to a rack to cool completely.
- Gradually mix the icing sugar with 4-5 teaspoons of the orange juice to make a thick icing. Spoon into a piping bag with a round nozzle, or into a sandwich bag, snipping off one corner. Pipe crosses onto each muffin, dust with extra icing sugar



Dates for Your Diary



**Last day of
Spring term**

April Fool's Day



World Autism
Awareness Day



**First day of
Summer term**



**Monday
19th**

**Year 11 & Year 13
April assessments begin**



**Thursday
22nd**



Year 7

Parents Evening

Earth Day



**Friday
23rd**

St George's Day



**Sunday
25th**

Penguin Day



**Wednesday
28th**

Year 8

HPV vaccinations



**Friday
30th**

Year 8

HPV vaccinations

April
SHOWERS
BRING
May
FLOWERS

See you back in school after the Easter holidays