

# News

16 June 2017

Edition 4.16

## From the Headteacher

Dear parents and carers,

Our year 11 students really have excelled themselves during these examinations - Mrs Behagg, our outstanding examinations officer, and her excellent team of invigilators, report that they cannot remember a more courteous and well-behaved group. Furthermore, the teaching staff have been thoroughly impressed with the work ethic and attitude of the year group; it bodes well as we cautiously look forward to examination results day on Thursday 24 August.

The large majority of our year 11 students will progress to our burgeoning Sixth Form. Over the past four years this has been brilliantly led by Mr Grinyer – under his watch, the Sixth Form has increased its numbers by 50% as well as transforming the A level and vocational results. He will leave this summer to become a deputy head at another Hertfordshire school, knowing that we have a truly ‘outstanding’ Sixth Form. Fortunately, Mr Grinyer will be replaced by Ms Cox who has a wealth of experience in school leadership; she is an outstanding colleague, exactly the right person to build on this success story.

In order to support year 11 as they make the transition to the Sixth Form, college or apprenticeships, we are now in a position to confirm the courses we will be offering in September. This information will be sent out at the end of the examination period and further conversations with individual students will take place on the



Yr 12 Taster Days on 3 & 4 July and at Sixth Form induction starting on 5 September. We would also like to encourage all of year 11 to complete a survey, prepared by Mr Martin, that asks quite detailed questions about how they were supported and coached in preparation for these GCSEs. This information will be vital as we look to put into place support for our current year 10 students who will be taking their GCSEs this time next year.

Finally, it has been a very unsettling time for the country. As someone who can remember the hung parliaments of the 1970s, I can tell you that minority governments find it very difficult to pass any legislation, which in a strange way may benefit education. There has been an unprecedented amount of flux – for example, changes to GCSE and A level in recent time- and as the proud Head of a flourishing comprehensive school, I shall not be disappointed if the plan to build more grammar schools is shelved for a very long time!

Warm regards

Martyn Henson

## **Psychological Research at Nobel**

As part of their A level psychology course, our year 12 students are expected to conduct and formally write up research throughout the year. Whilst we give them a general topic, and some guidance on how to structure the write up, the way in which they conduct their research is determined by them and it gives them an opportunity to understand the process behind conducting psychological research. This year, we have set three research projects: an experiment on memory, a questionnaire on sleep and dreaming, and an observation on study habits. We have been very impressed by the students' commitment to these projects and we have had some fantastic reports handed in to us explaining their research. We have also found that it has had a significant impact on their understanding of how to conduct psychological research.

Two of our students have written a few words about their experiences and about what they found through their research:

"As part of preparing ourselves for the research methods exam, we were told that we had to conduct an experiment on memory. As we were doing an experiment, the first thing my group and I had to agree on was what we were going to measure. We wanted to incorporate sound into our experiment so I came up with the idea to measure whether sixth form students remembered better from auditory learning or visual learning. To do this, we showed each of the 10 students a pack of cards of 15 simple words. Then straight afterwards we told them that they had 1 minute to write down all the words they could remember. In addition to this, participants listened to an automated voice pronouncing 15 short words and afterwards had 1 minute to write down all the words they remembered from that. To gather our participants, we used 10 of our friends who were in the study area at the time; we also

chose 5 boys and 5 girls to remove bias from our sample. We decided to record how many words each of the participants could remember for each condition. When analysing these results it was found that they were significant and there's only a 5% risk that the results were due to chance. I could then conclude that participants are able to remember more words when it is taught visually as opposed to being taught through auditory learning. Overall I think that it was very interesting conducting an experiment because not only has it enabled me to learn what goes into doing psychological research but has been useful in showing me that maybe I should revise through visual learning. Some aspects like doing the statistical tests to find the significance was quite hard although now I feel confident in being able to conduct an experiment and appreciate psychology more."

**Appy Ogenyi, year 12.**

"The fascination with dreams was the driving force into this short study into the differences of dreams experienced by males and females. In order to research this, as a class we were presented with a number of features of dreams we could choose so my partner and I chose the topics: the familiarity of dreams, the colours within dreams and how often participants dreamed. From those sub-topics, we composed a number of questions that would operationalise the variables being investigated. Examples of questions included: 'do you recall your dreams?' and 'are the people present in your dreams familiar and/or people you met before?' We created filler questions which served to distract participants from the main focus of the investigation, thus ensuring the validity of results. Once the questionnaires were completed, we sought out sixth formers as participants, recruiting them through opportunity sampling, as they were the students that happened to be present at

the time of the investigation. Our sample included twenty-eight 16-17 year olds (14 males and 14 females). Participants were allowed unlimited time to answer the questions, after providing informed consent and being briefed. Upon completion, participants were debriefed and were told of their rights to withdraw their questionnaires from the investigation. Their results were then promptly analysed. Overall, the results for each question showed that dreams experienced by males and females were similar. Two separate statistical tests were used to test whether the difference between males and females were significant. Both tests found that there was no difference between males' and females' dreams at a 5% significance level. I thoroughly enjoyed the experience of doing my own psychological investigation. It allowed us as students to look at the subject from another perspective and investigate concepts and behaviours we are interested in. While the write ups can be challenging, they are all worth the hard work in the end as they are not only useful within our exams, but they also provide new understanding of what it means to be a psychologist". **Breannah Anderson, year 12.**

Thank you to all of our year 12s for their hard work and commitment to their research over the past year.

Miss R West  
Head of Psychology

## Logic puzzle

Grandpa Jones says:

'My son Adam is 24 years younger than me and 35 years older than my grandson, Joey. Together our total ages add up to 100.' Can you figure out the age of each one of them?

Solution page 8

## Locker keys

All locker keys must be returned so that lockers can be cleaned and any necessary repairs completed during the summer holidays. Please see the following dates that students must return locker keys to reception and the £5.00 deposit paid at the beginning of the year will be returned on receipt of the locker key.

Monday 3 July – Curie Students

Tuesday 4 July – Eliot Students

Wednesday 5 July – Mandela Students

Thursday 6 July - Teresa Students

Mrs Horton

## Word of the week

S is for... **subordinate**  
adjective

lower in rank or position.

"he did not socialise with his **subordinate** officers"



T is for... **transient**  
adjective

lasting only for a short time; impermanent.

"a **transient** cold spell"



## Sudoku

Daily No. 4069

14		4		14	9		12	13
6		9			12			
15			10	8	9	10		13
8	10					9		
	9		18			9		13
12	14		9	4	8	6		
	14					13	10	
7	10	9		19			8	
		11			11		6	

## Instructions

Place 1 - 9 once in each row

Place 1 - 9 once in each column

Place 1 - 9 once in each 3x3 box

Complete the 'sum cages' such that  
the total of the numbers in each  
cage is the number stated at the  
start of that cage

You are not allowed to repeat any  
numbers within any sum cage

Solution page 8

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The Nobel School presents

# Oliver!

July 12 & 13 2017



## **Language learners of the half**

**April / May 2017**

Year 7 : Ella Whitworth 9T DPE - French

Year 8 : Kai Welch 8M CTL - German

Year 9 : Callum Roulson 9E AHY - Spanish

Year 10 : Abbie Dennhardt 10E SCI - Spanish

Year 12 /13 : Charlie Green 12 MBS - Spanish



## **Catering assistant**

**The Nobel School**

Job Vacancy

Part-time catering assistant  
required

Term time only

Monday-Friday 25 hours per week  
£7.50 per hour

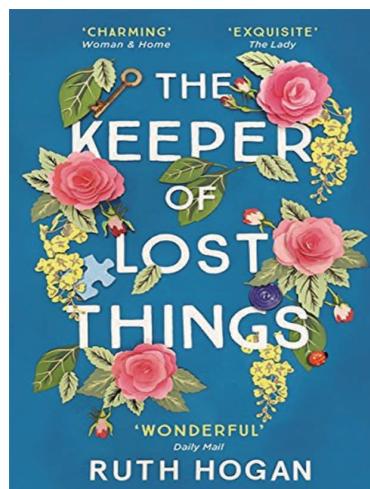
To Apply  
Call 01438 222600 – ask for the  
catering department

## **NOBEL SCHOOL PARENTS, STAFF AND COMMUNITY BOOK GROUP**

Next meeting will be held in the Library 6.30pm

Tuesday 18 July 2017

**THE BOOK TO READ IS:**



Contact: Rosalind Essakhi: 01438 222600 or email:

[library@nobel.herts.sch.uk](mailto:library@nobel.herts.sch.uk)

Read all or part of the book and come and discuss it in a friendly informal group

THE NOBEL SCHOOL

A LEVEL ART EXHIBITION

*DeZeen magazine vol.5*



Thursday 22nd June 2017

4 – 6pm

## **Lettings Co-ordinator**

**Salary: H5.1 (£19,430 pro rata - Actual salary approx £13,128 p.a, with salary review after 1 year)**

### **Required: ASAP**

We are looking for a lettings co-ordinator for our lettings department who would be prepared to cover weekend and evening shifts on a regular basis. This post is part time, 25 hours per week (overtime will be available to cover staff absence), 52 weeks per year including holidays, on a one year rolling contract. The exact hours worked are subject to change but include evening and weekend working. The successful candidate must be available to start at 4.30pm one day per week.

Current working hours are as follows:

Mon – Fri      5.00pm – 10.00pm  
Sat & Sun      9.00am – 2.00pm

The successful applicant will report to the business manager and ensure the smooth operations of our lettings department, Nobel Venues. They will also be responsible for the organisation of staff and the health, safety and enjoyment of customers and colleagues alike. Ideally, we are looking for a talented administrator with excellent IT skills, management or supervisory experience and a passion for fitness. A level 3 fitness qualification would be desirable. The role will involve all aspects of the day-to-day running of the lettings department including any other duties related to the lettings function.

Tasks may include:

- ◆ supervising, delegating work and preparing rotas for Nobel Venues staff;
- ◆ processing staff time sheets;
- ◆ marketing , including promoting Nobel Venues and updating the Nobel Venues website, Facebook and Twitter;
- ◆ developing the lettings to ensure the school maximises income;
- ◆ dealing with Nobel Venues' email correspondence, answering queries, providing quotations and taking and confirming bookings both in person and by email;
- ◆ maintaining a schedule of bookings;
- ◆ keeping records and maintaining health and safety checks of the fitness suite and all other Nobel Venue facilities;
- ◆ liaising with the school business manager once a week;
- ◆ carrying out fitness inductions and personal training when needed.

There is no such thing as a typical day as Lettings Co-ordinator. It is an interesting and diverse role for which you need to be fit and strong. The duties may range from setting up equipment and ensuring our customers are satisfied to overseeing the rest of the team and making sure that equipment is in good working order. If you're a fast-thinker who is calm under pressure, diligent, responsible, a natural with people from all walks of life and you have excellent ICT and media skills, this could be an ideal positon for you. We are looking for someone with integrity, a positive approach, and who is customer-focused.

If you would like to visit Nobel or have any queries about this post please contact Debbie Clark ([Debbie.Clark@nobel.herts.sch.uk](mailto:Debbie.Clark@nobel.herts.sch.uk)).

All applications should be made through the relevant recruitment website, or may be sent electronically to [HR@nobel.herts.sch.uk](mailto:HR@nobel.herts.sch.uk). **Prospective candidates are encouraged to submit their applications as soon as possible as the school reserves the right to close the advert should we feel able to appoint an appropriate candidate. Please note that we do not accept CVs in place of application forms.**

The closing date for applications is 11:59pm, Sunday 18 June 2017. Interview date(s) to be arranged.

The Nobel School is committed to safeguarding the welfare of all of its students and staff. The successful candidate will have to meet the requirements of the person specification in order to be offered the post and will be subject to satisfactory recruitment checks, including an enhanced DBS check and satisfactory references. We welcome applications from all suitably qualified individuals regardless of age, gender, ethnicity or religion.

## Dates for the diary:

20 June - Duke of Edinburgh award presentation

21 June - History trip parents' meeting

21 June - Friends of Nobel meeting

23 June - Year 7/8 Disco

26 June - Year 10 end of year tests commence

27 June - Year 11 Leavers' assembly

28 June - Bhaktivedanta Manor visit

30 June - Year 12 Hampton Court visit

## Sudoku solution

Daily No. 4069

Easy

14		4		14	9		12	13
9	5	1	3	8	7	2	4	6
6		9			12			
2	4	6	1	5	9	3	8	7
15			10	8	9	10		13
7	8	3	6	2	4	1	9	5
8	10				9			
3	1	9	4	6	5	7	2	8
	9		18		9			13
5	2	7	8	9	1	6	3	4
12	14		9	4	8	6		
4	6	8	7	3	2	5	1	9
	14				13	10		
8	9	5	2	1	6	4	7	3
7	10	9		19			8	
1	3	4	5	7	8	9	6	2
	14				11		6	
6	7	2	9	4	3	8	5	1

## Logic puzzle answer

Grandpa Jones was 24 when Adam was born and Joey was born 35 years later, so Grandpa has to be at least 59 years old. Add this to Adam's age at Joey's birth to get a total age of 94. If Joey was 1 year old, the total combined ages would be 97 (adding 1 year to every age.) But, if Joey is 2 years old then Grandpa would be 61 and Adam would be 37 and their combined ages would be 100.

# PARENT'S GUIDE

## SUPPORTING YOUR CHILD THROUGH GCSES

EXAM SUCCESS



Education on Demand

GCSEPod offers GCSE students hundreds of mini online lessons, in the form of short videos called "Pods". These Pods are just 3-5 minutes long and perfect for understanding and revising key topic areas. Encourage your child to use GCSEPod to support their learning.



The highest achieving students each watched on average

**102 PODS**

so there is a clear correlation between GCSEPod and results.  
Principal



**WATCH 10 PODS PER WEEK**

During exam time aim to watch 3 Pods per day



## SPRING TERM SPORT EXTRA-CURRICULAR TIMETABLE



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCHTIME 1:10 – 1:40	TENNIS - MUGA  BASKETBALL – MUGA				
AFTER SCHOOL 3:30-4:30	CRICKET – ASTRO  FOOTBALL - ASTRO				
	ATHLETICS – ALL YEARS	ROUNDERS – ALL YEARS	GIRLS CRICKET – ALL YEARS	HOCKEY – ALL YEARS	CYCLING – ALL YEARS
		BOYS CRICKET – ALL YEARS		BOYS CRICKET – ALL YEARS	STAFF SPORTS

\*PLEASE DO NOT ENTER THE PE AREAS UNTIL CLUBS START AND THERE IS A MEMBER OF STAFF PRESENT, THANK YOU.

\*\* IF YOU ARE ATTENDING THE CYCLING CLUB PLEASE MAKE SURE YOU BRING YOUR OWN BIKE AND HELMET TO TAKE PART. MAKE SURE YOUR BIKES ARE LOCKED SECURLY IN THE BIKE SHEDS UNTIL THE LESSON STARTS.