

The Westcliff Week

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

WEEK BEGINNING 8 JUNE 2020

SCHOOL NEWS UPDATE

Welcome to the eleventh issue of The Westcliff Week.

As the Government gradually reduces its restrictions on staying at home, I hope that pupils and families have been able to enjoy the increased freedom, albeit whilst still maintaining requirements in relation to social distancing. It appears evident that while much progress has been made in reducing the rate of infection, there remains more to be done before society shall be able to return to the more usual way of operating.

Despite the ongoing challenges presented by living with the coronavirus, our pupils continue to impress us with their talent and thoughtfulness. There are many examples which cross my desk each week and on this occasion I wish to offer my thanks and congratulations to Joseph Hankey and Samin Afshari. Both boys have demonstrated wonderful musical ability in their recent videos posted on the School's Facebook page. I know that my colleagues and I particularly appreciated Samin's tribute to school staff, health workers and other key workers. Time and again, we have demonstrated through The Westcliff Week and many other means that our community and society as a whole can only beat the coronavirus by working together and appreciating one another.



Monday 15 June marks an important moment for our community with the return of some of Year 10 pupils to the School site.

They will be joined on site (albeit operating in different buildings) by some of our Lower Sixth students from Tuesday 16 June. Full

details of our plans for the return of Year 10 and the Lower Sixth are provided within my letter to parents

dated Thursday 4 June and timetable details for those students will be emailed to them during this week.



Once again, I would like to take this opportunity to thank all my colleagues who have been involved in preparing for the return of our pupils. To those teachers who will be returning to deliver the lessons, as well as those adjusting arrangements to continue to provide education online, and the facilities and cleaning staff, under the direction of Miss Lewis; all have been working so hard to prepare for next week.

Last week, we received the devastating news that Siyakan Sivakumar, Upper Sixth, passed away following a short illness. The entire School community is shocked by this news and our hearts go out to Siyakan's family at this incredibly difficult time. This is a terrible tragedy and words are simply inadequate for expressing how his family, friends and our School community feel at present. Siyakan was a wonderful young man who was kind, sunny and earnest. We shall all miss him greatly. We are liaising with the family and gathering tributes from Siyakan's friends which we shall post on our website in due course. The School is providing support for Siyakan's friends and I would encourage any student who needs support at this difficult time to contact their Pastoral Office.

Headmaster

HOUSE SCORES, REMINDERS AND NEW EVENTS

The current House Scores are very close indeed. We encourage pupils to get involved in as many House activities as possible. House Points and Senior Commendations continue to be awarded to all pupils who participate via the e-praise system and these will also go towards the overall totals.

Every point you personally gain will help your House come closer to gaining the virtual Phoenix Cup!



HOUSE CHAMPIONSHIP				
Harrier	8	6	5	2
Kestrel	8	5	8	0
Merlin	8	7	1	6
Osprey	8	7	4	1

Latest House Points Score, Friday 5 June 2020

Details of the House events currently open are included on Page 18.

House-Captain and Vice-Captain Applications Invited

Year 12 students are reminded that the deadline for House-Captain and Vice-Captain applications is this **Friday 12 June**. See Issue 10, page 2, of *The Westcliff Week* published on 1 June 2020, for details on how to apply. Information is also available on the House Microsoft Team and has been distributed via-email.

Mr R Barber, House Coordinator

RAMADAN UNDER LOCKDOWN

For those who do not know, Ramadan is a holy month in the Islamic calendar for Muslims all around the world and it is a time to reflect on, reinforce and remind themselves of their faith. It primarily involves partaking in a daily fast (abstaining from food and drink) for 30 days from sunset to sundown, and also

not involving oneself in any sort of corrupt behaviour, for example, lying.

This year, due to Covid-19, Ramadan has been like no other, just as many other experiences have been affected by this virus.



One very vital part of Ramadan is the congregational activities that come with it, as Muslims visit the mosques in their communities to perform daily prayer and, most notably, the Taraweeh prayer late at night, every day. This prayer captures the true essence of Ramadan but the opportunity for it this year has been snatched away from many. As well as this challenge, the usual iftar (time of breaking fast) parties, where all families meet and eat together, were no longer possible.

However, rather than looking at the negative side of the lockdown, I am going to share this extraordinary experience of Ramadan under lockdown. Since my whole family is home it has meant we have been performing all our prayers together as a family, as well spending a lot more time together. Usually, I would perform my prayer on my own due to the busy schedule of school and extra-curricular activities. Additionally, we spent a lot more time listening to different lectures to help further our spiritual development together. My Imam (religious leader) guided us to “make our homes our mosque” and by doing this it enabled me to really adjust my perspective on this month and do things that I would not have done to the same extent, for example, reading the Quran on my own and making more Duaa (prayer). Therefore, I was able to reinforce my faith without any disruption or distraction because I was stuck at home.

The actual fast was much easier, as the lockdown meant I was getting adequate sleep, as well not doing any excessive physical activity like playing football in the sweltering heat on the field, or baking in a school classroom.

The end of Ramadan is the pinnacle of festivities for Muslims: Eid. This year was extremely different to the

usual celebration that follows, as normally it involves going to the mosque early in the morning, as well as visiting various family members. The day started by performing morning prayer as a family and was spent relaxing and enjoying time with my family, eating my mother's mouth-watering food. However, it was still a sombre celebration, due to the loss of my grandfather to Covid-19 just before the start of Ramadan.

In conclusion, I would like to share the realization that this virus and lockdown has given me during Ramadan, as it applies to everyone, whether or not they are religious. The virus attacks us all equally; it does not discriminate. It attacks whether you are the Prime Minister of a nation or a homeless man, whether you are white or black. This shows that we are all one in our humanity and it reminds us that racism, gender inequality, class discrimination and other foolish illusions of superiority must be removed from society.

Ismail Quasem, 11N

THE ENVIRONMENT: A SCARCE RESOURCE

COVID-19 has destroyed countries, lives and economies. But conversely, one facet of our contemporary life has benefited. The natural environment is a critical element of our modern-day society, and an aspect of life that economists have had to pay more attention to in recent years. There is an issue in that most macro-economic objectives, whether that be economic growth or reduced unemployment, are associated with an increase in the country's output, measured in GDP¹. Thus, production must increase, often meaning more fossil fuels and other non-renewable energy sources must be burned. Environmental defects from this include acid rain, climate change and air pollution. However, as economies have adjourned and output decreased due to COVID-19, the environment has been relieved.

Rates of pollution all over the world are falling. Relative to the same time last year, pollution in New York has fallen by 50%. China's emissions have fallen by 25% in the first quarter of 2020, and the percentage of days labelled with 'good quality air' increased by 11.4% respective to the same time frame in 2019 [1]. This is predominantly due to lockdown measures - fewer cars on the road, fewer firms in operation and reduced global trade all aggregate to lower the levels of CO₂ and other greenhouse gas

emissions. Unfortunately, this is undeniably only going to be short-term. Once economies pick up and the virus passes, over time industries and output will return to normal levels, and this hiatus will be gone. But what are governments doing to protect the environment, and do levels of protection need to be increased or not?



How a nationwide lockdown has helped improve the air quality in New Delhi, India. [Source: <https://abcnews.go.com/Health/cleaner-air-coronavirus-precautions-makes-earth-day-celebration/story?id=69923658>] Date Accessed 29/05/2020

The inability of the free market to accommodate these 'external costs' of production and consumption (known as negative externalities²) is an example of market failure. When goods and services are sold on the market, economic agents only take into account the private costs and benefits - what is directly affiliated with themselves. Therefore, the negative externalities (often damaging to the environment) are not taken into account, meaning social welfare is lost and the environment, ultimately being a scarce resource, goes unprotected. In order to try and correct these, the government can intervene. One way in which this is done is through trade pollution permits (TPPs). TPPs are an example of a 'cap and trade' scheme, where firms with a market value of £3.5 billion and above [2] are given a legal right to produce a certain amount of pollution over a period of time. Unused permits may be traded in defined trading

areas, and if a firm wants to pollute more, they must buy more permits from the government. The idea is that the negative externality is 'internalised', as firms must pay for their damaging behaviour. A successful example of this scheme would be the US Sulphur Trading Scheme, which, established under the Clean Air Act Amendments of 1990, was the 'first large scale cap and trade system' [3]. It can be deemed a fair success, with sulphur emissions by US firms falling by 43% comparative to 1990 levels, and falling below the 9 million tonne reduction goal [3]. Nevertheless, there is often debate as to how effective these schemes actually are, and aside from taxation whether there are any other commendable techniques that sovereign states could use to correct the market failure. The main goal of TPPs is to encourage firms to turn to more eco-friendly, renewable forms of energy such as solar and wind. Although this has in some cases been a success, such as the aforementioned US Sulphur Trading Scheme, it has also been a common cause of government failure. Due to the difficulties associated with quantifying pollution, governments often misestimate the number of permits to issue to each firm. The European Union's Emissions Trading System (ETS) was launched in 2005, and by June 2011 240 million unused permits had been accumulated by a group of ten steel and cement companies in Europe [2]. This initial over-allocation was welcomed by firms within the sectors in discussion, leading to them warning the government that any further restrictions would hinder international competitiveness and economic growth [2]. Consequently, it is very hard for central governments to come up with solutions that will increase welfare and internalise the externality without harming productive capacity and economic growth.



The UK set out on its 'Clean Air Strategy' from January 2019 with the aim of reducing public exposure to particulate matter, through programmes resembling ending the sale of 'conventional new diesel and petrol cars and vans from 2040' [4]. This initiative stands as a

symbol of the UK's desire to protect the environment, but COVID-19 may act as an impediment. Coming out of lockdown, consumer behaviour is likely to be unpredictable (as income and confidence is so low), especially in markets which make up a big proportion of their income (e.g. the car market). In order for the government to not lose momentum in this environmental assignment, the focus will likely shift from attempting to fill information gaps and manipulating consumer behaviour, to instead targeting diesel and petrol car firms, perhaps by not offering them the same support for economic recovery as electric car firms. This will help give a competitive advantage to the firms which are more environmentally compliant and allow them the access to finance for growth and becoming dynamically efficient³, whilst aiding with the gradual 'freeze out' of the petrol and diesel companies.

In conclusion, our environment has received a well-earned rest at the start of this new decade - but could this act as an impetus for governments to re-think their environmental strategies? As lockdown measures are relaxed and economies begin to contemplate the 'post-COVID-19' era, it could act as the perfect clean slate for countries to review their strategy to achieving goals laid out in the Paris Agreement. Some may argue economists have bigger problems, but is anything more sizeable than the environment? It seems unlikely that TPPs will continue to suffice.

Footnotes

- 1 - GDP: the total market value of all goods and services produced in an economy over a period of time.
- 2 - Negative externalities: negative effects on a third party who were not directly involved in the economic transaction themselves.
- 3- Dynamically efficient: to be able to produce and allocate resources efficiently overtime, taking into account investment and product innovation.

References

- [1] <https://www.bbc.com/future/article/20200326-covid-19-the-impact-of-coronavirus-on-the-environment> Date Accessed 29/05/20
- [2] <https://www.theguardian.com/environment/2011/jun/19/emission-s-trading-manufacturing-industry> Date Accessed 29/05/20
- [3] <https://voxeu.org/article/lessons-climate-policy-us-sulphur-dioxide-cap-and-trade-programme> Date Accessed 29/05/20
- [4] <https://www.gov.uk/government/news/government-launches-world-leading-plan-to-tackle-air-pollution> Date Accessed 29/05/20

For more from A Level Economics students go to <http://www.thewestcliffeconomist.wordpress.com>

Oliver Hale, 12F

REAGANOMICS: THE NEW AMERICAN REVOLUTION

The presidency of Ronald Reagan (1981-90) saw a period of unprecedented economic prosperity across the United States of America. Despite a backdrop of increased Cold War tensions and the debilitating 1981 recession, Reagan's economic policies led to real GDP growing by over one-third during his two terms in office, an increase of over \$2 trillion.



Official portrait of President Ronald Reagan (1981)

The performance of the U.S. economy during the 1980s completely outshone the economic work of his predecessors; Richard Nixon, Gerald Ford and Jimmy Carter. Prior to the Reagan administration, the US economy experienced a decade of high unemployment and persistently high inflation (known as stagflation). Attacks on Keynesian economic orthodoxy as well as empirical economic models such as the Philips Curve grew. This period of economic uncertainty necessitated a more divergent vision for the economy than the previous post-war Keynesian consensus which advocated an outmoded policy of demand-stimulus. Reagan's excellent performance at the 1980 election against incumbent president Jimmy Carter (electoral vote 489-49) created a clear mandate for an economic revolution.

The compound annual growth rate of GDP was 3.6% during Reagan's eight years, compared to 2.7% during the preceding eight years. Real GDP per capita grew 2.6% under Reagan, compared to 1.9% average growth during the preceding eight years. This miraculous economic prosperity was achieved under

his principle of "voodoo economics" an epithet given to his policy of "trickle-down economics" - a policy of classical economics that was widely critiqued by traditional Keynesian theorists.

"Trickle-down economics" is a form of supply-side economics that refers to the economic proposition that taxes on businesses and the wealthy in society, should be reduced as a means to stimulate business investment in the short term and benefit society at large in the long term. Reagan's political advocates preferred to refer to these economic policies as "free-market economics". The four pillars of Reagan's economic policy were to reduce the growth of government spending, reduce the federal income tax and capital gains tax, reduce government regulation, and tightening of the money supply to reduce inflation.

The contention of Reagan's proponents that the tax cuts would more than cover any increases in federal debt was influenced by a theoretical taxation model based on elasticity of tax rates, known as the Laffer Curve, which predicts that excessive tax rates actually reduce potential tax revenues by lowering the incentive to produce. During the first year of Reagan's presidency, federal income tax rates were lowered significantly with the signing of the Economic Recovery Tax Act of 1981, which lowered the top marginal tax bracket from 70% to 50% and the lowest bracket from 14% to 11%. This reduced the taxes paid by business corporations by \$150 billion.

Throughout Reagan's presidency the unemployment rate fell from 11% in 1982 to 5% in 1988 and the inflation rate declined from an astonishing 10% in 1980 to 4% in 1988.

Reagan's policies were a crucial part of bringing about the third longest peacetime economic expansion in US history. The misery index, defined as inflation rate added to the unemployment rate, shrank from 19.33, when he began his administration, to 9.72 when he left office; the greatest improvement record for a President since Harry S Truman left office. In terms of American households, the percentage of total households making less than \$10,000 a year shrank from 8.8% in 1980 to 8.3% in 1988, while the percentage of households making over \$75,000 went from 20.2% to 25.7% during that period; both signs of nationwide prosperity irrespective of social class. American firms became widely more competitive under Reagan's policies. The S&P 500 Index increased 113.3% during the 2,024 trading days under Reagan, compared to 10.4% during the preceding 2,024 trading days.

Economic analyst Stephen Moore stated in the Cato analysis, "No act in the last quarter century had a more profound impact on the U.S. economy of the eighties and nineties than the Reagan tax cut of 1981." He argued that Reagan's tax cuts, combined with an emphasis on federal monetary policy, deregulation, and expansion of free trade created a sustained economic expansion, the greatest American sustained wave of prosperity ever. He also claimed that the American economy grew by more than a third in size, producing a \$15 trillion increase in American wealth. Consumer and investor confidence soared. Cutting federal income taxes, cutting the U.S. government spending budget, cutting ineffective programs, scaling down the government work force, maintaining low interest rates, and keeping a watchful inflation hedge on the monetary supply was Ronald Reagan's formula for a successful economic turnaround.



President Ronald Reagan Working in the White House Oval Office

Overall, although Reaganomics is not the complete solution to the complex economic problems of the world; during Reagan's presidency the federal debt held by the public nearly tripled in nominal terms, from \$738 billion to \$2.1 trillion. Reagan's supply-side "revolution" in economic theory transitioned a waning U.S. economy into the global economic hegemon that eventually vanquished the Soviet Union, bringing about the end of the Cold War in 1991. This "revolution" greatly increased household income in all wealth demographics and facilitated a culture of enterprise and opportunity amongst the U.S. private sector and potentially rendering Keynesian economics obsolete and redundant.

Perhaps if these policies were resurrected, we could see a new American Revolution in the near future.

Footnotes:

¹ Compound annual growth rate of GDP is a term applied to the rate that an economy grows by from a given start point to a given end point.

² S&P 500 Index refers to the Standard & Poor index of the 500 largest Companies listed on the US Stock Exchange. It is in effect the US version of the FTSE500.

References:

Niskanen, William A. (1988) *Reaganomics: An Insider's Account of the Policies and the People*, Oxford University Press, Oxford.

Krugman, Paul (June 11, 2004). "An Economic Legend". *The New York Times*. ISSN 0362-4331. Retrieved 2010-03-25.

Bienkowski Wojciech, Brada Josef, Radlo Mariusz-Jan eds. (2006) *Reaganomics Goes Global. What Can the EU, Russia and Transition Countries Learn from the USA?*, Palgrave Macmillan.

For more from A Level Economics students go to <http://www.thewestcliffeconomist.wordpress.com>

Conor Gibbons, 12D

NO COUNTRY FOR OLD MEN

FILM REVIEW

The year 2008 was perhaps one of the most influential years for mainstream Hollywood. Jon Favreau's *Iron Man* kicked off what became quickly the highest grossing film franchise ever, while Christopher Nolan's *The Dark Knight*, while technically a comic book movie, also did wonders for the post 9/11, gritty action thriller genre. IGN described 2008 as "one of the biggest years ever for movies".



However, before the 1970s, the Hollywood landscape was dominated by the Western, which had its 'Golden Age' in the 1950s, and 'went out with a bang' with Sergio Leone's *Dollars Trilogy*, between 1964 and 1966. Joel and Ethan Coen's 2007 Best Picture winner *No Country for Old Men*, based on a 2005 novel by Cormac McCarthy, is set in 1980. The decade following would see a new wave of Hollywood movies; a complete palette cleanser full of science-fiction and action thrillers in particular. While Quentin Tarantino's *The Hateful Eight* is in some way an alternative love

letter to the Western, *'No Country'* is about the death of the Western.

The Coens make *No Country* a Revisionist Western, a modernisation of the Western that occurred in the 1960s, with movies such as *Ride the High Country* and *Man in the Wilderness*. Revisionist Westerns question the black and white, good guy bad guy dynamic in classical Westerns. Josh Brolin's Llewelyn Moss, our protagonist, is a hunter, who steals a briefcase full of money from a dead man in the opening, yet goes back to the scene to provide another with water to drink. Tommy Lee Jones plays Sheriff Bell, who can be seen as a coward. Classical Westerns often portray Sheriffs as the brave hero; think 1952's *High Noon*. The villain, Chigurh, may be a psychopathic killer, but spares one victim due to the flip of a coin, and keeps his promises in a twisted way. Revisionist Westerns also portray Native Americans and Mexicans in a less 'savage', racist light. The Coens note this, and have an injured Moss wake up to a friendly Mexican Norteño band.

The movie ends not with the BANG of gunshots in a climactic shootout, but instead with the voice of Sheriff Bell, talking about his dreams of being "on horseback goin' through the mountains of a night", "like we was both back in older times", nostalgic about the 'good ol' days, the days of John Ford and the great classic Western movie. Moss, our unlikely hero, has been killed anticlimactically, off screen, and Chigurh gets away, signalling the end of even the Revisionist Western. Bell's friend Ellis tells him of the new evil that has slowly been emerging in the country. "You can't stop what's comin'."

Chigurh is the manifestation of such evil, who - likely a coincidence - seems like an amalgamation of the next years' *The Dark Knight's* villains - an ambiguous "agent of chaos" and a man who fell from greatness - both very modern, grey interpretations of classic Batman foes. Chigurh has no clear motive, ethnicity, or personality, constantly contradicting who he portrays himself as, and the person others perceive him to be. The violence in *No Country* is gory, bloody, and brutal - similar to Tarantino - compared to men falling backwards and screaming as blood squibs in their costumes explode, such as in classic Westerns.

Javier Bardem's malevolent villain is a herald of the new Hollywood age, being a kind of unstoppable Terminator himself, and not quite fitting in with the rest of the movie. *No Country* has two absolutely thrilling and intense action scenes that are certainly more *Die Hard* and *Aliens* than *The Good, the Bad and the Ugly*. The setting shifts from your typical Western desert to urban areas and grimy motels at night, with

stark cinematography ripped straight from film noir, later Neo-noir, a genre popularised in the 80s and 90s by directors such as Scorsese and Michael Mann (if there is one other film I can recommend, it is *Heat*, which inspired many aspects of *The Dark Knight*). Chigurh's superior weaponry feels like a laser blaster, or an *Iron Man* repulsor beam, compared to the other characters' rudimentary shotguns and pistols.



Woody Harrelson's Carson Wells seems like a last glimmer of hope for Moss, like the desperate attempts at genre revival with *Cowboys and Aliens* and *The Lone Ranger*, but he too is disposed of. In the end, the only two men standing are the nostalgic old-timer who reminisces over the old ways, and the new. You can either watch the old Westerns, or embrace the new types of movies.

No Country for Old Men is an excellent thriller that, much like the Coens' other works, plays with the tropes of a Revisionist Western, but in its anticlimaxes and subversions, heralds the death of the genre it draws from. The Academy made a good choice awarding the Coens 3 Oscars for this gem - as well as an Oscar for Bardem - and, while it is not my favourite Best Picture of this century (*12 Years a Slave*, *Parasite*, and *The Return of the King* are pretty much undefeatable in my eye) it is certainly worthy of the esteemed title.

Jay Kesav, Lower Sixth

GREAT LEADERS WITH HEAD BOY, BEN JOHANSON

CATHERINE THE GREAT: ENLIGHTENED MONARCH, OR CRUEL AUTOCRAT?

Catherine II ruled Russia from 1762 to 1796: the longest ruling female leader of the country. Notorious for a contingent of male lovers, she presided over the

Catherinian Era, considered the golden age of Russia. The Russian Empire swelled under her deft rulership, but these expansions have left a controversial legacy which still considerably impacts the modern world. Was Catherine's rule truly a golden age?

Catherine was born Sophie, the princess of a minor German principedom. Fortunately, Empress Elizabeth of Russia was intrigued by her. Initially, Sophie and her mother were invited to Prussia, where its king, Frederick the Great, judged her as a suitable match for the Russian prince. Simultaneously, Frederick made Sophie's mother Prussia's agent in the Russian court. As a German Lutheran, Sophie was an outsider to Russian society, but she impressed the Empress by adopting Orthodox Christianity and learning the Russian language. She converted to Russian Orthodoxy, taking the name Ekaterina (Catherine). Despite her mother being exposed as a spy and exiled, Catherine was permitted to marry the future Peter III.



Peter ascended the throne in 1762, but lacked popularity: acting in the interests of Prussia more than Russia, even preferring conversing in German. The situation escalated, when Peter withdrew Russia from the Seven Years' War, in spite of their proximity to victory over Prussia; instead pursuing a minor claim in Denmark: Russia's ally against Sweden. Additionally, he attempted to secularise the church, bringing it under governmental control. These threats to nobility and clergy pushed them to Catherine, who planned a coup d'état. When a co-conspirator was arrested, they accelerated their plans. Having ruled for only six months, Peter was replaced by Catherine, and he died a week later in a drunken brawl.

During her reign, Catherine expanded the Empire by 520,000 km², notably at the expense of the Ottoman Empire and the Polish-Lithuanian Commonwealth. In 1764, Catherine placed one of her lovers as king of the Commonwealth. Over time she gradually acquired more land, along with Austria and Prussia, from the

Commonwealth, leading to its eventual collapse, and the loss of its less autocratic governance system.



Catherine boosted the economy, introducing paper money to Russia in 1768, and encouraging the migration of German farmers to improve agricultural efficiency. A great patron of art and science, Catherine supported many Enlightenment philosophers and scientists, regularly corresponding with Voltaire. However, she retained autocratic power. Nevertheless, she saw herself as an Enlightened despot, trying to act within the confines of liberal Enlightenment ideology. To that end, she called a consultative parliament in 1766 to reform Russian law. This delegation had representatives from wide swathes of society; not including serfs (similar to slaves), who made up the majority of the population. Their situation did not drastically improve under Catherine, and this led to many rebellions. By the end of her reign, following the onset of the French Revolution, Catherine abandoned her Enlightenment ideals and press censorship returned.

Catherine was seemingly indifferent towards Orthodoxy, secularising the church – her husband's failure – meanwhile using Christianity as a justification for her Ottoman wars. She persecuted religious dissent, especially after the French Revolution. Her treatment of Muslims was inconsistent, but the greatest sufferers were the Jewish population – mostly Poles – forced to live in the Pale of Settlement, without citizenship, and subject to higher taxes.

Catherine desired a modernised Russia, and introduced vaccines, having herself and her son vaccinated against smallpox to advocate them. By 1800, 2 million inoculations had been carried out in the Empire.

Whether the age she brought was golden or dark in nature, Catherine's expansionist legacy remains evident today; in the conflict between Russia and Ukraine, the Chechnyan insurgency, and the legacy of the Russian Empire.

Ben Johanson, Head Boy and A Level History student

BOOK REVIEW

THE ART OF BEING NORMAL, BY LISA WILLIAMSON

I was not sure what to expect from *The Art of Being Normal*. I have had this book for a while, and I put off reading it for some time. Mostly because I am very wary about books focused on being transgender. Not because the stories are uncomfortable, or unimportant, but mainly because they are not the usual book that I would pick up. However, this story gave me such a pleasant and refreshing surprise that I will share this book review of *The Art of Being Normal*.



The story follows David and Leo. David wants to be a girl, and Leo has moved schools after his biggest secret forced him to run away from his past. When Leo stands up to the school bully, he and David find themselves in one another's lives more and more.

Getting to Know the Main Characters

I think it may be because I look for plot twist clues in every book, but I guessed one of the biggest plot twists early on.

However, it was the twist I loved. I very much enjoyed getting to know Leo as a character before it is revealed that he was born as a girl. I think it meant that there was more to him and his tale than his gender, whereas a lot of David's story was based on gender struggles. Leo was portrayed at the start as a very serious and tough boy who came from a rough area. But as soon as everyone found out his true identity he became diminished. This implies that perhaps Williamson is not only making the memorandum of the book about a dismissiveness of some towards the LGBT community, but that it also addresses a gender divide which is illustrated when, in the book, Leo metaphorically transfers to Megan in the eyes of his peers.

The Friendship that Evolves in *The Art Of Being Normal*

Another aspect of the story I enjoyed was David and Leo's friendship. Both of them are having a pretty tough time.

David's loneliness is overwhelmingly potent and heart-breaking, and every time Leo opens up, he gets shot down. So when they started to come together as friends the story came alive.

The two characters contrast a lot but in the best way possible

The way they contrast each other gives the story its light and its humour. Because, despite the themes and some of the really sad scenes, this was a really fun book at times.

In the future, I will now pay attention to Williamson as an author and will look out for her books in stores such as WH Smith and Waterstones!

Malachi Dowling, 81

MUSIC BOX: A WORK A WEEK

On May 29, 1913, leader of the famous 'Ballet Russes' Diaghilev presented a ballet that he promised would be "a new thrill that will doubtless inspire heated discussion." Audience members settled in, the lights went down, and an alien sound strained its way into the auditorium. A bassoon playing at an extremely high pitch floated a melody that sounded both new and very, very old. "A scared terror in the noonday sun" was how the composer described the sound. This was Stravinsky's Rite of Spring, and it was about to change the musical landscape forever.



As the ballet continued, the audience began to mutter to themselves. They began to laugh, and whistle, and shout. Then a new movement started – the famous 'Augurs of Spring': A horribly dissonant chord repeated on at every beat, accented loudly, seemingly at random. When Diaghilev first heard this section he nervously asked Stravinsky "will it last a very long time this way?" Stravinsky replied "till the end, my dear." The chord played on repeat over two hundred times,

while the dancers on stage ignored all tradition of ballet, with choreographer Nijinsky instead favouring anarchic, wild movements, representing the titular pagan ritual.

This was all too much for the audience. The wealthy owners of the boxes began to howl in anger, while the lovers of art in the cheap seats, who were there to appreciate something truly new and unique, howled back. This classy night at the ballet was beginning to turn into a skirmish of class warfare. Curses were flung back and forth and soon the disagreements became more than verbal. Audience member Gertrude Stein: "Our attention was constantly distracted by a man in the box next to us flourishing his cane, and finally in a violent altercation with an enthusiast in the box next to him, his cane came down and smashed the opera hat the other had just put on in defiance. It was all incredibly fierce!"

The violence in the auditorium reflected the music being played, which Stein confessed could no longer be heard over the riot that had erupted. This was something that no-one had ever heard before, and represented the start of a new movement of avant-garde music. Despite its eventful opening night, the Rite of Spring quickly became a firm favourite of the Parisian scene, with subsequent performances selling out and ending with rapturous applause. It has since slipped into the public consciousness. Listening to it now, one can hear John Williams' score to Star Wars (he admitted Stravinsky was a huge influence on his music for the films), or recall the scenes of dinosaurs fighting that the music was set to in Disney's Fantasia. Even one of the fathers of Hip Hop, Grandmaster Flash, has stated that Stravinsky and the Rite of Spring influenced his style.

There are few works of music that have changed culture as drastically and violently as The Rite of Spring. This was recognised immediately by the instigators of the riot, as Stravinsky tells of what happened after the performance: "I went with Diaghilev and Nijinsky to a restaurant. Diaghilev's only comment was, 'Exactly what I wanted.' Quite probably, he had already thought about the possibility of such a scandal when I first played him the score, months before."

Listen out for: The change in musical focus. This is not about melody or harmony, as most classical music is. Rhythm, texture and timbre are the driving forces of this monstrous work.



Mr T Derrick, Director of Music

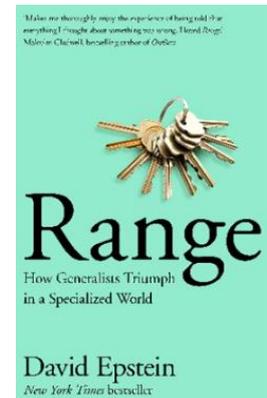
BOOK REVIEW

RANGE: HOW GENERALISTS TRIUMPH IN A SPECIALIZED WORLD, BY DAVID EPSTEIN

Epstein's book, *Range*, opens with the stories of two sportsmen. The first tells the story of a young boy in an all-consuming world of golf. At just ten months, this boy climbed down from his high chair, picked up a specially altered golf club and imitated the swing that he has seen his dad practise in the garage. At the age of three, he was learning to negotiate how to play out of a bunker; at just four, his dad would drop him off at a golf course at nine in the morning and pick him up eight hours later. At eight, he beat his father for the first time. He would go on to become the most famous golfer of the modern era.

Unlike Tiger Woods—whose early, all-consuming childhood specialization in golf under his father's tutelage has become a template for parents who want to prime their children for excellence—the second story recounts a boy who played several sports as a child and an adolescent. This boy played basketball, handball, table tennis, badminton and football. He found that the sport did not really matter as long as it included a ball. His mother taught tennis but decided against working with him. His parents encouraged him only in the direction of good sportsmanship, and when he began to gravitate toward tennis in his teenage years, they cautioned him against taking the sport too seriously. By the time he had given up playing other sports, most notably football, to concentrate on tennis, many of his fellow competitors had already been honing their technique with specialist coaches, been working with sports psychologists and nutritionists and following bespoke strength and conditioning programmes. However, this later start in his sporting life and absence of pushy parents, did not stop Roger Federer from winning twenty Grand Slam single titles and retaining a spot at the very top of the elite tennis ladder into his late thirties.

David Epstein's book is then about the value of being a generalist rather than a lifelong specialist. Epstein argues that many of the most effective people in elite



professional fields (such as sports, art, and scientific research) succeed not despite the fact but because they find their way to that particular field after pursuing other endeavours first. Following on the back of his influential book, *The Sports Gene* (which explores the great nature v nurture from a sporting perspective), *Range* also delves into the world of so-called tiger parenting. Ashley Fetters notes in her review in *The Atlantic* that *Range*'s primary takeaways for parents are both clear and counterintuitive to contemporary parenting wisdom "Let kids find out on their own that they're passionate about something, and let them quit and pursue something else when they find out they aren't." This approach to parenting has been less popular in recent years with parents becoming concerned that without early specialization, their offspring will be unlikely to succeed. As Fetters explains, in the first two decades of the 21st century, stories like those of Tiger Woods and the chess-playing Polgar sisters of Hungary—whose parents homeschooled their three young daughters with the explicit intention of making them international chess celebrities (and succeeded)—seeped into the modern canon of parenting wisdom. *Battle Hymn of the Tiger Mother*, the 2011 book that encouraged parents to guide their children into rigorous training for specific activities as early as possible and not allow them to quit, became a best seller and helped contribute to the notion that children need a head start if they are ever to achieve excellence.

In his book, Epstein turns this idea on its head. As Jim Holt notes in his New York Times Review, Epstein is arguing that becoming a champion, a virtuoso or a Nobel laureate does not require early and narrow specialization. Quite the contrary in many cases. Breadth is the ally of depth, not its enemy. In the most rewarding domains of life, generalists are better positioned than specialists to excel.

Range is a provocative and engaging read. It makes a compelling case for people to think more broadly and creatively rather than restricting themselves to particular specialisms or domains. There are then parallels with WHSB's Learner Profile. We want students to be curious, to try new activities and to be open to opportunities because the next Roger Federer might not have picked up a tennis racket yet.

Mr W Williams, Deputy Head

THIS WEEK IN HISTORY

RAID ON THE MEDWAY

It was a daring raid that rocked the English state - on 13 June 1667 an embarrassing defeat was inflicted by the Dutch when they sailed up the River Medway and destroyed many of England's finest ships at their home base in Chatham.

King Charles II was dragging his feet over signing a peace treaty with the Dutch. The war was all but over, and he had run out of money, so most of his battleships were moored at their base in Chatham. The Dutch planned a bold stroke to force him to make peace. Their fleet, under the brilliant Admiral Michiel de Ruyter, sailed into the Thames, risking disaster as the Dutch ships navigated sandbanks and tides, targeting the Royal Navy at Chatham. The Dutch smashed through the barrier across the Medway and bombarded forts on the shore. They sacrificed old ships, loading them with flammable material, setting fire to them and sending the blazing ships upriver on the flood tide into the heart of the English fleet.



The Dutch managed to reach Chatham dockyard without much difficulty. Three large English ships were burned, others were sunk to avoid capture. English crews abandoned their ships and troops deserted the Navy very quickly. News of this defeat soon reached London; Samuel Pepys wrote: 'I do fear so much that the whole kingdom is undone'. There was fear among some that a revolution could be next.

Nonetheless, King Charles II's regime survived but suffered humiliation. He quickly submitted to peace with the Dutch, but immediately planned a resumption of hostilities. Interestingly, his flagship, the Royal Charles had been captured and put on display in Holland.

The lesson of the raid was clear: if Britain wanted to defend herself from invasion and dominate the world's oceans, it required cold, hard cash. King and

Parliament would have to work together and it was clear that the Navy could not be run on the cheap.

Mr S Neagus, Teacher of History

MR DOWDING'S MATHEMATICAL PROBLEM OF THE WEEK

Lower School Problem of the Week

The positive integers from 1 to 150 are placed in a 10 by 15 grid so that each cell contains exactly one integer. Then the multiples of 3 are given a blue mark, the multiples of 5 are given a red mark and the multiples of 7 are given a green mark. How many squares have more than one mark in them?

Middle School Problem of the Week

Two brothers and three sisters stand in a single line for a photograph. Given that the two brothers refuse to stand together, how many possible line-ups are there?

Sixth Form Problem of the Week

How many pairs of positive integers satisfy the equation $4^x = y^2 + 15$?

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):
hrlpl3v

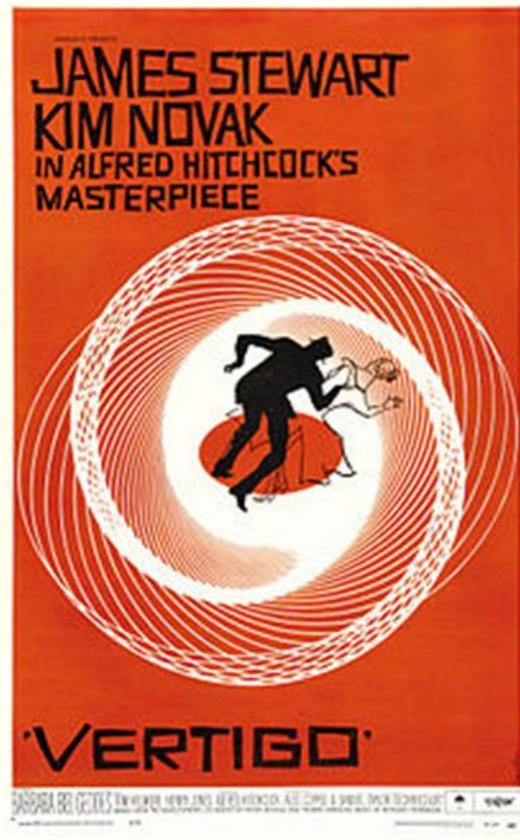
STEP Club (Years 12 & 13): **1rympr0**

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.

The majority of films shown so far could be described as 'modern classics,' but this week's choice is beyond a classic – it is part of cinematic canon. The reception of

Alfred Hitchcock's 1958 psychological thriller *Vertigo* (PG) was mixed on release, with many admiring the incredible craft of the director but finding that the plot was bogged down in a "maze of detail," as one reviewer put it. As with many works of art, *Vertigo* has steadily garnered more acclaim and appreciation over the decades, and in 2012 it supplanted *Citizen Kane* as the greatest film of all time, according to a BFI poll of the world's film critics.



The plot follows James Stewart's former police detective, forced into retirement because of an incident in the line of duty causing him to develop an extreme fear of heights as well as vertigo (a false sense of rotational movement). He is hired to follow the wife of an acquaintance who has been acting strangely. This film is Hitchcock at his finest, employing a range of storytelling and film-making techniques to keep the audience on their toes to the very last frame.

The film is streaming on Netflix. 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

WEEKLY WATCH WITH MISS WILLIAMS

DID AFRICA REALLY NEED US, OR DID WE NEED AFRICA?

After a truly excellent discussion last week on the notorious Genghis Khan and the Mongol Empire, we turn now to a continent that played a large role in the changing power of Western Europe in the 19th century - Africa. The documentary suggestion this week is on the topic of 'The Scramble for Africa'.



This programme documents Western influence and the atrocities that were committed in order to gain power of its fertile lands. Often, this was under the guise that Africa needed to be modernised and brought into line with the rest of the world, but did it? The documentary lends itself to consider the question: 'did Africa really need us, or did we need Africa?'

Watch the documentary and join the discussion on Wednesday at 13:00!

New members to the group welcome. Please contact Miss Williams if you would like to join.

The Scramble for Africa:

<https://www.youtube.com/watch?v=r4u9ldzRYOg>

Miss R Williams, Teacher of History

GARDEN VOICES

The Beatles immortalized the bird featured in Garden Voices this week on their White Album, released in 1968. As the dreamy lines sung by Paul McCartney "Blackbird singing in the dead of night" on the track *Blackbird* suggests, this may be just a piece of late-1960s meditation on nature. The official line is that McCartney wrote it after hearing a Blackbird's song either on one of his visits to India, or at the Abbey Road Studios in London. Furthermore, it is certainly not rare for Blackbirds to sing through the night, particularly if their territories are near street lighting.

They are also usually heard at dusk and at dawn singing their fluty and rather melancholic refrains. However, the more controversial interpretation, backed up on two separate occasions by McCartney himself, was that this song was also inspired by the race riots in America in 1968, after the shooting of Martin Luther King. Hence the subsequent lyric, "Take these broken wings and learn to fly".



Whatever interpretation you feel comfortable with when listening to the track, the song of an actual Blackbird appears on the fade-out on the LP. When you get to hear this song in your own gardens in the future, will you find it restful, or perhaps more like a laconic lament?

<https://www.youtube.com/watch?v=EB1lgjg9e4Y>

READING BEYOND THE CLASSROOM

I am pleased to share with pupils an excellent online guide for those who are looking for reading recommendations beyond the classroom. I am sure you will find something from the huge range recommended.

<https://schoolreadinglist.co.uk/category/secondary-ks3-ks4-reading-lists/>

I will also be asking for a reading review each week for *The Westcliff Week*, so if you are reading something brilliant, please send me a short review no later than THURSDAY of each week and I will pass it along for submission.

Alternatively, please feel free to send me a recommendation of your greatest book of all time and I will pass that along to readers as well. I would like pupils in the Lower School to showcase their English in each issue of *The Westcliff Week*.

I am also pleased to share links to writing competitions for you to consider and enter:

<https://www.walterscottprize.co.uk/young-walter-scott-prize/>

<https://muslimwritersawards.submittable.com/submit>

<https://poetrysociety.org.uk/competitions/foyle-young-poets-of-the-year-award/>

<https://en.unesco.org/news/unesco-and-idries-shah-foundation-launch-world-tales-short-story-competition>

<https://www.hastingspriory.com/writing-competition> - cricket writing competition

<https://www.intofilm.org/awards>

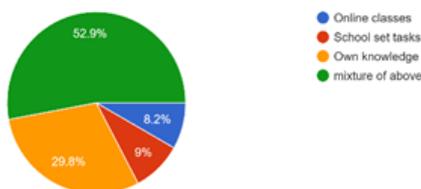
Hopefully, you will find something of interest to you. Good luck with your research!

Mr T Keenan, Lower School English Coordinator

PUPIL FITNESS MONITORING

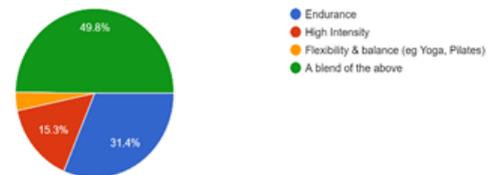
The WHSB Physical Education Department has always been proactive in ensuring that pupils are staying fit. Whilst at school, we can assess this easily. For example, we monitor cross country running, noting times, and incorporate a wide range of fitness tasks where, just by observing, the Department is able to check on how pupils' fitness levels are improving or declining. We spend a great deal of time encouraging pupils to use the correct method when exercising, for safety and maximum benefit. In a recent survey it was pleasing to note that nearly 30% of our pupils are using their own knowledge they have gained to sustain their exercise at this time. Over half are drawing on their own knowledge, and combining this with tasks set by the Physical Education Department and using online classes in order to stay fit.

Are you using online classes, school set tasks or using your own knowledge?
255 responses



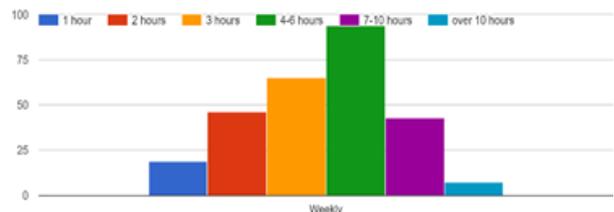
The variety of exercises being used is also encouraging, with a good blend of endurance and high intensity training. A small percentage have used Yoga and Pilates as their form of exercise, and this is positive as these are not used at School, so pupils would have had to use their own research to try these forms of exercises.

Is the exercise you do endurance, high intensity training, flexibility & balance or a mixture?
255 responses



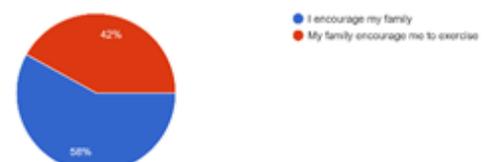
Of course, all of this is irrelevant if the pupils are only exercising for 30 minutes in a 7-day period. However, WHSB pupils are making sure that all the exercise they do is purposeful and meaningful. Over half the pupils who replied to the questionnaire are exercising over 4 hours a week, with nearly 20% exercising over 7 hours in a week. This is excellent news!

How much exercise do you manage to do each week?



The WHSB Physical Education department was also interested to see how much encouragement the pupils are giving to their family members with regards to exercise during these difficult times. We are very pleased to learn that nearly 60% of pupils encourage their family to exercise. Whilst 42% await encouragement from their family members, from the Department's perspective, that is still very positive. Whatever the source of the encouragement, that encouragement suggests a healthy household.

Are you encouraging your family to exercise or is it the other way round?
255 responses



We were not surprised that over 61% did not weigh themselves prior to the lockdown, however, this knowledge is beneficial for the Physical Education Department. Along with the responses from pupils regarding their diet and changes to their body shape we can incorporate this understanding into future class discussions and our work and support.

The Department thanks all of the pupils that responded to our questionnaire and look forward to expanding on our survey in the future.

Mr M Atkinson, Sports Coach

THREE PEOPLE IN HISTORY I WOULD HAVE LIKED TO MEET: NO. 2

By Dr T Francis

Following my article in *The Westcliff Week* on 25 May, the second person in history I would have liked to meet – no priority implied – will come as no surprise to some Westcliffians as I have given at least two full assemblies on the subject. Born in 1875, he was son of a Lutheran pastor who taught him to play the organ at an early age. He attended grammar school (Gymnasium) in Mülhausen/Mulhouse where he also received lessons in the cathedral. He went on to be a famous organ recitalist and scholar of J S Bach. In 1900 he became a pastor himself at St Nicholas, Strasbourg, but in 1905, the same year in which he published his famous book on Bach, *Le Musicien-Poète*, he suddenly enrolled for a course somewhat alien to his background: medicine. He graduated as a doctor in 1911, and to the astonishment of his parishioners left his church and set off for Africa. There he founded a hospital in Lambaréné (now in Gabon) at his own expense for the treatment of the native population, and remained there for most of the rest of his life. By the 1920s, he had four doctorates: in theology, medicine, music and philosophy; in short, he was a polymath. He received the Nobel Peace Prize in 1952. He died in 1965 at the age of 90. His name was Albert Schweitzer.

I first heard about Albert Schweitzer when I was at primary school in 1965. He had just died and the headmaster talked about him in several assemblies. His surname means 'Swiss', but Schweitzer was not Swiss. He was born in Kaysersberg, about seven miles from Colmar, in the territory of Alsace-Lorraine when it was part of Germany between 1871 and 1918. His

first language was Alsatian German, but both German and French were used at school. After 1918, Schweitzer officially became French. In fact Schweitzer must have had a very interesting upbringing: parents born French, himself born German and later becoming French, and his father's church in Günsbach was shared with the Roman Catholics. This made him later in life a strong proponent of Christian unity and a kind of 'bridge' between German and French nationhood. He published in both German and French and was equally at home in Berlin and Paris.



Schweitzer in Lambaréné

Schweitzer's contribution to scholastic theology, philosophy and musicology is incalculable, as was the benefit the hospital at Lambaréné brought the African people. In his most read theological work *The Quest for the Historical Jesus*, Schweitzer argues that Jesus's life and teachings must be seen against the backdrop of his own time. It is often a key text for degrees in theology. Schweitzer added profound dimensions to the study of J S Bach, seeing far more in his music than mere notes. The setting by Bach of Lutheran hymn tunes in his chorale preludes, performance matters with particular regard to phrasing and tempi, and his involvement with the restoration of old organs, were all subjects of Schweitzer's enquiry. Much of Bach's music had been forgotten by the beginning of the 20th century and it is also due to Albert Schweitzer that much was resurrected. His experience in Africa, and the treatment of the native population at the hand of the colonial settlers he saw, made him one of colonialism's strongest critics. But then respect for life characterised everything Schweitzer did.

Sometimes Schweitzer was away from Africa; he gave lectures and recitals in Europe to provide funds for the hospital. But there is lately, it seems, a trend of 'debunking' historical figures, and some have tried to do the same to Schweitzer, claiming that his hospital was primitive – no doubt it was in its early days – and things were frequently in disarray. Some accused him

of being 'patronising' to the African people, even 'racist', and that he continued to favour European staff rather than local people. These kinds of charges are easy to level but not easy to disprove. Schweitzer's legacy is undeniably positive, and the Gabonais mourned him when he passed away.



Schweitzer at the organ in Gunsbach in the 1950s

In 2017, I was privileged to meet in the Schweitzer museum in Kaysersberg an old gentleman, Siegfried Neukirch, who had worked with Schweitzer in his last seven years. During the evening a number of us spent at his home in Freiburg, Neukirch described actually how punctilious Schweitzer was about organisation at the hospital, before he retired in the evening, everything had to be just so. I asked the contentious question regarding Schweitzer's nationality, did he consider himself more French or German? When originally asked the question, Schweitzer himself is said to have replied 'I am just an old man who has lived most of his life in Africa'. Neukirch confirmed that it was not important to him, but after a pause, he smiled and said very quietly, 'eher Deutscher' (more of a German). My impression is that both Germany and France quietly regard him as their own. But the best way to answer this question – if one must – is to consider him essentially Alsatian. Alsace itself has a mixed personality: a German heritage but an attachment to France.

If I had met Dr Schweitzer what would I have said? Firstly, I would have asked for an organ lesson. I do not think he would have been impressed but I am sure I would have learned a great deal. But, more importantly, I think I would have asked him what it

was that motivated him to leave such a comfortable living in beautiful Strasbourg for the challenging environment of central Africa, how he found living and practising surgery in the rain forest, and simply how he had actually managed to do so much in his lifetime. Was there anything else he would have liked to do, but could not? I would have avoided the nationality question. Why put a man like him on the spot with such a potentially embarrassing question? After all, it is probably the least important thing about him.

Dr T Francis, Teacher of German

THE CAMBRIDGE CHEMISTRY CHALLENGE

We would like to remind our Year 12 Chemists that Mr Hill will be running the Cambridge Chemistry Challenge on Wednesday 10th June between 2.00-4.00pm. This will take place remotely.

This challenge aims to stretch and challenge students interested in chemistry, and will provide an excellent experience for anyone considering taking their studies further.

For further details please contact Mr Hill.

Mr D Hill, Head of Chemistry

MR MCGEE'S ALBUM OF THE WEEK

Here in the UK we are, in normal times, spoilt by the variety of musical entertainment we can enjoy. Here in Southend we have orchestras, choirs, symphonic wind bands, musical theatre groups and countless other amateur ensembles. We also have Brass Bands.



These are not endemic across the UK, rather they are centres in the north, Wales and the south east, with a smattering in other parts of the UK. The first two regions are easily explained (more on that in a

moment) but quite why they survive in our locale is something of a mystery.

The brass band evolved in the late 1800's from the local village and church ensembles that could be found in any conurbation. The unpredictable instrumentation of these groups became more formalised and regulated, eventually becoming the ensemble we have today. This evolution was triggered by one thing; industry. This explains why the brass banding heartlands are in the north and Wales, as these were where industry first blossomed and importantly, where the coal that powered it was mined. Many Brass Bands still bear in their names a reference to their foundation in this way, Grimethorpe Colliery, The Fairies Band (Fairies made aircraft) or indeed my band, The Essex Police Band.



Industrialists were interested in the social and moral well-being of their employees and sought to provide for them. Working men's clubs, libraries and brass bands were all a part of this. Indeed, such was the concern of some for the immortal souls of their charges, bands were named to promote strong moral behaviour. This can still be seen in the case of Tongwynlais, for example, The Tongwynlais Temperance Band: a group with which a man could socialise, away from the evils of strong drink.

The modern brass band has very set instrumentation that is quite different to anything else. 10 cornets (1 soprano, 4 solo, 1 repiano, 2 seconds and 2 thirds), 4 horns (flugel & solo, first and second tenor horn), 2 baritone horns, 2 euphonious, 3 trombones, 4 tubas and percussion. Some of these instruments may be unfamiliar to you and I would encourage the serious musicologist to do a little wider reading to correct this.

Across this range of instruments a staggering range of sonorities are possible, from orchestral brass to big band swing, modern angular lines to romantic ballads. These are expressed in a number of settings, concerts, fetes and so on, but what I wish to elaborate on today is the Contest.

A brass band contest is a league based competition in which bands of a similar standard compete by playing

either the same Test Piece or an own choice programme to an adjudicator who, and try not to laugh, sits in a tent in the middle of the hall to maintain impartiality. In truth, when the 14 year old Mr McGee first walked onto a contest stage in Treorchy he failed to stifle said laugh and was roundly reprimanded afterwards.

The leagues run from 4th division up to Championship, with a programme of 4/5 contests being run over the year for all bands. The pinnacle for bands is the National Championships, held in the Royal Albert Hall each October. I have had the privilege of completing three finals with a number of bands and was always blown away (sorry) by the standard of music making on display. Indeed, the very best bands, for example Cory, Brighthouse & Rastrick, perform all over the world.

So to the music. The aforementioned test pieces may be arrangements or originals. In my appearances at the Royal Albert Hall we played first an arrangement of Elgar's Enigma Variations and secondly English Heritage by George Lloyd. Darkly hued to open with aggressive little motifs, it soon flowers brightly with striking lyricism. The thematic material is transparent and accessible with contrasting elements skilfully interwoven into its fabric.

The technical centre-piece is provided by the truly fearsome cornet feature which sees light fingered ascending filigree work climax with a breathless top Eb fortissimo pause, before the rest of the band rescue the protagonist from their lung bursting effort.

Echoes of the composer's former symphonic works are heard, and whilst the music retains that mournful undercurrent there are emerging episodes of neat wit and brighter, almost peaceful happiness. The finale is huge and glorious and brings a fine work to a resounding close.

An entertainment or own choice contest might see a truly eclectic programme presented, and as such, I have taken the liberty of preparing a Spotify playlist of a recent concert I conducted to give you an accessible introduction to the style.

I have also included English Heritage for your listening pleasure.

<https://open.spotify.com/playlist/05Vifvbk9PPIYNZMRCKSu>

Mr A McGee, Director of Sixth Form

HOUSE EVENTS CURRENTLY OPEN TO PUPILS

Pupils are reminded that a number of House events are still open, providing opportunities to participate and contribute towards your House scores.

Why not consider becoming involved with one or more of the following activities?

- House Countdown Round 3 (see opposite) published on 8 June.
- House Zoo Virtual Fieldtrip (see *Microsoft Teams* and recent e-mails sent).
- House Ditloid Quiz (see Issue 9, page 14) published on the 25 May.
- House Computer Games (see *Microsoft Teams* and e-mails sent).
- PSHEE House Gardening (see Issue 4, pages 8-9) published on the 20 April.
- PSHEE House Butterfly Survey (see Issue 6, page 20) published on the 4 May.
- PSHEE House Housework (see Issue 7, page 16) published on the 11 May.
- Natural History Museum House Breadth Studies Virtual Fieldtrip Report (See Issue 7, pages 10-11) published on the 11 May.
- House Find the Connections Competition (see Issue 6, page 11, and Issue 7, page 15) published on the 4 May and 11 May respectively.
- House Centenary PSHEE Photographic competition (see the House *Microsoft Team* and e-mails for details).
- WHSB Centenary House Quiz (see the House *Microsoft Team* and e-mails for details).



Please get involved and support your House. There are plenty of House Points and Senior Commendations available. Remember, participation is the key to success!

HOUSE COUNTDOWN COMPETITION ROUND 3



If you have watched the television programme Countdown, played the board game or taken part in Countdown Club at School, then this article will interest you. Here are a set of problems that should get you thinking this week. If you e-mail me the answers/solutions, then House Points or Senior Commendations will be awarded to you.

LETTERS:

For the letters round, you need to make as many words as you can by using the letters below. The idea is to try and find the longest word you can.

EIDSUTOMR

IHFSELRUA

NUMBERS:

For the numbers round, you need to reach the target number, or as close as you can to it, using the numbers below. You may only use each number once in your calculation and must send me your full working.

Only use the four basic operations of: addition, subtraction, multiplication and division.

Fractions are not allowed, and only positive integers may be obtained as a result at any stage of the calculation.

50, 4, 2, 8, 5, 9 TARGET: 128

75, 25, 4, 6, 10, 6 TARGET: 741

TRICKY NUMBERS:

50, 100, 25, 8, 4, 1 TARGET: 255

CONUNDRUMS:

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

LEPSMITLU

AGNUGRPDI

If this has gained your interest, then please join the Countdown Club on *Microsoft Teams*. This is organised by a group of very numerate and literate Year 12 students.

The conundrums last week were:

returning and **anonymous**. Well done to everyone that entered. House Points and Senior Commendations have been awarded using the *e-praise* system.

Mr R Barber, House Coordinator

KEEP CALM AND CARRY ON COOKING WITH MR MCGEE

ONE PAN SWEET POTATO, CHICKEN AND CHORIZO

This dish is very simple and you can use almost any ingredients you like. The meats can be left out entirely, or others added in. Prawns or other sea food would work very well with the sweet potatoes too.

Ingredients (per person)

2 small sweet potatoes, peeled, chopped and par boiled (until soft)

Half a small onion, chopped

100g Chorizo, chopped

1/2 chicken thighs, chopped

1 egg

Optional extras

Peas

Sweetcorn

To serve as pictured

Chilli oil

Method

In a little oil fry the chorizo until it begins to brown. Add the chicken and onions. When the chicken is browned add the cooled sweet potatoes. Cook until the potato has started to crisp. At this point add any vegetables you want to add. When these have cooked make a space in the pan for each egg and crack them directly into the pan. Cook until the egg white becomes solid. If you like your eggs a little more

cooked through, place the pan under the grill for a few minutes.

Serve immediately.



THE EXPLOITATION OF ATHLETES

What if I were to tell you that professional athletes, especially footballers are not paid as much as they should be and that they are being exploited for their labour? To most people that would sound ludicrous. They earn a substantial amount more than the average person, with the average salary for a Premier League player reported as being £3 million in 2019.

It is rumoured that French footballer, Paul Pogba's agent received £41 million from Pogba's £89 million transfer deal between Juventus and Manchester United in 2016, although the agent has not had to endure the years of physical and mental commitment to get to that level. Although it is Pogba's hard work and footballing ability which has earned him this large price tag, and one might question the large sums involved, his agent will receive a substantial percentage the money due to the intermediary work he completed.

Football, having been proletarianized in around 1885, resulted in a large majority of professional footballers originating from a working class background and that has continued, meaning they do not have the means to negotiate



with clubs for themselves. Therefore, footballers have no choice but to be signed with an agent or agency due to close relationship between agents, managers and sporting directors of clubs. This speeds the process of concluding a deal as that relationship is established and trusted. However, this arrangement puts the agent in the position of being able to exploit the working class athletes, usually from a young age.

Promising young footballers are signed to agents in order to increase their chances of making a success of their career in sport, however as an agent's sole focus is on making money it is often the case that they place significant pressure on young athletes, potentially with detrimental effects on their careers.



Turning from football to athletes, and a different industry, college athletes in the USA are potentially being exploited for their athletic ability in order for the universities to reap the financial benefits that are to be gained by performing in top divisions.

A study investigated the experiences of African American college athletes, of which 90% said they would not have the means to be completing a degree without a sports scholarship. However, 90% also said they felt they did not reap the educational rewards of university and felt that the University was gaining greater rewards, financially and otherwise, through the talent of student athletes, i.e. they believed they were used for the financial benefit of the university.

Due to the hardships and working class backgrounds of the majority of these college athletes, they are susceptible to being sold a dream. They are being exploited by those with the means to promise to provide opportunities for the athletes, whilst focussing on boosting their own economic position. The result of the exploitation of the athletes' abilities during their time at university is that they can leave with a degree classification which does not reflect their academic ability, meaning they are less attractive to employers and there is less chance of being able to improve their economic position. College sports began as a student-

led activity until it was realised by the institutions that it had the potential become as it is today, i.e. a multibillion-dollar industry, compromising the academic experience for college athletes.

This exploitation in sport is possible because the athletes frequently having nothing more than their labour to offer, in this case their athletic ability. It is the case that certain athletes who reach the top places in their sport receive extremely high wages, however this is but a modest percentage of the money made through the sale of commodities related to them, the money made from winning games and trophies, and so on. However, there also are many athletes to whom a similar promise was made who do not reach those heights.

It has been suggested that the globalisation of sport has led to the players becoming commodities, theorising that players are potentially being bought on the sole basis of their capacity to draw in money through means such as shirt sales. This surplus value is then reaped by the clubs' hierarchies, which own the means to produce and increase their capital gain.

Mr S Greaves, Teacher of Physical Education

PUPILS' CONTRIBUTIONS TO THE WESTCLIFF WEEK



We encourage pupils to continue 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.



‘CHOOSE YOUR BATTLES’ A WEEKLY COMPETITION IN MILITARY HISTORY

Last week’s battle was, of course, **the Battle of the Bulge**. Well done to Thomas Dixon in 12C for the fastest response.

Background

The Germans’ last major offensive of World War II, characterised by the harsh, wintry conditions, was arguably the battle that confirmed the upcoming Allied victory. Churchill even named it “the greatest American Battle of the war”. Significant not only for its importance in quelling a large German offensive, it also acted as a turning point in terms of morale - both uplifting the Americans and crushing the Germans.



Also known as the Battle of the Ardennes for the region in Belgium where it took place, the offensive was a surprise to the American forces. General Eisenhower had 48 divisions spread across the 600 mile front, and Hitler’s decision to launch his counter offensive aimed to catch them by surprise; the Ardennes was an area of hilly, thick woodland, an unlikely region to launch a counteroffensive.

On the 16th of December 1944, the offensive began. The weather was particularly poor, with mist and rain largely covering the German movements, meaning the Allied Forces were slow to react. The Germans pushed forward, with the Fifth Panzer Army passing Bastogne and making a dent in the American line, hence the term “Bulge”. The Germans attacked with 38 divisions across 81 miles of Front. They made a significant dent in the American line but the reaction and tactics of the Allied Army held the German advance.

Allied troops were quickly brought south to prevent the Germans crossing the River Meuse and the Allied armies attempted to cut off this bulge at the edges, with the aim of surrounding the Germans at the forefront. This, alongside the German’s faltering supplies, meant the offensive by the Germans had to be abandoned; the retreat was fast and efficient, meaning the German casualties were a lot lower than they could have been. Despite the Allies having 75,000 casualties, the already retreating Germans lost 120,000 men and forfeited large amounts of materiel. With these losses, any sort of long term resistance against the Allies was not likely anymore

Bastogne was one of the pivotal towns during the Battle of the Bulge and was held by the famed 101st Airborne Division and General Patton. Troops had to hold the town until reinforcements arrived for support. One famous exchange recorded is between the German commander and General McAuliffe. The German commander suggested that General McAuliffe surrender the town, to which his response was “NUTS!”, a clear indication that the Americans would not be giving up. In the meantime, General Patton was leading his troops south to relieve Bastogne, all the while troops were defending crossroads, burning or moving fuel so German tanks could not use them, or asking American trivia to possible Nazi imposters; there is a reason Churchill heralded it as one of the greatest American battles.

Of course, the Battle of the Bulge was important for its role in paving the way for the Allied advance to Berlin, that much is clear. Equally however, the Allied boost to morale cannot be understated. The conditions at Ardennes were some of the worst in the whole war, with more than 15,000 “cold injuries” (i.e. pneumonia and frostbite). However, the ability of the Americans to react and fight back with the force that they did, boosted morale remarkably.

In the challenging times today, where a huge, dangerous ‘enemy’ has suddenly forced us all to retreat, there is perhaps credence in the idea that solidarity and persistence can get us through, and lead us onto better things, as we see in the Battle of the Bulge.

Please see page 22 for this week’s painting

This week's painting



In your clues this week, the anagram gives the name of one of the sides:

Anagram: faceted senior

Cryptic Clue: Catch crazy bugs try

The first person to answer correctly will be announced in next week's issue of *The Westcliff Week*.

Enter your answers here:

<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5VVwf3-HraBHij4mwYKimM1URUJMUzVaWDJaUjBLSFdaVURZT1pESEJCVy4u>

Choose your battles wisely...

Joshua Seal, A Level History student

A MORE CREATIVE WAY OF GENERATING PYTHAGOREAN TRIPLES

In a previous article, I looked at ways of generating Pythagorean triples where two of the square numbers were consecutive. Towards the end of that article I postulated a way of looking for Pythagorean triples when dealing with non-consecutive Pythagorean triples, but before I started to look in depth at that I decided to try something different.

When I came to work at WHSB I was fresh from my Teaching Degree and, before that, my Mathematics Degree. I thought I was pretty good at Mathematics, and in some respects this was true. My algebra had always been my strongest point, and I was somewhat competent at Statistics, but it took the old Head of Mathematics, Mrs Marsh, to show me just how much I needed to improve my understanding of Shape. I remember that, in our departmental meetings, she would often pose problems taken from old Chinese or Japanese books that required a good understanding of shapes and symmetry to solve. To my amusement, and her dismay, I often solved these by "brute force", that is adding a coordinate system to the diagram and proving whatever was required using Coordinate Geometry, but I accepted that I needed to improve my understanding of shape and so I started to try and solve more problems using shapes.

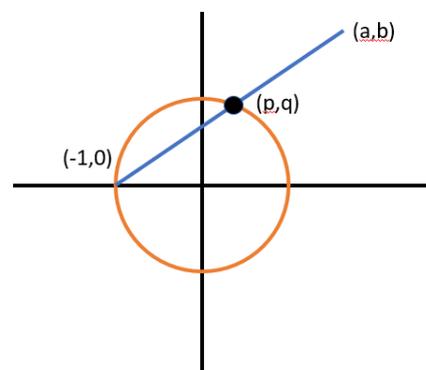
It took me a while to learn the power of combining shape and algebra, and I still confess to not being the best at it, but it is something I am working on regularly. The reason I highlight this story now is because I decided to take the idea of using shape to try and solve this problem. After a few false starts, I thought to look at a circle centred around the origin with equation $x^2 + y^2 = 1$. Every coordinate on this circle can be related to a Pythagorean triple, albeit scaled down and rational rather than integer. For example, $\left(\frac{3}{5}\right)^2 + \left(\frac{4}{5}\right)^2 = 1$ leads to the triple $3^2 + 4^2 = 5^2$ by simply multiplying through by 5^2 .

After a while of looking at how to generate points on a circle, I decided that this was as hit-and-miss as just trying to randomly pick Pythagorean triple; remember the whole point is to be able to generate triples with a formula, not just guess them. With this in mind, and after a few hours of painstakingly going round in circles (pun possibly intended) I found a neat trick. If I draw a line from $(-1,0)$ to any point (a,b) , where, for now, we take a and b to be positive integers, then the intersection of that line with the circle will always have rational solutions. That is, this line will always hit the circle at a rational point and hence will generate a rational Pythagorean triple. In this way, we can pick a and b to be whatever we like, and from that get a new (not necessarily unique) Pythagorean triple. I have taken the point at which the line crosses the circle to be (p,q) here.

Let us see this in action:

Let us choose $a=5$ and $b=4$, then we are looking for a line from $(-1,0)$ to $(5,4)$. This line has gradient $m = \frac{\text{change in } y}{\text{change in } x}$ which is $\frac{4}{6} = \frac{2}{3}$ here. Students from Year 9 and above should be able to work out the equation of a straight line using this method.

We go on to find the y -intercept (c) but plugging in a coordinate to the equation $y = \frac{2}{3}x + c$. Here, I have picked the point $(-1,0)$ which leads to $c = \frac{2}{3}$ and hence the line has equation $y = \frac{2}{3}x + \frac{2}{3}$.



The important part for the Pythagorean triples is to find out where this line intersects with the circle. Students in Year 11 or above should be able to solve this problem simultaneously and I will leave the working as an exercise for them to show. For the rest of you, I will simply say it intersects at the point $\left(\frac{5}{13}, \frac{12}{13}\right)$ which leads to the equation for the circle becoming $\left(\frac{5}{13}\right)^2 + \left(\frac{12}{13}\right)^2 = 1$. A quick rearrangement leads to the Pythagorean triple $5^2 + 12^2 = 13^2$, and hopefully this illustrates the power of this method. Hence, given varying values of a and b , we can find a whole world of Pythagorean triples. In the example I gave, they were once again two consecutive triples, but this does not need to be the case now, that just so happened for values of $a=5$ and $b=4$.

Going to a further algebraic approach, and this is more for the A level Further Mathematicians, we can generalise what we did in the 2 paragraphs above using a and b instead of 5 and 4. This leads us, after some tough work and imaginative factorisations (again as an exercise left to the reader), to the equations

$$p = \frac{(a+1)^2 - b^2}{(a+1)^2 + b^2}$$

$$q = \frac{2b(a+1)}{(a+1)^2 + b^2}$$

In the case of $a=5$ and $b=4$, which we used earlier, this comes out with $p = \frac{5}{13}$ and $q = \frac{12}{13}$. This in turn led us to the triple $(5,12,13)$. If we randomly pick, say, $a=7$ and $b=3$, we $p = \frac{55}{73}$ and $q = \frac{48}{73}$ which gives the triple $48^2 + 55^2 = 73^2$.

Now you can see that we have a process to generate Pythagorean triples using just two randomly selected integers. I cannot say, at the moment, whether this would generate all Pythagorean triples, but there is a good chance it will, given that we can pick from an infinite number of integers.

Mr M Dowding, Head of Mathematics

WHERE IN THE WORLD?



Congratulations to all those who correctly identified last week's location as **Villa Gregoriana, Tivoli, Italy**. House points have been awarded to those who submitted correct answers.

Please remember to let Mr Norman know if you are entering the RGS Young Geographer of the Year competition.

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

- The sandstone 'rock forests' of this place are of international geologic importance.
- There is also significant evidence of prehistoric cave art, including evidence that prehistoric people ate psychedelic mushrooms!

Please submit your answers via this Microsoft Form by **Thursday 11 June**:

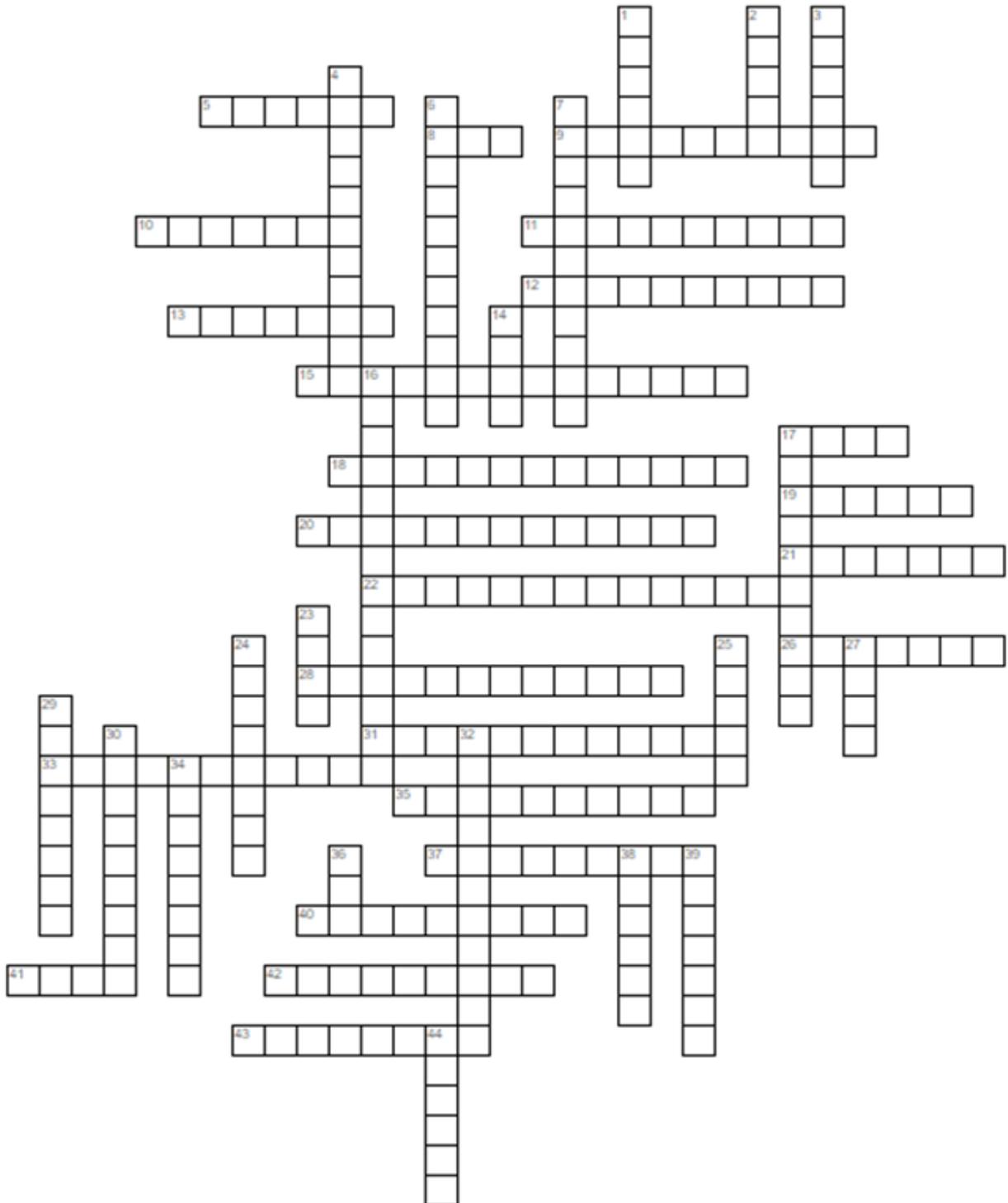
<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPANzzsFDiqmfUFjxEshUMkJYTEQyQIZFUKFVUkZSQjdJT0ozQk5UVy4u>



Mr L Norman, Teacher of Geography

MR JEFFREYS' HISTORY CROSSWORD 11: HISTORY OF THE UNEXPECTED

Answers next week!



Clues on page 26

Across

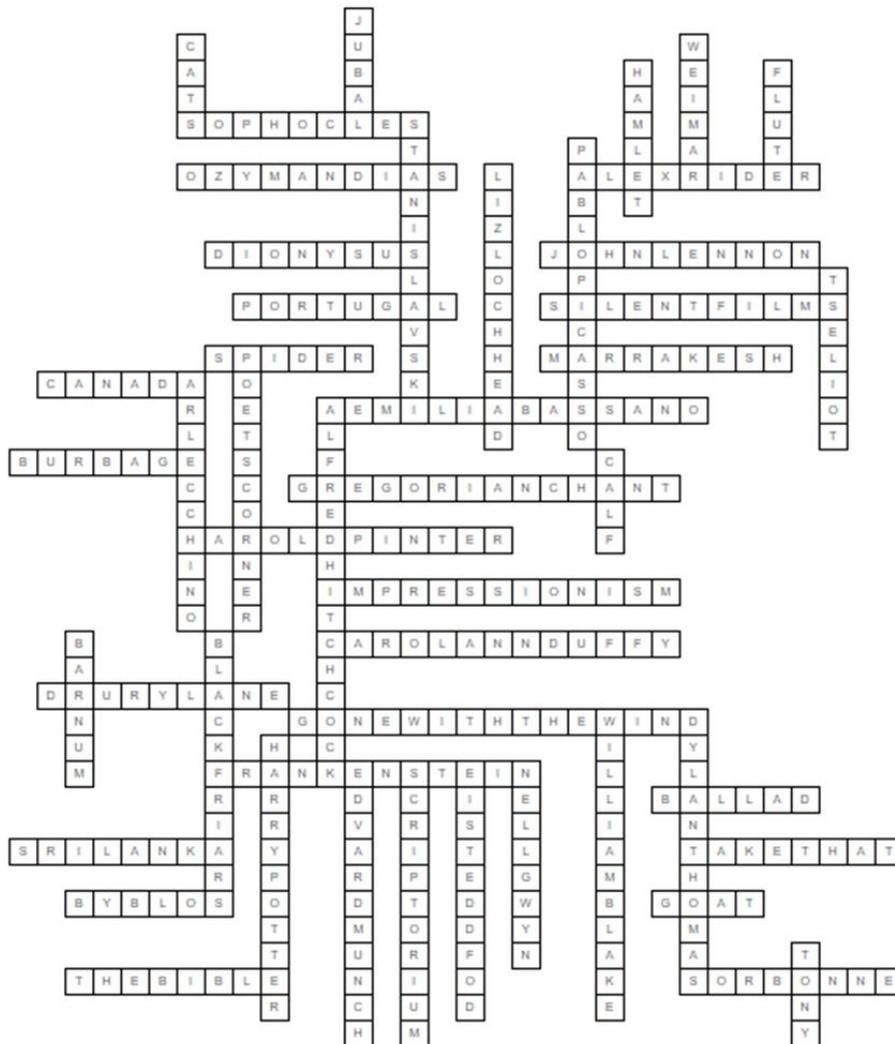
- 5 Leader nominated for Nobel Peace Prize in 1945 and 1948 (6)
- 8 What the D in D-Day stands for (3)
- 9 This torture device never actually existed although the band did (4,6)
- 10 French combat unit that attacked and captured the Dutch fleet at anchor in January 1795 (7)
- 11 Nickname of the second-in-command to pirate Benjamin Hornigold, who once attacked a merchant ship to steal their hats (10)
- 12 American rider who never actually shouted out 'the British are coming!' (4,6)
- 13 Condiment sold as cure for indigestion in 1830s Ohio (7)
- 15 The first woman elected to Congress, four years before women could actually vote (8,6)
- 17 Animals seen as agents of Satan in war declared by Pope Gregory IV (4)
- 18 World leader given keys to the city of Detroit in 1980 (6,7)
- 19 Species of Jackie, a corporal in the South African army who fought at Passchendaele (6)
- 20 Torture system from Spain where victims sat straddling a board while torturers tied increasingly heavy weights to their feet (7,6)
- 21 Country with oldest Parliament in the world, the Althing, founded in 930 at Thingvellir (7)
- 22 36th President of America who gave interviews while sitting on the toilet (6,1,7)
- 26 Ancient Greek belief in what red headed person became after death (7)
- 28 37th President of America who played piano, sax, clarinet and violin to a high level (7,5)
- 31 Country who had 81 soldiers returning unharmed after battle in 1866, even though they only sent out 80 - the 81st was a new Italian friend (12)
- 33 First person to discover America, 500 years before Columbus (4,7)
- 35 Greek philosopher who died of laughter after getting his donkey drunk and then watching it try to eat figs (10)
- 37 London Tube innovation of 1911 first used by one legged 'Bumper' Harris (9)
- 40 The type of hat that cowboys actually wore (6,3)
- 41 Instrument used by Shu general Zhuge Liang to scare away 150,000 enemy warriors (4)
- 42 Greek descendant of Ptolemy who just happened to live in Egypt (9)
- 43 Olympic category in which 151 medals were awarded between 1912 and 1948 (4,4)

Down

- 1 Secret ingredient added to alcohol by American Government in the Prohibition era (6)
- 2 Fizzy drink company that owned 17 submarines, a cruiser, a frigate and a destroyer in the 1990s (5)
- 3 Its theft led to a 14th century war between Modena and Bologna with the loss of 2,000 men (6)
- 4 Cartoon character first drawn by Ub Iwerks and not Walt Disney (6,5)
- 6 1938 Time Man of the Year and uncle of William, a US Navy soldier who fought against Hitler during the war (5,6)
- 7 Leader they tried to assassinate with exploding cigar and poisoned diving suit (5,6)
- 14 Rival of Julius Caesar who once made Caesar read aloud a letter handed to him in the Senate only to find that it was a love letter to Caesar from his own sister (4)
- 16 16th President of America who was also a licensed bartender and the national wrestling champion (7,7)
- 17 Would be assassin of Frans Ferdinand who blew up the wrong car then tried to drown himself in a river 4 inches deep (10)
- 23 Item thought blasphemous when first used for eating in 11th century Italy (4)
- 24 Sultanate who fought UK in their shortest ever war (lasting 38 minutes) in 1896 (8)
- 25 Liquid used as mouthwash in Ancient Rome (5)
- 27 First name of Miss Sawyer, 11 year old Boston girl who sold wool from her lamb in the 1860s (4)
- 29 Emperor who marched his troops across Gaul to invade Britain and then told them to collect seashells instead (8)
- 30 UK wealth symbol in the 1700s, carried around as status symbol and displayed at dinner parties (9)
- 32 4th century BC Greek arsonist who burnt down Temple of Artemis exclusively to become famous, for which his name is now a metonym (11)
- 34 The only casualty of Churchill's first bombing raid on Berlin, 26 August 1940 (8)
- 36 The number of actual deaths by suicide caused by the Wall Street Crash (3)
- 38 Section of German U-Boat U-1206 that was responsible for the submarine's destruction (6)
- 39 Animals that brutally attacked Napoleon Bonaparte during an 1807 hunting expedition (7)
- 44 Animal heralded by Mayans as vessels of the Gods in 300BC and worshipped (6)

ANSWERS TO HISTORY CROSSWORD 10 (week beginning 1 june 2020)

Aahil Shuheb was first in this week – well done Aahil! Closely followed by Elliot Grove and Rafi Gamma.



THE LEARNER PROFILE

OPEN TO OPPORTUNITY

Unsurprisingly, much time has been devoted by the media to discussing and examining the impact of coronavirus and COVID-19. We know all too well that this virus has brought about the deaths of hundreds of thousands of people worldwide, leaving in its wake devastated families and communities. It has changed how societies operate and is likely to do so for the foreseeable future. In the face of such tragedy, we have seen many examples of the triumph of the human spirit and of people learning to appreciate one another rather more. An obvious example of this is how societies in many countries have honoured their medical and other key workers.

Responding to COVID-19 has brought to the fore the importance of volunteering and public service. Of course, people volunteer and serve others for a variety of reasons, ranging from the desire to learn new skills, to personal satisfaction or to make a difference.

One of the more obvious reasons for volunteering and public service is that we find something about which we feel passionate and want to do something positive for other people. People who serve in their community usually have a personal attachment to the area and have a desire to make it a better place for themselves and for others. People who have themselves struggled with problems usually have a certain empathy for those in a similar situation and may wish to give assistance. Furthermore, many people understand that they are fortunate indeed to live the way they do and want to give something back to society, as a way of 'balancing the scales'.

But there are also many personal benefits from serving others. It can have a huge impact on character. Volunteers often note that their service to others has made them a better person. They become more concerned and aware of the problems people face. Young people who serve usually become more independent, more adventurous and courageous as a result of the confidence they gain. Importantly, assisting others can also bring compassion. It encourages people to consider what they can give to their community, rather than what they can take out of it.

People who give their service often become emotionally involved with their cause and this can bring new levels of determination to continue their good work. It can be an immensely satisfying feeling, returning home at the end of the day knowing that you have done something that has made a real difference.

I know that many in our School community help others, in a variety of ways, and in this you can take great pride. There are many opportunities for us to serve our communities, be it as a key worker or volunteering our time. That is true now, and it will also be true in the future. Let us hope that as we move forward we do not forget the importance of key workers and volunteering within our society.

As Ralph Waldo Emerson, the 19th Century American writer and philosopher noted "what lies behind us and what lies before us are tiny matters compared to what lies within us".

Headmaster



THE WEEK AHEAD

WEEK BEGINNING 8 JUNE 2020

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

Day	Date	Time	Activity
MON - SUN	8 – 14 June	N/A	WHSB Lockdown Gallery 2020 (Mr Sinnott)
		N/A	Music Theory Tuition – YouTube ‘itchy2learn’ (Issue 5)
		N/A	Centenary House Competitions (update on Page 18)
		N/A	Natural History Museum Virtual Tour (Issue 7)
		Various	Online quizzing opportunities (Issue 8)
		N/A	Applications for House Captain/Vice-Captain (page 2), Deadline 12 June 2020
MON - FRI	8 – 12 June	N/A	Culture Vultures online, various (Issue 10)
		N/A	RGS Young Geographer of the Year Competition – register interest (Issue 9)
		N/A	Wargaming Team: Bloodbowl League
		N/A	BBC Science & History Education offer (Issue 5)
		N/A	P.E. with Joe (featured in issue 1)
		N/A	Mr Jeffrey’s History Crossword competition (page 25)
		N/A	Choose Your Battles Competition (page 21)
		N/A	House Typing Challenge (Issue 9)
		N/A	House Countdown Competition (page 18)
		N/A	Mr Dowding’s Mathematical Problem of the Week (page 12)
	8.45am	Hallway Gym Class with Mr Moore (all invited), Details in Issues 6 & 7	
TUESDAY	9 June	1.00pm 4.00pm	Healthcare and Medical Society Westcliff Drama Online
WEDNESDAY	10 June	1.00pm	Weekly Watch with Miss Williams (page 13)
		1.00pm	MOxbridge English (Sixth Form)
		4.00pm	Bibliophiles Book Club (Middle School, Sixth Form and staff)
		2.00pm	The Cambridge Chemistry Challenge (page 16)
THURSDAY	11 June	7.30pm	Mr Derrick’s Film Club ‘Watch-along’ (page 12)
		N/A	Deadline for responses to this week’s <i>Where in the World?</i> (page 24)
		N/A	Reading Beyond the Classroom – deadline for this week’s book reviews (page 13)



Facebook:
/WHSforBoys



Twitter:
@WHSforBoys



LinkedIn:
Westcliff High School for
Boys