



The Westcliff Week

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WEEK BEGINNING 27 APRIL 2020

REMOTE WORKING ARRANGEMENTS

Welcome to the fifth edition of The Westcliff Week.

I congratulate all pupils and staff on quickly settling back into our new way of working. I understand that working independently and making use of online technology presents a range of challenges, however regular feedback suggests that the vast majority of pupils are rising to these challenges admirably. Equally, I am grateful to my colleagues who continue to explore new and innovative ways of ensuring the effective continuity of education.

As our community would expect, the School is devoting significant resources towards completing the process of producing centre assessment grades and associated ranking for our GCSE and A Level students. I am working directly with my senior colleagues to exercise careful oversight of this process and I wish to reassure Upper Sixth and Year 11 students that our process is fair, robust and in line with OFQUAL guidance. I would also take this opportunity to remind those students that it would be wise to continue to focus on academic work if they plan to avail themselves of the GCSE and A Level examinations promised by the Department for Education in autumn 2020. Equally, such academic work will be beneficial preparation for Sixth Form and University studies.

It is also important that pupils in Years 7 to 10, and our Lower Sixth students, continue to focus carefully on their studies and seek assistance from their teachers if they need support. We shall be issuing Reports based on their work this year, including work completed during this period of partial closure. Equally, we intend to run internal examinations for Years 7 to 10 and Lower Sixth students in the autumn and the work completed now is likely to feature in those examinations, so please do seek support where this is required.

I would also like to take this opportunity to advise parents that during the coronavirus (COVID-19) outbreak, the government is temporarily extending free school meal eligibility to include some children of groups who have no recourse to public funds (NRPF). This may offer some additional assistance, and full details can be found using the following link.

<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/guidance-for-the-temporary-extension-of-free-school-meals-eligibility-to-nrpf-groups>

Headmaster

VISORS FOR FRONTLINE WORKERS

It is well known that the current demand for Personal Protective Equipment for frontline workers is exceeding supply, yet this is essential to help keep our NHS and Care professionals safe as they look after the most vulnerable and sick at this time.

The Technology educational community nationally have sought to help close the gap as best they can and all involved have worked collaboratively with educators, suppliers, software companies and the local NHS and Care Trust to manufacture much needed Face Visors in quantity.

The WHSB Technology Department has been joined by Upper Sixth volunteers Megan Fallows, Daniel Atkinson, Tom Hill and Lawrence Copestick to laser cut, 3D print, assemble and deliver over 200 visors to Southend Hospital and local Care Homes during the past two weeks. We aim to keep up this important effort as long as material supplies last and the demand remains high.

We are also proud indeed that the work of the Technology Department has been recognised in a letter from the Rt Hon Priti Patel to Mr Moore,

Teacher of Technology, following his delivery of WHSB visors to a care home in his constituency.

In her letter, the Rt Hon Priti Patel, as Member of Parliament for Witham, writes *“Providing this equipment to those on the frontline, including NHS and social care workers, is incredibly important and I am extremely grateful to the pupils and staff at Westcliff High School for Boys for producing face masks. My colleagues and I in Government welcome this action and please do pass on my gratitude to all those involved and feel free to keep me informed of the production taking place”*.



Mrs Mumford and Mr McGee deliver the first batch of visors from WHSB to Southend Hospital



“Thanks from Bishops Stortford Ambulance Station”

I would like to offer my sincere thanks to Mrs Mumford for her superb efforts in coordinating the production of the visors and this excellent service to support our local community, and all those staff and pupils who have assisted in ensuring the success of this important project.

Headmaster



Visors produced by WHSB support frontline workers



PPE supplied by WHSB is utilised in local Care Homes

FREDDIE DAWSON, YEAR 8, REACHES NEXT STAGE OF RADIO 2 500 WORDS 2020

Freddie Dawson, Year 8, has reached the next stage of the BBC Radio 2 500 words short story competition. This is a national competition and Freddie has gone through to the final 5000 entries from an initial 135,000 entries. This is an amazing achievement and we wish Freddie well as he enters the next phase of the competition.

Freddie's progress builds on the success of WHSB pupils in writing competitions this year, supported by the English Department. We are delighted that the writing talents at WHSB are recognised at a national level and this is a cause for much celebration within our School community.

Keep your eyes open for more writing competitions throughout the year!

Mr T Keenan, Lower School English Coordinator

GARDEN VOICES

The last visitor *Garden Voices* examined was the resident Great Tit. Its territory may only span a few hundred square metres and it may only travel up to two miles away from its birth site during its life.

Conversely, the garden visitor we look at this week has recently made a 3000-mile journey from Africa. It weighs barely a third of an ounce, and it is not going to win the prize for most varied or colourful plumage. Yet its onomatopoeic signature call can be heard from late March and throughout the summer.

When much of the bird life in our gardens and parks has gone silent in the balmy months of June, and even July, it is still entirely possible to hear the constantly repeated zip-zap of the Chiff-Chaff.

You are most likely to hear the Chiff-Chaff's call in larger, more mature parks and gardens, but any large park you may choose for your daily exercise is likely to resonate with its distinctive call.

https://www.youtube.com/watch?v=1_vUYbv6u2E



Dr J Theobald, Teacher of History

LOWER SIXTH PRODUCT DESIGNERS PROMOTE UPCYCLING DURING LOCKDOWN

As one of their tasks this week, our Lower Sixth Product Designers have been considering Upcycling and we are delighted to share two impressive articles with readers of The Westcliff Week.

WHY YOU SHOULD CONSIDER UPCYCLING

What is upcycling? Upcycling is the reusing of materials of an original product so as to create a product of further and greater use. In today's society where a lot of waste is created, it makes sense to try and reuse things as much as possible, as you are helping to save the planet while also making something new.



Think about all of the things that you have at home that you have already used and are going to throw away. For example, by upcycling used bottles you could take advantage of the improving weather and make some plant pots.



If you looked at the amount of packaging you throw away every day you could almost certainly make something from it. Many products come in cardboard packaging and lots of interesting items can be made from cardboard. Maybe using the idea on the next page you can finally organise your schoolbooks!



Adam Cavalla, Lower Sixth

BORED? TRY UPCYCLING

Are you bored during this lockdown? Why not upcycle using basic products in your home? Upcycling is the creative use of used or unwanted products and materials, turning them into new products with a higher quality and environmental worth than the original product. Below, you can see a broken ball that has been 'upcycled' and converted into a plant pot.



The best thing about upcycling is that it can be done by using anything you have lying around at home. Just make sure you do not upcycle important products or materials that your parents might need!

Other examples of upcycling include personalised designs made using scrabble letters, storage boxes from ice cream containers and wooden pallets used to design furniture. And if you think upcycling is only for children, then think again! A company called WiTHiNTENT has taken this basic principle and has used unwanted tents left behind after music festivals, turning them into showerproof festival clothing and accessories. This is now a huge and successful company, making revenue simply by upcycling old tents. So, what are you waiting for? Try it out now!

Prem Ravichandran, Lower Sixth

MUSIC BOX: A WORK A WEEK

This week's work touches on perhaps the most influential musician of all time: J.S Bach. Bach, living during the Baroque era between 1685 and 1750, is largely responsible for creating and consolidating the conventions of harmony, tonality, textural and melodic writing that we take for granted today, and nowhere is this more apparent than his *Goldberg Variations*.

Unlike the other works in our Music Box, this piece was written just for one person to play on the keyboard (originally the harpsichord), but the way he

writes for the instrument makes it sound like a whole ensemble of musicians are playing. Bach is the expert of writing in counterpoint: A type of polyphonic texture where many independent parts interweave simultaneously. No other composer has equalled Bach in writing counterpoint, so effortlessly and elegantly composing music that, on the surface is very simple and easy to follow, but underneath has such complexity that you could spend hours analysing just 8 bars. Many composers have tried to match it (Beethoven had a breakdown trying – more on that in a future edition), but none have succeeded in the 300 years since.



This work is an example of the Theme and Variation, in which a theme is presented at the start before being varied upon. Famous examples are Elgar's *Enigma Variations* or Rachmaninov's *Rhapsody on a Theme of Paganini*, but where those composers vary the melody of the theme, in his *Goldberg Variations* Bach rarely revisits any melodic material, instead using the chord progression and bassline to create 30 variations. The result is a ridiculous wealth of melodic content all following the same harmonic frame.

Bach is sometimes criticised for being a mechanical composer but nobody can argue against the emotional power of each variation, from joyous jigs to arias that pull on the heart-strings. Those literary-minded music fans should investigate Madeleine Thein's *Do Not Say We Have Nothing* in which she charts a pianist's struggles through 20th century China using the *Goldberg Variations* as an emotive musical backdrop.

In fact, the piece was written with emotions in mind, specifically composed for a count who was having trouble sleeping, and whose keyboard player (named Goldberg) played the variations to sooth his master during the long nights. Since then many keyboard players have created excellent recordings – I would recommend the Glenn Gould or Igor Levit versions. Bach was paid a golden goblet filled with 100 gold coins for his trouble, but as an early biographer stated "even had the gift been a thousand times larger, the variations' artistic value would not yet have been paid for."

Listen out for: Every third variation is a canon (where the melody is imitated and overlapped by another part in the texture), but each canon starts a note higher than the previous. So variation 3's canon starts on the same note as the melody, variation 6 starts one note higher, variation 9 two notes etc. Typically complex hidden mathematical shenanigans from J.S Bach.



Mr T Derrick, Director of Music

THIS WEEK IN HISTORY:

MAY DAY CELEBRATIONS & INTERNATIONAL WORKERS' DAY

Traditionally in Europe, 1 May was a day of celebration to mark the arrival of spring, but in the nineteenth century, the date was also chosen by socialist movements as International Workers' Day, and so along with dancing around the Maypole, the date also strikes fear into the hearts of financiers and capitalists around the world.

The origins of Pagan celebrations are hazy, but even in the ancient world, it is thought that flowers were gathered and woven with green plant growth into garlands, and alcohol was consumed immodestly (the first two activities, at least, were considered a sign of spring). With most of the planting completed for the year, it was a convenient time for those who worked in agriculture and horticulture to have the day off.



The association with organised labour and the worldwide socialist movement began in 1886, when workers in Chicago went on strike to campaign for an eight-hour working day. On 4 May, police opened fire on the protestors and some of the labour leaders were arrested; some of them were executed after a sham trial. In 1889, an international congress of labour organisations (Second International), adopted a proposal to commemorate the anniversary of the start of the Chicago strikes every year. A later congress

even attempted to make it 'mandatory upon the workers' organisations of all countries to stop work on 1 May', although this resolution was never passed.

May Day in the 21st century has settled between championing socialist causes and workers' rights with taking a day off to celebrate the start of spring; both are valid causes!

Mr S Neagus, Teacher of History

ROLE OF AERODYNAMICS IN THE AUTOMOTIVE INDUSTRY

Dr Adrian Gaylard, Technical specialist in computational aerodynamics at Jaguar-Land Rover



Recently, Mrs Mumford and I attended an online (Zoom) iMeche lecture based on the aerodynamics within cars, specifically for the Land Rover Discovery, and how so many aspects must be considered in order to improve performance, fuel economy and acceleration whilst also reducing CO₂ emissions.

The main component of the lecture was the idea of reducing drag and it was shown that the equation evolved from Da Vinci's $FD \propto A$ in 1508, demonstrating the importance of constant improvement. During the lecture, there were demonstrations of the simulations and tests undertaken on the performance of aerodynamics in relation to drag within the car's design, and how those tests lead to improvements in components.

For those looking to continue further education in the field of Engineering I would highly recommend attending similar lectures in the future. Not only do they provide great insight into what the course and future employment may entail, but they are also useful to include in your UCAS Personal Statement in order to begin that journey.

Brandon Mistry, Upper Sixth

MR DERRICK'S FILM CLUB

The previous two weeks have found the Film Club very much with its feet on the ground, exploring the gritty genres of the western and political drama. This week, we take off to the stratosphere with Japanese director Hayao Miyazaki's adaptation of a novel by British author Diana Wynne Jones. *Howl's Moving Castle* (2004) was picked by the members of the film club, and showcases the best that famed animation studio Ghibli has to offer. Viewers will be swept away on a journey of boundless imagination and spectacle, following the story of a wizard struggling to reconcile his personal goals with the needs of a country ravaged by war.



Staff and students (aged 15 and over) may join the group by using the code db1v6ym.

Mr T Derrick, Director of Music

DO FRENCH BANDES DESSINÉES BELONG IN A 21ST CENTURY WORLD?

On 24 March this year, Albert Uderzo, the co-writer of the world famous *Astérix* cartoons, which he created along with René Goscinny, sadly passed away. The *bandes dessinées*, commonly known as BDs, were hugely popular: one instalment, *Astérix et les Normands*, sold 1.2 million copies in two days in 1966, and the *Astérix* BDs, along with the similar *Tintin* bringing joy to hundreds of millions of children around the world. Yet for a vocal minority of activists, these harmless cartoons have a darker side, a side of colonial-era prejudices to which they believe children of today should not be exposed. So should BDs still have a place in 21st century society?

Astérix, first published in 1959, tells the story of a community of *Gaulois* in north-western France during

Roman occupation of the country. With the help of magic potions provided by the druid Getafix, the two protagonists, Astérix and Obélix, defend the village relentlessly from the

Romans, as well as embarking on adventures to destinations as diverse as Greece, Iberia, Britain and America. The BD, which is still published today,



albeit by new writers, never intends to be anything other than fun, a tale of heroic and comedic resistance against the odds. Seemingly blind to these intentions, in 2012 the *New York Times* writer Stephen Marche decided to take issue with *Astérix*, in an article entitled *How to read a racist book to your kids*. In it, he claims one of the pirates 'is a grotesque caricature of an African'. This is an extreme viewpoint, arguably more of an insult to Uderzo's drawing abilities than anything else, but it may be argued to reflect the 'seek and you will find' relationship between *Astérix* and derogatory portrayals of non-Gallic groups outside Astérix's home village. It is a matter for the individual whether to classify an image as satire or something rather more sinister. Yet arguably to do so would be to undermine the whole purpose of *Astérix*: to entertain, not to make a political statement. It is the case that every group we meet in the cartoon, not just the African pirate, is endlessly mocked by the authors, so in giving *Astérix* the racist label, it appears that Marche is completely missing the point. Uderzo and Goscinny wanted to make children smile, and if they achieve that through ridiculing a Briton, a Greek, an African sailor, or an Indian fakir, then perhaps they have every right to do so.



A more problematic case study is that of Hergé's BD *Tintin au Congo*, a story of a visit to the Belgian colony (Hergé was from Brussels) published in 1931. Accusations of racism have led to the English version being moved from the children's section to the graphic adult section of bookshops like Waterstone's, and from a 21st century perspective, the portrayal of the Congolese as what the critic Tom

McCarthy described as ‘backwards and lazy, and in need of European mastery’ is undoubtedly racist: a simple google of ‘Tintin au Congo’ will confirm this. But does this mean we should erase it?

When it was published, the book was well received and popular with no such allegations, and this shows how it reflected attitudes at the time. Happily, times have changed and society accepts the attitudes widely held in the 1930s about ethnic superiority to be both wrong and entirely unacceptable. Yet in history, just as we learn about how people used to live their lives in bygone years, it is important to learn about what people used to think. If you airbrushed every piece of literature from the past which contained something that someone, somewhere, would find offensive, you may not be left with much, and I believe we would all be worse off for it. It is better for an individual to decide for themselves whether they find such works appropriate or not, but they should always be viewed as a product of their time. In this way, I suggest the famous French language BDs should continue to be enjoyed by children (and adults!) for years to come, putting a smile on their faces just as they have done for decades.

Jonathon Huggett, 12D

THE BBC OPENS ITS DOORS FOR VIRTUAL LEARNING

For parents and carers keen to support their children’s learning, with effect from 20 April the BBC launched various initiatives across its Bitesize, BBC Sounds, BBC Four and iPlayer platforms as part of its biggest ever education offer to be delivered over 14 weeks.



BBC Four is devoting a block of programming each weekday evening to shows that support GCSE and A-Level curriculums, bringing back premium factual programmes presented by some of Britain’s most authoritative voices on Science and History.

For students studying Science, programmes of interest for them include:

- Pain, Pus & Poison;
- Chemistry: A Volatile History;
- Blood & Guts: A History of Surgery;
- Shock & Awe: The Story Of Electricity.

For students of History, highlighted programmes include:

- Mary Beard’s Meet The Romans;
- Michael Wood’s Story of England
- Andrew Marr’s History Of Modern Britain and Tunes for Tyrants.

These factual programmes are in addition to the previously announced Shakespeare plays which will see BBC Four broadcast theatre versions of Macbeth, Romeo and Juliet, The Merchant of Venice, Much Ado About Nothing, Othello and Hamlet. Other classic drama adaptations on the current examination syllabus that will be shown on BBC TV includes King Lear, starring Anthony Hopkins and Emma Thompson, directed by Sir Richard Eyre; Russell T Davies’ adaptation of A Midsummer Night’s Dream; Tess Of The D’Urbervilles starring Gemma Arterton; Pride And Prejudice; Great Expectations starring Gillian Anderson and Ray Winstone; Jane Austen’s Emma and JB Priestley’s An Inspector Calls.

BBC Sounds will have two brand new daily education podcasts aimed at parents of primary and secondary pupils. Each episode lasts around ten minutes and will be a guide to help families who wish to further support home schooling and pupils’ wellbeing.

BBC Bitesize and Bitesize Daily will offer a variety of core curriculum based resources and activities aimed at both primary and secondary school children. Teachers, experts and famous faces will be involved in daily learning activities. For more information, visit <https://www.bbc.co.uk/mediacentre/latestnews/2020/education-teachers#heading-bbc-bitesize-dailytps://>

Mrs J Clarke, Community Development Office

WELL-BEING CLUB

It is likely that we have all been experiencing a few thoughts about things which we wish we could do right now. Maybe holidays we would like to take (or even holidays we were due to be going on), family and friends with whom we would like to spend time, or hobbies we would like to be pursuing.

Bringing a new twist to a bucket list, how about creating your own ‘Wish Jar’? Anytime that you find yourself wishing that you could do something but are prevented by self-isolation/lockdown, no matter how big or small, write your wish down on a piece of paper

and put it in your 'Wish Jar'. Then, when these difficult times are over, anytime you feel a little bored, lost, down or you are looking for inspiration, take one of your wishes out of the jar, and do, plan or book it! Allow yourself to enjoy the experience, not forgetting to feel the gratitude no doubt you will have for the freedom you then have to do it.



You can even explore your creative skills in making your jar!

Miss Dole and Miss Price will be posting a range of ideas, advice and links to various activities (such as the one above) with the aim of supporting staff and students in maintaining positive mental well-being throughout this challenging time. There will be no fixed meeting time to allow members to instead interact with the posts and ideas at a time which is convenient for them.

All staff and students are welcome - simply use the code u997n6b to join.

Ms C Dole, Lower School Progress Leader & Miss L Price, Teacher of Art

BOOK REVIEW

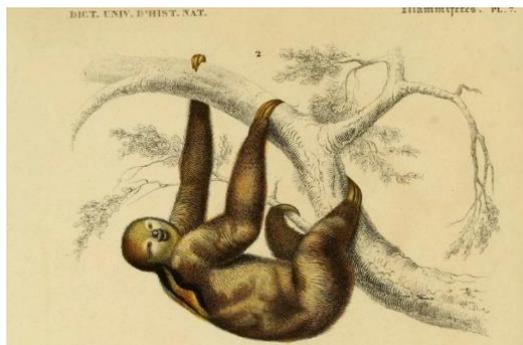
THE UNEXPECTED TRUTH ABOUT ANIMALS, BY LUCY COOKE

Lucy Cooke studied Zoology at Oxford University in the early 1990s under the evolutionary biologist Dr Richard Dawkins, she specialised in evolution and animal behaviour.

If you like animals, quirky facts and have a good sense of humour, this book is well worth a read. I would recommend this book to pupils in Years 11 and above. It is well written, witty, full of funny anecdotes and was short-listed for the prestigious Royal Society Science prize in 2018.

Each chapter is devoted to thirteen different animals; she calls them the menagerie of the misunderstood. Lucy addresses the mistakes made by historical figures and myths which have arisen from patchy understanding. These mistakes and myths interestingly reveal a great deal about the mechanics of their discovery and the minds behind them.

The bibliography is extensive, linking to journals and books which also make for great further reading if you



are interested to learn more about the history and science behind these weird tales.

A message which is clear from the book is that we have so much to learn from centuries of misunderstandings about animals. Historians of science like to celebrate successes, but it is equally important to examine the failures. Happy reading!

Ms L Bennett, Teacher of Biology

FLEXIBLE GLASS PAVES THE WAY FOR VIRTUALLY UNBREAKABLE SMARTPHONE SCREENS

A new type of glass has been created that can be stretched and bent at room temperature without snapping. A collaborative team from Tampere University and the University of Lyon, have created an aluminium-based glass that can bend and stretch at room temperature without breaking, even when put under high strain rates.



Almost all conventional glasses are based on silica – silicon and oxygen.

This new glass is composed of aluminium and oxygen and behaves mechanically like a metal at room temperature. Key to its pliability is the dense packing of atoms in the material's structure. Compared to silica-based glasses, the aluminium oxide glass has fewer holes and defects in the network of atoms. This means the atoms can more easily switch places with each other, which is essentially the requirement to achieve plasticity.

To form the new glass structure a technique called *pulsed laser deposition* is used to force the aluminium oxide to form an amorphous structure, rather than a more regular crystalline arrangement. In this process, the aluminium oxide is first broken apart with a laser beam to form a plasma. This is then cooled down very quickly, so that the material does not have time to crystallise.

The complexity involved in making the material will likely prevent it being used commercially in the near future. However, as with all new materials, the discovery is the first step, and there is a hope that one day the glass could be used in flexible and ultra-strong electronic devices.

Mr D Hill, Head of Chemistry

BIG BAND LOCKDOWN PERFORMANCE

You can cancel the Band and BBQ event but the Big Band cannot be stopped! Each member of the band has recorded their part for Smash Mouth's hit song, All Star. The audio and video tracks were compiled to create an ensemble performance.



Keep your eyes peeled for a special surprise guest appearance! You can find the video on the School's Facebook page, or using the link below.

<https://www.facebook.com/WHSforBoys/videos/2244459642516304/>

Mr T Derrick, Director of Music

WRITE TO UNITE

The world is a strange place at the moment. Social distancing, coupled with uncertainty, has made our lives very isolated very quickly. The news is constantly updating us on Covid-19; there is no escaping it.

Write To Unite has been created to combat this. *Write to Unite* wants children and adults of all ages to share stories and poems with the world.

Let us send messages of hope and positivity, to cut through the doom and gloom.



Maybe someone in your family is a key worker and you want to send your thanks in verse. Or perhaps there is a budding author in the family who wants to write a wonderful story to distract us all from the real world for a little while. Why not make writing a story or poem a part of your extended schooling or a family activity?

Creativity can help lower stress and anxiety, and imagination is an amazing asset that we can all use anytime and anywhere. Let us put it to good use and help raise a smile; be positive and prevent others from feeling lonely by creating an online community bursting with happiness!

#writetounite

www.writetounite.co.uk

Write To Unite, in Association with Young Writers

Mr T Keenan, Lower School English Coordinator

KEEP CALM AND CARRY ON COOKING WITH MR MCGEE

Mr McGee shares another special lockdown recipe – impressive, yet deceptively simple to make!

RECIPE 5: BIG NIGHT IN SALMON

Ingredients (per person)

1 salmon fillet
4 cauliflower florets
1/2 cup of frozen peas
1/2 cup of rice
Splash of cream

For the tuile de pain:

1 tbsp flour
1 tsp sugar
70 ml water

Something to colour it (I use chilli oil, but you could use parsley, beetroot or leave it plain)

Method

Start with the tuile. Mix all the ingredients together to form a very runny paste. Heat a small frying pan and add a little oil. Drop a spoon of the mixture in. It will spit so be careful. Cook until golden and set aside for serving.

While the rice is cooking drop the peas and cauliflower into boiling water for two minutes. Drain and separate. Blend the peas with the cream and a little salt. If you have it, add a dash of truffle oil.



Heat the butter in a frying pan and add the seasoned fish, skins down. Cook on a high heat until the skin is crispy then place in a hot oven until done to your liking. Well done fish will take about 10 minutes. Put the cauliflower into the still hot butter and reheat the peas. You are ready to serve!

THE HEALTHCARE & MEDICAL SOCIETY

The Healthcare & Medical Society has been set up on Microsoft Teams to allow our Lower Sixth potential medics to still come together to discuss any matter in relation to applying for medical school.

The article or topic to be discussed is posted on Fridays so that everyone can digest it, and consider their own personal opinions and questions. We then meet for a discussion on the following Tuesday between 1.00-1:30pm.

If you are not already a member and wish to join, please email Miss Lo. This society will soon be opening up to Year 11 students who are also interested.

Miss E Lo, Teacher of Chemistry

MAKING ICE CREAM – IT'S CHEMISTRY!

WHSB's Lockdown Centenary Celebrations

As part of the School's Centenary Celebrations, the Chemistry Department was hoping to bring the science of ice-cream into the laboratory. Whilst some activities have been hampered by the lockdown, we do not think this should be one of them.

Below is an outline of how to make ice-cream at home, in your kitchen, without the use of an ice-cream maker, or even a freezer! It explores freezing point depression and will bring in some of the theoretical chemistry you have been learning in class.

For this experiment you will need:

- ✓ 1/4 cup sugar
- ✓ 1/2 cup milk
- ✓ 1/2 cup whipping cream (heavy cream)
- ✓ 1/4 teaspoon vanilla or vanilla flavouring (vanillin)
- ✓ 1 one-litre zipper-top food bag (small food bag)
- ✓ 1 five-litre zipper-top food bag (large food bag)
- ✓ 2 cups ice
- ✓ Thermometer
- ✓ 1/2 to 3/4 cup sodium chloride (NaCl) as table salt or rock salt
- ✓ Measuring cups and spoons



Procedure

1. Add 1/4 cup sugar, 1/2 cup milk, 1/2 cup whipping cream, and 1/4 teaspoon vanilla to the small food bag. Seal the bag securely.
2. Put 2 cups of ice into the big food bag.
3. Use a thermometer to measure and record the temperature of the ice in the large bag.
4. Add 1/2 to 3/4 cup salt (sodium chloride) to the bag of ice.
5. Place the sealed small bag inside the large bag of ice and salt. Seal the large bag securely.
6. Gently rock the large bag from side to side. It's best to hold it by the top seal or to have gloves or a cloth between the bag and your hands because the bag will be cold enough to damage your skin.
7. Continue to rock the bag for 10-15 minutes or until the contents of the small bag have solidified into ice cream.
8. Open the large bag and use the thermometer to measure and record the temperature of the ice/salt mixture.
9. Remove the small bag, open it, serve the contents.

How It Works

Ice has to absorb energy to melt, changing the phase of water from a solid to a liquid. When you use ice to cool the ingredients for ice cream, the energy is

absorbed from the ingredients and from the outside environment – it is *endothermic*.

When you add salt, it lowers the freezing point of the ice, so even more energy has to be absorbed from the environment for the ice to melt. This makes the ice colder than it was before, which is how your ice cream freezes.

Compounds that break down their lattice structure upon dissolving, like NaCl breaking into Na⁺ and Cl⁻ ions, are better at lowering the freezing point than substances that do not separate into particles because the added particles disrupt the ability of the water to form crystalline ice.

The more particles there are, the greater the disruption and the greater the impact on particle-dependent properties (*colligative* properties) like freezing point depression, boiling point elevation, and osmotic pressure.

The salt causes the ice to absorb more energy from the environment (becoming colder), so although it lowers the point at which water will re-freeze into ice, you cannot add salt to very cold ice and expect it to freeze your ice cream or de-ice a snowy pavement (Water has to be present). This is why NaCl is not used to de-ice pavements in areas that are very cold.

Ideally, you would make your ice cream using "ice cream salt", which is just salt sold as large crystals instead of the small crystals in table salt. The larger crystals take more time to dissolve in the water around the ice, which allows for more even cooling of the ice cream.

Extension

If you wanted to extend the experiment you could investigate the effect of salt-particle size on the rate of freezing and the texture of the ice-cream produced. You could use other types of salt instead of sodium chloride, but you could not substitute sugar for the salt because (a) sugar does not dissolve well in cold water and (b) sugar is molecular and so will not dissolve into ions, like an ionic material such as salt.

Send us a photo of your successful efforts and we will put the best of them up on the School's Facebook page. Bon Appétit!

Mr D Hill, Head of Chemistry

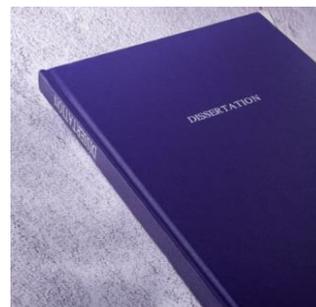
BREADTH STUDIES

I would like to encourage all Lower Sixth students to continue to complete a mini-dissertation on a subject that you are thinking of studying at university. This will be a 3000-4000 words in length and will start with some reading and then the formulation of a question. You will have started this process during your Breadth Studies lessons before the lockdown. Information including: PowerPoints, activities, articles, videos and other documents are sent out weekly to give you some ideas. A review of the literature should be produced before settling on a final question.

You can include much of what you have read in your UCAS personal statement as evidence of wider reading. If you keep a log of what you have read, then this will really help you with this process.

The dissertation should be set out using this structure:

- Abstract
- Introduction
- Literature review
- Methodology
- Discussion
- Conclusion
- Evaluation
- Bibliography



The abstract will be written at the end of the project, but I will send out more guidance closer to the time.

If your dissertation is written well, then there is the opportunity to upgrade this, with some additional work, to an EPQ (Extended Project Qualification) to be submitted in January 2021.

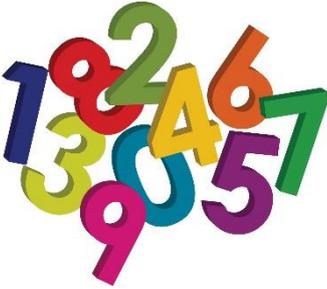
This is aimed at students thinking of applying to the top Russell Group universities such as UCL (University College London), Cambridge, Oxford, Southampton, Imperial, LSE (London School of Economics) and Bristol, to name but a few. It is particularly valuable if you wish to apply for a highly competitive degree course such as Medicine, Law, Dentistry, Geography and Engineering. It is also very useful if you do not have an A Level in a specific subject, such as History of Art or Archaeology, and wish to study the subject at university. This can help prove to the Admissions Tutors that you are interested in the subject.

The EPQ is worth half an A Level, in terms of UCAS points, therefore an A* would receive 28 points. If you have any questions, then please contact me.

Mr R Barber, Head of Breadth Studies

PROFESSOR TRACHTENBERG'S QUICK ARITHMETIC METHOD

Professor Jakow Trachtenberg was born in the Ukraine. He was a pacifist and formed a movement of volunteers to care for Russian wounded in the First World War and was commended by the Emperor. After the War, he moved to Germany, however not only was he a Jew, but he was openly and courageously critical of Nazi policies and as a result incarcerated in a concentration camp. He used the time during isolation to come up with a speedy method of mental arithmetic which he popularized after the war and which led to great advances in numeracy in his adopted home country of Switzerland.



I would encourage you to try learning aspects of his system during the current lockdown.

The first stage is to learn how to multiply a long number by a single digit number (which is at the root of all multiplication). His procedure involves less carrying, and therefore is more suited to speedy calculation – his students worked without writing down any working. Try the following, and see if you get the hang of it. The first procedures below are shown with examples.

Write the number down. Below it, work along the number writing one digit of the answer down at a time. Here I will use the notation that the digit of concern of the number we are trying to multiply is M and the one to its right is R.

The number we write down is determined by what we are multiplying by using rules as follows. If the number you write down is larger than 9, there will be carrying to the next position on the left, but there will be much less carrying than if you worked in the conventional manner.

Multiplying by 11: write down M+R

Example: 34672 x 11

Start	0	3	4	6	7	2
Working	M=0, R=3 0+3	M=3, R=4 3+4 = 7 + carry 1	M=4, R=6 4+6 = 10 + carry 1	M=6, R=7 6+7 = 13	M=7, R=2 7+2 = 9	M=2, no R 2
Answer	3	8	1	3	9	2

Multiplying by 5: write down R/2 (with no remainders so $5/2=2$), and add 5 if M is odd.

Example: 34672 x 5

Start	0	3	4	6	7	2
Working	M=0, R=3 $3/2 + 0 = 1$	M=3, R=4 $4/2 + 5 = 7$	M=4, R=6 $6/2 + 0 = 3$	M=6, R=7 $7/2 + 0 = 3$	M=7, R=2 $2/2 + 5 = 6$	M=2, no R $0/2 + 0 = 0$
Answer	1	7	3	3	6	0

Multiplying by 6: write down R/2 + M, and add 5 if M is odd

Example: 34672 x 6

Start	0	3	4	6	7	2
Working	$3/2 + 0 + 0$ + carry	$4/2 + 3 + 5$ =10	$6/2 + 4 + 0$ + carry = 8	$7/2 + 6 + 0$ + carry = 10	$2/2 + 7 + 5 = 13$	$0/2 + 2 + 0$
Answer	2	0	8	0	3	2

Multiplying by 7: write down $2xM + R/2$, and add 5 if M is odd

For 3,4,8,9 there are two extra tricks. Firstly, when you are writing down the number to be multiplied, explicitly put a '0' in front of it (this is called the 'leading zero'). In the working below, let $D=10-M$ if M is the right-most digit, and $9-M$ otherwise.

Multiplying by 9: write down $D+R$. If M is the 'leading zero' write down $R-1$.

Example: 34672×9

Start	0	3	4	6	7	2
D	leading zero	$9-3 = 6$	$9-4 = 5$	$9-6 = 3$	$9-7 = 2$	$10-2 = 8$
Working	$3-1$ + carry	$6+4 = 10$ + carry	$5+6 = 11$ + carry	$3+7 = 10$	$2+2 = 4$	$8+0$
Answer	3	1	2	0	4	8

Multiplying by 8: write down $2xD + R$. If M is the 'leading zero', write down $R-2$.

Multiplying by 4: write down $D + R/2$, and add 5 if M is odd. If M is the 'leading zero', write down $R/2 - 1$.

Multiplying by 3: write down $2D + R/2$, and add 5 if M is odd. If M is the 'leading zero', write down $R/2 - 2$.

Multiplying by 2: write down $2M$ {i.e. you use the normal method}.

While it takes time to memorize the rules and get the hang of looking at M and R, after a bit of practice this works very quickly. I suggest that you concentrate on practising one rule until you are proficient before learning the next rule (so keep multiplying numbers by 11 until you get the hang of it before trying 5).

Happy Calculating!

Dr A Machacek, Senior Master Academic Studies

MUSIC THEORY LESSONS

WHSB Piano Tutor Mr Evans has added more videos to the 'itchy2learn' YouTube channel, creating topics that focus on a range of musical elements. While the videos use piano to teach the concepts, the topics covered will be useful to all musicians, particularly those studying GCSE and A Level Music.

You may like to explore the following videos:

- Simple vs compound time: tinyurl.com/simplevscompound
- Circle of fifths: tinyurl.com/circlefifths

Mr T Derrick, Director of Music



WHERE IN THE WORLD?



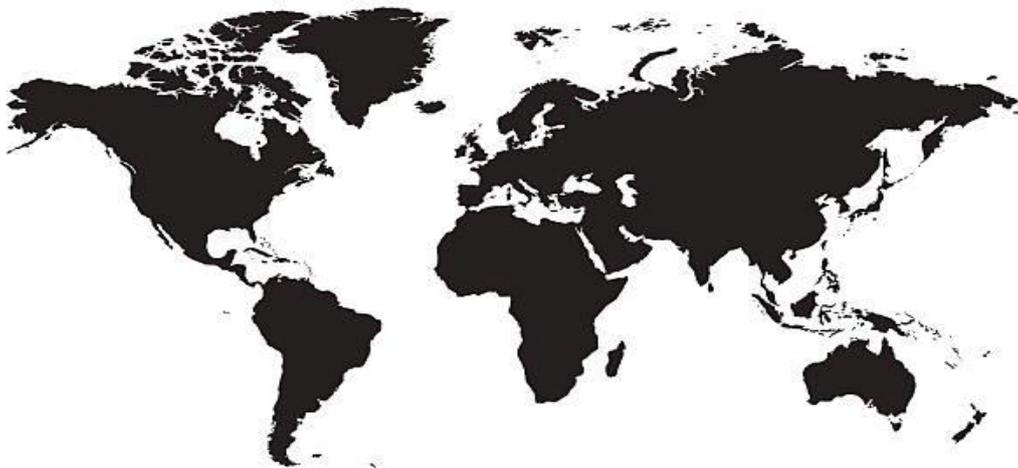
Congratulations to everyone who correctly identified last week's location as **The Window to the World Park in Shenzhen, China**. House points have been awarded to those who submitted correct answers. A special mention must go to Sebastian Rapley Mende in Form 7E who has solved every single *Where in the World?* so far!

Your clues for today's *Where in the World?* are:

- This coastline has been the feature of many wildlife documentaries due to its harsh conditions.
- The swash of water coming into this coastline is so strong that for many years it was not possible to sail off the beach.

Please submit your answers via this Microsoft Form by Thursday 30 April:

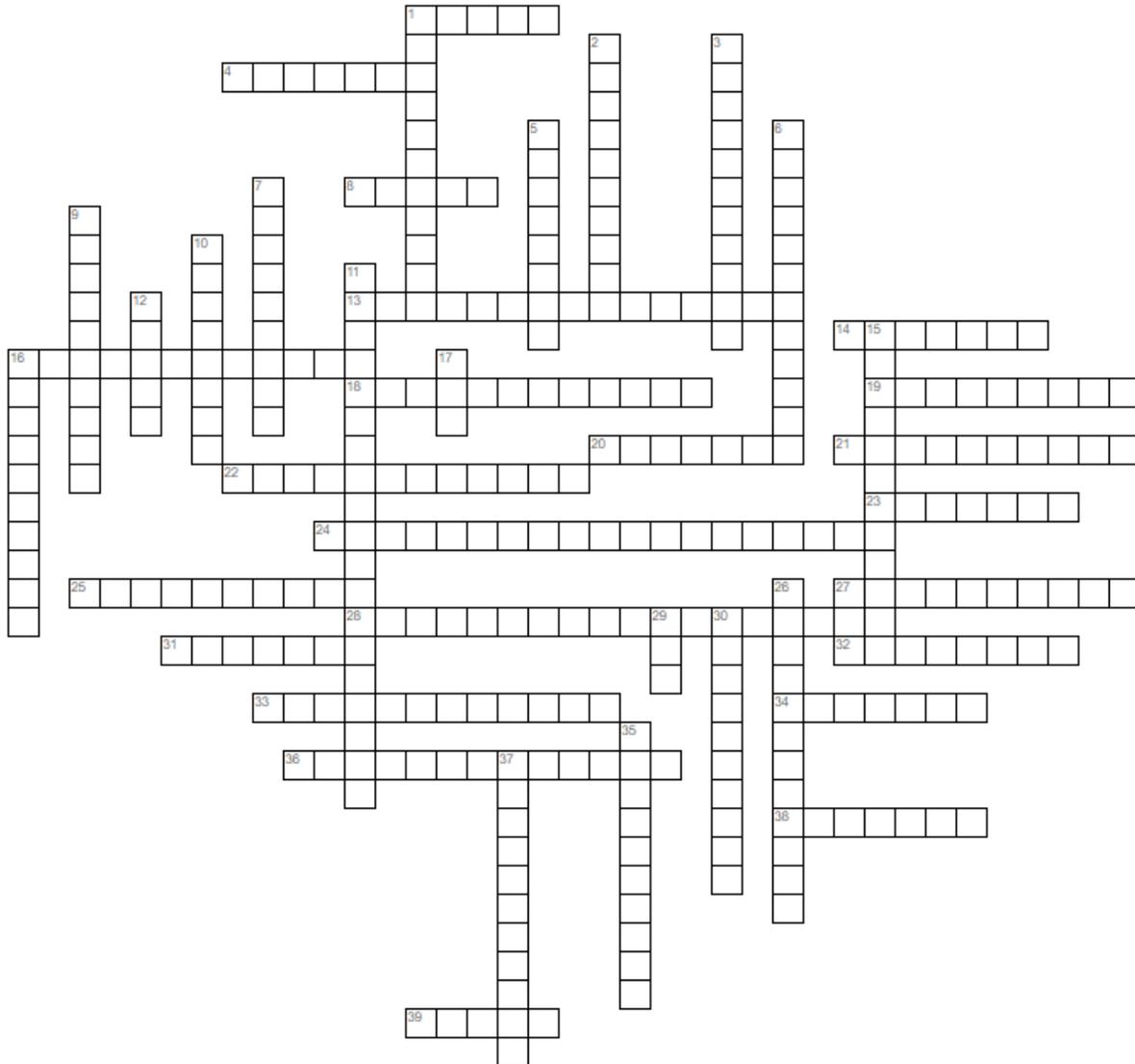
<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPAnzzsFDiqmfUFjxEshURTZVSUkzNUNLUlpSRDIOUURFQk84QTVRUi4u>



Mr L Norman, Teacher of Geography

MR JEFFREYS' HISTORY CROSSWORD 5: HISTORY OF MEDICINE SPECIAL

Answers next week!



Across

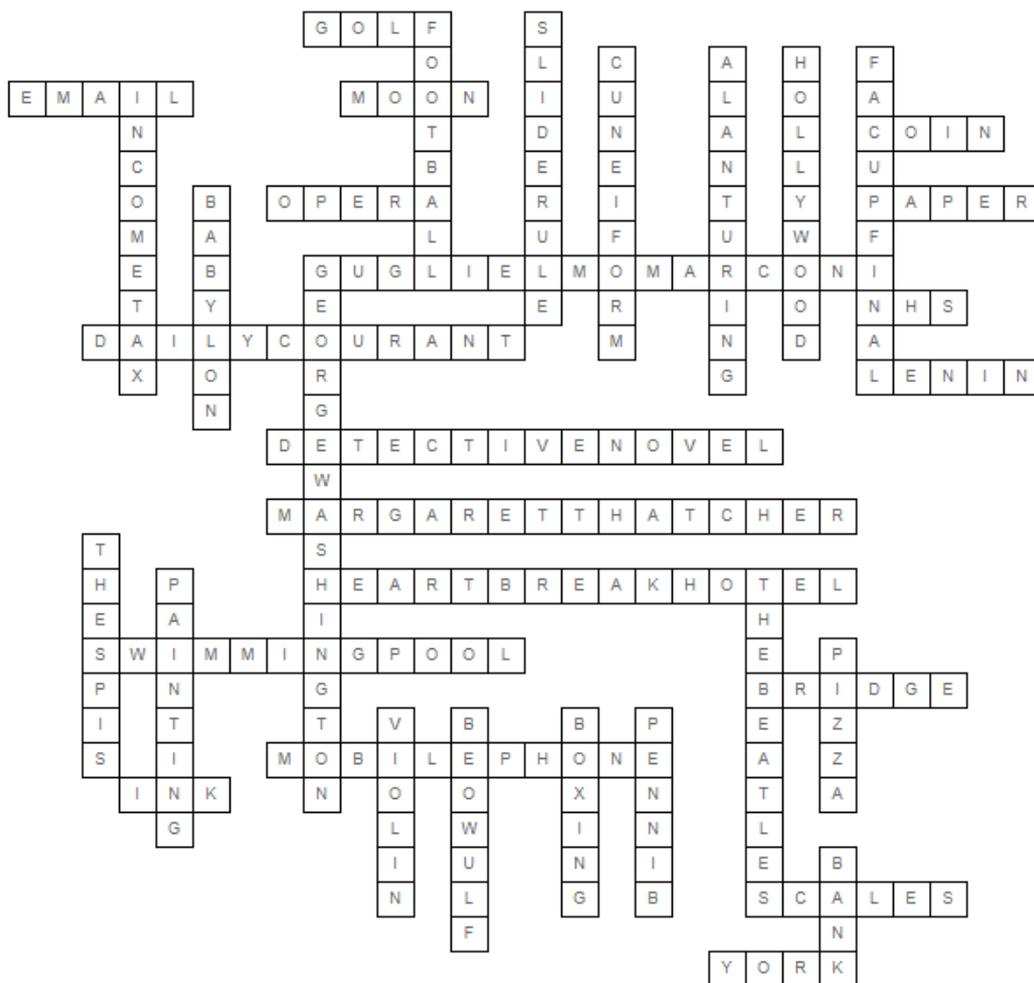
- 1 Influential Greek experimenter, physician and philosopher of second century AD (5)
- 4 Laparoscopic surgery started by Georg Kelling in 1901 to unlock a local problem? (7)
- 8 Hello, you're the first cloned animal! (5)
- 13 Anglo Saxon remedy book but possibly not for hair loss? (5,4,2,4)
- 14 Disease of contaminated water sweeping Britain in the early 1800s (7)
- 16 Essex boy of 1827-1912 who cleaned up (6,6)
- 18 Doctor who learnt a few things from milkmaids in Gloucestershire? (6,6)
- 19 Medical device first fitted in Sweden in 1958 (9)
- 20 Conflict of 1899-1902 that demonstrated medical weaknesses of the British (4,3)
- 21 Jean de Vigo's remedy for dealing with gunshot wounds (7,3)
- 22 Writer of the 1230 Compendium Medicine (7,5)
- 23 Black bile, yellow bile, blood and phlegm but not a laughing matter? (7)
- 24 War Reporter who found Giants? (3,7,9)
- 25 German pioneering microbiologist who won the Nobel Prize in 1905 for research into bacteria (6,4)
- 27 Where monks did their business? (10)
- 28 9th century Library at Baghdad seen as key for medical learning (3,5,2,6)
- 31 From 2,600BC, the father of Chinese medicine (4,3)
- 32 Labour politician who introduced the NHS in 1948 (3,5)
- 33 Whipping away the Black Death? (12)
- 34 Job of Pare and John of Arderne, and book of 1312 (7)
- 36 English doctor of 17th century who had a bloody good idea? (7,6)
- 38 North American product thought in 1600s to cure toothache and plague (7)
- 39 Chemical first used by William Clark with knockout success? (5)

Down

- 1 London epidemic of 1665 blamed by some on the movement of planets (5,6)
- 2 Name given to the smelly London summer of 1858 (5,5)
- 3 Ship's captain who created Foundlings Hospital in 1741 (6,5)
- 5 Disease first inoculated against in Britain by Lady Mary Wortley Montagu (8)
- 6 The disease that killed Prince Albert (7,5)
- 7 The first chemical (606) used to cure disease (syphilis) (9)
- 9 Medical invention of 1677 which helped clarify a few things? (10)
- 10 Belgian anatomist who dissected the ideas of Galen (8)
- 11 The Lady with the Lamp (8,11)
- 12 The patient dropped off at the Lazar House (5)
- 15 Sleepy medical technique pioneered by Franz Mesmer in 1815 (12)
- 16 18th century Glaswegian army doctor and scientific researcher (4,6)
- 17 Hounsfield's scanner for the lion hearted? (3)
- 26 French Germ Theorist of 1857 whose theories have been milked? (5,7)
- 29 Since 7 April 1948, Doctor to both world and universe? (3)
- 30 Pandemic originating in Etaples war hospital camp or in Haskell County Kansas (7,3)
- 35 The discovery that gave Alexander Fleming the 1945 Nobel Prize (10)
- 37 Early Greek physician, Father of Medicine and oaths (11)

ANSWERS TO HISTORY CROSSWORD 4 (WEEK BEGINNING 20 APRIL 2020)

Congratulations to Rafi Gamma in Year 8 for last week's winning entry – the second week running!



ANSWERS TO DR WHITE'S 1932 QUIZ (WEEK BEGINNING 20 APRIL 2020)

1. (i) St Nicholas (ii) St. Christopher
2. Violet, indigo, blue, green, yellow, orange, red
3. A fishing boat used mainly in the Thames estuary
4. Plimsoll line
5. Marks the limit of the jurisdiction of the Port of London Authority
6. Anne Boleyn (father was Viscount Rochford, owner of Rochford Hall)
7. (i) John Buchan (ii) P.G. Wodehouse (iii) Edgar Rice Burroughs (iv) Rudyard Kipling (v) Robert Louis Stevenson (vi) Baroness Orczy
8. White paint
9. Job
10. (i) stamps (ii) railways
11. (i) Romans (ii) Egyptians
12. Franklin Delano Roosevelt.

The marks available for each question are given in last week's issue of The Westcliff Week. A score of more than 7 out of 20 without recourse to Wikipedia would be very respectable.

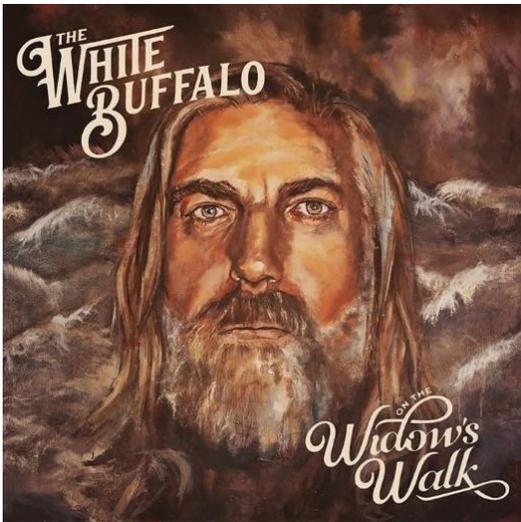
NEWS FROM THE ART DEPARTMENT

We hope you are all well and enjoying the Art tasks, and that you have had an opportunity to view the work in the 'Lockdown Gallery' on the School's website. Could your next piece be included?

Over the last 8 years we have had a number of extra ordinary Art students pass through WHSB, and one in particular was Jack Browning. Jack was awarded a top A* at A level and he is currently now studying for a BA Hons in the Art of Painting at the University of the Arts London. During his spare time he paints portraits and we were both delighted and proud to hear that he had been selected to paint an album cover for the country rock Musician 'The White Buffalo'. The image is on all the album merchandise, including socks! Jack is a portrait specialist and has painted a beautiful image of Captain Tom Moore which has recently been featured on TV. In typical WHSB spirit, Jack has sent the work to Captain Tom as a 100th birthday present and a Thank You for his amazing fund raising effort.

"Art for me at WHSB was totally formative. It perfectly combined an intellectual approach with the ability to create freely. Every individual had their own interests nurtured and that is something I am immensely thankful for."

Jack Browning, Old Westcliffian



Jack Browning presents his beautiful portrait, a birthday gift for Captain Tom Moore



CENTENARY HOUSE COOKING: RESULTS

Thank you to everyone that has participated in House Cooking over the last few weeks. House Points and Senior Commendations have been awarded to all that have participated via the *Epraise* system. I would like to remind pupils in Year 10 that Senior Commendations are now awarded electronically, rather than through the paper card system that you have been used to. Log in to see whether you have one.

It has been fascinating to read and see how you got on and discover what you learned from your experiences. If only I could taste and smell those dishes too!

The House cooking results are as follows: First place is awarded to Harrier, second to Kestrel and third and fourth to Merlin and Osprey respectively. I would like to give a special mention to Quinn Williams in Year 8 (Harrier), who made a delicious chicken, bacon, mushroom, onion and leek pie (pictured below). He made this for his family, even though he admits that he does not particularly care for mushrooms himself.

I would also like to mention Rafael Gamma in Year 8 (Harrier) for his salmon and couscous recipe, Stanley Fary in Year 7 (Kestrel) for making onion bhajis and curry, Leslie Anaglavi in Year 11 (Kestrel) for his recipe for Jollof rice and Ebraam Abdel-Malek in Year 8 (Kestrel) for an article about Kushari.

It was very interesting to find out about the social, geographical and historical significance of these dishes as well as the nutritional information. I have learned a great deal and you have certainly given me an appetite. If you would like to find out how to make these meals and others, then please see the class materials section in the House Team.



Quinn Williams making his delicious chicken, bacon, mushroom, onion and leek pie



Stanley Fary's scrumptious looking onion bhajis

Mr R Barber, House Coordinator

MR MCGEE'S ALBUM OF THE WEEK

Rumours

Fleetwood Mac, 1977

This week we go back in time to 1977 and an album that unites many music lovers across the globe. I first encountered the album while attending university when I noticed a poster of the album cover on the wall of another member of the band I was in at the time.



Our band hoped we would be the next big thing. We had played at The Cavern Club (Liverpool), The Hope and Anchor, supported the Kaiser Chiefs and Dodgy with our brand of Libertine style pop rock. At the same time, the members of our band had very different core musical tastes. Our guitarist loved modern British Indie, the bassist, classic rock and by this point I was a fan of Green Day's music. But this album seemed to transcend musical styles and, as such, it holds a very special place in musical history.

Recorded with the intention of making "a pop album", the album's music featured a pop rock and soft rock sound characterized by accented rhythms and electric keyboards such as the Fender Rhodes and/or Hammond B3 organ.

The songs "Go Your Own Way", "Dreams", "Don't Stop" and "You Make Loving Fun" were released as singles, all of which reached the US top 10. *Rumours* received widespread acclaim from music critics. Their praise focused on the quality of its production and harmonies, which frequently relied on the interplay among three vocalists. It won Album of the Year at the 20th Grammy Awards. It has sold over 40 million copies worldwide, making it one of the best-selling albums of all time, and it inspired the work of musical acts in different genres. It has received Diamond certifications in several countries, including the US, the UK, Canada, and Australia.

The accolades speak for themselves, but I believe you should consider the following points in order to fully appreciate listening to the album. For me, this album keeps you guessing, especially if you listen to it, as intended, in track order. The first three tracks lull you into believing that there is little more to the album than some likable pop music, very much of its time. This sense is reinforced with the excellent track 4 "Don't Stop" and then the album shifts direction with the track "Go Your Own Way". This song might sound like your average break up song but when you consider that the singers, a married couple, were in the process of divorcing and singing this song on tour each night it takes on particular significance.

Rumours is a pop album that I believe stands shoulder to shoulder with other classics such as *Pet Sounds* (The Beach Boys) or *Revolver* (The Beatles), and I urge you all to give it a try.

Mr A McGee, Director of Sixth Form

CENTENARY HOUSE MOTORSPORT AND CENTENARY HOUSE COMPUTER GAMES

If you are interested in Motorsport, you will be pleased to hear that a Centenary House Motorsport Challenge will be taking place this week, playing the game 'F1'. In order to participate, please join the Motorsport group using *Microsoft Teams*. It will be running on several platforms including PC, PS4 and Xbox One.



A Centenary House Computer Games competition will also be taking place this week. Again, please join this group using *Microsoft Teams* if you are interested.

House Points and Senior Commendations will be available to all of those who participate.

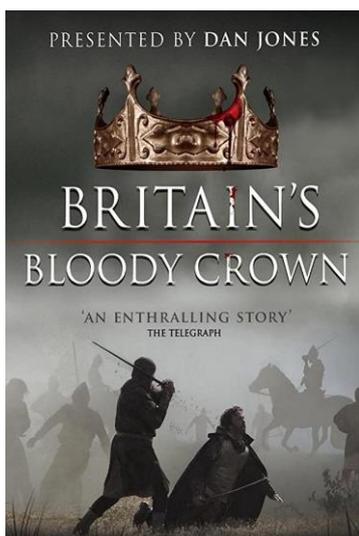
Mr Barber, House Coordinator

WEEKLY WATCH WITH MISS WILLIAMS

The topic for the past few weeks' watching has been the four part documentary series 'Britain's Bloody Crown':

https://www.youtube.com/watch?v=SB_OThWd-eA

We have seen how the British monarchy has gone from relative stability, to being ruled by an ineffectual King to being ferociously fought over by many contenders. The soap opera concluded this week, with the victory of Henry VII at the Battle of Bosworth, seeing the birth of one of Britain's most infamous dynasties - the Tudors. This week, we will be holding a discussion on the documentary series which will be taking place on Wednesday at 13:00 and promises to unveil even more hidden secrets of the period. Please do email me directly to be added to the group on Microsoft Teams.



Miss R Williams, Teacher of History

CAREERS QUIZ: FIRST JOBS HELD BY FAMOUS PEOPLE

Below is a list of individuals who are well-known for the roles they hold in the public arena, and as listed. However, they may have begun their working life in very different roles from those with which we now associate them. Can you guess their first jobs?

Answers next week!



1. Sir Richard Branson, Entrepreneur
2. Kanye West, Singer
3. Kate Winslet, Actress
4. Bill Gates, Businessman
5. Michelle Obama, former USA First Lady
6. Millie Bobby Brown, Actress
7. Sir Michael Gambon, Actor
8. Davina McCall, TV Presenter & Fitness Coach
9. Joe Wicks, Fitness Coach
10. Daniel Radcliffe, Actor
11. Dev Griffin, Radio One DJ
12. Jamie Oliver, Chef & Entrepreneur
13. Sir David Beckham, ex Footballer & Businessman
14. Dame Helen Mirren, Actress
15. Stormzy, Singer
16. Sir David Attenborough, TV Presenter
17. Karran Brady, British sporting executive & television personality
18. Lord Sir Alan Sugar, Entrepreneur
19. Donald Trump, US President & Businessman
20. Graham Norton, TV & Radio Presenter
21. Rupert Grint, Actor
22. Prince William, Duke of Cambridge
23. Sir James Dyson, Entrepreneur & Inventor
24. Jonathan Ross, TV & Radio Presenter
25. Leonardo Dicaprio, Actor

Ms N Weller, Careers Adviser

UPPER SIXTH 2020 SIGN-UP TO THE SCHOOL'S ALUMNI COMMUNITY

We would like to remind all Upper Sixth students of the opportunity to sign up to the WHSB Alumni Network and the Old Westcliffian Association before they move on from the School this year. All we need are some basic contact details and your permission to be contacted by us following your departure from the Upper Sixth. To ensure that we hold the correct details for you, please visit the *Wufoo* form below and input your details, as requested. The form takes a

couple of minutes to complete and we should be grateful for your responses no later than Friday 22 May 2020.

<https://whsb.wufoo.com/forms/alumni-network-signup-form-2020/>

Providing us with a contact email address will enable us to invite you to attend an informal get-together in December, date to be advised. This event will take place in the Sixth Form Centre and will enable you to catch up with members of staff and your contemporaries, whom you may not have had the chance to meet up with since leaving School. Complimentary refreshments will be available.

In addition, you would be welcome to attend the Old Westcliffian Association (OWA) Annual Reunion Dinner which is, at present, scheduled to take place in School on Friday 25 September 2020. Tickets for the Reunion Dinner are priced at just £17.50 for all those either leaving the School this year or those who are in full-time education, and can be purchased at <https://whsb.ticketsource.co.uk/>

Lifetime membership of the WHSB Alumni Network is, and always will be, free and ensures that you are kept up to date with day-to-day news about WHSB and its pupils, and opportunities to become involved and attend our networking events. Lifetime membership

of the OWA normally costs £20.00, However, by signing up now (while you are still at the School) you will benefit from free membership for life.

Please contact the Community Development Office by email for further information.

We look forward to welcoming you to the School's Alumni Community and keeping in touch!



community@whsb.essex.sch.uk

Mrs J Clarke & Mrs N Weller, WHSB Community Development Office

MAY 9 1945. ANY CELEBRATIONS ON THE GERMAN SIDE?

We are fast approaching the 75th anniversary of the Allies' victory over Nazi Germany at the end of World War Two, but, unlike the 50th anniversary, the celebrations will not go ahead as planned. Any such celebration is likely to be private.

Despite the unfinished business with Japan, the end of the war in May 1945 was received with much jubilation on the Allied side: the UK, the Empire, Canada, Australia, New Zealand, the United States and the Soviet Union. But how was it received on the German side?

In Germany, there were no celebrations, except victory marches and commemorations by the victorious Allies, but a huge feeling of relief flavoured with sorrow, worry and bitterness. Germany was divided into four sectors. It was said amongst the occupation forces at the time, the Russians got the corn, the French the wine, the British the ruins and the Americans the scenery. It was also said the Americans promised everything and did nothing, the Soviets promised nothing and did nothing, the British promised nothing but did something, albeit slowly. Most of the cities were in ruins, some as much as 90% and Germans were shocked at the appalling destruction. Beautiful cities like Dresden had been razed to the ground. To add to the difficulties, 8 million Germans were forcibly expelled westwards from their eastern provinces which were now being annexed by Poland and the Soviet Union. Germans who had formed part of the population in Czechoslovakia and other central European countries were also expelled swelling the number to around 14 million. In fact the whole of Germany was on the move, soldiers being released from PoW camps, displaced persons returning home, slave labourers trying to get back to their own country.

Germany had lost territory after World War One which had caused outrage in the population. Whilst the flood of refugees descended, the loss of Silesia or East Prussia was hardly mentioned. Some of the expelled thought they would eventually be let back. Many Germans receiving refugees resented these newcomers with strange accents, often derisively calling them *Polacken*. The shortage of accommodation was dire. Families were billeted on others, young men and fathers were still in PoW camps or had been killed in the war. Children were separated from parents. It seemed everyone was searching for a home and for loved ones. One elderly man I knew, Herr B, said though he simply could not go back to the happy Berlin of his childhood. It was too distressing. He had been captured in North Africa by the Americans and was taken to a PoW camp in America where, he said, he had a great time. It was more like a holiday camp. He grew to love Americans ever after and worked for them in Hessen for a long time after the war selling them cars. There he met his wife who had been in a village near Fulda throughout the war. She said that whenever the Allied planes flew over, she would get off her bike, lie on the ground and feign dead. It seemed they were shooting everywhere, she said. Everyone in her village was so glad the war was over as this then stopped. The food situation in the cities was precarious and even led to outbreaks of cannibalism. One chilling story is that of an elderly man with a walking stick, alone on a street one cold evening in Berlin, who stopped a young lady and asked whether she could take a letter for him to an address nearby as he felt he might not be able to make it. She was asked to make sure she placed it in the addressee's hands. She agreed. As she walked off, she looked back to see the old man walking away quite briskly. Her suspicions were aroused so she decided to open the letter. It read 'Fritz, this is the last one I will be sending you today'.

Of course, the rebuilding of Germany had to be organised by the Allies and in time this led to the establishment of friendly relations, cautiously conducted, of course, as to begin with Allied military personnel were told to keep a distance. But the event which really cemented relations was the Berlin Airlift of 1948 whereby the Western Allies flew supplies into their beleaguered sectors in Berlin, beating the Soviet blockade. Friendship was sealed. But there was still great fear of the Soviets in West Berlin and throughout the western zones as well. Many had heard stories of the brutal treatment of the German population by the Soviet soldiers in the Soviet Zone, rapes, theft, beatings and the like. Many were true, rumours exaggerated. Not all Soviet personnel acted in this way. Germans in the Soviet Zone had generally poorer conditions and were in constant fear of the secret police. Many Germans tried to get from the Soviet Zone into one of the western zones. It was noted amongst the Germans that Soviet soldiers often treated women they had raped kindly, bought them flowers and the like, especially if they had become pregnant. The Russians liked to 'collect' watches and would often wear half a dozen at once. One British officer told me the British were often amused by their behaviour. He met a company of Russians in the countryside; he saw them get off their truck and run into a field. They dug up all the carrots and ate them there and then. People wondered when the country would be reunited but there was no appetite to discuss this as what mattered was staying alive, accommodation, food, loved ones. The black market flourished. Corruption was rife. Not until the introduction of the West German mark in 1948 did things improve.

Did they blame Hitler? The vast majority, yes. Many claimed they awoke as if from a nightmare, others maintained they had never supported him but couldn't do anything about it. Some argued that whilst many Nazi policies were atrocious, the Allies had maltreated Germany in 1918 and Hitler was the only one who tried to remedy it. Some claimed to have had no knowledge of Nazi atrocities and would not believe them until given irrefutable evidence. One British officer I met in the 1980s told me he had been in Nuremberg in 1945-6 with his wife and family. He said they met quite a few who were still resentful at losing the war. They were frequently spat on on the trams in Nuremberg and insulted for the ruin they had brought on Germany. Others saw themselves liberated from Hitler, in fact, the Germans as 'victims' has become a theme in recent years. When I visited an Allied cemetery near Cleves in Western Germany I found a memorial with the figure of an Allied soldier simply labelled *Unsere Befreier* ('Our Liberators'). And some remained silent ...

Let us not forget Austria too. After all, Hitler had been Austrian. Austria had tried to join Germany after World War One, but had been forbidden to do so. She became miserably poor in the inter-war years. Union was proposed in 1931 but vetoed by the French. It came about in 1938 under much worse circumstances. But the majority of



Austrians, for the time being at least, approved of it. Only when Austria had realised it had entered the lion's den and had been severely bitten, did the vast majority regret it. Again, in 1945 there was a huge feeling of relief and of 'we have re-gained our independence'. But there was still tension, fear and uncertainty about the future. Austria was also divided into four zones and only by adopting neutrality did all Allied forces leave, including the Soviets. Thereafter Austria kept a low profile, quietly distancing itself from Germany, and pursued a comfortable neutrality and the image of a desirable tourist destination.

In both Germany and Austria, democratic politicians play a role in these anniversaries. Whilst they commemorate the fallen on their own side, and the suffering they once inflicted, they also celebrate the fact that both countries have on the ashes of 1945 been able to establish democratic, prosperous and successful societies.

Dr T Francis, Teacher of German

SPORT AND GLOBAL AWARENESS



Those of you keen to study Physical Education at A Level will study globalisation and its impacts on sport.

Some academics and commentators have suggested that the expansion of the media and of communication has made people all over the world more conscious of other places and the world as whole. The advent of different technology platforms such as *twitter*, *whats app* and *snapchat* has made global communication seamless and instant. Of course, it can be a fantastic way to communicate but it should also be used respectfully and in moderation. Arguably these platforms 'shrink the world' into the palm of someone's hand. Sport and sporting fans have benefitted from the increasing interdependence of world society and people from different countries and different cultures are able to access sports that they would not have access to with globalisation. For example, the number of National Football League (NFL) fans in this country is far greater since the introduction of pay per view sporting services such as *Sky Sports*. This in turn has resulted in NFL being played in the UK and so becoming part of the sporting fabric of the UK.

The creation of social media has brought fans and professionals closer together. There is more interaction between them, although not always positive. Both parties have a 'voice' to communicate their views. For example we are now familiar with professional sportsman using social media to champion causes such as Raheem Sterling speaking out against racism. This simply was not possible in the past and is such powerful way of delivering important messages across the world. Some suggest that there are different levels to globalisation in relation to sport. Firstly, there are global events such as the Olympics and World Cups. Second, the use of television, internet streaming and social media has provide a global platform to showcase sport across the world. Finally, sporting merchandise is manufactured and shipped to fans across the world.

It appears to me that sport increasingly connects all parts of the world, albeit in a variety of ways. Through being Globally Aware and Open to Opportunities I have being fortunate enough to travel to many wonderful places across the world. Through my travels I have experienced many different cultures, languages, traditions and benefited from these experiences I have also learnt that that sport has an important role in most, if not all, societies. There is something deeply impressive and moving that sport is able to touch and give memories and moments to every person in the world irrespective of race, religion, or political beliefs. This is one of the many elements that makes sport unique and is a reason why it will always be central to my life. If this has interested you and you wish to apply the theory of globalisation to a piece of work, please answer the following question or generate a debate within your household: How is the concept of globalisation reflected within sport?

Finally, I would like to close by encouraging all in our community to make sure you are staying active and positive. If you come up with a great physical or skill challenge, please share it with the School community on the PE Teams pages and/or through The Westcliff Week. If you have any queries regarding helpful exercises to undertake during this difficult time, in addition to the circuits that have been set, please contact a member of the Physical Education Department and they will endeavour to give you the answer to keep you fit and active.

Mr T Morrish, Director of Sport

LEARNER PROFILE: INTELLECTUAL CURIOSITY AND THE IMPORTANCE OF IMAGINATION

I am sure many of our students will be familiar with the work of Robert Louis Stevenson, the Scottish novelist, poet, essayist, and travel writer, born in 1850. His most famous works include *Treasure Island*, *Kidnapped*, and *Strange Case of Dr Jekyll and Mr Hyde*.

Treasure Island is an adventure novel, described as narrating a tale of "buccaneers and buried gold" and this was first published as a book in 1883. This is a tale known for its characters and action, the atmosphere it creates, and it is one of the most frequently dramatized of all novels. The influence of *Treasure Island* on popular perceptions of pirates is enormous, and this includes our own perceptions of treasure maps marked with an "X", schooners, the Black Spot, tropical islands, and one-legged seamen carrying parrots on their shoulders. Robert Louis Stephenson was a brilliant writer with a rare imagination and the ability to capture the imaginations of others.

We all possess the ability to use our imagination, as well as the ability to grow and develop that imagination for positive ends. Envisioning a story in our minds and writing a novel, may or may not be something for which we feel we possess the imagination. However, the fact remains that there are many areas within our daily life in which we can develop and apply our imaginations.

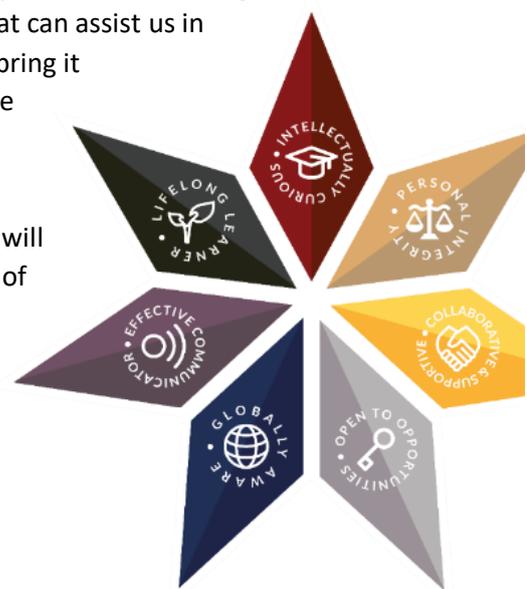
George Bernard Shaw, an Irish writer and a co-founder of the London School of Economics noted that "Imagination is the beginning of creation. You imagine what you desire, you will what you imagine and at last you create what you will." Equally, the great scientist Albert Einstein observed that "Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand." He is, of course, reflecting on the importance of imagination in supporting vision.

Beyond the Arts and Science in the commercial world, we see many examples of successful people who were also visionaries. Bill Gates, Steve Jobs and Walt Disney to name but a few. What all these people had in common was the ability to create in their minds first and foremost; to imagine 'what if?' Jonathan Swift, well known for his works such as *Gulliver's Travels*, described vision as "the art of seeing what is invisible to others."

It is evident that whether we are seeking academic achievement, financial security, the opportunity to give service to others, we should allow our imagination some space to develop. In beginning to envision what we wish to accomplish, we are far more likely to be creative in taking the steps towards achieving our goals. We are also more likely to gravitate towards people and events that can assist us in realizing our goal, and we will be more motivated in investing in the time to bring it about. By the same token if we are unable to imagine what we want to create or achieve for ourselves, it is unlikely to happen.

We understand that we are living through a challenging time for humanity. However, we know that we shall overcome the COVID-19 difficulties and we will do so because of the ingenuity and the vision of people. We all have a vision of overcoming this disease and some of the world's finest minds will use their imagination and experience to enable us to achieve that vision. Therefore, it is important to ensure we do not underestimate the importance and power of cultivating our imaginations, and develop a positive vision and a willingness to invest in succeeding.

Headmaster



THE WEEK AHEAD

WEEK BEGINNING 27 APRIL 2020

Please see inside The Westcliff Week for details of further activities.

Day	Date	Time	Activity
Monday - Sunday	27 Apr – 3 May	N/A	WHSB Lockdown Gallery 2020 (see page 3 for details)
Monday - Sunday	27Apr – 3 May	N/A	Online Theatre events available (details in issues 2 & 3)
Monday – Sunday	27 Apr – 3 May	N/A	Music Theory Tuition – YouTube ‘itchy2learn’ (page 13)
Monday - Sunday	27 Apr – 3 May	N/A	Education Perfect Website familiarisation (Languages Competition 14-21 May, see Issue 4 for details)
Monday – Sunday	27 Apr – 3 May	N/A	PSHEE Centenary House Gardening Competition (see issue 4)
Monday - Sunday	27 Apr – 3 May	N/A	Upper Sixth: Opportunity to sign up for Alumni Community (page 20)
Monday - Sunday	27 Apr – 1 May	N/A	Centenary House Motorsport/Computer Games (Page 19)
Monday - Friday	27 Apr – 1 May	N/A	Wargaming Team: Bloodbowl League
Monday - Friday	27 Apr – 1 May	N/A	BBC Science & History Education offer (page 7)
Monday – Friday	27 Apr – 1 May	N/A	P.E. with Joe
Monday – Friday	27 Apr – 1 May	N/A	Mr Jeffreys’ History Crossword competition (see page 15)
Monday - Friday	27 Apr – 1 May	8.45am	Hallway Gym Class with Mr Moore (Form 9S)
Tuesday	28 April	1.00pm	Healthcare and Medical Society
Tuesday	28 April	4.00pm	Westcliff Drama Online
Wednesday	29 April	1.00pm	Weekly Watch with Miss Williams
Wednesday	29 April	1.00pm	MOxbridge English (Sixth Form)
Wednesday	29 April	4.00pm	Bibliophiles Book Club (Middle School, Sixth Form and staff)
Thursday	30 April	7.30pm	Mr Derrick’s Film Club ‘Watch-along’
Thursday	30 April	N/A	Deadline for responses to this week’s <i>Where in the World?</i> (see page 14)

University Preparation for Physics, Engineering and Mathematics

Approximately fifteen Upper Sixth students have already joined an online WHSB society to help them prepare for their University studies. Sixth Form students (or enterprising Year 11s) wishing to try this out should join the team using code **6gauc5**, or send a message to Dr Machacek.



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