



## The Westcliff Week

T: 01702 475443 E: office@whsb.essex.sch.uk W: www.whsb.essex.sch.uk

### WEEK BEGINNING 29 JUNE 2020

#### END OF TERM COMMUNICATION

Welcome to the fourteenth issue of *The Westcliff Week*. I would like to begin this week by commending the string quartet on their performance of the theme music from Pixar's 'Up'. This can be viewed at <https://www.youtube.com/watch?v=ZpUwWvbVDfk>. Once again, our musicians have demonstrated their talent, commitment and endeavour. Despite the challenges posed by the ongoing pandemic, musicians, Henry, Cho, Finnian and Jasmine have all shown great resilience and team work in order to share this beautiful music with the School. We are most grateful to them all.

I also wish to take this opportunity to thank my colleagues for their ongoing work on pupils' end of year reports. We have kept to the original deadlines for the production and distribution of the reports and these will be sent to parents via School Comms. Parents are welcome to contact the relevant Pastoral Office if they have any queries regarding their son's/daughter's report. Please note that we have adjusted some aspects of our reports to reflect our reliance on remote learning. In particular, we have adjusted some attitudinal indicators, and we have also removed the Internal Examination grade from this report as those examinations will not be taken until the autumn term of the new academic year.

The latest announcements from the Government indicate that the intention is for all children to return to school in the new academic year. Much will depend on the extent to which the level of coronavirus has fallen within the wider community, however we are planning for a range of possible scenarios for September. I shall, of course, maintain contact with parents regarding these matters during the weeks ahead. The School remains committed to ensuring the safety of its pupils and staff whilst also endeavouring to return to more normal working conditions for the School in the new academic year.

In last week's edition of *The Westcliff Week*, I had the opportunity to pay tribute to Siyakan Sivakumar and noted that there have been many beautiful tributes paid to Siyakan by his friends within the WHSB community. In order that those tributes might be shared within the wider School community, they have been gathered together by the Sixth Form Pastoral Team and may be viewed through the School's Facebook page from later today. I have no doubt that these kind words have been of some comfort to Siyakan's family at this terribly sad time.

Pupils and parents will be aware that we have been collating articles for the summer term edition of *The Westcliff Diary*; that will be a special edition which is to be published and circulated at the end of this term. Given the circumstances, its format and focus will be different as it will be retrospective. We have received many fantastic contributions for this edition of *The Westcliff Diary* and I would like to thank all those who have supported this project. As we approach the end of the academic year, and as we shift to the circulation of *The Westcliff Diary* and anticipate a return to School in September, I wish to advise our School community that we plan for just two more issues of *The Westcliff Week* at this time. I shall say more about the impact of *The Westcliff Week* in the final edition on Monday 13 July. Therefore, I would encourage both pupils and staff who are planning to submit articles and other contributions to do so as soon as possible so that we can arrange for them to be included within the final two issues. I know that many people within our community enjoy *The Westcliff Week* and we are grateful to its many contributors.

Next week, I will share with pupils details of an exciting project the School is developing to mark the end of term, creating a 'virtual' opportunity to come together at that time. In the meantime, I give all pupils and staff my best wishes for the week ahead.

Headmaster

## THE HOUSE SYSTEM: RISE TO THE CHALLENGE



The current House Scores continue to be extremely close this week – a photograph of the Score Board last Friday is included below. Do your very best to assist your House by participating in at least one event this week.

House Points and Senior Commendations will always be given to pupils for effort via the ePraise system, and these will also go towards your House totals. It is not long now until the Phoenix Cup will be awarded, but there is still time to change the rank order.



HOUSE CHAMPIONSHIP				
Harrier	9	2	6	1
Kestrel	9	2	5	5
Merlin	9	4	4	4
Osprey	9	4	5	7

Latest House Points Score, Friday 26 June 2020

Trying something new can be very rewarding and also helps you develop additional skills. You really do not need to be the greatest at an activity to support your House. We value effort, participation and progress. If you do your best, then that is all we ask. Those pupils in the Lower and Middle School who immerse themselves in the House System are more likely to be selected as House-Captains and Vice-Captains at the end of the Lower Sixth.

Uncertainty can be very daunting sometimes, but life is all about change. The more that you put in, the more you will get out of it.

There are many House events ongoing and those are listed below. Please do take part in one this week.

- House Countdown Round 6: see page 13.
- Centenary House Chess: see page 12 and information posted by Mr Yeo.
- Centenary 'Globally Aware' House Citizenship Project: see Issue 13 pages 13-14, published on 22 June and information posted on Microsoft Teams.
- House 50 Word Challenge: see Issue 13, page 13 published on 22 June and information posted by Mr Lilley.
- House Impossible Quiz: see Issue 13, page 13 published on 22 June and information distributed by Mr Lilley.
- House Fortnight: see Issue 12, page 13 published on 15 June and information posted by Mr Yeo.
- House Zoo Virtual Fieldtrip: see Microsoft Teams and recent e-mails sent.
- House Ditloid Quiz: see Issue 9, page 14 published on 25 May.
- House Computer Games: see Microsoft Teams and e-mails sent.
- PSHEE House Gardening: see Issue 4, pages 8-9 published on 20 April.
- PSHEE House Butterfly Survey: see Issue 6, page 20 published on 4 May.
- PSHEE House Housework: see Issue 7, page 16 published on 11 May.
- Natural History Museum House Breadth Studies Virtual Fieldtrip Report: see Issue 7, pages 10-11 published on 11 May.
- House Find the Connections Competition: see Issue 6, page 11, and Issue 7, page 15 published on 4 May and 11 May respectively.
- House Centenary PSHEE Photographic competition: see the House Microsoft Team and e-mails for details.
- WHSB Centenary House Quiz: see the House Microsoft Team and e-mails for details.



Rise to the challenge!

*Mr R Barber, House Coordinator*

## MORAL HAZARD AND ITS DELETERIOUS AFFECT

The concept of moral hazard is very much applicable to recent economic events, notably in relation to both the Global Financial Crisis (GFC) of 2007/08 and the current COVID-19 Recession. Simplified, moral hazard is the idea that some firms, or any economic agent, undertake an economic activity, often one which has a high risk, with the knowledge that they are 'insured' as the other economic agent in the transaction will incur the cost for them. An agent takes an unprecedented risk in the knowledge they will be protected due to factors relating to their size, importance or the situation. Moral hazard ergo comes as a result of asymmetric information between parties [1], where one party cannot fully control or have knowledge of another's actions. On a microeconomic level, most likely more relatable to those reading, insurance is a good example. When a good is insured, a consumer feels less inclined (and thus takes less precautionary measures) to protect the good and the chance of damage increases - which is bad news for insurance companies. This conjecture is also concomitant to game theory<sup>1</sup> and intertemporal co-operation<sup>2</sup>. For instance, a firm or country may have a much lower discount rate<sup>3</sup> and a greater incentive to deviate from an agreement, perhaps a cartel, as they know due to their size or importance in the agreement, they will be permitted re-entry - the agreement cannot function without them.



As aforementioned the notion of moral hazard was present in the GFC of 2007/2008, and it is often argued it was one of the main causes. The collateralization of many high-risk assets by banks [2], and their unwillingness to carry out an effective cost benefit analysis led to carelessness by financial institutions. Lenders placed less value on the security of who they were lending to, as they knew that they could just sell it on to another party packaged up with a collection of secure assets [2]. Consequently, a moral hazard was created as financial institutions made

irrational decisions based on the fact that they would not have to deal with the consequences if something went wrong. Obviously, when everyone takes this approach, it quite literally is a crisis waiting to happen. Another way in which moral hazard can be applied to the GFC is that banks knew they were too significant a part of society and the economic infrastructure (regarding the flow of capital) to be allowed to collapse, and hence the government would have to support them and bail them out. A combination of these two elements contributed to the catastrophe that occurred just over a decade ago.

In this contemporary recession, many economists have recognised similarities to that of what happened in 2008. Last year, in the US business debt topped \$16tn and American firms spent over \$730bn on buybacks, the majority of which was financed by loans and hence incurred debt [3]. This resulted in increased levels of stock being held by fewer CEOs and investors as they themselves aimed to maximise their financial gain. It could be argued that this naivety has worsened the crisis produced by COVID-19, as these large corporations are now turning to the state in a bid to seek assistance due to not having sufficient access to finance, such as retained profits, to help keep themselves afloat. An example of this would be that certain private equity firms<sup>4</sup>, who have suffered as a result of the mass unemployment and inability of working people to repay debt obligations, have been seeking to be granted a small business loan [4] - a \$349bn scheme that the federal state set up promising to support small businesses. Clearly, this is another example of moral hazard, led by complacency accumulated through the US economy's consistent growth over recent years. You could argue that no one saw COVID-19 coming - but had lessons not been learnt from the GFC? The argument then turns to the side of the firms in question. Why should they care? In reality, these firms are simply too big to fail. In a time of such economic downturn, the government simply could not afford to let large companies also fail, as this would just add to the already growing levels of unemployment. Hence, it is in the governments' long term interest to bail out these corporations. A population solution which is being proposed, something which has already happened in France to Air France-KLM, is whereby the government offers support however sets environmental requirements. The €7 billion loan in France came with a proposal of Air France 'halving its carbon-dioxide emissions per passenger-kilometre by 2030 compared to 2005' [5]. The future does tend to steer towards these more innovative ideas whereby the firms have to give something back subject to bail out - yet whether this is

enough to balance the moral hazard is heavily debated.

In conclusion, it is questioned as to whether moral hazard may just be one of the conceptions of economics that continues to live on. It could be argued that in a free market, with no state intervention, the welfare loss to society as a result of these banks going under is much worse than the increased current account deficit bought about through intervention. It may not be the most efficient way of operating, but until economists find a solution it seems there really is no way around moral hazard.

Oliver Hale, L6F

For more go to <http://www.thewestcliffeconomist.wordpress.com>

Footnotes

1 - Game Theory: whereby the social science of economics is applied to a strategy-based decision making 'game' with economic agents acting as the 'players'.

2 - Intertemporal Co-operation: the concept of 'players' co-operating over a period of time, often as part of a mutually-beneficial agreement.

3 - The value of a future payoff that would be obtained through repeated interaction and co-operation (intertemporal co-operation).

4 - An investment firm that raises money from institutions and wealthy individuals before investing this money into private equity of companies in order to seek a profit.

References

1 <https://economictimes.indiatimes.com/definition/moral-hazard>

2 <https://www.investopedia.com/ask/answers/050515/how-did-moral-hazard-contribute-financial-crisis-2008.asp>

3 <https://www.theguardian.com/commentisfree/2020/apr/18/corona-virus-stimulus-checks-unemployment-benefits>

4 <https://www.ft.com/content/f3a2025c-f6d2-4713-b38a-a7c63e1262e6>

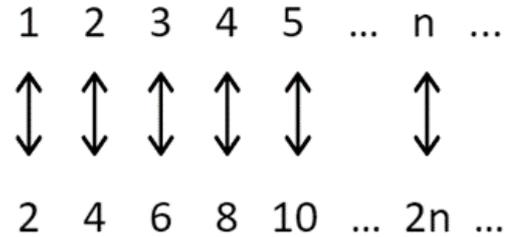
5 <https://www.flightglobal.com/strategy/french-government-sets-green-conditions-for-air-france-bailout/138160.article>

## HOW BIG IS INFINITY?

Although the definition of infinity as 'representing something boundless or endless' may seem to imply that it cannot vary in magnitude, 19<sup>th</sup> Century work by Georg Cantor in a branch of mathematics known as Set Theory showed otherwise. This was achieved by comparing two sets of numbers which are both infinite.

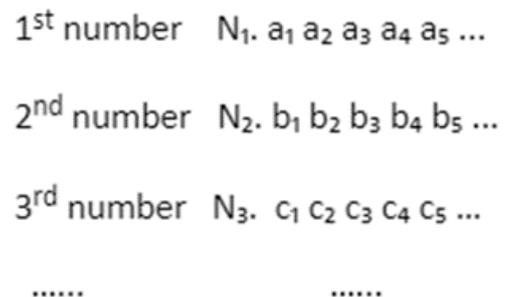
We can start by comparing the set of positive integers (1,2,3,4,5,...) with the set of positive even numbers (2,4,6,8,10,...) and showing how they are equally

infinite. Both these sets of numbers are clearly infinite as they have no end, but one may assume that the set of positive integers has an infinity twice that of the positive even numbers because for every even number there are two integers. However, we can show this is not the case by arranging the sets as follows:



Above is what is known as a biunique correspondence – each element in the first set corresponds to one and only one element in the second set and vice-versa. Therefore, since all the infinite elements of both these sets can be paired, the degree of infinity under which both these sets fall is the same.

This is fairly counterintuitive, but if we take the definition of "same size" as "every element in one set has one corresponding element in the other set" then we understand. What does it mean for sets to be of different sizes then? Take, for example, the set of real numbers (that is any positive number to any amount of decimal points); this is of a higher magnitude to the set of positive integers. We can prove this by showing that there are not enough numbers in the integers to map to all the numbers in the real numbers. In the previous example, to pair the two sets to form a biunique correspondence we had to first be able to write all the elements in a list so that every element appears, and they only appear once - this is known as denumerating. Whilst this is easy to do for the positive integers and even numbers, we can show it is not possible for the real numbers (however it is possible for fractions...). Firstly, assume we did have an ordered list of all real numbers:



where the Ns denote the integral parts and the small letters the digits after the decimal point.

We will now generate a new number  $Z$  which we will make equal to  $0.abcd\epsilon \dots$  where  $a \neq a_1$ ,  $b \neq b_2$ ,  $c \neq c_3$ , etc.  $Z$  cannot be in our list since it differs from any number by at least its  $n^{\text{th}}$  digit, this contradicts our assumption that the list contains all the real numbers and thus proves that the positive real numbers cannot be made denumerated and written in an ordered list.

Since the set of positive real numbers is not denumerable, we are unable to form a biunique correspondence with the set of positive integers like the positive integers could with the even numbers. This implies the set of positive real numbers is more numerous than the set of positive integers and thus the real numbers is a set with a magnitude of a higher degree of infinity.

“Different degrees of infinity?” I hear you ask. Yes, things can be “differently infinite”, and there is a good thought experiment to highlight this. Imagine you are lying on your back at night, looking at the stars. Given a telescope of infinite zoom we could believe that there were infinite stars, but when asked “What is greater – the stars or the darkness?” everyone would say the darkness. It is more infinite. In this case, we are comparing a discrete point (the star) with a continuous area (the darkness) and this is the essential difference between the real numbers (which cover a whole area) and the integers (which are just specific points).

Above, we have demonstrated two different types of infinity, Aleph Null  $\aleph_0$  (a countable infinity, the stars) and Aleph One  $\aleph_1$  (an uncountable infinity, the darkness). Even more mind boggling is that the *Continuum Hypothesis* posits that there are an infinite number of infinities between  $\aleph_0$  and  $\aleph_1$ , but that goes well beyond the scope of even degree level understanding.

For further reading search *the denumerability of rational numbers* and *Cantor’s diagonal argument*.

Alexander Giffin, L6E

**A note from Mr Dowding:** I am always pleased to receive more student written articles. If you have anything in Mathematics you wish to write about, please send it to [dowdingm@whsb.essex.sch.uk](mailto:dowdingm@whsb.essex.sch.uk).



## WOJTEK: THE BEAR WHO WENT TO WAR



In 1942 during World War II, the Polish II Corps (Polish Land Forces) were leaving the Soviet Union along with hundreds of Polish refugees, who had all been deported from Poland during the Soviet invasion. They managed to reach Hamadan, a large Iranian town in the Zagros Mountains, where they sought refuge in a railway station. During their stay, the Polish soldiers were approached by a small boy. He pestered them to buy an animal that he had saved from a group of poachers. The soldiers were hesitant and uninterested in his offer, even when the boy revealed that he was indeed trying to sell a Syrian brown bear cub. Inka Bokiewicz, a young Polish refugee, felt compelled to buy the bear and nurture it. She begged the soldiers to buy the bear for her as she was absolutely heartbroken by his situation. The soldiers eventually gave in on the understanding that Inka would raise the cub herself and they mustered all the supplies they could as payment.

Inka raised the cub in a refugee camp, feeding it and caring for it as best as she could. The unnamed bear at this point was still traumatised from losing his mother at such a young age. The bear which was to grow to be two metres tall and weigh 200kg in its later life, was given to Polish II Corps after having grown too big for Inca. The soldiers continued the training that Inca had instilled in the bear, and it adjusted well to life in the military. The soldiers, struggling with feeding the beast, found that they could feed it condensed milk in a whisky bottle without any problems. Upon joining the Polish II Corps, the men decided to call it Wojtek, which came from ancient polish and translated into ‘He who loves War’ or ‘Happy Warrior’.

Over the following months, the bear formed a newfound love for alcohol, cigarettes, honey, fruit and marmalade. The bear was very unconventional with how he enjoyed his food and cigarettes. Wojtek found it easier to simply eat the cigarettes, and so he did, which amassed to hundreds of cigarettes each month.



Wojtek served as a great morale booster. He used to wrestle with other Polish soldiers, and sometimes mimic their human mannerisms and tendencies. During his service, he learnt to salute, march and carry heavy ammunition boxes around. The ammunition boxes and artillery shells that he lugged around on the battlefield weighed up to 45kg each. He would walk up to where the artillery shells and boxes were needed, whether it was a truck or a field gun, and place them nearby.



*Wojtek in a dugout, eagerly standing by as his Comrades operated the mortar*

Wojtek and the Polish II Corps were relocated to Italy during the war. In order to circumvent strict regulations to transport the bear, the Polish soldiers registered the bear as a soldier in his own right, and from then on Wojtek was officially a 'Private'. In Italy, during the Battle of Monte Cassino, Wojtek assisted the British and Polish soldiers with hauling heavy equipment and was known by his human comrades for never dropping or breaking anything. Private Wojtek, slept in the tents with other soldiers and received his own rations. There were never any incidents or

accidents that involved the bear, and despite his physical and primal attributes, he was always very docile and gentle. Wojtek served from 1943–1945, and achieved the rank of 'Kapral' or corporal.

At the end of the War, Wojtek was sent to a zoo in Edinburgh where he lived peacefully for the rest of his life. Many soldiers visited him each year, with Wojtek appearing to salute to them when they did so. The Battle Bear died in 1963, aged 21 and weighing 220kg and standing at over 2m tall. Wojtek 'The Happy Warrior', has had many statues erected in celebration of his memory. Despite his traumatic beginnings, he thoroughly enjoyed his time in the military, and his legacy is immeasurable.



*Oscar Clarke, 9E*

## EDUCATION PERFECT HUMANITIES CHAMPIONSHIPS: 16 TO 23 JUNE 2020

We are delighted to report that Westcliff High School for Boys finished in top place in England in the recent Humanities Championships, and in eighth place overall in this worldwide competition. Full details will be published in *The Westcliff Diary* at the end of term. It was a tougher competition than the Education Perfect Languages Championships and we are very proud of the WHSB pupils who took part.

Peter Hazell, Year 7 wrote:

*"I took part in both the language and humanities competitions on the Education Perfect (EP) website. EP is not only a competition, it is educational as well. Points are gained for correct answers, some of which are multiple choice, with further points given if you can demonstrate a good understanding by writing about the subject matter.*

*"I found it easier to gain points in the Languages competition than in the Humanities competition, although I found the Humanities was more varied and interesting. There were over 6 million questions answered in the Humanities competition by school children across the world."*

*Ms J McKeown, Head of MFL; Mr L Norman, Teacher of Geography; Miss R Williams, Teacher of History*

## THIS WEEK IN HISTORY

### *THE BLOODIEST DAY IN THE HISTORY OF THE BRITISH ARMY*

The soldiers were terrified. A few days before the 'Big Push', thousands had written to their loved ones in England expressing sorrow and fear that they might never return home. By nightfall on 1 July 1916, twenty-thousand soldiers lay dead on the battlefield from the day's fighting.



The first day of the Battle of the Somme was the bloodiest day in the history of the British Army. It was also an almost complete failure. The plans, timetables, training and vast assemblage of men and supplies had all failed to achieve any significant advance, let alone a decisive breakthrough.

Around 1.7 million shells had been fired at German positions. The plan on 1 July was for the infantry to occupy the destroyed landscape. Instead, the Germans survived the bombardment in deep shelters and slaughtered the British as they walked across no-man's land. In one sector, 780 Newfoundlanders attacked, and within 20 minutes, eighty percent were killed or wounded; only 68 men were fit for service the following day. Further down the line, a 'Pals Battalion'

of men from the same neighbourhoods and workplaces, in Sheffield, was annihilated. "Two years in the making, ten minutes in destroying; that was our history" said one survivor.

The battle ground on relentlessly, becoming the biggest ever fought by the British Army. By its end in November 1916, over 400,000 British & Commonwealth troops had been killed or wounded; 200,000 French troops and up to 500,000 Germans. The result of the industrialised slaughter was inconclusive. The British Army was able to learn valuable lessons that would help them eventually overcome the challenge of trench warfare - how to attack well-dug-in fixed positions - and defeat the Germans, but at an awful cost.

*Mr S Neagus, Teacher of History*

## MUSIC BOX: A WORK A WEEK

Tchaikovsky's Symphony No.6 in B minor is shrouded by mystery. The composer told his friend and fellow composer Rimsky-Korsakov that there was a story behind it – something so personal that he refused to tell anyone what it was. He named the work 'The Passionate Symphony' and conducted the premiere in August 1893. He died nine days later. The official cause of death was cholera, but many believed, and still do believe, that Tchaikovsky took his own life. Some musicologists even believe that this symphony was the composer's suicide note.

There are many reasons to link the composition of this symphony with the death of its composer. Beyond Tchaikovsky's cryptic hints at a personal narrative driving the music, and the fact that it was the last of his works he performed, the music itself is crushing and heart-breaking. It inverts the traditional 'tragedy to triumph' narrative so explosively initiated by Beethoven in his Fifth symphony and followed by every composer since. Instead, Tchaikovsky chose to place the victorious, brass-led fanfares in the third, movement before plunging into a string-led finale marked 'adagio lamentoso' (slow and sad). I have been to many performances of the work where the audience cannot help but explode into applause at the end of the third movement, only to be immediately silenced by the orchestra who transform the joyous momentum into something slower and introspective, but no less urgent.

The melody of the finale is full of downward, sobbing phrases that rush upwards only to descend again,

fragmenting and deteriorating, before disappearing to be overtaken by the next phrase, following the same lamenting pattern. There is a climax of sorts, but instead of acting as a jubilant ending to the work it occurs around the middle of the piece. From then on the music simply descends until all that is left is the cellos, double basses and bassoons playing a two note rhythm that sounds like a heartbeat. Indeed, the final marking is 'morendo' which means 'dying away'.



If Tchaikovsky really did write this symphony as a suicide note it works very effectively. After the composer's death the piece was performed again, this time with the subtitle *Pathétique*, (which has stuck) meaning 'solemn and emotive.' Under these new circumstances and with this new subtitle, concert goers began to look for clues. Is that an orthodox hymn quoted in the first movement? Does the melody outline the shape of a cross? Rumours were about about Tchaikovsky's sexuality, and it was thought that perhaps the composer was required to take his own life after being caught in an affair with the son of an important politician. Was this symphony, full of passion, lustre and finally, grief, the document of the affair?

Whatever the story behind the music, Tchaikovsky's final symphony is one of great emotion. It is a piece of music that must be listened to without any distraction, and it frequently moves people to tears. Whether he knew of his impending death or not, Tchaikovsky knew that this symphony was important, as he wrote to his nephew to whom the work is dedicated, "It is hard for me to tear myself away from it. I believe it comes into being as the best of my works."

**Listen out for:** Much of this article focusses on the third and final movement, but the first movement has



one of the most beautiful melodies ever put to paper, at least as far as I am concerned. Tchaikovsky is considered by many to be one of the best melodic composers in history; this is just one example as to why.

*Mr T Derrick, Director of Music*

## GARDEN VOICES

There is a general rule in birding. A bird usually is either good looking or has a good voice, but not generally both. Notable examples include the nightingale, which is relatively plain looking but has a stunning song, and the Jay, which looks stunning but has an ugly cackling call. There is the occasional exception. For instance, the Golden Oriole has both characteristics to call on when attracting a mate. The male is a combination of bright yellow and jet black and its main song is a tropical sounding fluting.

However, on the other hand, there are some birds that have little going for them; neither plumage nor song. One such species is the Dunnock, or Hedge Sparrow as it is formally known. Many gardens in Southend will have at least one breeding pair on site. Unfortunately, they are overlooked due to the initial drabness of their plumage and the ordinariness of their song.



Nevertheless, many bird-watchers are increasingly championing the subtle grey and brown combination of feathers found on the Dunnock. Perhaps the lockdown has forced us to look again at some of the more unassuming members of our garden and, like in so many other areas, to appreciate what has been under our noses all the time.

<https://www.youtube.com/watch?v=G5ptciy2AuA>

*Dr J Theobald, Teacher of History*

## THE LINK BETWEEN SPORT AND MENTAL HEALTH IN YOUNG PEOPLE

Intuitively it seems obvious that sport and organised physical activities should promote good mental health. Indeed, there is now a considerable amount of literature suggesting a link between the two. Professional bodies such as the Royal College of Psychiatrists make it very clear in their advice to the public that keeping active is critical for lowering depression, feeling good about yourself, concentrating, focusing and sleeping better, and a range of other outcomes.



However, some of the messages for young people, for example those aged 14-25, are less clear. This is a life stage that brings huge physical, psychological and behavioural changes, and there are a number of issues and questions arising from the research. Equally, for older adults, it remains unclear whether different kinds of sport are useful for different mental health problems. The factors which link organised physical activity and mental health symptoms are poorly understood. Given the very different life stages of adults and young people, there are likely to be differences between the impacts of sport on mental health for each group.

Exercise has been associated with better self-rated health and higher life satisfaction in adolescents, particularly participation in team or individual sports for boys (Badura et al, 2015) and particularly in relation to self-concept, self-esteem and social competence (Donaldson and Ronan, 2006). It has been suggested, as a result, that participation, particularly in organised and team sports, may help young adolescents gain confidence and acquire social skills (Eime et al, 2013), potentially promoting resilience.

Team sports seem to have particular associations with positive benefits for young people, and it has been suggested that there is something about the social nature of the participation that carries the benefit,

over and above physiological consequences. The benefits may be quite subtle; even a lone runner may feel a positive connection and shared purpose with other runners. Positive effects may come from socialising or from other connections with adults and peers associated with the activity. As a result of their systematic review of the social benefits of sport, Eime et al (2013) recommended specifically that community sport participation is advocated as a form of leisure time activity for young people. Harvey et al (2010), in their study of 40,401 Norwegians, concluded that high levels of social support and social engagement were important in explaining the relationship between physical activity and depression.

Most of the data would seem to point to a positive relationship between sport or organised activity and positive mental health outcomes for young people. Potential benefits range from preventing mental health problems arising and promoting positive youth development, to treating problems once they exist. There are plenty of indications that sport may work in a positive way for this age group. The results are strongest for the use of sport to treat clinical depression. Providing evidence of its effectiveness in treating other disorders, or preventing development of mental health problems in the general population of young people has proved more difficult.

*Mr J Sexton, Teacher of Physical Education*

## GREAT LEADERS WITH HEAD BOY, BEN JOHANSON

### *CAROLUS REX: SWEDEN'S LAST HOPE?*

Carl XII of Sweden, who ascended to the throne of the Swedish Empire at its peak in 1697 (at the age of 14) fought the brutal Great Northern War, where Sweden faced off against a triple alliance of Denmark–Norway, Saxony–Poland–Lithuania and Russia. Against the odds, with a proportionately smaller population and economy, Carl dominated the war until he made a fateful mistake - shared with both Napoleon and Hitler - invading Russia in winter.

The coalition of Sweden's neighbours formed in 1700, intending to seize land from the Empire. Fortunately for Carl, Tsar Peter the Great's wished to conclude his war with the Ottoman Empire before attacking. Denmark and Saxony launched assaults, which were quickly shattered by Carl. His subsequent campaign

led to the withdrawal of Denmark–Norway from the war. On the same day, Russia entered the war, invading the east of Sweden. Carl swiftly attacked the Russians – who outnumbered him four to one – at Narva. The Russians were completely crushed. Carl took the initiative, attacking the Polish-Lithuanian Commonwealth, deposing Augustus II the Strong and replacing him with a puppet. After decisive victories, he secured his puppet's post. This would lead to significant conflict in the future, with the War of Polish Succession.



Peter the Great was concerned he would be incapable of defeating the well-trained Swedish troops; thus, he reformed his army more along his enemy's lines. Additionally, he established St Petersburg, a tribute to Western Europe, from newly conquered territory. Peter's fears were promptly realised, as Carl marched into Russia in 1708, defeating Peter's new army despite being outnumbered three to one. Carl seemingly made his greatest error after this, deciding to march upon Moscow, as opposed to St Petersburg.

Peter ambushed a Swedish army carrying supplies and artillery, preventing Carl from receiving these. He also had to leave troops to assist his Polish puppet in securing authority. Carl's aspirations to link with Cossack rebels were curtailed, as the Russians subjugated the majority of them before the Swedes arrived. His march to Moscow was fraught with disease and starvation, as Peter's army pursued a scorched earth policy in their retreat. This attrition of the Swedes led to a deterioration in their capabilities and numbers. Furthermore, Charles was wounded; he

was shot in the foot and unable to lead. Consequently, the Russians beat the Swedes at Poltava in 1709.

Carl was compelled to flee, taking a small entourage to the Ottoman Empire, where he sought refuge. Carl was able to institute an almost autonomous Swedish colony at Bender, funded by the Sultan himself. He became embroiled within Ottoman politics, attempting to convince the Sultan to support his cause. He was successful, convincing the Sultan to war with Russia. This, however, was transitory, and peace was forged. This left Carl dissatisfied, so he continuously attempted to reignite conflict.

In the 1710s, the Swedish Empire was carved up by the original triple alliance; alongside Hanover, Great Britain and Prussia; in Carl's absence. Carl, stubbornly entrenched in Ottoman politics, only returned to Sweden after his government stated they would conclude peace if he did not return.

On his return, Carl invaded Norway, in order to cut off Denmark's supply lines. His first two incursions were unsuccessful, and on the third offensive in 1718, whilst inspecting trench works during a siege, he was shot through the head.



With his death, Sweden lost the Great Northern War, and its Empire crumbled. In its place, the Russian Empire came to prominence in the Balkans and Europe. In their takeover of Finland, the Russians scourged the Finnish people. Nevertheless, Sweden possibly benefitted from their defeat, as the absolutism of the Swedish monarchy was replaced with the Age of Liberty, characterised by parliamentary governance and increased civil rights. Regardless of his legacy, in my opinion, Carl was a great leader who made one fatal error.

*Ben Johanson, Head Boy and A Level History student*

## YEAR 7 VIRTUAL QUIZ NIGHT

We would like to remind pupils in Form 7S that the Virtual Quiz Night will take place on Tuesday 30 June at 6.00pm. The Quiz will be hosted in your Form Group Team using a group call and it will run for an hour or two.



Quiz nights for Forms 7E and 7L have already taken place, and over the coming weeks the Year 7 Form Captains will be hosting a number of Quizzes for Year 7 pupils. This is an excellent opportunity for the Form Groups to have a virtual “meet-up” outside of School time.

Questions will be on various topics ranging from celebrities to logic and, of course, a General Knowledge round. No doubt everyone will find a round that they can enjoy across the evening.

### *Future Quiz Nights for Year 7 Forms*

7S – Tuesday 30 June, 6.00pm

7N – Wednesday 1 July, 6.00pm

7W – Tuesday 7 July, 6.00pm

7C – Wednesday 8 July, 6.00pm

We hope that most of you will be able to join us for your Form Group Quiz. It will be a fantastic chance to catch up and have some fun.

*Miss C Dole, Year 7 Progress Leader*

## MR DERRICK’S FILM CLUB

Mad Max: Fury Road (15) began pre-production in 1997 but it was not until 2015 that the film was finally released. It was worth the wait: On its release it was described as “visionary”, “glorious,” and “operatic.” Not bad for a post-apocalyptic adventure movie that is, essentially, one long car-chase.

The film has since been named by many as the best action movie ever made, and there are lots of reasons to agree with this statement: At a time when blockbusters were (and still are) over-laden with computer generated effects and actors standing in

front of a green screen, this was shot in a real desert with real cars, real stunts, and real explosions. What is more, this is a movie where the cause-and-effect action sequences extend to the film’s ethics: every choice made has a consequence. Perhaps that is why the real protagonist is Charlize Theron’s downtrodden and abused Furiosa, rather than Tom Hardy’s eponymous Max.



The film is streaming on Amazon Prime. Watch-alongs take place every Thursday from 7.30pm, followed by a discussion on the Film Club Team. Staff and students (aged 15 and over) may join the group by using the code **db1v6ym**.

*Mr T Derrick, Director of Music*

## WEEKLY WATCH WITH MISS WILLIAMS

### *THE AZTECS: ‘HONOUR IN CANNIBALISM?’*



Continuing on our quest for History’s lesser-known civilisations, this week we are turning our attention to the Aztecs. Taking a different form, the suggestion this week is for the highly entertaining podcast series named ‘You’re Dead to Me’. From the creator of the ‘Horrible Histories’ franchise, and joined by Historians

and comedians alike, this series brings History to life in an informative and humorous manner. So... was there honour in cannibalism? And did the Aztecs have a lasting impact on Mexico? Listen to the podcast and join the discussion on Wednesday at 13:00 to find out!

New members to the group welcome, please contact Miss Williams if you would like to join.

'The Aztecs' on the 'You're Dead to Me' podcast series.

<https://www.bbc.co.uk/sounds/play/p07picw5>

*Miss R Williams, Teacher of History*

have directly emailed all pupils for whom I have had a response from employers regarding their offer.

However, there are still a number of employers who have yet to reply, so for now, it would be best to assume that all work experience booked by myself through the School, will not be going ahead as planned, unless I contact you directly.

I have rescheduled, and will continue to do so, your placements for the next academic year, as we would not wish you to miss out on the fabulous opportunities that had previously been secured. If you have any questions, please do not hesitate to contact me on [weller@whsb.essex.sch.uk](mailto:weller@whsb.essex.sch.uk).

*Ms N Weller, Careers Adviser*

## HOUSE ONLINE CHESS



A House Chess tournament is taking place with house point prizes given for participation. Students will need to go to [lichess.org](https://lichess.org) and create an account, which is easy - it takes about 30 seconds to fill in all the details (a username, password and email for confirmation). You will need to follow the link and enter the password "**whsbonlinechess1**" to join the tournament. Make sure you have joined before 1.15pm on Monday 6th July, and remember that you can join at any point before then. For any questions or help with setting up, please contact me on Microsoft Teams.

*Mr J Yeo, Head of Harrier House*

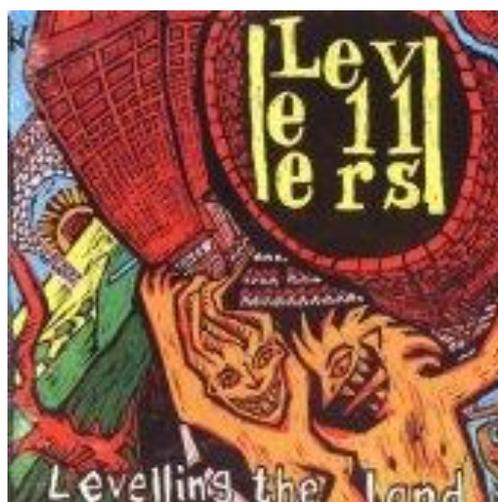
## SUMMER 2020 WORK EXPERIENCE UPDATE

Having contacted all employers who had previously agreed to offer WHSB students a work placement within their organisation during the summer 2020, I

## MR MCGEE'S ALBUM OF THE WEEK

### *LEVELLING THE LAND, 1991*

Now normally, the prefix 'Folk-' before a genre of popular music would have me running for the hills à la Iron Maiden, but there is something about this week's suggested album that intrigued me. *Levelling the Land* is the second full-length album by the Brighton folk-punk group, The Levellers, released in 1991. The album reached number 14 in the British album charts and has since gained platinum status through ongoing sales.



The Levellers are quite an unusual band, not least for their folk-punk style, but for their longevity, their stable make up and their roller-coaster of a career. I am willing to bet that not many of you have heard of them, yet in 1994 they were the

headline act at Glastonbury. This is no mean feat, and is a testament to how big they were.

Their music is catchy for a number of reasons. At its heart are chord progressions that would not be out of place in a track by *Rancid* or *The Clash*, and which make their music very accessible and, importantly, singable. Add to this some clever lyrics, which more often or not tell a story, and you are most of the way there, but The Levellers go that extra step in their fusion of folk elements - fiddles, whistles, mandolins - with driving electric guitars and powerful drum patterns.

This album is the highlight of their output and contains some classic tracks that still grace the airwaves today. The opening track is pure 1990s indie and is followed by furious fiddling that defines their style. The energy level is sustained throughout the album until *Another Man's Cause* changes the pace and mood significantly with its anti-war message. Its reference of the Falklands conflict would have chimed loudly in the minds of those on Glastonbury Tor in 1994 and its message is no less powerful now. When I visited the islands in 2002 I could not shake the chorus of this song out of my head as I toured the monuments and battlefields. This capacity of a song to stay with someone is the hallmark of excellent song writing. Enjoy!

## MR DOWDING'S MATHEMATICAL PROBLEM OF THE WEEK

### Lower School Problem of the Week

A large solid cube is cut into two pieces by a single straight cut (can be diagonally, horizontal, vertical, etc). How many of the following four shapes could be the shape of the cross-section formed by the cut?



### Middle School Problem of the Week

A water tank is  $\frac{5}{6}$  full. When 30 litres of water are removed from the tank, the tank is  $\frac{4}{5}$  full. How much water does the tank hold when full?

## Sixth Form Problem of the Week

There is a set of straight lines in a plane such that each line intersects exactly ten others. Which of 11, 12, 15, 16 and 20 could not be the number of lines in that set?

Pupils are reminded that all solutions to these problems should be passed on to your teachers. Any pupils who are members of the respective societies are welcome to post their solutions on the Microsoft Teams pages for Mr Dowding or Mr Yeo to check and offer guidance.

Anyone wishing to join the societies can do so through the following Team codes:

Lower School Mathematics Society (Years 7, 8 & 9):  
**sdev7q3**

Middle School Mathematics Society (Years 10 & 11):  
**hlrpl3v**

STEP Club (Years 12 & 13): **1rympr0**

## HOUSE COUNTDOWN COMPETITION ROUND 6



If you have watched the television programme Countdown, played the board game or taken part in Countdown Club at School, then this article will interest you. Here are a set of problems that should get you thinking this week. If you e-mail me the answers/solutions, then House Points or Senior Commendations will be awarded to you.

### LETTERS:

For the letters round, you need to make as many words as you can by using the letters below. The idea is to try and find the longest word you can.

ESEPUORAC

RECEOJSGG

### NUMBERS:

For the numbers round, you need to reach the target number, or as close as you can to it, using the

numbers below. You may only use each number once in your calculation and must send me your full working.

Only use the four basic operations of: addition, subtraction, multiplication and division.

Fractions are not allowed, and only positive integers may be obtained as a result at any stage of the calculation.

75, 7, 100, 1, 5, 8            TARGET: 544

100, 75, 25, 50, 6, 2        TARGET: 378

### TRICKY NUMBERS:

100, 75, 8, 7, 4, 3            TARGET: 672

### CONUNDRUMS:

For a conundrum, you need to make a word using ALL of the letters.

OALUDOYIG

NTOACRLEE

If this has gained your interest, then please join the Countdown Club on *Microsoft Teams*. This is organised by a group of very numerate and literate Year 12 students.

### The conundrums last week were:

**passports** and **eavesdrop**. Well done to everyone that entered. House Points and Senior Commendations have been awarded using the *ePraise* system.

*Mr R Barber, House Coordinator*

## KEEP CALM AND CARRY ON COOKING WITH MR MCGEE

### GLAZED FIG SALAD

With the weather getting hotter and the idea of cooking less appealing, this week Mr McGee suggests something lighter, and it is versatile enough that you can substitute the ingredients according to your preference.



### Ingredients

Figs

Rocket / Spinach salad bag

Physalis (cape gooseberry)

Beetroot

Olive Oil

Honey

Balsamic vinegar (optional)

Salt Pepper

### Method

First you will need to prepare the beetroot. Set your oven to 100 degrees and cut the beetroot into cubes. Place them on a baking tray with a little oil and cook for around 10 minutes or until softened.

While the beetroot is cooking, place the salad into a bowl and season. Many people do not think to season salad but it makes such a difference. A good method for this is to apply your seasoning around the edge of the bowl and toss the salad against the sides.

When the beetroot has softened, cut your figs in half and dot a little honey onto them before adding them to the baking tray and returning it to the oven for another 5 minutes.

During this time you will be making the dressing. Put a little olive oil in a jug / cup and SLOWLY add the honey, whisking vigorously all the time. This method will allow the two to combine and not separate.

Take the cooked ingredients out and place on a bed of salad leaves, then add the physalis whole and add your dressing and, if wanted, the balsamic vinegar.



## ‘CHOOSE YOUR BATTLES’ A WEEKLY COMPETITION IN MILITARY HISTORY

Last week’s painting was a tough one and the competition between Arhaan Sabeer in 8W and Rafi Gamma in 8E continues. Last week, it was Arhaan Sabeer who came out on top with the correct answer, which was **The Battle of Assandun**.

### Background

Like the Spartans, the Vikings are one of those warrior cultures who have found themselves at the forefront of popular culture. Currently, *The Last Kingdom* on Netflix and *Vikings* on the History channel have amassed huge television audiences and, recently, Ubisoft has announced the release of *Assassins’ Creed: Valhalla*. Why do Vikings still capture our imaginations? Probably because we like the excitement and brutality of a 1000 year old society that feels like a fantasy world. But what is often forgotten is the juxtaposition of this warrior community with the search for a more sustainable home. It is this focus on sustainability that we find in leaders like Cnut.



In 1013, Sweyn Forkbeard invaded England as the core elites holding positions of power began to die. It was under these crumbling foundations that the unfortunately named Aethelred the Unready fled from the country as Sweyn quickly completed his conquest of the kingdoms of England. In February 1014, Sweyn dies leaving his son, Cnut, already at his young age recognised as a formidable warrior, suddenly in charge. The Witan chose Aethelred, however, whose return to England forced Cnut to regather in Denmark. In 1015, Cnut returned to England with 10,000 men.

He landed in Wessex, and began pillaging across England, picking up defecting Anglo-Saxon lords along the way. But London never fell. After Aethelred died, his son, Edmund Ironside took the throne and bravely withstood the siege. Breaking out with his forces - and after several battles across England - it became clear that it would all be decided at Assandun. Few sources remain of the battle, hence the confusion over where in Essex it actually took place. The sources seem to suggest that the battle lasted a long time and was quite ferocious. They also suggest that the Anglo-Saxons were betrayed by an Ealdorman Eadric Steona who left them completely exposed, and who was described by William of Malmesbury as “the refuse of mankind”. This is understandable, given that the Anglo-Saxons were eventually defeated. The Anglo-Saxon Chronicle states that “all the flower of the Angle kin was slain” or, in other words, the elites of Anglo-Saxon England had been decimated. Edmund made a truce that when one of them died, the other would gain the territories of England. Edmund died on 30th November and Cnut became King.

It is clear that Cnut was a fierce warrior, but his aptness as a ruler is notable as well. With his Kingship he married Emma of Normandy and became King of Denmark and Norway, cementing what is known as the North Sea Empire. After his conversion to Christianity and his pilgrimage to Rome, he promised to rule with justice and mercy, basing laws on those of Edgar the Peaceful. Despite initial harshness, he became much more lenient towards the Saxons and ruled with relative peace throughout his reign. It could be argued that Cnut saw the first English Empire. Perhaps this conquest and empire at the start of England’s formation, later cemented by that of William the Conqueror, is what engrained imperialism at the heart of England from its very inception.

### This week’s painting

Your anagram for this week will give you one of the writers on this battle:

**Anagram:** dentally fond snorers

**Cryptic clue:** When the Pale Rider came for the pale riders?

Post your answers here:

[https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5VVwf3\\_HraBHij4mwYKimM1UQkJQMIVUTE5YTzBQUFVTU0s4VEo4RkgySS4u](https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5VVwf3_HraBHij4mwYKimM1UQkJQMIVUTE5YTzBQUFVTU0s4VEo4RkgySS4u)

Choose your battles wisely...

Joshua Seal, A Level History student

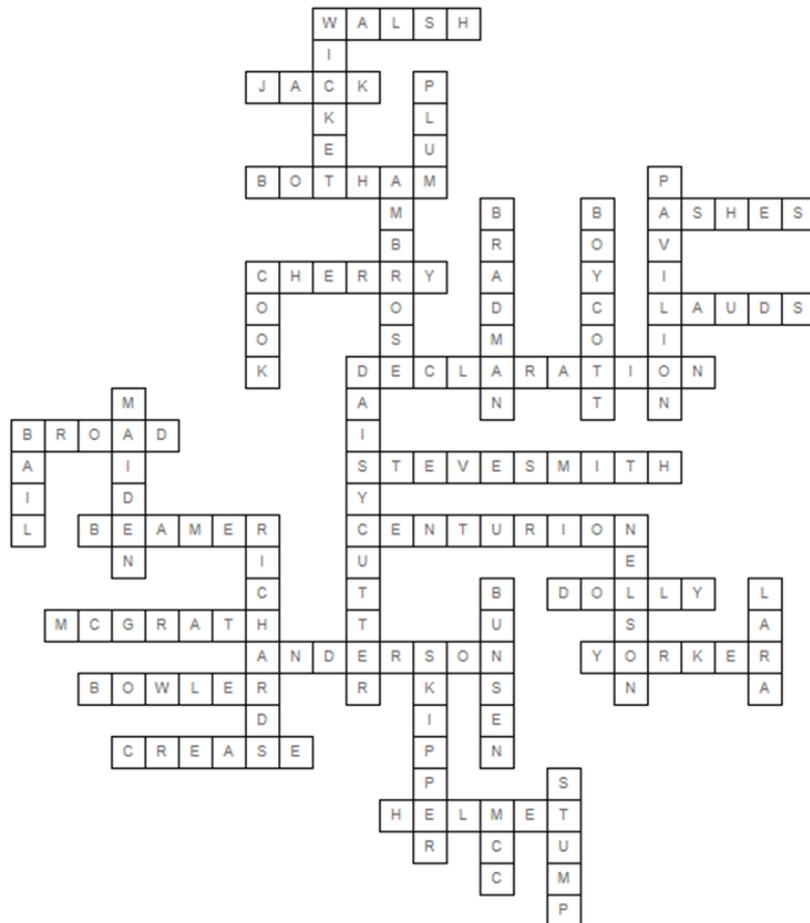
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CHOOSE YOUR BATTLES COMPETITION: THIS WEEK'S PAINTING

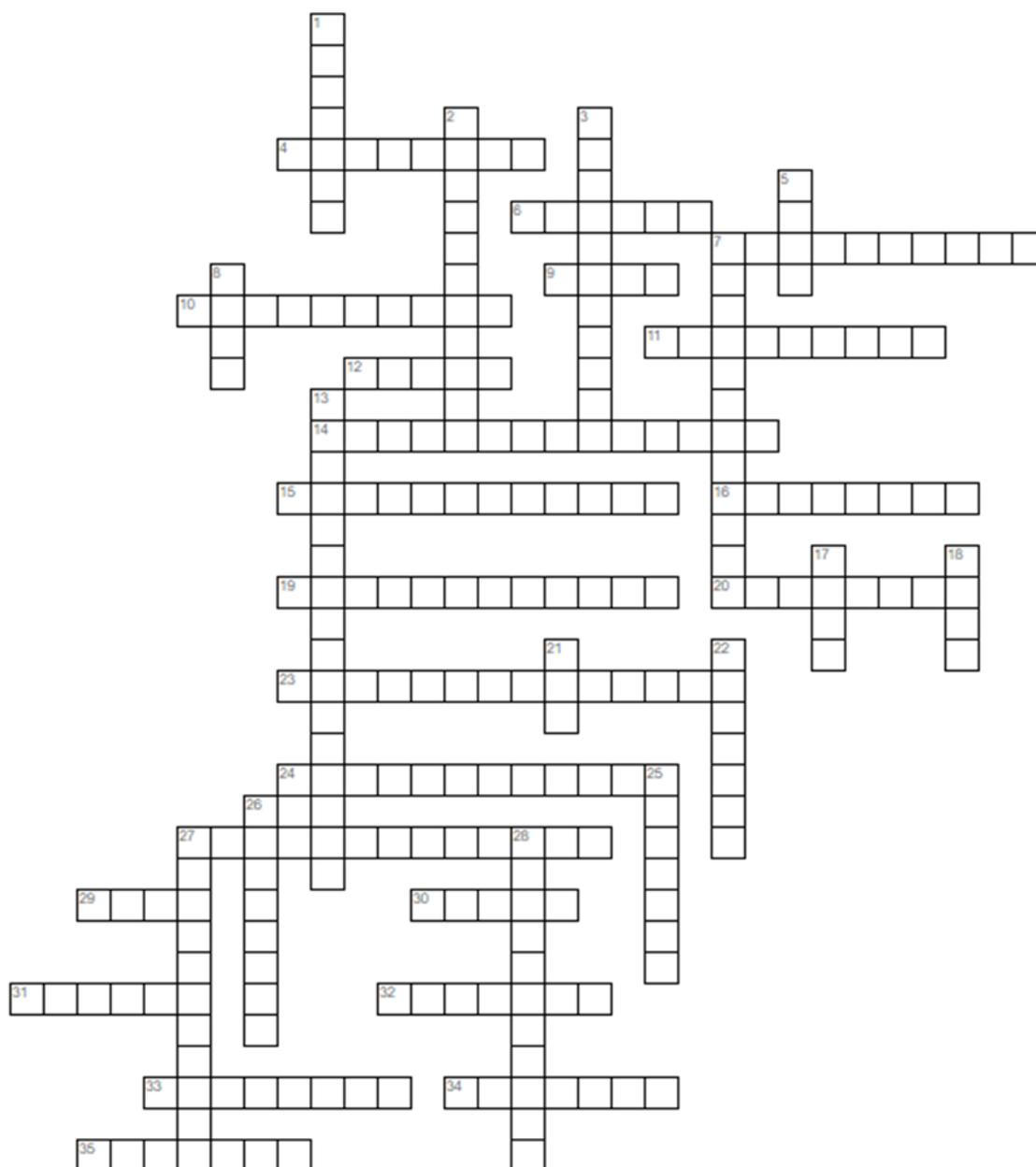


ANSWERS TO HISTORY CROSSWORD 13 (WEEK BEGINNING 22 JUNE 2020)

This week, the winning answer was submitted by Rafi Gamma in a new record time of 1 hour 8 minutes. Well done Rafi!



## MR JEFFREYS' HISTORY CROSSWORD 14



### Across

- 4 Prison where there were stormy scenes in 1789? (8)
- 6 Bundle of rods and axe blade carried by Romans as symbols of power (6)
- 7 A seedy driller? (6,4)
- 9 Guatemalan farming civilisation (4)
- 10 Pirate term stemming from those cooking with griddles (10)
- 11 Earth heap built by Qin to protect their borders (5,4)
- 12 Chinese dynasty of bronze workers that originated the modern Chinese script (5)
- 14 Came from Saxon Wantage to eliminate Saxon wantage? (6,3,5)
- 15 Invader of France, married to a German wife, who died in bed from poisoning (6,3,3)
- 16 It gave Henry VIII a sinking feeling in 1536? (4,4)
- 19 Act of 1862, providing American settlers with 65 hectares of mid-west (9,3)
- 20 Japanese Samurai term for ritualistic suicide (4-4)
- 23 President of the Irish Land League who demanded home rule (7,7)
- 24 Period of Chinese rule that had nothing to do with Dolly Parton? (8,4)
- 27 Chinese Nationalist leader of the Second World War (6,3-4)
- 29 He can be Great or Terrible, depending on the time (4)
- 30 German town of wriggly Diet? (5)
- 31 The King's Capital in the English Civil Wars (6)
- 32 The material that turns reeds into reads? (7)
- 33 Napoleon met his there, as Abba will tell you (8)
- 34 Mother of Henry II who fought long civil war with Stephen (7)
- 35 City of the Hanging Gardens and early mathematics (7)

### Down

- 1 It became less Moor in 1492? (7)
- 2 Dicken's dark dad Ted? (5,6)
- 3 Emperor who first recognised Christian? (11)
- 5 Inca Sun God and progenitor of the Sapa Inca (4)
- 7 Steamy Scot, often hammered, and known as planer? (5,7)
- 8 The 'Martial Emperor' who ruled China from 141BC (2,2)
- 13 Fight near Drogheda between Jamie and Billy? (6,2,3,5)
- 17 Place for pyramids that sounds like the bloke who built it? (4)
- 18 Rus city made great by Jaroslav the Wise (4)
- 21 Animal whose horn makes a shofar (3)
- 22 Where the flowers of the forest a'wede away? (7)
- 25 Archangel known in Muslim world as Jizreel (7)
- 26 Crete-ture that is a cowboy? (8)
- 27 11 pro slavery states undone at Gettysburg (11)
- 28 An upstanding individual in the early years of humanity? (4,7)

## SPORT ON HOLD, BUT JUST FOR NOW

Of all the things that have been restricted and affected by this COVID-19 season, I think sport has been one of the most affected. This is not just for me personally but for almost everyone. Sport is a big part of our lives, with many of us being active in at least one sport and most of us watching and following at least one sport. Unfortunately, the spread of this virus has made sport an impossible activity to be involved in whilst adhering to safety rules. As a result of this, and much to our disappointment, many sports events have been either postponed to a much later date or completely cancelled. For me, this has been quite frustrating, as I am a person who enjoys playing and watching a lot of sport.

Prior to the pandemic, our Year 9 sports teams had been having quite a successful year, with many good results in basketball and rugby. We managed to qualify for the Essex Cup final in both sports and were eager to perform well in the final matches, both on the court and out on the pitch. In football, we had not had that bad a year, making it to the Essex Cup Quarter-final, but we fell short in getting to the semi-finals. However, we did still have the latter stages of the South-East Essex Cup to play in. As well as these county matches, we also had some big national competitions to take part in, such as the national basketball and the Roslyn Park Rugby 7s, one of the biggest 7s competitions in the world. We aimed to win in both competitions and we had a strong chance of achieving our goal and bringing some more trophies back to Westcliff. Unfortunately, we did not get to play in any of these matches and competitions due to the COVID-19 spread and many of us were very disappointed to hear that we would have to wait until next year.

It was also a shame for us to not be able to enjoy a full athletics season as we hoped to defend our record-breaking national title for the first time in the English Schools' Track and Field Cup. Last year was an extremely successful year, with our Junior Boys' team being placed first in the nation with a record of 611 points in the final round. This year, we looked to build on our success and perform even better than last year, but unfortunately we did not have that opportunity. As well as team records, many of us had set personal records for the School, such as myself, Dikachi Godwin, Al-Ameen Salaam, Noah Louis and Brendan Burgess. It would have been nice to get the chance to achieve more success and do well for the School and the Physical Education Department.

For those of us who participate in athletics outside School, this time has been extremely frustrating. Year 9 athletes were heading into our prime season as second-year under 15 athletes and it was very likely that a few of us would have represented Essex at a national level and performed very well. Due to the pandemic, we have missed the National Track and Field Cup, The London Anniversary Games and many other big competitions. However, we still do have a few competitions to prepare for before the end of the season, such as The English Schools' Combined Events.

Despite all of this, it is best for us to illustrate resilience through remaining positive and maintaining training at home or at the park (whilst adhering to social distancing rules) so we can be prepared and ready to achieve success in sport inside and outside of School next season in Year 10.

I hope that we can find success in all sports in the next season. In the meantime, below and on page 19 are some photographs to remind us of those special moments.

*Donell Amoako, Year 9*





## NATURE INSPIRED LAMP BACKGROUND

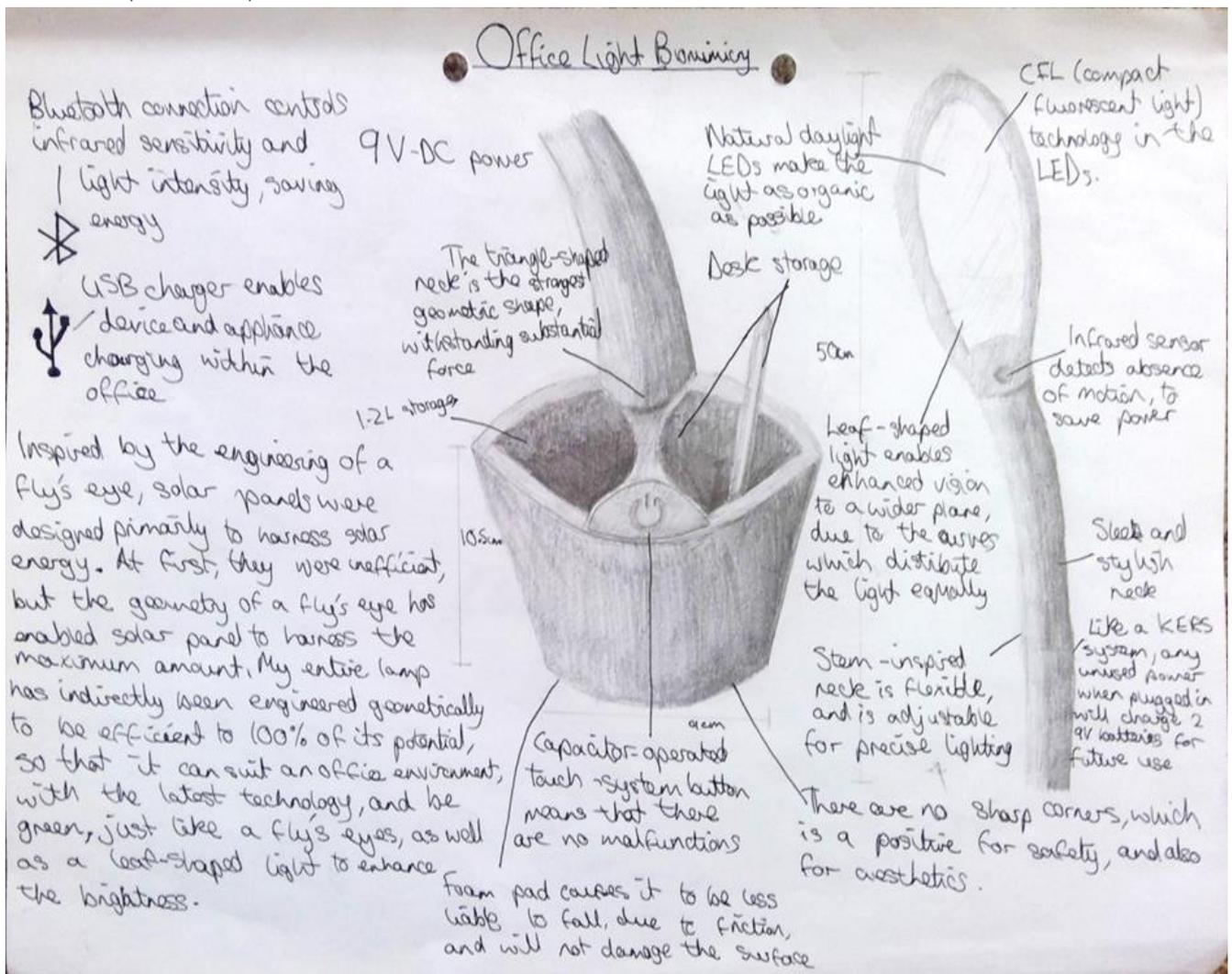
When tasked with designing a nature-inspired office light, I placed myself in the state of mind of a consumer. This is a technique which places ideas almost immediately: a consumer needs storage, a charging area, easy operation, and an overall affordable price. After this, application is a key area which helps establish a final idea.

In my design, I added USB charging ports, a 9VDC power cable, with CFL (Compact Fluorescent Light) technology with natural daylight lights; not only this, but I have also included a revolutionary infrared sensor which detects a lack of motion for automatic power down for energy-saving purposes.

Solving the enigma of advancing the world technologically has always been a challenge and research has been vital. STEM (Science, Technology, Engineering and Mathematics) and engineering have been fundamental factors in advancing research, and consequently the world continues to have a demand for engineers and scientists.

From a young age, I looked up to my brother, a WHSB student, because of his scientific intellect. I learned techniques for sketching, physical and mathematical equations, and mechanical understanding. The STEM subjects began to interest me, and before I knew it, I had designs and electronic ideas for seawater-powered cars, dynamo phone chargers, and even antibiotics without any side effects or damage to the human body.

### Nature Inspired Lamp



Samuel Kasakaitis, Year 9

## WHERE IN THE WORLD?



Congratulations to all those who correctly identified last week's location as **Salzburg, Austria**. Here is a fun fact: Mozart was born in Salzburg; however, at the time of his birth it was not part of Austria but a self-governing state. Therefore, Mozart was not actually Austrian but Salzburgian!. House points have been awarded to those who submitted correct answers.

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

- This place has historically been a popular tourist destination; however, has been plagued in recent decades by resource conflicts.
- This volcano is located in a national park, boasting a rich biodiversity that is home to many endangered species. It is one of many wildlife parks in this country.

Please submit your answers via this Microsoft Form by **Thursday 2 July 2020**:

<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPAnzszFDiqmfUFjxEshUNKJRWIVBODIaOENKOEo1RTIJSk03MDExQS4u>



Mr L Norman, Teacher of Geography

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## THE LEARNER PROFILE

### COLLABORATIVE AND SUPPORTIVE

#### Friendship

As the School community is aware, Mrs Mumford, Mr Bleakley and I meet with a group of Year 7 pupils each week, and we have continued to do so 'virtually' since the lockdown. It is always a pleasure to see and hear from the pupils and to understand how they have been managing during the lockdown. For the most part, the pupils have risen to the challenge posed by studying from home. Despite some initial difficulties with organisation, they have quickly become familiar with Microsoft Teams and developed a routine for their work, supported by the teachers and their parents. They are to be commended on their ability to quickly adapt to a significantly altered and difficult situation.

I have a great deal of admiration for how our pupils have coped, as it says a great deal about their character and resilience, however I have noticed during this period some pupils have been feeling increasingly low about not being able to see and meet with their friends, and they have shared those feelings with us. The loss of regular social contact with friends is not an easy challenge to overcome, and I would encourage pupils to recognise that it is perfectly normal to feel low about missing one's friends; it is an understandable reaction to a difficult and frustrating situation.

At WHSB, we place great emphasis on the importance of each pupil having confidence in himself or herself; pupils need to recognize their abilities and their own true self-worth. In possessing that confidence, pupils can trust in themselves. That is important, but so too are those people around them, most importantly the people they can trust – their good friends.

Knowing that you can trust your friends and others, and rely on each other for support, makes your tasks and decisions easier. Having friends you can trust, who will stand with you in difficult situations, is really important. As Ralph Waldo Emerson noted, "the only way to have a friend is to be one".

The following phrase is attributed to Maimonides, a twelfth-century Jewish philosopher "Do not walk in front of me, I may not follow. Do not walk behind me, I may not lead. Walk beside me and be my friend". A friend is someone who walks alongside, someone who can be your companion, who can share some or the whole of life's journey with you.

It might be argued that the way society perceives friendship appears to be changing. The advent of social media/networks have perhaps encouraged a tendency to 'collect' people. However how many of those 'collected' could be described as real friends?

What does it mean to be a friend? The Roman philosopher, Cicero, believed that to have a true friendship with someone, one must have complete honesty, truth and trust. He considered that friends would do things for each other without expectation of repayment. This is a very basic idea of friendship.

Within the WHSB community, it is usual for our pupils to make friends who walk alongside them during this phase of their lives – their schooling; these are friends on whom they can rely for support and friendship. However, some of those relationships formed may continue so that those friends walk alongside each other throughout their lives.

It is evident that friends are important for us all. Just as it is clear that being a real friend requires commitment and effort. The current circumstances caused by the pandemic make it very difficult to see our friends on a regular basis, however this challenge is also an opportunity to demonstrate our commitment towards our friends because we have to make more of an effort to talk with them or see them. Therefore, I encourage pupils to be a good friend and to make (or continue to make) the effort to stay in touch and to support and encourage each other through these difficult times.



Headmaster

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## HAVENS HOSPICES LAUNCH CORONAVIRUS CRISIS BEREAVEMENT HELPLINE FOR CHILDREN AND ADULTS

ADULTS and children across Essex facing bereavement during the Coronavirus pandemic are now able to access a professional counselling service thanks to a new initiative by Havens Hospices. Based in Southend, the charity cares for children and young adults from across the county and is partnered with the Southend, and Castle Point and Rochford Clinical Commission Groups (CCGs) to secure funding, establishing the Coronavirus Crisis Bereavement Line which can be contacted on 01702 220321.

The telephone support service is open seven days a week between 9am and 6pm and is staffed by trained counsellors and bereavement workers who are able to offer emotional support and signposting for adults and children who are bereaved either directly or indirectly as a result of the Coronavirus.



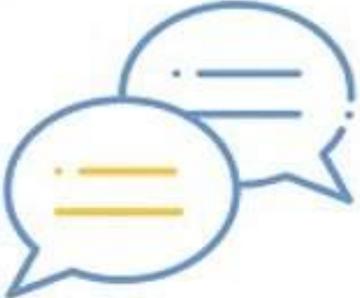
Havens Hospices

### Coronavirus Crisis Bereavement Line

# 01702 220 321

A telephone helpline for bereaved adults and children in Essex, whose loved one has died directly or indirectly as a result of Coronavirus.

Our telephone line is open seven days a week 9am-6pm.



**T: 01702 220 321**  
**W: [havenshospices.org.uk/crisisline](https://havenshospices.org.uk/crisisline)**  
**E: [wellbeing@havenshospices.org.uk](mailto:wellbeing@havenshospices.org.uk)**  
Registered Charity Number 1022119

To contact the Coronavirus Crisis Bereavement Line, call 01702 220 321 seven days a week, 9am-6pm or email [wellbeing@havenshospices.org.uk](mailto:wellbeing@havenshospices.org.uk).

If anyone is experiencing a physical or extreme emotional reaction due to grief, please call your GP or 111.

*Mrs J Clarke, Community Development Office*

# THE WEEK AHEAD

## WEEK BEGINNING 29 JUNE 2020

Please see inside *The Westcliff Week* for details of further activities. Clubs and Societies Team code xkzlh2s.

Day	Date	Time	Activity
MON - SUN	29 June-5 July	N/A	WHSB Lockdown Gallery 2020 (featured in previous issues, Mr T Sinnott)
		N/A	Music Theory Tuition – YouTube ‘itchy2learn’ (Issue 5)
		N/A	Centenary House Competitions (update on Page 2)
		N/A	Individual Music Lessons 2020-21 applications deadline 17 July (Issue 13)
		Various	Online quizzing opportunities (Issue 8)
		Various	Culture Vultures online, various (Issue 10)
		N/A	Rare Islamic Books & Manuscripts online, National Library of Israel (Issue 12)
		N/A	Join House Online Chess (page 12)
MON - FRI	29 June-3 July	N/A	Wargaming Team: Bloodbowl League
		N/A	BBC Science & History Education offer (Issue 5)
		N/A	P.E. with Joe (featured in issue 1)
		N/A	Mr Jeffrey’s History Crossword competition (page 18)
		N/A	Choose Your Battles Competition (page 15)
		N/A	House Typing Challenge (Issue 9)
		N/A	House Countdown Competition (page 13)
		N/A	Mr Dowding’s Mathematical Problem of the Week (page 13)
		8.45am	Hallway Gym Class with Mr Moore (all invited), Details in Issues 6 & 7
TUESDAY	30 June	1.00pm 4.00pm	Healthcare and Medical Society Westcliff Drama Online
WEDNESDAY	1 July	1.00pm	Weekly Watch with Miss Williams (page 11)
		1.00pm 4.00pm	MOxbridge English (Sixth Form) Bibliophiles Book Club (Middle School, Sixth Form and staff)
		6.00pm	Quiz Night for Form 7S (see page 11 for details of dates for other Year 7 Form Groups)
THURSDAY	2 July	7.30pm	Mr Derrick’s Film Club ‘Watch-along’ (page 11)
		N/A	Deadline for responses to this week’s <i>Where in the World?</i> (page 22)
		N/A	Reading Beyond the Classroom – deadline for this week’s book reviews (Issue 11)



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