

The Westcliff Week

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WEEK BEGINNING 13 JULY 2020

Welcome to the sixteenth issue of *The Westcliff Week*.

We have just eight school days of the term remaining and there is a great deal to be done. As I indicated last week, the School is working on its plans for the new academic year and we are looking forward to welcoming all pupils and staff back to the School in September. I shall be writing to parents and staff later this week to provide some early details regarding those plans and to seek further information from parents and colleagues in order to support our planning. I am sure that everyone concerned appreciates that there is much to be thought about and organised in order to ensure a smooth start to the new academic year.

Turning back to the current year, today sees the culmination of this academic year's House Championship. In a superbly contested competition, Harrier House takes The Phoenix Cup with a splendid 10,024 points, and Osprey House come a very close second with 9,975 points - a mere 49 points behind! Indeed, Kestrel and Merlin Houses were not far off the pace in third and fourth places respectively. This has been a wonderfully exciting competition all the way to the finish line. I congratulate all the pupils in Harrier House; the new House Captain, Oliver Hale, and his Vice-Captains, Luke Swain and Alexander Giffin, will face tough competition to retain the House Championship in the coming academic year. Further details of the competition and the new House Captains and Vice-Captains are included in Mr Barber's article on page 2.

I would like to take this opportunity to thank the many pupils, staff and members of our wider community who have contributed to the special lockdown edition of *The Westcliff Diary*. This is something of a blockbuster edition running to over 100 pages. Those fantastic efforts have left us with a challenge, but one we are delighted to have! Discussions with the printer regarding the number of pages and finished size indicate that postage costs will be excessive and

therefore we shall distribute it directly to all pupils on the first day of the new term. We will, of course, post copies to our Upper Sixth leavers, as their final year at School was cut short and *The Westcliff Diary* will provide some special memories for them following a most challenging term. We did consider publishing an online version, however that would not do full justice to this superb edition. The stories from our pupils, staff and alumni reflecting on a variety of themes, particularly their experiences during the lockdown, are quite remarkable, and I have no doubt it will be fully appreciated by our School community in September.



*Harrier House wins The Phoenix Cup 2020
Headmaster and Mr R Barber (House Coordinator) present the Cup
to new Harrier House Captain, Oliver Hale, and Vice-Captains,
Alexander Giffin and Luke Swain*

Last week, I shared with the School details of the forthcoming WHSB video documentary. We completed our final day of filming last Monday and the team is busy editing this and other footage to produce the final video. The video will be live streamed at 2.00pm on Wednesday 22 July (the final day of term). We understand that many pupils have struggled with the absence of contact with their friends and teachers, and they are missing access to the School itself. We hope this video will go some way towards providing that sense of connection for pupils, for example through coming together to watch the video, and in seeing their teachers and friends again.

There will be a further opportunity to view it in the autumn term should families wish to share it more widely at that time.

The documentary lasts approximately 90 minutes and has fantastic footage of the School community in lockdown, interesting and entertaining interviews with pupils and staff, and an opportunity to learn more about their experiences of attending or working at WHSB during this time. It may also be the case that pupils spot themselves on film, as we have used a variety of footage, past and present, to assemble this documentary. I would like to take this opportunity to thank the video production team: Mr Jeffreys, Mrs Mumford, Mr Derrick, Mr Fraser (Technical Assistant), Mr Taylor and Mr Spencer (Filming).

This is the final edition of *The Westcliff Week*. I have reflected on the importance of this magazine in my article later in this edition. Therefore, let me just note here that it has been wonderful to read the very many contributions from pupils and staff. The whole School community is in their debt for the time and effort they have taken to entertain and inform us all whilst supporting us to maintain our strong sense of community during the lockdown.

I wish all pupils, staff and their families a happy, restful and safe summer break when it comes.

Headmaster

THE HOUSE SYSTEM: HOUSE AWARDS AND CUPS



Thank you to everyone who has made the House System such a success during this academic year, and the first half of the School's Centenary Year. The breadth of activities throughout the School year has been incredible. The lockdown has been both a challenge as well as an opportunity for us. Although many activities have been adapted, a large number of

the events since 23 March are brand new. As the well-known proverb suggests, "necessity is the mother of invention". I offer my sincere thanks to all the staff and students who have engaged so positively with the House programme; your contributions have made the year a great success.

I would like to take this opportunity to thank the outgoing Captains and Vice Captains, the Year Representatives and the House staff that have made this year so special. In particular, I would like to single out: Mr Yeo, Mr Rayment and Mr Lilley for their superb work towards the wide range of extra-curricular opportunities created using Microsoft Teams and promoted through *The Westcliff Week*.

As referenced in my last article about the House System (*The Westcliff Week*, Issue 15 6 July), we have now appointed new House Captains and Vice Captains for the academic Year 2020-2021. They are a very enthusiastic bunch of young ladies and gentlemen and you will find out more about them in the months to come. You are now able to log into the House Microsoft Team to view a **short video message** from all of us.

In this final issue of *The Westcliff Week*, before the summer break, we are pleased to introduce you to the new House Captains for each House, through these short biographies and messages to the School community.

Stanley Upton, House Captain Merlin



I am thrilled to be House Captain for Merlin for the upcoming academic year! My name is Stanley Upton and I am currently studying: Chemistry, Geology, Mathematics and German for my A Levels. I

particularly like Geology, which I hope to study at university next year. I am passionate about the variety of House Events at the school, having organised a selection of the past year's Countdown Competitions and helped Mr Rayment with House German for the Middle School. I encourage all pupils in Merlin House to get involved in one of the many online events Mr Barber has pioneered during our remote learning if you have not already done so. Participation is the simplest way of showing support for your House and it can be very rewarding. Outside of School, I am a member of a local hockey club. Recently, I have enjoyed reading *Great Apes*, by Will Self, which broadly reflects on the nature of human society in the twentieth century and the relationship between Science and Ethics.

To all pupils, whether in Merlin House or not, I recommend getting into something that excites you beyond the classroom. Whether it is going on a run, picking up a sketchbook or watching a foreign film; put yourselves out there. I would like to emphasise the importance of being active in your lives, as the work you put in now will continue to pay off for many years to come.

So, please get involved! Let us have another year of friendly competition, and hopefully in July 2021 we can tie the green ribbons to the Phoenix Cup again!

Matthew McCutcheon, House Captain Osprey



My name is Matt McCutcheon and I am the new Osprey House Captain. For A Level, I study History, Economics and Politics. Of these, I prefer Politics because it encompasses the best aspects of my other subjects and allows

debate of current events. After my A Level studies, I plan to go on to study Politics and International Relations at a Russell Group University, though I am unsure which career path to follow in the future.

Outside of my studies, I am interested in a wide range of sports, especially basketball and cricket which I play regularly. I also like to read and currently I am reading *Rise to Globalism*, by Stephen E. Ambrose, which is a fascinating account of American foreign policy over the last 100 years.

I am looking forward to starting my duties as House Captain and seeing Osprey House dominate in the House competitions, which I have witnessed multiple times as House Representative in the Lower School. I love the House System because it provides so many opportunities to compete with your friends and earn house points. I encourage everyone to get involved in as many events as possible, and hopefully Osprey can win the Phoenix Cup next year!

Jacob Shulton, House Captain Kestrel



It is a profound privilege to be the House Captain for Kestrel House in the closing term of the School's Centenary Year.

I am currently studying Biology, Chemistry, Psychology and Spanish at A Level, with the latter

being my favourite subject because the opportunities it provides allow me to interact with others, much like this role. Following my departure from Westcliff High

School for Boys, I intend to continue my education at university, where I will pursue a degree in Psychology.

During my time outside of school, I enjoy volleyball, playing music and taking photographs, amongst other activities. In addition to these interests, I have always been a big fan of reading and my favourite book is *The Psychopath Test*, by Jon Ronson.

I have always endeavoured to take part in the House system, having been a House Representative for two years, attended various events and even coordinated one myself. For me, the House System has always presented itself as a significant opportunity, especially for someone like myself who has always enjoyed forming connections with others. It is an opportunity for friendly competition, connecting with others and having a good time. As House Captain, I urge the pupils in my own House, and also those from the other Houses to get involved.

It has already been a pleasure for me to hold this position, and I am looking forward to the next academic year!

Oliver Hale, House Captain Harrier



My name is Olly Hale and I was recently selected to be the new Harrier House Captain for the upcoming 2020-2021 academic year. This is a position I feel privileged to hold and look forward to a year of great

success for both Harrier House and the House System as a collective. I am currently coming to the end of my first year of A Level, studying: Mathematics, Economics, Biology and Physical Education. The Upper Sixth is a challenge that I await with anticipation, whilst believing that my involvement in the House System will offer an effective balance to my timetabled studying. Personally, my favourite subject is Economics, with this being a facet of education that I will endeavour to study post WHSB, at University.

Throughout my six years at the School so far, I have been heavily involved in the House System. The House System is a lasting and prestigious aspect of the School community which has the undeniable ability to unite pupils of all different age groups and direct them towards a collective goal. Having acted as a House Representative for the past four years, I have first-hand experience of both encouraging participation within the wider School and in participating myself. In the course of my time at WHSB, my most memorable moments in relation to the House System involve those such as House Football and the various Sports

Days, along with a House Drama Competition from when I was in the lower years of the School. Even during this period of remote learning, with the help of one of next year's Vice Captains, Alex Giffin, we have striven to provide the younger years with online House events to help support them in these trying times.

Beyond my academic studies, my main hobbies and interests involve sports, such as football and tennis, in which I have competed for many years, for various external institutions as well as representing the School. I also spend a portion of my free time conducting further reading around my subjects of interest, with a recent favourite book of mine being *Poor Economics*, by Abhijit Banerjee and Esther Duflo. This is a critically acclaimed book I would heavily recommend to anyone studying Economics, or in fact anyone who wants to broaden their understanding of the challenges faced by the wider world.

To conclude, my peers within Harrier House and I are looking forward to a year of participation. However, in order to achieve this, the co-operation of the House as a whole is required, and therefore I encourage the pupils of Harrier House to participate and bring back the levels of triumph our House has the potential to achieve. As I look forward to next year, a fear of failure does not hold me back; instead, I view this as an opportunity to turn the tide of House results in recent years and make a mark within the School's history.

HOUSE CUPS

As usual, at this time each year, we have a number of House Cups to be awarded and I am pleased to announce the winners here.

- 🏆 The House Academic Cup: Osprey House
- 🏆 The House Quizzes Cup: Harrier House
- 🏆 The House Participation Cup: Harrier House.
- 🏆 The House Online Engagement Cup: Harrier House
- 🏆 The House Countdown Cup: Merlin House
- 🏆 The House Cooking Cup: Kestrel House
- 🏆 The House Camping Cup: Harrier House
- 🏆 The House Gardening Cup: Harrier House
- 🏆 The House Electronic Sports and Computer Games Cup (including all games offered): Osprey House

The final scores appear in the updated Score Board below. Merlin House is in fourth place with 9,771 points, Kestrel House in third place with 9,858 points and Osprey House in second place with 9,975 points. In first place, with 10,024 points is Harrier House.



New House Captain for Harrier, Oliver Hale, is presented with The Phoenix Cup, 13 July 2020

Therefore, we are delighted to announce that **The Phoenix Cup** for 2020 goes to **Harrier House**. This is mainly due to high levels of participation in the wide range of activities offered, and going beyond the work set in the classroom. Engagement during lockdown has made a significant difference to the rank order. Harrier House regularly comes second each year in the overall points score, but this is the first time in the last seven years that Harrier has won The Phoenix Cup, so many congratulations to all involved in this success.

Although most of our activities have come to a close now, a number remain open throughout the six-week holiday break for you to engage with if you wish. There is no obligation to do so if you are busy with other activities. You will still be awarded individual House Points for entering, but those points will not count towards the overall scores for the Houses now the competition is at an end.



Captain and Vice-Captains of Harrier House, 13 July 2020

You are welcome to join in with any of the activities below.

- PSHEE House Gardening: see Issue 4, pages 8-9 (published 20 April)
- PSHEE House Butterfly Survey: see Issue 6, page 20 (published 4 May)
- PSHEE House Housework: see Issue 7, page 16 (published 11 May).
- Natural History Museum House Breadth Studies Virtual Fieldtrip Report: see Issue 7, pages 10-11 (published 11 May)
- WHSB Centenary House Quiz: see the House *Microsoft Team* and e-mails for details
- House Environmental Centenary Challenge: See Issue 15 (published 6 July) - this has been extended

I wish you a wonderful Summer holiday and please do continue to stay safe.

Fide et Fortitudine!

Mr R Barber, House Coordinator

THE AMERICAN REVOLUTION

The American Revolution began in Massachusetts at Lexington and Concord on 19 April 1775. On 3 September 1783, eight years later, it officially ended. Although the war took eight years to end, the fighting was sporadic, without any major battle being fought after 1781. The 13 rebelling colonies in North America were ultimately victorious, winning their freedom and becoming what is now known as the United States.

The American Revolution was the campaign by American Colonies to gain independence from Britain. It all began in the 1760s when the relationship between Britain and its colonies was strained. However, the roots of this conflict went back even

further. In the early 17th century, Britain started to colonise America. This in turn brought disputes between France and Spain, as all these countries were claiming territory in the Americas. This was certainly a key driver of the later seven-year war in the 1750s involving all the main European powers. Though the British army eventually succeeded in defeating the French, this victory came at a huge cost, which included many lives. To help claw back these debts the British government imposed heavy taxes on the colonists in America.



First, in 1764 Britain introduced the Sugar Act, where the Americans were forced to import sugar exclusively from Britain and were forced to pay duties on them. This failed miserably, so in 1765 Britain introduced the Stamp Act, where every document or letter circulated would be stamped at a charge of at least 1p. The American colonists rebelled against this extra taxation and started a campaign that linked any future setting of taxes with political suffrage in the British parliament. Protests started breaking out and Americans began ignoring various taxes placed upon them. These protests culminated in December 1773 with a band of patriots who disguised themselves as Native Americans and went aboard a merchant ship on Boston Harbour. They then proceeded to drop approximately £10,000 worth of tea into the sea in front of hundreds of spectators. 6000 troops arrived to take direct control, meaning that Boston was now under the direct control of the UK. The other 13 colonies feared that the same would happen to them, so they united. 56 delegates from 12 colonies gathered and met in Philadelphia at the First Continental Congress. From there they agreed that soldiers must be put around the various colonies to prevent any future British entry.

Britain had lost due to the alliance of America, France and Spain who were keen to defeat the British. The strategy that the Americans deployed was clever,

sending the French fleet to outflank the British. Ultimately, the British had to surrender.

The Revolution certainly opened new markets and new trade relationships, both for the British and the colonists. However, for the British Empire, which was the most powerful and advanced economy at that time, it managed to take the loss in its stride. The British Empire went on to colonise a new country, Canada.

Kirushan Selvarajah, Historian from 8W

INTEREST-FREE BANKING: GENIUS – YES OR NO?

The concept of interest-free banking was first employed by Islamic Saudi banks as a way of overcoming the condemned use of *riba* – roughly translated as the pursuit of illegal or exploitative gains made in business, akin to usury. It is believed to be a more ethical approach to moneylending, but how economically effective has it been and why has much of the Middle East decided to outlaw the use of interest?



In the Islamic doctrine, interest is believed to go directly against the qualities of sympathy and unity, and that it would undermine the good deed of lending money to someone who is needy of it. Additionally, Islam states that monetary gains made through means other than labour or the exchange of goods and services is classed as unethical – even if there is no involvement of interest – and the concept of ‘using money to create more money’ will only widen the economic gap between the rich and poor, thereby opposing the pursuit of equality that the religion encourages. Consequently, the Islamic community within the Middle East has disparaged the act of receiving or giving interest, although many argue that

the economic practices of the nation do not align with its religious teachings.

The condemning of interest begs the question, how can banks profit from moneylending? Profitability of moneylending is important as it provides banks with an incentive to offer the service to clients. Therefore, when it comes to lending money to businesses, Islamic banks use equity participation systems, which means if a bank lends money to a business, the business will pay back the loan without interest, and will instead give the bank a share in its profits. For individuals who are seeking personal loans, they would not be charged with interest either. However, since banks would not directly profit from this service and faced greater financial risk, it was decided that savers should instead be partially burdened with the risks involved in the investments that banks traditionally make with their consumers’ savings. This way, rather than gaining profits from personal loans, banks would receive reduced investment-related losses (which would be taken out of savers’ accounts). To ensure this does not deter individuals from keeping their savings in Islamic banks, savers will also have the opportunity to earn money as well, should the investment be a profitable one.

This method of interest-free banking is one of many that are used by Saudi banks and has proven to be a relatively effective alternative to conventional banking, although there are some notable flaws to this approach. To begin with, there generally tends to be less profitability in this business model, especially if losses are entirely burdened on the bank if a borrower defaults on their payment. Additionally, international growth is limited for Islamic banks due to the relatively low global demand for the type of service it provides. High amounts of regulation of books and accounts can also be quite costly. On the other hand, the lack of interest may promote consumer welfare and satisfaction and it is undoubtedly a benefit for low-income families. But many still question whether an interest-free system works in the best interests of a capitalist economic structure – which is abundant in the west – and whether it is the responsibility of banks to ensure the affordability of borrowing for everyone.

In conclusion, interest-free banking has its pros and cons, which vary for individuals of different economic status. While it may promote the welfare and quality of life for low-income families, it compromises on profitability for banks themselves as well as wealthy individuals who rely on interest payments as an essential form of income. But the decision to employ this financial method essentially comes down to how

banks value social welfare and economic equality against profitability and growth.

Omer Amin 12F

For more go to <http://www.thewestcliffeconomist.wordpress.com>

References:

<https://theconversation.com/explainer-how-does-islamic-finance-work-19670>

<https://www.investopedia.com/terms/r/riba.asp>

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All websites accessed on 05/07/20

THE MEDIC PORTAL WEBINARS



On Friday 3 July 2020 and Monday 6 July 2020, the Medic Portal, in conjunction with the Royal Society of Medicine, hosted two webinars to aid aspiring medics in their forthcoming UCAT and BMAT

examinations. The UCAT (University Clinical Aptitude Test) and BMAT (BioMedical Admissions Test) are both highly competitive and difficult aptitude tests, one of which must be taken before gaining entry to any UK medical school.

The UCAT session was presented to us by Megan Roberts, a third year medical student at King's College London. The webinar began at 9.00am with a brief introduction to the UCAT, where we learned that the UCAT is an online test which has 5 sections, four of which are scored out of 900, and Situational Judgment being ranked 1-4, with 1 being the best. We also went through the 26 universities that require the UCAT, the score we would need to stand a chance of being called in for interviews and how to make our revision most effective. However, finding out that we had to answer a total of 233 questions in two hours had us somewhat fretful, but we were put at ease by the end of the webinar. The rest of the day was comprised of going through the five sections that make up the UCAT; Verbal Reasoning, Decision Making, Abstract Reasoning, Quantitative Reasoning and Situational Judgment. For each section, we looked at what skills they require and techniques to help us get to the answer more quickly before moving on to tackling questions in timed conditions, whilst looking at tricks in questions, which initially caught nearly all of us out.

We were able to answer the questions on an anonymous poll and received feedback after each question from our tutor, which we could then write in the booklet we received, further improving our revision material.

The BMAT session was run by Daniel Huddart, a soon to be Foundation Year 1 doctor at St Thomas' Hospital, London, having recently graduated from Imperial College London where he was the Chairman of the University's Medical Education Society. The BMAT session followed a similar structure to that of the UCAT one, starting with an introduction to the BMAT where we were told that the BMAT is thankfully less time constricted than the UCAT. Like the UCAT, it is two hours long but consists of three papers and is taken using pen and paper. Paper 1 tests your problem solving and critical thinking skills and paper 2 tests your GCSE Science and Mathematics knowledge. These two papers are given a scaled score based on your raw mark, ranging from 1 to 9 where 5.0 is considered a successful score and 7.0 is exceptional. Paper 3 is an essay task where you are given a numerical score for content (1 to 5) and an alphabetical score for spelling and grammar (A to E). Daniel went through a similar process of teaching us how to best tackle these questions and how to spot tricks that would otherwise inevitably catch us out.

All those who took part found these webinars incredibly useful despite the inconvenience of it being online instead of in school. Having tutors who had taken the tests themselves, and who were successful enough to then gain entry to medical school, was very helpful. We consider ourselves very fortunate to have this level of support from the School and would like to thank Miss Lo and Mr Stevens for organising the days to give us this opportunity, and also for arranging the Medic Portal to come in to School to deliver an interview preparation seminar in September 2020, which we are looking forward to.

Arnihan Sarveswaran, 12I

FILIPPO BRUNELLESCHI: BRILLIANT ENGINEER OR LUCKY CHANCER?

Mr Norman's picture of the Cattedrale di Santa Maria del Fiore, or Duomo, in Florence in a previous issue of *The Westcliff Week* put me in mind of the man who had created the dome that gives the building its more

usual name. The city had drawn up plans in 1296 for a large cathedral with a cupola, or dome, to be “the envy of the world”, but without the faintest idea how they would actually build it. Thus, their completed cathedral was consecrated with a vast octagonal hole in the roof, but in 1418 it was decided to do something about it, so a competition was held, with a prize of 200 Florins. Amongst the famous Italian architects who flocked to Florence with their proposals was a master goldsmith from the city with no architectural experience, who proposed a radical double-skinned dome, along with some innovative construction methods and lifting devices. Filippo Brunelleschi was an unlikely candidate, but as well as his goldsmith’s apprenticeship, he had also studied optics, clocks, gears and motion, and built what may have been the first alarm clock in history. He had also just spent several years studying and measuring the ancient monuments in Rome. What is the relevance of the mechanisms? Many projects are shaped not by the function they are to perform, but by how they are to be constructed: Brunelleschi’s proposal was by far the most feasible in this respect, and avoided using (expensive, even then) scaffolding. His lifting devices were able to raise at different speeds, manipulate and lower large items using a yoke of oxen moving always in the same direction. Although Brunelleschi himself left no record of their design, the greatest engineers of the time were attracted to them and their testimony survives, and a certain Leonardo da Vinci came and sketched them so we have some idea what they looked like. They were not equaled until the Industrial Revolution.

So to the design itself: any arched or domed structure can only support its span by pushing outwards on its supports; this is fine for a bridge, built into the river banks, but the dome is resting on walls 54 metres above the ground, and these walls must also react the sideways load. Gothic architecture relies on flying buttresses and pinnacles to do this, but the Florentine fathers wanted to mark out their difference from the gothic cathedrals of the North, particularly Milan, and use no such thing. Brunelleschi proposed that the dome would react these sideways loads on itself, using hoops of iron and timber in tension around its base.

The taller, outer dome and lower inner one produced a structure much lighter than other competing designs. The eight tapering arches built up from the octagonal walls were built in interlocking brick with diagonal courses to tie it together; he would often demonstrate to his workmen how to construct a part by modelling in clay or wax, or carving up a turnip. The dome itself was finished in 16 years, and ten years

after that, in 1446, construction of the stone lantern was completed, with the copper and gold orb finally crowning it in 1471. Sadly, though Brunelleschi was feted as a hero, he died in April 1446 and is buried in the crypt of his Duomo, a rare honour at the time, normally reserved for saints and kings, not humble craftsmen. His dome, though, remains as both a monument to his ingenuity and a symbol of the Renaissance that it heralded. And my attachment to it? The image below is a facsimile of Brunelleschi’s original scale drawing that hangs above where I work in my study at home, and reminds me that Engineering function can be staggeringly beautiful, and that innovation comes sometimes from an unlikely quarter.



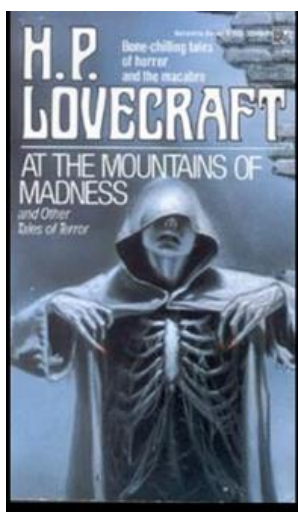
Mr S Hudson, Teacher of Physics

BOOK REVIEW

AT THE MOUNTAINS OF MADNESS BY H.P. LOVECRAFT

While not hugely successful in his lifetime, H.P Lovecraft is today known for his mastery of Gothic horror. Initially, I knew little about Lovecraft or his works and was unsure of where to begin, but I settled on one of his short novels, *At The Mountains of Madness*, published in 1936.

The premise of this novella is a disastrous paleontological mission to Antarctica in 1930 in which two scientists are exposed to a terrifying truth about the origins of life on earth. The geologist, Dyer, serves as the narrator and protagonist of the story, accompanied by the student, Danforth. Initially, the exposition and rising action of the story is seemingly in the style of science fiction, describing how technology that was then cutting-edge is used to uncover biological mysteries. However, when one group of explorers discover perfectly preserved specimens of organisms that are unusually advanced for their era, the mission quickly falls apart. Following a tragic incident at the scientists' camp, Dyer discovers an ancient alien city buried in the ice and encounters the remnants of the God-like Old Ones.



The main theme in *At the Mountains of Madness* is the insignificance of mankind compared to the vastness of the cosmos. Indeed, Lovecraft wrote "all my tales are based on the fundamental premise that common human laws and interests and emotions have no validity or significance in the vast cosmos-at-large". In the novella, the characters

appear to have little control over their circumstances and are insignificant in the face of the civilization of the Old Ones. A significant part of the horror is implied and is not directly conveyed by the narrator as it cannot be described. The fear of the unknown is instilled directly into the reader by the use of ambiguity and refusal by the narrator to describe certain images.

I thoroughly enjoyed this example of Lovecraftian horror, despite the fact that I dislike conventional horror; in the novella, horror is not produced in short tense moments, but it builds up throughout the course of the story. Lovecraft also incorporates science fiction into the novel along with aspects of horror. At first, the revolutionary technology in the exposition is enough to excite the minds of technophiles before it is contrasted with the still more impressive and mysterious technologies of the cities of old. In addition, despite the comparatively short length of the novel, H.P. Lovecraft was able to build a rich lore for the origins of the Old Ones, devoting an entire chapter to their history. However, Lovecraft's use of long,

descriptive sentences may appear archaic or difficult to read, but this may be used to reflect the deteriorating mental state of the characters.

I would recommend this book to those who already know Lovecraft's works and also those who enjoy science fiction, although it may be difficult to read for those new to his style of writing. If you are in the latter category, I may also recommend the shorter *Call of Cthulhu* (1928).

Luke Pugsley, 10N

THE ART DEPARTMENT'S LOCKDOWN GALLERY 2020

<https://sinnottt.wixsite.com/whsb-student-gallery>

Thanks to Oliver Hibben 7E for his lovely Photo contributions to the Lockdown Photo Gallery. If you have any Photos taken during this time and would like to share them, please send them on to Mr Sinnott at sinnottt@whsb.essex.sch.uk before **14 July 2020**.



Oliver Hibben, 7E

Thankfully, in a sense, it is all coming to an end; if we are all sensible, life as we knew it will slowly return to near normality as we are being carefully freed into a world of face masks, sanitisers and social distancing.

The WHSB Lockdown Gallery Team would like to thank you all for your virtual visits and virtual feedback. To the students who completed so much beautiful work during this ugly time, thank you. It is truly a tribute to the spirit, ingenuity and dedication of the student body that they have adapted and continued to thrive.

The Lockdown Gallery will remain in the aesthetic ether forever, but will not be able to accept any more work for sharing after 14 July 2020. This week, the 'lockdown' team caught up with Mr Sinnott at a safe distance in his da Vinci bunker; his John Lennon face mask with the words 'Power to the People' seemed appropriate and inspiring! As some of you may know he is setting sail on another journey this summer, after the School term ends. His youthful looks behind the

mask defy his 35 years as a teacher. We asked him for a short reflection on the seven and three quarters years of life at WHSB; those who know him know this was a big ask; as his students and the staff might suggest, he is known to go on and on, and on!

Mr Sinnott said, "WHSB has been the most rewarding experience as an Art teacher in my whole life; from the ashes the Department rose like a phoenix, we soared and danced with the stars and we made Art fit for the Gods. I was blessed to work with Mr Smith, Ms Price and Mr Beshoori, and with students who embraced the artistic journey I had envisioned. The breath of work we created, the scale and depth and resonance was, and is, something special to behold. I leave with a heart full of memories, of magic moments created with brush and pencil, of a journey well done and knowing the journey will continue in the future. Never forget these immortal words: what have you learned and what have you gained? If art is for seeing then the seeing is the beauty of Art".

"I finish with a thank you to the School and all those I have had the pleasure to work with and, to Mr Skelly, thank you for the chance to work at WHSB and I hope I passed the audition".



Painting by Mr Sinnott, WHSB Lockdown Gallery 2020

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

MUSIC BOX: A WORK A WEEK

When people think of British composer, Gustav Holst, they usually think of his famous *The Planets* suite, and for good reason. His talent at evoking a particular emotion has meant that his techniques used in that work have seeped into popular culture, with many film composers drawing from the aggressive martial style of 'Mars – God of War' and the excitement and warmth of 'Jupiter – Bringer of Joy' (sung as a hymn with the lyrics "I vow to thee my country"). Less famous, but no less enjoyable, are Holst's works for concert band.

His Second Suite in F is a wonderful microcosm of everything that makes Holst such a compelling and important composer. His choice of ensemble, the concert band, meant ejecting the string section, instead expanding the woodwind to include saxophones and adding more brass and percussion instruments. This ensemble gave Holst brighter, stronger timbres to play with, of which he takes full advantage in this suite.

The Second Suite in F sees Holst joining his friends Ralph Vaughan-Williams and Percy Grainger in a popular trend among British composers of the early twentieth century: With the technique of sound recording becoming available to the public, these composers travelled the British countryside recording folk songs that were already beginning to fade away from the public consciousness. Their aim was to bring these vital examples of national cultural heritage to life for the rest of the country.



Holst incorporates seven different folk melodies in this suite. The first movement, 'March,' features three: The exciting opening morris dance tune "Glorishears" followed by the understated warmth of "Swansea Town." The middle of the movement features a change in time signature to a sort of martial jig for "Claudy Banks." This one movement grabs your attention with its diversity in timbre and style,

preparing you for the more focussed movements to come.

The second movement, 'Song Without Words,' features a beautiful slow melody, in contrast to the urgency of the preceding music. It features solo timbres performing the folk song "I'll Love My Love" in the wistful Dorian mode, commonly used by folk musicians instead of a traditional scale. The third movement is an abrupt change in pace: 'Song of the Blacksmith' features constantly shifting time signatures making it hard to tap your foot to but, like Holst's famous 'Mars', this piece still has a propulsive rhythm. The music certainly gives the impression of a sweating blacksmith hard at work at his forge, with the composer's inclusion of the anvil timbre adding extra authenticity.

The final movement is a thrilling end to this short suite. 'Fantasia on the Dargason' starts with a single saxophone playing the folk dance "Dargason" which is repeated and carried throughout the various instruments of the band, building up to a frenetic height until it dies away, being replaced by the famous "Greensleeves" melody, which Holst gives to the euphonium, making full use of its nostalgic and emotional timbre.

This suite is a fitting final work for our Music Box, ending our exploration of classical music with a joyful dance and a shake of the leg. We have encountered tragic artists, steamy lovers, and violent rites over the past few months, but now I am pleased to join you in welcoming the Summer break with the sounds of Morris dancers, bells jangling, and children in bright clothes weaving their way around a May-pole.



Listen out for: The final movement's climax manages to wring a surprising amount of emotion by playing the dance tune of "Dargason" and reflective strains of "Greensleeves" simultaneously. Can you do the same thing with your compositions?



Mr T Derrick, Director of Music

THIS WEEK IN HISTORY

THE END OF THE ROMANOVS



The Romanovs had ruled Russia for three centuries and had survived invasions, assassination, riot, scandal and defeat. But on 17 July 1918, the Romanov dynasty was utterly extinguished, in a gruesome mass murder.

In 1914, Tsar Nicholas II led Russia into the First World War, which was a disaster: the human losses and strains placed on Russian society and the economy bred discontent and ultimately revolution. In 1917, Nicholas was forced to abdicate and later that year, the Bolsheviks, led by Vladimir Lenin, seized power and held the imperial family captive.

It triggered a terrible civil war. By the summer of 1918, anti-Bolshevik forces were advancing on Yekaterinburg, where the Romanovs were being held and their gaolers were ordered to kill them to prevent their rescue. The family were woken late at night and told to dress. They were ushered down to the cellar of the house and lined up in two rows, supposedly for a photograph. As they awaited the camera flash, a group of armed men burst in and fired wildly towards the terrified family. Drunkenness or incompetence meant that some of the victims had to be repeatedly stabbed to finish the job.

In 1991, in a forest nearby to Yekaterinburg, the remains of Tsar Nicholas, his wife and three out of his five children were exhumed, and two years later, their identity was proven by DNA. The Russian authorities were coy about their fates, fuelling a raft of conspiracy theories; one persistent myth is that Anastasia escaped and survived. Several women came forward claiming to be a lost princess, but none were proven to be anything other than imposters.

The deaths of the Russian royal family members were just a handful of the tens of millions who were starved, murdered and brutalised in the years that followed the Russian Revolution of 1917.

Mr S Neagus, Teacher of History

THE 'LATE BLOOMER'



Arriving as a Year 7 pupil to WHSB can be a daunting experience; a bigger school, more people and new friends.

When it comes to sport and fitness the experience becomes even more challenging. The simple cross country run, firmly believed by the Physical Education Department to be something that underpins general fitness, is often met with dread! I presume this is because once a pupil has it in his mind that he struggles to run, then he will never be able to succeed. The absence of a belief that the pupil can improve may then remain with him throughout his seven years at the School.

With this in mind, I have decided to look at this problem from another angle: Are great sportsmen and women born to be successful and do they have to be singled out from a very early age to give them the best chance of reaching the top? Obviously, the majority of the elite sporting legends around today have a natural gift from an early age, but there are some very notable "late bloomers".

Football

Ian Wright

After failing trials at Brighton and Southend United football clubs, Ian Wright decided he would not give up. Finally, having been spotted playing Sunday league football, he joined Crystal Palace FC at the age of 21. His achievements? One premiership title, two FA Cups, One League Cup, 239 goals and 33 caps for England.

Didier Drogba

Drogba did not start playing football regularly until he reached the age of 15, signing a professional contract at 21. He went on to win two Golden Boots, four Premiership titles, four FA cups, one Champions league title and 105 caps for the Ivory Coast.

Basketball

Tim Duncan

The winner of five NBA Championship rings, and widely renowned as being one of the greatest power

forwards to have taken to the boards, Tim Duncan actually wanted to be a swimmer. Hurricane Hugo destroyed that dream, as his pool in the Virgin Islands was ruined, and he started to play Basketball in High School. Growing by a further nine inches obviously helped, but his desire to succeed was key and led to him being drafted by the San Antonio Spurs.

Anthony Davis

In his 2nd year at high school, Davis could hardly get any game time in Basketball. Yet he grew, worked hard and gave his commitment to the game, and he was later named in the USA Olympic squad for 2012, without playing for one minute in the NBA. Davis is one of the game's brightest talents.

Hakeem Olajuwon

Olajuwon did not touch a basketball until he was 15 years old, but once he was involved he soon discovered his talent. His record of success includes the NBA Hall of fame, two championship rings and two championship MVPs. Olajuwon was also voted in the top 50 NBA players of all time and he still ranks in the top 13 of all time for steals, rebounds, blocks and scoring.

Boxing

Rocky Marciano

Heavyweight legend, Rocky Marciano, finished his career with what remains the best record in heavyweight history; 49 fights, 49 Wins, 43 Ko's and 0 defeats. It is incredible that Marciano had his first professional fight at 25 years old. Only 10 fighters have retired with a record of no losses, but all the others had their first fight at a much younger age than Marciano.

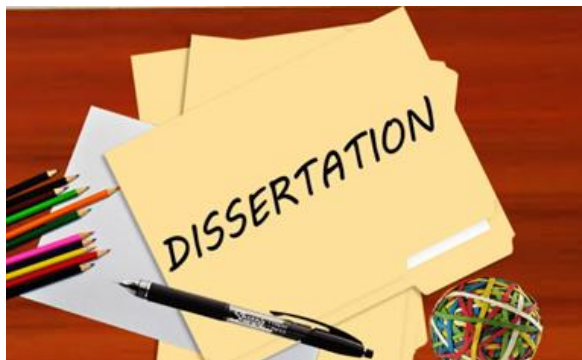
I could go on to highlight more "late bloomers" to their chosen sport; many sportsmen and women who have reached the pinnacle of their chosen sport through focus, determination and effort.



Every pupil at WHSB can excel with these three factors, and can improve on their Cross Country run times in September. It matters not whether you are in Year 7, 8, 9, 10 or 11; with these factors, personal goals can be reached. You too can be a "late bloomer".

Mr M Atkinson, Sports Coach

THE EXTENDED PROJECT QUALIFICATION (EPQ)

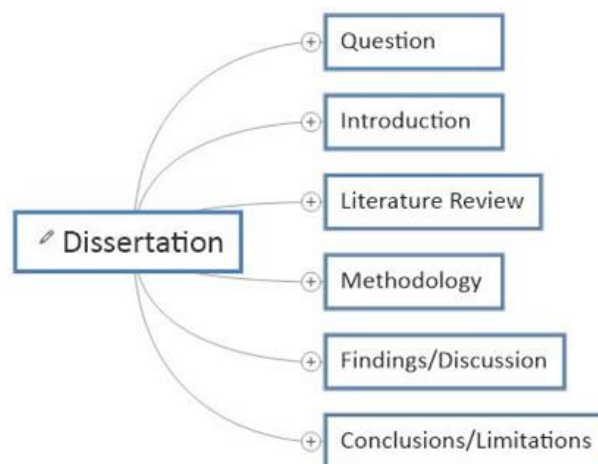


This year, many of our most able and conscientious students have completed an Extended Project Qualification, known as an EPQ. This involves students working closely with a staff supervisor to write a dissertation on a topic of their own choice. Students design their own question and complete their own research. When the project is complete a viva takes place, during which the student presents his or her project and a question and answer session follows.

Below are examples of fascinating titles from the student dissertations during our Centenary Year.

- Can the human body handle long term space travel?
- Is the prevalence of knife crime the result of a broken society or ineffective criminal justice system?
- Does capacity give unjust protection for those who should be held accountable for their actions?
- Should the UK codify its constitution?
- Could it be possible to create a super-soldier serum?
- To what extent has globalisation been beneficial for sub-Saharan Africa?
- Is the representation of war in literature appropriate?
- How can active and passive techniques lead to efficient and affordable housing?

Upper Sixth students completed a university style dissertation including: an abstract, introduction, literature review, discussion, conclusion, evaluation and extensions. They also produced other documents such as a Project Proposal Form and a Project Activity Log. The projects are graded A*, A, B etc. and are worth half the UCAS points of a full A Level. Therefore, an A* grade gains 28 UCAS points, an A grade 24 points and a B grade 20 points. These students will receive their grades this summer.



The EPQ allows students to embark on largely self-directed projects. By taking responsibility for the choice and design of an individual project, many universities consider that students become:

- ✓ Become more critical, reflective and independent learners;
- ✓ Develop and apply decision-making and problem-solving skills;
- ✓ Increase their planning, research, analysis, synthesis, evaluation and presentation skills;
- ✓ Demonstrate creativity and initiative.



The EPQ is aimed at highly academic individuals who wish to study competitive degrees at top Russell Group universities such as: Oxford, Cambridge, UCL, LSE, Imperial, Bristol and Southampton, for example.

I would like to take this opportunity to thank the following staff for all their hard work in giving subject-specific advice and assistance to our learners. Your support has been invaluable: Dr Machacek, Miss Bailey, Mr Baggs, Mr Cunneen, Mr Hudson, Mr James, Mr Jeffreys, Mr Marriott, Mr Neagus, Mr Steel, Mr Stevens, Mr Wright, Ms McGowan, Ms Porter and Mrs Bennet.

This qualification has already been launched for Lower Sixth students. Therefore, if you are in the current Lower Sixth and are interested in this qualification,

please read and respond to the e-mails that I have sent out instructing you what to do next. There is also a Microsoft Team for you to join. If you have any questions, then please do not hesitate to contact me.

Mr R Barber, Head of Breadth Studies

GREAT LEADERS WITH HEAD BOY, BEN JOHANSON

MAHATMA GANDHI

Gandhi – the universally-known liberator of India from colonial rule – for myself, is the perfect role model for our contemporary society. With the context of civil upheaval, I wish to illuminate Gandhi and his tireless efforts to provide a powerful exemplar for the Westcliff community.



Mohandas Gandhi was born in 1869 to a Hindu family. His arranged marriage at age 13 would last for 61 years, until his wife's death in 1944. Gandhi's family was not wealthy, and Gandhi dropped out from college, but his potential led a Brahmin priest to propose he study law in London. His family were less fervent, but were ultimately persuaded to support him, as Gandhi vowed to abstain from meat, alcohol and sexual activity. Many of those around Gandhi sought to dissuade him from his journey, as they suspected he would compromise his religion and

culture. He ignored them, and enrolled at University College, London, intending to become a barrister.

After completing his studies in 1891, Gandhi returned to India, but was unable to encounter success. Consequently, the subsequent year, he travelled to South Africa. From the outset, he experienced racial prejudice and violence, inducing him to fight for the civil rights of Indians, through which he raised significant awareness about their plight in the country.

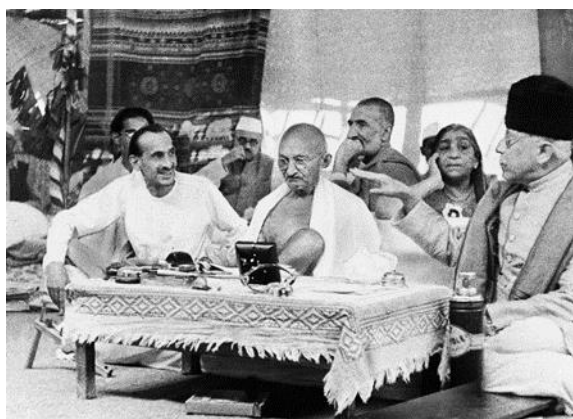
Gandhi participated in the Second Boer War as a stretcher-bearer and, for his distinguished service, he received the Queen's South Africa Medal. The British war against the Zulu rebellion caused Gandhi to form a stretcher-bearer corps, which supported both British and Zulu troops. He had hoped to improve relations between the two ethnicities, and simultaneously improve the attitude towards Indians. The lack of progress in this area strengthened his resolve and opposition. Gandhi promptly became averse to Apartheid, and it was in South Africa where he attained his moniker Mahatma (venerable).

In 1915, Gandhi was invited to return to India, wherein he joined the Indian National Congress. Surprisingly, Gandhi accepted the offer of the Viceroy of India to encourage Indian enlistment into the British army for the First World War. However, this was in the hope that Indian support would lead to swaraj (self-governance) in the near future. Instead, the British gave mere minor reforms, which Gandhi disputed, thus, beginning his satyagraha (non-violent) civil disobedience. Gandhi encouraged the participation of large numbers of Indians, and consistently advocated peaceful action. This was also the beginning of his fasting as a protest method. Furthermore, Gandhi encouraged the boycotting of British goods.

In 1922, he was arrested and tried for sedition; sentenced six years in prison, of which he served two. During his lifetime, he would be imprisoned numerous times. He continued acting within the Congress, claiming independence by 1930. Concurrently, he began a new satyagraha against British salt taxes, culminating in his renowned Salt March, travelling 241 miles in resistance. This led to negotiations in 1931 between Gandhi and the British government.

Gandhi continued his struggle for Indian civil rights and independence, formulating his Quit India campaign in 1942, urging the British to bestow independence. This was successful, but resulted in the partition of British India in 1947 along religious lines: into Hindu India and Muslim Pakistan – something Gandhi opposed. This caused considerable religious

conflict, which Gandhi attempted to resolve through fasting and protest.



In 1948, Gandhi was assassinated by a Hindu nationalist, and his death was used as a pretence by the ruling Congress party to quell resistance to their policies, despite Gandhi's sentiments being directly contrary to this. Despite this, Gandhi positively impacted the Indian subcontinent, significantly assisting the independence movement and resolving civil rights abuses. Additionally, he inspired other peaceful movements across the globe. I believe his principles of non-violence and peaceful protest for sexual and racial equality, and religious tolerance are important values to strive for.

I wish to leave you with two quotes from Gandhi: "An eye for eye only ends up making the whole world blind" and "Hate the sin, love the sinner". I believe we should adopt these attitudes in any fight against intolerance.

Thank you to all those who have read my contributions in *The Westcliff Week*; I hope you have enjoyed them and wish you all the best in the future as you become great leaders in your communities and chosen professions.

Ben Johanson, Head Boy and A Level History student

HOME FIELD ADVANTAGE

The return of professional sport has brought with it some unusual but necessary changes, the main one being the absence of spectators. Those of you who have tuned in to see the return of professional football will have witnessed the empty stands and the use of fake crowd noises through your TV speakers. We may feel that this ruins our experience as a spectator, however we should stop to consider how this impacts on the performance of the athletes and officials themselves.

One of the major consequences of having no spectators at a game, event or sporting occasion means that it significantly reduces the home field advantage that spectators help to create. Numerous studies have found that a team playing at home are victorious between 50%-60% of the time. Home field advantage refers to more than just the fans - it includes knowledge of the pitch size, weather and numerous other factors - however home fans are arguably the biggest influencer over a result.

Some may question how much of an impact home fans have over the result of a fixture, so let us take a look at the Premier League as a small case study; only 10 of the 25 games played since the restarting of games have been won by home sides, compared with 15 of the 25 games played before fixtures were postponed. Although this may not seem significant, those 5 games could be the difference between a team surviving a relegation battle, or a team qualifying for European Football; these are small margins which can have huge financial repercussions for clubs.



Another example of how a home crowd can inspire victory is found when reviewing Ben Stokes' heroic cricket match, winning 135 not out during the 2019 Ashes series. England captain Joe Root is quoted as saying "We felt like we had 12 men" when asked about England's infamous fans, the Barmy Army. Without this support, the rapturous applause and noise every time England got one step closer, would the National Team have stayed motivated when times became tough and the odds were stacked against them? This, we will only begin to find out when International Test cricket resumes in the near future.

It is also the case that spectators can have an impact on the result of a sporting event as a result of their ability to influence a decision of a referee or other officials. Those of you who have spectated live sport in any field will no doubt have witnessed the negative and hostile environment spectators can create towards sporting officials, especially when their team is losing or they feel decisions have not gone in their

team's favour. This increases the pressure on the officials significantly and numerous studies have found, namely in high level football and basketball, that important decisions are more likely to go in favour of the home team. Although these findings may seem shocking, it is easy to understand how a completely impartial official finds that others are making unconscious, bias decisions when their every move is being constantly scrutinised and thousands of fans are creating pressure, and are sometimes verbally abusive towards the officials.

Therefore, during this period where spectators are not permitted to attend sporting events, we may see a difference in some of the decisions made by officials due to the absence of pressure. We may also witness an increase in the number of away teams achieving draws and victories due to the presence of a more even playing field, in terms of the atmosphere at games. Although it is an unfamiliar experience for both spectators and athletes, it may provide an interesting insight into the effect spectators can have over the performances of professional athletes.

Mr S Greaves, Teacher of Physical Education

MR DERRICK'S FILM CLUB

For our final movie of the year, the Film Club was given the option to vote for three very different films. British sci-fi flick *Attack the Block* and subversive horror *Cabin in the Woods* had their advocates, but it was Christopher Nolan's period thriller *The Prestige* (2006) that won the vote.

Nolan's visual style has earned him considerable clout in Hollywood, giving him free reign to tackle any subject matter with a budget of his choosing. It certainly helps that his films manage to pull off that rare balancing act of appealing to both the critics and the public, with films like *The Dark Knight*, *Inception* and *Dunkirk* raking in high box office receipts and review ratings. *The Prestige* is an oddity in his oeuvre, often overlooked by fans drawn to the glossy spectacle of his bigger films, but this movie is arguably his best.

Featuring tighter screenplays than his other films, and a puzzlebox hook that keeps you guessing until the very end, the movie features Christian Bale and Hugh Jackman as feuding magicians, repeatedly demonstrating just what they are willing to sacrifice for their art. The magic of this film is not just in its story: The script itself is structured like a magic trick, as explained by Michael Caine's character at the very

start. Featuring standout performances from Scarlett Johansson and Rebecca Hall, and one of David Bowie's final acting roles as the enigmatic Nikolai Tesla, this one is not to be missed.



The film is streaming on Amazon Prime. 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

FAREWELL... FOR NOW!

The Weekly Watch Society has run since the start of the period of lockdown and I have been so impressed with the interest and commitment shown by the pupils involved. Each week we have watched a documentary on History's 'lesser-studied' topics and then we have embarked on discussions online. Our goal has always been to enrich understanding and attempt to answer some of the big questions associated with these diverse time periods. As the summer holidays draw ever closer and this historic period of pandemic living seems to be drawing to a close, so does our society...for now!

It is my intention to continue the group into the next academic year, although we will need something to watch during the six-week break. Cue, the 'Art of Persia' documentary series which can be found on BBC iPlayer. This suggestion tracks the founding of a Persian Empire through to the invasion by Genghis Khan. What is the true history of the Middle East? Why was it ripe for the taking by the Mongols? And

what affect has this had on the countries which had previously been engulfed by this large power?

Watch the three-part documentary series during the holidays and join the discussion in September to find out!

New members to the group are welcome. Please watch the three-part series and contact Miss Williams at the start of the new term if you would like to join in the discussions.



Miss R Williams, Teacher of History

GARDEN VOICES

As lockdown is eased, and our lives start to return to some form of normality, the quiet solitude of our garden will unfortunately be drowned out by the rattle and hum of the modern world. If there was one bird of interest in our gardens before lockdown, it was often spotted at breakfast, just before rushing out of the door to work or School. Perhaps this is why, when non-birding colleagues ask me about a bird they have just seen in their garden, it is usually either the visually resplendent Jay or the Green Woodpecker that they describe to me.



Both have the honour of having one of the ugliest calls in the parks and gardens of Britain, but their looks generally get observers reaching for their RSPB field guides, or more likely in recent times, an app on their

phone. The Jay and the Green Woodpecker have both made parks and gardens their home in recent decades, though they were generally seen as typical woodland birds in previous decades. People of a certain age (in their forties and fifties) will have a special affinity with the Green Woodpecker, as he is the model for Dr Yaffle, the mechanised bird in Bagpuss. Due to the bird's call, the Green Woodpecker is still known, especially in rural parts, as the Yaffle Bird. Listen to the clip and you will understand why.



The Jay's call is hardly melodious either, but as discussed in an earlier edition of Garden Voices, when birds lack a pretty song, they usually have an attractive appearance. In addition, if you have a supply of acorns near to your house, you may well see the Jay storing these 'fruit' in your garden. If you have an ant-infested lawn, you could well see the Green Woodpecker probing for these insects, their favourite food.

As always, keep your ears pricked and your eyes peeled!

<https://www.youtube.com/watch?v=9KhOzWGpvvc>

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

Dr J Theobald, Teacher of History

MR MCGEE'S ALBUM OF THE WEEK

TALK TALK, SPIRIT OF EDEN

This week I am honouring Mr Sinnott, as we say a fond farewell to him at the end of the term. When asked about his favourite album, I was confidently secure in my smug pronouncement that this had to be a Beatles

record. So confident was I, that I claimed that if I lost my bet I would make the tea for the duration of the lockdown period. Thanks for that Tim!

Talk Talk is a band that 'rode the waves' of pure 1980s popular music before wandering off this commercial path to become an experimental outfit. It must have taken a great deal of nerve to abandon the successful Stock, Aitkin and Waterman formula to make a record less concerned with record sales and more with artistic integrity. Remember, this was the decade of more more more, money money money, and when you compare the band's biggest hit before this record, 'It's my Life,' to anything on this release, it is easy to imagine the shock on so many perm-framed faces. The timbre, amplitude, frequency, and duration of every note on *Spirit of Eden* tell a great, sad story of popular music, a war of art and commerce that birthed a new genre in its wake. Its breadth and scope are intimidatingly large: Silence is as important as tone, stasis is as important as movement. Inky chord progressions resolve into mystery, and lyrics leave only afterimages. The emptiness of its first two minutes allows you to adjust to the dim light of an album recorded in almost complete darkness. Then it just glows.



Never once do these six songs reveal the thought or labour that went into them, never once is there too much or too little. One moment (a muted trumpet, for instance) is always placed exactly where it should be alongside another (feedback from a blues harmonica), thousands of hours of tape painstakingly laced together as part of the vision and spiritual largesse of its composers, singer-songwriter Mark Hollis and co-writer/producer Tim Friese-Greene. It is a deep blue book of sound, humid with melancholy. Rarely is rock

music this simple made with such toil and unbearable emotion that there is no better way to classify *Spirit of Eden* than by the elemental virtue of its sound; the very first thing of all music.

Despite the careful construction that went into every song, they have a feel to them; a swing, like a jazz combo locked into each other's impulses. It is what makes *Spirit of Eden* a ground-breaking hybrid of style. How could something so carefully planned feel so free, so cathartic; how could all this labour create this effortless space for the mind and soul to wander? It is the music of commercial liberation, the seeing of creative ideas to their unadulterated conclusion. The thrill of this music is that same thrill of listening to some of the great works of jazz, classical, and pop: the soul of Miles Davis' *In a Silent Way*, the obtuse landscapes of Morton Feldman, the production and patience of Brian Eno. Today, this coming together of spirit and sound still feels like a radical and mysterious feat of popular music.

HOUSE COUNTDOWN BONUS ROUND



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.

EPMAPRKUF

IHUCTEAOR

NUMBERS:

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

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

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

25, 6, 1, 7, 7, 9 TARGET: 334

50, 100, 7, 9, 9, 6 TARGET: 445

TRICKY NUMBERS:

25, 2, 9, 75, 4, 1 TARGET: 956

CONUNDRUMS:

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

NERIFITAU

NEMNLAITG

If this has gained your interest, then please join the Countdown Club on *Microsoft Teams* which will take a break over the summer, but will resume in September. This is organised by a group of very numerate and literate Year 12 students.

The conundrums last week were:

whirlwind and disperses. Well done to everyone who entered. House Points and Senior Commendations will still be awarded this week using the *ePraise* system. These points will go towards your personal record, but will not count towards the Phoenix Cup for 2020, as this has been awarded today.

Mr R Barber, House Coordinator

KEEP CALM AND CARRY ON COOKING WITH MR MCGEE

THE CLASSIC ROAST DINNER

Many people can put off cooking a traditional roast dinner due to the number of cooking steps that seemingly need to take place at once. In this week's

issue, Mr McGee breaks down these steps to help you manage the perfect roast dinner for your family.

Ingredients

A joint of meat / whole bird / vegetarian substituent

Potatoes

Vegetables of your choice

For Cauliflower Cheese

1 cauliflower

200g mature cheddar

200ml milk

For Yorkshire Puddings

140g plain flour

4 eggs

200ml milk

Salt, Pepper, Oil & herbs of your choice

The night before

Prepare your vegetables and potatoes. All of these can be left in cold water overnight and will remain perfectly fresh.

You can also prepare your meat and leave it in the fridge. Season it well and dress with herbs if you wish. For chicken use sage, rosemary, garlic and thyme; for lamb use garlic, mint and rosemary; for pork use sage and thyme; for beef use bay and thyme.

Season well with salt and pepper and a little oil.

First Steps

Set your oven to 200°C.

Make the batter for the Yorkshire puddings and leave it to rest. Simply whisk together all the ingredients and set aside. If the batter is too thick, add more milk, or if it is too thin, add flour.

Put the meat in the oven. If you want to make roast potatoes, heat an ovenproof dish of oil until the oven comes to temperature.

If you are also having mashed potatoes these will come later.

For the cauliflower cheese gently heat the milk and stir in the cheese. Cook gently to make a simple cheese sauce. When ready allow to cool.

Second Steps

Salt the vegetables and bring to the boil. When cooked to your liking, remove from the heat and place under cold running water for five minutes. This is called 'arresting'. It will stop the cooking process and keep the vegetables fresh. Keep the water they were cooked in for later.

For roast potatoes, boil the potatoes cut to size, for five minutes before draining and adding them to the hot oil from earlier. Be sure to shake off all the water before doing this.

You will now need to wait for the meat to cook. When it is ready remove from the oven and cover with foil. Drain off the jus to make your gravy.

Third Steps

If having mashed potatoes boil them now until soft. Drain, mash and keep covered

Pour your cheese sauce over the cauliflower and place in the oven.

Put oil in your Yorkshire pudding pan and place in the oven to heat up.

Pour the meat jus into a pan and add a heaped teaspoon of flour. Stir over a low heat to make a roux. Whisk in the vegetable water and allow to reduce over a low heat.

When the Yorkshire pudding oil is at temperature pour in the batter. The hotter the better at this point. As soon as they start to crisp remove from the oven.

Boil the kettle and when you are ready to serve, pour the boiling water over your cooled vegetables to warm them through.

Plating up

Keep calm at this point. Use heated plates to buy you more time and if any element has become too cool, simply place in the oven for a few minutes. Make sure the gravy is hot in the pan before you pour over the meal as this will also help.

Have fun with this one and take your time. It has been a pleasure bringing you these guides during lockdown. I hope you have developed some new skills and gained a new found appreciation from whoever usually does the cooking at home!



CHOOSE YOUR BATTLES: A WEEKLY COMPETITION IN MILITARY HISTORY



I know the question has been plaguing your minds all week. Who is going to win in the final week of Choose Your Battles? Well, for the first time, only one of our respondents got the correct answer; and it was not Rafi or Arhaan! The winner last week was Oskar Wolanski, 7E, who guessed correctly with the Battle of Bosworth Field. A good one to end on.

The Battle of Bosworth Field has something of a mythical portrayal. This comes from the fact we do not actually know many details about the battle, and of course, the depiction of the battle as a clash between good and evil. And to a certain extent, I would agree - but I am on Richard's side!

Richard III, a member of the York family, took the throne in 1483 from his nephew, who mysteriously disappeared in the Tower of London soon after, probably murdered while the Duke of Buckingham controlled London. After Richard's wife also died (although very likely nothing to do with Richard) rumours that he had killed all of them circulated. Support for Richard was already weakening. The arrival in 1485 of Welsh cattle thief, Henry Tudor, a descendant of the House of Lancaster, did not help matters. Henry landed in Wales from France and marched inland, picking up troops as he went, hoping to pick up enough to face Richard's larger army. Richard gathered his army, and on 22 August 1485 intercepted Henry 12 miles west of Leicester. Lord Thomas Stanley and his brother, Sir William Stanley, also arrived with their forces, but held back from engaging. Richard's side, estimated at about 7500-12,000, outnumbered Henry's forces, about 5000-8000. Richard had divided his army into three forces whilst Henry had placed his entire army in the charge of the Earl of Oxford. The stage was set.

Not much is known about the actual course of the battle. The general consensus is that the battle's momentum swayed both ways but, eventually, it was Richard who was struggling. He allegedly signalled for his forces to join him but remained unassisted. Knowing that he was now fighting a losing battle, Richard led a small force to try and kill Henry and end the battle. Accounts indicate Richard killed several worthy opponents - standard bearers and jousting champions among them - and even got close to Henry. It was at this moment that the Stanleys became involved. Trust a pair of brothers to cause all the trouble! They chose to support Henry and their force killed Richard, essentially ending the battle.



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The account of the battle became a piece of Tudor propaganda, culminating in Shakespeare's depiction of Richard III as the evil King. Although Richard clearly seems to have used sly and malign tactics, perhaps his black legend is not wholly deserved. Something has to be said for the bravery that meant he was the last English king to die in battle, or his helplessness as his own forces betrayed him. Perhaps the black legend should be disputed? Either way, the battle established the Tudor dynasty that would last for 100 years and ended the War of the Roses.

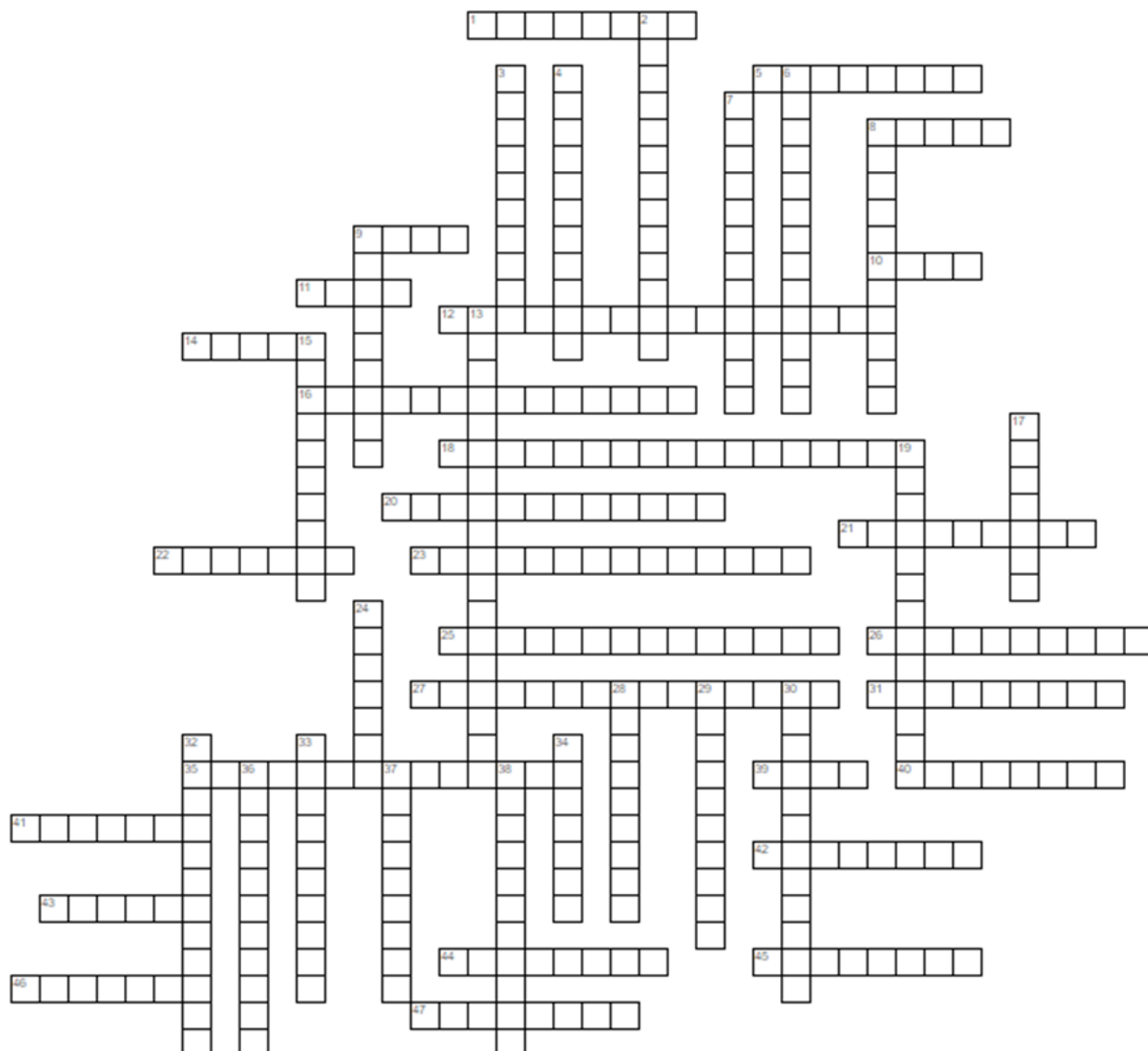
We have finally made it to the end. After eight battles, hopefully we know slightly more about the art of warfare - or at least enough to help you on your next quiz night. For me, I have had a chance to look at an area of history in which I had less knowledge and I am grateful for the engagement from readers. As with so many events in history, I have seen that people's values do have an impact on history; sometimes Generals but sometimes whole regiments. In difficult times like these, perhaps a message of staying true to your values is more important than ever, and I would urge you to keep that in mind over the summer. With that, all I have left to say is: enjoy your summer and choose your battles wisely...



Joshua Seal, A Level History student

MR JEFFREYS' HISTORY CROSSWORD 16: THE GRAND FINALE

Answers on page 27



Across

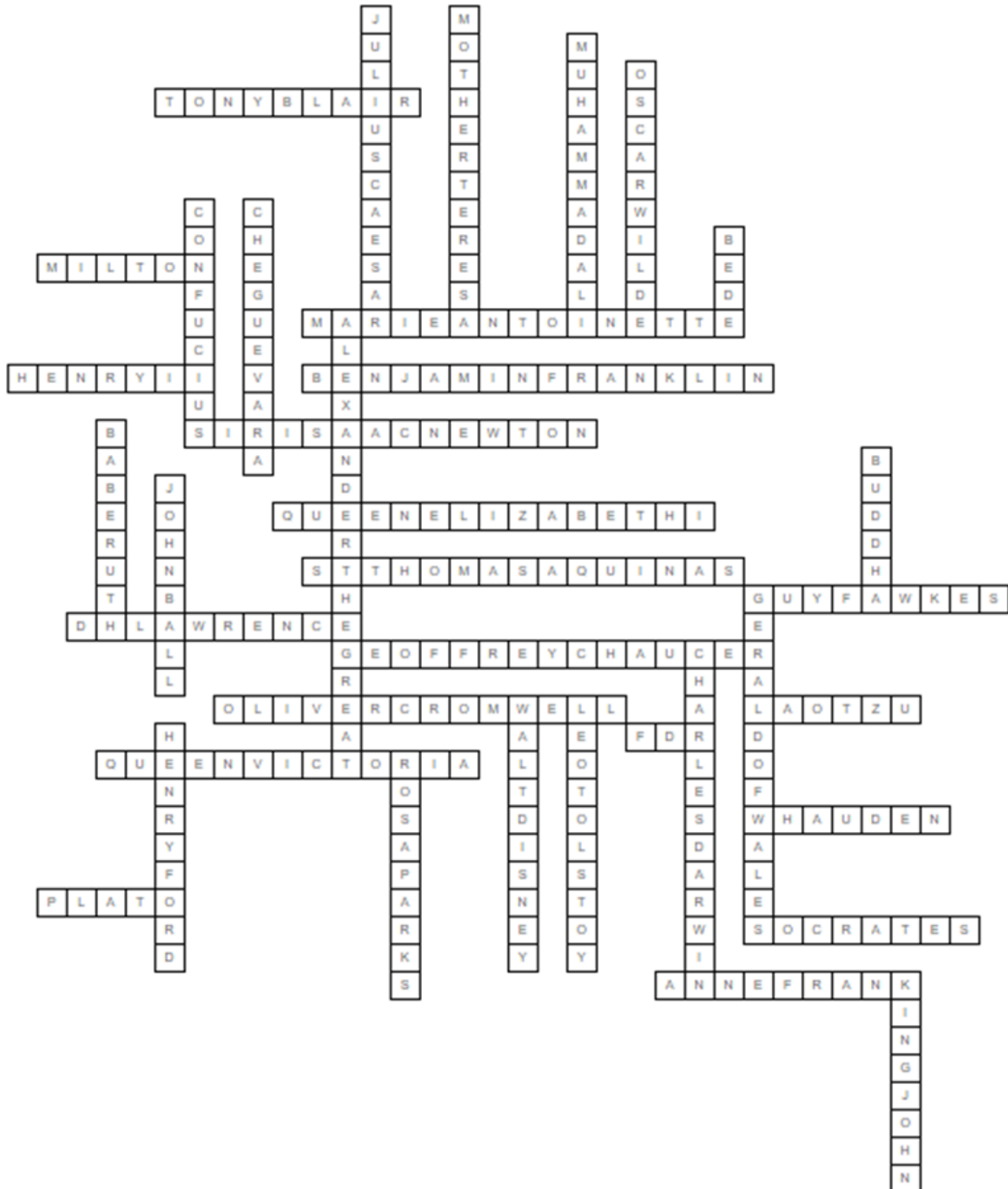
- 1 Last married Pope in 1287 (8)
- 5 Last surviving crew member of Apollo 12 (4,4)
- 8 Last Saxon to lead an invasion of England (5)
- 9 Last living Apostle (4)
- 10 Last word spoken by aviation pioneer Amelia Earhart (4)
- 11 Last known member of the Native American Yahi people, the last uncontacted peoples of the United States (4)
- 12 Last Mughal Emperor (7,4,5)
- 14 Last country to win the Basketball World Cup (5)
- 16 Last living signatory of American Declaration of Independence (7,7)
- 18 Last known words of Ernest Hemmingway (4,5,2,6)
- 20 Last living passenger of the Mayflower (4,8)
- 21 Last survivor of the Gunfight at the OK Corral (5,4)
- 22 Last Holy Roman Emperor (7)
- 23 Last King of Wessex (6,3,5)
- 25 Last words of singer George Harrison (4,3,7)
- 26 Last survivor of first ever cricket Test Match (3,7)
- 27 Last words spoken by Beethoven (3,6,2,4)
- 31 Last word spoken by Napoleon (9)
- 35 Last living participant in Storming of the Bastille (6,8)
- 39 Last Emperor of China (4)
- 40 Took its last trip on 24th October 2003 (8)
- 41 Last Emperor of Korea (7)
- 42 Last known words of John Wayne (1,4,3)
- 43 Last country to win the Football World Cup (6)
- 44 Last King of Portugal (6,2)
- 45 Last country to win the Beach Soccer World Cup (8)
- 46 Last Emperor of all Spain (7)
- 47 Last ruler of united Kievan Rus (8)

Down

- 2 Last known words of Eleanor Roosevelt (5,8)
- 3 Last surviving British Army veteran of World War I (5,5)
- 4 Last game released for Nintendo on 10 December 1994 (6,5)
- 6 Last Doce of Venice (8,5)
- 7 Last Chancellor of Germany to have served during World War I (6,6)
- 8 Last winner of the BDO World Darts Championship (5,6)
- 9 Last living mutineer of the Bounty (4,5)
- 13 Last movie released on videocassette (1,7,2,8)
- 15 Last Emperor of All Russia (8,2)
- 17 Last country to win the Pitch and Putt World Cup (7)
- 19 Last winner of Wimbledon's Men's Singles (5,8)
- 24 Last country to win the Cricket World Cup (7)
- 28 Last survivor of the Tipperary hurling team that won the first All-Ireland Championship (5,4)
- 29 Last crew member of the RMS Titanic (3,7)
- 30 Last living regicide of King Charles I (6,6)
- 32 The last Plantagenet (8,4)
- 33 Last Aztec Emperor (10)
- 34 Last country to win the Field Hockey World Cup (7)
- 36 Last known surviving participant in the Great Train Robbery (5,6)
- 37 Last native Egyptian Pharaoh (9)
- 38 Last monarch of France (8,3)

ANSWERS TO HISTORY CROSSWORD 15 (WEEK BEGINNING 6 JULY 2020)

This week, Rafi Gamma bounced back with a two minute victory over Aahil Shuheb. Who will win the very last contest?



WHERE IN THE WORLD?



Congratulations to all those who correctly identified last week's location as **Yanar Dag and Mud Volcanoes in Azerbaijan**. House points have been awarded to those who submitted correct answers.

Well done to all those who have regularly submitted correct answers, including Sebastian Rapley Mende, 7E who got every single one correct!

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

- It is one of the largest lakes in the world
- It used to be a favourite Soviet holiday spot but fell into decline

Answer on page 27



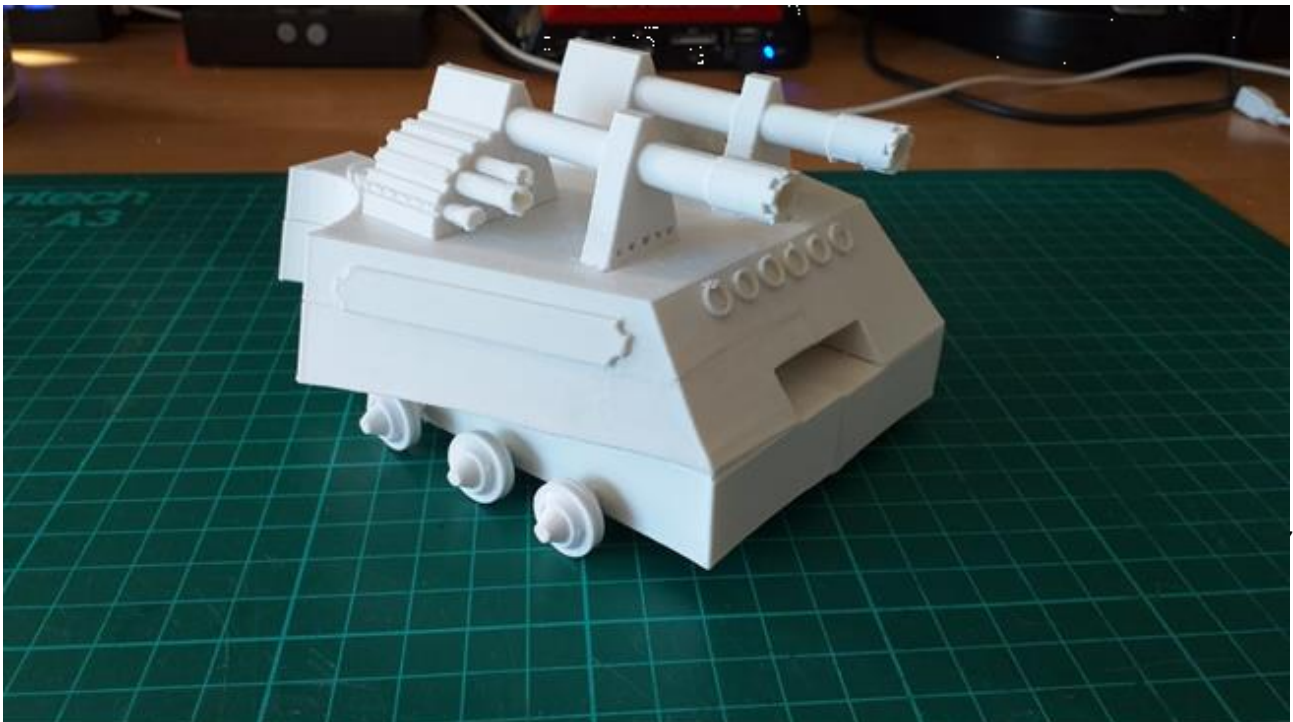
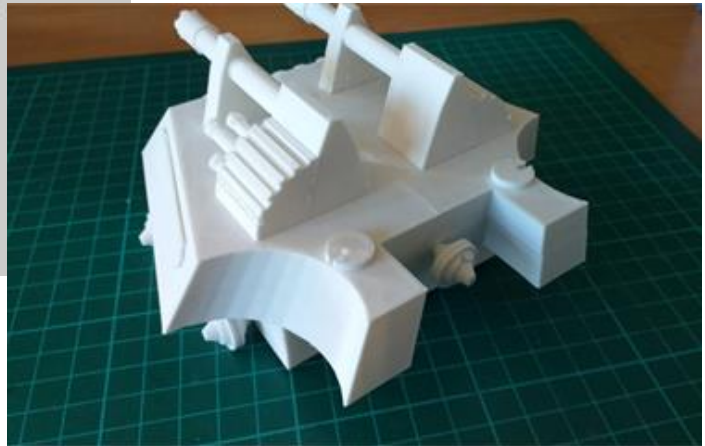
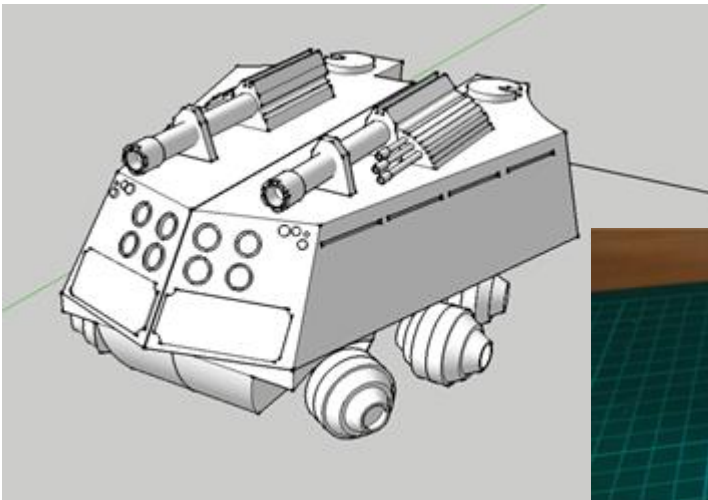
Mr L Norman, Teacher of Geography

DESIGN AND TECHNOLOGY: COMPUTER AIDED DESIGN ASSIGNMENT

After designing a tank on Google 'SketchUp', I decided I would like to see what my tank would look like in 3D. My Grandad has a 3D printer, so together we decided to try to transform my design into a "proper" tank. Seeing my original design come to life was exciting and made me realise the possibilities for the future.

As well as printing objects for fun, a 3D printer can also be used to produce useful items, such as PPE visors for the NHS. The 3D printer is no longer an expensive toy, it is fast becoming part of the future of manufacturing. Who knows how we will be using it in our future careers?

Joseph Cove, Year 7



THE LEARNER PROFILE

THE WESTCLIFF WEEK

This week, you will notice that I have not picked out a single aspect of the School's Learner Profile. As this is the final edition of *The Westcliff Week* I wanted to take the opportunity to reflect on this weekly publication and how it has contributed towards our School's community. In many ways *The Westcliff Week* embodies all aspects of the Learner Profile and so its final edition seems a fitting time to reflect upon that observation.

One of the distinctive features of *The Westcliff Week* is the sheer variety of articles. From exploring places in the world and challenging mathematical problems, to famous battles and moments in history, to a wide range of music, fun competitions, and cooking skills, it has contained great breadth. This breadth reflects the diverse range of issues in which our pupils and staff interest themselves. Intellectual curiosity involves maintaining an open mind and a willingness to know and understand more. *The Westcliff Week* has both demonstrated and promoted intellectual curiosity within our community.

The contributors to *The Westcliff Week* have also demonstrated much personal integrity. Many pupils and staff have taken the time to be of service to their community in circumstances where there was no requirement to do so. They simply stepped forward and volunteered. Indeed, many of them have been regular contributors, submitting articles on a weekly basis without fail. *The Westcliff Week* is a source of pride for our community but it is also the embodiment of community service.

Watching the filming for the WHSB documentary, it struck me how often our pupils use the word 'community' and I am pleased to note the extent to which they feel a strong affinity with their fellow pupils, staff and members of the wider WHSB community. *The Westcliff Week* has been a shared endeavour, demonstrating collaborative and supportive action. Each week, Westcliffians have come together to produce the publication as a means of ensuring we remain connected, therefore supporting us all. In doing so they have been open to an opportunity. It would have been easy to sit back and leave the work to others, but they saw a chance to contribute and made the decision to do so. I suspect that some of the pupils contributing may have worried about how their articles would be received. It takes courage to volunteer and our community has great respect for their service.

It might be reasonably suggested that the pandemic has taught us all that our lives today are highly interdependent. The outbreak of the COVID-19 virus in a city in China was all across the world within a few short weeks. This reminds us that we share the planet and our neighbours' problems are often also our problems. All cultures and nations have much to share with one another and that can enrich us all. Within the pages of *The Westcliff Week*, we learnt about new places from Mr Norman, we have explored other cultures through their music and cooking, we have learnt about global figures and much more. It has enabled us to understand that tolerance and empathy are vital and that 'there are no outsiders; we are all part of the human family'.

The final two attributes of the Learner Profile are 'effective communication' and 'lifelong learning'. Connecting our community and enabling us to share whilst we have been unable to attend School in the usual way has been the mainstay of *The Westcliff Week*. Just as those contributing have enabled us to learn more about a wide range of topics, I suspect many of those contributors have also expanded their own understanding in the subject areas they have shared.

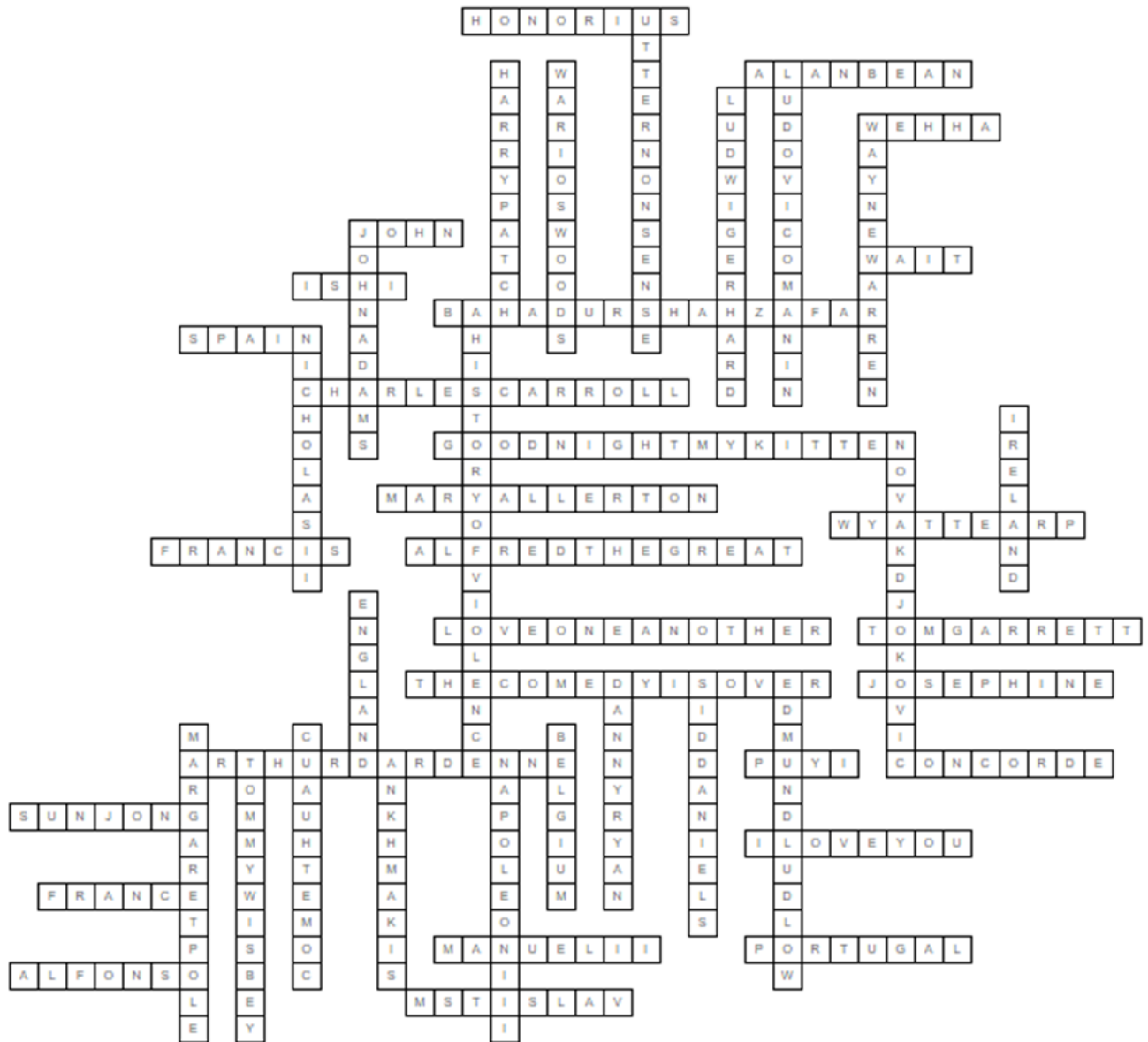
It has been a privilege and a pleasure to work on *The Westcliff Week* with so many pupils and staff. Once again, I would like to thank them all on behalf of the School for their superb service. They have supported our community and reinforced our Learner Profile.

Headmaster



ANSWERS TO THIS WEEK'S COMPETITIONS

MR JEFFREYS' HISTORY CROSSWORD 16: THE GRAND FINALE



WHERE IN THE WORLD?

Lake Issyk-Kul, Kyrgyzstan



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