



The Westcliff Week

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ISSUE 20 / WEEK BEGINNING 15 FEBRUARY 2021

Welcome to the Half Term edition of *The Westcliff Week*. After the most challenging of starts to the New Year, I sincerely hope that all pupils will take the opportunity to enjoy a little more space during the coming week, and that families will enjoy a welcome break from the usual School routines.

As always, *The Westcliff Week* and *Microsoft Teams* are full of exciting articles, activities, clubs and competitions to ensure that, despite the continued restrictions of lockdown during the Half Term week, pupils will not be short of activities, many of which can be enjoyed by the entire family!

I continue to be most impressed by the way in which WHSB pupils are engaging with their remote teaching and other arrangements at this time. The circumstances are not at all easy, and the pupils' determination in overcoming the difficulties has been truly remarkable. I also congratulate them on working to maintain an effective balance by engaging with the extra-curricular activities on offer, supporting their House, their School and local communities.

Last week, I was delighted to attend a virtual parade meeting of the Combined Cadet Force (CCF) to celebrate the cadets' promotions and awards. I commend their resilience and creativity in finding new ways to continue operating during this difficult time and I am sure you will enjoy Ethan Locke's excellent article in this edition, outlining some of the activities which have been undertaken remotely. I would also like to offer my thanks to Major Bleakley, Captain Baggs and Lieutenant Hill and all the CCF staff volunteers who so generously support the CCF with their time, expertise and enthusiasm.

It was also a pleasure to view a wonderful lockdown performance by our talented Lower Sixth Musicians. Christopher Butler Cole, Cho Man, Jack Hudson and Bretton Watt gave a superb performance of *Human Nature*, by Michael Jackson and, if you have not yet listened to it, I urge you to do so.

<https://www.youtube.com/watch?v=5WssmyDeQkY>

I am proud of the many pupils who continue to support their School and local communities. In this edition, we have some fantastic articles from Rafael Gamma, Ethan Chinery Walker and Daksh Yadav, referencing the trials of lockdown and offering tips and advice to their peers and others on getting through the tough times. I must also commend Pratosh Janaka on his superb efforts in raising funds to support Age UK following his research into the loneliness experienced by many elderly people. Pratosh shares his thoughts in this edition. More generally, I wish to thank all the pupils and staff who have contributed articles this week and those who support the wider offer of extra-curricular provision through *Microsoft Teams*; their continued service to the School is both commendable and invaluable in terms of the difference that it is making for all in the School community.

This week, I would like to draw parents' attention to an article on page 30 of this edition which addresses various ways in which parents can support their child during periods of remote teaching and learning. This excellent article by Mrs J Williams, Project Lead for Remote Teaching and Learning, provides helpful advice on ensuring the best possible support is in place for pupils to work and learn at home, or indeed during more normal times. I am also pleased to advise parents that further details of the School's remote provision can be accessed by following this link to the School website. <https://www.whsb.essex.sch.uk/key-information/remote-teaching-and-learning>

Finally, I would like to remind all pupils and parents that Monday 22 February is a Staff Development Day, therefore there will be no remote teaching on that day. Pupils should use the day to catch up on their work before teaching resumes on Tuesday 23 February. In the meantime, I wish all staff, pupils and parents a safe and well-earned break during the Half Term week; thank you all for your outstanding support for your School in the past very difficult weeks.

Headmaster

VIRTUAL VISITS THIS FEBRUARY HALF TERM

The **British Museum** has something on offer for everyone. With online content, virtual tours and the 'collection' section, you will be able to immerse yourself in two million years of history! Their galleries can also be explored via Google Street view. For children in particular, they offer an excellent range of downloadable resources for all ages and levels. A fantastic free resource for cultural learning covering a wide range of topics; from Ancient Britain to Ancient Greece!

<https://www.britishmuseum.org/closure>

London Transport Museum's "Hidden London" enables you (via Zoom) to discover stations: Aldwych, Holborn (Kingsway), Brompton Road and King William Street and spaces in London with their virtual tours (ticket prices £17.50 for concessions and £20 for adults).



Explore these stations and spaces in London with extremely restricted access that can never be offered to the public, other than by this virtual means, and uncover the fascinating stories of London's transport history with an expert guide on Zoom. Learn about the history of the station or area with photos, videos and never-before-seen footage from the museum's collection. The expert tour guide is available to answer questions in a special Q&A session afterwards.

<https://www.ltmuseum.co.uk/hidden-london>

Enjoy art for free at **The National Gallery**. The Gallery's entire collection has been released online with everything you need to know about the masterpieces. You can also step inside the Gallery, on their virtual tour and enjoy panoramic views of the

Gallery in 360° – in collaboration with Google Street View.

<https://www.nationalgallery.org.uk/visiting/virtual-tours>

The Natural History Museum's "Virtual Museum" has 14 ways to explore from home.



Delve into the Museum from home with a virtual self-guided tour of the galleries, an interactive experience about *Hope* (the blue whale), and audio guides narrated by Sir David Attenborough at no charge.

<https://www.nhm.ac.uk/visit/virtual-museum.html>

The **RAF Museum (London)** invites you to let your imagination take flight! You might not be able to head there in person but you can explore the museum collections and exhibitions virtually for free.

<https://www.rafmuseum.org.uk/london/things-to-see-and-do/virtual-tours.aspx> .

The **Roman Baths Museum (Bath)** has plenty of free resources to explore for those of any age. Explore *The Great Bath*, *Temple Courtyard* and more from your living room with their virtual walk-throughs.

<https://www.romanbaths.co.uk/>.



Royal Museums Greenwich (The National Maritime Museum, The Royal Observatory, Queens House and Cutty Sark) says that as you cannot visit in person, join them online! Search their digital collections and check out their latest virtual events, videos, blogs, and more all for free.



<https://www.rmg.co.uk/>

Visit the **Science Museum** virtually for a bank of learning resources on offer for children of different key stage levels. In addition, join them throughout 2021 for virtual, free to attend, ticketed 'Climate Talks'. These comprise of a series of panel discussions, Q&As, and events exploring the problems caused by climate change.

https://www.sciencemuseum.org.uk/see-and-do/climate-talks?gclid=EA1aIQobChMloeCqgf_Z7gIVm-7tCh3qTAVZEAAYAiAAEgK26fD_BwE

Shakespeare Birthplace Trust in Stratford-upon-Avon has opened up the five Shakespeare family homes with their video tour! Learn about the man himself and access some excellent educational resources tailored to all ages for free. Read, create, watch, you name it, they have it! They have both a family zone, kids' zone and areas for teachers and home educators.



<https://www.shakespeare.org.uk/>

Stonehenge, one of the world's most famous prehistoric monuments, has opened its doors to online visitors to explore the weird and wonderful shapes in an 'Inside the Stones' Virtual Tour. Select the hotspots you and the family want to learn about and have a memorable afternoon, without having to travel!

<https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge360/>

Whilst the **V&A** is closed there is still a lot to discover online – from exclusive content, to events, games and family activities as well as art history courses with the V&A Academy. Visit the V&A blog for the latest announcements about the closure, and keep in touch on social media. Sign-up to receive weekly emails bringing you a wealth of articles and videos to enjoy from home.



<https://www.vam.ac.uk/>

Mrs J Clarke, Community Development Office

HOUSE EVENTS AND SCORES

A variety of House activities currently available are listed on page 4. 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.

Deadlines

- Chinese New Year is today, Friday 12 February 2021
- Year 7 House Ditloid Quiz: 13 February 2021





HOUSE CHAMPIONSHIP				
Harrier	4	7	9	7
Kestrel	4	8	0	5
Merlin	4	9	1	6
Osprey	4	7	4	5

Latest House Points Score, Friday 12 February 2021

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

- House Countdown (see page 28)
- 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 very close indeed (see photograph above). We are delighted that the range of House activities and competitions continues to grow, with many more to come later this term. Support your House and participate!

Happy Chinese New Year!

Mr R Barber, Senior Head of House



MFL AND ENGLISH HAIKU COMPETITION

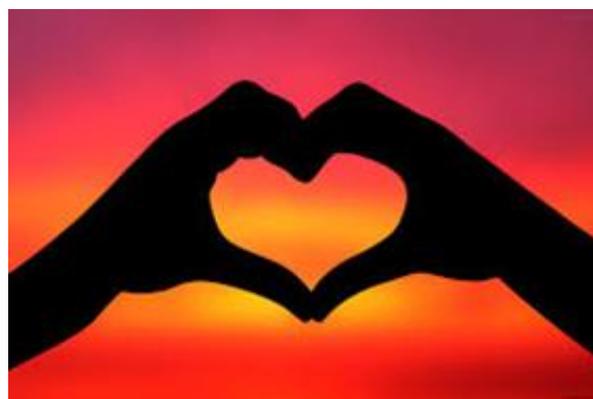
THE THEME OF LOVE FOR FEBRUARY

Deadline: Friday 26 February 2021

One of the most extraordinary feats of Japanese poetry is to be able to write succinctly yet reveal a deep and profound emotion. The 'Haiku' form is small and condensed and offers a challenge to all who write them to convey a feeling or sentiment in 17 short syllables, laid out in 5-7-5 formation.

In this, the smallest and most compact of forms, MFL and English would like you to convey the feeling of love. Love. The most complex of words. The most complex of emotions. The greatest writers in any language have struggled to encapsulate it, can you?

Can you write a Haiku in French, German or Spanish and then translate it into a Haiku in English? Or, perhaps you can write a Haiku in another language you know, with a good translation in the form of a Haiku. The translation does not have to be literal, and we are keen to see a Haiku in English that conveys the same sentiment as the Haiku in the other language.



The theme 'Love' can be interpreted as loosely as you like - it can be about anything or anyone that you love; football, food, music, the weather, pets, hobbies or people.

Are you up to the challenge?

Pupils, students and staff may submit up to 3 Haikus and their translations (6 in total). In order to enter, please join the *Microsoft Teams* page:

Team Haiku: use access code s1punt5

Please post your Haikus into the relevant channel; these are organised by language. There will be House Points and Senior Commendations for all entries, as

well as prizes for the winners. The competition closes on Friday 26 February.

Here are some examples from WHSB pupils to help you get started:

La pasta es guay
La como cada día
Es muy sabrosa



Bajo la luna
Bailamos en el viento
Amor del siglo

Die Farben der Welt
Ich liebe Orange und Blau
Aber ich hasse Braun



Jeden Wochentag
mache ich Online-Schule
Das ist sehr sehr gut

We look forward to reading your entries!

Miss S McGowan, Teacher of English and Ms J McKeown, Head of Modern Foreign Languages

CHESS CLUB LOCKDOWN TOURNAMENT 1

Wednesday 4.00pm-6.00pm

The members of our Chess Club were battling each other on Wednesday evening (3 February) from 4.00pm to 6.00pm.

It was a marathon effort with 146 games played and just under 10,000 moves made over the 2 hours. There were 23 players involved from across the School community.

Unsurprisingly, our Chess A team filled the Top 3 spots with Nivasan Loganathan (Lower Sixth) finishing in first place, Ihsaan Abdoul-Azis (Year 10) finishing in second place and Chess Team Captain, Jonathan Cheung (Lower Sixth) finishing in third place. There were brilliant efforts from other participants, but special mention must be made of Sebastian Rapley Mende (Year 8) who was leading for most of the tournament and finished strongly in fourth position.

WHSB Lockdown Tournament 1 Arena



It was pleasing to see so many pupils from Years 7 and 8 joining in the competition too.

If you have not had an opportunity to join our online *Teams Chess Club*, then please follow the link: <https://teams.microsoft.com/l/team/19%3ad3c2985525e6454d97140fd7324c32cc%40thread.tacv2/conversations?groupId=1d4ddfc8-5126-42ee-8910-60f43e813b79&tenantId=82baa537-2ee7-4fa2-b7fa-a9d7c4bceae5>

Alternatively, email Mr James directly and he will add you to the Team.

There will be more tournaments running over the next few weeks. Information on these tournaments will be shared on the Chess Club *Teams* group.

I hope to see you in the next tournament and I leave you with the words of Master Yoda; "Do or do not. There is no try."

Mr K James, Teacher of Science

THIS WEEK IN HISTORY

THE BIRTH OF YOUTUBE

On Valentine's Day of February 2005, three entrepreneurs and former employees of PayPal - Jawed Karim, Steve Chen & Chad Hurley - debuted an online video-sharing platform from their office in California. Just twenty months later, the site was sold to Google for \$1.65 billion. I am of course talking about YouTube.



Jawed Karim, in a television interview after making his fortune, admitted that the idea for a video sharing website came from difficulties finding footage of the 2004 Tsunami in the Indian Ocean as well as difficulties in sharing footage from a dinner party at Steve Chen's flat in San Francisco. Indeed, YouTube was not the first video sharing site in the world; Vimeo was founded months beforehand. That said, this was never more than a side project for the college aged entrepreneurs. On 14 February, the founders of YouTube appeared on prime time television to promote their relatively unknown site which quickly became used across the world.

In many respects, YouTube can be placed alongside websites such as Google, Facebook and Twitter in that it has changed the way the world has communicated. It is the second most visited website in the world (after the homepage of its parent company, Google) and on average, 500 hours of footage are uploaded every minute, with over one billion hours being watched every day.

Even with its innovation and the huge range of videos, from sports, to jokes to documentaries and as a History and Politics Teacher, I find YouTube a hugely valuable tool in education. This being said, the site is not without its controversy with issues of unregulated videos which evade copyright laws and it failing to censor explicit content. Furthermore, the site has been criticised for allowing censorship in countries such as China, and allows dictators to put strict filters on the site. Despite its flaws, YouTube has, however, changed the way the world acts, thinks and even speaks.

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

PSHEE AND BREADTH STUDIES

CHINESE NEW YEAR HOUSE COMPETITION

Friday 12 February, Chinese New Year, is a very important event in the Chinese calendar and is also known as the Spring Festival. Each year is named after an animal from the Chinese zodiac.



Animals celebrated include: the rat, ox, tiger, rabbit, snake, horse, goat, monkey, rooster, dog, pig and dragon. The animals have a year dedicated to them and this cycle is repeated every twelve years. This year is the year of the ox. The ox is a valued animal in Chinese culture because of its use in agriculture and is seen as dependable and hardworking.



Before Chinese New Year there is a tradition to thoroughly clean your house. Then, when New Year's Day comes, there is a tradition not to pick up a broom in case good luck is swept out of the door. It is common to eat noodle soup and schools and workplaces are closed for a few days so that people can spend time with their families.



There are usually parades and performances and fireworks are set off to scare away evil spirits. Red envelopes are often given to children with money inside. After two weeks, the festivities are concluded with a lantern festival.

If you are doing something at home to celebrate Chinese New Year, then we would love to know. Simply message me with details and attach a JPEG photograph, labelled with your name, form and House showing what you did.

If you are not celebrating this festival, you can still participate by researching the animal from the year that you were born in. If you could link this to the Learner Profile in some way, then that would be fantastic. If you message me with what you have discovered, then you can receive House Points or Senior Commendations.



Whatever you are doing then please do stay safe and remember to stick to all government regulations regarding the lockdown.

Mr R Barber, Head of Breadth Studies & PSHEE

KEEPING A CLEAR MIND DURING LOCKDOWN

I will level with you - I am beginning to find this period of lockdown testing and it is not even over yet. Social Media in general has surprisingly been a hub of positivity, encouragement and support since this pandemic plagued us all, with my newfound source of entertainment being Netflix or escaping the real world to a world of gaming. However, nothing beats getting out in the fresh air for a long walk. This can be boring on your own though, especially with the social distancing regulations. Thankfully, I have man's best friend, my very own white German Shepherd - my pride and joy.



You do not get the same emotional encouragement from a horse, or any other pet for that matter, than you do from a dog. They are almost always delighted to see you, with unwavering happiness as their tail wags and the smile sweeps across their face as you barely do so much as look their way. That is certainly the case with my dog Rupert. Dogs are proven to reduce stress levels – this is certainly the case with my dog. I can get lost walking him for hours, playing throw and catch. I love watching him bound across the fields.

German Shepherds are bred to be guard dogs, but they are highly intelligent, devoted and courageous. Rupert was trained diligently by my father and, as a result, he is a very gentle companion, evident in the way he interacts with my youngest brother, Alfred, who is nearly two. I have trained Rupert to sit down and stay when instructed and he can even open doors, following every instruction from my dad or myself.



Personally, I found lockdown challenging at the beginning until I started to spend more time with my dog and took him on long, relaxing walks. My dog helps me get through lockdown as he has taken much of my time up and he keeps me busy and content. I love seeing the glow in my dog's eyes as he stampedes up and down the fields chasing a ball.

Is your dog keeping you sane in lockdown? Do you have your own quirky pet who has been making the days a little more bearable?

Ethan Chinery Walker, Year 9

PUPIL CONTRIBUTIONS

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.



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

Wednesday 24 February 2021, 7.30pm



Last week we published details of this forthcoming Centenary Lecture by Mr Andrew Baker, former Headmaster of WHSB, on 24 February. We can now confirm that this lecture will begin at 7.30pm. Full details on how to

access this lecture online will be included in next week's edition of *The Westcliff Week*.

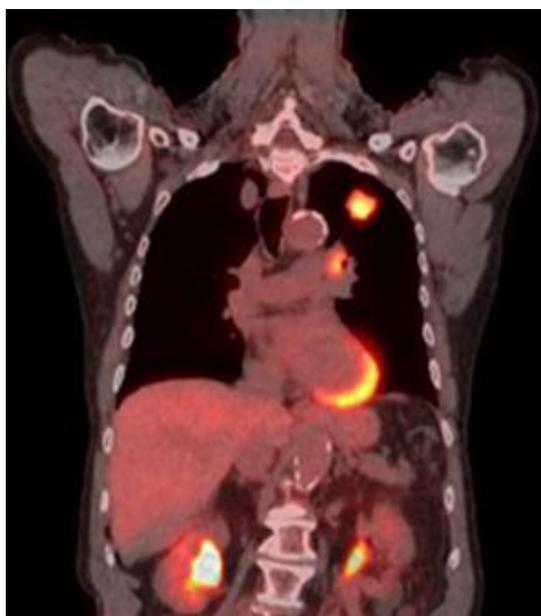
Headmaster

HEALTHCARE & MEDICAL SOCIETY

THE HISTORY OF RADIATION AND ITS USE IN MEDICINE

Early Discovery

Radioactivity was formally discovered in 1896 by Henri Becquerel and would soon become a property that would inadvertently revolutionise modern medicine and industry. German physicist Wilhelm Röntgen pioneered X-rays in 1895, leading Becquerel to theorise that there may be a relation between X-rays, phosphorescence and fluorescence – the capacity of a substance to emit light under determined conditions.



Fascinated by the ambiguous behaviour of light use in x-rays, he began to examine it from the angle of a fluorescent specialist by carrying out extensive experiments on uranium compounds. Becquerel conditioned uranium salts to maximise their natural fluorescence to examine how they respond to photographic paper. Would they perform similarly to X-rays? After weeks of dismay, by chance, Becquerel left potassium uranyl sulphate in total darkness, placed on a photographic plate. To his astonishment, the clearest image was produced – proving the existence of radioactivity. His experiment had shown that uranium salts emit penetrating radiation independent of external influences which would capture the attention of Marie and Pierre Curie, who furthered the study to help advance healthcare.

Radiotherapy

One of the most pre-eminent manipulations of radiation is in radiotherapy - where ionising radiation is utilised to disrupt biological molecules and to eradicate cancerous cells. Photon beams are liberated, as high-speed particles strike within a linear accelerator, to be targeted at a patient's tumour in order to disrupt the DNA's helical structure by fracturing the two strands – making it onerous for cell repair. Effects of radiotherapy are greatest during chromosomal dichotomy, the mitotic phase of the cell cycle. Cancer cells divide more frequently as they obtain a quicker cell cycle, therefore making them more susceptible to the effects of radiation. Destruction and damage are distributed by breaking up the total dosage of radiation a cell is exposed to in a set period frame – this is achieved by fractionation. Fractionation increases the probability of catching a cell during mitosis in an attempt to achieve maximum cell damage. However, radiotherapy possesses its drawbacks, as radiation is not specific to a cell type, consequently, it means that healthy cells are at risk of extensive strand breakage in which accumulation will result in cell death. Regardless of this, 40% of cancer patients will undergo radiotherapy as part of their treatment because the benefits are deemed to outweigh any risks.

Use in tracers

Radiotracers often are a resource used by doctors for medical imaging. This is where the radioactive source is bound to either water or glucose to be injected or swallowed. Radioactive detectors are positioned outside the patient, where they identify radiation emissions to develop an image of inside the body. Specific radioactive isotopes are more efficient than others as they each concentrate on different damaged regions of the body. Technetium-99 is the primary

source, as it is metastable (the nucleus is in an excited state after being produced from molybdenum, going through beta decay) and unlike other chemicals, it is easily adaptable for all uses - making it a very efficient compound. Iodine-131 is used specifically to trace the thyroid by emitting gamma and beta radiation and indium-111 emits gamma rays as it decays via electron capture – which are then used to trace blood cells. Radioactive chemicals used in this way reduces negative effects, those specifically selected decay before extensive damage occurs due to their short half-lives. Emitters of beta and gamma radiation are fundamental because of their higher penetrative ability compared to alpha radiation, meaning they are more readily available to pass out of the body - avoiding cell absorption.

PET scanning (positron emission tomography)

PET scans amalgamate the technology of both tracers and computing technology - this dynamic duality assembles a unique 3D image allowing for identification of disease and tumours. Traces of specifically designed radioactive molecules, injected into the patient's bloodstream, are detected and tracked. Biological molecules ranging from glucose to hormones are used as the primary tracers for PET and each one is tailored to a specific function in the body. After the selected tracer is injected it makes its way to the specified region, where it releases its radioactivity. Two gamma photons are released each time a particle collision occurs where they then pass out of the patient to be detected, enabling for the development of a 3D image. Although the use of gamma radiation here is not considered as safe as magnetic resonance imaging (MRI), it uses a positron emitter so can concentrate at points within the body where metabolism is high, allowing for identification of cells that metabolise too quickly and grow out of control.

Medical Radiation Exposure Risks

When X-radiation is absorbed within our bodies, it can cause damage to our molecular structures and potentially cause harm. Very high doses of radiation indisputably cause damage to human cells – evidenced by hair loss, burns and their carcinogenic nature – but the effects of lower radiation doses are unknown. In any medical treatment, both the pros and cons are measured to deem whether or not the treatment is suited to the individual, and generally, those receiving medical radiation will benefit from intricately tracked and planned treatments according to what is safe, as the risk of exposure should always balance its benefits.

Cassia Junkere, Lower Sixth

JUNIOR MEDICAL SOCIETY: AN INVITATION

At WHSB it is very important that everyone has a chance to explore their interests and partake in activities which lie outside the scope of academic studies. Whilst over the past few months this has been difficult, we hope to provide you with a chance to explore the world of healthcare and medicine through a virtual Junior Medical Society.



Every week we endeavour to provide interesting resources on various healthcare and medicine related topics. Using these you can explore the vast wonders that are happening in medicine. We will discuss and explore ground-breaking discoveries (some which you may not have even known were possible!) happening every day. In addition to this you will have the opportunity to share your views on key matters which are constantly being debated today, such as: should prosthetics be used to enhance humans? Should doctors be allowed to break strict patient confidentiality in certain situations? Through these discussions, you can gain an insight into other perspectives to develop an informed opinion.

If you are considering a career in medicine, then we highly recommend you join us to help build your foundations, develop your wider knowledge and develop your debating skills – all useful for any future medical applicant! Even if you do not wish to apply for medicine, this society will help to expand your wider interests which is key as you progress through the school.

If you are in Years 7-11 and wish to join this society, please contact Miss Lo.

Zeeshan Hossain & Ishan Major, Lower Sixth



MUSIC BOX: A WORK A WEEK

AN AMERICAN IN PARIS, GERSHWIN

With the success of his now famous 'Rhapsody in Blue' still lingering in the Manhattan air, Gershwin's Orchestral-Jazz piece 'An American in Paris' premiered at Carnegie Hall in mid-December of 1928, a mere four weeks after the completion of its composition. A piece of comedy, risk and brilliance – it was received with great enthusiasm.



In the mid-20s, Gershwin travelled to Paris in hope of studying with the great French composer Ravel, whose unusual use of chords attracted an ambitious Gershwin. After meeting with Gershwin, Ravel refused to tutor him, reluctant to disrupt Gershwin's musical ideas of Jazz and orchestration. Ravel asked "Why would you want to be a second-rate Ravel, when you can be a first-rate Gershwin?" When he returned home, Gershwin began composition on a new piece, influenced by his experience in Paris.

'An American in Paris' attempts to reflect the bustle and excitement of Gershwin during his visit to Paris. The piece is written in a loose ternary form, opening with a light, dance-like melody played by the high strings. This feeling of wonder and ease is soon interrupted by the honking of automobile horns. Gershwin brought back four taxi horns from Paris which he used when composing the piece. This feature perfectly implies the bustle of the crowded Parisian streets, whilst also maintaining a comedic and light-hearted atmosphere. Gershwin then brings in more aspects of Jazz by using a blues-inspired melody; perhaps reflecting the cultural roots of the American exploring Paris. These Jazz features include swung rhythms, syncopation and the classic melancholy blues sound, achieved through the use of muted trumpet with a sense of Rubato. The piece then makes its way towards an impressive finale – a recapitulation of the dance-like blues themes, which successfully creates an emotional experience for the audience.

Since its premier in 1928, 'An American in Paris' has enjoyed much success, with it influencing a 1951 musical film by the same name which won the 1951 Academy Award for Best Picture. In 2015, the musical was taken to Broadway and in 2017, the West End production was recorded and live streamed.

Gershwin's 'An American in Paris' is the perfect piece to conquer the dissatisfactions of your home every day. With this music, you could almost be sat in a Parisian café, an Americano in hand.

Listen out for:

- The use of different Taxi horns to reflect busy Parisian roads.
- The unique soprano saxophone trio, a short but complicated trio of quick runs and ornamentation.



Miss J Margalit Teaching Assistant

THE IMPORTANCE OF THE SAXOPHONE

My favourite hobby is playing my tenor saxophone. I enjoy playing this specific musical instrument as I find jazz music very calming. I find tenor saxophone to be 'jazzier' than any other instrument, and I love the fact that the saxophone can switch from very high notes to low notes. I like playing blues music and in particular, enjoy playing 'Baker Street' because of the quick transformation between notes. The saxophone possesses a wide dynamic range and it can produce almost any type of mood- from happy to mournful. Playing a musical instrument does not only make you feel happy and proud, but it also gives you an academic 'upper-hand'. Being able to play a musical instrument can set you apart from others when applying for jobs as it demonstrates skills far beyond academic results. It also could open more avenues, perhaps allowing you to apply to the top Universities and could even allow you to win a scholarship. It could even open doors for you to play in big orchestras such as Gustav Holst's orchestra (which I am currently learning about in Music).

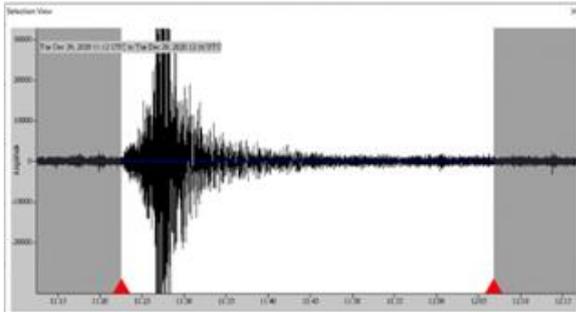
Therefore, I have not only shared one of my favourite hobbies but I also want to encourage you to learn to play an instrument; this could help you achieve the most that you can in life!



Zarrar Ahmed, Year 8

GEOLOGY: THE SEISMOGRAPH

WHSB has a seismograph or seismometer which is an instrument used to detect and record earthquakes. It has the sensitivity to pick-up earthquakes as far away as Japan and New Zealand, the latter over 18,000km away. The “shaking” of the earth is often due to converging tectonic plates overcoming friction and moving suddenly, sending waves of energy radiating out from the focus within the Earth. It is recorded as a series of traces on a seismogram.



Mr Irons keeps track of this and emails the Geology department whenever there is notable event. The seismogram displays the amplitude of the seismic waves, which are proportional to the energy released. The one shown in the image (below) was picked up by the WHSB seismometer, from an earthquake that occurred in Croatia on the 29 December 2020, with a magnitude of 6.4 on the Richter scale. It caused widespread damage to the town of Petrinja, killing seven people. This earthquake is one of many to affect the general region, and is the result of compression in the boundary region where the Adriatic tectonic micro-plate is being pushed underneath the Eurasian Plate.



In October of last year, a far more devastating earthquake took place north of the tourist island of Samos in Greece. This resulted in a small but damaging tsunami that affected nearby coastal ports like Izmir in Turkey and could be felt as far away as Athens and Istanbul. The shallow earthquake (only some 1.5km

below the sea floor at its shallowest), registered 6.7 on the Richter scale, killed two people on the island of Samos and more than a hundred in the city of Izmir, mainly due to falling masonry and collapsed buildings.



In Izmir (Turkey's third largest city with the population of nearly three million), many people ran into the streets too frightened to return to their homes after 20 large buildings collapsed. The area also suffered from more than 700 aftershocks which are smaller (but damaging) earthquakes as a result of the tectonic plates “settling down” into their new positions. During the following 36 hours, there was growing concern for people still trapped in collapsed buildings which rescue workers were unable to reach.



As many WHSB pupils and students will know from Geology and Geography lessons, buildings within countries like Greece and Turkey are not always built to the strictest building regulations; some of these were not able to withstand the powerful lateral shaking of the most destructive waves known as “L” waves. The cause of this earthquake is believed to be a result of movement along the Samos Fault (resulting from the Africa tectonic plate grinding along the Eurasia tectonic plate), an east west striking, north dipping normal fault located offshore, north of the coast of Samos. It ruptured for a length of 37 kilometres and had a maximum displacement of 1.8 metres. This caused uplift on the island of Samos of nearly a quarter of a metre in places. However, the downward displacement of the sea floor from the vertical fault movement resulted in a sudden drop of the sea along the fault zone; as sea water rushed in, it

overcompensated resulting in a raised level of the sea which then radiated outwards as a tsunami wave, up to 2 metres in height.

Click for a video of the events

<https://www.news.com.au/technology/environment/massive-70-quake-rocks-izmir-in-turkey-destroying-buildings-and-triggering-tsunami-as-people-flee/news-story/21167adec3aa1e7653559856529ce11f>

Mr P Marlow, Teacher of Geography and Geology

THE LANGUAGE CORNER



This week in the language corner, we are taking a look at all things German. Our German Language Assistant is going to introduce himself and you will see some German recipes that Year 8 pupils have been cooking at home.

But first, I would like to show you why all your hard work of learning German is worth it and where it can lead you. Yes, German has three genders, and very, very long words and the word order with its verbs at the end of the sentence seems at first to be quite impossible to learn. However, mastery of the language will enrich your life in more ways than just being able to speak a second or third language.

German is the second most spoken language in Europe. Being able to speak German will connect you to 130 million German speakers around the globe. Your language skills will create a great variety of job and business opportunities for you. If you are looking for employment in the United States, knowing German can give you great advantages. German companies account for 700,000 jobs in the United States, and US companies have created approximately the same number of jobs in Germany. All other things being equal, the job candidate with German skills will trump the one without such skills every time.

As a nation committed to research and development, Germans are on the frontline of new technologies. Germany exports more high-tech products than any other country except the US and more than 600 firms are active in the cutting-edge field of biotechnology (115 of these are located in Munich alone). The East German city of Dresden has become Europe's microchip centre with its more than 765 semiconductor firms.

Given the Germans' commitment to innovation, it is perhaps not surprising that two-thirds of the world's leading international trade fairs take place in Germany. These include CeBIT, the world's largest trade fair for information and communications technology, and the IFA consumer electronics trade fair.

Germany, Austria and Switzerland all have a rich cultural heritage. Germany is often referred to as the land of "Dichter und Denker" - of poets and thinkers - because the German, Austrian and Swiss contributions to the arts and human thought have been nothing short of profound. Johann Wolfgang von Goethe, Franz Kafka, and Hermann Hesse are just a few authors whose names and works are well-known internationally. A total of ten Nobel prizes for Literature have been awarded to German, Austrian, and Swiss German authors. The world of classical music is inseparable from the names of Mozart, Bach, Beethoven, Strauss, and Wagner to name only a few renowned German-speaking composers. Vienna remains an international centre of music today. From the magnificent architecture of medieval buildings to the avant garde *Bauhaus* movement, the expressionist masterpieces of Nolde, Kirchner, and Kokoschka; Germans have made substantial contributions to world art and architecture.



Philosophy and the Sciences would also be unthinkable without the contributions of German speakers. The philosophies of Kant, Hegel, Marx, Nietzsche, and numerous others have had lasting influences on modern society. The psychologists, Freud and Jung, forever changed the way we think about human behaviour. Scientists from the three major German-speaking countries have won dozens of Nobel prizes in Physics, Chemistry, and Medicine. Think of Einstein, Wittgenstein, Max Planck and many more. Knowing German allows you to access the works of these people in their original language, which gives you a richer understanding of them.

On a more practical level, being able to speak German would allow you to live in Vienna, Zurich and Munich, which rank as the three cities in the world with the highest living standards. University fees in German speaking countries are much cheaper than in England. There is also beautiful landscape and good food to explore.

Lastly, German is not as difficult as you think. German and English are sister languages, and many words have similarities. Long words are made up of many smaller ones, so if you understand the individual ones you should be able to work out the long word, e.g. Geschwindigkeitsbegrenzung: die Geschwindigkeit is speed, die Begrenzung is limit/ limitation; this makes speed limit!

Ms M Niedziela, Head of German



Hello there! My name is David Elgnowski, I am 27 years old and I have been working as a German Language Assistant for WHSB for 4 months now. You have probably seen me scurrying around the School corridors pre-lockdown.

I was born in Kassel, Central Germany (close to Hannover) and I lived and studied in Göttingen (my subjects are English and Ethics).

To give you an idea of what I do in my free time, I have always enjoyed learning languages, I love spontaneous and cringe worthy puns, dark humor and I have been a Star Wars fan for almost my whole life. When it comes to leisure activities, I enjoy riding my bike through the small city of Göttingen, I play Badminton, go to the

gym (well, I used to, before COVID-19), I meet my friends and I cook (mostly Italian food).

Now, let me tell you about something else; I love photography. Taking photos has been my passion for over twelve years. It is the one thing that I have always enjoyed doing and I find it incredibly fulfilling. It is the kind of passion in which I completely lose myself, where my head enters a state of mindfulness and awareness for visual details that leaves time non-existent for me. One year ago, I was still doing photo commission works in Italy and Germany, and in my study breaks from University I used to go out on the street and approach people. I loved engaging in interesting conversations with inspiring people that I found intriguing on a personal level and many times I ended up taking their picture. Through this, portrait photography became my favourite field of interest, but then COVID-19 happened.

I have not been taking pictures for nearly a whole year now – I have not used my camera at all, not even to take casual portraits of friends. It is sitting here, right in front of me, all dusty and uncharged. I made some efforts to get back into photography but due to essential safety measures and the overall heaviness that rests on our social lives (just like the layer of dust that sits on my camera), I currently refrain from it. The circumstances simply do not allow it. I know that I am not the only one who has lost the connection with his/her main passion. Whether it is playing football, dancing, cricket, table tennis or doing any other activity that is now temporarily forbidden, let us all remind ourselves that we will eventually be able to pick up our lost hobbies and retrieve our “passion sparks” again. This will pass!

In the meantime, whilst we are waiting for this crisis to pass, let us do something productive that keeps us motivated! Let us prepare ourselves for the moment when we will finally be able again to do what we love. I, for myself, am going to read up on the history of photography and start planning my next photography projects! What about you?

Take care of yourselves and hopefully, I will see you in School very soon!

David Elgnowski, German Language Assistant



YEAR 8 GERMAN COOKING

In their German lessons, Year 8 pupils have been learning about food in Germany and they have been looking at various traditional recipes. In one of the classes, the idea came up, to try cooking some of the recipes. So, we put the idea into practice. Some cooked traditional Schnitzel, sausage with Roesti, or baked apple cakes, whilst others researched other traditional recipes. The results, as you can see, were impressive. Well done Year 8! A great lesson in intellectual curiosity and global awareness.

Ms M Niedziela, Head of German



Joseph Holland, Year 8



Joseph Cove, Year 8

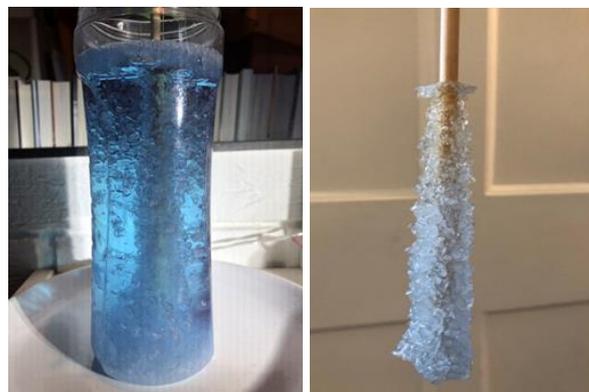


Alexander Kelleway, Year 8

LOWER SCHOOL SCIENCE CLUB

MAKING ROCK CANDY

Our budding scientists in Years 7 and 8 were busy last week creating Rock Candy at home. There were excellent efforts from many pupils (and parents!).



Oliver Doel, Year 7



Ayman Sharif, Year 8

Congratulations to Oliver Doel and Ayman Sharif for the great results that you have shared for us! A further well done to the rest of the Science Club for the effort that you put into this. I look forward to seeing more amazing work on our next project!

If there are some of you who would like to make some Rock Candy at home. Please follow the instructions below:

1. Clip the wooden skewer into the clothespin so that it hangs down inside the glass and is about 1 inch (2.5 cm) from the bottom of the glass. (as shown)
2. Remove the skewer and clothespin and put them aside for now.
3. Get a helpful adult!
4. Pour the water into a pan and bring it to boil.

5. Pour about 1/4 cup of sugar into the boiling water, stirring until it dissolves.
6. Keep adding more and more sugar, each time stirring it until it dissolves, until no more will dissolve. This will take time and patience and it will take longer for the sugar to dissolve each time. Be sure not to give up too soon. Once no more sugar will dissolve, remove it from the heat and allow it to cool for at least 20 minutes.
7. NOTE: While it is cooling, some people like to dip half of the skewer in the sugar solution and then roll it in some sugar to help jump start the crystal growth. If you do this, be sure to let the skewer cool completely so that sugar crystals do not fall off when you place it back in the glass.
8. Have your friendly adult carefully pour the sugar solution into the jar almost to the top. Then submerge the skewer back into the glass making sure that it is hanging straight down the middle without touching the sides.
9. Allow the jar to fully cool and put it somewhere it will not be disturbed.
10. Now just wait. The sugar crystals will grow over the next 3-7 days.

Good luck!

Mr K James, Lower School Science Co-ordinator

A WORLD OF WORDS

PANCAKES DURING PANDEMIC

In this time of lockdown we have had to accept that many events - religious or sporting, educational or familial - that normally form the backbone of our calendar, have had to be postponed, cancelled or done differently.

However, homebodies and gourmards alike may be looking forward to the forthcoming 'Pancake Day' culinary event going ahead (flour and egg shortages permitting...) home-based as it is. Aside from its secular/culinary links, Pancake Day's name in the Christian calendar is Shrove Tuesday – the day before Lent begins on Ash Wednesday. The tradition of making pancakes comes from using up and clearing out any 'fatty' foods from the house before the frugality of Lent.



These days, we might class milk, eggs, flour and oil as basic necessities rather than commodities. Let us not even think about today's rich pancake toppings such as Nutella!

In etymological terms, an item of note here is the famed French name for Shrove Tuesday: Mardi Gras – literally 'Fat Tuesday'. This phrase is synonymous with street celebrations most famously in New Orleans but worldwide, and especially in Latin America. Depending on location, such street festivities are also known as 'carnival' which, as with 'carnivore' or 'chili con carne,' relates to 'carne' i.e meat. The Latin term '*carnelevamen*' - 'putting away of flesh' - related to the abstinence of meat- or dairy-eating during Lent. Other sources cite the etymology of carnival as '*carne - vale*' –with the *vale* meaning farewell (as in 'valedictory').

The term that is used in English for this day, 'Shrove', comes from the word 'shrive' meaning to 'absolve' and refers to Christians' confession and forgiveness of wrongdoings ahead of their holy time – as per the 'clearing of the decks' that pancake-making symbolises. Pancake races, spanning back centuries, are said to derive from an incident where a cook, upon hearing bells toll for the absolution services, ran to church with pan still in hand so as not to be late.

This year Shrove Tuesday falls on 16 February, prior to the Lent period of 40 fasting days before Easter. And at this time of year, whether part of religious observation or tradition, making pancakes is a '*hygge**' thing to do to warm up a winter night, and in a household, gathers people around the stove as in olden days. Carnival masks optional!

Sources: Wikipedia, Cambridge Dictionary

**hygge* – Danish for 'cosy'; relating to a new lifestyle trend

Mrs M Schofield,
Teaching & Administration Assistant

Why not look up more interesting word origins online

[Etymologynerd.com](https://www.etymologynerd.com) [verbatimmag.com](https://www.verbatimmag.com) [Merriam-webster.com](https://www.merriam-webster.com) [Pinterest/etymology](https://www.pinterest.com/etymology)



RESISTANCE HEROES

GINO BARTALI

Every morning, Gino Bartali would go out on his bike. The sun shone down on him as he zig-zagged for mile after mile, up and down switchback roads in the foothills of his native Apennines. But, Gino Bartali was no ordinary bike rider. He was the greatest racing cyclist in the world, a three-time national champion of Italy, a Tour de France champion, and twice the winner of its Italian equivalent, the Giro d'Italia. Now aged just 29, he was entering his prime years on a bike and was already a national hero; his face regularly adorning the sports newspapers which organised the races he would so often win. Yet it had been five years since Bartali had last competed in an international competition. For the year was 1943, and Gino Bartali had another job to do.

Road cycling is a much-maligned sport, the legacy of the Lance Armstrong years, where virtually every winner of the Tour de France between 1996 and 2012 has the asterisk of doping beside their name in the record books. Understandably, this prompts many to dismiss the sport as a brigade of men more drugged up than an archetypal East German Olympian swindling their way through the European countryside. It is important, however, to recognise why so many riders turned to drugs in what is thankfully, for the most part, now a clean sport. Road cycling began as a challenge to the endurance of the human body – in the first ever stage of the Tour de France in 1903 riders cycled 467 kilometres (the equivalent of London to Newcastle) along unpaved roads and through the night – with the winners lauded as superhuman by the sensationalist journalists following the races.



To cycle over 175km a day, often up mountains as high as 2,800 metres, every day for three weeks is incomprehensible, even more so in the days of Bartali.

Primitive bike technology meant he achieved his victory in the 4,700km-long 1938 Tour de France using just a single gear on a bike which weighed double that of what you might find in Halfords today. It is understandable, then, why Bartali was so revered by the Italian public: having gained seventeen minutes on his rivals in a stage across the Alps to Aix-les-Bains, crowds of adoring Italians gathering outside his hotel to catch a glimpse of their hero. Many athletes squander their fame, but Bartali was about to put his to use in the most audacious possible manner.



By autumn 1943, the course of the Second World War was turning firmly against the Nazis. The Wehrmacht was on the retreat in Russia after the horrific campaign of the previous winter, and Hitler had been forced to pull out of North Africa in the spring. Having captured Sicily in August, the Allies set their sights upon the Italian mainland, with the first landings taking place in early September. Within a fortnight, the Allies had advanced to within a hundred miles of Rome and forced the surrender of Italy once the King had engineered a coup d'état against Mussolini. However, it was the Germans who took the initiative, occupying the northern half of their former ally to create the fascist Republic of Salò, once again headed by Mussolini who had been rescued from a high-security mountaintop prison in a brilliant Nazi commando raid.

By this stage, however, Mussolini was little more than a puppet leader of a Nazi military state, and power

over Italy really lay in Berlin. One of the most pronounced consequences of this was the implementation of the Final Solution against Italian Jews, who until this point had escaped the persecution seen in Germany. Italy's Jewish community was far more culturally entrenched and accepted than that of Germany or France, and many Jews supported Mussolini. He often praised the Jews' contribution to Italy, until *Il Duce* introduced anti-Semitic laws in a bid to appease Hitler; he privately acknowledging the stupidity of anti-Semitic theory and admitted that he adopted such laws purely for political advantage. Equally, despite mixed messages from the Vatican, large sections within the hugely influential Catholic Church vehemently spoke out against the German-style anti-Semitic laws introduced by Mussolini.



On the day that the *Manifesto della razza* was introduced, Gino Bartali was in the Pyrenees, claiming the best climber's jersey and making his way into the podium places of the Tour de France. Despite having been sent to the Tour by Mussolini to prove to Hitler that Italians too belonged in the Aryan race, Bartali's convictions were stronger than that. Known as 'Gino the Pious' for his devout Catholicism and sense of justice, Bartali refused to dedicate his victory in the 1938 Tour to Mussolini, a dangerous insult towards the fascist leader. And so, in September 1943 as the Nazi Republic of Salò commenced the mass deportation of Italian Jews to Europe's death camps, Bartali joined the Resistance. Working with a Jewish resistance leader named Nissim, and with the assistance of several Catholic bishops, Bartali used his public profile and endurance capabilities as part of a sophisticated clandestine network. He would regularly cycle the 570km round trip between his home in Florence where clergy were sheltering Jews in convents and monasteries, and then Viareggio, where Nissim was based. In Assisi he would receive photographs of the hiding Jews which he stuffed them in the hollow frame and handlebars of his bicycle to

smuggle them to Nissim, who used them to forge documents. Bartali would return these to the Jews at Assisi to allow them to escape to Switzerland.

Of course, he was stopped regularly by the ever-suspicious SS, but Bartali explained his extensive journeys with the pretext of a training ride (he would always wear his racing jersey), and politely asked if the officers would avoid touching his bike, since it had been perfectly set up to achieve maximum aerodynamic efficiency. Because of his national popularity, the German officers were reluctant to probe further and arrest Bartali anyway, as they risked provoking widespread discontent among the Italian people. The SS did detain him for formal questioning at one stage, using death threats to persuade Bartali to confess, but he stayed silent to protect Nissim's organisation before returning to his work. On one occasion, he even delivered a group of Jewish refugees to the Swiss border himself, dragging them behind him in a wagon with a secret compartment and telling the Nazis it was part of his training regime. He even sheltered his Jewish family friends, the Goldenbergs, in the cellar of his own apartment. Altogether, it has been estimated that Bartali's actions directly helped save the lives of 800 Italian Jews.

Once the war was over, Bartali returned to racing, despite having been robbed of his best years in the sport. He would win his third Giro d'Italia in 1946 and returned to the Tour de France in 1948 where he took the prestigious yellow jersey for a second time. The ten-year gap between his four victories still stands as the longest between successes to this day. Another fascinating story surrounds his 1948 Tour victory: on the July 14 rest day, Bartali was twenty minutes off the lead and thinking of pulling out of the race. However, that evening he received a phone call from the Italian Prime Minister, Alcide de Gasperi; the leader of the powerful Italian Communist Party (Togliatti) had been shot outside the Italian parliament. De Gasperi urged Bartali to race on, hoping he could provide a victory for a country on the brink of civil war to unite around.

Bartali rose to the challenge and promptly won three consecutive mountain stages, in doing so gaining half an hour on his rivals to take the race lead. The communist deputies had been plotting an insurrection of the government, but legend has it that news of Bartali's triumphs was so well-received when it was announced in parliament that these plans were abandoned as members of all parties joined in the national celebrations. He would finish the Tour twenty-six minutes ahead of his nearest rival, a margin

that has only been exceeded once in the 72 years since. Bartali continued to win races until his retirement aged 40 at the end of the 1954 season, and even today he remains the 9th most successful rider of all time, despite having lost the best part of a decade from his career to the war.

Yet perhaps the most remarkable thing about Bartali's story and his exploits during the Second World War is that he did not tell anyone about them. By the time of his death aged 85 in 2000, the only people he had told were his two sons, who he made swear to secrecy. Bartali never preached about the good that he had done or sought gratification for his undeniable courage. He told his sons: *'The good is done, but it is not said. And certain medals hang on the soul, not on the jacket. One does these things and then that's that.'* Few truer words have been said.

It was only a decade ago, years after Bartali's death, that journalists began to uncover his incredible story, aided by Nissim's memoirs and the testimonies of some of the children he helped to save. In 2013, Bartali was finally awarded the status of *Righteous Among the Nations* by the Holocaust memorial organisation Yad Vashem. His story is one of utmost bravery, humanity, and modesty; a genuine hero who deserves far greater recognition than he presently enjoys. I would like to leave you with the following words from Bartali: *'others have suffered in their soul, in their heart, in their spirit, in their mind. Those are the real heroes. I'm just a cyclist.'*

Jonathon Huggett, Upper Sixth

FROM THE WHSB LIBRARY

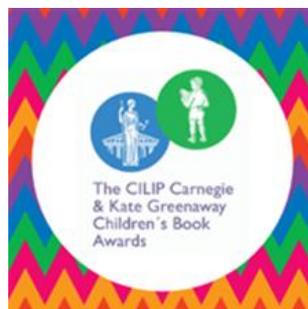
DISCOVER THE CARNEGIE AND GREENAWAY MEDALS

There are a lot of awards given out in the book-industry which provide a perfect opportunity to discover new books and authors. My favourite is the 'Carnegie and Greenaway Children's Book Awards' (CKG awards), which is awarded once a year by the Chartered Institute of Librarians and Information Professionals (CILIP).

The awards are:

- *Carnegie medal* - Awarded to an outstanding book in terms of written English for children and young people.

- *Greenaway medal* - Awarded to an outstanding book in terms of illustration for children and young people.
- *Shadows Choice Award* – A Special Commendation, voted for and presented by Children and Young people who take part in the awards shadowing scheme.



These medals have been awarded to some of the best authors and illustrators in literature, including Philip Pullman, Terry Pratchett, C.S.Lewis, Patrick Ness, Chris Riddell, Quentin Blake, Shirley Hughes

and many others. Most recently, they have been awarded to authors Anthony McGowan, Elizabeth Acevedo and Dean Atta, and illustrators Jackie Morris and Shaun Tan and Kadir Nelson. With such a variety of names, both well-known and new, I find these awards such a valuable source of finding out about new books and debut authors.

Nominations have already taken place for this year's award and on 18 February 2021, they will be announcing the longlist for each medal. From this, they draw up a shortlist which is announced a month later on 18 March 2021.

Once the shortlist is announced, the fun begins as we start to shadow the Carnegie medal this year. The books will be read and reviewed, and we will vote on our favourite title. I will provide more details after half-term as to how our keen readers can get involved.

For now, if you would like to find out more about the CILIP CKG awards, including nominations, previous winners, and even about Andrew Carnegie and Kate Greenaway (who the medals are named after), you can visit the website.

<https://carnegiegreenaway.org.uk/>

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

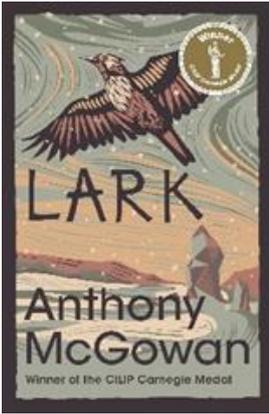
LIBRARY RECOMMENDATIONS

Lower School

Lark by Anthony McGowan

"I climbed back to my feet and looked around.

"Kenny!" I screamed as loud as I could. Again, it was as if the sound couldn't get past the cold air and the blowing snow. It was like shouting into a pillow."



Things are getting tense at home for Nicky and Kenny as they wait for a visit from their estranged mum. To escape, they go for a walk on the moors, taking their little Jack Russell terrier with them. But what should have been a laugh, a lark, turns deadly when the weather changes and they are caught in a blizzard.

Nothing will ever be quite the same again...

Winner of the 2020 CILIP Carnegie medal, this novella is the last in a sequence of books, but certainly does not require prior knowledge to read it. It stands alone as a strong tale of humour, tragedy and family as we follow two brothers going on an adventure in the atmospheric moors with their dog. As their situation changes rapidly from fun to terrifying, the reader is drawn into the lives of these characters, the perils they face, the decision they have to make and their fight for survival. Breath-taking and heart-wrenching, at 110 pages long it is a short read that whisks the reader through a whole range of emotions and leaves a lasting impression.

Middle School and Sixth Form

The Midnight Library by Matt Haig



"Between life and death there is a library," she said. 'And within that library, the shelves go on for ever. Every book provides a chance to try another life you could have lived. To see how things would be if you had made other choices... would you have done anything different, if you had the chance to undo

your regrets?"

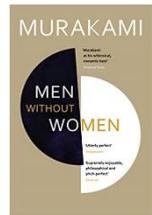
When Nora Seed finds herself in the Midnight Library, she has a chance to make things right. Up until now her life has been full of misery and regret. But things are about to change. With the help of an old friend, she can now undo every one of her regrets as she tried to work out her perfect life. But things are not always what she imagined they would be. Before time runs out, she must answer the ultimate question: what is the best way to live?

Mrs H. Murrell, School Librarian

BEYOND THE BOOKCASE

"Dreams are the kind of things you can – when you need to – borrow and lend out." Haruki Murakami

What I love about this line from *Men Without Women* is that you can equally exchange the word 'dreams' for 'books'. To my knowledge, this is what sums up Murakami's oeuvre. For those of you who do not know who Murakami is, he is the master of dream logic novels.



In October 2018 I was excited beyond measure by the release of Haruki Murakami's 14th novel *Killing Commendatore*. I had been waiting for it since 2014 when I had read *Men without Women* (an excellent collection of stories where Murakami brings his powers of observation to bear on the lives of men who, in their own ways, find themselves alone) back through the canon to *1Q84* and back and back to Cambridge summer school in 2002, when I had been devouring as much Murakami as I could find.



The first novel I read by Murakami on the banks of the Cam in summer 2002 was *A Wild Sheep Chase*. Stood in Heffers book shop I distinctly remember reading the synopsis: *His life was like a recurring nightmare: a train to nowhere. But an ordinary life has a*

way of taking an extraordinary turn. Add a girl whose ears are so exquisite that, when uncovered, they improve sex a thousand-fold, a runaway friend, a right-wing politico, an ovine-obsessed professor and a manic-depressive in a sheep outfit, implicate them in a hunt for a sheep, that may or may not be running the world, and the upshot is another singular masterpiece from Japan's finest novelist.

And, as in a bizarre dreamscape scenario, I heard the words of a book seller say behind me: "If you haven't read Murakami yet, he will change your life." By the time I had turned to see who had spoken the bookseller was already walking off through the shop and, of course, I bought the book. I finished it the next day. Somewhere there is a picture of me under a willow tree reading *A Wildsheep Chase* time stamped

at 10.30. Somewhere there is a picture of me under a willow tree reading *A Wildsheep Chase* time stamped at 16.00. It's the same day. I hadn't moved, except to turn the pages or drink. What you cannot hear in those pictures is my friend, Julianna, behind the camera asking "Where have you *been* all day?"



And the truth is I could not tell her. I had been on a wild sheep chase, chasing Murakami through every page. I have been chasing him ever since. Going back to the source with *Hardboiled Wonderland and the End of the World*, going *South of the Border West of the Sun*, looking at *Kafka*

on the Shore, back to 1Q84 and right the way through to *Killing Commendatore*. A typical Murakami fan, this is the road of typical Murakami reader. It is Murakami-esque. Indeed, the story of Murakami's journey to authorship is also typically Murakami-esque:

"In 1978 (age 29) Murakami was in the bleachers of Jingu Stadium watching a baseball game between the Yakult Swallows and the Hiroshima Carp when Dave Hilton, an American, came to bat. According to an oft-repeated story, in the instant that he hit a double, Murakami suddenly realized that he could write a novel. He went home and began writing that night."

Reviewers of Murakami often articulate a similar inability to pinpoint Murakami. In her *New York Times* review of Haruki Murakami's *Colorless Tsukuru Tazaki and His Years of Pilgrimage*, Patti Smith writes that the novelist has two modes, "the surreal, intra-dimensional side" and the "more minimalist, realist side." These two Murakamis often coexist within the same work of fiction, as the fantastic or the supernatural invades the real, or the other way around. And, as Ted Gioia put it in a review of Murakami's *Kafka on the Shore*, "this ability to capture the phantasmagorical in the thick of commuter traffic, broadband Internet connections and high-rise architecture is the distinctive calling card of Murakami"—he "mesmerizes us by working his legerdemain in places where reality would seem to be rock solid." This reader can do little more than agree.

Artist Paul Klee once described the act of drawing as "taking a line for a walk". Undoubtedly Murakami must view his writing in much the same fashion, as a creative ramble, as illuminating for himself as it is for his reader. His narrative line zigzags, takes tangents and doubles back on itself. It is literary origami. But Murakami is also an author of sincerity. Sincerity being, as Lionel Trilling defines it, "a congruence

between avowal and actual feeling." This is basically Murakami's writing style: straightforward scene portraits, blunt dialogue, realism – even the magical sort. The fact that the view changes so often it is hard not to feel turned around, is not a deterrent from the world you find yourself in. The truth is, you do not want to leave the narrative line, rather you cling to it: Murakami's talent is in folding the humdrum alongside the supernatural, finding the magic that is nested in life's quotidian details.

Following this logic, the turmoil Donald Trump's America and Brexit Britain should prove especially fertile markets for the release of Murakami's new collection of short stories *First Person Singular*.

Murakami has his own theory that this mesmerising literary formula appeals particularly in times of political chaos:

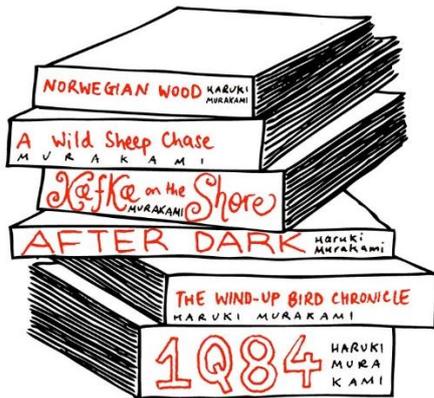
"I was so popular in the 1990s in Russia, at the time they were changing from the Soviet Union – there was big confusion, and people in confusion like my books... In Germany, when the Berlin Wall fell down, there was confusion – and people liked my books."



Whilst there is an argument that says that Murakami is a response to the cast of post-WWII Japanese writers that were themselves responding to the conflict between progress and traditional values with fire, perhaps Murakami's trade mark modesty that he is "just a writer" is at play here... it is more than confusion that draw his readership. For this reader, terms like fantasy or postmodern or cult do not adequately describe Murakami. In modern society, our gains are increasingly superficial, and fail to compensate for the heaviness of personal loss. This literature somehow restores the magic, the childhood wonder, the almost spiritual importance of everyday activities. What perhaps what Murakami manages to encapsulate is the confusing state of human existence and our love of experiencing the dreams of life in that place somewhere between sleep and waking up.

Contemporary writers, especially young ones, are often at a loss for how to communicate the strangeness of our daily lives. Murakami's aesthetic of

sincerity activates these writers via clear and direct language. To my knowledge, there is no one yet who writes like Murakami. Kafka is one of Murakami's literary heroes and what I think is the greatest credit to Murakami is that he does not mirror Kafka in style but, in the same way that Kafka cannot be adequately pigeonholed and the term became Kafka-esque arose, one wonders how long until we describe others' writing as Murakami-esque.



If you would like a taste of Murakami, please find a link below to one of his classic short stories 'The Folklore of Our Times' from *The Guardian* (published August 1, 2003). It is one of Murakami's involved realist coming-of-age narratives notable for the mature, almost world-weary insights he draws from the seemingly unexceptional fabric of ordinary experience:

<https://www.theguardian.com/books/2003/aug/02/originalwriting.fiction1>

This will also be the Bibliophiles read for 24 February 2021.

Ms S McGowan, Head of English

STAGFLATION: THE ECONOMIC ENIGMA THAT GRIPPED BRITAIN FOR A DECADE

Stagflation was the crisis that rocked this country for 15 years. From 1964-1979, the economy was in ruin. Traditional economists could not deal with a new evil in the economy—a huge rise in inflation, which in turn caused a huge rise in unemployment, having devastating consequences. Stagflation is characterised by slow economic growth and relatively high

unemployment (economic stagnation) which is accompanied by rising prices at the same time. Classic economic theory dictates that when unemployment is high, consumers see a reduction in their disposable income, reducing demand significantly throughout the economy and thus lowering inflation. Stagflation therefore is an economic paradox.

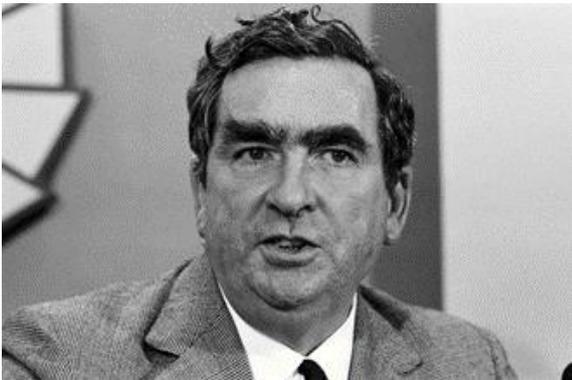
The term 'Stagflation' was first coined by future Chancellor of the Exchequer, Iain MacLeod, during a debate in the House of Commons in 1965 where he used the term, somewhat confusing himself when saying it, that Britain's economic situation was 'some sort of stagflation situation'. The phenomenon would be the defining feature of the Heath and Wilson governments, both of whom failed to deal with the issue; though it must be said that between 1968-1970 and 1976-1978, the economy did escape complete stagnation albeit only for a brief period. The period was also an economic battleground for future economic policy in Britain – on one side there was a monetarist faction with figures such as Enoch Powell, Margaret Thatcher, Milton Friedman and Sir Keith Joseph and on the other, there were the heavyweights of the post war consensus: figures such as Sir Edward Heath, Harold Wilson, James Callaghan and Roy Jenkins. The monetarists advocated a restriction in long term money supply to reduce inflation whilst the consensus politicians argued for price caps and income policies to slow inflation down and reduce unemployment simultaneously. The realisation was stark for contemporary politicians, the post war settlement had collapsed, and traditional economics was useless. This feeling was perfectly summarised by the Prime Minister at the time, James Callaghan:



"We used to think that you could spend your way out of a recession and increase employment by cutting taxes and boosting government spending. I tell you in all candour that that option no longer exists, and in so far as it ever did exist, it only worked on each occasion since the war by injecting a bigger dose of inflation into the economy, followed by a higher level of unemployment as the next step. Higher inflation followed by higher unemployment. We have just escaped from the highest rate of inflation this country has known; we have not yet escaped from the consequences: high unemployment. That is the history of the last twenty years."

Neither monetarism nor Keynesianism could solve the fundamental issue facing the UK economy – low productivity and low employment.

The causes of stagflation are not exactly clear as it is an economic contradiction. Generally, stagflation occurs when the government expands money supply whilst there may also be low productivity and output, causing a miserable flux of demand-pull inflation from a lack of goods and services and a lack of credit or disposable income to buy it in the first place, further reducing supply. This is accompanied by policies that slow economic growth such as an increase in taxes or a raising of interest rates. This creates a clear clash of macroeconomic policies: an increase in the money supply coupled with contractionary economic measures¹ such as increasing taxes causes an aggregate reduction in production. Demand pull inflation then occurs as too much money is chasing too few goods and services whilst a simultaneous reduction in output by firms and increasing costs from inflation causes unemployment. This is a recipe for disaster. Stagflation can also be caused by high-cost push inflation from supply side shocks² of goods with composite³ and joint demand⁴. In the 1970s, severe stagflation was caused by the 1973 Oil Crisis. The Yom Kippur War of 1973 caused a massive reduction in production for the oil producing Arab states causing spiralling prices for oil across the world leading to British firms using more costly and less profitable production measures, slowing economic growth. The years following the Oil Crisis were devastating for western economies. Governments used contractionary fiscal policy to counter the deepening recession, causing a wage spiral which led to income policies⁵ and the Winter of Discontent in 1979.



There are no guaranteed or easy ways to combat the stagflation conundrum, but economists have found some measures that can be effective. Firstly, monetary policy can be used to reduce interest rates to stimulate growth (Thatcher and Reagan’s solution) or they can raise interest rates to reduce demand thus

combating inflation (Healey’s solution). Another way to deal with stagflation is reducing an economy’s dependence on goods that experience supply side shocks like oil. This is a long-term process that requires a shift in the whole outlook of the economy and can be very costly. The final and only guaranteed way to eliminate stagflation for good is to implement government led supply side policies⁶ to expand productive potential such as education and training as this secures higher growth without inflation which is precisely what has happened following the stagflationary years.

Footnotes

1. Contractionary economic measures are those which seek to deflate demand, either by using tight monetary policy such as raising interest rates to discourage spending or by using contractionary fiscal policy like increasing taxes to reduce demand by reducing disposable income.
2. Supply side shocks are events that cause an unexpected increase in production costs or disruptions to production altogether, reducing aggregate supply. Examples include increase in price of oil leading to the collapse of industries reliant on oil or general strikes which can disrupt domestic production.
3. Composite demand is when a good or service has more than one use which means an increase in demand for one of its uses causes an aggregate reduction in supply.
4. Joint demand is when a good or service is demanded to be used with another product such as petrol is demanded for use in cars so if the demand for cars increases, so does the demand for petrol.
5. Incomes policies were a set of measures by the labour governments of the 1960s and 1970s which set wage caps on certain industries, even if inflation was rising at a greater rate than the agreed wage cap. For example, in 1978, an incomes policy of 5% was suggested at Ford by the government, giving the workers a 5% wage increase was far lower than the inflation rate of 10% causing the workers to demand 10% wage increase, causing a wage-price spiral.
6. Supply side policies are government attempts to increase productivity and efficiency in an economy.

Charlie Gutteridge, Lower Sixth



MATHEMATICS IN LOCKDOWN



PROBLEM OF THE WEEK

Lower School Problem of the Week

A group of 42 children all play tennis or football, or both sports. The same number play tennis as play just football. Twice as many play both tennis and football as play just tennis. How many of the children play football?

Middle School Problem of the Week

Patrick drives from P to Q at an average speed of 40 mph. His drive back from Q to P is at an average speed of 45 mph and takes two minutes less. How far, in miles, is it from P to Q?

Sixth Form Problem of the Week

Amy, Beth and Claire each has some sweets. Amy gives one third of her sweets to Beth. Beth gives one third of all the sweets she now has to Claire. Then Claire gives one third of all the sweets she now has to Amy. All the girls end up having the same number of sweets. Claire begins with 40 sweets. How many sweets does Beth have originally?

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.

Pupils 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**

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

SOUTHEND COUNCIL HOLIDAY ACTIVITIES AND FOOD PROGRAMME WHSB FOCUS GROUP



Southend Council would appreciate your help and would like to know the views of students at WHSB regarding a holiday activities and food programme that they would like to run.

Southend Borough Council has been awarded a substantial amount of money to organise a Holiday Activities and Food Programme for children and young people, for one week in the Easter holiday, four weeks in the summer and one week at Christmas.

The programme will be fully funded for children and young people in receipt of FSM (free school meals), but will also be open to other children for a nominal fee. The cohorts will be 5-8 years 8-12 years and 12-16 years.

Southend Council is very keen to provide activities that children and young people really want and not what adults think they want, hence the request for help from you.

If you have some ideas, then please inform your Student Council Representative or Form Representee



and also post them in the Microsoft Team entitled 'Holiday Activities and Food Programme Focus Group', which is an open Team. House Points or Senior Commendations will be awarded to anyone that participates for 'Contributing to the School Community' and being 'Open to Opportunities'. These are key aspects of the WHSB Learner Profile. If you have any questions, then please ask myself or Mr Bleakley.

Mr R Barber, Head of Breadth Studies & PSHEE

LOCKDOWN WITH.....

RAFAEL GAMMA, YEAR 9



What are your lockdown tips and recommendations for health and wellbeing?

Firstly, make sure you stay occupied with things you love doing. Make use of the things you have around you at home, structure your day with some variety with regular breaks, try creative efforts, things you have never done before. Listen to music as well. As exercise is limited, try to maintain a balanced diet, as well as your work/life balance - something that I have begun to greatly appreciate with lockdowns. Ways to exercise at home: a) following online courses with repetitions of key exercises, no matter how long each time you do them for and b) try to make the most of going outdoors when you are allowed to. Stay in touch with people you appreciate, those who might be lonely - a simple conversation or 'Hello' would make their day. If life is getting you down, hold on to the things you know are real and you know can help you (these may be memories, people, or objects). If the current madness is overwhelming, step away from things that make 'noise' i.e. social media/the news/material things - engage in nature, sunlight, the sky, your family and you will automatically feel better.

Lastly, it is so important to have a sense of drive and remain positive. This current situation will end, you will get through this, and you will come out the other side.

How do you exercise?

I exercise by going out for walks after School and if I can, during my lunch break, down by the seafront or in the park, walking in the woods at weekends as well. At home, I use PE and Games activities to exercise. We had the opportunity to construct our own fitness programme, enter a '1000 Reps' competition and look at some online fitness courses. I try to exercise for a bit between lessons, to maintain a timetable of exercise.

What are your experiences of remote teaching and learning?

I have found remote learning to be quite fun so far. It has been very engaging, even though I started with a few technical teething problems initially, but these only lasted for short periods. In terms of teaching, there is a good balance between independent and teacher-led work, maintaining continuity of learning. We can share resources, discuss either in chat or with mics, and everyone is very co-operative when there are issues on the calls. Attendance is always high, people are engaged and there are few deliberate disturbances. We are using the chat wall to post work and thoughts a lot more, reducing writing in our books. There are less assignments, but the ones at the moment are mostly for book checks.

What do you read and watch?

Lockdown has given me more time to read, however I have found that I enjoy writing a lot more too. I am reading two books at the moment, Macbeth and History of the Beatles, having recently finished reading my National Geographic subscriptions. As I am on a screen most of the day, I avoid watching too much else, but I enjoy watching and reading political content which keeps me engaged with the ever-changing picture of the world and helps me form/debate my views.



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

I like to use WhatsApp to communicate socially with school friends, using *Teams* to communicate and help my friends with the work, and vice versa. Even talking just for educational purposes boosts my morale, as I like to help people and we can have the occasional fun

and joke about something as well. Lockdown has made me want to talk to friends I have not spoken to in a while, asking how they are coping. Lockdown has helped me spend more time with my parents and brother, as well as talking to my grandparents and other family members on FaceTime and Zoom.

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

The thing I miss most with lockdown is the connection that being at school brings. Whilst being a cathedral of learning, it provides a vital social and mental service for pupils - I could feel the anxiety of my peers when we were sent home for the first time back in March 2020. How different would learning be? Did I have the resources to do it effectively? However, the thing I am most looking forward to doing when school returns, alongside seeing my fellow pupils again, is physically participating in extra-curricular activities and clubs. Many have moved online but it's just not the same. Hopefully when we return, the different Year groups can mix again, extra-curricular clubs being the main beneficiary of that.

Rafael Gamma, Year 9

LIGHT AT THE END OF THE TUNNEL

It is undeniable that we have faced the most stressful of times ever imagined in the last year. However, some of us may have overlooked the stars in the dark and gloomy night sky. COVID-19 has stretched us to our limits, battered us down to basic, however has undeniably strengthened our sense of community. If we start naming the terrible and distressing things that have happened this year, the list would appear endless; but if we start naming the good and exemplary things that happened, the list *will* be endless. Even though COVID-19 has caused many economic losses due to the decrease in human activity, there have been many benefits to the world's ecosystem. To name a few, the air quality has remarkably improved around the world as economic and social activities have slowed down. Moreover, countless animal species have benefited; many bird watchers were delighted at the site of rare birds, once again flying freely. Our own lives have even benefited to a certain extent as it has led to a change in priorities; usually busy parents have started to spend

much more time with their children and families. The NHS and other medical staff received the recognition that they deserve with people in the UK clapping every Thursday evening. Although it may seem difficult at times, it is important to keep hope. If we continue as we are, the world could be a better place. These are just some examples, but there are many more to choose from; if we were to name them all it would be an inexhaustible list. There is always light at the end of the tunnel, or indeed a star in the dark and gloomy night sky.



Daksh Yadav, Year 8

KEEPING IN TOUCH

GEORGIA LILLEY, OLD WESTCLIFFIAN

Waterman's Design Engineer Apprenticeship Programme



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 Georgia Lilley this week, and here is what she had to say.

When did you attend School at WHSB?

I was in the WHSB Sixth-Form from 2016-2018.

What is your fondest memory of the School?

I would say that my fondest memory of the School is of the teachers who provided me with a significant amount of support and friendship over a very difficult

couple of years. Having moved to WHSB from a non-grammar secondary school, the standard of teaching really surpassed what I had expected, with such vibrant and inspiring individuals helping me to fall in love with areas of study, which hitherto I had never considered a career in.

Where did you go once you left WHSB?

During Sixth Form, I was encouraged to go to University and had received five offers before I decided to apply for an apprenticeship. I was particularly drawn to the idea of obtaining a degree (debt-free) whilst earning a salary and gaining five years of invaluable work experience. I discovered Waterman's Design Engineer Apprenticeship application online and sent in my CV, despite not meeting their specific A-level requirements. Fortunately, the learning provider (London South Bank University) accepted me based on my GCSE results and the rest is now history!

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

I started my apprenticeship with Waterman in September 2018 and this will take five years to complete. Each week consists of spending one day at University and the other four days applying what I have learnt in industry. Since the start of the pandemic, I have been lucky enough to have continued working and attending University lectures from the safety of my home.

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

I would tell her that it is perfectly okay to not know what you want to do yet, and that there are various different routes which can help you figure it all out! There are countless routes your career path can take. Once you leave school, your abilities are also defined by qualities such as your reliability, ability to work in a team, leadership skills, and commitment.

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



THE WEEKLY WATCH

TUTANKHAMUN IN COLOUR



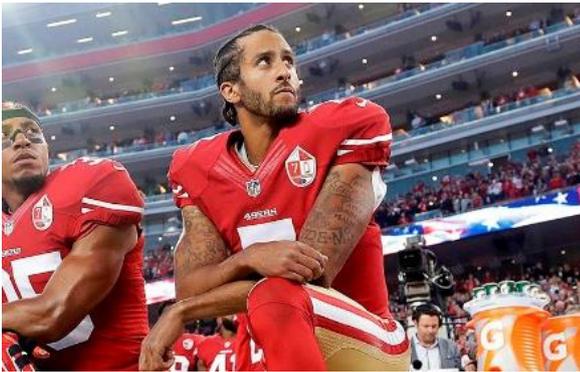
This week marks one of the most important (and most famous) excavations of the past 100 years: Tutankhamun's tomb. Although the discovery was made by British archaeologist Howard Carter on 4 November 1922, this upcoming week marks almost 100 years since the burial chamber was finally opened and King Tut's sarcophagus was exhumed for the first time in 3000 years. The significance of the find in Luxor (Egypt) was, and still is, immense. Not only was this one of very few preserved tombs left in the Egyptian desert, but it also provided archaeologists with invaluable information about life at the time and a unique opportunity to study the intact hieroglyphs which remained etched in to the walls. The documentary suggestion this week is therefore on the discovery and the treasures that were unearthed as a result. Heralding from the BBC, this documentary offers contemporary footage of the discoveries and has been restored into colour, offering a unique perspective of the events with incredibly clear footage.

With the half term break in full swing, I strongly recommend setting aside an hour of your week to learn a little bit about this most fascinating of finds whilst developing your broader knowledge of history in the process! It can be accessed using this link: https://www.youtube.com/watch?v=ZvDIRZ_xb1s

Miss R Williams, Teacher of History

ATHLETES AND SOCIAL JUSTICE

Athletes are more than just players on a field, teammates on a court, or partners in a match. They use their voices and actions through their respective sports. Professional athletes from all around the world have either faced or witnessed problematic instances of social inequality. Social justice and sports have collided for decades and formed a reciprocal relationship: athletes use their platforms to raise awareness about issues of social justice, whether it be because of a personal experience or just simply to speak up on a controversial issue. Although they continue to use their voice to express their political opinions, some receive more and more backlash. It is understandable that people may not want to hear political statements during sporting games, however, it is crucial that athletes take a stance on prominent political topics on or off the field because they are role models to society, especially the younger generations who are the next leaders of the world.



In 2016, Colin Kaepernick, former San Francisco 49ers quarterback, prompted a much needed conversation about promoting basic human rights. He ignited a movement by first sitting during the national anthem to shed light on racial injustice in the United States. He changed his seated protest after meeting with a serving US Serviceman whom had written a letter to him. Kaepernick reached out and asked for a meeting, in this meeting there was positive dialogue and both parties understood what was trying to be achieved, with it been decided that kneeling would be the new protest. While Kaepernick was aware that some may not respond well to his protest, he willingly immersed himself into controversy. He was not afraid of the consequences. He was determined to fight and to stand up for people that are oppressed. Kaepernick's refusal to stand brought incredible backlash to his career. He has essentially been blacklisted from the NFL.

For years, athletes attempting to speak out on social injustices have been silenced by critics who claim that

politics and sports should not be intertwined. In 2018, LeBron James made comments about Donald Trump. In response to this, Fox News host Laura Ingraham infamously said that athletes like James should "shut up and dribble". NBA players and other athletes have been criticised for their 'political' comments. I believe that social justice should not be seen as a political but a human issue.

Social justice movements had an injection of interest in May 2020, when outrage broke out over the death of George Floyd. The National Basketball Association recently put themselves at the forefront of athlete advocacy as have the English Premier League. The players kneeling before matches and the message both visual and verbal that discrimination is wrong is echoed at every match.

The physical gesture of kneeling has divided opinion: some agree, some disagree. This article was not written about the various opinions, but rather the power that sports stars have to promote equality and bring to the forefront societal issues. Formula One is an example of how, without uniformly kneeling, it is possible for sports and their stars to bring issues surrounding inequality to the forefront of discussion in our globalised society. Formula One has participants from many different cultures and nationalities and their actions can send a strong message. The clarity of their message improved over the course of the season. It improved through Hamilton coordinating the initiative and reaching out to various different groups within the sport and based on those conversations an approach was set out. As Nelson Mandela stated, "*Sport has the power to change the world.*"

Athletes have a right to voice their opinions, and they should continue to do so. By using their platforms to their advantage, they spread awareness on social issues and speak up for others who do not have a voice. More people feel empowered to make a change. That has happened many times in the past and will continue to happen in the future as long as athletes use their power in a positive way.

But will future athletes continue to use their voices, even if it results in major consequences for their careers? Clearly, this is difficult to answer, but we can only hope that athletes do use their actions and voices to inspire change. Athletes do not only influence sports culture. Their purpose goes beyond that. They have a strong power to change norms and culture surrounding political issues.

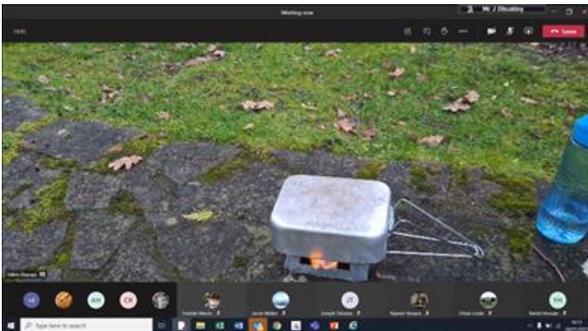
Mr T Morrish, Director of Sport

THE COMBINED CADET FORCE IN LOCKDOWN

It is true to say that 'virtual CCF' has been a success and we have adapted well to the new lockdown. So far, there have been four virtual parade nights with Senior Cadets responsible for the teaching and activities provided on these occasions. In Salamanca Company, Platoon Commanders and Platoon Sergeants split off into a Year 10 and a Year 11 lesson respectively, where we have covered a variety of topics each week.

I have been extremely impressed with the creativity of these lessons. For example, in the first week, Sgt Roopra introduced Year 10 cadets to the four marksmanship principles for when they will eventually be able to fire a rifle. This was followed by military knowledge revision and a test, contributing to the Army Proficiency Certificate, which allows cadets who pass this qualification to become eligible for promotion to Lance Corporal. In the third session, I had the extremely messy task of teaching the purpose and application of cam cream for the field. After 30 minutes of scrubbing, both the sink and my face are still stained! However, it was still entertaining for all present and hopefully informative too.

Last week, it was the turn of Sgt Ekiyoyo, who demonstrated cooking in the field; improvising with sandwich bags of pasta in replacement of ration packs! This was a highly beneficial lesson to the cadets and was enjoyable to watch. It also made the older cadets fantasise about being back on camps; in the field with a nice warm cup of tea and a warm All-Day Breakfast ration pack to start the day!



I think many in the CCF have been surprised with both the attendance and the success of the virtual teaching sessions. Despite the difficulties of being at home, the sense of community that we are still able to achieve with these sessions is excellent. I look forward to more successful evenings and hope to be back in person for parade nights soon!

C/Sgt Ethan Locke, Upper Sixth

HOUSE COUNTDOWN COMPETITION ROUND 4



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.

EGOHILCLR

ILPRGBEDC

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.

25, 100, 6, 8, 4, 3 TARGET: 584

100, 8, 1, 4, 8, 6 TARGET: 928

TRICKY NUMBERS

50, 2, 6, 5, 9, 2 TARGET: 528

CONUNDRUMS

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

NESDITASU

I0GNSEIRL

The conundrums from last week were: **irrigated** and **completed**.

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

MR MCGEE'S ALBUM OF THE WEEK

TRAVIS: 'THE MAN WHO' (1999)

1999 was a funny old year. Those who (like the author) were nearing the end of School and looking forward to University had the additional excitement that the new millennium promised. The country was on something of a high as well. 'Cool Britannia' ruled the airwaves and you could not open a magazine, watch MTV (when it had music on it!) or go online (still a novelty) without seeing union flags and other British iconography everywhere.



In previous articles, I have explored other exponents of Britpop, highlighting the way in which all nations are represented. Today, it is our neighbours to the north who will feature. Scotland has a proud musical tradition that extends far beyond the highland pipes. Waulking songs, Presbyterian hymn tunes and music inspired by its stunning scenery all add to a rich

musical tapestry, and they were just as keen to be involved in Britpop!

Bands such as *Idelwide* had made early inroads during the Britpop boom of the mid '90s, but it would be Travis who would go on to have the most significant success. 'The Man Who' is their second studio album released on 24 May 1999. It saw a shift in musical direction for the band, moving away from the harder, more rock orientated tone of their debut album 'Good Feeling'. Four singles were released from the album: "Writing to Reach You", "Driftwood", and the top 10 hits "Why Does It Always Rain on Me?" and "Turn".

'The Man Who' initially received a polarised critical reception and slow sales. However, fuelled by the success of "Why Does It Always Rain on Me?" and the band's appearance at the 1999 Glastonbury Festival, it recovered to eventually spend a total of 11 weeks at number one on the UK Albums Chart and went on to give the band international recognition. As of 2018, according to Concord Music, 'The Man Who' has sold over 3.5 million copies worldwide. It was also among the ten albums nominated for the best British album of the previous 30 years by the Brit Awards in 2010, ultimately losing out to '(What's the Story) Morning Glory?' by Oasis.

The album showcases Healey's song writing ability beautifully. Lyrically catchy and engaging with a melody that sticks firmly in the ear, all of the singles are perfectly crafted pop gems. Perhaps writing with festivals in mind, songs like *Turn* are anthemic and very 'crowd singalong' friendly. The aforementioned 'Why Does it Always Rain on Me?' went down a storm (pun completely intended) when the author saw them at Reading 2001. Indeed, such was their musical cache at this time, that they were headlining above a certain Californian Pop Punk outfit that the author is known to be partial to; high praise indeed!

If you like this try:

Idlewilde; Manic Street Preachers; Pulp.



Mr A McGee, Director of Sixth Form

HOW CAN PARENTS SUPPORT THEIR SON/DAUGHTER DURING PERIODS OF REMOTE TEACHING AND LEARNING?



At time of writing, we have almost completed a full half term of remote learning. Teachers and pupils alike are more familiar with *Teams* now; as teachers, we

constantly swap ideas we have discovered for making learning more interactive, and we now have a pupil committee who will be providing us with regular feedback regarding their remote learning experiences. On the whole, our pupils are engaging very well with our remote provision and the purpose of this article is to provide some further guidance for parents regarding how you can best support your children. However, it must be stated that many of the tips below are pertinent to supporting young people whether they are in school having normal face-to-face teaching, or at home!

1. Is your child in a good routine? Your children are following their usual timetable; it can be helpful to talk to them about what is coming up that day, and at the end of the day it can be beneficial to discuss what has been learnt. Giving pupils an opportunity to talk about what they have covered can help knowledge to stick better.

2. Does your child have peace and quiet? Your children need a quiet place to work, and they do need an internet-enabled device as they access their lessons through *Microsoft Teams*. If they have access to a laptop, they should not need continuous access to their mobile phones during lessons, and indeed phones can provide a distraction. *Teams* is easy to navigate, and your children can easily show you their different *teams*, the files contained therein and any assignments they have due.

3. Have you heard your child participating in lessons? Pupils can participate best when they have a working microphone, so please ask your son/daughter whether they are having difficulties with their microphone. Where pupils are able to communicate and contribute through speaking to their teacher and their classmates, they will gain more from the lesson, but they will also benefit from interacting with their peers. *Teams* has a new feature called Breakout Rooms where pupils are able to complete group work. Pupils

without microphones cannot participate in these tasks and may have to complete other work.

4. When you pass your child's room, are they being passive or active? Many of our pupils enjoy participating actively in online lessons through putting up their virtual hands and posting comments in the chat when asked to. However, some pupils are adopting a much more passive approach to learning to the extent that it can be difficult to know whether they are actually still present! Please encourage your child to participate as actively as possible as this will ensure they make progress. The teacher-pupil relationship is important, and communication is a key part of that. Please support us by encouraging your child to play an active role in lessons.

5. Has your child been submitting their assignments on time? Pupils in Key Stage Three are not being set homework at the moment, but teachers are still asking for work to be submitted during lessons. GCSE and A Level students are being set homework and independent study tasks.

6. Is your child using their normal resources to support their learning? Given the more online nature of our current mode of working, some pupils are forgetting that their textbooks contain a wealth of material, models and answers. These books are usually a better source than the Internet. Please encourage your son/daughter to continue to use their usual class materials.

7. If your child is struggling, have they spoken to their teacher? Please encourage your children to communicate with their teachers, for example if they are struggling with work, or if they miss a deadline. This can prevent the need for calls home. Pupils can email teachers, or contact them through the chat, but this should usually be done during the school day, and teachers will not usually respond outside of the school day. Parents are asked to telephone or email the relevant Pastoral Offices.

8. Does your child have healthy habits? Parents can continue to encourage pupils to adhere to a routine, and this includes ensuring that pupils are up in time to have a wash and eat breakfast before registration. Please also encourage your son/daughter to take outdoor exercise every day, to limit evening screen time, and to ensure they get an appropriate amount of sleep. It is better for pupils not to have electronic devices in their bedrooms overnight.

9. Does your child need to be absent? If your child is unable to attend lessons because they are ill or have a medical appointment, this still needs to be

communicated to the Pastoral Offices in the usual way.

10. Is your child building good learning routines for the future? Remote Learning will not be here in this form forever. Therefore, it would be helpful if parents could support teachers in encouraging our pupils to have good working habits. This includes keeping tidy and neat notes in their books and folders. Please do look in your children's exercise books and folders and, if presentation and pride have slipped, please encourage him/her to take the necessary steps to improve. This said, there are also advantages to Remote Learning; important study skills are being fostered that will be beneficial as our pupils move through the School and onto University.

Parents are encouraged to read the fuller guidance regarding Remote Learning which is on the School Website.

Mrs J Williams, Senior Teacher/Staff Tutor and Project Lead for Remote Teaching and Learning

CHARITY RUN



I started running during lockdown as a way to vent and stay fit. I would often run past my grandmother's

flat and strike up a distanced conversation. During these conversations, it was obvious that she was lonely; being deprived of the regular interactions she would receive from her family on a near daily basis. These conversations led me to realise that other people in my local area were also struggling with the same problem. Many were too afraid to leave their houses due to the pandemic, yet many were stuck with the crippling feeling of loneliness.

My research into loneliness and its effects on people led me to find the charity Age UK. The charity was set up in 2009 and has a worthy goal of helping the elderly, through offering financial advice, spending time with them and checking their general welfare. During these times, organisations such as this have really stepped up and have provided an invaluable service to our senior citizens.

Most people will feel lonely at some point in their lives. It is a deeply personal experience that (in most cases) will thankfully pass. Sadly, 2.65 million older people feel they have no one to turn to for help and around 3.9 million older people consider the television

to be their main form of company. Donating to this charity will help the Age UK to continue providing vital services that offer companionship, advice and support for older people facing later life alone.

Through my research, I decided that I wanted to use my new hobby of running productively to help such a worthwhile organisation. I am currently working towards running 50k in a week in order to help raise awareness. During this lockdown, elderly people are suffering from loneliness leading to mental health issues. I would like to help Age UK in their endeavours in providing essential services to these people.

Pratosh Janaka, Upper Sixth

FIGHT FOR SIGHT

Eyes feeling strained from too much screen time?

Fight for Sight is a UK research charity funding cutting-edge science to bring about new treatments to transform the lives of people affected by sight



loss. They are encouraging those whose screen time has increased during lockdown to adopt the 20-20-20 rule to help prevent eyestrain. The rule recommends that for every 20 minutes spent using a screen, you should try to look away at something that is 20 feet away from you for a total of 20 seconds. The charity also emphasises the importance of having regular eye tests and reminds people that the majority of opticians are open for appointments throughout the lockdown restrictions.

**TO PREVENT
EYE STRAIN**

**TRY OUT THE
20-20-20
RULE**

**EVERY 20 MINUTES
USING A SCREEN**

LOOK 20 FEET AWAY

FOR 20 SECONDS

Mrs J Clarke, Community Development Office

ART HUB

THIS WEEK'S HIGHLIGHTS



This week we have been creating Art tutorials and sharing them with pupils. We hope that this offers you opportunities and inspiration to create Artwork in your spare time. Miss Gellard has been making experimental artwork helping Year 11 pupils with their current project of "Pollution" and we cannot wait to see what they produce! Mrs Glassock has been experimenting with Galactic Art in response to this week's challenge. We have been pleased to see these tutorials help aid coursework and inspire pupils in the Lower School.

TO INFINITY AND BEYOND ART COMPETITION

We have been pleased to see so many entries in relation to this competition. The standard has been incredibly high, so well done to all of the pupils who have participated. Here are our favourites:



From left to right: Leonard Cheung, Year 8; Yusuf Tufal, Year 9; Vidip Sahoo, Year 10; John O'Sullivan, Year 7; Ariyan Huq, Year 7; Aakaash Jonathan Arul Dhinaker, Year 8; Aahil Shuheeb, Year 8

MYTHS AND LEGENDS

Year 9 pupils have been working with Mr Browning since lockdown. They started this year looking at Mythical Creatures in Art and are now starting to develop ideas in order to create a final outcome. Well done Year 9 and thank you to Mr Browning for overseeing them during lockdown. Here are some of our favorite preliminary sketches:

Gifted & Talented Art

Mythical Creatures sketches



Ahmad Alhoms

Daaib Chowdhury

Yash Kulkami

Pablo Cox

Zain Kramutally

Oliver Wood **Henry Lynch**

ARTIST OF THE WEEK

Joseph James, Upper Sixth

We are so incredibly proud of Joseph's (aka JJ's) positive attitude and commitment to Art during lockdown. He has really flourished since September and it has been a pleasure to watch him grow as an Artist. He is willing to take creative risks, explore and experiment with media and communicate a strong important message through his artwork. Well done, Joseph - we cannot wait to see what you do next!

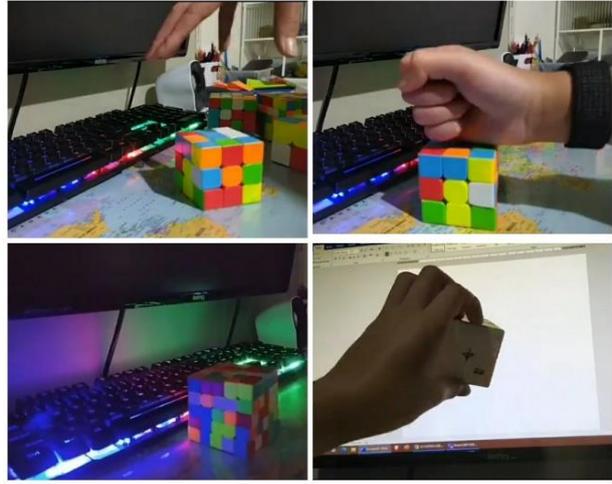


LOWER SCHOOL STARS

This week, we must give a special mention to these incredible stop motion videos created by Francis Harding, Year 7, and Jarad Bull Mannan, Year 8. This optional activity, posted on Art Hub, was enthusiastically received and we have had many fantastic submissions. These two stood out. You can view them on our Instagram page – WHSB Art.



Francis Harding, Year 7

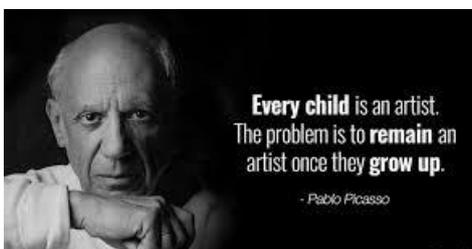


Jarad Bull Mannan, Year 8

ART COMPETITIONS

Recreate a Famous Artwork

For this competition, students were asked to choose a famous artwork and recreate it using items from around the home, or editing software. We received some amazingly creative submissions, as you can see below!



From top left:

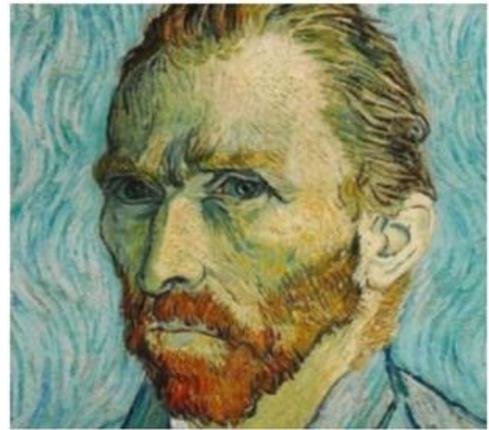
- Bond: Alexander Carr, Year 7;
- Da Vinci: Aahil Shuheb, Year 8;
- Magritte: Jarad Bull Mannan, Year 8;
- Munch: Quinn Williams, Year 9;
- Van Gogh: Ariyan Huq, Year 7

Recreate a Famous Artwork - The winners



Ariyan Huq, Year 7

Congratulations to Ariyan Huq, Year 7 and Quinn Williams, Year 9 for these winning submissions. Each of them will receive house points for their fantastic efforts.



Quinn Williams, Year 9



NEW COMPETITION: INTERNATIONAL COMIC / MANGA SCHOOLS' CONTEST 2021

Deadline: 29 April 2021

We are excited to invite all students to enter the International Comic / Manga Schools' Contest 2021. Westcliff has just registered and is awaiting confirmation of our involvement in the competition, but students can begin planning and sketching their entries. There are multiple categories to enter; please visit the website for more details.

<https://www.clipstudio.net/promotion/comiccontest/en/>

Total Prize Pool: \$21,000

International Comic/Manga Schools Contest 2021

Wanted: manga & illustrations on the theme of "Admiration"

[English | Français | Español | Deutsch | 日本語 | 中文 | 繁體中文]

Comic Category (Color)	An original color comic for all ages (8-16 pages, including cover).
Manga Category (B&W/Color)	An original black and white or color comic/manga for all ages (8-16 pages, including cover).
Booklet/Storyboard Category (Color)	An original booklet/boards for all ages (8-16 pages, including cover).
Webtoon Category (Color)	An original webtoon for all ages (board 800 x 45,000-72,000 pixels or a height ratio of 50 to 90 for an image 800 pixels or less when the width is set to 1). A template will be available for download. Webtoon Category: Shounen.
Storyboard Category	A 4-8 page monochrome manga, comic, or webtoon drawn according to the supplied storyboard text. Storyboard Text 1 (Caption of Book/Issue) A girl with crushes rides the same bus every day, carrying with her a photo album. Draw a short interaction of her with the bus driver. Storyboard Text 2 (Caption of Shounen) "One day, my childhood friend suddenly came to school in a girl's uniform..." From "A Star we don't know (Before we returned)" from 81001462 on TapZak, a Shounen short story app.
Illustration Category	An original color illustration for all ages (no size requirements).

Currently accepting entries

Biggest cash prize £2,400

Deadline: April 29, 2021

Contest theme: Admiration

Participant School Registration: Nov 10 (Tues), 2020 - April 20 (Tues), 2021 9:00 (GMT)

Work Submission Period: Jan 12 (Tues) - April 29 (Thurs), 2021 9:00 (GMT)

Winner Announcement: Early July 2021

Find out more: <https://www.clipstudio.net/promotion/comiccontest/en/>



Year 8

Pupils in Year 8 have been working on their baking skills and have made Scones.

Year 8 from left to right:

Elliot Dodd, Max Baker, Aahil Shuheeb, Jed Syed, Daniel Poynter, Jack Carver

Year 9 (below)

In Year 9, pupils have been looking at International cuisine and have made stir-fry.

Year 9 from left to right:

Samuel Nash, Michael Toumbas, Daniel Rudbeck, Joseph Collins, Nihal Ghir, Bellal Miah



Well done to all the Lower School pupils for their hard work!

Ms J Foster, Teacher of Food Technology

WHERE IN THE WORLD?



Congratulations to all who correctly guessed last week's answer. The answer was *South Georgia and the Sandwich Islands*, a British Overseas territory. It is a remote and inhospitable collection of islands. Toothfish are vital to the islands' economy; as a result, Toothfish Day is celebrated on 4 September as a bank holiday in the territory.

Here are the clues for this week's picture:

- This place was voted the most scenic place in the megacity in which it is located.
- The cable car going to the top of this mountain was the first in the country.

Please answer via the Microsoft form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPAnzszFDiqmfUFjxEshUNTIBNlg3OUQyQIBEOUNTWE5LTTJTUIhERS4u>

Best of luck!

Mr L Norman, Upper Sixth Progress Leader



THE LEARNER PROFILE: COLLABORATIVE AND SUPPORTIVE

The subject of good mental health is much to the fore in recent times and it is welcome that discussion of this subject is no longer a taboo in our society. Good mental health is essential, although it is also important to understand that the term *mental health* is a generalisation. There is, of course, a spectrum when it comes to mental health, stretching from those who may be feeling low, to those with serious psychiatric problems.

The treatment of a mental health problem depends on where the problem lies on the spectrum. I can recall a psychiatrist, in answer to a question regarding the treatment of mental health problems, noting that for many people the solution to their problem lies within themselves and that their first step to better mental health is to accept that responsibility. He went on to add that, as the famous Beatles' song notes, we can also 'get by with a little help from our friends' (and I would add family and community for emphasis).

Thankfully, the majority of people do not suffer from serious mental health problems. However, humans are emotional beings and prone to feeling down and anxious from time to time. This is perfectly normal and, over time, the majority of people develop strategies to lift themselves (often with the support and encouragement of friends, family and others).

It seems to me that sometimes we forget the important role of 'encouragement' in our lives and how we can support ourselves and each other with encouragement. One dictionary defines 'encouragement' as 'the action of giving someone support, confidence, or hope.' By encouraging others, we are giving them confidence and we are supporting others' belief in themselves – the belief that they are able to work through the challenges, find solutions, and keep going.

Elite sportspersons often report that it is the encouragement and the cheers of the crowd around them that keep them going, in particular in moments of challenge or difficulty. By giving encouragement, we embolden and empower a person to know that they are doing a good job, or they are doing their best and their efforts are very much appreciated. Every person thrives on praise and on being told that they are doing a good job. Of course, I am not suggesting we should cheer on apathy, laziness, or a lack of effort. But if you know you are giving it your very best, you appreciate it all the more when that is recognised by those around you.

Yet despite the importance of self-belief, many people (particularly high achievers, in my experience) are often their own harshest critic. I have observed that some highly able and talented pupils, when they are rewarded with compliments, simply shrug them off and search for something negative to say about themselves or their performance. They would do well to note Abraham Lincoln's words "Every person's happiness is their own responsibility". Words of affirmation and encouragement are tremendously important, in the way that we speak to ourselves, and also in the way we talk to others.

I would encourage all our pupils to consider how they can increase their own self-esteem, courage and confidence, and that of those around them, by talking positively to themselves, by encouraging themselves, and by offering encouragement to others. Try to catch any negative thoughts before they cause you to spiral into a day of negativity. If you are experiencing a particularly challenging day, then I encourage you to focus on the positive things in your life. It is important to retain a sense of perspective and not lose sight of the good things in life.

Headmaster



MICROSOFT TEAMS

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

<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
Economics Society	Open to Years 12 and 13. Student Presentations of Economic Affairs.	Ryan Jakhu or Ismail Quasem
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 hlrpl3v
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 mobilbke
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	Code o1kmw2o
Drama Group	Open to all Years	Mr B Jeffreys
House Countdown	See Countdown competition	Mr R Barber
Junior Medical Society	Open to Years 7-11. For aspiring medics, discussing healthcare and medical matters	Miss E Lo
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 Ditloid Quiz	Year 7 Ditloid quiz deadline 13 February 2021	Mr R Barber

Upcoming dates

4 March 2021 - World Book Day (Miss S McGowan & Mrs H Murrell)

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)

29 April 2021 - Deadline for International Comic/Manga School Contest (Mrs C Glassock)

THE WEEK AHEAD

WEEK BEGINNING 15 FEBRUARY 2021

DAY	DATE	ACTIVITY	CONTACT
Friday	12 February 2021	Chinese New Year	
All week	15 -21 February 2021	Half-term holiday	
		Competition – Where in the World	Mr L Norman
		House Competition – Countdown round 4	Mr R Barber
		Virtual Museum Visits – See article	Mrs N Weller & Mrs J Clarke
Tuesday	12 February 2021	Pancake Day – Shrove Tuesday	
Sunday	21 February 2021	Deadline for ‘Positivity’ Creative Writing competition	Mr T Keenan
All week	22-28 February 2021	Competition – Where in the World	Mr L Norman
		House Competition – Countdown round 4	Mr R Barber
		String Ensemble	Mr T Derrick
		Maths help club	Mr M Dowding
Wednesday	24 February 2021	13:50 – 15:35 – Maths STEP club for Sixth form	Team code 1y2opcw
		16:00 – 18:00 Chess Tournament of Teams	Mr K James
		19:00 – Bibliophiles meet up	Miss S McGowan
Thursday	25 February 2021	16:00 – 17:00 CCF Team meet	
		13:00 – Economics Society meet	Ryan Jakhu and Ismail Quasem
Friday	26 February 2021	13:00 – 13:30 – Healthcare and Medical Society virtual meeting	Miss E Lo
		Deadline for Haiku Competition – See article for details	Miss S McGowan & Ms J McKeown

EXTERNAL EVENTS

Wednesday 17 February 2021		Grayson’s Art Club	Submission Deadline for week 2 of Grayson’s Art Club. Theme ‘Nature’. For details 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
Wednesday 24 February 2021		Grayson’s Art Club	Submission Deadline for Week 3 of Grayson’s Art Club. Theme ‘Food’. For details please contact Mrs C Glassock.

MICROSOFT TEAMS CLUBS SOCIETIES, ACTIVITIES AND UPCOMING DATES

See page 40 for further details



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