

## Inspiring - Caring - Welcoming

Student voice June 2020

### Cecil Jones Academy, Sixth Form

[www.ceciljonesacademy.net](http://www.ceciljonesacademy.net)

Welcome to the latest edition of our weekly newsletter.

I hope you all had a well earned rest and enjoyed your Christmas festivities. I was hoping to start this with, 'Welcome back everyone'. It is unfortunate I know that we find ourselves almost exactly where we were last March, although this time as 'lockdown with the Joneses Part 2'. This time however, there is hope. We have two vaccines being distributed throughout the population and a view for schools to hopefully return after February half term.

During these difficult times, it is important to remember to follow the Government's guidelines to protect the NHS and keep each other safe.

You should no longer be going out, unless it is to shop or exercise. You should not be meeting up with each other in your free time. Stay home, if out, keep your distance and wash your hands regularly.

Learning can, and will, still be taking place at Cecil Jones Academy, but once again on Google Classroom.

Make sure you follow your normal lessons as per your timetable. Comment "present" on the stream so you get your attendance mark. If you have any questions, just leave a private message for the teacher and don't forget to submit your work at the end of the lesson.

If you are new to Google Classroom, make sure you read the guide on submitting work posted on the year group pages. Lastly, students will still be nominated for 'Student of the Week' and subject awards, so keep your standards high!

The health of all the students at Cecil Jones Academy is important to us which is why we are working with the NHS Immunisations Team to use our playground as a base to give our Year 8 students their first HPV injection and offer Year 7 students the nasal flu spray.

If you have a child in these year groups, then you will soon be contacted by phone, provided with details and a time slot.

If you have no broadband in your place of residence and are accessing Google Classroom on a mobile device using 4G data, the Government's plan to offer free / subsidised data plans to certain families may help with online learning. If you believe this would apply to you and are on the following networks, Three, Smarty, Virgin Mobile, EE, Tesco Mobile, Sky Mobile, please contact the Year

Care Team or email us at: [enquiries@ceciljones.net](mailto:enquiries@ceciljones.net)

Happy New Year and please remember to 'Stay safe',

Mr Micek

HM Government

NHS

**We must  
keep on protecting  
each other.**

 **HANDS**  **FACE**  **SPACE**

STAY ALERT • CONTROL THE VIRUS • SAVE LIVES

 Stay home - only leave for work, essential shopping, exercise or medical appointments

 Exercise allowed outdoors once a day, in your local area. You can exercise with your household, support bubble, or one other person

## Some outstanding examples of work completed this week in English lessons through remote learning

### Disaster Story by Kaylea Simpson 10X5

He opened his eyes and he couldn't believe what he saw he saw... he looked down at the ground, wondering if he was in a dream. There was a giant crack; it looked like two cliffs facing each other. When he came to realise that it wasn't a dream, he looked in front of his car - he didn't want to move fast to make the ground crack any more.

He could see a broken in half petrol station; smoke came from the other side of the crack in the ground: it went on for miles. There were only three cars that he could see, one was on the edge and a red car behind him.

He slowly backed his car away from the edge, as he reversed, he could see how much damage there was. The gap from where it had cracked was about five meters from the other side.

He was worried that if he had any sudden movement it was going to happen again. As he backed up there was a silence. He couldn't hear the water coming out of the broken pipes - he felt like the world had ended. All he could see was poles falling, and trees waving in the wind.

As he stopped moving his car, he could hear sounds again; but not the sounds he wanted to. He could hear, cranking from underneath him, the ground slowing grabbing the white car and the rest of the petrol station; he knew it was him next.

### Survival Story by Sadie Corney 8L

I don't know how I survived ...

It was a Tuesday afternoon and I decided to put on a pair of my favourite earrings. They were a beautiful gold that shimmered within seconds of touching the glaring sunlight.

I had my yellow Filas on and a soft pastel skirt that sat perfectly around my hips. My polo shirt went well with the woolly jumper I had over the top. Altogether, it looked aesthetically pleasing to anyone who glanced at me.

As I set foot on the cotton-like grass, I couldn't help myself – I started to run. The sunlight was complimenting the golden highlights on my cheek; I felt beautiful.

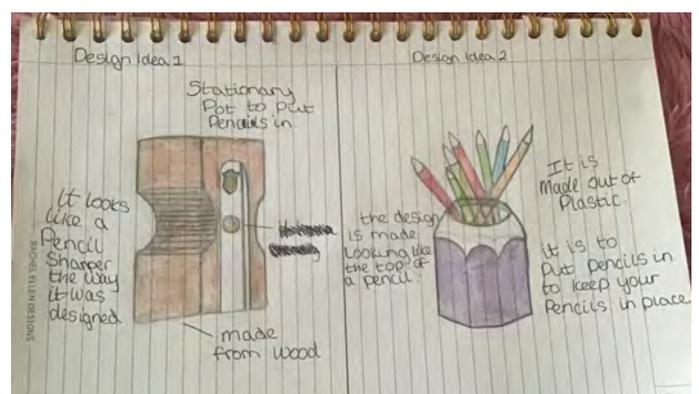
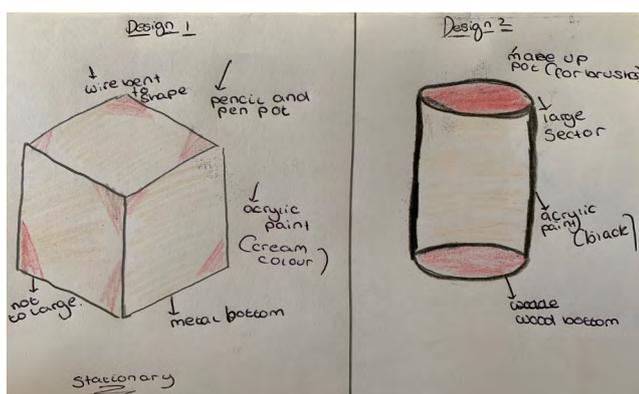
But as I reached over to my ear, I realised my precious gold earring was no longer holding onto the small hole in my earlobe. I must've lost it when I was running!

I ran back to retrieve it, but sadly I couldn't find it. A single tear ran down my face causing my mascara to spread.

I went home never to see my golden delight ever again.

### Year 9 students have been set the task in DM lessons to create designs for desk tidies.

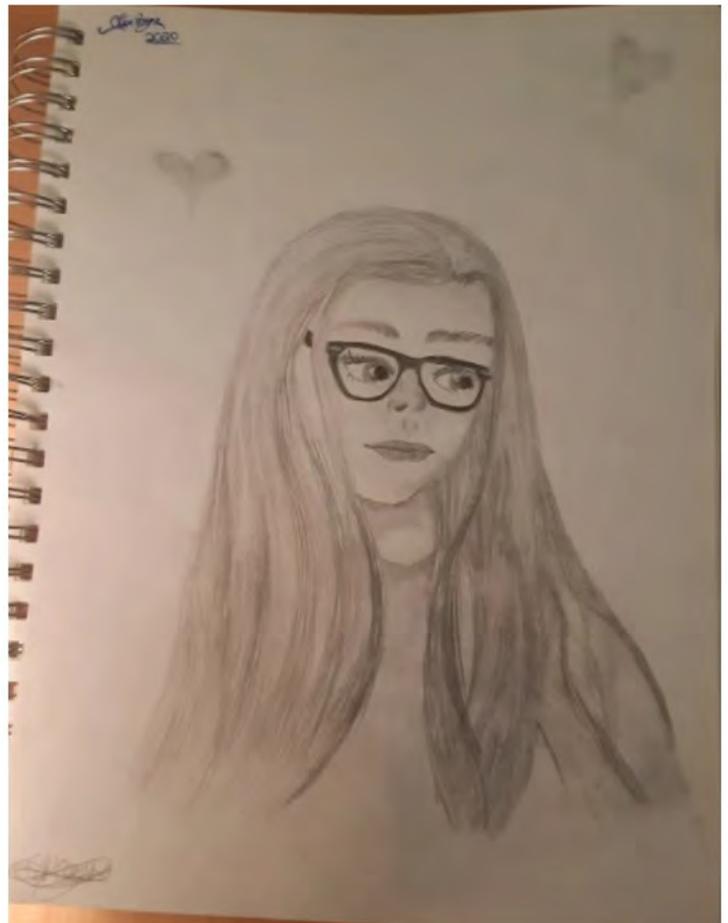
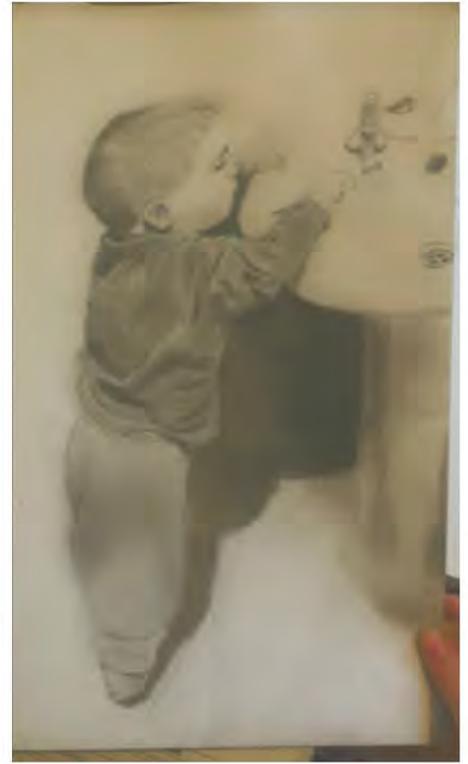
Here are some well drawn examples from Honey White and Crystal Moyo.



Art wanted to highlight some of the stunning work coming out of Year 11 this week. These three examples are just a few of the pieces our Art students have been creating.

Year 11 have been focusing on either artist research (AO1) or primary observations (AO3)— here are three examples of primary observations. Well done to Georgia Lane, AT, Chloe Payne, Mia Winters and Millie Madden for their exceptional dedication during lockdown.

I'm so pleased to see the phenomenal effort our students are displaying at home.



Post 16 News update



Whilst school may not open, our 6<sup>th</sup> form applications are! Here is your ticket to our exciting and brand new 6<sup>th</sup> form open evening on the Cecil Jones website. <https://www.ceciljonesacademy.net/6th-form-virtual-open-evening-2020/>

There is a lots of information about the courses on offer, student experience at 6th form and more. Why not sit and have a chat about all the great courses on offer here and those that may be of interest. The 6th form team and your teachers are more than happy to answer any questions students may have. We are receiving applications every day which is fantastic. The application process is still open so why wait?

**How to apply:**

Via the Google Classroom year 11 page – under 6<sup>th</sup> form and onwards.

Or Email – [sixthformapplications@ceciljones.net](mailto:sixthformapplications@ceciljones.net)  
Or hand the form into the main office/ 6<sup>th</sup> form team

**6th Form Virtual Open Evening 2020**

> 6th Form Virtual Open Evening 2020  
Due to Government Covid-19 restrictions, the Open Days/Open Evening which would normally have taken place in the Autumn term will no longer take place.  
Please find our 6th Form Virtual Open Evening information by following the links below:  
[Headteacher's Address](#)



[Click here to watch Cecil Jones Academy Welcome Video](#)  
[Student Experience](#)  
[View our prospectus here](#)

**What else is going on in 6<sup>th</sup> form?**

Year 12 students are embarking on a remote learning journey, continuing their studies via Google Classroom. It has been a very busy week with a minimum of 15 lessons a week being attended– there has been some outstanding work completed this week. Here are some examples from A Level Business and A Level Economics.

**GERMANY vs JAPAN**

	Germany hyperinflation 1923	Japan deflation 1990's-2000's
causes	<ul style="list-style-type: none"> <li>Germany issued a reparations payment in 1922 which led to a weak economy that led to hyperinflation</li> <li>The first payment was paid but it was all Germany could afford and they consequently halted the second payment. This brought outrage from French and Belgium troops that occupied Germany's main industrial area, the Ruhr basin. Payment of reparations reduced goods as a way of stopping them.</li> <li>Germany printed for a period of time to respond but provincial bankers would pay for their own. Troops responded by closing all banks who refused to work (12th April)</li> <li>The government couldn't keep up with paying worker wages. The Kaiser got elected to print more money to pay them which massively contributed to hyperinflation.</li> <li>Germany was already suffering from inflation due to the war and increasing levels of debt.</li> <li>General strike meant that not as much goods were being produced which further weakened the economy.</li> <li>The Reichsbank printed money for all hyperinflation. More money was printed which raised prices even more but didn't</li> </ul>	<ul style="list-style-type: none"> <li>the late 1980s refers to a period of economic stagnation in Japan.</li> <li>Japan issued 10 trillion yen notes (based on an agreement about managing the fluctuating value of US Dollars) double the price of yen in 1989-1990 which took away the price bubble of massive stock market prices (above 30 trillion yen) based on unrealistic views about the future)</li> <li>bubble was caused by an excessive loan growth. Loans built were with less regard for quality of the borrower (businesses, etc)</li> <li>Japan's bank inflation pushed 100 bank of Japan should raise its interest rate causing the stock market to crash.</li> <li>bank kept printing new funds and government side tried to keep them off but because they were the 10 to 100</li> <li>Asian crisis became unstoppable as a wave of commodity (basic cheap) took place, resulted in 4 main banks in Japan.</li> </ul>
effects on citizens/economy	<ul style="list-style-type: none"> <li>stable changes to Germany's way of life critically damaged their economy. It was on the verge of collapse socially and economically. However, it was held by a period of stability and success (1924-29) cultural life in Germany flourished.</li> <li>the pressure on the citizens as a crippling loan to Germany's economy.</li> <li>political factors had greater effect on Germany's industry and economy.</li> <li>businessmen and landowners (people with mortgages) were able to pay back their loans easily with war-time money.</li> <li>workers got paid twice daily because prices rose so fast wages were worthless by lunchtime.</li> <li>Germany's financial crisis their products were still needed and demanded so they received more money for their products (wages). Demand rose 120% in January 1923, 200,000 million marks in November 1923.</li> <li>people who had savings (savings) government cut the value (long term) couldn't keep up with rising prices.</li> <li>people who had savings or people who had lost money were the most disadvantaged because their money became worthless.</li> </ul>	<ul style="list-style-type: none"> <li>1990-2000 Japan's economy was great by 1.1% annually (measured by GDP) well below other industrialised nations.</li> <li>1990-2000 - GDP fell from 53.72 trillion to 54.28 trillion and fell wages 60.9%.</li> <li>country experienced a stagnation of price levels.</li> <li>deflation meant that people threw up displays of wealth.</li> <li>halting from the Toyota and Sony had to find off their based in East Asia.</li> <li>unemployment rose due to large firms replacing the workers with temporary workers with little job security and lower benefits.</li> <li>wages stagnated. From 1990 when they were at their peak they fell over 20% (wages) 12%. Results in low demand (wages falling, which was likely meant to bring standards decreasing).</li> <li>took 12 years for Japan GDP to return to the same level as 1990</li> </ul>
remedies	<ul style="list-style-type: none"> <li>Hitler's rise to power in 1933.</li> </ul>	<ul style="list-style-type: none"> <li>Hitler's rise to power in 1933.</li> </ul>

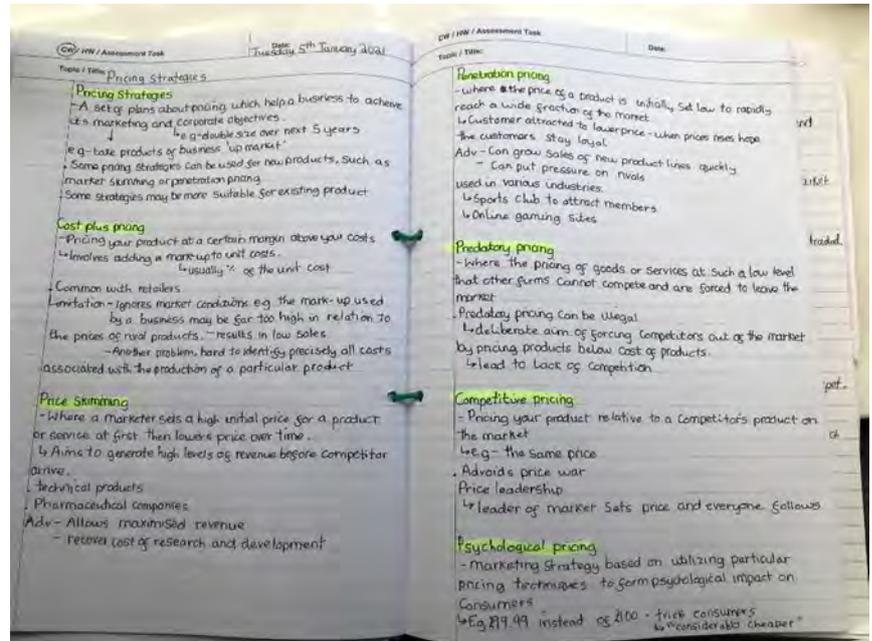
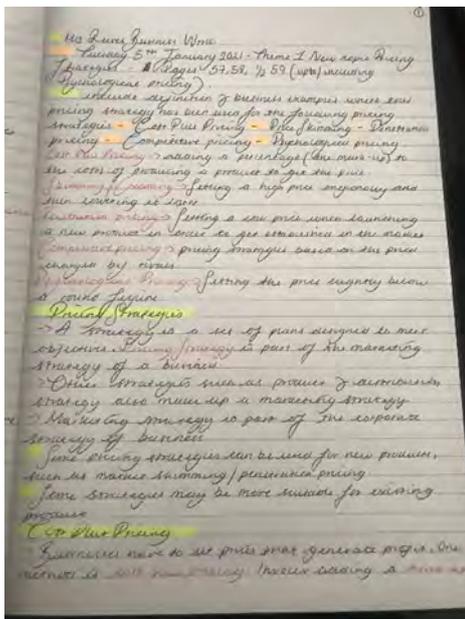
Thursday, January 7, 2023 Chapter 34 - Inflation Economics

**Task 1**  
Key Terms:  
**Inflation**-inflation is the increase of an average price of a product in an economy.  
**Deflation**-Deflation is the opposite of inflation. It's when the average price of a product falls.  
**Disinflation**-Disinflation is a reduction in the rate of inflation.  
**Hyperinflation**-hyperinflation is a large increase in the price levels.  
**Consumer Price Index (CPI)**- This is the official measure used to calculate the rate of inflation.  
**Retail Price Index (RPI)**- This is a measure of price level which has been calculated in the UK for over 80 years. This is used in a variety of context such as by the government to index state welfare benefits.

**Task 2**  
Economic Case Study:  
**1920s Germany: Hyperinflation**  
**Cause:**  
 -Germany already were suffering because of high levels of inflation because of the effects of war and increasing government debt. So, the government decided to print more money to be able to repay the debt and pay for the workers who went on strike, getting 100 million marks but to a hyperinflation as the more money you print the more prices rose so money became worthless.  
 Link: [https://www.youtube.com/watch?v=...](#)

**1990s and 2000s Japan: Deflation**  
**Cause:**  
 -The Japan deflation was caused by a collapse in land and stock prices.  
 -From 1991 to 2000, the Japanese economy, as measured by GDP, grew only 1.14% annually, well below that of other industrialized nations.  
 -Japan's economy was the envy of the world in the 1980s - it grew at an average annual rate (as measured by GDP) of 3.8% in the 1980s, compared to 3.07% in the United States.  
**Effects:**  
 -the long-term deflation creates higher rates of unemployment and can eventually cause consumers to default on their debt obligations. The last time the world experienced an extended period of deflation that lasted for many years was the Great Depression.

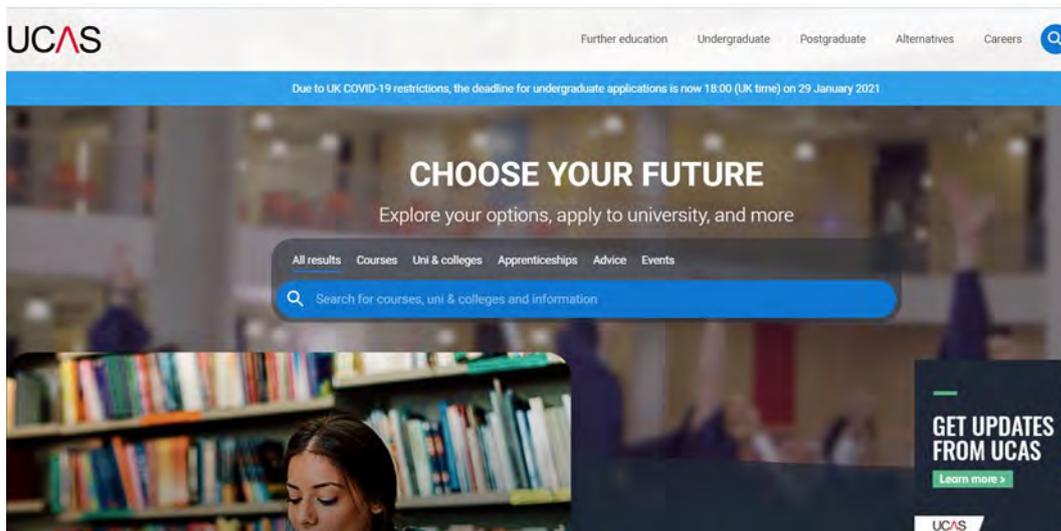
## Business Studies



## Year 13 – UCAS applications for University.

Time does not stand still for our wonderful year 13 students who are in the final stages of their university applications. It is extremely exciting to read all the personal statements and teacher references. Students have chosen a range of different degree courses from Medicine, Media, Computer Science to Business Management and Economic Studies.

We had two students complete their interviews with Cambridge University in December which is excellent.



Well done to all of our students who are working so hard in this application process. The staff are extremely proud and committed to ensuring students are given the best start after their school studies end. More information on the raising aspirations and enrichment opportunities can be found on the Cecil Jones website. Students receive these via their Google Classroom year stream and the IAG Careers Bulletin from Mr Seward.

Cecil Jones Academy Careers: IAG January Bulletin

University Open Days: Click on the relevant links below for each university  
 University College London (UCL) Open week  
 University of East London – CIA is working with UEL and will be rearranging visits when it is safe to do so. They are holding a Virtual Open Event  
 Birmingham – Currently holding Virtue Open Day's. Click here to visit their website for more information  
 University of York – All events have been cancelled at present but you can find out more by visiting their website for an online tour. Click here  
 University of Essex are running virtual tours and open days. To book you need to visit the website https://www.essex.ac.uk/visit-us

Apprenticeships

National Apprenticeship Week 2020

\*Apprenticeships are open to all people 16+ with English and Maths GCSE grade 4+  
 \*A great way to earn while you learn

## Did you know you can use your PS4 or Xbox to help you learn?

## Student of the Week

Year 7– Finley Holland

Year 8—Sam Cundy

Year 9– Netusa Uthayakumaran

Year 10- Georgia Gerenta

Year 11– Millie Madden

Post 16– Jack Darke and Lexie Bushnell

Well done to you all for your hard work and commitment to your studies.

Will your name be here next week?

**Using Xbox or PlayStation to access Hwb**

Accessing your remote learning. An alternative method of accessing remote learning during times of lockdown.

**Xbox**

1. Plug a keyboard in to the Xbox USB slot
2. Go in to my games and apps
3. Find Microsoft Edge and select
4. Type in: Hwb and log in as you would in school
5. You can then access your work through Google Classroom or OneDrive and use key packages including:
  - Word
  - Teams
  - Excel
  - PowerPoint
  - Your emails
6. To move around you use the Xbox control or plug in a mouse

**PlayStation**

1. Identify the PlayStation internet browser icon (it is WWW with dots around it)
2. Press the PlayStation logo on the controller
3. Go to the library and find options for games and applications
4. Go in to applications and you will find the internet browser
5. Type Hwb into the browser and log in as you would in school
6. You can then access your work through Google Classroom or OneDrive and use key packages including:
  - Word
  - Teams
  - Excel
  - PowerPoint
  - Your emails



## Competitions running through Google Classroom this month

### Art and photography

The theme for this competition is new beginnings. You may enter into one or both competitions i.e. one piece of art and one photo. Entries must be in by Friday 29th January. Please upload to your GC page or email to enquiries@ceciljones.net

### Cecil's MasterChef

Are you Cecil's next MasterChef? It is time to show off your cooking skills, whip up a treat and submit a picture of your efforts to GC. It can be a sweet baked treat or a yummy carbonara and everything in between.

Entries in by Friday 22nd January please.

### Accelerated reader

Year 7 and 8 do not forget you can continue with your AR quizzes from home!

<https://ukhosted11.renlearn.co.uk/1895437/default.aspx>

Lockdown is the perfect time to read and get a few more quizzes completed and get yourselves on the way to achieving a bookworm badge.

