



The Westcliff Week

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Welcome to *The Westcliff Week*, and I would like to thank all those pupils and members of staff who have submitted the superb articles for this week's issue.

In particular, it is wonderful to see so many interesting and varied articles from our pupils. We know from discussions with pupils who wrote articles for *The Westcliff Week* during the lockdown last year that, their readers aside, the experience proved most valuable for them personally. The additional reading required supported their independent study and progress in the classroom, as well as their personal development. This work was also beneficial for the older students completing their UCAS Personal Statements, particularly for those applying for the most competitive places at universities. In doing so, aside from being able to discuss in depth the additional areas researched, they were able to share further ways in which they had made a positive contribution to their School community and, in this case, during some very difficult circumstances. Therefore, I congratulate the pupils who continue that excellent work, and urge others to consider taking up this challenge.

It is also pleasing to note the tremendous engagement of pupils in the range of extra-curricular activities offered during the lockdown. We are fortunate indeed to enjoy the support of outstanding and committed members of staff and pupils who work hard to ensure all pupils can access enjoyable and exciting extra-curricular opportunities. Engagement in the wide-ranging programme on offer is essential. Aside from the many benefits pupils enjoy from these activities in normal times, such as personal development, increased confidence and widening friendships and support networks, these opportunities play a wider role at this time. During the lockdown, wider engagement with extra-curricular activities helps maintain important social contact, levels of confidence and a connection with the School beyond day-to-day online teaching and learning. This is key to pupils' well-being and it will also pay dividends when

all pupils are able to return to School, as that transition will be so much easier for them. It is also wonderful to hear accounts of entire families engaging in some of the activities and I hope you will find further opportunities to do so in these pages.

Recently, Mr Bleakley, Assistant Head, circulated a note to parents regarding resources available through the CEOP (Child Exploitation and Online Protection) organisation - part of the National Crime Agency. The resources help pupils and families learn how to stay safe online. As so much activity takes place through the internet at this time, we encourage all pupils and parents to become familiar with the content of CEOP's special set of **Online Safety at Home** packs. These resources include simple 15-minute activities for families which support their child's online safety at home. I would like to thank Mr Bleakley for his work on promoting these important materials and we hope you find them helpful.

<https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/>

This week, the Prime Minister has announced that, in the week beginning 15 February, he will share further information regarding the management of the pandemic. We understand that, subject to an improved position with regard to a fall in COVID-19 infection rates and the continuation of a successful vaccination programme, the Government intends to publish its plans for the way forward in the week beginning 22 February. We await those further details which we hope will provide pupils, parents and schools with an understanding of the Government's intentions for a partial or full return to School. I shall write to parents and pupils nearer that time.

In the meantime, I offer my best wishes to you all for the week ahead, and I thank Miss R Williams, Teacher of History/Project Leader, and Mrs H Murrell, School Librarian, for their work in co-ordinating the publication of *The Westcliff Week*.

Headmaster

HOUSE EVENTS AND SCORES

The range of House activities planned for this term continues to grow, with more to come.

Please see *Microsoft Teams* and emails for full details about how to enter the events below.

- House Countdown (see page 24)
- House 'Keepy-Uppy' - football challenge
- House Mario Cart
- House Rocket League
- House Online Chess
- House Chinese New Year Report
- House Capital Cities
- House Robert Burns Research Project
- House Year 7 Mission to Mars Habitat Challenge
- House Design and Create a Species
- House Spanish/Languages
- House General Knowledge
- House Ditloid Quiz
- House Sport Logos
- PSHEE House Healthy Lifestyles workout with Joe Wicks
- House Climate Change, British Museum Online Lecture (18 February 5.30pm-6.45pm)

The House Scores remain close (photograph below)



Latest House Points Score, Thursday 4 February 2021

Deadlines

- Year 7 House Ditloid Quiz: 13 February 2021
- Year 8 House Sports Logo Quiz: 6 February 2021
- PSHEE Robert Burns Research Project: 8 February 2021

Please join in with as many of these activities as you can - every time you enter a House Competition, you will gain participation points which will be added to your House total.

Mr R Barber, Senior Head of House



HARRIER



KESTREL



MERLIN



OSPREY

LEGO CLUB



LEGO Club is a club made especially for anyone who wants to have fun and get creative with the amazing product that is LEGO. Whether you just dabble with these bricks in your spare time or you are a full-

on brick fanatic, there is something here for you.

With frequent Lego Challenges to kick-start your creativity, Weekly Lego News to keep you up to date, set discussions and much more, you are guaranteed to find something you enjoy here, along with a fantastically supportive community of like-minded Lego Masters! It does not matter whether you prefer to follow instructions and build sets or let your creativity loose and make something on the fly, you are welcome to join!

If you want to see what other people have built out of Lego, discuss the newest Lego sets, and get inspiration for your own builds, then LEGO club is without a doubt the place for you to be.

Students of all Years are welcome. We have a *Microsoft Teams* group set up, and you can join it at any time - there is no passcode. Teachers are welcome too, and there is no pressure to stay if you are not enjoying it!

We look forward to hopefully seeing some of you there.

Best wishes, and Happy Building!

Gavriel Levy, Year 9 and Ms C Porter, Teacher of Religious Studies

THIS WEEK IN HISTORY

THE SIMPSONS BECOMES THE LONGEST-RUNNING PRIME-TIME ANIMATED SERIES



On 9 February 1997, Matt Groening's animated sitcom *The Simpsons* became the longest running animated series on television overtaking *The Flintstones*. Since series one aired in 1989, 695 episodes have been made!

The sitcom, which began life as crudely drawn characters appearing in short clips on *The Tracy Ullman Show* (an American variety show), is now in its 32nd season and has received widespread critical acclaim. Not content with making episodes, there has been a wide range of games, clothes and even a feature-length film. The Simpsons' merchandising industry is supposedly worth \$1 billion. As far back as 1990, American retailers even spoke about their experience of 'Bart-mania'!

I have long been a huge fan of *The Simpsons*, not just because of its gags and famous catch phrases, but because of its subtle coverage of important issues in American politics and society. It is of little doubt that there is a left-wing bias in many episodes, and the show covers important issues such as gun rights, LGBT and equality issues, religion and even American foreign policy. Fans of the show will point to the rampant corruption shown in the police, justice and political systems in Springfield, which perhaps gives us some clue as to what Matt Groening and his Executive Producer (James L Brooks) think is wrong in the USA.

Famously, *The Simpsons* even predicted Trump's Presidency in March 2000 (16 years before it actually happened), suggesting that the producers are more tuned in to the challenges facing the USA than most citizens would give them credit for. In Series 11, Episode 17 ('Bart to the Future'), Lisa inherits the Presidency after Donald Trump creates a budget crisis.

Perhaps Joe Biden would do well to watch the solution!

Such is the cultural significance of *The Simpsons* that it is often talked about at the very highest level of US politics. When seeking re-election in 1992, George H.W. Bush proclaimed that "we need a nation closer to the Waltons (an American drama which promotes strong family values), than the Simpsons".

So, love it or hate it, *The Simpsons* becoming the longest running animated series shown on prime-time television is a significant cultural and political event. Perhaps the outrageous predictions for the future are not as far-flung as they seem...

Mr S Neagus, Teacher of History/ Senior Progress Leader: Middle School

ALAN TURING AND THE ENIGMA MACHINE



I recently fell in love with this story of the Enigma Machine, how it impacted World War II, and how Alan Turing and his colleagues were able to decipher the code from the Germans.

Enigma is a mathematical code discovered by the Austrians and the British during World War II. It was extremely critical at the time because mathematicians and codebreakers believed that breaking the code would win the war. The Enigma machine was what the Germans used to encrypt their communication, and so breaking the code would help the Allies understand where Germany would strike next. At the time, the whole process of solving the enigma machine was kept a secret and remained that way for 45 years, due to the groundbreaking techniques that were used. If the Germans discovered that the British knew about their military attacks, they would change the shape of the Enigma machine creating a whole new code to decrypt. Furthermore, a lot of the technology used in breaking the Enigma code also laid the foundations for modern computing. Making that available to potential enemies would have caused more problems for the

British intelligence agencies. For these reasons, it was the 1990's before the details were made public.



The main brain behind breaking the code is a mathematician named Alan Turing. He was a brilliant mathematician, but also one who was quite lonely and often bullied when he was a young teenager. Alan Turing was gay, which at the time was considered to be illegal. He

had to hide it for a long time because if people knew he would be detained or attacked. In fact, when his homosexuality was discovered he had to take medicine to try and cure him of what people at the time believed to be an affliction. All of this led him to taking his own life due to depression, and his contributions towards winning World War II went unrecognized for a long time.

I find this topic extremely interesting as it shows us that even though a problem can be very difficult, you should never give up. The Enigma Code is extremely complex, and analytically seemed unsolvable. Alan Turing, instead of believing it was unsolvable, tried the problem from a different perspective by narrowing down a trial and error process. It took him about a year of working on the problem to decide on this method; that is, a year of getting it wrong before he even began to see a solution that may work. From there, another year was required to take his idea and make it work.

A lot of different disciplines in Mathematics came together to break the Enigma Code. Ultimately, a series of clever leaps to limit total numbers of cases, as well as leaps in computing technology, made the process of breaking the code through trial and improvement possible. Initially, running every case through the code breaking machine would have taken over two years; a pointless exercise when the code was changed daily. After improving techniques, machinery, and limiting some of the cases (for example, spotting that "Heil Hitler" often came up in correspondence), this was narrowed down to a more manageable timeframe.

The machine used to break the Enigma Code was the blueprint for modern computing, and I think it is a fair assessment to say that modern computing would not exist without Alan Turing and his team.

Jahnuzan Vakeesan, Year 9

PROTESTS AT THE HEART OF US DEMOCRACY

It was a dark day in US History. A large crowd of protestors had united together outside the White House, in admiration of President Trump to listen to his skeptical rally about the "stolen" election. Soon after, word came out that fellow pro-Trump supporters stormed the US Capitol.

It was 6 January 2021, Trump supporters gathered in Washington to hear President Trump's speech at his 'Save America' Rally. During this rally, Trump falsely claimed the election was rigged and he would never concede. He urged the crowds of people to march on to Capitol Hill, the heart of modern US Democracy. In the Capitol, at that moment, a joint congressional session was being brought to order by House Speaker Nancy Pelosi to certify the US Presidential Winner Results to Joe Biden. However, the President's vocal army of supporters descended on the Capitol Building.



Chaos ensued in the Capitol. All political leaders in the Senate and House of Representatives were evacuated. Rioters shouted, waving Trump and American Flags as their sign of patriotism. Thousands of protestors stormed the US Capitol Building, breaking barricades at all sides of the US Capitol and violently clashing with officers, including reinforcements from the local Washington Police Department who arrived on the scene. Once they were inside, protestors violently vandalized and looted offices of key members of Congress.

Finally, after some hours had gone by, the situation was under control. The Mayor of Washington deployed thousands of National Guard Troops and ordered a 6.00pm curfew to go into effect that night.

Multiple World Leaders across the globe called for peace and described the riots as "an attack on democracy." With some specifically blaming Trump for inciting the violent attack.

So, in conclusion, the US Capitol Riots were indeed a series of protests at the heart of democracy, however was it really necessary? Is Trump truly the person to be blamed for these attacks or was there another side to this story?

Aaryan Vatsa, Year 8

MUSIC BOX: A WORK A WEEK

THE ARMED MAN: A MASS FOR PEACE

Karl Jenkins, a British composer who has written award-winning music for advertising, created this choral work for the Royal Armouries, a museum of medieval military objects housed in the Tower of London. The idea, writes the museum's director, was to use the medieval tune *L'homme armé* (The Armed Man) to create a modern mass, just as composers of half a millennium ago did with some frequency -- and thus, "to look back and reflect as we leave behind the most war-torn and destructive century in human history."



L'homme armé is a small scrap of music which says that "the armed man must be feared." No one really knows why it was so popular in its day. One theory is that it referred to the retaliation against Islamic forces following the fall of Constantinople (now Istanbul) in 1453, and is therefore a patriotic manifestation of European thought in the medieval period.

Writing in a blog, Eric Paetkau of the Saskatoon Symphony Orchestra painstakingly details the references to different texts across history that can be

found in Jenkins' piece. I would like to share these with you now so that we can truly appreciate the complexity of *The Armed Man*. Eric Paetkau writes:

"The text incorporates words from religious and historical sources, including the Islamic call to prayer, the Bible (e.g. the Psalms and Revelation) and the Mahabharata. Writers whose words appear in the work include Rudyard Kipling, Alfred Lord Tennyson and Sankichi Toge, who survived the Hiroshima bombing but died some years later of leukaemia.

The *Armed Man* charts the growing menace of a descent into war, interspersed with moments of reflection; shows the horrors that war brings; and ends with the hope for peace in a new millennium, when "sorrow, pain and death can be overcome." It begins with a representation of marching feet, overlaid later by the shrill tones of a piccolo impersonating the flutes of a military band with the 15th-century French words of "The Armed Man". The Sanctus has a military, menacing air, followed by Kipling's "Hymn Before Action". "Charge!" draws on words from John Dryden's "A song for St. Cecilia's day" (1687) and Jonathan Swift citing Horace (Odes 3,2,13), beginning with martial trumpets and song, but ending in the agonised screams of the dying. This is followed by the eerie silence of the battlefield after action, broken by a lone trumpet playing the Last Post.

"Angry Flames" describes the appalling scenes after the bombing of Hiroshima, and "Torches" parallels this with an excerpt from the Mahabharata (book 1, chapter 228), describing the terror and suffering of animals dying in the burning of the Khandava Forest. Agnus Dei is followed by "Now the Guns have Stopped", written by Guy Wilson himself as part of a Royal Armouries display on the guilt felt by some returning survivors of World War I. After the Benedictus, "Better is Peace" ends the mass on a note of hope, drawing on the hard-won understanding of Lancelot and Guinevere that peace is better than war, on Tennyson's poem "Ring Out, Wild Bells" and on the text from Revelation 21:4: 'God shall wipe away all tears'."

Paetkau's analysis is in-depth and helps to illuminate the hidden genius behind the piece. While one can enjoy sections of this work in isolation, it is certainly best to be consumed in its entirety. Jenkins is a populist composer who knows how to make a melody stick in the ear and when charting the work from beginning to end, you can feel his frustration at the futility of human conflict as well as the capacity within our species for overcoming adversity.

Having played this work from three seats (trumpet, percussion and tenor) I have had the privilege of 'seeing' it from a variety of positions, and that is something I think we should all do as listeners. Listen to Handel's Messiah with the wondering ears of the common folk who attended its Dublin premier, empathise with the ailing Mozart as you take in his Requiem and cheer along with Shostakovich as you listened to his attack on the Soviet state in his 5th Symphony.

If you enjoyed this work, try Britten's War Requiem or Bernstein's Mass.



Listen out for: The wide variety of musical references Jenkins works into the piece – a truly global offering.

Mr A McGee, Teacher of Music

immediately. Numerous assessments have found that the AI is between 65 to 75% accurate. Brendan Morris, chief researcher, also says that biased or controversial assessments are revised and checked to make sure the results are fair.

Given the challenges of lockdown and its impact on music in schools, this scheme could help disadvantaged groups to get involved in music and have feasible lessons through the lockdown. But, could the scheme be further simplified? Could the scheme work for other instruments besides the piano? All we know is that the development of technology is a constantly moving picture, often posing more questions than it answers. However, we have seen the astonishing and life-changing impacts of technological advancements, and this scheme is no exception.

Rafael Gamma, Year 9

AN ARTIFICIAL INTELLIGENCE PIANO TUTOR?

We have all seen the impact that technology has had on music up to now; synthesisers, amplifiers, effect pedals, and the vast array of studio recording techniques. However, recently it looks like the wonders of technology are about to push new barriers and expand its influence on music even further. Reading the Classic FM website (something that I highly recommend for musical inspiration and discovery), I found out that Artificial Intelligence (AI) can assess your piano skills just by watching you play.



A computer assessing a pianist's skill with human accuracy? Researchers in the Computer Engineering base of the University of Nevada, Las Vegas, have conducted a study examining 61 piano performance videos on YouTube. They then asked a trained pianist to manually judge each pianist's skill level ranking them from 1- 10. The researchers then used half of these videos to train a neural network to do the same thing. The scale indicates either pre-collegiate skill level at Level 1, and post-collegiate mastery at Level 10, so the grading is very considered and accurate. When tickling the ivories, 'AI' has been taught to visually assess the virtuosic and technical skills, both unique to each person. For example, someone shown playing a complex piece or section, perhaps by Chopin or Beethoven, will be indicated as a high- grade player

THE LANGUAGE CORNER

With the COVID-19 pandemic transforming our traditional classrooms into virtual ones overnight, we all had to adapt quickly to a new way of delivering our lessons. Different subjects require different approaches to remote teaching and each subject comes with its own challenges. To learn a foreign language there are four key skills that need to be practised regularly: writing, speaking, reading and listening. The hardest skill in MFL to maintain during remote learning is speaking. This is where our Language Assistants are proving invaluable, encouraging students' engagement, making lessons more interactive and providing the much-needed speaking practice.



This week, I would like to introduce you to our Spanish Language Assistant, Ánxela Bernárdez.

Ms I Fernández-Martínez, Teacher of Spanish



¡Hola chicos! I have said this phrase in the last four months more than ever before. Usually in Spain I would simply say “hola” or “holiwi” (I do not know where that came from, but it is part of me now) but for some reason “chicos” joined the greeting when I started working at WHSB. Anyway, my name is Ánxela and I am the Spanish Assistant this year.

I come from Vigo (Galicia), the best city in the world! I am not the one saying it, it is our Mayor, Abel Caballero; who studied at the University of Essex - what a small world! Perhaps this may be overstating it slightly, but we certainly do have the best Christmas lights (google the town and you will see what I mean). I am 24 years old and I have lived most of my life there, often visiting family and friends in other parts of Galicia and crossing the Miño from time to time for a day trip in Portugal. Quick facts about me: I am a vegetarian, a feminist, love to travel, close to having an eidetic memory and years ago I almost broke a friend’s kitchen wall after slipping (this is true)!

I have a real interest for languages, more specifically in linguistics, and that is the reason I studied Foreign Languages at University. This degree is essentially English philology, but you also choose a second and a third language; in my case, French and Portuguese. These three languages were not new for me; I started studying English in primary school, French in secondary school and with Portuguese, apart from it being closely related to Galician (my other mother tongue), I have always been familiar because of my visits there. The same year that I started the degree, I signed up for an Italian course and I received my B2 level certificate prior to arriving in the UK.

Two months before finishing Secondary School, having already studied Latin and Greek for three years, I told some friends I wanted to study Astrophysics. My

former Physics teacher found out and was a mixture of proud and angry. He had encouraged me to study Sciences, but I had not paid attention because I was not keen on Biology and here I was saying that I would like to study Forensic Anthropology! Having said this, I did settle on studying Foreign Languages at University in the end. My love for Astrophysics is still there though, as is my idea of becoming an actor - I guess one of these days I will figure out my life!

After finishing my degree, I moved to a small city near Oslo, Norway, with an Erasmus scholarship to be a Spanish Assistant. I spent the best year of my life there. I learned to live by myself, travelled a lot (oh, life before COVID-19!), made a few friends, tried new food and learnt (a bit of) Norwegian. Despite sharing a name, my job there was quite different than the one I do here at WHSB. In Norway, I only worked with Sixth Form students and my role was more like that of a teacher: I helped with exercises, writing, speaking, I taught grammar and I taught twentieth century Spanish history. Here, apart from Sixth Form, I also work with Years 10 and 11 and the job is focused on practising speaking. I take the Years 10 and 11 pupils in groups of two or three for 5-10 minutes and ask them questions about the topic they are studying: “What would you do if you could take a gap year?”, “Describe a member of your family”, “Why do you think School rules are necessary?”. The sessions with Sixth Form students are quite different. I have a complete period with two of them where we also talk about what they are studying, but as they have a higher level of understanding in the language; the conversations are more complex and lead sometimes to interesting debates! I also give them more information on the topics, for example, we are currently talking about social movements in the Upper Sixth, and I decided to teach them about the *Prestige* oil spill in 2002 and how that affected Galician (and Spanish) society.

I am really enjoying my time at WHSB and the students seem to be having fun as well, so I could not be happier. I only have four more months here and I feel quite sad thinking about it. I just hope COVID-19 cases keep decreasing in the following weeks so that we can go back to School and that I get to fully experience this country.

¡Hasta pronto!

Miss A Bernárdez, Spanish Language Assistant



See page 33 for our House Spanish Crossword Competition!

THE WORK OF YAD VASHEM

On the 27 January, we marked International Holocaust Remembrance Day. This is a day recognised internationally to commemorate the victims of the Holocaust; an event which led to the systematic extermination of 6 million Jews, around two thirds of Europe's Jewish population. While the 27 January, the date of the liberation of Auschwitz concentration camp, has been adopted as the day of memorial for most Western countries, Israel's national day of remembrance, 'Yom HaShoah', falls later in the year.

Yad Vashem, meaning 'a memorial and name', is the biggest Holocaust memorial site in the world and is located in Jerusalem, Israel. The importance of Yad Vashem is apparent. It seeks not just to remember the victims of the 'Shoah' (Hebrew term for the Holocaust), but to educate the world on its effect. Yad Vashem is located on the Western slope of Mount Hertzl (the Mountain of Remembrance). The site features a number of memorials, a research centre and a museum that documents the persecution of the Jews chronologically. Yad Vashem has become a site of pilgrimage for many Jews; some hoping to find answers as to the fate of loved ones, and others as a site of remembrance for the atrocities committed under the cover of war. Yad Vashem also stands symbolic of genocide prevention; as long as the Shoah is remembered, these events should never be repeated.

The primary memorial on site is the 'Hall of Remembrances', constructed in 1961. Rather than using the Jerusalem stone like the rest of the Yad Vashem buildings, it is made from basalt boulders from the Sea of Galilee. The construction is rather empty, save for an eternal flame that burns indefinitely, with the names of the 22 Nazi camps engraved into the floor. The smoke exits the building through a small opening at the top of the roof. In the centre of the room, a stone crypt is filled with the ashes of victims brought to Israel from the death camps. Whilst it is not explicitly stated, it is clear that the design of the structure reflects that of a gas chamber.

A memorial of the site is the 'Hall of Names', a dome structure featuring over 600 photos and the testimonies of victims. Pages of testimony are issued by Yad Vashem for family members and friends to commemorate those that they lost in the Holocaust; the archives currently hold over 4 million submissions. The base of the memorial is filled with water which



Hall of Remembrances constructed in 1961



The Hall of Names

reflects the photos in the dome, representing those victims unknown and undocumented.

Yad Vashem commemorates not only Jewish victims, but also seeks to honour resisters of the Nazi regime, dubbed the 'righteous'. These people are honoured in the 'Garden for the Righteous Among Nations' and receive a certificate of honour and medal. The 'Irena Sendler' tree memorial is dedicated to the Polish nurse

who saved 2500 Jews during the Holocaust, despite the danger that this put her in. 27,712 of the 'Righteous' have been recognised by Yad Vashem, including soldiers, Muslim rescuers and Police Officers.

The Yad Vashem archives are the oldest department of the facility. The archives contain pages of testimony, photos, artefacts, as well as pieces submitted from Holocaust survivors. In addition, it provides a database where all pages of testimony are accessible, allowing family members to search for their loved ones. In some instances, separated siblings and other family members have submitted testimonies assuming their loved ones are dead, and through the database come to find that they still have living relatives and can be reunited.

Today, Yad Vashem is the second most visited site for tourists in Israel. Yad Vashem's work is integral in educating and remembering the Holocaust. It serves as a symbol among nations; whilst we remember what has been, we will not allow it to happen again. I leave you with the words etched into the walls of Yad Vashem, "Has the like of this happened in your days or in the days of your Fathers? Tell your children about it, and let your children tell theirs, and their children the next generation!" – *Joel 1, 2-3*.

Miss J Margalit, Teaching Assistant

THE NATIONAL YOUNG WRITER COMPETITION

DEADLINE 26 MARCH 2021

The National Young Writer Competition is a well-established and successful competition promoted by Rotary International in Britain and Ireland (Rotary GB&I). It is a three-stage competition designed to support and encourage development of writing skills. The competition is open to all schools and college communities including those that are home educated.

The two relevant age groups for WHSB are:

- Intermediate (11 to 13 years old)
- Senior (14 to 17 years old)

(Entrants must not be above the age parameters for each group on 31 August 2021)

See opposite for further details



The Task

To produce a handwritten or typed story in prose entitled, 'My Happiest Day'. The written entry could be fiction or non-fiction, prose, or a poem, so long as the piece relates to the theme. All entries must be submitted using the entry form, which can be found on the **WHSB English Department Competition Microsoft Teams** page.

Please note the below guidelines:

- Maximum of 550 words for prose entries.
- Maximum of 40 lines for poetry entries.
- No pictures/drawings to be part of the entry.
- All entries to be legible. Can be handwritten or typed
- Entries should be sent to the stage organiser by the closing date.

All further supporting information has been saved in the FILES section of the competition page, however if you need any further guidance then please email Mr Keenan directly.

Good luck!

Mr T Keenan, Teacher of English

ECONOMICS

SPECULATION: THE DRIVING FORCE OF FINANCIAL MARKETS

It is often believed that price levels in certain financial markets fluctuate in relation to how well a firm, industry or entire economy is performing. While this may be true, the underlying force that allows for significant price movements in the short run is speculative trading. In the world of finance, speculation, or speculative trading, refers to the act of conducting a financial transaction that has substantial risk of losing value, but also holds the expectation of a significant gain or other major value. With speculation, the risk of loss is more than offset by the possibility of a substantial gain or other recompense.



An investor who purchases a speculative investment is likely focused on price fluctuations. While the risk associated with the investment is high, the investor is typically more concerned about generating a profit based on market value changes for that investment than on long-term investing. Consequently, speculative traders often take little consideration for the current economic climate or the performance of a related firm or industry. This is often the reason why the performance of some financial markets shows very little correlation with the performance of that from which their value is derived. For example, in 2018 and 2019, Tesla announced annual losses of \$1 billion and \$862 million respectively, adding to similar losses in the previous few years. Despite the fact that the company still continues to face such losses (though to a smaller magnitude), Tesla share prices have risen approximately 600% since December 2019, which has also allowed the company to enter the S & P 500 index (the top 500 firms in the US by market capitalisation). Similarly, the Dow Jones stock market index reached all-time highs during the pandemic and a global recession. These examples of strange market behaviour are believed to be heavily catalysed by speculative traders taking advantage of volatility in uncertain times. In turn, more speculators and traders are attracted to the market (who may also wish to take advantage of rapidly fluctuating prices), which helps drive asset value up.

Unaccredited traders (who make up the majority of active 'transactors' in financial markets), often undertake speculative trading with the use of technical indicators. Technical indicators are quantitative models used to help predict movements in asset value, taking into account volume, volatility, previous trends and more. Sometimes, technical indicators are merely self-fulfilling prophecies and will only be accurate in their predictions if traders believe that they are accurate. For example, Fibonacci retracement levels are often regarded as a reliable technical indicator in identifying future peaks and troughs in asset value. However, Fibonacci numbers

themselves have been shown to have very little meaning at all in terms of how buyers and sellers should behave, and the only reason we see these patterns emerge in some financial markets is due to mass false belief and herd behaviour. It is for this reason that many regard speculative trading to be damaging to markets due to its unnatural, irregular and irrational nature.

Omer Amin, Upper Sixth

A WORLD OF WORDS

THE ROAD HOME

Long and boring car journeys. For most of us during lockdown, they have become a thing of the past – perhaps even a nostalgic* memory? How strange that such a mundane thing has become an exotic possibility - to watch the countryside go by in another county– or country! Before DVD players were invented, or indeed embedded in the back of headrests to entertain restless young passengers, word games were 'the thing' for car journeys.

Games such as naming a food for every letter of the alphabet, perhaps creating a story out of passing town or pub signs, or even making entertaining words or phrases out of the registration plates of overtaking cars; a 'lo-tech' version of 'Countdown', if you will. Even this game may be difficult in this day and age with so many personalised plates that the treat of a scrambled run of five letters is not a guarantee in front of you at traffic lights anymore!

In the late 1970s back before air travel was ubiquitous, summer holidays abroad often required road travel. For



sun-seeking motorists, one of the main motorways running from the north to the south of France, was informally called the 'Autoroute du Soleil' (motorway of the sun). This road would be so crammed with holidaymakers from all over Europe and beyond, that it was possible for a bored youngster in the back of a caravan-pulling Volvo to spy more than a dozen different country stickers on the back of passing cars before one repeated. D, S, CH, ESP, DK, PL, NL... To a youngster these short letters represented a world of excitement: diversity and yet unity in travel.



Journey wordplay aside, so many permutations for very word 'road' itself exist in the English language. Think about your own postal address and those of people and places you know: terrace, boulevard, avenue, close, gardens (such as the WHSB address) and so on. These synonyms' etymological roots reflect the history of movement through landscapes. Sources link 'road' to the Anglo-Saxon 'rad', meaning 'to ride', denoting a rough rural way as opposed to urban 'streets' originating from the Latin 'strata via', meaning a paved route.

'Way' is said to stem from Latin 'veho' (from 'vehere') meaning 'I ride/am borne' (linking to words such as vehicle). Other sources state its link to Middle English and German 'wain' or 'wagen' respectively, which referred to the modes of transport along them. 'Route', like rut, links back to Latin 'rupta' meaning a way cut through forest, or broken (ruptured) by wheels.

The list of origins is long, and reveals far more history than the famed Roman roads of Europe do. And, like the aforementioned French holiday memories, roads are a part of all of our personal history and geography – whether it is a daily drive on the A13 or a walk out of your *cul-de-sac* ('bottom of the bag').

**nostalgia –from Greek 'nostos' to return home, and 'algos' meaning pain i.e homesickness (see how 'pain' is represented in the word analgesic)*

Etymology links to check out:

- Etymologynerd.com
- verbatimmag.com
- Merriam-webster.com
- Pinterest/etymology



Mrs M Schofield,
Teaching & Administration Assistant

GEOGRAPHY MATTERS: CONTEMPORARY ISSUES

ARE WILDFIRES GETTING WORSE?

There is no doubt that 2020 has been a year of shock and suffering for many. Not only has the world faced the COVID-19 pandemic, but also a rise in wildfires that has further added to this turmoil. The California wildfires caused devastation, not only in the regions it directly affected, but also around the globe. The unrelenting blaze scorched the west coast and burned at least 5,000,000 acres of land overall. Over 1 million people were displaced and it will take years to rebuild homes and businesses.

One of the most significant impacts upon the environment is the toxic fumes emitted from the fires. The smoke, carrying toxic chemicals for hundreds of miles, leaves an extortionate amount of carbon in the atmosphere, worsening the already hazardous conditions. Climate change will create favourable conditions for wildfires including high temperatures, strong winds and dry vegetation. The number of wildfires between 1984 and 2015 have doubled in the western US.



The toxic fumes will become a significant problem for the people of the region. Air quality on the west coast has plummeted and is considered a significant impact to people's health in Los Angeles. It also causes serious psychological damage to those affected. Loss of housing, valuable possessions, family members and pets can affect peoples' mental health for many years. Landslides are also a big concern for residents. Wildfires char soil and burn up vegetation leaving soils exposed and unstable. When paired with an onslaught of flooding, it creates another disaster residents must endure. The cost of the damage from California's wildfires is estimated to be in the region of \$10 billion. However, more worryingly it has caused a long lasting and possibly irreversible effect on the environment. This poses many questions as to whether there is

suitable forest management in place and whether more policies are required.

So, how can we reduce the impacts and likelihood of wildfires, particularly in the US? California fire services are already granted \$2.5 billion by the government each year and within the next 5 years, the department will spend billions of dollars on the state's cap-and-trade climate fund. It aims to restore forests, reduce fuel consumption, utilize biomass and introduce new research. As climate change worsens, so will the intensity and frequency of wildfires. Clearly more action to slow climate change must occur, not just to decrease the severity of wildfires, but also to prevent many other natural disasters from happening.

Amelia Rowe, Lower Sixth

RUSSIA, UKRAINE AND THE GEOGRAPHY OF CONFLICT

Russia has always been somewhat hindered by its geography, be it mountainous divides or frozen seas. In the Soviet Era, it had two ports: Murmansk in the North and Vladivostok in the East both of which become frozen for several months every year and the latter that borders the Sea of Japan. Therefore, when the Soviet Union fell in 1991, Russia negotiated the 1997 Partition Treaty with Ukraine to maintain a naval base on its warm-water port Sevastopol (Crimea) that borders the Black Sea in exchange for a considerable discount on energy. Although the lease was extended until 2042 courtesy of the 2010 Kharkiv Pact, Crimea continues to be a point of contention between Ukraine and Russia.

Ukraine's proximity to Russia and reliance on its energy has made Ukraine one of the few European countries not in the EU or NATO (Northern Atlantic Treaty Organisation). Its precarious position of entertaining both the West and Russia ultimately led Ukraine's previous Prime Minister, Viktor Yanukovich, to come close to signing an EU trade agreement. Russia saw Ukraine's acceptance of the EU as a one-way street to NATO and a loss of a buffer nation that would endanger Moscow if ever there was an attack. Consequently, Putin pressured Yanukovich until he rejected it. This resulted in the Euromaidan demonstrations from 21 November 2013, culminating in the Ukrainian Revolution in early 2014. He fled to Russia on 22 February 2014 and less than a week later on 27 February, Russia invaded Ukraine. Alongside



support from now-exiled Yanukovich, they illegally annexed Crimea with military force on 1 March saying that they would "protect the interests of Russian citizens and Russian-speaking compatriots." The same day, perhaps by coincidence, 11 pro-Russian uprisings broke out in south eastern Ukrainian cities. They used 'political' tourists who were brought in from Russia and Moldova and were able to violently seize official buildings. Yet, according to a survey conducted by 'The Views and Opinions of South-Eastern Regions Residents of Ukraine,' only 11.7% of the South-Eastern Ukrainian population supported these actions. The blame fell to Russia for the conflict and on 31 March 2014, Russia terminated the Kharkiv Pact.

Today, Ukraine remains outside of the EU and NATO and is experiencing Russian-led sporadic armed conflict in the south western region of Donbas.

Eloise Jones, Lower Sixth

HEALTHCARE & MEDICAL SOCIETY

GENETIC MODIFICATION, THE FUTURE OF MEDICINE

Ancient Genetic modification

Modern genetics and its details were unheard of by our ancestors, however, they still used a technique to alter the genetics of organisms to benefit themselves. This technique is known as *selective breeding* through *artificial selection*, discovered by Charles Darwin. The process is choosing organisms with the most desirable traits and purposefully breeding them in order to propagate their favoured traits to their offspring. Over many generations of the organism, these traits will become more prominent in the population.

Food items were generally the most popular choice to selectively breed, with today's corn, bananas with indetectable seeds, large broccoli heads and sweet large and juicy apples not existing without selective

breeding. Natural selection is no longer considered as a process of genetic modification, however.

Modern Genetic Modification in Medicine

Genetic engineering today is now revolutionising the world of medicine, thanks to scientists becoming more aware of the power of the human genome. One advantage of understanding the human genome, is that it is 'universal'. Essentially, all organisms have the same specific sequence of bases in their genes which code for the same proteins, and these proteins are what give rise to all human characteristics. If the specific sequence of bases can be identified for that code for specific proteins, scientists could theoretically modify it or extract it to make copies or edits (to some extent).



The first commercial use of recombinant DNA technology was in 1982 where human insulin was produced through bacteria. The gene that codes for insulin was identified, using restriction endonuclease (enzyme), that section of DNA is 'cut'. Using the bacteria *Escherichia coli* (*E. coli*) a plasmid (circular loop of DNA in bacteria) is cut, and the human gene is attached to the plasmid using DNA ligase. This genetically modified (GM) *E. coli* bacteria now contains a recombinant plasmid which carries the human insulin gene and, after allowing it to reproduce, millions of GM bacteria are produced, all carrying the human insulin genes. The plasmids are then isolated and given to diabetic patients via insulin therapy.

This is only one example of the use of recombinant DNA technology causing serious breakthroughs in medicine and biotechnology. Other examples include recombinant *hepatitis B* vaccine produced by GM baker's yeast and *tissue plasminogen activator* (tPA) used by heart attack or stroke patients, produced by GM mammalian cells cultured in a lab.

The Future and CRISPR-Cas9

CRISPR-Cas9 is biological technology which can be used to edit genomes. 'CRISPR' stands for 'cluster of regularly interspaced short palindromic repeats'. CRISPR is a region of DNA within bacteria and archaea

which contains 'repeats' (repeated sequence of nucleotides) and 'spacers' (parts of DNA that are spread between repeats). The spacers are used as memory banks, which collect information of retroviruses that attacked the bacteria. If the same retrovirus invades the bacteria again, the CRISPR region identifies its genetic information and transcribes CRISPR RNA.

Cas9 is an enzyme which works similarly to restriction enzymes by 'cutting' genetic information. Cas9 binds to CRISPR RNA and together they 'cut' the invading genetic information of the retrovirus, hence stopping the attack.

Scientists understand the significance of this mechanism. They can use CRISPR-Cas9 to edit genomes. By identifying the desired faulty gene, a complementary CRISPR RNA-Cas9 complex can be made in the lab. This complex would 'cut' the gene out, and then scientists can provide a corrected gene template which would take the place of the faulty gene.

After a study by PNAS (Proceedings of the National Academy of Sciences of the United States of America) in 2012 proving this phenomenon, scientists around the globe were excited by seeing the possibility of deadly genetic diseases being eradicated by CRISPR-Cas9. Furthermore, the possibility of so called 'designer babies' is being discussed as the CRISPR-Cas9 mechanism theoretically allows one to edit the genome of embryos to incorporate 'perfect genes' into children.

Some of the most recent breakthroughs involving CRISPR-Cas9 have been: in August 2017, scientists successfully removed a heart defect disease that they found in an embryo using CRISPR-Cas9; in April 2017 CRISPR was successfully used as a mechanism to detect strains of viruses within bloodstreams, viruses such as the deadly Zika virus. These show a glimpse of CRISPR's endless potential.

However, this mechanism does present its downsides. It is still a large work in progress and the use of CRISPR-Cas9 raises ethical concerns, especially with the topic of 'designer babies'. Furthermore, the mechanism is not perfect, the genome consists of 30,000+ genes all saturated with millions of bases; one single mistake with the mechanism could prove fatal for the patient, which itself is an ethical concern. The science is very advanced, and it will be many years till this mechanism is used practically.

Ishan Mayor, Lower Sixth

FROM THE WHSB LIBRARY

WHEN IN DOUBT, GO TO THE LIBRARY

At WHSB, we are extremely lucky to have our library. With a glorious two floors of books, plenty of desks and sunlight streaming through the half-moon windows, it is a peaceful retreat for reading and studying. Since I joined as the School Librarian in September, I have been focused on updating the books within it to make sure you not only have the resources you need to support your studies, but you also have a wide range of new books available to borrow.

During the Autumn Term, the School has had to work within zones meaning that only a couple of Year groups have benefitted from accessing the library. However it has been lovely to see that we have a large number of keen readers in Years 7 and 8, who have taken advantage of the 'click and deliver' service.



But now we are in lockdown. So how do our keen readers get access to books from home? Although our School library is closed, I am pleased to say that the Essex Library Service is still

open and they have a wide range of e-book and audio books borrow.

To gain access, visit their website and follow the links through to their e-books and audiobooks. Click to log in to 'Borrowbox', which will take you to the library catalogue.

<https://libraries.essex.gov.uk/>

You can either log in using your current library card, or you can register for a temporary card if you are a new user. From here you can access their full catalogue, reserve titles and download the ones you borrow. It is a great way to gain access to new books when you are not in school.

Essex Libraries are free to join and the books are free to access. Make the most of it and please tell me about the books you are reading.



BOOK REVIEW CHALLENGE FOR LOWER SCHOOL PUPILS

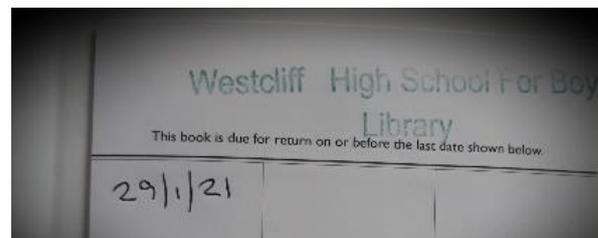


If you have been reading during lockdown, I would love to hear about it.

On **The Book Corner Teams** pages we have a book review competition running for Lower School pupils. All you need to do is complete a review template on books you have read recently. There are opportunities to gain house-points and discover the books your classmates are reading.

See **The Book Corner Teams** page for more details.

CURRENT SCHOOL LIBRARY LOANS



If you have a current loan from the School library that was issued before Christmas, do not panic. I am automatically renewing them so that they stay under your care until we return to School. I would recommend that you put them in your school bag, so that you have them with you when we are back at School.

Happy reading!

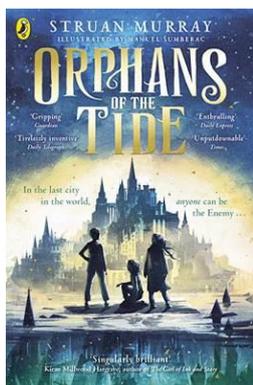
LIBRARY RECOMMENDATIONS

Lower School

Orphans of the Tide, by Straun Murray

"That grey morning, once the tide had retreated, a whale was found on a rooftop. A crowd gathered along the top of the sea wall, to gape at the roof below. "It's an evil omen!" yelled the old preacher, his breath steaming in the air."

When a mysterious boy washes in with the tide, the citizens believe he's the Enemy – the god who drowned the world – come to cause untold chaos. Only Ellie, a fearless young inventor living in a



workshop crammed with curiosities, believes he's innocent.

Straun Murray has carefully crafted a world that is entirely believable as the reader is drawn in to this thrilling adventure. The story takes place in a world that has been flooded and the city is all that remains, perched

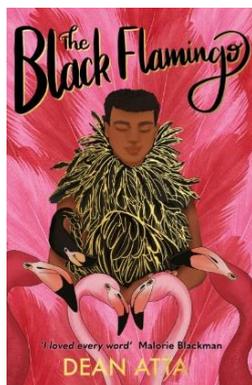
on an island that partially submerges with each tide. A mix of superstition, invention and friendship, it is the excellent start to a series.

Middle School and Sixth Form

The Black Flamingo by Dean Atta

"This is not about being ready, it's not even about being fierce, or fearless, it's about being free."

Michael waits in the stage wings, wearing a pink wig, pink fluffy coat and black heels. One more step will see him illuminated by spotlight. He has been on a journey of bravery to get here, and he is almost ready to show himself to the world in bold colours.



I would highly recommend this book. A powerful coming-of age tale that deals with themes of identity, race and sexuality. The whole story is told in verse which brings an incredible energy to the reading experience, I could not put it down and read it in one sitting. The main character's voice is strong and the story feels real as the author draws on some of his own experiences growing up. Dean Atta is definitely one to watch.

Mrs H. Murrell, School Librarian

BOOK REVIEW

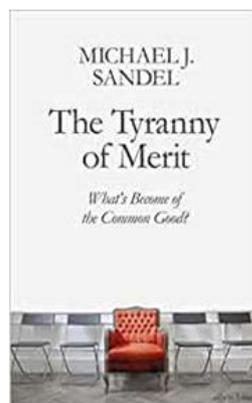
THE TYRANNY OF MERIT, BY MICHAEL SANDEL

The coronavirus pandemic and its disproportionate effects on different members of our society have caused many of us to reflect on what truly matters. The national lockdown and its associated restrictions have also provided an avenue to engage with wider

reading during the long drawn out winter evenings and, for me, an opportunity to consider some deep philosophical questions about social mobility, inequality and the concept of 'the greater good'. Which is why I have been drawn to the work of the political philosopher, Michael Sandel, and his most recent publication, The Tyranny of Merit.

Sandel is perhaps one of the most famous public intellectuals and debaters in the world. Described as "a philosopher with the global profile of a rock star", his online series of Harvard University lectures on the themes of justice (available on YouTube) are serious, thought-provoking but also accessible to all and serve as an introduction to many key concepts within philosophy.

In Tyranny of Merit, published in September 2020, Sandel argues that we live, more than we have for many generations, in an age of winners and losers, where the odds are stacked in favour of the privileged and the already fortunate. He suggests that such a society, racked with entrenched inequality and stalled social mobility, has created a populist backlash leading to such events as Brexit and the election of Donald Trump. Sandel's arguments chime then with the works of David Goodhart, the British political writer, such as The Road to Somewhere and his most recent book, Head, Hand, Heart. Both of these are also excellent reads for the intellectually curious student, particularly these within an interest in political discourse.



The prose within The Tyranny of Merit is sophisticated and fluent; the ideas challenging and thought-provoking. Sandel points to the controversy surrounding admission to the top Ivy Leagues universities in America (where two-thirds of students come from the top fifth of the income scale) as evidence that the fabled

'level playing field' does not exist. He also suggests that social mobility, particularly in America, has stagnated and highlights the hubris that meritocracy creates and the harsh judgment it imposes on those left behind. So what of the solution? What is the way out of this current crisis? Well, Sandel believes that we need to unravel and challenge the meritocratic assumptions that have plagued society for the past generation. He points, as Julian Coman's review in The Guardian notes, to the Covid-19 pandemic, and in

particular the new appreciation of the value of supposedly unskilled, low-paid work, as a starting point for renewal. It is then not simply about financial reward and kudos but rather about the dignity of work. Sandel calls for a radical re-evaluation of how contributions to the common good are judged and rewarded. For those winning the meritocratic race, he urges humility, for those struggling to keep up, hope. There is a message here for us all.

Mr W Williams, Deputy Headmaster

BEYOND THE BOOKCASE

Every few years, a pupil comes to us in Year 7 who is what we would call 'a reader'; a young person who, despite the dizzying myriad of distractions in the modern world, reads voraciously and broadly, with a hunger that can only be satiated by words. One such pupil is Rithva Ramesh (Year 7) who, after giving Mrs Murrell a copy of his review of *War and Peace*, has dazzled me further with his understanding and knowledge of Faulkner's *The Sound and the Fury*.



Faulkner is, without doubt, a very interesting writer. He is as elliptical as he is engaging and what draws a readership to him, equally revolts another. Faulkner was allegedly inspired to become a writer by his great-grandfather, Colonel William Faulkner (1825–1889), who (aside from being a soldier, lawyer, and politician), also authored some novels, poems, a

travelogue, and a play. As a child, Faulkner is thought to have said, "I want to be a writer like my great-granddaddy."

Colonel Faulkner's influence is certainly seen in his grandson's war stories. Even though Faulkner never flew in combat during the war, he told everyone that he had. He walked around his hometown of Oxford, Mississippi in his uniform, with fake wings he bought in New York, and a limp that he claimed was caused by a wartime injury. In reality, Faulkner had been rejected from the US Corps because he was only 5ft5 and therefore did not meet the physical criteria demanded by the US Air Force. Indeed, the added 'u' in Faulkner's name and his faux British accent was all a ploy to join the Royal Air Force in Canada during World War I - but he still was not accepted into the military as his grandfather had been.

Faulkner clearly felt the long shadow of his grandfather. Having missed out on a military career, he spent his writing years reminding everyone of his skill as a writer. He was not, by anyone's standards, a modest man. Before he became famous, Faulkner supported himself as the University of Mississippi postmaster however, was fired for reading on the job and shortly afterwards he dropped out of college. Years later he wrote:

"What an amazing gift I had: uneducated in every formal sense, without even very literate, let alone literary, companions, yet to have made the things I made."

There are further similar apocryphal stories about his genius on a similar vein as Wilde's. While in Hollywood, where several of his books were turned into movies, Faulkner met Clark Gable. When asked to name the greatest writers of the time, Faulkner listed Ernest Hemingway, Willa Cather, Thomas Mann, John Dos Passos, and himself. Gable turned to him and asked, "Oh, do you write?" "Yes, Mr. Gable," Faulkner responded. "And what do you do?" Similarly, in 1962, President John F. Kennedy invited some Nobel Prize winners to dinner at the White House. Though invited, Faulkner did not make the trip. What was the reason that he gave for snubbing the President's invitation? "Sixty miles [from Richmond, Virginia] is a very long distance to go for a meal."

Like his writing, what draws many to Faulkner, equally pushes others away. In many ways, Faulkner is an author who truly is reflected in his work: not necessarily through the 'message' of a text (although it is true that Faulkner based his fictional

Yoknapatawpha County, the setting for most of his works, on his real home in Lafayette County, Mississippi), but in style.

The Nobel committee of 1949 were so torn between candidates for the Literature prize (Faulkner was up against Ernest Hemingway, Albert Camus, and John Steinbeck, among others) that he did not actually receive the award until 1950. However, what he received it for was “for his powerful and artistically unique contribution to the modern American novel”. And indeed, it is. Faulkner is unique. The novels that contributed to his winning of the Nobel Prize are still considered some of the best literary pieces of the 20th century.

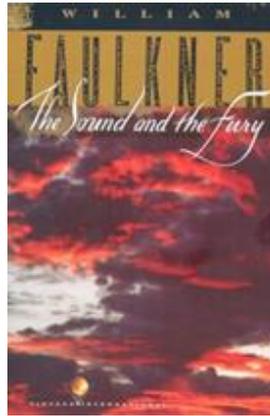
Although Faulkner’s views on antebellum America - particularly his view that desegregation should “go slow” as not to upend the southern way of life - are more than a little distasteful. In recent years, critics have heralded Faulkner as a proponent of the Southern Renaissance. His work has since been re-evaluated under psychoanalytic and feminist lenses, as well as many critics being dazzled by his use of stream of consciousness and non-linear structure.

As a technique, stream-of-consciousness was first used in English by James Joyce and Virginia Woolf, but Faulkner's use of this technique in *The Sound and the Fury* is probably the most successful. Even while using this technique, Faulkner varies it with each section - sinking us deeper into the world of the non-verbal. While trying to publish *The Sound and the Fury* (1929), Faulkner suggested using coloured ink to differentiate time periods in Benjy’s section, instead of indicating a shift in time with italics. He was told by his publisher, however, that no techniques existed to do so at the time. From this, we have the genius that is the novel that, almost a century later, a reader such as Rithva Ramesh (Year 7) thought was so impressive he wrote a review of it.

We have included the review for you below. Whilst *The Sound and the Fury* (1929) is not available online, if you would like to sample some of Faulkner’s work please do try *A Rose for Emily* (1930), a superb example of the Southern Gothic here:

<http://www.cje.ids.czest.pl/biblioteka/7117936-A-Rose-for-Emily.pdf>

Ms S McGowan, Head of English



A REVIEW: THE SOUND AND THE FURY

Written by the well-known Southern writer William Faulkner, the novel *The Sound and the Fury* draws its name from a phrase in Shakespeare's *Macbeth*. The quote is part of *Macbeth*'s response to his wife's suicide, the end of which says, 'Life's but a walking shadow, a poor player/That struts and frets his hour upon the stage/And then is heard no more. It is a tale/Told by an idiot, full of sound and fury/Signifying nothing.'

The novel tells the story of the Compson family and the loss of their once-respected position in Southern society. The actual events in *The Sound and the Fury* are not that complicated, but William Faulkner's writing style can be hard to make sense of sometimes. This is because he used unusual narrative techniques, such as passages of stream of consciousness and a lack of punctuation. Faulkner used these techniques to show the reader the mental state of his characters; at least two of them have a mental disability or illness.

The novel is divided into four sections narrated by each of the three brothers: Quentin, Caddy, Jason, and Benjy. Through these sections, we learn about their significant relationship with their sister, Caddy.

Rithva Ramesh, Year 7

ARE WE IMMORTAL?

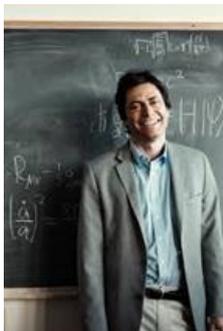
Last year my friends and I created a religion. It was called 'Controllyism' and it was an elaborate belief system stating that we were all being controlled by a different being that was present in an alternate universe.

Even though, clearly, we had thoroughly thought through the religion, it never really gained a following. It made me realise that as humans we are curious, so we develop our own beliefs. These are defined as acceptances of statements or the existence of things. Controllyism for example is my belief, which I have made real by conceptualising it. Furthermore, there is no evidence at this moment in time to disprove Controllyism which makes its existence an unfalsifiable claim, something not capable of being proven false.

I found the following theory online. I enjoyed finding out about it as it showed the idea of alternate universes, much like my formation of Controllyism. It is called Quantum Immortality and it states that if

multiple universes existed, then a conscious being can never truly die. This is because when you die in one reality, the reality in which you remain alive gets superimposed and you continue to live there. The reality in which you died would still exist, meaning you could still be dead in one reality.

This thought experiment was presented by Max Tegmark in 1998. In his response to questions asking if they should expect to be immortal, he stated that being fully dead or fully alive are not the only outcomes; rather, it is a progressive process with a continuous series of states of decreasing consciousness - it is only within this specific imaginary scenario that a person finds themselves surviving.



It is most likely then that we are not immortal; experts concluded this would not work in a real-world scenario. However, Tegmark later stated that the person in the experiment should not go on expecting immortality. Saying that immortality comes as a probability not a certainty.

Above: Max Tegmark

Benjamin Dixon, Year 11

KEEPING IN TOUCH

GREG HANDELAAR, OLD WESTCLIFFIAN

Director, NatWest Infrastructure & Utilities,
Financial Risk & Solutions



We are fortunate to have such a strong bond with our Alumni community, many of whom continue to offer support and assistance many years after departing WHSB. During these times of social isolation, we are delighted to hear from members of our wider

School community, as it can be both interesting and inspiring. We were delighted to hear from Greg Handelaar this week, and here is what he had to say.

When did you attend School at WHSB?

I was at the School from 1996 to 2003.

What is your fondest memory of the School?

Beating St Paul's at Rugby in the last 16 of the National Cup with a last minute try.

Where did you go once you left WHSB?

I studied History at St John's College, Cambridge.

What was your first job, and your subsequent career history to date?

I joined the graduate programme at NatWest Markets, working on the trading floor in a sales role. I have been there ever since!

In hindsight, what piece of advice would you give your 16-18 year old self?

The key to success is failure; to quote Michael Jordan, 'I've failed over and over again in my life. And that is why I succeed'. Also, do not waste time playing computer games!

Mrs J Clarke and Mrs N Weller, WHSB Community
Development Office cdo@whsb.essex.sch.uk

PROFESSOR JAIDEEP J PANDIT, OLD WESTCLIFFIAN

Consultant Anaesthetist & Fellow and Tutor in
the Physiological Sciences



Professor Pandit attended WHSB from 1975 to 1982. He has kindly shared an article he wrote for the most recent edition of TW, the annual magazine from St John's College, Oxford, where he read Medicine.

St John's Medicine in the COVID-19 Pandemic

The changes to our patterns of work came quickly. I completed a D Phil viva (hence the attire in the picture), picked up my respirator mask (marked 'Prof Pandit- Anaesthesia') and headed to the 'front line'.

I normally anaesthetise for major cancer surgery; long 10-12 hour operations in some of the sickest patients: rotas were changed to focus on the COVID surge and my skills were needed for the 'intubation team'. COVID-19 attacks the lungs impairing the body's oxygen uptake. Sometimes, the only option is to take over the patient's breathing (ventilator) and this

requires a tube passed into the windpipe (intubation). In the picture, I hold a laryngoscope still used for intubation, invented by Robert Macintosh, the first Professor of Anaesthesia in Oxford (1935). Intubation is stressful for the body and requires general anaesthesia. Mechanical ventilation is continued for as long as needed in the intensive care unit- the patient is kept in what is colloquially known as 'induced coma' (but is in fact simply sustained general anaesthesia or sedation).

Late one night, I was called to attend a COVID-19 patient. Wards have been efficiently transformed into 'red zones'. Staff are unrecognisable as every part of the body is covered with personal protective equipment (PPE), and we are helmeted and double – gloved. The patient was in a closed side room.

Remarkably, he looked well and - the wonders of modern technology - was having a last, touching conversation with his family on the phone. One of COVID's extraordinary features is that although oxygen levels can be lower than someone at the top of Mount Everest, patients do not gasp for breath like others in respiratory distress. We prepared our equipment, once again checked each other's PPE, and entered the room, the air (in our imaginations) thick with infection. Talking to the patient to reassure them at this moment of anaesthesia, as I normally would, is impossible through a respirator- the sound of our own breathing hissing through the valves of the mask was louder than any sound in the room. All the reassurance and talking had already been done by the dedicated team caring for him.

General anaesthesia stops the breathing - for a short period until the ventilator takes over. In a patient who is already starved of oxygen, this can be a critical period - but intubation was happily uneventful. The beauty of anaesthesia is knowing the patient is now comfortable and will not feel all the interventions necessary to keep them alive. COVID-19 is a horrible disease. In many centres internationally, fewer than half the patients who reach intensive care do not survive (Oxford's data are happily better).

Everyone has pulled together to fight COVID-19. Senior colleagues have been working round the clock to develop vaccines and trial novel therapies, profiled in media reports: Oxford as ever is at the forefront of innovation. Sir Nicholas White (Hon Fellow) is leading a major trial on (hydroxyl) chloroquine, funded by the Gates Foundation. Professor Charles Newton, whose clinical practice is largely based in Kenya, is managing cases at Kilifi hospital (with far fewer resources than we at Oxford). The sheer bravery of patients and their

families is evident as their lives are transformed in minutes or hours.

I am especially proud of our medical students. The medical course was suddenly suspended but they all volunteered, unhesitatingly, to help the NHS. Separated from their own families they have undertaken up to 12 hour shifts, helping staff don and doff the PPE (a formal ritual designed to prevent cross-infection); supported bereaved families; assisted with COVID-19 testing- and more. They have witnessed things otherwise seen only in wartime and, while this needs strong ongoing pastoral support, the values they have shown are exemplary. The students will translate their experiences to guide their practice in years to come to care for other patients. This is what medicine is about. They have been magnificent ambassadors for St John's. College, their support has been greatly appreciated and has helped preserve our strong sense of professional community.

In between hospital shifts my own academic activities continue, including online tutorials for preclinical students. I published three articles on anaesthesia and COVID-19, and lectured on two national 'teaching webinars', to share experiences with senior colleagues. Although this was not in white tie, we will get back to that sort of 'Oxford normality' one day.

*Professor Jaideep J Pandit (Old Westcliffian),
Consultant Anaesthetist & Fellow and Tutor in the
Physiological Sciences*

PSHEE AND BREADTH STUDIES

ONLINE EVENT: CAN WE ADAPT TO THE PRESSURES OF CLIMATE CHANGE?

Thursday 18 February 5.30pm-6.45pm

The British Museum will be hosting this live online event on 18 February. The event is chaired by Dr Gabrielle Walker who is a former Climate Change editor of *Nature*, a prestigious scientific journal that some of you may have read at School.

The discussion will explore stories of how humans have adapted to climate change in the past and how we may adapt in the future. Other contributors will include Dr R Knecht, who is an archaeologist of Alaskan indigenous sites and Gaia Vince, a polar and paleoclimate expert. Gaia is the former online editor of *New Scientist*, a popular scientific publication widely read and referenced at WHSB. Dr Eric Wolff is on the

panel and is an expert in using ice cores and oxygen isotopes to reconstruct past climates.

To attend virtually, you can book your place using the link below to register and participate via zoom. You will have the opportunity to ask questions.

<https://www.britishmuseum.org/events/can-we-adapt-to-climate-change>

If you prefer, you can watch a live stream via YouTube. Please see the British Museum website for further details.

This will be of interest to all students but will be particularly useful to those thinking of studying Geology, Geography, Biology, Archaeology, Natural Sciences, Environmental Sciences or Anthropology at university. Attending events like this could provide you with useful evidence for your UCAS personal statement. For those of you in younger years, this is a very important application form which not only includes your exam grades and attendance data, but demonstrates that you have gone 'above and beyond' the confines of the school curriculum. This is where you can evidence that you are 'intellectually curious' and 'open to opportunity' which are key elements of the Learner Profile at our School.

If you attend the event and send me a short summary of what you have discovered, you will receive House Points or Senior Commendations. Below is an edited biography about each of the speakers.

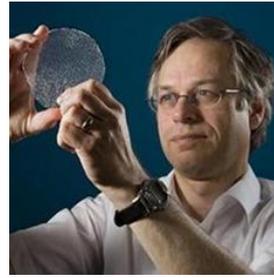
The Speakers



Dr Gabrielle Walker - Served as Climate Change Editor at Nature and Features Editor at New Scientist. Dr Walker holds a PhD from Cambridge University and teaches at both Cambridge and Princeton University.



Gaia Vince - Held editorial positions at: Nature, Nature Climate Change, and New Scientist. Has written for the Guardian newspaper, New Scientist, Australian Geographic, Science, and has worked for the BBC.



Dr Eric Wolff is a world class paleoclimate (past climate) expert. He is Professor in the Department of Earth Sciences, Cambridge University. Led the British Antarctic Survey science programme 'Chemistry and Past Climate'.



Dr Rick Knecht is Senior Lecturer in Archaeology at the University of Aberdeen. Taught at the University of Alaska. Expert in ethnography. For those of you that have not heard this term before, it is the scientific study and description of culture and people. He has published extensively. There are too many publications for me to list here.

Mr R Barber, Head of Breadth Studies



PUPILS' CONTRIBUTIONS TO THE WESTCLIFF WEEK

We have been delighted to receive so many interesting and varied articles and items from our pupils for inclusion in *The Westcliff Week*, and to be able to share them with the wider School community.



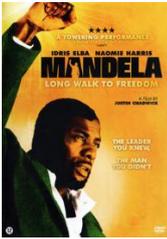
We continue to encourage pupils to send in their contributions which we can share with our readers. All contributions should be submitted in Word format, with any accompanying pictures also copied into the same document.

Pupils who wish to contribute to *The Westcliff Week* should do so by sending curricular articles to their relevant subject teacher for checking and submission. Contributions associated with an activity, for example Wargaming, CCF or Drama, should be sent to the member of staff who has oversight of the relevant activity.

We look forward to receiving your contributions.

THE WEEKLY WATCH

MANDELA: LONG WALK TO FREEDOM



My recommendation to you this week comes in a slightly different format. Through numerous discussions with different year groups, it seems that many of you are close to 'completing Netflix'. When asking for recommendations, the response of 'Cobra Kai', 'The Office (US)' and numerous Marvel films are met with staunch support and it seems as though we may be scraping the barrel for new films and programmes yet unseen. However, Netflix's educational offerings seem to be falling by the wayside as many of us opt for the more light-hearted content in Netflix's arsenal. With this in mind, we turn to my recommendation to you for this upcoming week, which is not a documentary, but rather a film entitled *Mandela: Long Walk to Freedom*. This week marks the anniversary of Nelson Mandela's release from prison.

On 11 February 1990, after serving 27 years in prison for attempting to overthrow the Apartheid government in South Africa, Mandela's sentence was revoked, and he was able to walk a free man. This fantastic film documents the life, struggles and achievements of Nelson Mandela, whilst encapsulating the issues of institutional racism within the South African regime in the second half of the twentieth century. This film probably is not one that comes up in your 'Netflix recommendations list', but a quick search and you will find it! It is well worth a watch and I encourage you to do so.

Accessible via Netflix.

Word of warning: be sure to take some scenes with a pinch of salt, this is a Hollywood interpretation after all!

Miss R Williams, Teacher of History



THE COMBINED CADET FORCE

ARMY SECTION

Improvise, Adapt, Overcome: The CCF in Lockdown

Like most extra-curricular activities across the whole country, WHSB's Combined Cadet Force has been thrust online and away from the field. In *The Westcliff Diary*, I have often written pieces about extraordinary experiences with the Cadets out on the field, from Battle Camp to Open Days around the country with the Army, but today I write about something a lot more subtle that pervades everything we do in the CCF, online and in the field - perseverance.

Currently, we are running online lessons every Thursday for 30 minutes. It is effective, but of course lacks the authentic feel of teaching that you would get in the field. The NCOs aim is to make this as useful as possible, and if any cadets do have any feedback, please email, or message, any NCO or myself.

I mention perseverance because every individual in the country is struggling with motivation at the moment. I know that this can affect even the minimum of School lessons during the day and so it may seem difficult to carry that motivation for a further 30 minutes at the end of the day. However, one of the best things about being taught in the CCF is that you are taught by Non-Commissioned Officers who have been where you are, and are in the same boat as you right now – all trying to persevere under the weight of a third lockdown. Life is not easy at the moment but if you go about it in the right way, the experience should only make you stronger.

Our experience of field activities, such as camps and open days, have prepared us for the physical and mental challenges that a cadet needs to overcome. Our current situation is testing us through both of these means, perhaps less through physical exhaustion but more through a lack of physical exhaustion! It can be hard to find something to do

physically in order to keep moving and feel productive, but these challenges can only strengthen you if you persevere and rise to them.

Without a doubt, it is the camps that are one of the best things about the CCF. They are your learning 'put into action', and so learning what you need to know now via the online lessons will help you to attain the knowledge needed for when we are able to get back out into the field. I am particularly excited to disassemble, assemble, and sling a rifle again, or to carry out an attacking patrol under the cover of night. There is much to be hopeful for!

The message I carry to you about perseverance, extends far beyond just the cadets that I mention and can be applied to all those in our School community. Just as cadets work and move together as one unit on the field, we must now work together from the relative isolation within our respective homes. It can be all too easy to feel disconnected at the moment, but now, more than ever, we must come together to support one another; just under 400 years later, John Donne's words are just as applicable, 'no man is an island'.

Lastly, I would like to extend a welcome to those in Year 9 who will soon be joining the cadets. I do not have a new thrilling story for you today about a new camp or experience, but I do have an important message about camaraderie and perseverance. If you have not yet joined the cadets, then there are always opportunities for you to get involved - it truly is one of the greatest things that any Secondary School will ever be able to offer you!

Look ever upwards, and stay positive.

Corporal Matthew Pearman, Lower Sixth

ROYAL NAVY SECTION

ENTERING THE CCF ROYAL NAVY AS A NEW LOWER SIXTH RECRUIT

Joining the CCF's Navy Section in the Lower Sixth was like being thrown into the deep end of a swimming pool. Being a new recruit, mixed with other Lower Sixth cadets who have years of experience, can be quite daunting. However, I have been helped and encouraged by these more trained cadets and have found that my transition into the Navy Section has gone smoothly as a result. This is of course testament

to Lieutenant Hill and Sub-Lieutenant Bailey who have trained the cadets so well that they are able to pass on their knowledge to not only the younger years, but to me as well!



During a short period of time, I have accomplished so much more than I thought that I would. I have already discovered much about the basics of parade, rope work and maritime safety, and have had much fun in the process. For example, during rope work, I not only learnt all the basic maritime knots, but also how to tie handcuffs! Although learning is at the forefront of what we do, this is done in a variety of ways from interactive activities to team games. These activities do expand our knowledge, but also help to develop our ability to work in a team, our leadership skills and also to improve our self-confidence.

Whilst my experience with the CCF Navy has been brief, it has been nothing short of inclusive and enjoyable which is thanks to the work of the Officers, the cadets, and all others involved.

Able Cadet Daniel Matulewicz, Lower Sixth



THE VALUE OF THREE POINTS

IS HOW A TEAM WINS BECOMING MORE IMPORTANT THAN THE VICTORY ITSELF?

We are in an age where any person, regardless of qualification, has the opportunity to express their opinion on social media for the world to see. Are these platforms increasing the pressure on managers and their teams to play 'pretty' football?



Here it is important to note that 'pretty' football refers to a team's ability to play possession based football. Famously, Pep Guardiola furthered the work of numerous managers before him in executing the art of playing attractive, possession based football during his time at Barcelona. Although he was not the first, he was one of the pioneers of introducing this style into the Premier League, a league which historically saw the majority of managers adopt very traditional rigid formations and tactics. These tactics were normally based around having players behind the ball when defending and either having a striker with pace or height or both, in the hope that when the ball was played forward they could turn it into a dangerous counter-attack.

As mentioned previously, the introduction of this possession-based football saw a change in mentality for a large proportion of managers when arriving at Premier League clubs. This style of play however does not work for everyone, as it relies on a high level of skill across a whole team as opposed to a few individuals. A prime example of where this style of play backfired on a team was Fulham during the period from 2017-2019, which saw them put together a 23 game unbeaten run in England's Championship being promoted to the Premier League. They managed this through adopting the possession based philosophies of the modern day manager, however

upon reaching the top tier they were quickly worked out and discovered the talent, sharpness and ability of players within the division were much greater than their own. This possession based attractive football led to them conceding 76 goals and only amassing 17 points and led to them being relegated. This is not to say that this style of play cannot be successful, as the silverware that teams such as Barcelona and Manchester City possess is a testament to its success. However, these teams have financial backing that greatly outweighs that of lesser teams, even within the same league. This therefore leads to the quality of players their teams consist of being much higher than others, allowing this style of play to be adopted more successfully.

A prime example of how managers and players may feel pressured into making their style of play more attractive to spectators is the current success of the Tottenham Hotspur team. Jose Mourinho was recently appointed at Tottenham Hotspur in order to change their run of trophyless seasons. This has seen him implement a more traditional approach to his tactical set up, playing 5 in defence and utilising the pace and ability of his attackers to execute counter-attacks in order to score. This approach has seen them reach the top of the Premier League at times during the current season. Their success has led to not only fans and pundits criticising him for his 'negative and boring' approach to football but also opposition managers and players using post-match interviews to openly blame the negative style of the opposition for their failure to win.

Considering professional sport is all about winning and the team who amass the most amount of points across a season will be crowned champions, does the way in which these points are won hold any significance? As long as a team plays within the rules, they should set up in whichever way leads to them winning the most games, regardless of how 'pretty' the football is they are playing. An example to support this from recent years would be the Premier League winning Leicester City team from the 2015/2016 season. This team relied heavily on their ability to get players behind the ball when defending and then utilise the pace and skill of Jamie Vardy on the counter-attack to score goals. A bit of context for this example, Leicester were 3000/1 to win the Premier League that season, so some may like to use the word luck but if you analyse it deeper, they maximised their potential by playing a system that suited their squad best.

Mr S Greaves, Teacher of Physical Education

HOUSE COUNTDOWN COMPETITION ROUND 3



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.

UTERICSOI
ZINUEHGER

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.

5, 2, 25, 100, 75, 3 TARGET: 403
75, 10, 8, 4, 100, 9 TARGET: 683

TRICKY NUMBERS

3, 1, 6, 50, 4, 5 TARGET: 861

CONUNDRUMS

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

RADTGRIEI

MDLTTEECPO

The conundrums from last week were: **backtrack** and **champions**.

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

House Points and Senior Commendations will be awarded using the *epraise* system.

Good luck!

Mr R Barber, Senior Head of House

LOCKDOWN WITH.....

MRS N WELLER, CAREERS ADVISER



What are your tips and recommendations for maintaining health and wellbeing during the lockdown?

Personally, during lockdown, I have come to realise what is most important to me as an individual, to function on a day-to-day basis. My advice would be for everyone to think about that. Whether that is to get a daily dose of exercise, to have an online chat with friends or fellow students in the same subject group, or just to make sure that your day is varied - not boring or monotonous.

Try new things; perhaps take advantage of the time gained by not having to travel to or from school; ask for recommendations from peers as to what they are enjoying or, additionally, what they may be finding challenging, to which you can possibly offer your support and motivation.

How do you exercise or relax?

Walking around Leigh and Westcliff at a fast pace for about an hour each day, as well as open water swimming in the sea once a week - this is a recent pastime that I am gradually gaining more and more enthusiasm for.

What are your experiences of remote teaching and learning?

I have been particularly mindful that work experience as we know it, has been put 'on hold' for the foreseeable future, but as an essential part of our students' development, I have sent through all invitations to each relevant Year group, so that they can take advantage and apply for the virtual opportunities available. However, pupils need to take the initiative to follow these up themselves. Our two Young Enterprise teams have also continued to work on their product ideas, sales and marketing strategies, in order to bring their individual products to market. I have been incredibly impressed with their tenacity, vision and communication to date.



What do you read and watch?

Lockdown numbers 1, 2 and 3 have given me the luxury of reading far more than ever before. I have completely mixed up the genres with each book I read, engaging in classics such as *Life Among the Savages* by Shirley Jackson to *The Fault in our Stars* by John Green. Additionally, I have been embracing Netflix and Prime Video on a daily basis - *This is Us*, *A Handmaid's Tale* and *Grey's Anatomy* have been a delight and pleasure to fully immerse myself in.

How do you maintain communication with School, friends and family?

Daily communication with our School community has predominantly been via email and occasionally MS Teams. WhatsApp and Zoom have been irreplaceable for group chats with my family, old school friends (WHSG) and Book Club.

What do you miss most and what are you looking forward to when the pandemic restrictions ease and we can return to School?

I miss not seeing my friends, I miss not being able to plan ahead for a family holiday, and I desperately miss not swimming every morning in my local pool. More than anything, I miss the face-to-face contact at work with students and colleagues alike. All of these things

I am so looking forward to resuming once the pandemic restrictions are lifted.

Mrs N Weller, Community Development Officer

MR DERRICK'S ALBUM OF THE WEEK

THE FREEWHEELIN', BOB DYLAN

There are few musicians alive today who can boast the same achievements as Bob Dylan. A musical pioneer, Dylan is responsible for exploring the frontiers of rock, gospel, and blues music, only surpassed in his musical versatility by the chameleon superstar David Bowie. He has won countless awards, including Grammys and Oscars, and is the only musician to be awarded the Nobel Prize for Literature. However, despite the many achievements throughout his life, it is his humble beginnings I return to most often, and to what many believe is the best folk album ever made: *The Freewheelin' Bob Dylan*, released in 1963.



His first self-titled album contained only two original songs, and so demonstrated his unique gravelly voice but not much else. Unsurprisingly, it was largely ignored by critics and the public. Dylan decided the majority of his second album would be mostly original material, and the resulting release was a huge success. The world took notice, and Dylan became a superstar. John Lennon recalled hearing the album for the first time in 1964: "For three weeks we didn't stop playing it. We all went potty about Dylan."

One of the contributing factors to its success were the political and topical lyrics in many of the songs. For

example, the song *Oxford Town* was a response to the racist rioters protesting the enrolment of the first African American at the University of Mississippi:

*“He went down to Oxford town
Guns and clubs followed him down
All because his face was brown
Better get away from Oxford town”*

Masters of War took aim at the politicians and weapons manufacturers responsible for another contentious issue of the day, the growing arsenal of nuclear weapons around the world:

*“You've thrown the worst fear that can ever be hurled
Fear to bring children into the world
For threatenin' my baby unborn and unnamed
You ain't worth the blood that runs in your veins”*

By far the best known song on the album is *Blowin' in the Wind*, which became the protest song of the 60s. The song poses a series of rhetorical questions about war and peace, ending each verse with the same cryptic line:

*“And how many times can a man turn his head
And pretend that he just doesn't see?”*

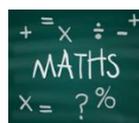
*The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind”*

The album's timeliness, appearing at a time of social change and protest, and its timelessness, covering topics that are still relevant today, is due in no small part to Dylan's relationship with the politically active artist Suze Rotolo. Dylan wanted her opinion on his work, saying he “checked out the songs with her” before recording them, and even made sure she featured prominently on the cover art.



My favourite song on the album was inspired by Dylan's trip to England, where he explored this country's rich folk tradition. *Girl From the North Country* features no political or topical elements, yet it is as affecting as any other tracks on the album. The wistful melody, coupled with Dylan's yearning vocals, make this one of the best loved songs of his career.

Mr T Derrick, Director of Music



MATHEMATICS IN LOCKDOWN

PROBLEM OF THE WEEK

Lower School Problem of the Week

Bukayo has a square piece of paper. He folds it in half to form a rectangle and then in half again to form a second rectangle (which is not a square). The perimeter of the second rectangle is 30 cm. What is the area of the original square?

Middle School Problem of the Week

Every day, Granit goes up an escalator on his journey to work. If he stands still, it takes him 60 seconds to travel from the bottom to the top. One day the escalator was broken so he had to walk up it. This took him 90 seconds. How many seconds would it take him to travel up the escalator if he walked up at the same speed as before while it was working?



Sixth Form Problem of the Week

Mesut writes a list of 2019 consecutive integers. The sum of his integers is 2019. What is the product of all the integers in Mesut's list?

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

Students who need assistance with any aspect of Mathematics are encouraged to join the relevant group on Microsoft Teams. We have a dedicated group of sixth form students monitoring these groups every day, who are willing to answer any questions that you may have. If you require additional and ongoing support, please contact Mr J Yeo who can arrange for you to be paired with a Mathematics mentor who can provide regular contact and guidance. Please find the relevant *Microsoft Teams* codes below:

KS3 Mathematics Help Club: **moblbke**

KS4 Mathematics Help Club: **61qkl7l**

KS5 Mathematics Help Club: **o1kmw2o**

Students in Years 7-11 with a genuine interest in Mathematics are welcome to join Mathematics Society on *Microsoft Teams*. Here, students explore

beyond the School syllabus and pose interesting problems to each other. Students in the Sixth Form are welcome to join the School's STEP club which tackles material required for university Mathematics entrance examinations and these online sessions take place every Wednesday during Activities. Please join using the relevant *Microsoft Team* using the codes below:

KS3 Mathematics Society: **sdev7q3**

KS4 Mathematics Society: **hlrpl3v**

STEP Club: **1y2opcw**

Mr J Yeo, Teacher of Mathematics

CENTENARY LECTURE: MR ANDREW BAKER

NELSON MANDELA: THE TRIUMPH OF WARMTH, HUMANITY AND GENEROSITY OVER RUTHLESS OPPRESSION

Wednesday 24 February 2021



Having been forced to postpone a number of our planned Centenary events and celebrations last year due to COVID-19 restrictions, we are delighted that Mr Andrew Baker, former Headmaster of WHSB, will now deliver his

lecture, originally scheduled for October last year, on Wednesday 24 February 2021. The lecture will be delivered online and further details will follow in next week's issue of *The Westcliff Week*.



Nelson Mandela's life was devoted to the struggle to establish parity of respect and treatment for South Africa's Black population when the country's apartheid system heaped indignities upon them. Mandela cherished the ideal of a democratic and free society in which all might live together in harmony.

For 27 years he was imprisoned, but he emerged to lead South Africa towards the vision for which he had fought. Mr Baker taught History and Politics for over 40 years and is a published author.

The promises to be a most interesting and engaging event and we hope you will join us online for the lecture later this month.

Headmaster

ART HUB

THIS WEEK'S HIGHLIGHTS



This week, Art Hub has been full of your amazing Artwork! We are so pleased to see your efforts with all the challenges we currently have on offer. Miss Gellard challenged you to some shading activities and created a great tutorial on drawing skulls! Do not forget to keep your eyes on our Instagram for your work.

We are delighted to share some of our favourites on the following pages.

Mrs C Glassock, Teacher of Art & Miss K Gellard, Teacher of Art



Above, from left to right: *Asaph Lawal, Year 7; Ariyan Huq, Year 7; Zarrar Ahmed, Year 8 Daksh Yadav, Year 8; Kavin Jayaprakash, Year 9; Daksh Yadav, Year 8 Aakaash Jonathan Arul Dhinakar, Year 8; Oliver Green, Year 7; Jodell Phister-Forson, Year 7*

ARTIST OF THE WEEK

Mathew Mammoottil Alex, Year 10

We have been so impressed with Mathew's Artwork, especially his portrait completed during lockdown. This is a great portrait displaying a confident expression and good skill when handling media and new techniques. Keep up the great work Mathew!



ANIME - WHAT IS THE APPEAL?

As Art Teachers, we know all too well how much pupils like Anime. We are often asked if Anime is an acceptable Artist link or source of inspiration and this always provides us with a difficult discussion, usually ending in “no, not really”.

Anime *can* be inspiring (do not quote me here), but it must be just that - *inspiring*. For Art to be worthwhile, of value, and high quality, we must use Artist links to inspire us and not to merely copy. Anime is a particularly strong style and in order to produce Artwork that, at school, meets requirements and expectations we must create our own images, from our own photos, inspired by an Artist. It is very hard to create your own Artwork in the style of Anime without it looking like a copy, which is why we avoid it at GCSE. However, if one can learn from Anime, such as, how figures can be stylized, hidden messages and meaning behind and symbol or emblem, an environment design that gives a sense of space and atmosphere, then perhaps it does have something more to offer.

So, if you are inspired by Anime and you want to learn new techniques then my advice is to choose realistic styles, images with shadow, mood and atmosphere. Avoid ‘cute’ but do explore the world of digital Art; but please do not forget the Masters and the use of wooden paintbrushes!

Mrs C Glassock, Teacher of Art



“This drawing is the best and most detailed drawing I have done so far. Without a stylus, this would not have been possible which shows how important it was. This piece of art is based on a Naruto character called Kakashi Hatake, who sadly died after using all of his chakra to destroy ‘pain’ (the enemy). The app that I used to draw this has the name of “Autodesk Sketchbook”, you can fill every detail in, even the smallest parts! I used some tracing for the really hard bits such as the demolished area that Kakashi has come to and used a technical pen, fountain pen, cashmere eraser for rubbing out large mistakes, and a textured eraser for rubbing out the tiny mistakes. I thought of sending it to the Anime Society to see what they would say. Thanks to Irfan Khan and Mohammed “Shadman” Alam, I have already started doing more Anime art. Now, I am working on a character from Bleach called Ichigo, after that I am moving on to One Punch Man’s Saitama. I also worked with Troy for this “masterpiece” and so I would like to thank him for his help. I cannot wait to get started on my second piece of Anime art!”

Rayan Kabir, Year 7

ART COMPETITIONS

Sports Art Submissions

In collaboration with the Physical Education Department, we have held a competition over the last four weeks to create a piece of art based on Sport at WHSB and in the wider community. We have received some amazing submissions, and some of these will be displayed in the Sports Pavilion when we return to School.

Here, we share some examples of the pupils' impressive work.



Above, from left to right: *Freddie Dawson, Year 9; Dhairya Vyas, Year 7; Daksh Yadav Year 8*
Rishikesh Nagarajan, Year 10; Ariyan Huq, Year 7; Vidip Sahoo, Year 10

Winners of the Sports Art Competition



Left:
Vidip Sahoo,
Year 10

Right:
Fizlee Douglas,
Year 8



CURRENT ART COMPETITION

Deadline Monday 8 February 2021

We have had some fantastic entries for the **Recreate a famous Artwork** competition. Due to popularity, we have extended the deadline and will accept entries until Monday 8 February.

Competition: Recreate a famous Artwork

For this competition we are asking you to recreate a famous piece of art using whatever you have at home.

1) Choose an artwork
3) Recreate the painting using a range of objects in your home. Be creative and interpret the painting in your own way. See the examples for ideas! This is your chance to wow us with your creative approach and level of effort.
3) When submitting your piece, Please include the following information: - Who is the painting by? When was it painted? Why have you chosen this painting?

Success Criteria Guidance:

- 1) You should consider ways in which you will recreate this famous artwork using household items. Consider background and composition.
- 2) You must choose an artwork completed by a well known artist. See suggestions on later slides. You can choose your own if you want.
- 3) You can use photo editing programs such as snapseed, Adobe photoshop express or Pixlr to edit your images before submitting.
- 4) Ensure photographs do not feature anything inappropriate.
- 5) You do not have to be in the photo, you can use family (or pets!) for models.

Follow this link for more ideas or look up 'recreate famous art challenge Getty Museum':

<https://www.thisiscolossal.com/2020/04/covid-19-getty-recreations/>

Examples - consider how these people have interpreted the paintings in their own way...

Deadline Extended to 8th February

TEACHER'S TOOLBOX

To infinity and beyond

We are an incredible species among many others. Our planet is incredible among many others.

It's important to remember that we are a part of an amazing universe. Use your knowledge of the universe and your imagination to capture "the bigger picture". Most are made using white pen, but feel free to use any media.



Be sure to take a look at the Galaxy Tutorial and example piece by Mrs Glasscock to create some Galactic Art work!

Below:

App Suggestion: Mirror Lab

Mirror Lab is a free photo manipulation app that allows you to create exciting reflection edits from your images. See some examples of what you can create here and have a go yourself! Share your own creations through the Art Hub Teams page



WHERE IN THE WORLD?



Congratulations to all who correctly guessed last week's answer. The answer was *Timbuktu* in Mali. Located in the Sahara Desert, *Timbuktu* is a historical settlement that thrived off the North African salt trade at the turn of the first millennium. Despite being of less significance today, it is still visited by many tourists.

Here are the clues for this week's picture:

- This place has a bank holiday dedicated to a fish
- This southern hemisphere place has a diverse landscape, ranging from high mountain peaks to deep fjords cut out by glaciers.

Please answer via the Microsoft form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPAanzsFDiqmfUFjxEshUNlpHWEFCNE0yTTQ5M1FOMIILRjMyVIRFRC4u>

Best of luck!

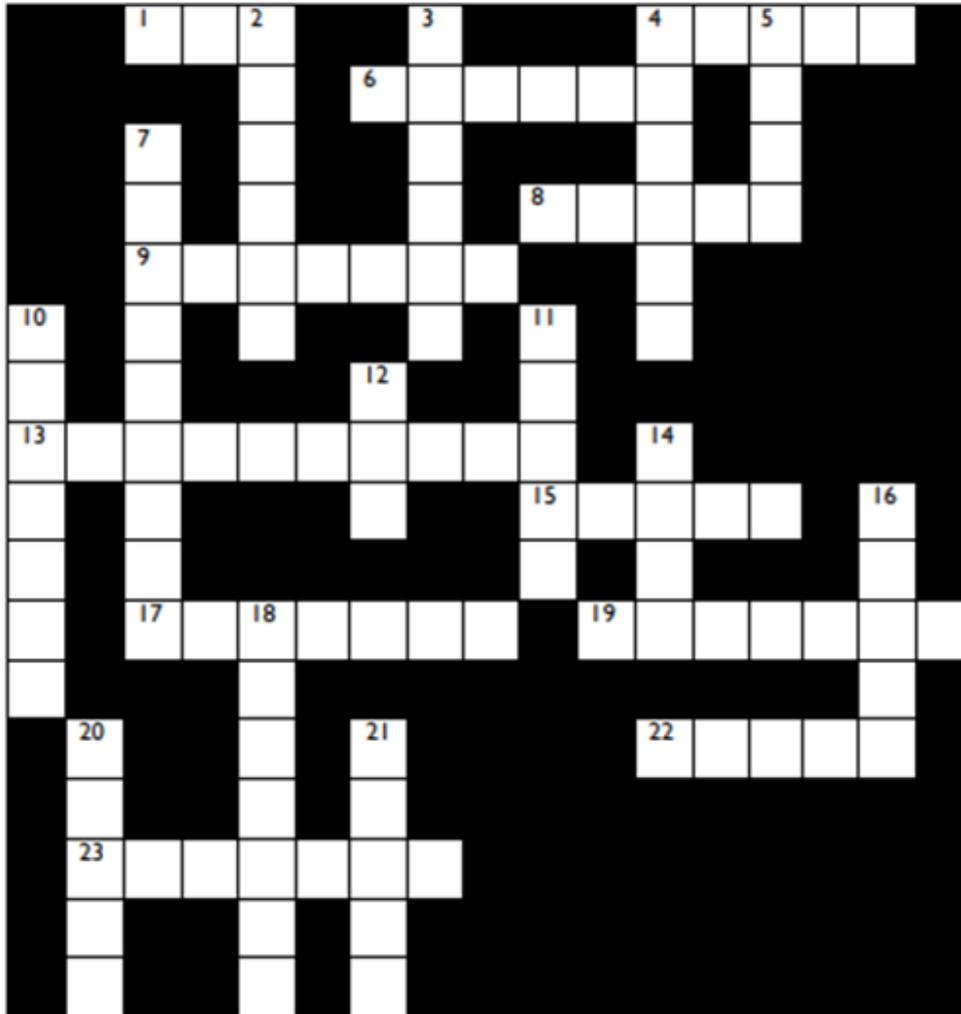
Mr L Norman, Upper Sixth Progress Leader



SPANISH HOUSE COMPETITION



Earn some house points and test your knowledge of Spanish! This new House Competition is open to all pupils Lower School; and all you must do is complete a Spanish crossword.



You have until after February Half Term to submit your entry, so there should be no excuses that you do not have enough time! If you would like to participate please go to the **Spanish House Competition Team** and enter the **code fpip4ss**

All entries will receive house points.

¡Mucha suerte!

*Ms I Fernández-Martínez,
Teacher of Spanish*

DOWN

2. A: ¿Cómo te?
B: Me llamo Juan Conde.
3. días.
4. doce y ocho son
5. en Madrid, capital de España.
7. setiembre, octubre, noviembre,
10. A: ¿Cómo se 'agenda'?
B: A G E N D A
11. Adiós, luego.
12. En mi clase veintitrés alumnos.
14. Tengo una regla no tengo un lápiz.
16. agosto,, junio, mayo
18. Tengo un bolígrafo y una goma
20. fatal.
21. A: ¿Cómo estás?
B: Estoy ☺ !!!

ACROSS

1. A: ¿Qué?
B: Bien, gracias. ¿Y tú?
4. A: ¿Dónde?
B: Vivo en Granada.
6. diez y cinco son
8. nueve años.
9. ¿ años tienes?
13. Mi es el dos de enero.
15. siete y seis son
17. Tengo dos bolígrafos y una goma en mi
19. En mi hay tres libros y unos cuadernos.
22. ¡Hola! Me Marta Rodríguez.
23. veintiuno y nueve son

THE LEARNER PROFILE: EFFECTIVE COMMUNICATOR

The passing of Captain Tom last week was sad moment for the country. Yet, amidst the sadness there was a great sense of pride and national outpouring in honour of this centenarian who did so much to exemplify the best of human qualities. He was resilient. He was optimistic. He was an activist who believed in service to others. It also seems to me that he managed to bridge the generation gap.

During normal times, pupils will tend to spend the majority of their time with people of a similar age and generation, and sometimes it can become much too easy to forget about those in society who are much older than themselves. This is not a fault, but merely a consequence of how we tend to structure our society and institutions.

Unfortunately, in our modern western culture, older people can often be forgotten by others in society and it may seem to them as if they no longer have a useful contribution to make towards our communities. However, as we have observed through the influence of Captain Tom, the learning process between young and old can work both ways and talking to each other across the generations can bring great benefits to both groups.

It is a fact that the lives of elderly people, their stories and experiences, would be lost without opportunities for younger people to engage with them and to learn from those experiences. The information to be gathered through intergenerational conversations is likely to be varied and interesting, but it might be reasonably argued that the real value of those interactions comes from different generations talking with and learning from one another, and so increasing mutual respect.

Of course, it is the case that young people can feel, perhaps rightly, that adults too often use 'the age card' in conversation with them, in order to make a point. However, by the same token some young people may dismiss unwelcome advice from an older person on the grounds that they are 'out of touch'. Mark Twain made this point succinctly when he noted that "When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years".

Probably too many people ignore the advice of their elders when it flows freely, and live to regret that later when they are no longer around to support them. I urge pupils to take advantage of the wisdom of the older generation while you can. Spend time talking with elderly people. These are people who have inhabited this planet for many more years than you have. Spend more time talking with grandparents or other elders. By taking quality time to do so you are able to 'pick their brains' and search their memories. You will be surprised at the extent to which every single person has a unique and interesting story to tell, if you pause to listen. You are likely to be surprised at how much you can learn.

Bear in mind as well that, while the older generations have a great deal of wisdom to pass on, not everything in their lives should necessarily be replicated – that is the value of their experience and wisdom. There are many times when we have a more important responsibility to learn from the mistakes of our elders. That does not imply a lack of respect; it is simply an acknowledgement that every life is full of both good and bad decisions. By learning as much as you are able from the older generations, you will be all the more prepared for dealing with new mistakes of your own.

At this sad time, we are able to honour Captain Tom by making the time to listen to and learn from members of the older generation. Just like Captain Tom, I encourage you to be a superb role model for your generation and help to build strong positive relationships with other generations.

Headmaster



MICROSOFT TEAMS

Participate in our Clubs, Societies and other Activities via *Microsoft Teams*

Contact the member of staff listed or join in using the relevant *Team* code (see below)

<i>TEAM/CLUB NAME</i>	<i>DETAILS</i>	<i>CONTACT</i>
Lego Club	Lego competitions, news and updates	Ms C Porter
Art Hub	Art club with competitions open to all year groups	Mrs C Glassock
The Book Corner – Library Support	Book discussions, recommendations and study support.	Mrs H Murrell
Architecture Group	Art group studying architecture.	Mrs C Glassock
Art Gifted and Talented	Currently looking at Myths and Legends	Mr J Browning
Bibliophiles	Sixth-Form Book club.	Miss S McGowan
Creative Writing	Competition open with the theme 'Positivity'.	Mr T Keenan
Big Band and Strings Club	Open to all string-instrument players	Code eu9do03
Lower School Mathematics Society	Open to years 7, 8 and 9	Code sdev7q3
Middle School Mathematics Society	Open to years 10 and 11	Code hlrlp3v
STEP Club (Mathematic)	Open to years 12 and 13	Code 1y2opcw
Key Stage 3 Help Club	Help with Mathematics for Years 7, 8 and 9	Code moblbke
Key Stage 4 Help Club	Help with Mathematics for years 10 and 11	Code 61qkl7l
Key Stage 5 Help Club	Help with Mathematics for Sixth Form	o1kmw2o
Drama Group	Open to all years	Mr B Jeffreys
House Countdown	See Countdown competition	Mr R Barber
Healthcare and Medical Society	Providing support and insight into a career in healthcare and medicine	Miss E Lo
House Mario Cart	Activities to gain House points	Mr R Barber
House Rocket League	Activities to gain House points	Mr R Barber
House Online Chess	Activities to gain House points	Mr R Barber
House Chinese New Year Report	Activities to gain House points	Mr R Barber
House Capital Cities	Activities to gain House points	Mr R Barber
House Robert Burns Research Project	Activities to gain House points	Mr R Barber
House Year 7 Mission to Mars	Habitat Challenge to gain House points	Mr R Barber
House Design and Create a species	Activities to gain House points	Mr R Barber
House Spanish/Languages	Competitions including Spanish Crossword.	fpi4ss
House General Knowledge	Activities to gain House points	Mr R Barber
House Sport Logo Quiz	Year 8 Sport Logo quiz deadline 6 February 2021	Mr R Barber
House Ditloid Quiz	Year 7 Ditloid quiz deadline 13 February 2021	Mr R Barber

THE WEEK AHEAD

WEEK BEGINNING 8 FEBRUARY 2021

DAY	DATE	ACTIVITY	CONTACT
All week	8-12 February 2021	Competition – Where in the World House Competition – Countdown round 3 String Ensemble Maths help club Submit PSHEE Workout photos	Mr L Norman Mr R Barber Mr T Derrick Mr M Dowding Mr R Barber
Monday	8 February 2021	Extended Deadline for 'Recreate a Famous Artwork' competition on the Art Hub	Mrs C Glassock
Wednesday	10 February 2021	13:50 – 15:35 – Maths STEP club for Sixth form	Teams code 1y2opcw
Thursday	11 February 2021	15:35 – 16:00 CCF Army Team meet	
Friday	12 February 2021	13:00 – 13:30 – Healthcare and Medical Society virtual meeting HSB Work Experience Opportunity Deadline for Book Review competition – See The Book Corner Teams page Deadline for Spanish House Crossword Competition – See Teams page	Miss E Lo Mrs N Weller Mrs H Murrell
Saturday	13 February 2021	Deadline for Year 7 House Ditloid Quiz- Teams page	Ms I Fernández-Martínez Mr R Barber

EXTERNAL EVENTS

Wednesday 10 February 2021	Grayson's Art Club	Grayson's Art Club returns to channel 4. For details on art submissions please contact Mrs C Glassock
Thursday 18 February 2021	17:30-18:45 British Museum Talk – 'Can we adapt to the pressures of Climate Change.'	Virtual talk organised by the British Museum with a panel of experts. To book your place contact Mr R Barber or visit https://www.britishmuseum.org/events/can-we-adapt-to-the-pressures-of-climate-change

'P{ UPCOMING DATES

21 February 2021	Deadline for 'Positivity' Creative Writing competition	Mr T Keenan
24 February 2021	Online Lecture, Mr A Baker (time TBC) Nelson Mandela: The Triumph of Warmth, Humanity and Generosity Over Ruthless Oppression	See page 27
26 March 2021	National Young Writer Competition	Mr T Keenan
26 April 2021	Deadline for artwork submission to the Royal Academy of Arts Young Artists Summer Exhibition	Mrs C Glassock

MICROSOFT TEAMS CLUBS SOCIETIES AND ACTIVITIES

See page 35 for further details



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