

## The Westcliff Week

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

# WEEK BEGINNING 11 MAY 2020

### HOME-SCHOOL COMMUNICATIONS

Welcome to the seventh edition of The Westcliff Week.

Thanks to video conferencing technology I have been able to maintain my weekly meetings with groups of Year 7 pupils, along with Mrs Mumford and Mr Bleakley. It is a great pleasure to meet with the pupils and to discuss how they have coped with the many challenges presented by the lockdown, and I am always impressed by the resilience shown by these boys. It seems to me that they have already begun to absorb the values of WHSB and, consequently, demonstrate great determination.

Understandably, some of the pupils have found the experience of working independently most challenging. In particular, it has taken some pupils time to learn how to organize their work schedule to ensure all their work is completed in the right order and to deadlines set by their teachers. However, when I discuss the management of work with pupils it is evident that they are intent on doing their level best to succeed, a quality I consider highly admirable, and they have made great strides as a result. It is also clear that each of these pupils has begun to adapt to working at home and has become more adept in the necessary skills over time, thanks to the tremendous support of their parents and their teachers. I know that a number of the pupils welcomed the recent catch-up day which has enabled them to finish off any tasks outstanding.

The pupils have also told me how keen they are to get back to School to see all of their friends following the lockdown. We can all appreciate the challenge for pupils of being physically apart from friends and teachers for such an extended period. Some pupils have also described the difficulties they have found in fully occupying their recreation time. I would

encourage pupils to make use of the activities in *The Westcliff Week* and also to consider providing an article for a future issue of *The Westcliff Week*. I would also like to take this opportunity to remind pupils that they should not hesitate to email their Form Tutor if they are experiencing any difficulties and need some additional support. These circumstances are not easy for any pupil and it is always better to seek help and support rather than struggle on with a problem or a worry. Equally, I remind parents they are most welcome to contact the relevant Pastoral Office if they have any queries or wish to discuss their child's education and/or welfare.



Yesterday, the Prime Minister outlined the next phase in the country's response to the pandemic. This phase involves a gradual loosening of restrictions on the movement of people. The Government intends to

closely monitor the rate of infection ( $r$ ) and, going forward, decisions regarding restrictions or otherwise will be based on that rate. In the event that  $r$  continues to remain below 1, the Prime Minister has indicated that steps shall be taken to partially reopen primary schools in June. It appears that, following those steps, there is the possibility of a partial reopening secondary schools for pupils in Years 10 and the Lower Sixth (those pupils taking examinations in the summer 2021) and, in anticipation of such arrangements, WHSB has contingency plans in place for meeting such a requirement. The Government has announced plans to issue further detailed guidance later today and, once we have had the opportunity to study its content and any potential implications for schools, I shall be writing to parents during this week with further information.

Headmaster

## THE LANGUAGE OF LOCKDOWN

Language is an important indicator of a society, and the use of words can reflect the environment a population is living in. For example, there is the suggestion that the Inuit language has 40 different words for snow, which can helpfully differentiate between snow on the ground and falling snow, for example. This has long interested linguists as it demonstrates how language is inherently linked to the society it represents - after all, areas inhabited by Inuits are known for having lots of snow, so the ability to distinguish between the types of snow is far more useful than it might be in other languages.

Time can also be a factor in which languages change and adapt. Last year, the new words which became etched onto the tongues of the British population were “Brexiters” and “Remoaners”; then we looked to see if Europe would follow suit – “Grexit”, “AdiEU”, or “Bye-reland” to name but a few. At the start of 2020, it very much looked like Brexit would be a talking point for the British people once again – that was, until, the coronavirus had dominated the news, and had an impact on our daily lives.

Some terms which have been a part of the English language are now more than ever being used to reflect the events of the year. “Self-isolation”, “pandemic”, “quarantine” and “lockdown” have long been ingrained into the English dictionary, but the terms are being spoken and written about much more frequently. However, as occurs with many a significant event, neologisms, or new words, are being coined to express certain events or ideas which link to the current situation. For example, the term “covexit” is being used to express the eventual diminution of the lockdown. Given the fact that many days of the week are merging into one, people are referring to said day as “Blursday”. The use of the acronym “WFH” for “Working from Home” has increased, as this becomes a much more widespread situation for people across the UK. Children born during this period of time are supposedly being crowned the “coronials”. Interestingly, the phrase “elbow-bump” already had a definition in the Oxford English Dictionary – but this time, it now features the phrase “in order to reduce the risk of catching or spreading an infectious disease”.

Research is currently taking place to assess the impact that the coronavirus outbreak is having on language, and one such area is on the use of war metaphors to express the battle that the population is facing in response to beating the virus. For example, Boris

Johnson, in true Winston Churchill fashion, stated: “This enemy can be deadly, but it is also beatable”.

It is very rare that new words become so established into a language and society in such a rapid way – did you know, for example, that 550 new words or definitions were introduced to the Oxford English Dictionary in March this year alone? For example, do you know what “anergic” means? Did you know that “beard-stroking” means “The action of stroking one’s beard, especially while deliberating or reflecting on a question” according to the OED?

So why has the coronavirus impacted the way we use language so significantly? Language is a shared experience – at its heart, it is an opportunity for people to interact and to express their ideas and viewpoints. It is therefore rather pertinent, that as everyone learns to adapt to a new way of living, the language used to express these ideas adapts to follow the world around it. The media also helps to perpetuate these terms and ideas, and this can help bolster the impact language has on society.



Language has always, and will always, learn to adapt to its surroundings – after all, if words are no longer used, or relevant, they will have much less of an impact on society. As we pass through an incredibly significant historic event, the language of the day has adapted to follow suit – an indicator of the importance of language to process and understand the events which affect us on a daily basis.

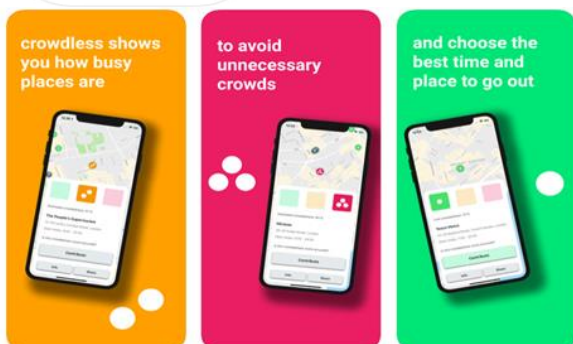
*Mr S Lilley, Teacher of English*

## EFFECTIVE SOCIAL-DISTANCING WITH THE ‘CROWDLESS’ APP

‘Crowdless’ is a free app designed to help people to social-distance effectively during the coronavirus lockdown and subsequent ease of restrictions.

Developed by Oxford University and LSE alumni, the app has now gone live and is available to download from the [Apple App Store](#) and the [Google Play Store](#).

Using a combination of existing and crowdsourced data, the community-driven Crowdless app provides users with real-time updates on how crowded places are and the busyness of certain key locations including supermarkets and grocery shops. Access to such information will enable the user to choose the best time and the best place to visit.



Users can contribute by sharing how busy the places they visit are, making the information provided more accurate. The Crowdless app does not store any personal identifiable data and 'current location' is used for the sole purpose of displaying the most relevant search results and to improve the users' quality of service. The Crowdless app will remain free and accessible to everyone.

*Mrs J Clarke, WHSB Community Development Office*

## SMALLPOX: HOW A GARDENER'S SON, A DAIRY MAID, A COW AND A DOCTOR GIVE US HOPE FOR THE FUTURE

Smallpox is the only human disease ever to have been completely eradicated from the planet, a feat which would not have been possible without the work carried out at St George's University by Dr. Edward Jenner to develop the first ever vaccine. And as an alumnus of the university, it gives me great pleasure to share more about this disease, and more importantly its eradication, with you.



Smallpox was a deadly disease that killed millions of people around the world each year. Before vaccination, smallpox attacked one person in every three and killed one in 12. In the 20th century alone, smallpox killed 300 million

people and left many survivors severely scarred or blinded. To put this into current context, the R value (reproductive value or the average number of people on to which an infected individual can expect to pass the disease) for smallpox has been estimated at 3.5-6, compared to SARS-CoV2 at 2.5. The success of the vaccination for the disease led to widespread use and smallpox was eventually declared by the World Health Organisation (WHO) as eradicated in 1980.

Jenner noticed that milkmaids seemed to be immune to smallpox, usually only contracting its less-deadly relative, cowpox. This gave Jenner an idea, and when in 1796 he diagnosed cowpox in a milkmaid called Sarah Nelmes (who had caught the disease while milking a cow by the name of Blossom) he saw an opportunity.

He took samples of pus from Sarah's pocks and injected them into James Phipps, the eight-year-old son of his gardener, who then developed cowpox. Following this, Jenner inoculated James with smallpox and, when the boy recovered after initially falling ill, he knew his theory of vaccination was proved. Whilst we may question the ethics of such practice today, the success of this first vaccination (from 'vacca', the Latin for 'cow') led to widespread use of the treatment, and smallpox was eventually eradicated.



Speaking about the eradication of smallpox and new vaccine development, Professor Julian Ma, Director of the Institute for Infection and Immunity, says "It's easy to forget that only 50 years ago, infectious diseases were common in UK and a major cause of death. It was not uncommon for public areas to be closed due

to the threat of an infectious disease like polio. Through incredible advances in vaccine technologies, we hardly see infectious disease in the UK now, and infections barely register in our top 10 causes of death”.

Whilst looking back at Jenner’s efforts in helping eradicate smallpox and when looking now at the current effort towards helping to control COVID-19, I am reminded of the idea within innovation economics introduced by Joseph Schumpeter. I would like to borrow his idea in the close of this article and state that, whenever faced with problems, human innovation and the human spirit have found solutions. And this gives us hope for the future that the COVID-19 problem will also be solved.

*Mr K James, Lower School Science Coordinator*

## THIS WEEK IN HISTORY

### THE ONLY SUCCESSFUL ASSASSINATION OF A BRITISH PRIME MINISTER (SO FAR...)

Spencer Perceval would be one of our most forgotten Prime Ministers, if it were not for the fact that on this day (11 May) in 1812, he became the only PM to be assassinated. Subsequent attempts, such as the IRA bombing of the Grand Hotel in Brighton to attempt to kill Margaret Thatcher, did not achieve their aim.

Perceval, 49 years old, who had become Prime Minister in 1809 after a career as a barrister, had opted to take the short walk from Downing Street to Parliament on 11 May 1812. John Bellingham was a regular attendee, and so he would not have raised any suspicion. He was obsessed with earning redress for his treatment at the hands of the Russian authorities after a business deal had gone badly wrong.

He had told a Treasury official that he would be forced to take justice into his own hands, and that same official advised that he took action which he felt was appropriate! Shortly afterwards, Bellingham purchased a pistol and had a tailor add an inside pocket into his coat.

As Spencer Perceval entered the lobby, he was confronted by Bellingham, who drew his pistol and shot Perceval in the chest. As Perceval went down he

shouted ‘I am murdered’. By the time a doctor arrived he was already dead.



John Bellingham made no attempt to escape, calmly insisting that he was ‘righting an injustice’, and that he felt ‘sufficient justification for what he had done’. Later on, he even claimed that he took ‘rejoice in the deed’. He was hastily charged, put on trial (too hastily, it was later argued) then imprisoned and hanged.

The public reaction to the assassination was mixed. Some rejoiced, others shed a tear, but nearly all, very quickly forgot the whole ordeal.

*Mr S Neagus, Teacher of History*

## GARDEN VOICES

### THE CHAFFINCH

The star of Garden Voices this week is with us all year round. In fact, its manic call can be heard all year round, even in the generally quiet months of July and August. It is a finch of garden and parks and is one of the most colourful visitors to our bird table - well, the male is at least; the female is far dowdier. The peachy, pink and blue songster is the chaffinch.



Besides being one of the more aesthetically pleasing visitors to our garden, it is also well known for its



manic call and song. Not the distinctive but slightly jarring “pink-pink” contact call, but rather its hectic, jumbled series of jangles it repeats again and again, especially in spring. It is so frantic in its character that at the end of the call it feels as if the bird should nose-dive off its perch to an untimely demise! Some commentators have likened it to a high-dive boarder like Tom Daley, performing his routine and culminating in a final loud splash. Listen, using the link below, and see what you think.

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

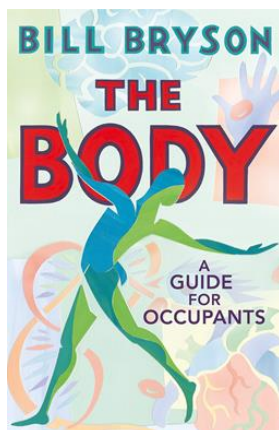
<https://www.youtube.com/watch?v=mj1qZthe7FQ>

*Dr J Theobald, Teacher of History*

## BOOK REVIEW

### *THE BODY: A GUIDE FOR OCCUPANTS* BY BILL BRYSON

In the bestselling *A Short History of Nearly Everything*, Bill Bryson achieved the seemingly impossible by making the science of the planet both understandable and entertaining to millions of people around the world. He has proved time and again the ideal travelling companion and in his latest tome he embarks on a very singular tour of the human body.



*The Body* uncovers the workings of organs, muscles and bones and encompasses how we function and how the body has amazing recuperative and healing powers. The writing is steeped in fascinating anecdote and enlightening trivia and, in true Bryson style, once started, the book is difficult to put down.

Whether you are taking Biology at A Level with a view to moving on to study Medical Sciences in Higher Education, or you are studying the arts, this book has very wide appeal and is a recommended read. To quote the man himself, ‘What I learned is that we are infinitely more complex and wondrous, and often more mysterious, than I had ever suspected. There really is no story more amazing than the story of us’.

*Mr A Farrell, Director of Middle School*

## THE MATHEMATICS SOCIETY

This week in Mathematics Society we have been learning about the use of the modulo in mathematics and how it can be applied in problem solving!

The definition of a modulo is:

Given two positive numbers,  $a$  and  $n$ ,  $a$  modulo  $n$  (abbreviated as  $a \bmod n$ ) is the remainder of the Euclidean division of  $a$  by  $n$ , where  $a$  is the dividend and  $n$  is the divisor.

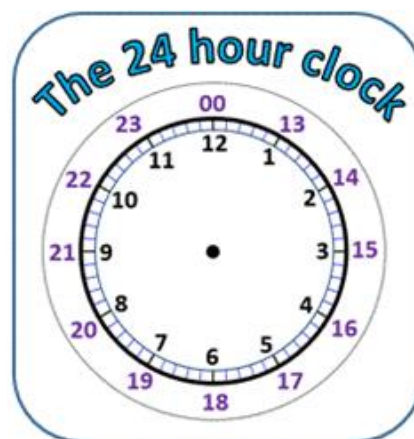
Sound overly complicated? It basically just means the remainder of something expressed in a different form. For example:

$$7 = 1 \bmod 6$$

because when 7 is divided by 6 the remainder is 1

Or perhaps look at the examples:  $9 = 4 \bmod 5$ ;  $97 = 1 \bmod 2$

An easier way of looking at it is through a clock. If the 12-hour clock is modulo 12 of the 24 hour clock then that explains why 13.00 is 1 o'clock and so on.



The following rules can prove useful:

$$(a \bmod n) + (b \bmod n) = (a+b) \bmod n$$

(if  $(a+b) > k$  then mod it out, for example  $3 \bmod 7 + 8 \bmod 7 = 11 \bmod 7 = 4 \bmod 7$ )

$$2. (a \bmod n) \times (b \bmod n) = ab \bmod n$$

This is less intuitive, look at the example below for further clarification.

$$3 \bmod 5 \times 2 \bmod 5 = 6 \bmod 5 = 1 \bmod 5 \text{ (because } 6/5 \text{ has remainder } 1)$$

$$18 \times 22 = 396 = 1 \bmod 5$$

A good approach is to observe patterns, form a hypothesis and then try to prove it.

Here are some problems you could try:

1. In year  $N$ , the 300th day of the year is a Tuesday. In year  $N + 1$ , the 200th day is also a Tuesday. On what day of the week did the 100th day of the year  $N - 1$  occur?
2. Show that an integer is divisible by 9 if and only if the sum of its digits is divisible by 9.
3. Given a set of 7 integers, show that there is a pair either whose sum or whose difference is divisible by 10.
4. The two-digit integers from 19 to 92 are written consecutively to form the large integer  $N = 192021 \dots 909192$ . Suppose that  $3^k$  is the highest power of 3 that is a factor of  $N$ . What is  $k$ ?

If you are interested in studying Mathematics beyond the curriculum, please join Mathematics Society using the codes sdev7q3 (Years 7-9) or hlrpl3v (Years 10-11).

*Jun San Chakma, Year 13 (Mathematics Society Leader)*

## THE FOUR-MINUTE MILE: 6 MAY 1954

Adapted from Sir Roger Bannister's Obituary, *The Guardian*, 4 March 2018

On a blustery spring evening in Oxford in the 1950s, Roger Bannister, became an athlete of world renown, establishing himself as the most celebrated British sportsman of the period following the Second World War. He never won an Olympic title and he retired from running at the height of his powers when he was only 25. But on 6 May 1954, on the Iffley Road cinder track that he had helped to lay as an undergraduate a few years earlier, he ran a mile in under four minutes, a target that had begun to assume almost superhuman proportions in the eyes of the public, the media and many athletes, too.

Runners in Europe, the US and Australia had whittled down their mile times as the world record assumed an ever-increasing importance. In Australia, John Landy ran four separate races in and around 4 minutes 2 seconds. Bannister himself, with the help of Christopher Chataway, broke the British record in Oxford with 4 minutes 3.6 seconds. But nobody came really close to the four-minute mark; indeed, no one seriously threatened the world record of 4 minute 1.4

seconds set in 1945 by the Swede Gunder Hägg. Early in 1954, Landy announced that he would spend the early part of the summer training, and racing, in Finland. Expectations of a four-minute mile were now at boiling point, and Bannister knew he had to strike fast. With two friends providing the most elite pacemaking squad that could be imagined – Chataway, who later that summer took the 5000m world record, and Chris Brasher, who won an Olympic gold medal in the steeplechase two years later – Bannister devised an even-paced three-and-a-quarter-lap schedule that would leave him to capitalise on his speed and strength in the final 350 or so yards.



On that momentous evening, with the stiff breeze moderating and the showers stopping barely an hour before the race, the plan worked. Brasher led for a metronomic two laps, Chataway for the next one, and a bit more. Bannister, always on the leader's shoulder, needed to run the final quarter-mile in 59 seconds. He collapsed at the finish, and revived to hear another friend, the statistician Norris McWhirter, announce over the public address: "*a track record, English Native record, British National, British All-Comers, European, British Empire and World record; the time: three ...*" (the rest drowned out by cheering) "*... minutes, 59.4 seconds.*"

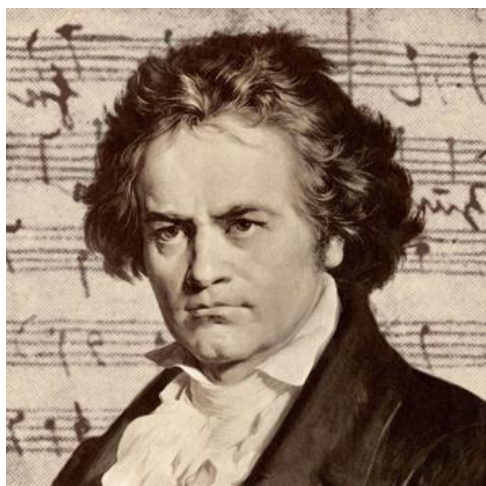
The men's record for the mile has tumbled over the years, with Britons Sebastian Coe, Steve Ovett and Steve Cram each holding the record at least once in the 1980s. The current mile world record is held by Moroccan Hicham El Guerrouj, who ran a time of 3:43.13 seconds in Rome on 7 July 1999. But is it Roger Bannister who will be forever attached to one of the landmark moments in sporting history and he is

one of the greatest inspirational figures in the history of British sport. Whatever he said in his later years about wanting to be remembered for what he had done in other fields such as medicine, in sporting terms his name has a very special attachment to the mile which endures to this day.

Mr W Williams, Deputy Headmaster

## MUSIC BOX: A WORK A WEEK

This week's rummage around the Music Box has revealed the most challenging work we have looked at so far, and is an interesting consequence of two of the pieces we have already examined: Beethoven's *Grosse Fugue* is a culmination of the stylistic developments that began with his *Fifth Symphony*, and to compose it he was heavily influenced by the works of Bach, particularly his *Goldberg Variations*.



By 1818 Beethoven's hearing was so bad that he could no longer sustain a conversation. He had enjoyed an excellent reputation as a composer and virtuoso pianist, but he was now beginning to push music in new and controversial directions by including more clashing dissonant notes in his compositions, and writing music so complicated that musicians found it hard to play. This experimentation was often met with bemusement, and people began to see the composer as a madman. His late string quartets were described by another composer of the time as "indecipherable, uncorrected horrors."

The *Grosse Fugue* is Beethoven at his most controversial and avant-garde. In it he aimed to resurrect and refresh a style mastered by Bach a century earlier: The fugue is a complex structure that involves a melody playing on its own before other parts gradually join in, imitating the original melody

but at different pitches. The resulting thick texture is fiendishly difficult to manage and Beethoven had been on the receiving end of many critical reviews of his fugal writing.

His struggle with writing fugues led to some very peculiar behaviour: Two of Beethoven's friends visited the composer on an afternoon in 1819. They discovered that the house was oddly empty, with both of Beethoven's maids having disappeared. On the stove was charred food – the cold remains of a dinner untouched. More concerning still were the otherworldly sounds coming from Beethoven's room: They heard the deaf composer stomping and screaming. They could hear him howling out the notes of a fugue he was in the middle of writing. Author Thomas Mann, in his book *Doctor Faustus*, described the scene like this:

"The sound of it was so horrifyingly moving that the blood froze in the eavesdroppers' veins. Just as they were about to depart, the door was flung open, and there in the doorway stood Beethoven – What a sight! What a horrifying sight! He had stared from them, looking as if he had just come from a life-and-death struggle with the hostile spirits of the fugue."

The *Grosse Fugue* was universally hated by critics of the time. It was called "incomprehensible," "filled with paradoxes" and has even been described as "Armageddon." It was not until a hundred years later that people really began appreciating this piece for what it is: A remarkable glimpse into the future by one of the most remarkable people in history. Stravinsky, one of the 20th Century's most important musicians, said that it would be "contemporary forever". What better compliment could a composer ask for?



Listen out for: The fugal texture – a melody that overlaps and develops in a tangled texture.

Mr T Derrick, Director of Music

## MOTHER TONGUE: OTHER TONGUE COMPETITION

Writing poetry can provide the author with an important cathartic experience; it can heal pain by expressing pent up emotions. It is therefore timely to be able to share with pupils that this year's Mother Tongue Other Tongue competition is open for entries.





Last year, we enjoyed considerable success in this competition which is run every year by Routes into Languages and the University of Cambridge. Indeed, we took a clean

sweep in the Years 7, 8, 9 and 10 categories. We would very much like to defend these titles this year!

All pupils and students in the school are eligible to enter, all the way up to Year 13. There are two routes for entry:

1. Mother Tongue – pupils are invited to write up a story or tale that they were told as a child in a language other than English. This will suit pupils who speak another language at home, or perhaps with their grandparents. They then need to write up a short text to explain their entry, and this can be illustrated if they wish. The piece does not have to be a poem - it can be a fairy tale, for example.
2. Other Tongue – pupils write a poem in a language they know well. This can be a language learnt at school, but could be another language as long as it is not the pupil's first language. *If any pupil submits a poem in a language other than French, German, Spanish or Russian, we would ask that a translation accompany the submission to help us with judging.*

We will award House Points to any pupil who enters, and then we will send two poems per category to be considered for the competition. Previous winners have been invited to a celebration event at the University of Cambridge. This year, there may not be this possibility, but there are still Amazon vouchers as prizes and anthologies.

All entries should be emailed to Mrs Williams, and the entry should be titled and named. In the subject line, pupils should include the following format:

MTOT - Mother Tongue - Year 8 – surname

MTOT - Other Tongue - Year 10 – surname

We look forward to receiving entries.

*Mrs J Williams, Senior Teacher: Staff Tutor / MFL  
Department*

## NEWS FROM SPAIN - NOTICIAS DE ESPAÑA

Sr Madrid returned to Spain at the start of lockdown but he has continued to be involved with the school through Microsoft Teams. He has also been writing an engaging blog for pupils to read about his experience of lockdown in Spain. He has written it in Spanish, but he has included some vocabulary so that pupils studying Spanish in all Years should be able to try to read and understand.



You can access the vocabulary using the following link:  
<https://whsbspanolencasa.blogspot.com/>

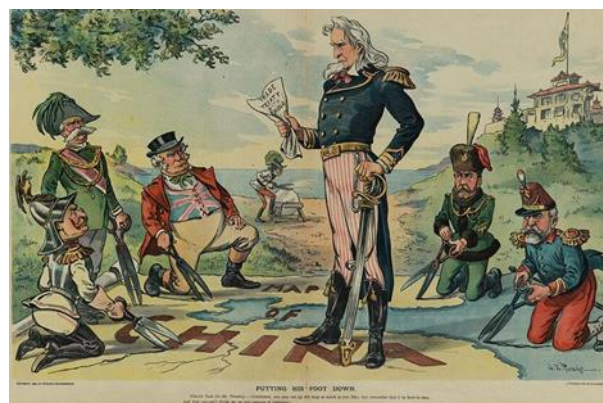
Please do leave comments for Sr Madrid on his blog.

*Ms J McKeown, Head of MFL*

## WEEKLY WATCH WITH MISS WILLIAMS

### CHINA- HOW DID IT GET SO POWERFUL?

We have had some excellent online discussions with relation to the previously suggested documentaries on the Wars of the Roses and Tudor England. It has provided a few of the missing links that some of us may have been questioning with our studies in school - no matter how hard we try we can never cover everything in your school career!



It is time now to veer away from British history and to delve into the hidden past of China. This week's suggestion is 'China's Century of Humiliation' which



looks at the Western World's attempts to take and influence China, exploring the events from both perspectives and allowing us to question the morality of our past. The 19th century is pivotal for understanding how China transformed from an industrially backward country to one of the world's superpowers in the 21st century. So, watch the documentary and join the conversation on Wednesday at 13:00 to gain an insight into this and to discuss how you think China got so powerful!

New members to the group are welcome and please email Miss Williams if you would like to join the discussion.

China's Century of Humiliation:

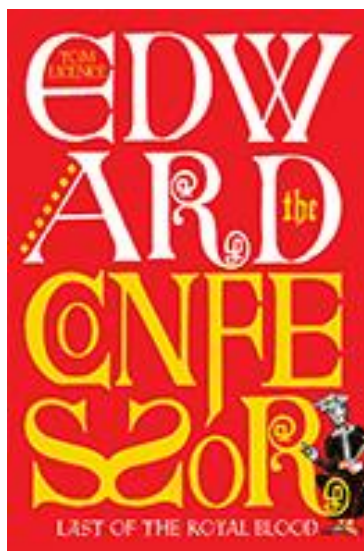
<https://www.youtube.com/watch?v=boPkMCJSYSs>

*Miss R Williams, Teacher of History*

## EDWARD THE CONFESSOR COMES TO WHSB

How can this be?

Tom Licence was a Westcliff student between 1991-1998 eventually becoming Head Boy. After a highly successful career at Cambridge as an undergraduate and Research Fellow he went on to become Professor of Medieval History and Consumer Culture at the University of East Anglia.



He has now written his second book: Edward the Confessor. This will be published on 11 August 2020 in the prestigious Yale English Monarch series. *Edward the Confessor* will be on our bookshelves to help sort out some of the controversies found in the story of the Norman

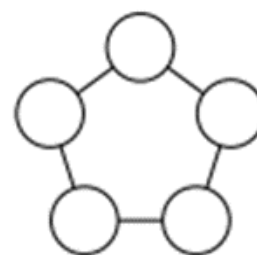
Conquest that all pupils study at some point in their school careers.

*Mr A Berger, former Head of History*

## MR DOWDING'S MATHEMATICAL PROBLEM OF THE WEEK

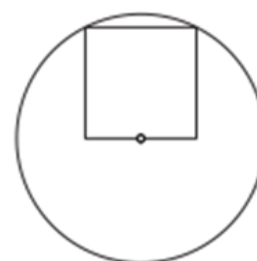
### Lower School Problem of the Week

The diagram shows five circles placed at the corners of a pentagon. The numbers 1, 2, 3, 4 and 5 are to be placed in these circles, one in each, so that the numbers in adjacent circles differ by more than 1. What is the sum of the numbers adjacent to the circle which contains the number 5? (Adjacent means next to or connected to).



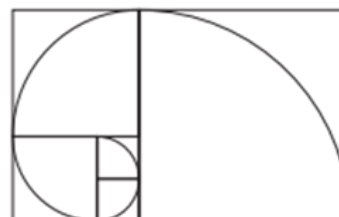
### Middle School Problem of the Week

The circle has radius 1 cm. Two vertices of the square lie on the circle. One edge of the square goes through the centre of the circle, as shown. What is the area of the square?



### Sixth Form Problem of the Week

Five square tiles are put together side by side. A quarter circle is drawn on each tile to make a continuous curve as shown. Each of the smallest squares has side-length 1. What is the total length of the curve?



Pupils are reminded that all solutions to these problems should be passed on to your teachers. Any pupils who are members of the respective societies are welcome

to post their solutions on the Microsoft Teams pages for Mr Dowding or Mr Yeo to check and offer guidance.

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

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

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

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

## YEARS 9 AND 10 HOUSE FIFA 20

Pupils are reminded that the House FIFA 20 competition takes place each day this week from 1.00pm-1.30pm. This competition involves two pupils per House, in Years 9 and 10, in a knockout-style tournament. Thank you to those pupils who have registered their interest in taking part. Places were allocated on a first-come, first-served basis and those selected should be available to take part on PlayStation 4 during their lunchtimes in this week.



Mr J Yeo, Head of House (Harrier)

## 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 a 'watch-along' takes place. After the film, dialogue and analysis is welcomed before a new film is selected.

Duncan Jones' 2011 film Source Code (12) was once a long-standing member of the Hollywood script 'black-list' - a list of screenplays that were much admired but too ambitious to produce. Jones manages to direct this sci-fi thriller with aplomb, telling the story of a man who relives the same 8 minutes on a loop. This is

a film packed with twists and turns and so the less you know going in, the better!



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

Mr T Derrick, Director of Music

## NATURAL HISTORY MUSEUM VIRTUAL FIELDTRIP

It is a real shame that we cannot currently undertake fieldtrips and visit museums. Many of the museums and galleries in the United Kingdom are free of charge and have a wealth of scientific, historical and cultural information, being amongst the best in the world.

Do not despair, because the Natural History Museum, based in Kensington, London has created a superb virtual tour. I have taken this tour myself at home with my children and it is excellent.



Firstly, you can discover more about the Blue Whale named Hope. The skeleton of this enormous creature is suspended in the air in the Hintze Hall. In this section, you will be able to find out more about life in our incredible oceans and the impact that humans are having on this important part of the planet.

You may participate in an online nature team discussion which takes place on Tuesdays and Thursdays, twice each day. If you wish, you can contribute to topical discussions with scientists and discover more about their research. You will even be able to ask questions during these live sessions. If you are in Year 12 and are thinking of applying to study Geography, Geology, Biological Sciences, Natural Sciences, Environmental Science, Anthropology,

Medicine or other related fields, then I would highly recommend getting involved. This will demonstrate that you are 'intellectually curious', one of the aspects of the WHSB Learner Profile, and will be excellent evidence for your UCAS personal statement.

There is a superb guide by the renowned naturalist and broadcaster Sir David Attenborough. I had great the pleasure of meeting him once, in person! He will guide you around the main features of the museum such as the blue marlin (see below) and many more.



There are 300,000 specimens that you can access, which should certainly keep you busy. The resolution is very high so you will be able to zoom in and see the most minute of details.

Other highlights include: 14 digital exhibitions, Wildlife Photographer of the Year images, the rock and mineral collection, the Earth and Space exhibits and, of course, the dinosaur collection! In the archives and digital library, you can dip into thousands of books, articles and manuscripts. This should be fertile ground for any inquisitive grammar school pupil.



Star attractions include: a rock as old as the solar system, banded iron formations (above) recording the emergence of life on earth, fossilised trees, and the Mantellisaurus (see below). This is a 120 million-year-old iguanodon and one of the most complete dinosaurs found in Britain to date.



For film buffs out there, there is also a section exploring which films and television programmes have featured this historic museum.

If you inform me how you have got on and what you have learned from this visit, then House Points and Senior Commendations will be awarded.

Enjoy your virtual fieldtrip and please do stay safe.

*Mr R Barber, Head of Breadth Studies*

## HALLWAY GYM CLUB WITH MR MOORE

Join Mr Moore each morning for some light warm up exercises before the day starts.

These classes are now open to anyone in our School community who would like to join Mr Moore and his Form Group each day. The Hallway Gym Club invites Teachers, Support Staff, Pupils and their families to share our sessions at 8.45am each morning, Monday-Friday.

This is not a strenuous fitness regime, but is ideal to get you in a positive mood to start your day.



*Mr A Moore, Teacher of Technology*

## A HISTORY OF HEAVY METAL MUSIC

Heavy Metal was born in the 1960s and it is a sub-genre of rock music that over the years has led to bands like *Metallica*, *Megadeth*, *System of a Down*, *Slipknot*, *Slayer* and many more. It has its fair share of prejudice, but also has its share of accolades as the greatest genre that the world has ever heard.

Today, metal has evolved into hundreds of sub-genres, including power metal, glam metal, death metal, nu metal, Christian metal, sludge metal and even Viking metal. Appreciated in many different countries and cultures, metal actually originated in Britain in the



1960s. It started when guitarists wanted to play with more and more distortion on their guitars, and drummers wanted to play as loud and fast as possible. Some early bands include *Cream* and *The Yardbirds*, along with Jimi Hendrix, who is regarded as one of the greatest guitar players of his era.



By 1970, bands like *Led Zeppelin* and *Deep Purple* began to embrace this new sound, which featured heavy riffs guitar, drum solos and vocal styles that had never been heard before. Bands such as *Kiss* and *AC/DC* started to gain international attention and it looked as if metal was there to stay, but no. During the 1970s, a new musical scene called *Disco* became the centre of attention and the attraction to metal music slumped.

However, in the 1980s metal was brought back to life, and it differed from before. It evolved into different versions, each with its own stand-out features. *Def Leppard* and *Iron Maiden* introduced new wave British metal, influenced by the virtuosity of Van Halen's guitar playing which, at the time, displayed techniques no one had ever seen. The idea of virtuosity could also be seen through players such as Ritchie Blackmore and Randy Rhoads. With these, new levels of metal were created and the music became more complex. With techniques such as *tapping* and *sweep picking* being used more widely by guitar players, metal was exposed as a more complex genre than it was originally thought to be.

Bands such as the *Mötley Crüe* and *Ratt* ventured to Los Angeles to create a genre known as glam metal, taking with them hundreds of bands who wished to do the same. At this time, metal began to fragment. Underground sub-genres began to evolve into harder styles, whilst thrash metal bands such as *Metallica* and *Megadeth* pioneered fast tempos and aggressive lyrics. Mainstream metal was dominated by bands such as *Guns and Roses*, whilst *Nirvana* developed a cult-like following in the public eye.



Meanwhile, in the small town of Des Moines, Iowa a band called *Slipknot* was formed. They pioneered the genre of Nu metal, influencing people all around the world to be interested in this more aggressive style of music. In their wake came bands such as *Insane Clown Posse*, *Korn* and *Limp Bizkit* to fuel the American nu metal scene.

Today, metal is complex with millions of people all around the world listening to it as a genre respected by some and hated by others. It has the power to bring people together, but also to divide them, which is why I think it is the greatest genre of all time.

Ben Dixon, 10C

## KEEP CALM AND CARRY ON COOKING WITH MR MCGEE

Both parts of this delicious recipe make an excellent lockdown dish as they are in large quantities and can be frozen for future use. They are both fairly 'hands off' when it comes to cooking too, making them difficult to get wrong!

### RECIPE 7: BELLY PORK WITH DAUPHINOISE POTATOES

#### Ingredients

##### *For the Pork Belly*

1 pork belly joint  
1 carrot  
1 onion  
Salt and Pepper

##### *For the Dauphinoise Potatoes*

8 medium - large potatoes  
150-200g cheddar  
1 onion  
Small pot of double cream  
Garlic powder - optional



## Method

Set the oven to 140 degrees.

Chop the carrots and onion roughly and put in a roasting pan. Place the pork on top, skin side up, and slowly roast for 3/4 hours.

When cool, cut into portions. Warm though in the oven for 20 minutes before serving. Just before serving, place in a hot frying pan skin side down with a little oil to crisp the skin

For the dauphinoise potatoes, slice the potatoes thinly. The best tool to use for this is a mandolin but you can do it with a knife and some patience! Do the same with the onion.

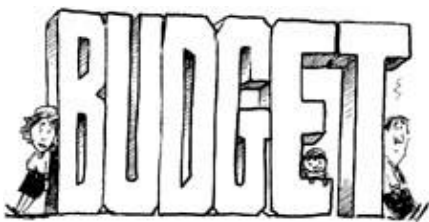
In a dish, build up layers of potato then onion. Every second layer, add some grated cheese and a dash of cream. Season every layer. Top with cheese and bake at 140 for 2.5 hours. If it is golden on top before this time, cover with foil.

## MATHEMATICS AROUND THE HOUSE: BUDGETING

Budgeting and planning costs across a month is a task that most adults are very good at doing but they have never formally been taught. The lockdown provides an excellent opportunity for pupils to work with their parents to become involved in this process.

Parents' experience with budgeting is a learning mechanism to help pupils prepare for later life when they will have to fend for themselves.

We suggest discussing outgoings and incomes. Pupils are frequently surprised by the cost of rent/mortgage payments, as well as the cost of utilities. Whilst budgeting and planning costs is covered in PSHEE within school, direct family contexts provide excellent opportunities to put this work into context.



Here is a task that parents may wish to set their son or daughter:

If I had to rent an apartment for university or an apprenticeship, and had an income of £1,200 per

month, how would I spend my money? Older students may have some idea of where they want to go to university or to begin an apprenticeship, so they could even research the approximate cost of 1 bedroom flat or flat shares in those towns. Younger pupils may not yet know, so they may have to estimate a little, or they can compare costs in different towns. Whichever route is chosen for this problem, pupils will benefit from guidance from parents on the bills that need to be paid and their approximate cost.

*Mr M Dowding, Head of Mathematics*

## HOW A SONG CONTEST UNITED A CONTINENT

As a result of the current global climate, this May will unfortunately see a lack of sporting or entertainment events which would ordinarily have brought people together. It is perhaps, now more than ever, that the power of music can help unite populations. One such event which has inevitably succumbed to the virus is the globally revered (although comparatively less so in the UK) Eurovision Song Contest.



The roots of the contest date back to a time when Europe had been ravaged by the Second World War, resulting in the continent becoming fragmented and insular. Looking to leave the sadness of the war behind them, broadcasters across the continent set about searching for ideas of events which could bring the populations together. The technological advances in the 1950s meant that, whilst television was becoming more popular (albeit in black and white), the possibility to broadcast internationally was in its infancy. The European Broadcasting Union searched for something which could be shared across the countries as a form of unification. Sporting events were guaranteed, with flower shows and royal events also being broadcast as they happened. It was at this point that the suggestion of a European song competition came into fruition. In 1956, what has now become the Eurovision Song Contest was born and has united the continent every year.

Bizarrely, through the Eurovision Song Contest, historians are able to plot the development of technology and musical tastes over the last 60 years. In the 1950s and 1960s, ballads were commonplace, and the contests were always serious affairs – a far cry from the grandeur and energy of today.

By 1968, colour television had arrived in Europe, and the UK hosted the very first contest to be shown in colour, with a young Cliff Richard gracing the London stage. Then, by the 1990s, the use of satellite technology made the broadcasting of the show much easier, and the ability to contact other countries during the show was made possible. In the early days, the thought of general public being able to vote by phone or text message would never have been considered – today, this has become a very easy way to allow the public to involve themselves in many other events or occasions.

It was also in the 1990s that the map of Europe dramatically changed. The dissolution of the Eastern Bloc and disintegration of Yugoslavia had led to an influx of countries looking to enter an already full song contest. The show became an opportunity for nations to broadcast their own cultures and musical tastes, particularly those which had been relatively unknown as a result of the Iron Curtain which divided the continent for half a century. For one country, the contest became an important outlet during its own time of tragedy.

In 1994, one of those countries making their debut, Bosnia and Herzegovina, took part amid the ongoing war which had crippled the country. Fazla, the band representing the country, fled Sarajevo in the middle of the night, having run through a UN controlled airfield braving gunfire as they did so. Other members of the public did the same, but they were not as lucky. The importance of the message they were delivering through their song, “All the Pain in the World”, was clear for the continent to see, and became an important reminder that despite the relative respite the contest provides, it also highlights the trials which have affected individual nations over the last 60 years.

As of today, the map of Europe appears to have encompassed several Asian countries as well as Australia (“because it’s Eurovision”), and the global audience every year is in the hundreds of millions. It is difficult to find events which are of such parallels (not least because it remains quite the enigma!), and in a time when we remain socially distant from each other, the power of music to unite peoples and populations is just as important now as it was 60 years ago. The politics of Eurovision also remain a contentious issue

(in which neighbours have been known to give their nearest friends some help in the results), but the winner is often acclaimed for its musical value – after all, without Eurovision, we may never have seen the likes of ABBA, Celine Dion, and Riverdance, to name but a few!

Whilst politics does perhaps have some sway in the contest, it is important to note the value of uniting the continent in this way. Europe has changed significantly over the last 60 years, and yet the contest remains just as relevant (if not slightly more bizarre) today as it was in the 1950s. This year, as a result of the coronavirus pandemic, the contest will not go ahead for the first time in its history, but Europe remains just as connected now as it was when the contest began (albeit with the contentious issue of Brexit still looming...).



For another year at least, the many wonders of the Eurovision Song Contest will be put on hold. Of course, the United Kingdom’s association with the contest can be summarised in the words of the late Terry Wogan, who spent his evening in the British commentary box for over 35 years. As he puts it: “it’s supposed to be bad. And the worse it is, the more fun it is.”

*Mr S Lilley, Teacher of English*

## LOWER SCHOOL QUIZ CHALLENGE: FOSTERING INTELLECTUAL CURIOSITY

Bobby Seagull and Eric Monkman are good friends who met while quizzing at the University of Cambridge. You may well know them from their compelling matches on the television programme, University Challenge, during the 2016-17 series. Louis Theroux noted that ‘What Watson and Crick were to DNA, and Burke and Hare were to grave-robbing,



Monkman and Seagull are to quizzing'. Some of their problems have featured on the Radio 4 segment, the infamous '6.48am Puzzle for Today' and it is from questions posed on this programme that I have constructed this short quiz. The first five pupils to reply with the correct answers via Microsoft Teams will be awarded three House Points.

1. France is Marseille, Germany is Hamberg, Italy is Milan, Spain is Barcelona. What is the UK?
2. In relation to a famous novel written in 1813, what number is next in the sequence 2,2,1,5,11,12,4,1,6,3,2,10,2,1,4,7,4,2,2,4,2,1.
3. If Stockholm=5, Los Angeles=10, Helsinki=15, Munich=20 and Barcelona=25, what is 30?
4. It happened in the beginning and the second time. It then happened again on the eighth time. It then happened on the tenth and eleventh time and it most recently happened on the 16th time. What are we referring to in relation to a sporting contest?
5. Why might the residents of 5, 7, 10, 24, 55 and 1600 pay a visit to number 760? Explain your answer.

Mr W Williams, Deputy Headmaster

## MIDDLE SCHOOL & SIXTH FORM HOUSE FIND THE CONNECTIONS

A quiz based on Round 2 of the TV show *Only Connect*. Concept: To identify what connects the 3 clues and then find the fourth in the sequence.

Example:

First	Second	Third	Fourth
A	B	C	?

Fourth in sequence: **D (the alphabet)**

1:

First	Second	Third	Fourth
Cherry	Orange	Banana	?

Fourth in sequence:

2:

First	Second	Third	Fourth
Part of a racket	Hertfordshire town	Metal band	?

Fourth in sequence:

3:

First	Second	Third	Fourth
Berlin, MCMXVI	Tokyo / Helsinki, MCMXL	London, MCMXLIV	?

Fourth in sequence:

If you are in Years 10 to 13 and wish to participate in this House event, please e-mail me with your answers and the House which you represent.

### Answers to last week's Fine the Connections - Round 1

1. Bears
2. Misnomers
3. Things which give their name to geological periods

Well done to those who participated!

Mr G Rayment, Head of House (Osprey)

## UPPER SIXTH 2020 SIGN-UP TO THE SCHOOL'S ALUMNI COMMUNITY

We would like to remind all Upper Sixth students of the opportunity to sign up to the WHSB Alumni Network and the Old Westcliffian Association before they move on from the School this year. All we need are some basic contact details and your permission to be contacted by us following your departure from the School. To ensure that we hold the correct details for you, please visit the *Wufoo* form below and input your details, as requested. The form takes a couple of minutes to complete and we should be grateful for your responses no later than Friday 22 May 2020.

<https://whsb.wufoo.com/forms/alumni-network-signup-form-2020/>

Providing us with a contact email address will enable us to invite you to attend an informal get-together in December, date to be advised. This event will take place in the Sixth Form Centre and will enable you to catch up with members of staff and your contemporaries, whom you may not have had the chance to meet up with since leaving School. Complimentary refreshments will be available.

In addition, you would be welcome to attend the Old Westcliffian Association (OWA) Annual Reunion Dinner which is, at present, scheduled to take place in School on Friday 25 September 2020. Tickets for the Reunion Dinner are priced at just £17.50 for all those either leaving the School this year or those who are in full-time education, and can be purchased at

<https://whsb.ticketsource.co.uk/>

Lifetime membership of the WHSB Alumni Network is, and always will be, free and ensures that you are kept up to date with day-to-day news about WHSB and its pupils, and opportunities to become involved and attend our networking events. Lifetime membership of the OWA normally costs £20.00. However, by signing up now (while you are still at the School) you will benefit from free membership for life.

Please contact the Community Development Office by email for further information.

We look forward to welcoming you to the School's Alumni Community and keeping in touch!



[community@whsb.essex.sch.uk](mailto:community@whsb.essex.sch.uk)

*Mrs J Clarke & Mrs N Weller, WHSB Community Development Office*

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## CENTENARY PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE) HOUSE HOUSEWORK COMPETITION

During these unprecedented times, life at home can sometimes become rather tense and stressful for parents. You can assist with the smooth running of your household by helping out your family each day, and we know that many of our pupils do so. This does not necessarily need to take hours of your time, but twenty minutes a day could make an enormous difference to your family.

Suggestions for chores you can undertake include: making your bed, putting your clothes in the washing basket, tidying your bedroom, putting out the rubbish, washing up, drying up, loading the dishwasher, cleaning the bath, vacuuming, dusting, or even washing the car.

If you support your family, you will also be able to receive House Points/Senior Commendations for being 'collaborative and supportive' which is one of the attributes of the WHSB Learner Profile.

To enter, over the course of a week you must complete at least one example of housework each day, and include five different types of housework. Submit a seven-day diary entry to Mr Barber, sharing what you have done and including photographic evidence. Bonus points are available if you develop your writing by reflecting on the experiences and skills you have developed and link this to the Learner Profile and the School's Centenary Year.

Thank you to everyone who has sent their entries for the House gardening competition. It looks like our pupils have been busy indeed. Pupils are reminded that this competition is open for the rest of this term. Details on how to enter and what to do are explained in Issue 4, pages 8 and 9, of *The Westcliff Week*, published on the 20<sup>th</sup> April 2020.



*Mr Barber, PSHEE and House Coordinator*

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## STAY TRUE TO YOUR SHELF

This week, Miss McGowan discusses the shortcomings of dismissing Short Stories as a form of literature and why our digital bookshelves should be chock full of them

I am sure we have all responded to the current situation in a variety of ways. Outside of my remote working with pupils, I have found myself compulsively and addictively reading. Joyously reading. Reading in a way I have not had an opportunity to do since leaving university, where it was effectively my job to read.

The Bibliophiles Book Club, in which many of us are involved, has become somewhat of an obsession of mine as I read and read and read. Consequently, I have a list of texts I want to share with the Club. At one point, I confess, I considered investing in a roll of wallpaper so that I could see the list written out!

What has interested me, though, is how many short stories I am now reading in order to consume as much literature as possible (outside of the limitations of the National Curriculum). It has made me think carefully about why that is the case.

### The 'Problem' with Time

The truth is that I find it hard to finish an entire novel satisfactorily because of the pace of my life. For example, I recently read *Olive Kitteridge* (I highly recommend it – it absolutely deserved the Pulitzer), however I was right in the middle of an exciting passage and I had lost track of time (as one can do when in lockdown) and found myself needing to prepare for my lessons.

Having 'no time to read' is one of the major reasons people stop reading books. Sometimes it is just an excuse, for example each time you watch YouTube videos or search through the Twitter timeline instead. But there is a crucial difference between reading a book and exploring a social network. The end of the latter is when *you decide*, i.e. you are in charge. The end of a book is fixed.

In a novel, the last line is hours, days, or weeks away. It depends on how long your reading sessions are and how often you find time for books, whereas in a short story, it may be in the next 15 minutes. The time range is short and, in particular, short enough to imagine when you will finish reading and in which circumstances, for example, before your next commitment.

This is important, because when you are forced to give up reading before the end, you feel discouraged. You have not met the challenge the writer has set out, i.e. to finish the story. When you finish on social media, you have made that decision and so you cannot feel that you have not met the challenge. And the fact is that none of us like to feel discouraged, so we take the easy way out.

### The Pleasure of Finishing a Story

This matters in the world we live in. You may try to finish a story one or two more times and, eventually, come to the conclusion that you do not have time for reading. And instead of saying that we do not like the fact we are too busy to enjoy reading fully, we conclude that we do not like reading.

But what happens when you finish a story, by comparison? No matter whether it is a novel, a novella, an essay, or a flash fiction piece, you anticipate a wonderful feeling. It is a feeling of accomplishment.

Reading fiction is about visiting unknown, exciting worlds, full of characters you would love to meet in person. Reading a book is like going on a journey. The feelings and dynamics are the same: from expectations to excitement, to doubts, to fulfilment, to nostalgia. Imagine what happens when you are taken out of that into the real world of responsibility and time management. It is not a pleasant feeling.

Now, instead, imagine you can fly to one of these unknown worlds and come back safely before you finish drinking a cup of coffee - do you drink coffee? This is where we should welcome the short story.





### A Short Solution

In fact, it is where short stories come in extremely handy.

It is true that, as an activity, reading is more demanding than other daily pleasures, such as watching television. You need to engage with it by giving the story something of yourself. You can read one short story and thus make one short and intensive step to bringing back the habit of daily reading. Remember, “short” does not only mean the number of pages or words; it also means the pace, the single-minded plot, and the concision of the writer.

Look around. Having a minute of spare time, many people take out their smartphones and check their Facebook, Twitter, and Instagram. Why not give the short story a try? You can download a free book reading app and place its icon next to your social media icons. In short, you can harness the miracle of modern technology for positive use.

It is much about what you expect. When you open Instagram and scroll through two or three of the latest messages, already it is a completed activity, no matter when you decide to stop. When you open a book app, you imagine the time you spend reading (five minutes or half an hour) is just a small percentage of what remains. Short stories are suitable to be read in short chunks. A single chunk may be a substantial part of the entire story.

Even when you have read a short story for five minutes, you see the progress and this encourages you to reach again for the short story when you find yourself with a few spare minutes.

Why not download a short story collection to your book reading app? Reading one story might, in normal circumstances, take less time than travelling home from School. Perhaps, for avid readers, short stories will never become a ‘serious’ read. Even if this were to be true, are we always ‘serious’ people? Short stories can be a serious chance to find some space for reading books among other daily activities.



### A New Normal

In times of traditional publishing, a 25-page short story was not serious enough to bear the cost of printing and distribution as a separate publication. Nowadays, authors can publish any piece of writing in a digital form, no matter how long or short it may be.

It changes the perspective on reading. A short story published as a Kindle Single is a fully-fledged, electronic book with a cover, blurb and reviews and when you finish it, you can honestly say: I have read a great book!

It is not justified to say that we face the revival of short stories, however it may be said that short stories may turn out to be the most effective tool for a revival of reading in digital times.

Bibliophiles Book Club runs at 4pm on Wednesdays.

Miss S McGowan, Head of English

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## PUPILS’ CONTRIBUTIONS TO THE WESTCLIFF WEEK

We encourage pupils to continue to send in contributions for *The Westcliff Week*. We would be grateful if contributions could be made using a Word document(s), with any pictures also copied into that same document.

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



## WHERE IN THE WORLD?



Congratulations to all those who correctly identified last week's location as **Santorini Caldera, Greece**. House points have been awarded to those who submitted correct answers.

I would like to thank those students that have been contributing to the Department's weekly student newsletter. These newsletters have been emailed out to Lower School pupils and those studying Geography at GCSE and A Level. Please check your inbox and take a look!

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

- This building took over 140 years to build – building a dome that large is very difficult!
- It is one of many UNESCO heritage sites in this country

Please submit your answers via this Microsoft Form by Thursday 14 May:

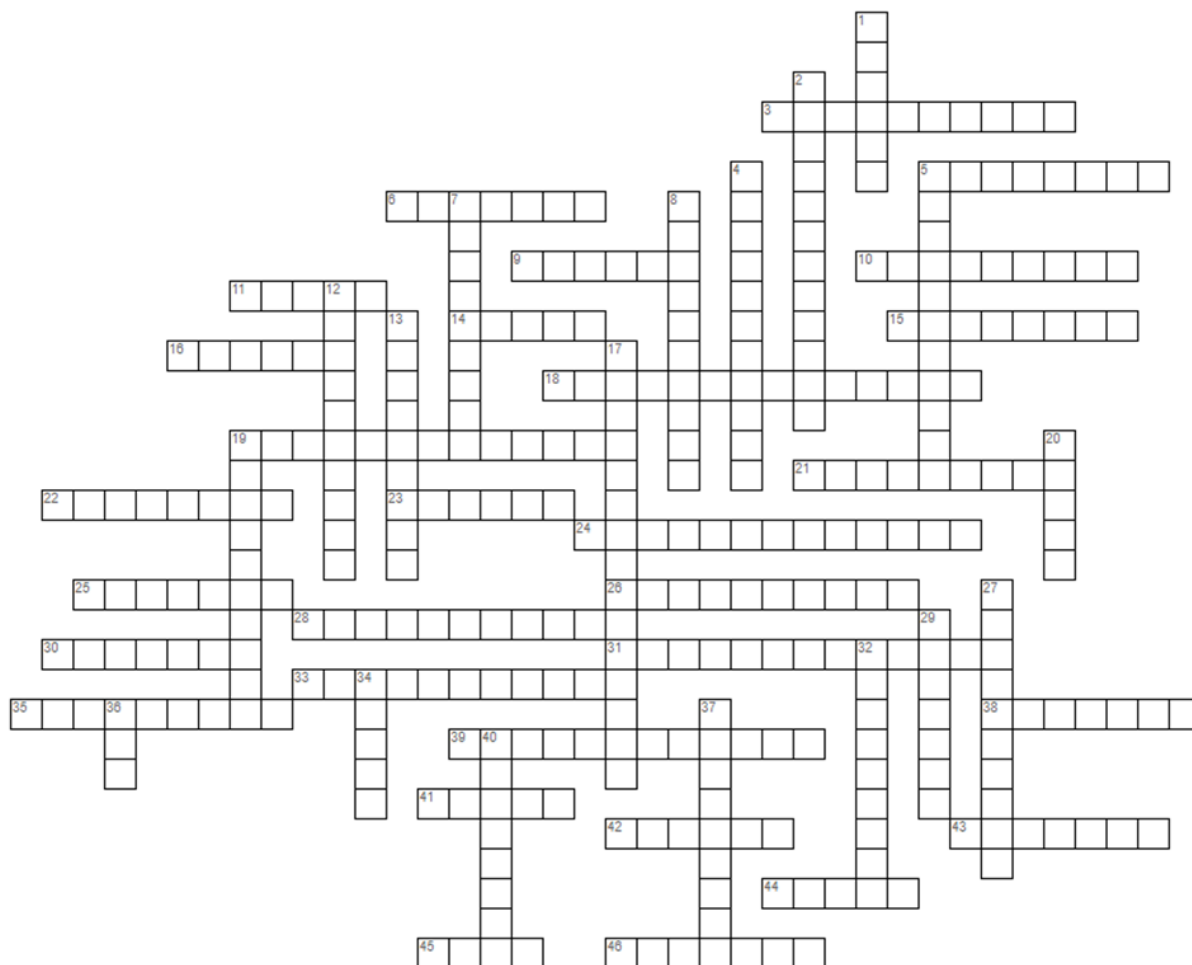
<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPAnzzsFDiqmfUFjxEshUNVZRVIaZNFRCWURYV045U0IGWFVLMUFIUS4u>



Mr L Norman, Teacher of Geography

# MR JEFFREYS' HISTORY CROSSWORD 7: ORIGINS SPECIAL

Answers next week!



## Across

- 3 Term for wealthy coming from cockfighting, referring to metal spurs worn by birds (4,6)
- 5 From Saxon word for meatstall, now describes central York and your bedroom (8)
- 6 Term for poor quality arising from fish detritus or wild residents of Brentnol, Devon (7)
- 9 Clothing named after island devastated in 1948 by American nuclear testing (6)
- 10 Term for okay stemming from street in Yokohama, Japan popular with 19th century sailors (5,4)
- 11 Slang for policeman coming from Peel, the founder of the force (5)
- 14 Slang for Englishman stemming from fruit eaten in 19th century to avoid scurvy in Royal Navy (5)
- 15 Long distance race taking its name from a battle of 490BC and a messenger with stamina (8)
- 16 First name of Mexican chef Gardini who gave it to dish he created in 1924 (6)
- 18 Term for making peace stemming from Native American peace ceremony (4,3,7)
- 19 Term for whingers from German Great War trench mortar, the minenwerfer (7,6)
- 21 Toy named when American President Roosevelt refused to shoot baby animal tied to a tree in hunting incident of 1902 (5,4)
- 22 City born in the Opium Wars whose name means 'fragrant harbour' (4,4)
- 23 The Blackpool of Ireland? (6)
- 24 Scotsman established New York Herald? Gosh! Astonishing! (6,7)
- 25 Term for being at a loss, coming from American land inadequately cleared of trees (7)
- 26 Magician who performed tricks for James I (5,5)
- 28 Crowd celebration taking its name from the venue of the 1986 World Cup (7,4)
- 30 Snack named from Latin for 'bread baked twice' (7)
- 31 Reverse your fortunes, a phrase coming from a strategy in backgammon or chess (4,3,6)
- 33 Term for fussing after someone, stemming from familiar form of Mary and a drink given to the ill (11)
- 35 Emblem of Richard II (1377-1399) which gave its name to an inn (5,4)
- 38 Type of self defeating victory taking its name from a King of Epirus in 280BC (7)
- 39 Term for a great performance, stemming from American travelling actors and where they set their stage (12)
- 41 City taking its name from Celtic boat people of the third century BC (5)
- 42 Verb meaning to torment or tease, named after wild street mob of 1800s London (6)
- 43 Friend of groom originating from 5th century Scandinavia, when aspiring grooms took the strongest fighter with them to abduct a bride (4,3)
- 44 Dipped spiced into alcohol, it now gives its name to a raised glass (5)
- 45 Term for those who travelled expensively in the best cabins at sea, going out on the Port side and coming home on the Starboard side (4)
- 46 Term arising from Captain Charles Cunningham whose angering of Parnell and the Irish League led to this response (7)

## Down

- 1 The Hospital of St Mary, a madhouse (6)
- 2 Moment of good fortune stemming from colour used to mark important festivals in 1549 Book of Common Prayer (3,6,3)
- 4 Opera singer from Melbourne whose name created a dish (6,5)
- 5 Term for welcome relief arising from price of admission to public toilets in the 1940s (5,1,5)
- 7 Name of special birthplace meaning 'House of Bread' (Hebrew) or House of Meat' (Arabic) (9)
- 8 Named after Dr Joseph Ignace, an invention that's a cut above the rest? (10)
- 12 Term for nutty stemming from notorious East London asylum (7,3)
- 13 Festive period named after ceramic container carried by apprentices in 17th century Britain to collect Christmas gifts from their Master's clients (6,3)
- 17 Term referring to where Jamaican pirates kept an extra knife in the 1600s (5,2,3,5)
- 19 City taking its name from a Roman camp on a breast shaped (mamuciam) hill (10)
- 20 Colour of envy, thought by ancient Greeks to stem from bile that envy creates (5)
- 27 Term arising from the inquisitive Matthew, an Elizabethan Archbishop of Canterbury (4,6)
- 29 Irish stone in Cork Castle that gives its kisser the gift of the gab (7)
- 32 Weighty animal first hung round the neck of the Ancient Mariner (9)
- 34 First name of boxer Foley who we want to be as happy as? (5)
- 36 Gift for waiters stemming from 13th century term meaning to touch lightly (3)
- 37 Term for clever person from 1840s New York jewel thief Hoag (5,4)
- 40 Type of exercise first set out by Dr Kenneth Cooper in 1968 (8)



A crossword puzzle grid with the following words filled in:

- Across:**
  - 1: HORSE
  - 4: MARCH
  - 6: ESCAPE
  - 10: NORMANDY
  - 12: KIEV
  - 14: VASCODAGAMA
  - 16: CHRISTMASDAY
  - 18: MODEL PARLIAMENT
  - 20: FASCES
  - 22: SAMURAI
  - 24: TURKEY
- Down:**
  - 2: POISON
  - 3: HAWKS

## EDUCATION PERFECT

At the moment, while practising for the competition, I am mostly choosing German, however there are many other languages to try out, for example, Russian, which I am intending to try, and many others like Japanese, Chinese and Italian that you can learn if you are interested in many foreign languages. You can also cheer on your friends or receive encouragement and support from your friends and teachers by clicking on the 'cheer' button next to that person's score on the leader board.















This competition could be an enjoyable and productive way to use your time during the lockdown, and it could expand your knowledge of one of the languages you are learning at school, or encourage your interest in a new one – there

are 62 languages to choose from. You could start learning a new language and achieve one of the awards below, as well as awards in School.

## Points & Awards

The number of points students need to earn each award. [How do points work?](#)

 <b>Credit</b> 500 pts  approx. 1 hour	 <b>Bronze</b> 1000 pts  approx. 3 hours	 <b>Silver</b> 2000 pts  approx. 6 hours
 <b>Gold</b> 3000 pts  approx. 9 hours	 <b>Emerald</b> 5000 pts  approx. 15 hours	 <b>Elite</b> 10000 pts  approx. 30 hours

Yash Patel, 9c

## PRACTICE

It is the case that practice will turn anything you do into a habit, good or bad. “Practice is not the thing you do once you are good. It is the thing you do that makes you good.” This quote from Malcolm Gladwell, journalist and author, sums up what makes every Olympic athlete great.

We understand that reaching the top of any sport, or indeed any profession, requires learning and practising new skills, refining one’s approach, focusing on aspects of our performance, and improving day by day. We also know that setbacks are inevitable on the path to success. Of course, we want to win, but occasionally we will encounter an obstacle such as an injury, sickness, the loss of a favourite coach, or facing a new competitor. Sometimes we will be close to victory, seeing the finishing line, only to run out of steam, and watch someone else win the race. We are likely to feel defeated and deflated. But that feeling is temporary, and it will not last for long if we keep practising.

Constant repetition alone will not create a flawless performance, and it may serve to create a ‘rut’ for incorrect technique and training. One cannot deny that practice is most important, but the basic techniques must be learned thoroughly before regular practice begins.

When beginning to practise something, the technique will need to be understood and carefully drilled. Whilst having ambition and foresight is important, it will not eventuate in your performance unless your technique is effective. It is not possible to run before you can walk, and the same is true for any sporting action, or indeed a skill in any activity or subject. I do not suggest that you concern yourself over every small detail, instead of focusing at the big picture. Ambition is important, but you will need to master foundational skills before performance can be raised.

There is little point in attempting to progress without a secure foundation. If you consider that you have mastered the ‘simplest’ of skills, prove it to yourself. Try the skill in as many unpredictable scenarios as you can. Although presenting many difficulties, the lockdown has created some fantastic opportunities to refine and practise various skills within a multitude of different fields, from sporting and music to any hobby or interest that you may have.

Why is practice so important? Once strong foundations have been developed, you will discover that one mistake will not cause you to fall into gaps you failed to fill with knowledge or skills. You are forming the ability to work effortlessly and efficiently. You are practising *correctly* to make bring about continual improvement. Only after securing those foundations should you move on to building your performance, and any time you find yourself making a similar error, you will need to reflect and analyse in order to understand why. Return to the core of the technique, and then find any gap in which your skills or knowledge is lacking.

It should *never* be just about the match you are playing or the work you are completing. It should always be about deploying the correct technique to succeed. At its core, practising leads to the capacity to adapt your abilities to any situation you may encounter. Do not just confine yourself to learning to play one sport, but learn to play a range of sports. For further information to support this suggestion, read issue 2 of *The Westcliff Week* in which Mr Sexton discusses early specialisation in sports.

Sporting practice is an area where WHSB pupils have made great progress in recent years. We are beginning to see the benefits of this approach with some excellent extracurricular success. WHSB is now gaining national recognition of its sporting achievements. In the most recent publication of the PE & School Sport Magazine (the national PE magazine for Education), WHSB was the focus of a feature article entitled 'The Secrets to Our Athletic Success'. This was an excellent and well-deserved recognition of the talent and attitude towards practice that our pupils demonstrate. We are pleased to include a photograph of that article below.

Unfortunately, due to the lockdown, we will not have the opportunity to build on that athletics success this season, however the Physical Education Department is confident that when the athletics season returns next year the pupils will be ready to apply themselves by practising and maximising their performances.

Athletics



# The secrets of our athletics success

**In another Olympic year, schools' athletics is thriving with dozens around the country taking the sport incredibly seriously.**

For one school in Essex, hard work, dedication and a sheer love of the sport has resulted in a series of accomplishments at county, regional and national level.

Here, Tom Morrish, director of sport at Westcliff High School for Boys, reveals the secrets of their athletics success.

**Sum up your recent athletics achievements?**

Last year, teams in both the junior and intermediate age groups reached the English Schools' Athletic Association (ESAA) Track and Field Cup Finals. The intermediate team won the national championships with a record score of 611 points – the first time the 600-point barrier had been broken. This was an incredible achievement and is a barometer of how sport at Westcliff has improved over the past three years. Sport has had a powerful and positive impact on the culture of the whole school community.

**How did athletics become such an important part of your sporting curriculum?**

Athletics became an important part of WHSB on my appointment as director of sport in September 2016. My belief is that athleticism is one of the fundamental physical characteristics that underpins how successful a team or individual can be. I think it also reflects how good the department are as teachers. Nobody can throw a discus or javelin or do the Fosbury Flop without being taught how to do so.

**What facilities do you have?**

We have playing fields with a capacity for three rugby pitches, four football pitches and a cricket square. We have a newly-refurbished fitness suite and an eight-lane tartan area which enables three flights of hurdles to be used. At the end of the tartan area we have a large jumping pit. A sports hall allows indoor athletics to take place.

**What specific programmes have contributed to your success?**

We ensure that the curriculum path enable pupils to progress and enhance their athletic ability and understanding via technical skill acquisition through the lower school across all events. As students move to the middle school they are able to specialise. We strongly encourage students to participate in a wide range of athletics.

**How important are your school/club links?**

School/club links are vitally important in both the development of the sportsman and the development of sport at a school. The stronger the club links are the better the pathway is for that pupil and their chosen sport or sports. I think that the benefits that the school gain with regard to the progress that those pupils make in the sport are a benefit to everyone involved. In our case most pupils start playing club sport once they arrive at WHSB because of the positive experience that they have had in both their PE and games lessons. A massive impact on their experience are the extra-curricular opportunities that they have before,

Mr T Morrish, Director of Sport

## LEARNER PROFILE: OPEN TO OPPORTUNITY

### OVERCOMING FEAR

In the weeks and months ahead, our society will commence the process of emerging from lockdown and learning to go about our daily lives with the knowledge that the world is, at this time, more dangerous for us all as a result of COVID-19. We anticipate that a vaccine will be developed in due course, although we must accept that this will take some time. As we emerge, it is almost inevitable that many people will be feeling fearful.

In his inaugural address, the 32<sup>nd</sup> American president, Franklin D. Roosevelt noted that “The only thing we have to fear is fear itself”. Roosevelt also suggested that “Courage is not the absence of fear, but rather the assessment that something else is more important than fear”. This president appeared to have a clear understanding indeed of how fear can influence the actions of people, or even an entire nation. Fear is an emotion which holds enormous power. As Michel de Montaigne, a philosopher of the French Renaissance, noted, “there is no passion so contagious as that of fear”.

It is generally understood that fear causes people to panic, and this panic brings about the loss of clear thought. Fear is an instinct, and consequently it encourages people to respond in different ways. It can persuade a person to follow others without thought in order to protect themselves, for example. Or it can prevent someone from taking a risk because it is safer not to do so. Of course, sometimes it is important that we follow our natural response, as it protects us from the potential of real physical and emotional danger. We should be fearful of COVID-19, although we must also face up to that fear. By facing up to this fear, we can properly assess it and work on overcoming it.

In my experience, one of the major fears of young people is a fear of failure. In some instances, a pupil may even avoid attempting something with the potential to expand their horizons out of a fear of failure. Of course, a strategy of avoidance does not bring success and often leads to a loss self-confidence and personal esteem. It can leave the pupil feeling they are not good enough. Over the years, I have seen far too many pupils - despite encouragement from teachers, parents and friends - shy away from trying out for a sports team or a drama audition, simply because they worried about not succeeding and being embarrassed. It would seem that any relief gained from not trying is little compensation for the loss of opportunity.

Although difficult, there is much to be gained from facing up to fear, and the fear of failure. As Eleanor Roosevelt, the former First Lady of America and a significant figure in 20<sup>th</sup> century American politics, noted, “You gain strength, courage and confidence by every experience in which you really stop to look fear in the face . . . You must do the thing you think is beyond you”.

Throughout the pandemic we have seen remarkable examples of people facing their fears and doing the thing they may have felt was beyond them. Each day, staff in the NHS attend work to treat people in the knowledge that they expose themselves to COVID-19. Equally, our key workers have continued to ensure our society functions by keeping vital infrastructure operating. Most appropriately, we recognise and applaud their courage. I encourage pupils to consider the courage of all those who are looking after others during this pandemic. They have faced their fears and overcome them.

It is okay to be afraid. We are all afraid at some time or another. However, we must not allow ourselves to be ruled by our fears. Life is full of opportunities which should be embraced. I also urge pupils to spend a moment reflecting on what it is that causes you to feel scared or nervous when faced with an opportunity. With any new challenge, you may not succeed the first time, or even the second or third time, but you will learn something important about yourself and, with courage and perseverance, you can reach your goals. Indeed, it will be that same courage and perseverance shown by our communities that shall enable our society to face and overcome the challenges presented by COVID-19 as we move to the next phase of the national response to the pandemic.

*Headmaster*





# THE WEEK AHEAD

## WEEK BEGINNING 11 MAY 2020

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

Day	Date	Time	Activity
MON - SUN	11 – 17 May	N/A	WHSB Lockdown Gallery 2020 (see issue 6)
		N/A	Online Theatre events available (further details in issues 2 & 3)
		N/A	Music Theory Tuition – YouTube ‘itchy2learn’ (see issue 5)
		N/A	PSHEE Centenary House Gardening Competition (see issue 4)
		N/A	Upper Sixth: Opportunity to sign up for Alumni Community (page 15)
		N/A	House Butterfly Survey Competition (issue 6)
		N/A	Southend Youth Council Logo Redesign Contest (see issue 6) Deadline 20 May 2020
		N/A	Natural History Museum Virtual Tour (page 10)
MON - FRI	11 – 15 May	N/A	Entries for Mother Tongue Other Tongue Competition (page 7)
		N/A	Wargaming Team: Bloodbowl League
		N/A	House FIFA 20 Competition (page 10)
		N/A	BBC Science & History Education offer (see issue 5)
		N/A	P.E. with Joe (featured in issue 1)
		N/A	Mr Jeffreys’ History Crossword competition (page 20)
		N/A	Round Robin Challenge – ideas to Dr Machacek (see issue 6)
		N/A	Middle School and Sixth Form House Find the Connections (page 15)
TUESDAY	12 May	N/A	Mr Williams’ Lower School Quiz (page 14)
		8.45am	Hallway Gym Class with Mr Moore (all invited), Page 11
TUESDAY	12 May	1.00pm	Healthcare and Medical Society
		4.00pm	Westcliff Drama Online
WEDNESDAY	13 May	1.00pm	Weekly Watch with Miss Williams
		1.00pm	MOxbridge English (Sixth Form)
		4.00pm	Bibliophiles Book Club (Middle School, Sixth Form and staff)
		See website	Education Perfect Languages Competition (practice day), page 21
THURSDAY	14 May	See website	Education Perfect Languages Competition begins (runs 14-21 May) page 21
		7.30pm	Mr Derrick’s Film Club ‘Watch-along’ (page 10)
		N/A	Deadline for responses to this week’s <i>Where in the World?</i> (see page 19)



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