

The Westcliff Week

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WEEK BEGINNING 6 APRIL 2020

THE EASTER BREAK

Welcome to the second edition of The Westcliff Week. I have taken the decision to continue to publish The Westcliff Week during the Easter Holidays as it plays an important part in keeping our community connected during this challenging time. I am delighted that, once again, we have received many contributions from staff and I am also pleased that we have had some excellent contributions from pupils. The scale of contributions means that we have already begun working on issue 3 of The Westcliff Week. I encourage staff and pupils to continue to send their splendid contributions for inclusion. We would be grateful if contributions could be made using a Word document(s), including any pictures within that same Word document.

Pupils are welcome to contribute to The Westcliff Week and they should do so by sending curricular articles to their relevant subject teacher for checking in the first instance. Contributions associated with an extra-curricular activity, for example Wargaming, CCF or Drama, should be sent to the teachers who have oversight of those activities.

This week, my own contribution reflects on the importance of being open to opportunity. It has been said that the reason most people do not recognize an opportunity when they meet it is because it often looks like hard work, and that many an opportunity is lost because people are out looking for four-leaf clovers. Too many people see opportunities as 'a lucky break' or an extraordinary occurrence. However, in truth, most opportunities are created by us, by working and using our talents to become all we can possibly be. In doing so, we will see doors opening for us. These are difficult times for us all, however we should remember that sometimes difficulties present opportunities.

I hope that you find this issue of The Westcliff Week enjoyable and interesting. I am very grateful to the

many colleagues and pupils who have contributed to this edition. Please note that a number of items already submitted will appear in the next issue.

Headmaster

MUSIC BOX: A WORK A WEEK

The symphony: A multi-movement orchestral work, took off during the Classical era of music. Joseph Haydn (1732-1809) is often called the 'Father of the Symphony', popularising the style and writing over a hundred, but he is also credited for another important influencing factor. He taught two of the greatest composers that ever lived: Mozart and Beethoven.

Beethoven's *Symphony No.5 in C Minor* (1808) is best known for its initial four-note motif, described by the composer as "fate knocking on the door." And what is fate's plan for the composer? During the beginning of the 19th Century Beethoven realised that he was going deaf and he wrote this symphony as a furious response to his destiny: "I will grasp fate by the throat. I will not let it bend me to its will."



Listening to this symphony it is impossible not to feel the despair felt by Beethoven, particularly in the first movement, but it is also impossible not to be swept up in the emotional journey of the work. The fury of the first movement gives way to a beautifully lyrical slow second movement, as is traditional, followed by a frantic third movement, frequently shifting texturally. Both of these central movements give prominence to

the low strings, creating an atmosphere of darkness even when the melodic material promises light, such as the stately trumpets in the second movement and the forte horn call in the third.

It is not until the end of the third movement that Beethoven's full plan for the symphony (not just this one, but the style as a whole) comes into focus: The composer drags us from the darkness of the third into the victorious C major fanfare of the fourth and final movement, not stopping between the two as style previously dictated. Beethoven breaks the rules to end this musical journey, and takes this opportunity to introduce the trombone to the orchestra: A strong instrument that represents the force of his will. In fact, so forceful is this piece that its shadow cast over a century, setting up every future composer to follow the 'tragedy-triumph' template in their own symphonies.



Listen out for: The four note motif. It acts as the glue for the entire symphony and is present in every movement. Just one revolutionary feature of this remarkable work.

Mr T Derrick, Director of Music

A NIGHT AT THE THEATRE

Enjoy an evening at the Virtual Theatre with the National Theatre's recorded live stream of One Man, Two Guvnors. Performances are streamed at various times during this week, until Thursday 9 April.

Fired from his skiffle band, Francis Henshall (James Corden) becomes minder to Roscoe Crabbe, a small time East End hood, now in Brighton to collect £6,000 from his fiancée's dad. But Roscoe is really his sister, Rachel, posing as her own dead brother, who has been killed by her boyfriend, Stanley Stubbers.

Holed up at The Cricketers' Arms, the permanently ravenous Francis spots the chance of an extra meal ticket and takes a second job with one Stanley Stubbers, who is hiding from the police and waiting to

be re-united with Rachel. To prevent discovery, Francis must keep his two guvnors apart. Simple.



This filmed performance was given a BBFC rating of 12A and it contains some strong language.

Click on the following link for a wonderful performance which can be enjoyed by the whole family.

<https://m.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw>

Mr T Sinnott, Head of Art / Sixth Form Progress Leader

CV SOLUTIONS @ WHSB FOR STUDENTS IN YEARS 10 - 13

If you are finding that you have a little extra time in your day during the Easter Break, why not think about developing your Curriculum Vitae? Whether this is already a work in progress, a finished product, or you have not yet started or even contemplated developing your CV, at some point in the not too distant future this document will need to be 'ready to go'.

The next steps: [Developing your CV](#)

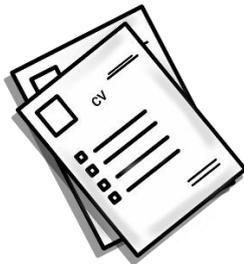
Work with a template that gives the recipient an easy read, a good flow and the ability to find the key facts at a glance. If you have not yet seen my tried and tested example, you are welcome to contact me by email to obtain a copy (wellern@whsb.essex.sch.uk).

Completing your CV: Core information

- ✓ **Name;**
- ✓ **Contact details** - address, phone number(s) & email address (personal rather than school);
- ✓ **Personal profile** - do not duplicate information that is highlighted later on in your CV. This section should be about your personality, drive, ambition and potential, demonstrating experience that qualifies your statements;
- ✓ **Education** - ideally include your primary and secondary schools, as you never know who is reading it and if, for example, they attended one

of your schools, it might make you stand out on the page over somebody else;

- ✓ **Qualifications:** if you have not yet taken your GCSEs, predicted grades are a good idea. However, whichever examinations you have taken, include the subject and grade. It may also be useful to clarify the grading system used, as not every end user will be familiar with the 1-9 ratings. Therefore, if you offer them the A-E equivalent, it may prove very helpful for them and appreciated;
- ✓ **IT knowledge and Skills** - in this technological world, it is so important that you provide information on your usage of IT and familiarity with software packages;
- ✓ **Work experience, voluntary work and other activities** – any activity you have undertaken by way of an extra-curricular activity is valid and important for your CV. For example, helping out at Scouts, participating in a local choir, Saturday jobs, newspaper rounds, refereeing matches, coaching tennis;
- ✓ **Personal achievements** - this can include anything you feel you have achieved as an individual in addition to your academic qualifications and education. For example, the Duke of Edinburgh award scheme, Combined Cadet Force, martial arts belts, musical examinations and accomplishments, roles in drama productions, 11+ tutoring;
- ✓ **Hobbies and interests;**
- ✓ **References** - there is no need to include references in your CV, but you should address the fact that they are available by concluding "references available upon request".



Helpful hints

Check your social media footprint and clean it up if needs be, deleting any unnecessary details. Ensure that any comments or posts are acceptable and if not, remove them. Most, if not all, future employers will check your online presence and if it is detrimental to their business in any way, you will not be considered for an interview.

Review the impression that your personal email address conveys. For example, *biggestchelseafanever@gmail.com* would potentially limit your opportunities of obtaining an interview, particularly if the recipient was an Arsenal supporter! Make your contact details as impersonal as possible to give you the best possible opportunities.

Computer literacy and your understanding of technology, cannot be overemphasised in the current employment market. You do not need to be studying Computer Science or IT to reflect your ability, so please take time to include your relevant IT skills and knowledge. This applies to every industry sector.

If you feel you would benefit from some additional advice and guidance, please do not hesitate to contact me on *wellern@whsb.essex.sch.uk*. Good luck!

Mrs N Weller, Careers Adviser

APRIL FOOL'S DAY - POSSIBLY A FRENCH TRADITION?

Did you remember to play an April Fool's day joke on someone last week? The origins of this tradition are unclear, but some sources suggest that it originated in 1582 when France switched from the Julian to the Gregorian calendar. Legend has it that people who were slow to adopt this change became the butt of jokes. Whenever and wherever this tradition started, it is true to say that playing a prank or a joke on an unsuspecting victim is now an international phenomenon. One of the best, and most successful pranks in the UK was in 1957, when BBC Panorama broadcast a programme which convinced an unsuspecting British public that spaghetti grew on trees (you can see an account of that prank here: <https://www.youtube.com/watch?v=MEqp0x6ajGE>).

Each country has its own different April Fool's traditions, and France is no exception! However, rather than inventing a prank, people try to stick a paper fish on their victim's back without them realising. When the prank is discovered, the perpetrator shouts "*poisson d'avril*"! We might imagine that this act symbolises an easily hooked fish, or a gullible person.

Mrs J Williams, Senior Teacher: Staff Tutor

POISSON
d' AVRIL



Translation by Ethan Locke, Year 12 French
Avez-vous pensé à faire un tour de poisson d'avril à quelqu'un la semaine dernière? Les origines de cette tradition ne sont pas claires, mais quelques sources suggèrent qu'elle tire son origine de 1582 quand la France a changé du calendrier julien au calendrier grégorien. La légende dit que les personnes qui ont adopté lentement cette variation sont devenues les cibles des blagues. Peu importe où et quand cette tradition a commencé, il est vrai que faire des farces ou des blagues à une victime peu méfiante est un phénomène mondial. L'une des meilleures farces de tous les temps s'est produite en 1957, quand BBC Panorama a diffusé une émission qui a convaincu la population britannique peu méfiante que le spaghetti pousse dans les arbres.

Chaque pays a ses propres traditions du premier avril, et la France n'est aucune exception ! Pourtant, au lieu d'inventer une blague, des gens essaient de coller un poisson en papier sur le dos de sa victime, sans qu'elle se rende compte. Quand la blague est découverte, la responsable crie <<poisson d'avril !>> On pourrait imaginer que cet acte symbolise un poisson facilement crochu, ou une personne naïve.

Voici du vocabulaire utile:

1. *Je vais lui faire une farce:* I'm going to play to trick on him
2. *Une blague:* a joke (physical or verbal)
J'adore faire des blagues: I love pranks.
3. *Un tour:* a trick
Il a plus d'un tour dans son sac: he has more than one trick up his sleeves
4. *Poisson d'avril!* April Fool's!

CREATIVITY AND INNOVATION IN THE FACE OF CHALLENGE

In Design and Technology we are starting to receive many responses from our pupils with news of their

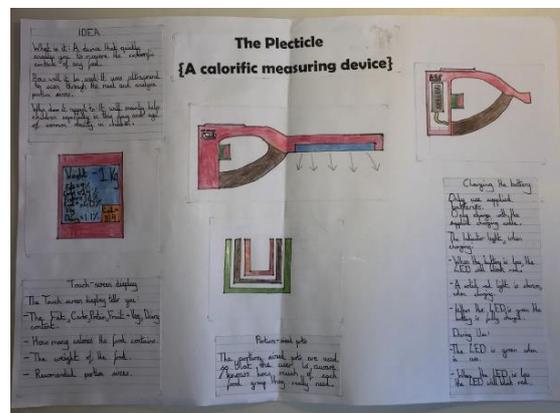
creative and innovative projects. It is encouraging to see such efforts, endeavour and resilience in the face of difficulty - all key attributes in making them lifelong learners.



The superb examples we have seen during the past week have included Peter Hazell (7N) who was up early baking some delicious-looking cupcakes, and Tobey Francis (9S) who adapted a school recipe to cook Macaroni Cheese for the whole family!



Elsewhere, Mr Moore has received some excellent design work; I was particularly impressed with this submission from Buddy Graham 7W.



THIS WEEK IN HISTORY:

America's entry into World War One

On 6 April 1917, America joined the Allied war effort in World War One, under increasing pressure from the Western powers for support, as well as the increasingly anti-Russian sentiment in America, due in part to the crisis facing Tsarism and the likelihood of a Communist Revolution (which eventually occurred in October 1917).

President Woodrow Wilson, who had narrowly won the 1916 Presidential election on an anti-war ticket, was aware, however, that there was hostility from the American people towards Germany from the very start of World War One and particularly following the sinking of the passenger ship, RMS Lusitania in 1915. Furthermore, American financiers such as John Pierpont 'J-P' Morgan had invested huge amounts of money in the Anglo-French war effort, and defeat could have prevented money being repaid, adding weight to the argument that America should enter WW1.



Wilson had not made significant preparations for a land war but the US Navy had undergone a major ship-building programme in preparation for any future conflict. By 1917, it seemed as though Germany had the upper hand in the war in Europe, and aimed to make a decisive breakthrough by cutting supply lines to Britain from USA by re-engaging in unrestricted submarine warfare, which, counter-productively, also made American entry into WW1 more likely.

Germany had also offered to help Mexico against the USA, in the famous 'Zimmerman Telegram'. Once this was made public, Americans were outraged and President Wilson asked Congress to support "a war to end all wars" that would "make the world safe for democracy". Congress voted overwhelmingly in favour of declaring war on Germany on 6 April 1917. Troops began arriving to the Western Front in June 1917, though did not engage in major combat until later in 1917. The American presence was certainly an important reason in Germany's defeat by November

1918 and 116,516 American troops lost their life in this pursuit.

Mr S Neagus, Teacher of History

WEEKLY WATCH WITH MISS WILLIAMS

I received a tremendous response this week to the documentary suggestion 'Britain's Bloodiest Crown'. Episode one documented the ineffective rule of Henry VI and how his leadership led to challengers to his crown, as well as political and societal unrest. We were left with Henry barely clinging on to power having been challenged by Richard of York... but the drama is not over for poor Henry as Richard had a son. Watch episode two to see the next instalment of the soap opera of the period where more contenders come out of the woodwork to ferociously fight over who wears the crown.

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

With the Easter break commencing we have the perfect opportunity to watch the rest of the series which Dan Jones presents in a manageable yet detail way. When we return, I will be holding a discussion on the period and will be answering that age old question:

'How did an English King end up in a car park?'

I have posted details of how to join the discussion to each History group on Microsoft Teams - please do put your requests in to join!

Miss R Williams, Teacher of History

NEURODEGENERATIVE DISEASE A ROUTE FOR PATHOLOGY?

#keepreading
#stayinspired

Mainstream scientific news unrelated to past and present pandemics or virology is becoming rather rare, but it is there; it is about knowing where to look. Last month, an EPQ and Biology student of mine, Kavya Vijaykumar (Year 13) produced an outstanding piece of work on how gut health contributes to health more generally. I began to delve into the field further and came across some highly interesting, innovative

research. What I list below is truly cutting-edge and is beginning to substantiate the hypothesis that gut health and neurodegeneration are linked.

Parkinson's disease (PD) is associated with the development of aggregates of the protein α -synuclein (α -Syn) in the central nervous system (CNS) and various peripheral tissues, including those of the gastrointestinal (GI) tract. GI dysfunction is a common non-motor symptom of PD and frequently precedes the emergence of the motor symptoms typically associated with the disease.



The authors of the paper (referenced below) first examined whether pathological α -Syn can cause GI dysfunction. To do so, they delivered α -Syn preformed fibrils (PFFs) — often used to model α -Syn pathology — into the gut of young adult mice (8–10 weeks old); a specific section of the GI tract was selected for its innervation by vagal fibres. Sixty days after α -Syn PFF inoculation, the animals began to show signs of GI dysfunction. This part was expected, but what followed surprised many.

In the final part of the study, the authors examined whether the inoculation of the gut with α -Syn PFFs could affect the brain. The young adult mice showed no marked α -Syn pathology in the brain or behavioural impairments after 120 days. By contrast, after the same period, inoculated 16-month-old wild-type mice exhibited markers of α -Syn pathology in the brainstem and a decrease in dopamine levels in the striatum, a region implicated in PD. Moreover, these mice showed a decline in GI function and sensorimotor deficits.

Together, these findings show that α -Syn fibrils delivered into the gut can cause GI dysfunction and, in aged animals, effects in the brain that pertain to PD. Research like this piece (only published in February) could very well mark the beginning of a nascent field of gut centred health.

I found the review that inspired this piece from nature reviews neuroscience via Twitter. The piece I have written is a review of a review, so some of the nuances of the original paper are lost. Thus, if you are interested in the research, I have included a link to the

review and the original paper below. If you are a Sixth Form student with an interest in a specific scientific field, then consider following nature reviews on your preferred social media sites. *Nature Reviews Neuroscience* is just one specific journal. Consider immunology, drug discovery, oncology, chemistry, earth and environment, and the list does not end here. Look for some scientific news, indulge your interests, keep reading, stay inspired!

Darran Yates, Nature Reviews Neuroscience:

<https://www.nature.com/articles/s41583-020-0288-0>

Original Article: Challis, C. et al. Gut-seeded α -synuclein fibrils promote gut dysfunction and brain pathology specifically in aged mice. *Nat. Neurosci.* <https://doi.org/10.1038/s41593-020-0589-7> (2020)

Mr S Marriott, Teacher of Biology and Science

PEER MENTORING AT WHSB

The Peer Mentoring Scheme at WHSB continues with the aid of Microsoft Teams. Whilst it is not a club or activity for all to join, this provides an opportunity for Sixth Form students to continue to participate in the School community.

The Peer Mentoring Scheme involves Post-16 students, who have previously received training with myself and the School Counsellor, engaging with younger members of the School community as a means of supporting them with social or emotional issues, or matters relating to the pupils' organisation. The nature of this support means that there are no specific times or dates for joining the activity.



For further details please contact me on (pricel@whsb.essex.sc.uk).

Ms L Price, Teacher of Art

COOKING THROUGH DIFFERENT LANGUAGES

We know through discussions with our pupils in MFL lessons that many of them love cooking. Now, they can learn and follow a recipe and improve their language skills and cultural understanding along the way.

The Linguacuisine (<https://linguacuisine.com/>) project promotes learning of digital literacy, languages, cuisines and cultures. Pupils just need to download the app, select the language they would like to cook in, find video instructions, and cook along with the video. The Linguacuisine project is about equality of access and participation in learning, focusing on digital and language skills. It is a 3 year collaborative project between Newcastle University and a number of partners which is funded by Erasmus +.



With the additional family time that the forthcoming break from school lessons will bring, we hope that the Easter holiday might provide the opportunity for some pupils and parents to enjoy cooking together. This could be an opportunity to further skills in a language taught at school, or to encourage pupils to engage more with the languages they learn and speak at home. If any pupil cooks a recipe from the app, they should email Mrs Williams with a picture and a short description in the relevant language (with a translation if this is in a language other than French, German, Spanish or Italian), and House Points will be awarded.

Bon appétit!

Mrs J Williams - Senior Teacher: Staff Tutor

KEEP CALM AND CARRY ON COOKING WITH MR MCGEE

Mr McGee shares another delicious, easy to master recipe from his selection for the difficult days ahead.

RECIPE 2: FABULOUS FRENCH TOAST

Perfect for using up those last few slices of bread and eggs in the fridge. Works even better with slightly stale bread!



Ingredients

2 eggs
200 mls milk
Cinnamon, depending on taste (2 or 3 teaspoons)
4 slices of bread
Butter to grease the pan

Optional

Maple / golden syrup
Icing sugar
Fruit to decorate

Method

Mix eggs, milk and cinnamon together. Do this in a jug as that will make the next part less messy.

Pour some of the mixture into a shallow bowl and soak a slice of bread in it.

Fry in a small frying pan until cooked, turning periodically so it does not burn. If making a lot, place each cooked piece in a warm oven while you cook the rest.

Serve with toppings of your choice or whatever the supermarket has in stock!

BIG BAND

The School doors may be temporarily closed, but nothing can stop Big Band! The piano still plonks, the saxes still squall, the trumpets still do whatever it is they do. Keep your eyes and ears peeled for the band's first 'lockdown performance' over the coming weeks.



Mr Derrick is keen to hear from other musicians who may be interested in taking part in this project or others. Email him at derrickt@whsb.essex.sch.uk.

Mr T Derrick, Director of Music

HOUSE EASTER EGG STAIR ROLLING COMPETITION

What better time than Easter to test your engineering skills in an Easter Egg Stair Rolling Competition?

The rules are simple: Hard boil an egg, decorate it and make a protective case using recycled packaging materials (no plastic allowed). Weigh the egg and the case together (the lighter it is, the more points you will be awarded), set your video to record and roll it down the stairs.

Send your videos to Mrs Mumford via 'Chat' in Teams. Videos should include a close up of the egg decoration, the weight on the scales, the rolling down the stairs and the unveiling of the egg after the roll to.



Points will be awarded as follows:

Egg decoration – up to 5 points. Centenary/WHBSB/Learner Profile themed eggs are to be encouraged.

Ingenuity of case design – aim to impress with a design that uses the principles of frames and structures as well as pneumatics in order to gain the maximum 5 points.

Egg and Case Weight – 5 points <75g, 4 points <85g, 3 points <95g, 2 points <105g, 1 point >105g.

Aftermath – the appearance of the egg post roll will be judged according to the level of damage, with the most intact earning the maximum 5 points.

Lower School pupils will earn House Points for their entry, as well as bonus points for their House if they are placed in the Top Ten. Middle School and Sixth Form Students are encouraged to take part for pride and points towards their House total. I fully expect that all Product Designers and aspiring Engineers will submit an entry. Remember to hard boil your egg for at least 10 minutes before you begin!

The deadline for video submissions is **Good Friday, 10 April**.

Mrs K Mumford, Second Deputy Head

WHERE IN THE WORLD?



Congratulations to Lewis Nash, Jake Bausor, Sebastian Rapley Mende, Samuel Knight, Thomas Dixon, Alexius Brown and Damilola Olarewaju for correctly identifying last week's location as **Malaspina Glacier in Alaska**. House points have been awarded to those who have submitted correct answers.

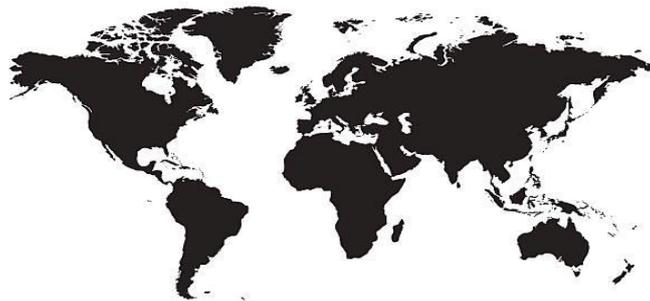
Your clues for this week's *Where in the World?* are as follows:

- This Mediterranean island used to be the dwelling of a famous Emperor. Myths suggest he chose to reside there to live a life of debauchery and used to throw those that betrayed him from the island's high, jagged peaks.
- The island has been a luxury tourist destination since ancient times.

Please submit your answers via this Microsoft Form by Thursday 9 April:

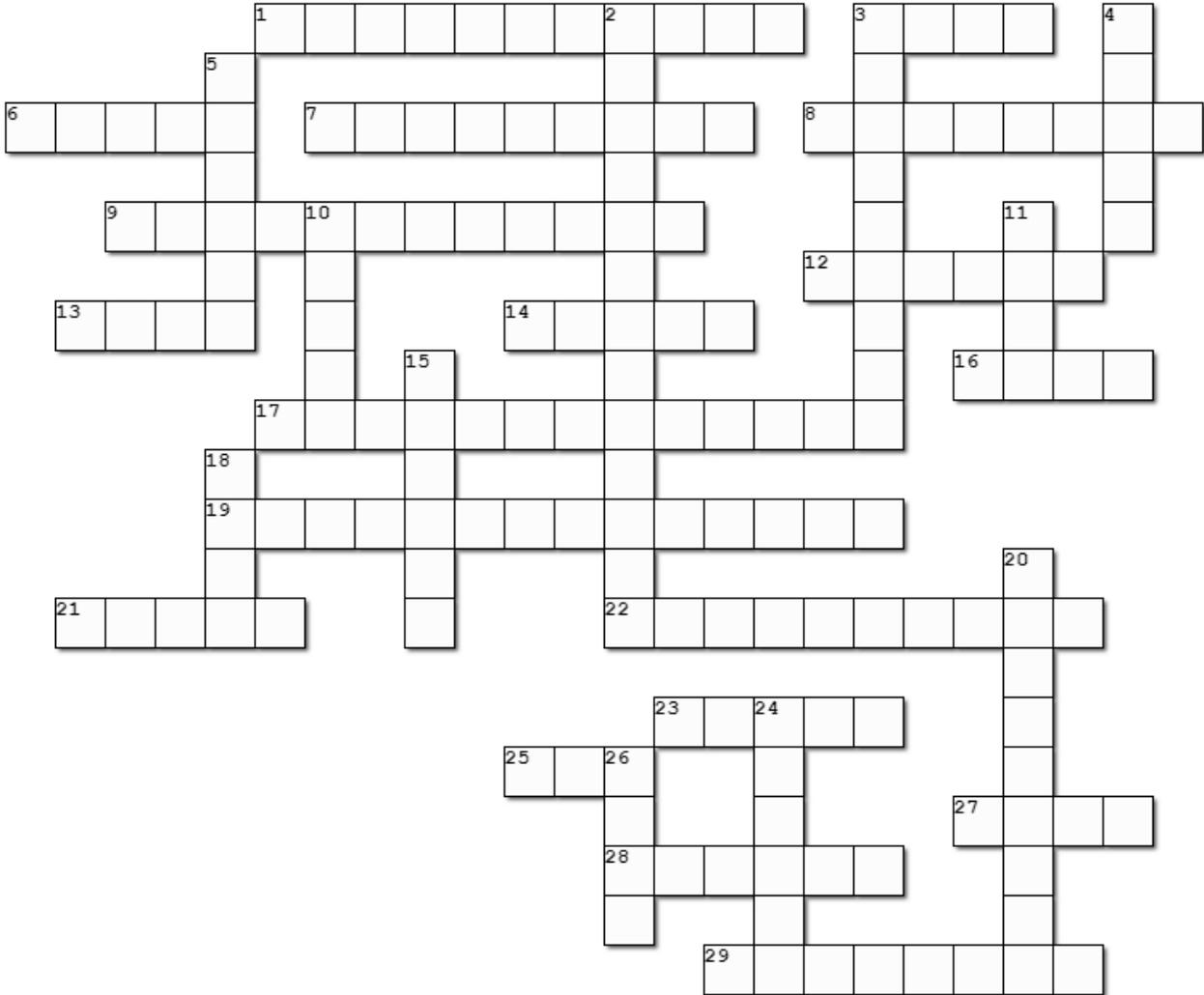
<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPAnzssFDiqmfUFjxEshUNjZDRVYwNU5FVDhBOEhJMEREWTLUDZVNi4u>

Mr L Norman, Teacher of Geography



MR JEFFREYS' HISTORY CROSSWORD 2

Answers next week!



Across

1. The monastic form of rule that Bede followed (11)
3. Battle of the First World War where the British first used poison gas (4)
6. No walkies for her in the Red Rocket of 1957? (5)
7. Chairman Mao's star sign (9)
8. For Prince Henry the Navigator, there's no place like this! (8)
9. The eponymous hero of Langland's greatest work (5, 7)
12. Colossi erected by Amenhotep III (6)
13. Nubian Kingdom with a capital at Napata (4)
14. Home of the Soninke tribe (5)
16. An essential commodity that Ghandi marched to get (4)
17. A Reasonable Age (13)
19. Canute's dad (5, 9)
21. The Emperor humiliated in the Investment Crisis (5)
22. I think Rodin made me (3,7)
23. The province into which Jesus of Nazareth was born (5)
25. Mathematical symbol used by Mayan civilisation to denote the number 5 (3)
27. The ball that nobody wanted to have in 1350 (4)
28. The Florentine family famous for business, art and the Papacy (6)
29. In 1856, he was Converted into the Man of Steel (8)

Down

2. Archbishop murdered in 1170 at Canterbury (6,1,6)
3. Nickname of Richard I and in French coeur de lion (9)
4. The woolliest friend of the Chavin civilisation (5)
5. Site of Egyptian battle with the Hittites in 1285BC (6)
10. The age at which a mediaeval boy could become the page of a knight (5)
11. Scottish Island that generated the Book of Kells (4)
15. First Governor-General of Pakistan (6)
18. Title first taken by Ivan the Terrible (4)
20. Victorian Prime Minister who gave his name to an Australian city (9)
24. Describes Alighieri's Comedy and James I's Right (6)
26. City founded in 753 BC (4)

ANSWERS TO HISTORY CROSSWORD 1 (WEEK BEGINNING 30 MARCH 2020)

Across

1. Home to MMK and nothing to do with Ian McKellen (**magnitogorsk**)
2. Location of Lincoln's assassination (**fordstheatre**)
3. Famous lover of Catherine the Great (**potemkin**)
4. Statesman who led Poland to freedom at the end of the Cold War (**walesa**)
5. the head of the Japanese Navy General Staff's Planning section in 1941 (**tomioka**)
6. Thrown overboard in Boston harbour (**tea**)
7. Future Earls of Chatham and Prime Ministers (**pitt**)
8. Watery battlefield of September 1914 (**marne**)

Down

1. A dry period for thirsty Americans (**prohibition**)
2. Cradle of democracy (**athens**)
3. The people that create the strongest links between the British and the French (**beakerpeople**)
4. Peruvian conquistador (**pizarro**)
5. The business meeting hub of Restoration London (**coffeehouse**)
6. Great early leader of the Red Army and Russian intellectual (**trotsky**)
7. First known Dutchman to land in Australia (**janszoon**)
8. Celebrated magazine and the central story of History (**time**)
9. First name of Namibia's first Prime Minister (**hage**)

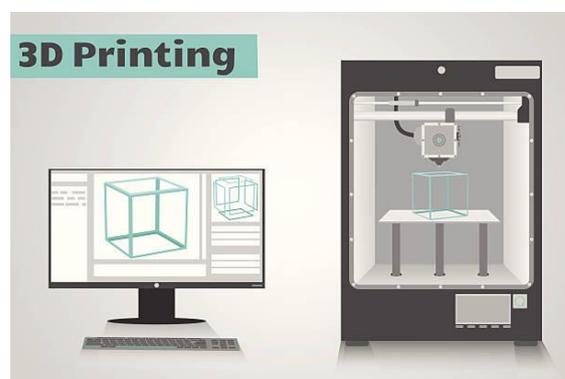
YEAR 8 PUPILS RESEARCH HOW 3D PRINTING IS HELPING COMBAT COVID-19

Year 8 pupils have been completing a Computer Aided Design and Manufacturing project where they design a famous landmark model and 3D Print a souvenir sized version. This week, the pupils have been researching how Computer Aided Design and 3D printing has been helping in the current fight against the Coronavirus. Below are two examples from Quinn Williams and Finlay Davis.

Quinn Williams

Hospitals and medical facilities around the world are facing what is perhaps one of the biggest medical problems that the country has faced in the modern era. They need urgent support to gain the equipment that they need to be able to try to contain the spread of the virus. Vital equipment such as face masks and face shields have been made to better prepare the

hospitals for what is happening right now. All around the world, printing companies small and large have been asked to produce these urgently needed necessities and many have delivered with some companies managing to make thousands upon thousands of these items. A company named Prusa3D has come up with an effective design for the face shield and is donating 10,000 of them to the Czech Ministry of Health. This is just one of the displays of kindness that underline how we can get through this. Prusa3D says that they will be able to print 800 of the sorely needed face shields per day using materials that cost less than \$1. This means that not only are they effective, but they are also practical and sustainable for the company to keep on making for as long as needed.



Finlay Davis

3D printing is being a big help in combatting the COVID-19 coronavirus in many ways. The largest example is widespread across the news; a 3D printable face mask that is easy to make and commonly used by doctors. The design which creates this face mask is equally as locatable on the internet, such as on Facebook and other similar social media platforms. The mask is a simplistic design which has been around for quite a while, but recently it has become very useful for protection. There are other, more complicated variations on the face mask. These include more air-tight versions with respirators and ventilators made with online designs, but these are not used as much due to the higher complexity of these masks. They are more commonly used for people with disease, who often have trouble breathing as the ventilators can help with this issue. Those virus-stricken are also helped by the construction of temporary isolation houses, i.e. areas with working showers, air con and toilets.

MR MCGEE'S ALBUM OF THE WEEK

Weezer
The Blue Album
1994

1994 was a seismic year for alternative music across in the USA. Just as grunge music reached its apogee the untimely death of Kurt Cobain robbed it of its standard bearer. This brought forth something new; something brighter where the fans could dance with their faces turned towards the stage as opposed to staring at their feet.

While the pop punk revolution of 1994 would be dominated by three bands in terms of sales and airplay (Rancid, the Offspring and Green Day), Weezer's debut album, *The Blue Album*, an absolute gem of a record, was launched that year.

This record has it all: Introspection ('My Name is

Jonas'), teenage angst ('No-one Else') and anathematic singalong pop ('Buddy Holly').



The front man and driving force in the band, Rivers Cuomo, is a fascinating figure. From his documented writing of over 2000 songs to his Trip Hop DJ sets, he embodies the mystique of the pop star, and his lyrical content is indicative of a man who looks at the world a little differently to you or me.

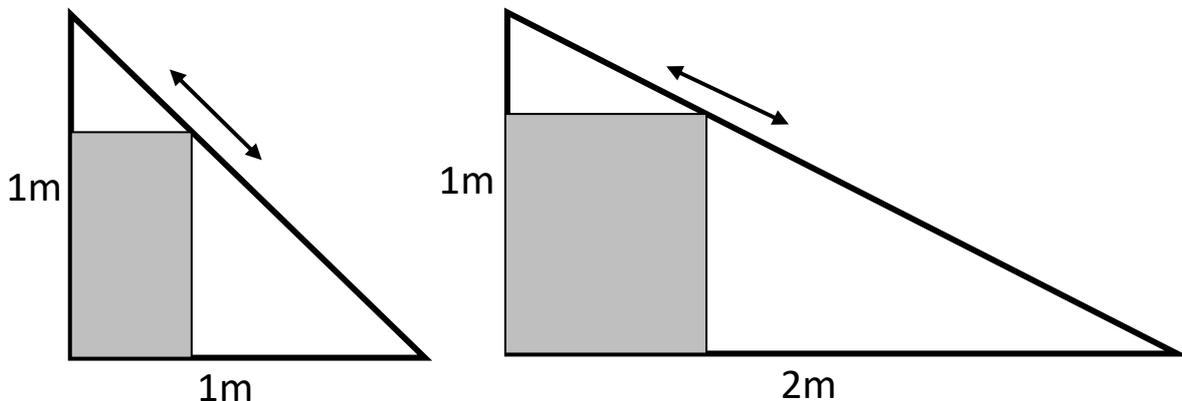
An album that can be digested in one sitting, I recommend you listen to it cover to cover. However, if you want to get a taste for it first, then listen to 'Buddy Holly', 'Surf Wax America' and 'My Name is Jonas'. If you like the album then, I recommend you try some of Weezer's other offerings, namely 'Keep Fishing', 'Islands in the Sun' and 'Dope Nose'.

Mr A McGee, Director of Sixth Form

A MATHEMATICAL PUZZLE: THE BIGGEST RECTANGLE

The diagrams below show rectangles sitting inside right-angled triangles. One corner of the rectangle is at the right angle of the triangle, the opposite corner touches a point on the hypotenuse (the longest side).

If you use a different point on the hypotenuse, your new rectangle has a different area from the original. Where do you have to put the point to get the largest-area rectangle for each of our two triangles? What is the area of this largest rectangle in each case? You are not allowed to adjust the triangles themselves.



You do not need to use Calculus to solve this problem.

The problem is not simply a mathematical curiosity – it has applications in the distribution of electricity.

Dr A Machacek, Senior Master Academic Studies

THE LEARNER PROFILE: BEING OPEN TO OPPORTUNITY

A study asked 50 people over the age of 90 to reflect back upon their lives and posed the question "If you had it to do over again, what you would do differently?" Although there were many answers, three of the responses dominated.

First, many respondents answered that they would reflect more, they felt they had focused too much on 'doing' without taking sufficient time to think about what they were doing and why they were doing it. Secondly, they responded that they would "risk more". They felt that important opportunities had either been or might have been forfeited because of their fear to take a necessary risk. Finally, they wished that they had done more that would live on after they had died.

In contemplating those reflections, an American Entrepreneur, Emanuel James Rohn, suggests that we are faced with one of two choices about what we are going to do with our lives. Either we will decide to be less than we have the capacity to be. To read less and think less. To try less and discipline ourselves less. However, this is the route to an empty life and, perhaps, the road to constant apprehension as opposed to a life of wondrous anticipation.

The second choice, however, is to do it all! To become all that we can possibly be. To read every book that we possibly can. To give and share as much as we possibly can. To strive and produce and accomplish as much as we possibly can. At WHSB we understand that approach generally requires courage.

We are all living through a challenging time because of the risk presented by COVID-19. However, with that challenge comes opportunity. During this time, we have the opportunity to stretch upward and outward to the full measure of our capabilities. To do all that we can, in every moment available, to the very best of our ability, and to sustain this for as long as we can. In nutshell, we need to have the courage to be open to opportunity.

Our ultimate life objective should be to create opportunities and to apply ourselves as much as our talent and ability will permit. If we do this then we will see impressive results. If our rewards are less than our potential suggests that they should be, then we must strive to become more today than we were the day before. The greatest rewards are always reserved

for those who bring great value to themselves and the world around them as a result of who and what they have become by maximising every opportunity.

We have all had opportunities, and no doubt we have all taken some and missed some. But being able to take advantage of as many opportunities as possible is important. Sometimes just one opportunity can mean the difference between an extraordinary life and a mediocre one.

Fantastic opportunities often come from your own creative ideas so approach them positively. A lack of confidence in yourself is likely to limit your own options. As we remind ourselves frequently at WHSB, the courage to take an opportunity is so important. Already we have witnessed the ingenuity of people in inventing new models of ventilators to save lives, and in finding ways to work effectively whilst having to do so remotely.

I encourage you to be curious, because curiosity awakens your mind and keeps it active. In asking a lot of questions you will also be searching for answers, and eventually you may ask a question never asked before. In the answer you may find a new idea.

In the end each one of us must decide. Will we reach for that ambitious goal, or shall we be content to stay as we are? We do not know when this national emergency will end, but end it will. Life will continue and I encourage you to focus your minds on your goals and so create opportunities for yourselves. This will assist you in determining your direction and so bring your aspirations to life.

Headmaster



ENSEMBLE PIANO PERFORMANCE PRACTISE

Pianists missing the ability to perform with others, look no further. WHSB Piano tutor Ms Inoue has provided the below video of Mozart's famous *Eine Kleine Nachtmusik*, arranged as a duet. The video provides the audio of the secondo part (accompaniment), and the sheet music for the primo part – the melody. Pianists of grade 4 – 6 standard are encouraged to take a look and develop their ensemble performance skills. Any pianists who have mastered the piece should send a video recording to Mr Derrick.

Link to video: tinyurl.com/v8jasn7.

Mr T Derrick, Director of Music

THE DEBATE OVER EARLY SPECIALISATION VERSUS DIVERSIFICATION IN SPORT

The argument for early specialisation in sport is based on the concept of purposeful practice, enabling the performer to efficiently master skills. This is closely related to the "10-year rule" which proposes that 10 years of purposeful practice is a sufficient period of time to amass the level of knowledge and skill to be considered an expert in that field. Sports that require an efficient, repetitive motion, like golf, tennis, or swimming, appear to have the greatest likelihood of employing this process of purposeful practice for expertise development.

In order to prepare a young person for structured practice, certain developmental components should be considered, such as sport-related fundamental motor skill development, sport-specific knowledge, motivation, and socialisation. The development of fundamental motor skill, including skills such as running, jumping, kicking, and throwing enable a young person to enjoy success in sport. If a young person has an underdeveloped level of fundamental motor skill, they may attempt to play organised sport but the experience may not be positive. Equally the level of physical maturity is important is enabling young people to learn the sport-specific skills that require strength and speed.

Early specialisation can present both physical and mental challenges. For example, burnout can be an unfortunate outcome of early specialisation for some sports persons. It can be defined as physical and

emotional exhaustion from the psychological and physiological demands of a sport(s). Burnout can become so severe that it can cause withdrawal or dropout from the activities that were previously enjoyable to the sports person. Research indicates that swimmers and divers who had success from specialising at an early age also had a greater propensity for their bodies to break down, resulting in a decrease in performance at a high level. In addition, this decrease in performance and increase in injury, resulted in lower levels of motivation and sometimes withdrawal from the sport.



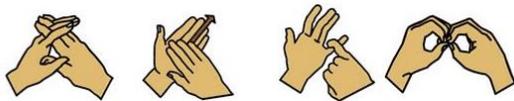
Sport diversification involves playing as many sports as often as possible. This method exposes children to a multitude of sports with a focus on playing instead of practicing. This method provides an environment that may nurture a genuine love of a sport so that productive, structured practice may follow. The assumption supporting sport diversification is that physical and cognitive abilities may develop quicker through playing multiple sports instead of specialising in one. In short it assumes there are positive potential crossover effect from playing multiple sports. For example, playing cricket enables a young person to develop hand-eye coordination through throwing and hitting the ball however if they also play rugby then they will develop foot-eye coordination as well.

Thus, it is argued that playing multiple sports provides opportunities to develop a range of motor skills including hand-eye coordination, jumping, throwing, hopping, balancing, and running. Adolescent bodies are not prepared to be treated like an adult's body. Therefore, it might reasonable be asserted that diversification in sports at an early age has the potential to provide stimuli so that a young person's body can adapt and develop multiple motor skills that may crossover between sports. Equally it should be noted that, only once the mental, physical, and social aspects of a young person are fully developed, can specialisation be implemented effectively.

Mr J Sexton, Teacher of Physical Education

BREADTH STUDIES SIGN LANGUAGE COURSE

British Sign UK is offering its online course to learn British sign language for free at the moment. It consists of 10 online lessons that can be accessed via a laptop, desktop, tablet or mobile device and will take between 16-20 hours to complete. British sign language is a fantastic skill to learn and a very useful addition to your CV. It is recommended that you complete between 1.5-2 hours a week.



The course contains 10 lessons and covers: Fingerspelling, Numbers, Colours, Deaf Awareness, Introductions, Family, Relationships, Descriptions, Hobbies, Time, Money, Days, Months, Seasons, Food and Drink, Emotions, Relationships, Animals, Clothing and Conversation. The course also offers specialist vocabulary for education, medical, retail, transportation and for at home.

Each lesson ends with an assessment, which can be retaken as many times as it takes to achieve the pass mark of 85% or above. Once you have finished the course, you will be given a certificate which is accredited by Continuing Professional Development (CPD). This certificate can be printed and kept with your other qualifications from School. This is a very useful skill particularly if you are considering become a healthcare or educational professional in the future.

Visit <https://www.british-sign.co.uk/> to sign up and complete the tutorials.

You are not obliged to take this course; it is a suggestion to occupy you over the Easter Holidays if you are looking for something else to do. It could be an idea to get your whole family involved or maybe recommend this to a neighbour you know and can see from a window. Then you could try communicating using this method!

Please email me if you complete the course so that you can be congratulated. One House Point will be awarded to anyone who can translate the above message in sign language. Please do let me know.

Mr R Barber, Head of Breadth Studies

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

In these difficult and unprecedented times of lockdown where we are stuck indoors for most of the day, it is important to take care of your mental and physical health. This should start by ensuring that you stay well hydrated, you take screen breaks and eat a balanced diet. Continue to exercise regularly, either by using online *YouTube* videos or going for a walk, run or cycle as we are permitted to go out for exercise once per day.

Mental health is just as important as physical health. Stay connected with family members and friends via video and phone calls and send them photos of what you have done each day. You could write a letter and post it whilst you are out exercising and you may receive a reply. Please only do this if you have a stamp and envelopes at home, as you should not go out unnecessarily. Start each day by thinking of three things that you are grateful for in your life and if it includes other people, tell them that you are thankful for them.



You can also practise mindfulness, and a fantastic free app called 'Smiling Mind' is available on both *Apple App Store* and *Google Play* for Android and is designed for all ages. You can download it to your mobile phone or tablet and use it for the recommended 10 minutes per day. As you view the animations and videos they will help you learn about mindfulness, and then you can use what you have learnt daily to meditate and reflect on your emotions and mental wellbeing.

Please do relax, stay safe and have a very Happy Easter.

Mr R Barber, PSHEE Co-Coordinator

POEMS OF 2020

As part of their PSHEE lessons, Lower School pupils have been putting their creative skills to work and have written poems about the current situation. They highlight the need for good hygiene and social

distancing, whilst showing some of the more personal effects the national emergency can have on individual people as well as the world as a whole.

Mr H Tresidder, PSHEE Coordinator

COVID-19

By Sebastian Rapley-Mende 7E

Covid-19 is quite scary,
We had better all be wary;
Washing our hands all day long,
While singing the Happy Birthday song.

Touching our faces is forbidden,
The virus is small enough to be hidden;
From the eye it cannot be seen,
So know well where your hands have been.

This disease is easily spread,
So stop socialising and instead,
Isolate yourselves from the other,
Except from your parents, sister and brother.

This disease is not the flu,
Authorities realise it – so should you!
And although you might say, ‘but I’m safe’,
For other people that’s not the case.

The virus has spread around the world,
Into chaos it has hurled,
The people of every single nation,
Until we have a proper vaccination.



BE SAFE

By Fizlee Douglas 7N

Friends lost; Family lost,
Be safe. Stay at home.
A life saved. But at who’s cost?
Be safe. Stay at home.

Chance of survival, high or low?
Be safe. Stay at home.
Value the old? Or save the young?
Be safe. Stay at home.

Social distancing? Or chance for a holiday?
Be safe. Stay at home.
Don’t overwhelm the NHS.
Be safe. Stay at home.

HOW TO SUBMIT ASSIGNMENTS

- ✓ Within the Team for your class, click ‘Assignments’.
- ✓ Select under ‘assigned’, locate the assignment you wish to do.
- ✓ Read the instructions and note the deadline.
- ✓ If there is an editable file under ‘student work’, click once to open in Microsoft Teams.
- ✓ If you cannot edit the document directly:
 - Click on the three dots in the top-right corner of the window.
 - Click ‘open in browser’.
 - The file will automatically save as you work on it.
 - If you cannot open in browser, use the three dots to download the file to your computer and work on it there.
- ✓ When you are ready to submit your work, make sure your work is attached.
 - If you edited the work in the browser, you do not need to do this step
 - If you worked on a download file or want to send a different file, then click ‘+ Add work’ and upload your work
- ✓ Click ‘Hand in’.

Mr K Dalby, Head of Physics

JOURNAL FROM HOME

By Tobi Ayodele 8L

“I can announce that after Friday afternoon, schools will shut down for the vast majority of children,” said Boris Johnson on the Wednesday before our quarantine had started.

Now, it is halfway through the 2nd week and life has been eventful, to say the least. I had started the first week behind schedule, just getting used to working at home and trying not to see it as a holiday, which I had begun to succumb to, sleeping at an absurd time. However, due to the work which had started to pile up on top of me I had to begin organizing myself; it was just little things like following my time table and using my planner and, at last, I am now on track.

Overall, I believe that working at home is a difficult experience to start with however, with just a bit of organisation everything will be okay.

THE WEEK AHEAD

WEEK BEGINNING 6 APRIL 2020

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

Day	Date	Time	Activity
Monday - Thurs	6 - 9 April	various	National Theatre (virtual); One Man, Two Guvnors
Monday - Friday	6 – 10 April	N/A	Cooking through different languages
Monday - Friday	6 - 10 April	N/A	Wargaming Team: Bloodbowl League setup (A Painting Competition will run over Easter)
Monday - Friday	6 - 10 April	N/A	P.E. with Joe
Monday – Friday	6 – 10 April	N/A	WHSB Art Gallery online
Monday – Friday	6 – 10 April	N/A	Mr Jeffreys' History Crossword competition
Monday – Friday	6 - 10 April	8.45am	Hallway Gym Class with Mr Moore (Form 9S)
Tuesday	7 April	4.00pm	Westcliff Drama Online
Wednesday	8 April	1.00pm	Weekly Watch with Miss Williams
Wednesday	8 April	1.00pm	MOxbridge English (KS5)
Wednesday	8 April	4.00pm	Bibliophiles Book Club (KS4&5 and staff)
Thursday	9 April	7.30pm	Mr Derrick's Film Club 'Watch-along'
Thursday	9 April	N/A	Deadline for responses to this week's <i>Where in the World?</i> (see inside for details)
Friday	10 April	N/A	Deadline for House Easter Egg Stair Rolling Competition

*NB. Due to the Easter Holiday Break, unless specifically referenced inside this edition, some of the weekly activities listed may not run this week.

Clubs & Societies

One of the most impressive facets of WHSB is the range of extra-curricular activities available, and the diverse collection of clubs and societies is a vital part of that offer. We continue to set up extra-curricular opportunities remotely through Microsoft Teams and a Clubs and Societies page.

University Preparation for Physics, Engineering and Mathematics

Approximately fifteen Year 13 students have already joined an online WHSB society to help them prepare for their University studies. Sixth Form students (or enterprising Year 11s) wishing to try this out should join the team using code **6gauc5**, or send a message to Dr Machacek.



Facebook:
/WHSforBoys



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LinkedIn:
Westcliff High School for
Boys