



The Westcliff Week

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WEEK BEGINNING 13 APRIL 2020

THE WESTCLIFF DIARY: SUMMER TERM

Welcome to the third edition of The Westcliff Week.

As we prepare to return to lessons after the Easter break, we would usually spend this time putting the final touches towards our summer edition of The Westcliff Diary. We shall, of course, have a summer edition of The Westcliff Diary this term, although it will need to be rather different as, at present, we cannot diarise any activity in our usual way. However, we have plenty to celebrate from the early part of our Centenary year, including the wonderful official launch event at the Cliffs Pavilion at the start of February. I would like to express my thanks to all those staff and students who have submitted copy for The Westcliff Diary. Wherever possible, we shall include that in the summer edition, or in The Westcliff Week, however some of the will need to held back until we return to more normal times.

In addition to some our retrospective articles, I would like to include a number of special articles to reflect the unprecedented times we are living through. I have listed below some ideas for the material I am seeking for the summer edition of The Westcliff Diary. I would welcome articles from both staff and pupils and would ask that the contributions are made using a Word document(s), with any pictures included in those same documents. All contributions should be received by **Friday 24 April 2020**.

Key Workers in the WHSB Community

I would like to acknowledge and celebrate the contributions of parents and/or Old Westcliffians who, as Key Workers, are supporting the response to COVID-19 and enabling our society to continue to operate in the face of the national emergency. I would like pupils who have a parent or older sibling (OW) operating as a Key Worker, to provide details (obtaining permission from your parent or sibling in

advance, of course) using the format in the example below. Please also include a photograph.

| Details | (Attach photograph) |
|--|--|
| Name | Rt Hon Boris Johnson |
| Job/Position | Prime Minister |
| Organization/Company | British Government |
| Key Responsibilities | Leading the British Government |
| My parent's/sibling's experience of working as a Key Worker during the lockdown | (Approximately 200 words explaining your parent's/sibling's role and how they and their colleagues are responding to the challenge presented by the current situation) |
| Message to the WHSB Community | Stay at Home, Protect the NHS, Save Lives |

Pupils' Articles

I would also like to receive articles from pupils sharing their experiences of living through the challenges presented by COVID-19. The articles should offer some details of how life has changed for them, how they have responded, and their own reflections on the experience. The articles should be approximately 300 to 500 words and include the pupil's name and form group.

We shall continue to publish The Westcliff Week and I encourage staff and pupils to continue to send their splendid contributions for inclusion. I would be grateful if those contributions could also be made using a Word document(s) with any pictures also copied into those documents. Pupils wishing to contribute to The Westcliff Week should send curricular articles to their relevant subject teacher for checking in the first instance. Contributions associated

with an activity e.g. wargaming, CCF or drama should be sent to the teachers who have oversight of those activities.

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. I am particularly grateful to Dr Alan White, former Deputy Headmaster and author of *Westcliff High School for Boys: A Centenary History*, due to be published later this year, who has contributed a fascinating article providing some historical context for our present circumstances.

Headmaster

HAPPY EASTER! OR SHOULD I SAY "FROHE OSTERN!"

Easter is one of the most popular holidays in Germany. After a long, cold German winter, the festivities of Carnival and the Easter celebrations welcome the eagerly anticipated spring season.

In Germany, there are many unique traditions during Easter.

Like Christmas trees, **der Osterbaum**, or the Easter tree, is kept at home during the Easter season. An Easter tree is not a real tree but a vase with thin tree branches which are decorated with colourful Easter eggs (**Ostereier**) that are hung upon the branches. Often the Easter eggs are real eggs with the egg yolk blown out and then they are painted by the children.



Here are the events as they unfold during the Easter weekend:

Good Friday (Karfreitag): The Easter Holiday begins with a quiet Good Friday. Many families eat fish as their traditional Good Friday lunch.

Easter Saturday: This is a great day to visit an open-air Easter market where you can shop for a variety of things, ranging from artistically handcrafted Easter eggs to sweet cakes in the shape of a lamb. Also, many people celebrate by lighting a massive bonfire which many people often crowd around.



Easter Sunday (Ostersonntag): This is the highlight of the weekend. In the early morning, parents hide baskets filled with brightly coloured hard boiled eggs, chocolate bunnies (**Schokoladenosterhasen**), sweets and little presents for the children. Many families attend an Easter service, followed by a traditional Easter lunch with lamb, potatoes and fresh vegetables

As you can see, Germans celebrate Easter in a unique way, however some things are similar to our way of celebrating Easter. One of those things is hiding Easter eggs, which comes from Germany. Finally, there is only one more thing to say, "**Frohe Ostern!**"

by Ethan Wan, Year 7

MUSIC BOX: A WORK A WEEK

Borodin's *Polovtsian Dances* was as an exotic interlude written to end the second act of his opera, *Prince Igor*. The opera told the story of the eponymous Russian prince fighting against the invading Polovtsian (or Cuman) tribes in 1185. The dances fit into the story quite neatly, occurring when Igor is held captive by the leader of the Polovtsians, who summons slaves to dance for the Prince.

The dances are so popular that they often stand alone from the opera they came from, demonstrating Borodin's talent for writing memorable melodies. Most famous, perhaps, is the lyrical melody that starts the piece, which has since been adapted into the song 'Stranger in Paradise'.



When listening to his music it is remarkable to think that Borodin was a professional chemist. Composing was just a hobby! In fact, Borodin was part of the 'Kuchka', or 'mighty handful' of 5 Russian composers that insisted on creating their own Russian style rather than copying those of western composers such as Beethoven and Wagner. A feature of this style was exploring 'orientalism', touching on the eastern

provinces of Russia's vast land. It could be argued that much of *Polovtsian Dances*, similarly to much Russian music of the time, does this in a rather superficial way, relying on chromaticism and simple harmony to depict the exotic invaders from the east. Regardless, this is a thrilling and, at times, beautiful work that deserves its place in the canon.

Listen out for: Another Russian technique: "Changing Background", in which a melodic idea repeats and reappears with a different accompaniment or texture.



Mr T Derrick, Director of Music

BOOK REVIEW: THE FIVE – THE UNTOLD LIVES OF THE WOMEN KILLED BY JACK THE RIPPER

BY HALLIE RUBENHOLD

Polly Nichols, Annie Chapman, Elizabeth Stride, Catherine Eddowes and Mary-Jane Kelly are famous for the same thing, though they never met. They came from Fleet Street, Knightsbridge, Wolverhampton, Sweden and Wales. They wrote ballads, ran coffee houses, lived on country estates, they breathed ink-dust from printing presses and escaped people-traffickers. What they had in common was the year of their murder: 1888. And although their murderer has never been identified, the pseudonym created by the press at the time has become more famous than any of the women who had their throats cut as they slept. Pages and pages have been written about Jack The Ripper but until now the voice of his victims has been silent. And this is the premise behind Hallie Rubenhold's latest book, *The Five*, which is described by Frances Wilson in [The Guardian](#) as "an angry and important work of historical detection, calling time on the misogyny that has fed the Ripper myth."

On reading the book, it is indeed surprising how little we know about the victims of Jack The Ripper save from perhaps their names and the locations of their murders in and around the area of Whitechapel in London. In her account, Hallie Rubenhold embellishes the women's stories from the sources available such as coroner's inquests, parish registers, court registers, birth, marriage and death records and rate books and the archives of the London workhouses. Rubenhold

follows the victims' doomed footsteps from birth to death. Except, as Frances Wilson notes, that there is no attempt to imagine each woman's last moments, or describe the state of her body, or further the search for their killer. Instead she asks how it is that these women – all of them somebody's daughter, somebody's sister, somebody's lover – ended up alone and destitute on the streets of Whitechapel.



Take for example, Polly Nicholls, the Ripper's first victim. The daughter of a blacksmith, she spent her formative years in Dawes Court, where Dickens had imagined Fagin living with his band of pickpockets in *Oliver Twist*. Her break came when she and her husband, William, qualified for accommodation in one of the newly built Peabody Buildings on Stamford Street in Lambeth. This allowed them, for the first time, an inside lavatory. But after four years of fighting, Polly left her husband and children and entered the workhouse. There were, Rubenhold shows, few other options available to her. And from there, Polly's life went into a downward spiral. The killer preyed on women whom nobody cared about and who would not be missed. There are many modern parallels here that could be drawn where the most vulnerable in society fall victim to unscrupulous, immoral individuals who seek to exploit them. Think of the grooming of vulnerable girls in Rotherham, pensioners being exploited by fraudsters or disadvantaged youths being lured into a life of crime by county lines drugs gangs.

The Five can be, at times, a harrowing read. When considering what these five women had in common, Rubenhold dismisses the common lead view that there were all prostitutes arguing only two of them appear to have been paid for sex. In Rachel Cooke's review of the book in *The Guardian*, she explains that, in the end, it comes down to this: they were destitute, largely invisible and, at the time of their deaths, probably asleep. Alan Moore called his graphic novel about the Ripper *From Hell*. But if these women died in such a place, they had already long lived in it. *The Five* is a wonderful work of social history with its depictions of life in the workhouse and slum lands of London as vivid as any I have ever read. Rubenhold

really does have the ability to paint a picture with words. But more than this, the book, despite its subject matter relating to the late 18th century, feels as relevant now in the era of #MeToo and the Harvey Weinstein case, as it might ever have been. Rachel Cooke suggests that Rubenhold's "*simple care and exactitude in the matter of these women ... restores their dignity and humanity.*" I agree. All of the stories have a powerful moral message – the need to care for all within our society - which, in the challenging times we live in, must never be diminished.

Mr W Williams, Deputy Headmaster

SIXTH FORM HOUSE FIFA 20

A House FIFA 20 competition will take place in the week after the Easter break. This will be open to all students in Years 12 and 13 and we require two students per house per year group to participate in a knockout style tournament. This will take place on PlayStation 4 and entrants are required to be available to play during their lunchtimes in this week.

If this event proves to be popular then we will extend it to lower year groups in future weeks. If you wish to represent your house, please email myself with the following information: Full name, year group, School house and PlayStation online name. This will operate on a first come first served basis and be run by two pupils in Year 12.



Mr J Yeo, Head of House (Harrier)

VOCAB EXPRESS GLOBAL CHALLENGE: 12 - 18 MARCH 2020

Westcliff High School for Boys was victorious in the Genius Cup for the second time in a row, with a score of 1,122,285 points; this was 471,130 points more than the second placed school. The Genius Cup is made up of the scores of the top 25 pupils in a school.

Six of the top ten places in the entire competition were taken by our pupils, with Oliver McCarthy in Year 11 and George Odina in Year 8 finishing 2nd and 3rd respectively. Their scores, as well as Abdul Wasey

Bhatti's (also in Year 8), eclipsed our previous top scores in School and are outstanding.

Student Leaderboard | Overall

| Student | School | Score |
|-----------------|--------------------------------|---------|
| 1 William G | The Dixie Grammar School | 208,795 |
| 2 Oliver M | Westcliff High School for Boys | 179,535 |
| 3 George O | Westcliff High School for Boys | 130,100 |
| 4 Abdul Wasey B | Westcliff High School for Boys | 120,330 |
| 5 Ethan O | Westcliff High School for Boys | 85,070 |
| 6 Amy B | Howden School | 77,295 |
| 7 Rudra P | Westcliff High School for Boys | 72,560 |
| 8 Jessika D | Burntwood School | 71,435 |
| 9 Oliver Q | Lyndhurst House School | 68,195 |
| 10 Yash P | Westcliff High School for Boys | 63,560 |

The results in school were as follows:

| | | |
|------|-----------------------------|---------|
| 1st | Oliver McCarthy | 179,535 |
| 2nd | George Odina | 130,100 |
| 3rd | Abdul Wasey Bhatti | 120,330 |
| 4th | Ethan Okai | 85,070 |
| 5th | Rudra Patel | 72,560 |
| 6th | Yash Patel | 63,560 |
| 7th | Jeffrey Jamile | 60,425 |
| 8th | Dihein Nambukara-Thanthrige | 52,125 |
| 9th | Mahfuzur Rahman | 50,655 |
| 10th | Santhosh Surenthiran | 46,130 |
| 11th | Ayman Sharif | 45,520 |
| 12th | Bhavy Metakar | 43,750 |
| 13th | Patrick Elesinnla | 36,250 |
| 14th | Daksh Yadav | 32,895 |
| 15th | Thivisan Sarvanesan | 30,370 |
| 16th | Jahnuzan Vakeesan | 24,345 |
| 17th | Joshua Britto | 13,920 |
| 18th | Harish Naguleswaran | 11,960 |
| 19th | Tharul Nanayakkara | 10,675 |
| 20th | Nihal Ghir | 3,030 |
| 21st | Joseph Cove | 2,185 |
| 22nd | Paul Fagbenro | 1,850 |
| 23rd | Max Kowalski | 1,820 |
| 24th | Dhruv Goel | 1,745 |
| 25th | Rudra Khaled | 1,480 |

Pupils achieving top place in each year were:

| | |
|----------|-----------------|
| Year 7: | Ayman Sharif |
| Year 8: | George Odina |
| Year 9: | Yash Patel |
| Year 10: | Rudra Patel |
| Year 11: | Oliver McCarthy |

Pupils achieving top place in each language were:

| | |
|-------------|--------------------|
| French: | Oliver McCarthy |
| German: | Yash Patel |
| Spanish: | Bhavy Metakar |
| Italian: | Oliver McCarthy |
| Latin: | Ethan Okai |
| Arabic: | Oliver McCarthy |
| Portuguese: | Abdul Wasey Bhatti |
| Polish: | Oliver McCarthy |
| Greek: | Oliver McCarthy |
| Japanese: | Oliver McCarthy |
| Russian: | Oliver McCarthy |
| Mandarin: | Oliver McCarthy |
| Hebrew: | George Odina |
| Urdu: | Oliver McCarthy |

Congratulations to all of the competitors on your achievements. Badges will be awarded to the top 16 in School when we return to School, along with House Points or Senior Commendations.

The next online Modern Foreign Languages competition will be the **Education Perfect Languages Championships** from 28 April to 5 May. There is an even wider array of languages on offer than the fourteen in the Vocab Express Challenges; Maori, Indonesian, Dutch, Malay, Thai, Turkish and Samoan are available, along with Portuguese, Italian, French, German, Spanish, Greek, Latin and Russian. This is a worldwide competition and further details on how to log in to the website along with awards and prizes will be provided after the Easter break.

Ms J McKeown, Head of MFL

MR DERRICK'S FILM CLUB

Each week a film is selected for the club to watch. It can be watched at any point in the week but every Thursday at 7.30pm a 'watch-along' takes place, where members of the club can discuss the film as they watch. After the film, dialogue and analysis is welcomed before a new film is selected.

After last week's mind-bending modern sci-fi masterpiece, *Ex Machina*, this week sees the film club tackle a more grounded movie. Join us for this week's

watch-along on Thursday 16 April at 7.30pm, when we will be watching and discussing the Coen brothers' remake of the classic western, *True Grit* (2010), streaming on Netflix.



The Film Club has also been discussing other films and members have been organising their own impromptu watch-alongs. Staff and students (aged 15 and over) may join the group by using the code db1v6ym.

Mr T Derrick, Director of Music

THIS WEEK IN HISTORY:

THIS WEEK IN HISTORY: THE SINKING OF TITANIC

The ship had been making record time across the Atlantic; every day 176 firemen shovelled over 600 tonnes of coal into furnaces that powered three engines generating 46,000 horsepower. However, on the fateful night of 14th April 1912, RMS Titanic hit an iceberg 375 miles from Newfoundland (Canada) causing water to flood into 5 compartments of this state-of-the-art vessel, which was too many to maintain buoyancy.

Within the space of three hours, RMS Titanic had broken apart and lifeboats were allocated to women and children, but due to the chaos and disorganisation on the sinking vessel, only 700 out of the 2,200 passengers survived.

Yet, during this tragedy, one passenger in particular achieved significant fame due to her remarkable efforts during the disaster. The 'Unsinkable' Molly Brown was a lucky survivor and, whilst on board the rescue vessel, she showed admirable selflessness and bravery whilst handing out food, drinks and blankets. She even went onto raise over \$10,000 (the equivalent of about \$270,000 in 2020!) for those who had lost their worldly possessions.



Molly Brown went onto be awarded a French Legion of Honour for her efforts and she used her fame later on to campaign for women's rights. Molly Brown demonstrates that even in the midst of the most tragic commercial maritime disaster in history, it is possible to show courage and selflessness, and ultimately use fame to do good for others.

Mr S Neagus, Teacher of History

GARDEN VOICES

As we sit marooned in our houses, the garden increasingly becomes a little sanctuary of calm and peace. However, the urban or country garden in spring is far from peaceful and calm. Birds at this time of year are frantically nesting and defending territories. Each male bird from early spring will proclaim his territory from a clear vantage point. In fact, in these times of global warming, even an unseasonably warm, late December day will hear these calls beginning.



Probably the most iconic call in an increasing maelstrom of noise from the garden is that of the call of the male Great Tit. In my bird field guides when I started birding as a young teenager, the Great Tit call was described as sounding like "tea-cher, tea-cher". I never personally heard this likeness. However, the swinging two-note call quickly became, for me, the flagship call of approaching spring. Even today, the Great Tit call lifts my heart and promises the joys of an English spring.

Listen to the YouTube clip below and see if you can hear the call in your garden or surrounding area.

<https://www.youtube.com/watch?v=3nDLF2fxoWQ>

Dr J Theobald, Teacher of History

CULTURE CANCELLED? NOT NECESSARILY!

Last week's edition of The Westcliff Week included a link to the National Theatre's production of *One Man, Two Guvvners*, and we find ourselves in the situation where concert or theatre visits have had to be cancelled. The pandemic is having a significant effect on the creative arts industry, but fortunately there are many solutions afoot which mean that we can access world-class performances from home.

Modern curricula place an emphasis on cultural literacy, a term coined by former English Literature Professor E.D. Hirsch and which refers to certain facts, ideas, literary works that he considers we need to know in order to operate effectively as citizens. Therefore, here is my list of suggestions for your week; these are all free and can be enjoyed as a family, and the only thing you might need is a few more hours in every day!



National Theatre Live

The National Theatre is continuing to release one of their productions every week on a Thursday evening at 7pm, and the performance is then available for a week. The first four are: *One Man, Two Guvvners* (last week), *Jane Eyre*, *Treasure Island* and *Twelfth Night*. <https://www.nationaltheatre.org.uk/>

The Royal Opera House

The Royal Opera House is running a similar system to The National Theatre with their #OurHouseToYourHouse initiative. They release a production every week (ballet or opera) on a Friday at 7pm. Their first one, *Peter and the Wolf* (Royal Ballet), is already available and the next four which have been announced are *Acis and Galatea* (Royal Opera), *Così fan tutte* (Royal Opera), *The Metamorphosis* (Royal

Ballet), *Gloriana* (Royal Opera) and *The Winter's Tale* (Royal Ballet). <https://www.roh.org.uk/>

The BBC

Our national broadcaster has announced its *Culture in Quarantine* festival. This will encompass television, theatre, music, podcasts and so much more. Follow the BBC on social media channels to keep up to date, and read more from the Director of BBC arts here: <https://www.bbc.co.uk/blogs/aboutthebbc/entries/9b107488-0154-4435-a9a1-81bd16224086>



The Royal Shakespeare Company (RSC)

As part of the above, the RSC has made six of its productions available on BBCFour and BBCiPlayer. These are: *Hamlet*, *Macbeth*, *Much Ado About Nothing*, *Othello*, *Romeo and Juliet* and *The Merchant of Venice*. <https://www.rsc.org.uk/>

International opportunities

My list thus far concentrates on just a fraction of our UK offer, however given the international nature of this pandemic, as you might expect, there is a plethora of opportunities available from organisations such as the Metropolitan Opera, or the Berlin Philharmonic. ClassicFM has a list which is under constant update: <https://www.classicfm.com/music-news/live-streamed-classical-music-concerts-coronavirus/>

This list is far from exhaustive, and does concentrate on theatre, ballet and opera. There are similar opportunities available from a host of other avenues whether your tastes bend more to pop music, art galleries or literature, and who knows what the next few weeks might bring? Do let me know if you discover anything you think we should all be aware of, and I will compile another list in the future.

Mrs J Williams, Senior Teacher: Staff Tutor

KEEP CALM AND CARRY ON COOKING WITH MR MCGEE

This week Mr McGee shares another exciting recipe from his selection of easy to master recipes for these challenging times.

RECIPE 3: 'WHAT'S A CELERIC?' STILTON AND CELERIC TORTE

With your usual shop possibly disrupted at the moment, here is something you can cook and freeze using the little used Celeriac. My local Tesco store has hundreds of them!



Ingredients

1 whole celeriac, grated
150g butter
300g grated cheddar
4 eggs
225 grams plain flour
10g baking powder
300g Stilton or other blue cheese
75g breadcrumbs

Method

Set the oven to 190 degrees and line a baking tin.

Mix together the butter, flour, cheddar and celeriac.

Add the eggs and mix.

When you have a thick mixture pour half into the tin. Then add a layer of blue cheese and breadcrumbs

Add the rest of the mixture and top with more blue cheese and breadcrumbs.

Bake for 50 minutes and you are done!

Leave to cool before cutting. Can be frozen.

HOUSE EASTER EGG STAIR ROLLING COMPETITION RESULTS

Many thanks for all the entries to the House Easter Egg Stair Rolling Competition. It was a close contest, with George Burnham's effort of a WHSB Skier, in a protective Ski Lift, pictured below, winning the individual contest with an impressive 19/20 score for Harrier House. Alexius Brown's (Kestrel) design was ambitious and placed him second. Quinn Williams' (Harrier) concept was very creative and Jack Gore's (Kestrel) was wonderfully simple and they tied for third place.



In the overall competition, Kestrel had high participation numbers and pipped Harrier to the post for first place overall. Osprey House came in third place and Merlin trailed in last. All pupils have been allocated individual House Points and the results will be added to the main House competition for the Phoenix cup.

Mrs K Mumford, Second Deputy Head

ROSETTA STONE

We have discovered that students are able sign up to 3 free months on *Rosetta Stone*, a website for language learners.

<https://www.rosettastone.com/freeforstudents/>.

Students are limited to choosing one language, but it is very engaging and it will give you feedback on your pronunciation. This could be an excellent complement to your languages learning.

Mrs J Williams, Senior Teacher: Staff Tutor

HOUSE COMPETITIONS

Thank you very much to everyone who participated in the recent Centenary House Cooking and the Centenary House Quiz (The Westcliff Week, edition 1). House Points have been awarded to everyone who has participated so far. Harrier House is currently winning the Centenary House Cooking competition and Kestrel House is presently in the lead with the Centenary House Quiz.

I suspect some pupils will be disappointed that you are not going away on holiday over the Easter break and your may have had holiday plans or daytrips cancelled due to the lockdown. In the spirit of our School, I suggest we turn a disappointment into an opportunity. In this case the opportunity comes in the form of a fun House Centenary Camping Competition. If you have a tent and a garden, and the weather is suitable, you can participate outdoors. If you do not have: a garden, a tent, or the weather is too cold and wet, then you can always rise to the challenge by improvising and make an indoor tent. This could be achieved by using bedsheets and other common materials found around the home. I am sure many of our pupils are more than capable of demonstrating great ingenuity when it comes to such a challenge.

To enter, submit your photographic evidence to the House *Microsoft* Team or e-mail me attaching your entry. One House Point will be available for a photograph, up to two House Points for an explanation of what you did and a commentary on how things went. Three Points are available if you can link your writing to the Learner Profile, Centenary year and explain what skills you have developed by doing this.

There is also a Centenary House Easter Card competition this week. Design an Easter Card and link this to the Centenary year and Learner Profile. Again, entries can be submitted by sending a photograph of your entry to me via e-mail or through the House Team. Remember to include a paragraph explaining how your entry relates to the Learner Profile and Centenary with your submission.

Please do make sure you gain permission from your parents or guardians/carers for everything that you do, have adequate supervision and do not do anything dangerous. Please see photographs on the next page to give you some inspiration. Happy camping and card creating and do enjoy the remainder of your Easter holiday with your family!

Mr R Barber, House Coordinator

Inspiration for House Camping Competition!



WHERE IN THE WORLD?



Congratulations to Sammy Joujou, Jake Bausor, Sebastian Rapley Mende, Jake Masterton, Luke Pugsley, Alexius Brown, Nathan Choi, Alexander Kelleway, Peter Mauz and Samuel Heathcote for correctly identifying last week's location as **Marina Grande in Capri**. House points have been awarded to those who submitted correct answers.

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

- Average temperatures here range from 0°C in winter and 14°C in summer.
- This is frequently suggested to be one of the best places in the world to see the *aurora borealis*

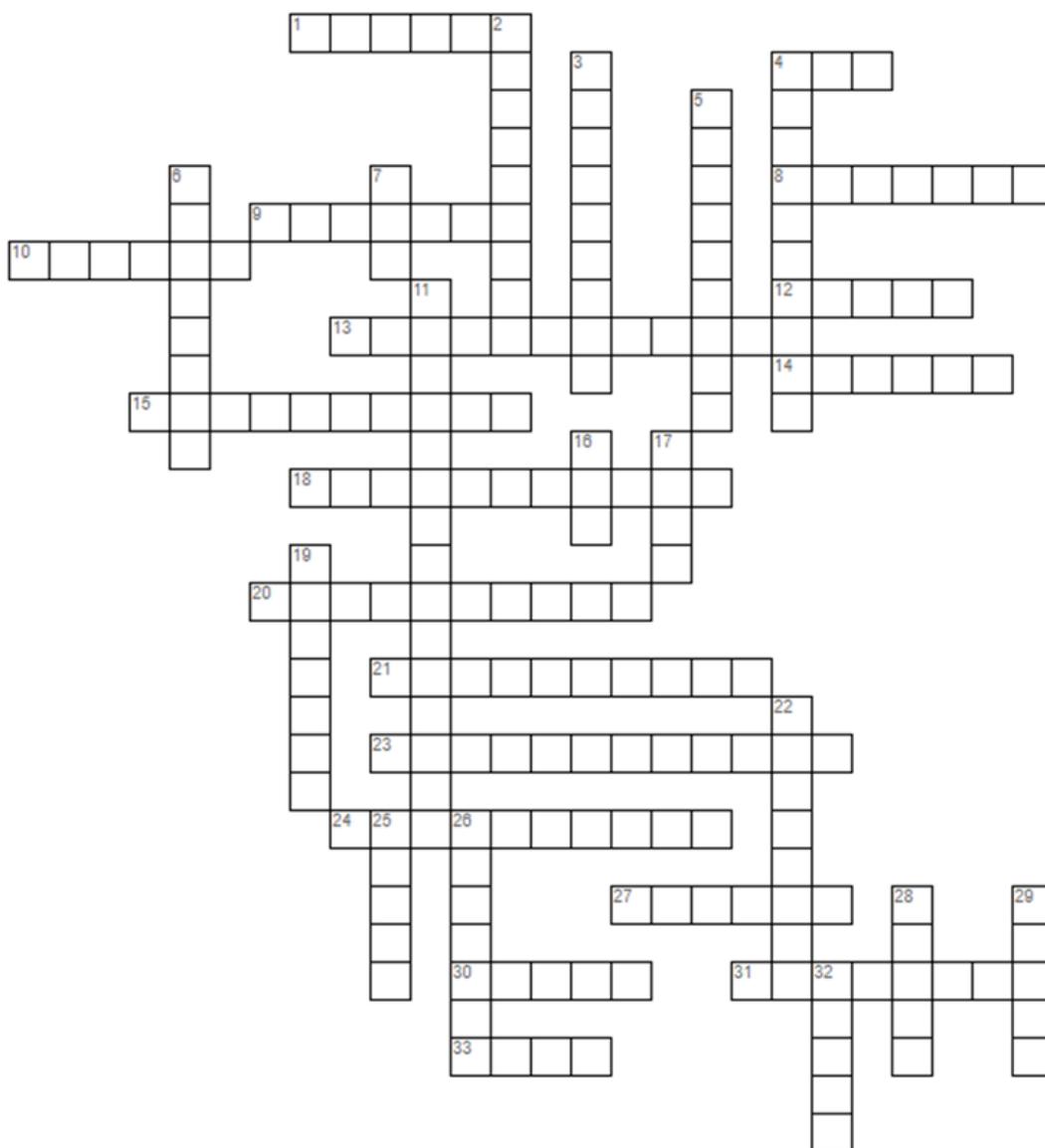
Please submit your answers via this Microsoft Form by Thursday 16 April:

<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPANzsfDiqmfUFjxEshUOUxCWFE2VUtFTIBIVkNERDhVMzZVU1MxMi4u>

Mr L Norman, Teacher of Geography

MR JEFFREYS' HISTORY CROSSWORD 3

Answers next week!



Across

- 1 Dark Goddess of London? (6)
- 4 Name given to South African city and 17th Century French King (3)
- 8 First African country to become independent, in 1847 (7)
- 9 The real name of Genghis Khan (7)
- 10 Home of Bede and the marchers of October 1935? (6)
- 12 Maker in 1884 of first true machine gun (5)
- 13 The earliest known printed book from China, 868 (7,5)
- 14 Site of first recorded musical notation on a cuneiform tablet in 1400BC (6)
- 15 Military leader and first President of independent Texan Republic (3,7)
- 18 First Holy Roman Emperor, crowned in 800AD (11)
- 20 Claimed in 1543 that the Earth moves round the Sun (10)
- 21 Monument built at the same time as Pharaoh Cheops built Great Pyramid (10)
- 23 First sports day, 776BC (7, 5)
- 24 Cochran's invention to avoid chores in 1886? (10)
- 27 Was he responsible for The Birthday Party? (6)
- 30 Valley which gave us toilets, puppetry, protractors and planned cities (5)
- 31 Where Mumtaz sleeps? (3,5)
- 33 Fiddler on the Roman Roof? (4)

Down

- 2 Anglo Saxon treasure ship found in 1939 (6,3)
- 3 Policy of ending customs duties, adopted by Britain in 1846 (4,5)
- 4 Archaeologist Heinrich, born in 1822 and excavator of Troy (10)
- 5 The Father of History (9)
- 6 Leader of the 300 at Hot Springs (8)
- 7 Swedish Vikings led by Rurik at Novgorod (3)
- 11 Collection of raunchy stories dating from 1388AD (10,5)
- 16 Chinese Imperial dynasty at the time of Jesus (3)
- 17 Tribe established in 1200 by the Children of the Sun (4)
- 19 Stone discovered in 1799 to unlock the story of Egypt (7)
- 22 Irish Republican and founder of Fianna Fail (2,6)
- 25 Boudicca's bunch? (5)
- 26 A leader in 122AD who did know how to build a Wall (7)
- 28 First invented by Bartolomeo Cristofori in 1700s (5)
- 29 City in which the Last Supper was painted in 1482 (5)
- 32 James Hargreaves had her spinning in 1764? (5)

ANSWERS TO HISTORY CROSSWORD 2 (WEEK BEGINNING 6 APRIL 2020)

Bar - Mathematical symbol used by Mayan civilisation to denote the number 5

Benedictine - The monastic form of rule that Bede followed

Bessemer - In 1856, he was Converted into the Man of Steel

Bubo - The ball that nobody wanted to have in 1350

Capricorn - Chairman Mao's star sign

Divine - Describes Alighieri's Comedy and James I's Right

Enlightenment - A Reasonable Age

Franco - Spanish Nationalist leader and ruler until 1975

Ghana - Home of the Soninke tribe

Henry - The Emperor humiliated in the Investment Crisis

Huguenots - French Protestant migrants who brought master weaving to Essex

Iona - Scottish Island that generated the Book of Kells

Jinnah - First Governor-General of Pakistan

Judea - The province into which Jesus of Nazareth was born

Kadesh - Site of Egyptian battle with the Hittites in 1285BC

Kush - Nubian Kingdom with a capital at Napata

Laika - No walkies for her in the Red Rocket of 1957?

Lear - English King made famous by Shakespeare in 1606

Lionheart - Nickname of Richard I and in French coeur de lion

Llama - The woolliest friend of the Chavin civilisation

Loos - Battle of the First World War where the British first used poison gas

Marx - Political philosopher buried in Highgate Cemetery

Medici - The Florentine family famous for business, art and the Papacy

Melbourne - Victorian Prime Minister who gave his name to an Australian city

Memnon - Colossi erected by Amenhotep III

PiersPlowman - The eponymous hero of Langland's greatest work

Portugal - For Prince Henry the Navigator, there's no place like this!

Rome - City founded in 753 BC

Runnymede - Site of the signing of the Magna Carta

Salt - An essential commodity that Ghandi marched to get

Seven - The age at which a mediaeval boy could become the page of a knight

SweynForkbeard - Canute's dad

Theresa - Name that links Maria of the Austrian Succession and the Mother of Calcutta

TheThinker - I think Rodin made me

TheWinterKing - Nickname given to Elector Palatine Frederick after 1618

ThomasABecket - Archbishop murdered in 1170 at Canterbury

Tsar - Title first taken by Ivan the Terrible

MUSIC THEORY TUITION

For those of you missing a regular dose of music theory provided in School lessons, look no further. WHSB piano tutor, Mr Evans, has provided a series of practical music theory videos on his YouTube channel 'itchy2learn'. Below are the links to a selection of videos accessible to pupils in all year groups, recommended particularly to those taking GCSE and A Level music.

Chords: tinyurl.com/uh48az7

Intervals: tinyurl.com/vp49tq2



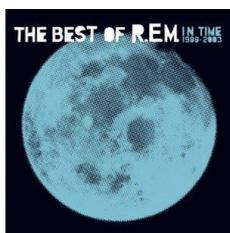
Mr T Derrick, Director of Music

MR MCGEE'S ALBUM OF THE WEEK

In Time: The Best of R.E.M. 1988–2003
REM, 2003

Save your cries of derision in response to my decision to choose a compilation album. I spent a long time flicking through my REM collection trying to select which of the band's album to showcase and I simply cannot find just one which could possibly do justice to REM's huge back catalogue. A point proven when one considers my choice of album only dates back to 1988, seven years after the band released their first record.

REM would be number one on my list of bands I would like to see reform, and number three on my list of bands from all time I would like to have seen live (behind Queen and the Beatles). Through this short review, I hope to explain why you should listen to REM's music. I believe that REM is a band which has, over time, produced music for every emotion a human can feel. Stipe's vocals



effectively convey whimsy ('Stand') as easily as anguish ('Losing my Religion'). He is supported by wonderfully written vocal harmonies ('The Sidewinder Sleeps Tonight') and a musical accompaniment that never intrudes on the lyrics. Take 'Imitation of Life'; sweeping strings during the introduction fade to the back ground but are always there, interjecting and balancing the melody beautifully. For me REM is a band that tells you a story.

It says much about REM that this collection of greatest hits does not contain all of their greatest hits! Where is 'Shiny Happy People'? Where is 'It's the end of the world as we know it'? The fact is that the band has been enormously prolific and successful.

I began by saying REM is a band for any mood. If you are feeling happy then listen to 'What's the Frequency Kenneth'. If you are feeling angry then listen to 'Orange Crush'. If you are feeling reflective then listen to 'Everybody Hurts'.

You will not be disappointed. Keep being Shiny Happy People!

Mr A McGee, Director of Sixth Form

YOU'VE BEEN CASIOED!

Pupils who are (or have been) taught by me will be aware that I have a love-hate relationship with calculators. As a physicist, data and numbers are important to me; however, I have not always found mathematics easy.

When I was at school, there was no 'recommended calculator'. In the late 1990s, there were many competing input logics for calculators, used by different calculator manufacturers. Sharp calculators had their Direct Algebraic Logic (DAL), Casio had their Visually Perfect Algebraic Method (VPAM), and Hewlett Packard were experimenting with Algebraic Entry System (AES). If you were using a scientific calculator, and your friend was using one from a different manufacturer, there was no guarantee that the same key presses would produce the same result.

The problem was exacerbated by different models of calculator from the same manufacturer giving different answers to simple arithmetic problems. Consider, for example, the following:

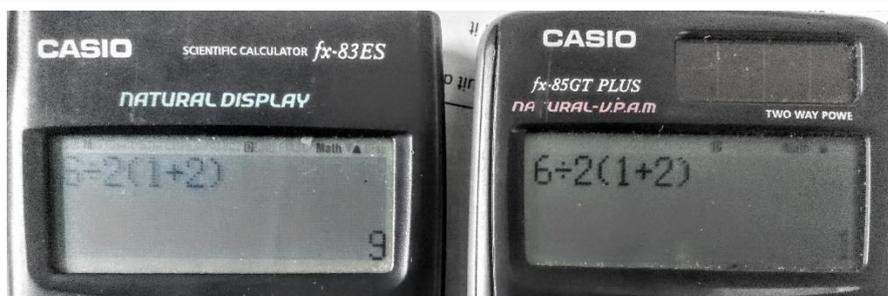
$$6 \div 2(1 + 2) = ?$$

This problem was made famous on the internet a few years ago, when it was shown that Casio fx-83ES calculators interpreted the arithmetic differently to fx-85GT PLUS calculators.

I did not believe it, until I asked a class of Year 9s to use their calculators to calculate the answer.

Before they pressed the equals sign, I asked them to predict the answer. The class unanimously agreed that the answer was 1. Then the class pressed the equals sign. Most calculators in the room gave the answer 1, but a few gave the answer 9. The pupils were stunned. Here were two calculators from the same manufacturer, giving different answers to exactly the same problem. How can the pupils trust their calculator to give them the right answer, if they do not understand the logic their calculator uses?





The problem in the above case is that there is a multiplication between the 2 outside the parentheses and the parentheses themselves. The problem could unambiguously be written as

$$6 \div 2 \times (1 + 2) = ?$$

Sure enough, this unambiguous arithmetic gave the answer 9 on all calculators. So, which is right? I believe that the answer should be 9, because division and multiplication have equal precedence; however, convention and notation can change and as long as everyone agrees on one standard for notation, it does not really matter. To those who might say, 'but the parentheses are higher precedence than the multiplication and division', you are right, but only what is within the parentheses. The multiplication outside the parentheses is equal precedence with the division, so the operations are performed left-to-right. The division is first.

Most schools now recommend Casio calculators for their pupils. There is some wisdom in having all pupils using the same calculator, so that pupils can be properly instructed on their use. The most recent models of Casio solve the ambiguity problem above by changing the input line and showing the user how the calculator interpreted the input, so the user can decide if the calculator has interpreted the user correctly. The calculator does this by adding parentheses. Some of these modern calculators are incredibly sophisticated machines, and few pupils spend the time studying the manuals to learn all of their functions.

There is something reassuring about typing some arithmetic into a box and pressing the equals button to be given a number, then writing that number down, assured that it must be right because the box said so. Unfortunately, all too often, I see pupils getting answers to exam questions wrong, not because they misunderstood the mathematics or the physics, but because they did not use their calculators correctly. I have coined a phrase for these types of mistakes: I say the pupil has been 'casioed'. If everything was right until the calculator got involved in the thinking process, then the student has been casioed.

The frustrating thing is that I know pupils are well trained in operator precedence (also called the order of operations or, colloquially, BIDMAS/BODMAS/PEDMAS/PEMDAS/etc). So, if pupils know the operator precedence, why do they trust the calculator with that final stage in a computation?

In 1920, one hundred years ago, pupils would have used slide rules or lookup tables to do mathematics. Slide rules were used to multiply or divide large numbers. Lookup tables were used to find sines, cosines, tangents, logarithms, and so on. Slide rules and lookup tables performed the arithmetic that allowed humans to walk on the moon. The first scientific calculator was not invented until 1968 by Hewlett-Packard.

The calculator was big and included a built-in printer to track complicated calculations. It was the HP 9100A, and was referred to as a 'personal computer' at the time, rather than a scientific calculator.



The first scientific pocket calculator was also invented by Hewlett-Packard, the HP-35 (so called because it had 35 buttons). It was first sold in 1972. Overnight, slide rules became obsolete.

Hewlett-Packard calculators used an input logic that has almost disappeared entirely. They used Reverse Polish Notation (RPN), or 'postfix' notation. With traditional 'infix' notation calculators, the user would type an operand, then type the operator, then type the second operand, then press the equals key, for example:

$$2 + 3 =$$

With RPN, the user would type the following: $2 \uparrow 3 +$

Where ↵ was the 'enter' key. This may seem a perverse way of working, but it has some benefits. Consider, for example, the following expression:

$$\frac{2 + 2.3^2/3}{6 - \sin(55)} =$$

On an infix calculator, one would have to type:

$$(2 + ((2.3 \uparrow 2) \div 3)) \div (6 - \sin(55)) =$$

Phew! If one forgot the first bracket, one would have to either key left lots of times to insert in (in modern calculators) or just start again. In the 1990s, when I was learning to use scientific calculators, one would have to just start again. Worse still, on 1990s calculators, usually, the sin function was pressed after the 55. Depending on your calculator model, this could require approximately 23-25 key presses, and all of the brackets would have to match correctly.

In RPN, the expression is:

$$2 \leftarrow 2.3 \uparrow 2 \ 3 \div + 6 \leftarrow 55 \sin - \div$$

That is 16 key presses, no brackets to track, and the operators are in the same order that you think about doing the calculation if you were to do it in your head or on paper.

There have been research papers written on the subject of whether RPN is worth learning. For example, Agate and Drury wrote, "Tests of an Algebraic Notation Calculator and a Reverse Polish Notation Calculator showed the latter to be superior in terms of calculation speed, particularly for subjects with a technical background. The differences measured were shown not to be due to differences in calculation speed of the calculators nor to differences in dexterity between the subjects." (Agate SJ and Drury CG (March 1980) "Electronic calculators: which notation is the better?", Applied Ergonomics, 11:1)

Kasprzyk, Drury and Bialas wrote, "Two carefully matched calculators using different logic systems were compared using subjects experienced in each logic system. Reverse Polish Notation (RPN) proved superior to Algebraic Notation (AN) in all comparisons ... due to elimination of sequence errors and reduction of unnecessary steps in performing calculations." (Kasprzyk DM, Drury CG, and Bialas WF (September 1978) "Human behaviour and performance in calculator use with algebraic and reverse polish notation", Applied Ergonomics, 22:9)

When I was at school, I struggled with using a calculator. My A Level results were below what was expected. At university, the mathematics used in physics involved fewer numbers and more complex algebra, and I flourished. When I started teaching, I saw pupils who would experience the same frustrations with their calculators that I experienced when I was their age.

An analogy, imagine in a particular subject that, every day, one had to cut out shapes. Imagine if a small number of pupils struggled to cut out shapes, despite excelling in other areas. Try as they might, they couldn't cut out these shapes. Imagine then, years later, one of them discovered that they were in fact left-handed and that they could buy left-handed scissors to use. All of a sudden, they could cut out shapes perfectly. Would they not want to rush out and make people aware of the existence of left-handed scissors? They had existed the whole time, but for some reason, no one seemed to know. It's a similar situation with calculators.



I rediscovered RPN a few years ago. This elegant input logic, in fact, follows the same arithmetic logic that you learn when you first learn how to sum, subtract or multiply numbers. This natural way of performing mathematical calculations means that the person needs to think about the calculation being performed, rather than trusting a computer to interpret their will. There is no ambiguity in the expression typed into the calculator, no guess work. And yet, very few people know RPN exists. RPN takes a few minutes to learn, and one can master it in under an hour. Once you've learned RPN, you will never be casioed again. If you find yourself making arithmetic errors when using a calculator, you owe it to yourself to check it out. There are free RPN apps you can put on your phone to try it out, or you can ask me and I can lend you a calculator that uses RPN.

EINSTEIN'S WESTCLIFF RIDDLE.

Albert Einstein created a riddle, which he reckoned that only 2% of people could solve. Can you solve it?

It concerns five Year 7 pupils who (before social distancing) went one Saturday to see a movie. They stood in a line, and a passer-by took a photograph of them. Each pupil wore a different coloured hoody, belonged to a different house at School, played a different sport, was in a different form and had a different favourite subject. The question is – who likes Physics?

You may like to use this grid to help you. The information is given below.

| Position | 1 (Left) | 2 | 3 | 4 | 5 (Right) |
|----------|----------|---|---|---|-----------|
| Colour | | | | | |
| House | | | | | |
| Sport | | | | | |
| Form | | | | | |
| Subject | | | | | |

- ✓ The pupil in Harrier wore a red hoody.
- ✓ The pupil in Kestrel likes English.
- ✓ The pupil in Merlin is in 7C.
- ✓ The pupil in the green hoody is standing next to the pupil in the white hoody, with the green on the left.
- ✓ The pupil in the green hoody is in 7E.
- ✓ The pupil who plays football likes History.
- ✓ The pupil in the yellow hoody plays rugby.
- ✓ The pupil in the middle of the photo is in 7N.
- ✓ The pupil on the extreme left is in Osprey.
- ✓ The pupil who plays tennis is next to the pupil who likes Art.
- ✓ The pupil who likes Mathematics is next to the pupil who plays rugby.
- ✓ The basketball player is in 7S.
- ✓ The athletics champion is in Pigeon (this puzzle requires 5 houses).
- ✓ The pupil in Osprey is next to the pupil in the blue hoody.
- ✓ The tennis player is next to the pupil in 7W.



Dr A Machacek, Senior Master Academic Studies

HOUSE GOLF CHALLENGE

This year's House Golf has been inspired by the Taylor Made Bounce Challenge:

<https://www.facebook.com/TaylorMadeGolfMiddleEast/videos/877293289455615/?v=877293289455615>

The challenge is to bounce a golf ball on your wedge as many times as possible, with trick shots earning extra points. Volleying between household members is also allowed.

As usual in House Golf, all members of the WHSB community are welcome to participate, including pupils, parents, Old Westcliffians and Alumni.



Video entries should be sent to Mrs Mumford via 'Chat' in Teams, or they can be emailed to mumfordk@whsb.essex.sch.uk. The deadline is 25 April, so get practising!

Mrs K Mumford, Second Deputy Head

LEARNER PROFILE: SELF-KNOWLEDGE AND EFFECTIVE COMMUNICATION

As we mature we understand that feelings and emotions are not to be ignored; they represent the way in which we process a situation and they are a way of finding a method of dealing with that situation. But whilst we recognise the important role of our feelings in this regard, we also understand that there are times when we need to manage our feelings; the existence of our feelings alone provides no excuse for allowing them to run out of control. This is particularly important during these challenging times when we are all adjusting to new circumstances and ways of living our lives.

There needs to be balance and control of feelings and actions, and taking responsibility for ones emotions is addressed in an article for an online school reflection I read recently. We all have choices as to which emotions to notice and act upon, and those which we need to register, but then to set aside. It is most important that we maintain an awareness of our feelings, and also those of the people around us, because this knowledge will allow us to better handle the situations we encounter in our new living circumstances.

Sometimes it is easier to see what is going on in somebody else's life, rather than what is going on in our own lives. For example, a change in a person's behaviour can indicate that something is not right. However, it is not as easy to see how our feelings are affecting our own lives. Perhaps you have experienced a day when it appears that things are against you, family and/or friends are irritating you or making you angry. You feel you are losing patience. Your general behaviour will communicate to all around you that something is wrong within yourself. But, to you, the blame lies elsewhere.

If you find this is the case, then the way in which you are handling an issue or situation is probably not the best way. At this point, taking time for a little self-examination may assist you in discovering that you are feeling stressed, anxious or angry because of an entirely different situation. If we have no awareness of our feelings, then there is a danger that we may trivialize other people's feelings. As human beings we are all unique: we look different, sound different and act in different ways.

However, it is not uncommon for human beings to expect everyone else to function in a manner similar to our own. For example, if you have been injured playing sports, certain people around you may expect

you to get up and proceed with the game as though the incident had not happened. Whereas others may demonstrate more sympathy, more empathy, and realize that you are in pain.

Feelings can present themselves in confusing ways, and they can be difficult to handle, particularly for the person who has been deprived of a natural release or an opportunity to speak about them – the opportunity of a measured or alternative perspective.

There is much power in words. For example, you might be enjoying your day, but then someone makes a comment which alters your feelings, and not for the better. They may insult you, in which case, the effect could be devastating – that can bring about a powerful emotion. If this example does not resonate with you, then perhaps reflect on a time when you have received a compliment, perhaps on your appearance, or your talent at something. However fleeting, the person's words may have had a powerful and positive effect on you.

These simple examples demonstrate the power of words and how they can influence our feelings and emotions. But they also help us to understand, not only that we have a responsibility to guard against using words to hurt people, but also a responsibility to ourselves, to understand how quickly words or situations can alter our own feelings and, if we do not manage them effectively, how these can cause us to behave inappropriately.

Feelings and emotions are intrinsic to our humanity and they serve a vital role in our day-to-day living. But we must differentiate between those we must act upon and those we should manage in an alternative way, in order to avoid harming ourselves or others. It can take time to understand our feelings, however it is time well spent if it enables us to better understand ourselves and others. It opens the path to effective communications and one which allows us to help ourselves and others.

Headmaster



VOLUNTEERING: HELPING OTHERS AS WELL AS HELPING OURSELVES

As we all find ourselves adapting and adjusting to a new way of living, studying and working, I am assuming like me, that many of you may have had time for reflection, either collectively or as an individual. With this in mind, I wanted to bring your attention to ways in which we can all support our community, whilst giving extra layers and dimensions to your CV and future application forms. It is a win-win situation!



Voluntary work is available for all ages (within reason), however pupils under 16 will need parental/carer's consent if applying through an official agency or website. There are so many opportunities to choose from; opportunities which require a whole spectrum of skills to suit everyone's interests and abilities. Where you live will determine what support is required in your local community. Why not look at the website for your local county council to see what volunteering options may be available, or try the Essex Coronavirus Action website for more ideas.

There are also a number of simple things we can all do to contribute in our own way, wherever we live. Here are a few suggestions:

Baking cakes, cookies or muffins for staff in the NHS and other emergency services, who are currently working in challenging circumstances. Obviously they must be nut free and labelled. Do not forget to include your name on the disposable container, as staff are likely to want to acknowledge your contribution in their own way. Please do not physically take them to the hospital yourself, but try to find someone who works there and can take them in on your behalf; for example, I have baked cupcakes and my friend distributed them on her shift. Please do not telephone the premises either, as that may block urgent telephone calls from people trying to get through.



For those of you who can drive, or who have access to an adult with a vehicle, there are currently so many people self-isolating and requiring assistance with basic needs; for example, food shopping, medicine and prescription



collection. These could be people in your local neighbourhood or family members, or you offer your services through a volunteering website (for example, Turning Tides in Southend).

Telephoning people who are in self-isolation, elderly or infirm, to check that they are OK and have all that they need can also provide comfort as well a practical support.

You may also wish to consider helping friends, neighbours and family members with tasks such as dog walking, gardening, posting mail, and so on. This would be equally appreciated and such services can still be undertaken within the Government's guidelines on social restrictions.



There are also opportunities to become a telephone or Facebook buddy to someone in need of support and human contact. This can bring someone great comfort, but this should be arranged through an appropriate organisation who will ensure necessary safeguarding checks and arrangements are in place.

Finally, one way in which we can all show our great appreciation of the fantastic staff in the NHS and other key workers, is by joining in with your community to give them an audible round of applause every Thursday evening at 8pm. It costs nothing and is so much appreciated by those many people working in front line services.

Stay safe and well!

Ms N Weller, Careers Adviser

THE DAY (FREE ACCESS DURING SCHOOL CLOSURES)

In response to the national emergency a number of firms are offering their services for free to school pupils. One such organization is 'The Day' (News to Open Young Minds). This is an online magazine specifically targeted at pupils from Key Stage 1 all the way up to A Level. It contains some excellent articles covering many subjects on the curriculum. I strongly encourage pupils to click on the link below and take advantage of this now free online magazine.

<https://theday.co.uk/>

Mrs J Clarke, Community Development Office

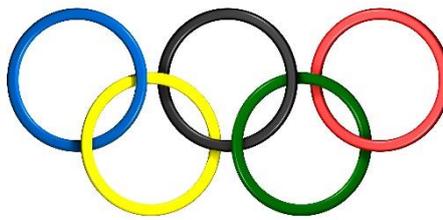
BOOK CLUB FOR 9S

I would like to remind pupils in Form 9S to complete your Easter reading, and look forward to discussing your views during our Book Club when the new term begins.

Mr A Moore, Teacher of Technology / Form Tutor (9S)

THE OLYMPICS AND ITS 'LEGACIES'

The Olympics is arguably the greatest global celebration of sport. Athletes devote four years of their life preparing themselves for this elite competition. At the same time, host cities spend billions competing to outdo their predecessors. A question often posed is around whether this ambition of becoming the best host city deters authorities from focusing on the potential to leave behind a substantial positive legacy.



The International Olympic Committee (IOC) prides itself on the positive legacy that is created for a nation which hosts the Olympic Games; whether this be financial benefits, infrastructural improvements, or increased provision for sport and physical activity. However, some people suggest that the vast majority of these legacies fall short of expectations and often leave host cities in difficulty. The Athens Olympics (2004) and the Rio Olympics (2016) are often cited as examples of where the Olympic Games failed to provide a significant positive legacy, especially for the economically disadvantaged areas and for many inhabiting those cities.

A challenge faced by nations when attempting to deliver a positive Olympic legacy is matching its priorities with the expectations of the IOC. Nations can become so engulfed in ensuring the promotion of their nation is positive that they neglect the opportunity to use the Olympics to target ongoing wider problems. There is evidence that the spectacle of the Olympics becomes a priority over the health and wellbeing of the citizens of the city. The Sydney 2000 Games involved the closure of three Sydney based hospitals due to their funding being diverted towards Olympic projects instead, further suggesting that the health

and welfare of a nation can become less of a concern than producing a spectacular Olympic Games. This was replicated in Rio, where \$500 million was invested into the Maracanã national stadium, regardless of the fact that 750 metres away 1.2 million people were living in a crime ridden favela without proper sanitation, nutrition, healthcare and education.

Some argue that the motivation behind the desire to host the Olympics has little or nothing to do with generating a sporting legacy. Such people argue that there are often ulterior motives, and cite examples such as the Beijing authorities who were accused of using the Games to show off the city's and China's wealth, spending roughly \$5.5 billion on its Olympic Games. However, some suggest that this spending was only for the benefit of the visitors to the Beijing Olympics, given that in excess of 1.5 billion residents were relocated in the eight years leading up to the Beijing Games.

However, it is evident that the Olympic Games when planned meticulously and creatively can be used to leave a positive legacy for the host nation. A good example of this is London 2012, where its plans to 'inspire a nation', increased mass participation from the 'grass roots' upwards. Upon the completion of the London Olympics, the aquatics centre which was criticised as being too expensive was opened to the public at a reasonable price. Equally, the velodrome was moved to an existing velopark and is also now open to the public. It is clear that it is possible for the Olympics to deliver a positive legacy, although the extent to which this is achieved depends on the priorities and effective planning of the organizing committee.

Mr S Greaves, Teacher of Physical Education



THE WEEK AHEAD

WEEK BEGINNING 13 APRIL 2020

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

| Day | Date | Time | Activity |
|------------------|---------------|---------|---|
| Tuesday - Sunday | 14 - 19 April | various | Online Theatre events available (see page 6 for details) |
| Tuesday - Sunday | 14 – 19 April | N/A | Articles for The Westcliff Diary (summer term) Deadline 24 April (see Page 1 for details) |
| Tuesday – Sunday | 14 – 19 April | N/A | House Camping and Easter Card Competitions (see page 8 for details) |
| Tuesday – Sunday | 14 – 19 April | N/A | House Golf Challenge – deadline 25 April (see page 15) |
| Tuesday - Sunday | 14 – 19 April | N/A | Music Theory Tuition – YouTube ‘itchy2learn’ (see page 11) |
| Tuesday - Friday | 14 - 17 April | N/A | Wargaming Team: Bloodbowl League (A <i>Painting Competition</i> will run over Easter) |
| Tuesday - Friday | 14 - 17 April | N/A | P.E. with Joe |
| Tuesday – Friday | 14 – 17 April | N/A | Mr Jeffreys’ History Crossword competition (see page 10) |
| Tuesday – Friday | 14 – 17 April | N/A | Rosetta Stone – sign up for Language Learners (see page 8 for details) |
| Tuesday – Friday | 14 - 17 April | 8.45am | Hallway Gym Class with Mr Moore (Form 9S) |
| Tuesday | 14 April | 4.00pm | Westcliff Drama Online |
| Wednesday | 15 April | 1.00pm | Weekly Watch with Miss Williams |
| Wednesday | 15 April | 1.00pm | MOxbridge English (KS5) |
| Wednesday | 15 April | 4.00pm | Bibliophiles Book Club (KS4&5 and staff) |
| Thursday | 16 April | 7.30pm | Mr Derrick’s Film Club ‘Watch-along’ |
| Thursday | 16 April | N/A | Deadline for responses to this week’s <i>Where in the World?</i> (see page 9) |

*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 **6gaeuc5**, or send a message to Dr Machacek.



Facebook:
/WHSforBoys



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Boys