



The Westcliff Week

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ISSUE 18 / WEEK BEGINNING 1 FEBRUARY 2021



We are almost a full month into the current lockdown and, despite the challenges that brings for our pupils, their families and staff at the School, all have been remarkable in

settling into the routines of online learning to ensure there can be as much continuity for pupils as possible.

During the past weeks Mrs Mumford, Mr Bleakley and I have had the pleasure of holding meetings via *Microsoft Teams* with groups of our Year 7 pupils in order to mark their birthdays and to understand how they are coping with remote learning. Their attitude and approach towards their studies and the present circumstances has been most impressive and they should be incredibly proud of the ways in which they have adapted, despite joining the School only five months ago.

In the last few days, the Prime Minister has addressed the matter of a return to School and 8 March has been flagged as a possible date for the relaxation of some of the present restrictions. Of course, this is not a firm date, as much depends upon the direction of the virus at that time and the roll-out of the vaccination programme. We continue to meet with Local Health Authorities and monitor the Government's announcements, adapting our plans as necessary. At present, we anticipate that a return to School is likely to be staggered by Year Groups, but I shall keep parents and pupils updated as the situation develops.

The A Level Options online presentations went live on Thursday 28 January 2021 and these remain available for another few days. Mrs Mumford has emailed parents of Year 11 pupils with details on how to access the presentations, which we hope have proved useful in providing further information prior to making decisions on A Level choices. Further information can also be found within the Sixth Form area of the School

website, including each A Level course and entry requirements. Decisions should take into account teachers' feedback in the recent Year 11 Reports circulated, and to Parent Consultation Telephone Calls shortly to take place. The deadline for submission of A Level Options is Friday 12 February 2021.

As you are aware, the Department for Education (DfE) and The Office of Qualifications and Examinations Regulation (Ofqual) have been consulting on broad proposals for replacing the Public Examinations with Teacher Assessment Grades. This consultation closed on 29 January 2021 and we await details of the outcome. We shall need time to consider the final (post consultation) proposals when they are made available to us. I hope that will be possible in the not too distant future so that I can share the position with pupils and parents who will be, understandably, anxious for further news on the proposed arrangements.

I hope you enjoy this week's edition of *The Westcliff Week* and, once again, I offer my thanks to the staff and pupils who have contributed their superb articles, competitions and activities. I urge pupils to become involved in many of the extra-curricular activities publicised in these pages, as that participation is so important for their wellbeing, maintaining and developing confidence, and remaining connected with other pupils and members of staff while not attending School.

I would like to take this opportunity to remind all pupils and parents that the Pastoral staff are on hand to offer advice and guidance at this time, and please do not hesitate to seek any support needed by contacting the relevant Pastoral Team.

Finally, I would like to thank Miss R Williams, Teacher of History/Project Leader, and Mrs H Murrell, School Librarian, for their time and commitment towards the production of *The Westcliff Week*.

Headmaster

HOUSE EVENTS AND SCORES

This term, we have a range of House activities already planned with more to come.

Please see *Microsoft Teams* and emails for full details about how to enter the events below.

- House Countdown (see page 23)
- House 'Keepy-Uppy' - football challenge
- House Mario Cart
- House Rocket League
- House Online Chess
- House Chinese New Year Report
- House Capital Cities
- House Robert Burns Research Project
- House Year 7 Mission to Mars Habitat Challenge
- House Design and Create a Species
- House Spanish/Languages
- House General Knowledge
- House Ditloid Quiz
- House Sport Logos
- PSHEE House Healthy Lifestyles workout with Joe Wicks

At present, the House Scores are incredibly close (see photograph below)



Latest House Points Score, Thursday 28 January 2021

Deadlines

- Year 7 House Ditloid Quiz: 13 February 2021
- Year 8 House Sports Logo Quiz: 6 February 2021

Every time you enter a House Competition, you will gain participation points which will be added to your House total. Participation is the key to success!

Mr R Barber, Senior Head of House



HEALTHCARE & MEDICAL SOCIETY

5 FEBRUARY 2021, 1.00pm-1.30pm

Since the re-introduction of remote learning, we once again face the challenges of organising clubs and societies in an online format. Nonetheless, the Healthcare & Medical Society has adapted to this challenge and has shifted the society to running virtually, as it did during the Summer Term 2020. As a result, we are putting out a call to all aspiring medics in the Lower Sixth Form to join us!

Medicine is a competitive and demanding course with high entry requirements and an intense application process. It requires a lot of knowledge and preparation which can lead to many students feeling concerned and overwhelmed. However, as the co-chairs of the society, we hope to help the aspiring medics with their application and boost their chances of succeeding in this competitive field. We aim to do this by providing detailed information about the application process for medicine whilst giving advice on how best to prepare for the entrance exams, writing personal statements and what to expect from the interviews. During the period of remote learning, we intend to deliver a range of presentations covering the application process, entrance examinations (the UCAT and BMAT), personal statements and interview preparation. Having been a part of this society last year, we both found it extremely beneficial to draw on the advice of older students and, as result, we felt far more comfortable with the admissions process. As well as preparing for the application process, we also encourage aspiring medics to research into a field of medicine that they have a high level of interest in, providing a forum for discussion and debate with likeminded individuals.

The Healthcare & Medical Society runs every Friday lunchtime from 1.00pm-1.30pm, and is open to anyone who is interested in pursuing a career in Medicine,



Dentistry or Veterinary in the Lower Sixth. Our first virtual meeting will be on Friday 5 February 2021.

If you are not already on the Healthcare & Medical Society Team, please send an email to Miss Lo to join. This society is a great opportunity to gain an insight into a career in the medical field, and to begin preparations for your application.

Arnihan Sarveswaran and Vickyat Ravula, Upper Sixth

THIS WEEK IN HISTORY

THE LIBERATION OF AUSCHWITZ

When Soviet soldiers marched through Poland in their quest to liberate Eastern Europe from the grip of Nazi terror, few would have been aware of the horror that they were about to uncover on the outskirts of Krakow. As they neared the most infamous factory of death, Auschwitz-Birkenau, on 27 January 1945, they initially thought that they had found a silent camp. Soviet soldiers were believed to have stumbled across the vast complex by accident.

However, they quickly found warehouses full of the possessions of the 1.1 million Jews and other ‘undesirables’ who had either been sent straight to the Gas Chambers or made to work in the most appalling conditions and warehouses. Amidst the items found were suitcases, clothes, glasses, toiletries, keys, shoes, and other personal possessions. Although most Nazi guards had abandoned the camp in the days leading up to the liberation, thousands of prisoners lay waiting for any hope of liberation; most expected never to have walked out of the Camp alive.

In the days leading up to the 27 January, Nazi guards tried to destroy evidence of the atrocities that had occurred at Auschwitz and in the Final Solution. Not content with the senseless murder of over one million

innocent people, there was one last stand of defiance against the Allies: the infamous death marches. From Auschwitz, thousands of prisoners were forced into long and arduous marches in the Eastern European winter back towards German territory. Those who stumbled or fell were shot, and an estimated 15,000 victims died in this most awful way.

Eva Mozes Kor was 10 years old when she spotted the soldiers about to liberate the Camp. She was one of a group of hundreds of children who had been left behind, and she had endured medical experiments during her time at Auschwitz. She remembered how the soldiers gave her “hugs, cookies and chocolate. We were not only starved for food but we were starved for human kindness.”

Even in the most desperate times, human kindness from Soviet soldiers characterised the liberation. The shocked soldiers helped set up hospitals on site, and Polish people volunteered to help. For months, Red Cross workers helped to try to save the dying and treat the living, working without adequate food or supplies and helping prisoners get in touch with their loved ones. About 7,500 survived.



Although Rudolph Höss, the Camp Commandant of Auschwitz, was ultimately executed, many of those complicit in this atrocity never faced justice. Fast forward seventy-six years on, the Jewish community is continuing to try to rebuild, the catastrophic consequences of these events continuing to have an effect.

Mr S Neagus, Teacher of History/ Senior Progress Leader: Middle School

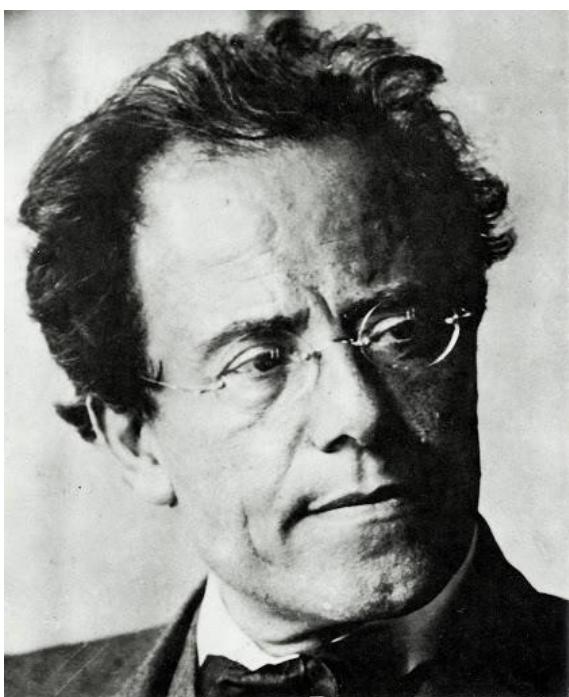


Because we were unable to join together as a School this year to observe our usual, annual Holocaust Memorial Service, the School community gathered virtually for an extended Form Period on Wednesday 27 January to remember the lives lost in the Nazi Holocaust of World War II, and subsequent atrocities.

MUSIC BOX: A WORK A WEEK

SYMPHONY NO. 10 IN F SHARP (UNFINISHED), GUSTAV MAHLER

Gustav Mahler was a leading composer and conductor within the Romantic period in Germany and Austria. Many regard him as an integral part of the evolution of Austro-German music at the turn of the 20th century, and he has influenced composers such as Stravinsky, Shostakovich and Schoenberg. While his compositions are almost exclusively limited to songs and symphonies, Mahler grew to be one of the most influential conductors of all time. However, Mahler's musical career was by no means a smooth journey.



Superstition and fate followed Mahler everywhere. He composed his 6th Symphony in 1904, nicknamed the "Tragische" symphony, with three notorious hammer blows in the final movement. His wife, Alma, later identified these as three mighty blows of fate befallen by the hero. The first being the foreshadowing of the tragic loss of his daughter, the second as his forced resignation from the Vienna Opera, and the third being the diagnosis of his eventually fatal heart condition. Mahler had written his own tragedy without even being aware of it.

Mahler became obsessed over the 'Curse of the Ninth' by the start of the 20th century after it had taken the lives of his fellows; Beethoven had passed away from heavy alcohol consumption within three years of writing his Ninth Chorale Symphony and Anton

Bruckner had died in 1896 whilst attempting to complete his own Ninth Symphony. Despite this, Mahler went on to write *Das Lied von der Erde*, in a symphonic style, refusing to name it his Ninth Symphony in fear of being caught out by the curse. Convincing that he had escaped what Beethoven and Bruckner had failed to, he wrote his 9th Symphony in 1909 and began his 10th the following year.

Mahler passed away in 1910, having only completed a draft of his final symphony. While the symphony has since been completed by Deryck Cooke, a British Mahler expert, only the first movement was finished by Mahler himself. This grand 25-minute Adagio movement leads directly on from the final moments of his Ninth Symphony with a slow theme in the violins that underpins the rest of the piece. Throughout, small fragments of themes are interwoven with particular focus falling on the string orchestra, the French horn and the oboes.

Overall, this movement becomes increasingly haunting as it approaches the climax about 18 minutes in. Throughout his life, Mahler's music became more and more dissonant and intense, perhaps reflecting his constant battle with bouts of depression and neurosis, (he had never completely recovered from the loss of his first-born daughter). The whole symphony is worth listening to in order to truly capture the ingenious creativity of Mahler's mind on his death-bed.

Since the death of Mahler, it has become apparent that more composers suffered the same 'Curse of the Ninth'; it was discovered that both Schubert and Dvorak wrote nine before untimely passing away, and Vaughan Williams would die suddenly in 1958, with his ninth premiering just four months before his death. Is there some element of truth to this curse?

Listen out for:

- The sudden points of silence where the music dies away without warning (one of Mahler's favourite techniques!)
- The powerful violin melody line (1:30) later taken up by the horns (5:50)
- The extreme clashing dissonance of chords throughout.
- The decline in texture in the final minutes of the piece



George Jefferson, Upper Sixth

CAN WE UTILISE RAIL TRANSPORT TO DELIVER COVID-19 VACCINES AMID A GLOBAL AIR CRISIS?



In recent weeks, the UK has seen the approval of three new COVID-19 vaccines; these being the Pfizer/BioNTech vaccine, the Oxford/AstraZeneca vaccine, and the US based Moderna vaccine. There is no doubt that the approval of these vaccines

for use in the general population is fantastic news. The approval represents the monumental cooperation of a global community of paramedics, scientists, researchers, volunteers, and medical administrators to create something that will ultimately be the key to unlocking the end of a global crisis. However, it is important to recognise that each step forward from this point will involve careful planning and preparation. Much like a cataclysmic international game of *Total Wipeout*, each new leap forward brings about its own challenges and new risks for failure.

One of these metaphorical leaps involves the transport methods utilised for the distribution of vaccines within the UK. Vaccines will be, for the most part, manufactured abroad. And with the Pfizer vaccine, news headlines in recent times have made us all acutely aware of how difficult the jab is to maintain and store at the required temperature of minus seventy degrees, inciting pressure on hospitals and care homes to ensure the jabs do not become inefficient through accidental mishandling.

The good news is, progress is being made towards solving these logistical problems right here in Essex. Last week Dubai-headquartered port operator DP World, which operates the London Gateway dock and rail port in Stanford-le-Hope, Thurrock, made a proposal to the Government to transport vaccines into the UK at its own expense. Should the Government accept this offer, existing super-refrigeration facilities and specialist rail freight carriages would be utilised for the delivery.

The proposals offered by DP World give rise to another fundamental question: How feasible is it really to transport COVID-19 vaccines by railway? And is it even possible?

Since vaccines are a perishable commodity with a limited lifespan, they are usually transported by air. However, in the current situation of the pandemic, the

global air network has been especially hard hit, and many airlines, including their operations involved with cargo delivery are, at least in the short term, no longer able to provide the service they once could. A statement given in early January by the IATA (International Air Transport Association) also emphasises that over 8000 Boeing 747 cargo planes would be required to provide one dose of the vaccine to a global population of around 7.8 billion people. The logistics required to maintain the 'cold chain' would incite incredibly high costs, allowing countries such as the UK and US to take advantage in delivery ahead of countries that are less able to afford the vaccine. In this way, without careful and thoughtful allocation of resources, the already-widespread disparity in global healthcare insinuated by the West would be further amplified at a time when healthcare capacity globally is already at breaking point.



The DP World London Gateway port in Thurrock, Essex

There is no doubt that utilisation of air travel to the best of our abilities would be highly advantageous, although air travel alone would likely not make the cut for vaccine distribution on the levels we need. Air travel also fails to account for the need to transport vaccines once they have arrived inland as well. Railway lines, on the other hand, have long been a much cheaper and more efficient way to transport goods. The railways in the UK are, for the most part, interconnected, even with continental Europe and Asia. For example, every month, a three-mile-long cargo train travels between depots in Yiwu, China and Barking, Greater London, making use of the channel tunnel rail link before transferring onto European continental freight tracks. Deliveries from Tilbury often travel as far as major destination hubs, such as Wembley, Liverpool, or even as far as Edinburgh for some journeys. Freight travel is undoubtedly cheaper than air travel when applied in scale.

It is easy to confidently proclaim the benefits of such schemes, which raises another question. What are the downsides of increasing our rail freight capacity for vaccine distribution over the next year?

As part of my work as the Chair of c2c Rail's Youth Panel, one of the jobs that I assist with is the management of rail timetabling during student hours on the c2c Rail Network. From my personal experience in offering logistic changes to rail timetables, it is clear to see that the timings of railway freight trains can often get in the way of passenger trains, despite a key basis of such timetabling being the notion that passenger trains must be prioritised in front of freight trains. An increase in freight services increases the tendencies for railway signals to fail, increases wear and tear on the tracks, makes it harder to run passenger services on time and makes it far more difficult to manage in the event of train failure. On the contrary, passenger journeys are down between 60% and 90% of their typical use during this time of year, and, of course, we are all at home for the foreseeable future. So perhaps it is not such a bad idea, especially in the short term, to make use of the capacity we have.

Saen Kazak, Upper Sixth

THE LANGUAGE CORNER

Most of us have probably learned, or at least tried to learn, a second language when we were at school. Learning a new language might even be one of your goals during this pandemic, or it might be your New Year's resolution. If so, you will no doubt recognise the feeling of satisfaction that comes when first being able to use that language with a native speaker (maybe on holiday) and are understood!



Many of the changes in the UK curriculum in recent years have been introduced with the aim of producing a generation who are able to use a second language (the target language) in communication.

One way that schools can really help pupils to make progress in listening and speaking is to employ a Modern Language Assistant who comes from a

country where the target language is spoken. At WHSB, we can count ourselves fortunate that each year we have the help of 3 native Teaching Assistants. Their main job is to practice Speaking with our pupils in a more informal way and they are able to share experiences and stories of life in the country where the target language is spoken. By inviting pupils to compare their experience of life in the UK with that of the target-language country, Modern Language Assistants can play a significant role in giving pupils an understanding of other cultures.

Ms I Fernández-Martínez, Teacher of Spanish



My name is Mr Claudel and I am the French Teaching Assistant at Westcliff High School for Boys this year. I am 21 and fresh out of University where I graduated in English studies back in France. I am from the Vosges, a very rural French district full of pine trees and mountains (it is a very lovely place to go hiking or skiing – Alsace is very close as well).

Being a Teaching Assistant has been a wonderful experience so far. The students / pupils are all very respectful and keen to learn the language and the cultural differences between France and England too. I have a lot of fun talking in French with Sixth Form students as the age difference between them and me is small. I have chosen to go back to University next year because this experience has proven that I want to be a teacher.

Even though, it is a very difficult time for all of us with this COVID-19 pandemic, online conversation with students remains pleasant; some of them are even less shy behind a computer (you should see them using the TEAM chat)! It really gives everyone a chance to speak, and to give their opinion without talking over each other - while one of them is talking, the others can react in the chat at the same time, which make things even more interesting. Therefore, we all progress together, they teach me some things in English while I teach them French; everyone wins something in this exchange, and I hope it will be like this until the end of the year.

I am not looking forward to the end of this year and I wish it could last even longer – we should have School until the end of August in my opinion.

Mr B Claudel, French Teaching Assistant

ART COMPETITIONS

It is clear that we have some fantastically talented artists at WHSB. Currently, there are two great competitions open to young people all over the country in which we hope you would like to become involved.

Parents, you may need to enter work on your son's/daughter's behalf.

RA YOUNG ARTISTS' SUMMER EXHIBITION

Deadline: 26 April 2021 (see below)

This competition is open to any pupil, and work can be on any theme and created using any medium! The RA is an institution that celebrates great artists, and pupils could win the chance to have their work shown in the RA!

To enter, follow the link:

<https://youngartists.royalacademy.org.uk/get-involved>



the Young Artists' Summer Show is a free, open submission exhibition for students aged 5 - 19.

How can I enter?

Submitting artwork is completely free and is done online. If you're 12 or under, a teacher or parent/guardian will need to enter for you; if you're 13 or over you can submit artworks yourself. Each student can submit up to three artworks. Your artwork will be seen by our judges and the selected pieces will be shown in our online exhibition. Some of the artworks will also be shown at the Royal Academy of Arts.

Prizes

Prizes are awarded each year for two inspiring artworks from each key stage, and you can also vote for your favourite artwork in our annual People's Choice Award. Take a look at the [2020 prize winning artworks](#).

What kind of artworks do you accept?

The artwork can be made using any medium. It can be a painting, sculpture, photograph, installation, video, drawing, or a combination. There is no theme so artworks can be of any subject.

Key dates for 2021

submission opens
11 January 2021
Submission closes
26 April 2021
Judging
May 2021
Online and onsite exhibitions open
11 July 2021



Find out more: <https://youngartists.royalacademy.org.uk/get-involved>

GRAYSON'S ART CLUB

First Deadline: 10 February 2021 (see page 8)

Some of you may have watched Grayson's Art Club on Channel 4 during the previous national lockdown. The themes for each week have already been announced and if your work is selected it will be shown on the show and put into their exhibition.

To enter, follow the link:

<https://www.graysonartclub.com/>

RECREATE A FAMOUS ARTWORK

Deadline: 5 February (see page 8)

This half term we are asking students to choose a well-known or recognisable artwork, and attempt to recreate it at home using items from around your home. The scene, the clothes, the actions... how will you represent this in your own way? We have already had some fantastic and creative entries for this competition and are looking forward to receiving many more. Email your entries to your Art teacher.

Please do share with us if you enter!



Grayson's Art Club is back!

The popular Channel 4 lockdown show invites anyone with a creative interest to submit artwork. We encourage all WHSB students to submit a piece to any of the set themes. You can submit classwork or personal work! Parents will need to submit the work for you – see website for more details.



**"Art is good for you,
whoever you are"** Grayson Perry

You can only submit one artwork per theme. The deadlines for submissions are as follows:

FAMILY submissions close 10th February
NATURE submissions close 17th February
FOOD submissions close 24th February
DREAMS submissions close 3rd March
WORK submissions close 10th March
TRAVEL submissions close 17th March

To submit your artwork, go to the website; you can submit three images of one artwork per theme, and a video of yourself talking about the artwork. All types of art are welcome.

<https://www.graysonsartclub.com/>



Competition: Recreate a famous Artwork

For this competition we are asking you to recreate a famous piece of art using whatever you have at home.

- 1) Choose an artwork
- 3) Recreate the painting using a range of objects in your home. Be creative and interpret the painting in your own way. See the examples for ideas! This is your chance to wow us with your creative approach and level of effort.
- 3) When submitting your piece, Please include the following information: - Who is the painting by? When was it painted? Why have you chosen this painting?



Examples - consider how these people have interpreted the paintings in their own way...



Success Criteria Guidance:

- 1) You should consider ways in which you will recreate this famous artwork using household items. Consider background and composition.
- 2) You must choose an artwork completed by a well known artist. See suggestions on later slides. You can choose your own if you want.
- 3) You can use photo editing programs such as [snopseed](#), [Adobe photoshop express](#) or [Pixlr](#) to edit your images before submitting.
- 4) Ensure photographs do not feature anything inappropriate.
- 5) You do not have to be in the photo, you can use family (or pets!) for models.



Follow this link for more ideas or look up 'recreate famous art challenge Getty Museum':
<https://www.thisiscolossal.com/2020/04/covid-19-getty-recreations/>



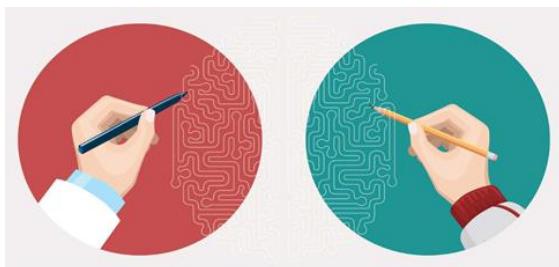
All entries should be submitted to your Art Teacher by EMAIL or by Teams CHAT.

Competition deadline:
Friday 5th February

A WORLD OF WORDS

THE HAND OF FATE (REMEMBERING A TIME WHEN ONLY THE RIGHT HAND WAS FETED)

It is hard to believe that within living memory, left-handed people were discriminated against. And not just in terms of living in a world without today's services like anythinglefthanded.co.uk. Not only did this (reportedly) 10% of the population suffer numerous inconveniences in daily life; ranging from pen nibs slanted the wrong way, to dangerous tools, useless sport equipment or handles on the 'wrong' side; but many held this minority in active disdain.



Some of the 'punishments' meted out on those who happened to be born left-handed, were being forced by teachers to use their right hand to write, being hit on the left hand, or have it tied behind their back if they 'reverted'. Worse, perhaps, depending on the culture or the time in history you were born into, was a range of fearful or negative perceptions of left-handers, in terms of being clumsy, unhygienic or bringers of doom. This bias persists in our language.

Just look at the words we use for left and right. The word 'right' has clear connotations of its own. There are so many examples of right and left usage. Think about how 'right' and 'left' are used in religious scripture, historical documents and literature.

When I started to learn Italian at school, I was struck by the word 'sinistra' meaning 'left'. To my surprise I found it did indeed stem back linguistically to the adjective 'sinister'. Likewise, 'a destra' in Italian means on the right. The Latin roots are 'dextra' and 'sinister'.

In English this Latin root remains in our 'right'-orientated words such as 'dextrous' and 'dexterity' – even the name Dexter – which have positive attributes of manual skill, ability and 'correctness'.

Many terms in many languages such as 'out in leftfield' and 'gauche' (French for left) have connotations of oddness. In Sanskrit the word for left

is the same as the word for wicked. Not even 100 years ago King George VI's left-handedness was drummed out of him, allegedly causing his stutter. Some say the brain consequences of this forced change on children included dyslexia.

Whether or not these historical links remain or die out in our vocabulary, one thing we do have as individuals is the power to choose our words. Knowledge allows us to choose the words we really mean. With so many nuances at our disposal, like that huge palette of emojis on our phones, the slightest subtle choice can make a difference to what we communicate.

If you do not view pinpoint accuracy in communication as all that important, consider a time an innocent or slapdash comment has caused offence. On the upside – and we all do this – think how often you have smiled at your phone because a friend has responded with the precise phrase, emoji or meme, to sum up their understanding of your exact predicament or mood.

That is the power of communication. It is a precision tool, so why not get – let us not say dextrous - but well-armed!

Etymology links to check out:

- Etymologynerd.com
- verbatimmag.com
- Merriam-webster.com
- Pinterest/etymology



Mrs M Schofield,
Teaching & Administration Assistant

BIBLIOPHILES

7.00pm, 3 FEBRUARY 2021

Since the start of the first lockdown many of us have come together to enjoy a short story or two and discuss our thoughts on a shared texts. Book clubs may seem antiquated in the hubbub of modern life - even a life in lockdown - but at Bibliophiles we offer a space to not only enjoy a story but to share our personal thoughts on the texts in relation to history, politics, religion, faith, sociology and economics.

Our next read, that you are cordially invited to, is 'Cat Person' on 3 February at 7.00pm.

During the Winter 2017, the biggest story on social media was not about a man who had sexually assaulted someone, or something derisive President Trump had posted on Twitter. Charmingly, as if we were all at a Parisian salon in the 1920s, everyone had an opinion about a short story.



The New Yorker short fiction story, 'Cat Person' by Kristen Roupenian, follows the romance of Margot and Robert, whose stilted and unfulfilling relationship is fuelled only by the power of text message banter. The short story is ultimately one of a bad date, and yet the ferocity of the ensuing debates could be measured on the Richter scale. Intercontinental commentary on fat shaming, promiscuity, the role of a woman, what is masculinity, power dynamics flew across the air.

Some think this story is misandrist twaddle. Some think Roupenian momentarily became the muses' darling, accurately portraying the experience of a 21st century woman. No doubt our own discussion will be heated and cover themes of gender, sex and privilege - the question is, at the end of it, will anyone be a 'Cat Person' person?

If you are keen to join and are not yet part of the Bibliophiles group, please email Miss McGowan directly. We look forward to seeing you all there.

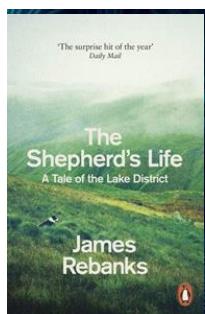
Miss S McGowan, Head of English

THE WHSB LIBRARY

BOOK RECOMMENDATIONS

The Extinction Trials, by S M Wilson

"Betrayal. Sacrifice. Survival. Welcome to the Extinction Trials..."



In Stormchaser and Lincoln's ruined world, the only way to survive is to risk everything. To face a contest more dangerous than anyone can imagine. But in a land full of monsters – humans and reptilian – they cannot afford to trust anyone. Perhaps not even each other.

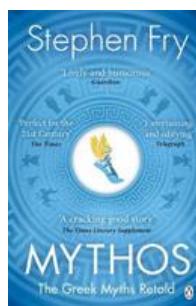
Through use of dual-narrative, this book takes you on a fast-paced, action-packed adventure through a

world where humans are over-populating one continent, and dinosaurs exist on the other. To combat this, the 'Extinction Trials' are born. A deadly contest between the humans, where they face the dinosaurs. A dystopian novel for fans of 'The Hunger Games' and 'Jurassic Park', this brings the best of both worlds together.

And the best part is that it is the first in a series. So if you enjoy it, there are more to follow.

Mythos, by Stephen Fry

"No one loves and quarrels, desires and deceives as boldly and brilliantly as Greek gods and goddesses. They are like us, only more so – their actions and adventure scrawled across the heavens above."



Witness Athena born from the cracking open of Zeus's great head and follow Persephone down into the dark realm of Hades. Experience the terrible and endless fate of Prometheus after his betrayal of Zeus and shiver as Pandora opens her jar of evil torments.

Stephen Fry uses his dry wit to retell these familiar myths in a way that captivates and entertains. The gods and goddesses are given new voices as their stories are played out in a way not seen before.

Storytelling that is the perfect blend of clever, funny and informative.

Mrs H Murrell, School Librarian

BOOK REVIEW

The Shepherd's Life, by James Rebanks

Over the past few months, I have enjoyed a number of books of a more pastoral bent, from Raynor Winn's *The Salt Path* to Nan Shepherd's *The Living Mountain*, and most recently *The Shepherd's Life* by James Rebanks. Perhaps I am drawn to these books because being locked down in Rayleigh gives me very little access to the open skies, sea and hills of my Northumbrian upbringing. I am also from farming stock - my father's family farmed large swathes of Northumberland and the Borders, and still do to this day. As a child, I spent a lot of time on my Uncle and Grandparents' farm, and many of my earliest memories are rooted there.

James Rebanks' book *The Shepherd's Life* is a delight of a book which sweeps the reader away to the Lake District and into a world which for the majority will be totally alien. We traverse the seasons with him through a series of fragments and memories, jumping between his childhood and the present day, and we build a vivid picture of the rhythms and routines of the land. Rebanks' flock is Herdwick sheep, the breed championed and conserved by Beatrix Potter. He is committed to their protection, and does not shy away from plunging us into the physical. He almost freezes to death trying to rescue lambs in trouble in deep snow, his young daughter is covered in blood after she lambs one of the ewes, and we feel the frenzy of the flocks being sorted as they come down from the mountain. We live it all, from the clipping to the castrating, and we are spared no punches. Alongside the farming though, Rebanks challenges our stereotypes; he criticises what he saw as his secondary school teachers' prioritisation of academic study over anything to do with the land, and he questions who will be left to farm if all children like him are made to see it as a second-class choice. From the fragments we see of his childhood, it is evident that Rebanks was bright. Though he left school with very few qualifications, and was only able to write in capital letters, he went on to study at Oxford, and now balances his work between the farm and his work for UNESCO.

As well as allowing us to escape from the mundanity of lockdown life, Rebanks forces us to think about the bigger picture, and encourages the reader to consider the contribution made by him and countless others to this largely unseen but crucial area of our country's economy and also its centuries-old traditions. I thoroughly recommend this book, and at the very least if you are yearning for some different views, do follow him on Twitter (@herdyshepherd1).

Mrs J. Williams, Teacher of French/Staff Tutor



BEYOND THE BOOKCASE



Angie Thomas 'You don't need to be a superhero to change the world.'

It is hard to make an impact as a debut author. You are unknown and yet are throwing your book onto the bookshelves with hundreds of other new releases, in the hope that someone will notice it. Not many have managed to make a name for themselves, right from that first publication, let alone rock the literary world the way that Angie Thomas has.

Angie was born in Jackson, Mississippi, USA, and still lives there today. Her childhood was a challenge as she grew up in an area known for neighbourhood gangs and shootings. In one interview with The Guardian, she recalled that when she was just six years old in the local park, she witnessed a shootout between two drug dealers. She had to run to avoid the cross-fire. "... *The very next day, my mom took me to the library, because she wanted me to see that there was more to the world than what I saw that day.*" She discovered her love of reading as the book gave her a way to escape the troubles around her. "*I often say that I could ignore the gunshots at night in my neighbourhood if I was caught up in Harry Potter.*"

As a teenager she used her love of writing and became a rapper known as 'Young Short-A'. She gave some performances and was interviewed for radio and the newspaper. At one point she featured in an article in *Right On!* Magazine, but was never signed to a label. She was an admirer of Tupac, Jordan sneakers and a TV series called 'The Fresh Prince of Bel-Air' which all feature in her writing.

In 2011, Angie graduated from Belhaven University with a BFA in Creative Writing. Her debut novel, '*The Hate U Give*', started as a senior project at University. It was only later, after she had graduated and had been rejected around sixty times by literary agents, that she contacted a non-profit organisation, 'We Need Diverse Books'. She submitted her work and won the organisation's inaugural Walter Dean Myers Grant in 2015, whereby she received \$2000 to support her writing career.

With her grant, Angie Thomas developed her story, which was inspired by her childhood and the shooting of Oscar Grant in 2009. It opens an honest discussion about the world of gang culture, identity, drugs, violence, race, and police brutality.

Her manuscript was quickly picked up by an agent which led to it gaining interest from thirteen different publishing houses, starting a bidding war between them to publish the book. 'The Hate U Give' was eventually published by Balzer + Bray (a HarperCollins Imprint) in the USA in 2017, and by Walker books in the UK. It made Number 1 on the New York Times bestseller list for 50 weeks. It has won various awards including the Amnesty CILIP Honour Award in 2018.

During an acceptance speech for the award at the British Library, Angie Thomas said she was tired of talking about racism.

"You have the chance to be the hero of this narrative, and you don't need a wand, or any sort of superpower, to be that hero. You simply need to care. You need to care about this world beyond yourself and care enough to fight the good fight. The only way we rid our society of racism, sexism, homophobia, ableism and so many other "-isms" is to acknowledge they exist in the first place and to recognise them around us. Once we do, we must work to get rid of them. And by doing that, we will change the world."

'The Hate U Give' was adapted into a film in 2018, and Angie Thomas has continued to write books with 'On the Come Up' published in 2019. Most recently, she has written a prequel to 'The Hate U Give' titled 'Concrete Rose,' which was published last month. To find out more about her and her work, visit her website www.angithomas.com

Mrs H Murrell, School Librarian

BRITISH LIBRARY TALK ON WOMEN'S WRITING



On Wednesday 27 January 2021 Sixth Form Students, accompanied by a select handful of Year 11s, attended an online

lecture facilitated by the prestigious British Library on the subject of Women's Writing, aimed at the critical exploration of women's writing through time.

This talk featured author Tracy Chevalier in discussion with writer and educator Joanna Brown, considering the changing lives, work and reception of women writers, including Chevalier's personal experience. This was coupled with a talk by Dr Rashmi Varma (University of Warwick) on women's writing in a global context.

Students were also treated to a virtual tour of the British Library's world-class exhibition titled 'Unfinished Business: The Fight for Women's Rights,' getting exclusive access to the works and critical interpretation by Library curators. We look forward to offering our students even further critical engagement across the literary timeline, with this unique focus on the often overlooked contribution of women writers.

Miss C Bailey, Teacher of English

STAYING IN TOUCH

GEORGE CUNNIFFE, OLD WESTCLIFFIAN



We are fortunate to have such a strong bond with our Alumni community, many of whom continue to offer support and assistance many years after departing WHSB. During these times of social isolation, we are delighted to hear from members of our School and its wider community, as it can be both interesting and inspiring. Here is what George Cunniffe, Old Westcliffian, had to say this week.

When did you attend School at WHSB?

I was at the School from 2010 to 2017.

What is your fondest memory of the School?

Making good friends and having good humoured discourse with them, on a daily basis.

Where did you go once you left WHSB?

I went straight to work on an apprenticeship scheme, in the City.

What was your first job, and your subsequent career history to date?

I joined Schroders as an Operations Apprentice. I am still there but I am now an Index Data Specialist within Operations.

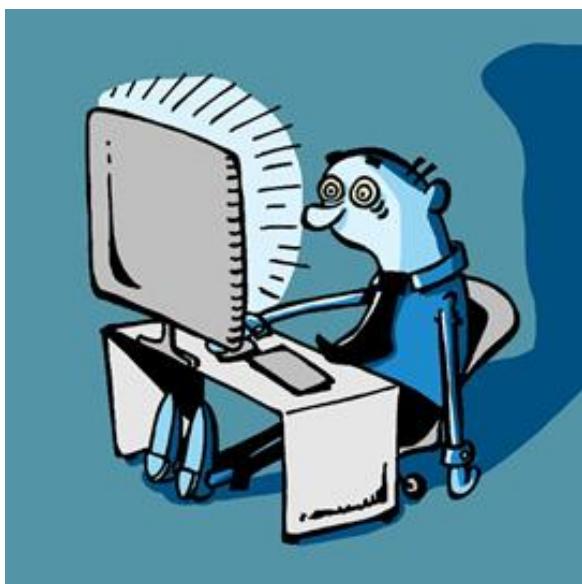
In hindsight, what piece of advice would you give your 16-18 year old self?

Enjoy these years while they last because you won't get them back once you leave.

Mrs J Clarke and Mrs N Weller, WHSB Community Development Office cdo@wshs.essex.sch.uk

WHY UNPROFITABLE COMPANIES ARE WINNING IN 2020

In the long term, the bottom line of all companies is to make a profit. This has been a standard tenet of neoclassical economics for centuries, where the producer has aimed to maximise profit in the same way that the consumer aims to maximise utility. Profit is, after all, the money the entrepreneur and investors receive in return for the risk of bearing the project and can therefore be seen as the most fundamental part of any business.



However, in recent years, there has been a rise in so-called "Zombie Companies" that are unable to earn enough profits to cover their debt-servicing costs. These businesses, that essentially do not turn a profit, are becoming increasingly common and too big to ignore. Estimates of over 10% of the 'S&P 500' companies are unprofitable and they do not intend on doing so anytime soon. Firms like these are not characteristic of a specific industry and range from technology, automobile, energy and even telecommunications. All of this begs the questions: how have these businesses become so big and how are they continuing to grow?

All businesses at one point in time were unprofitable whether it is Apple or the local corner shop. All had to, at one point, develop a product and infrastructure, and grow a customer base, as is the normal life cycle of a business. From this point onwards, most firms will desperately claw their way to breakeven but then eventually make a profit, keeping the owner happy. But for firms that want to scale and grow even larger, they will need to attract investors through a series of funding rounds.

Investors are more likely to invest in a company that reaches a growth goal rather than one who has burnt through all their runway cash. As a result, companies develop a 'growth at all cost' mindset. This is all perfectly normal as some businesses naturally take longer to turn a profit than others and simply need some money to keep the business moving along in the meantime. For example, medical research firms can take years to develop a drug but once it becomes MHRA/FDA approved, huge amounts of profit can be made. Investors do not have a problem with these types of businesses as they still have an underlying plan for profit. However, this investing strategy does not work when applied to companies such as Uber who are not waiting to roll out a revolutionary new product and have a dramatic boost in value of their market shares.

The typical funding cycle that a firm experiences is initially that the entrepreneur is reliant on his/her own money as well as friends and families to get the business started. Next, an "angel investor" (who is usually an ex-entrepreneur) invests in return for equity that s/he will profit from if the idea is successful. This money is used to produce an output and see if the idea is viable and whether it works. The owners who lack capital will not be able to scale the business any further and thus will go to 'venture capitalists' which invest in the same way as an 'angel investor' but on a much larger scale. 'Venture capitalists' will usually provide all subsequent funding rounds. If successful, a company will reach the 'holy grail' of funding, known as an IPO or Initial Public Offering, meaning that us mere mortals and everyday people are now allowed to invest in the company.

Historically, firms have usually been profitable when they are publicly listed. However, in 2019 only 25% of American IPOs were firms that had ever turned a profit. At the point of the IPO, the venture capitalists usually cash out and use the money they have made to do it all over again.

A pattern can be seen here: investors getting rich by attracting more investors who attract more investors who get rich by attracting more investors. This could be (and in many cases is) considered a "Ponzi scheme" which is a fraudulent way of luring investors by paying the old investors with the funds acquired from recent ones, but it does blur the line slightly.

The truth is, those profitless companies are more stable in the short term and thus, if or when the economy takes a downturn, e.g. the whole of 2020, the share price of these companies stays relatively the same as they were already making a loss to begin with,

and thus speculators do not overreact and dump their shares. Another reason is that the main goal for these companies is to gain market share, and if they are competing with firms who solely rely on profits to keep their lights on then they are going to be able to beat out this competition during a period of heavily reduced consumer spending. This means that large tech companies and companies that turn no profit have fuelled the stock market rally that we have seen since May of last year.

The practice of investing in non-profitable companies does seem like a foolish endeavour but none the less, it is an idea that we are going to have to contend with for the foreseeable future. The truth of the matter is that these companies exist and have become hugely influential in the financial markets. What will happen if companies like these become the norm? I hope that these 'Zombie Companies' get to the point where they are able to turn a profit. There is genuine promise from companies such as Tesla whose vertically integrated business model provides a shining light on future profit. However, this is not the case for all and, without being able to see into the future, it is difficult to see this particular saga reaching a happy conclusion.

Thomas Baldwin, Lower Sixth

YIDDISH: A LOCAL LANGUAGE

On January 27, we commemorated once more the liberation of the extermination camp Auschwitz by the Red Army in 1945. The date has become synonymous with the memorial of the Holocaust itself. While we mourn the loss of millions of European Jews, as linguists we also mourn the near loss of the Yiddish language.

Prior to the Holocaust, there were between 11-13 million speakers of Yiddish and the overwhelming majority of those who died in the Holocaust spoke Yiddish. Today, it is the first language of Hassidic communities not only in Israel, but also in the UK and the US, with an estimated 2 million speakers worldwide. Close to home, we still have Yiddish speakers among the Jewish community in our local area as well as the thriving Hassidic community on Canvey Island.

As a language, Yiddish developed around the year 1000 CE out of Middle High German among Ashkenazi communities in central and Eastern Europe. Is it part of the West Germanic branch of the Indo-European

language family and, over time, it became a lingua franca for the Jewish communities across the European continent. It has produced its own literary tradition that saw the Nobel Prize for Literature awarded to the American Polish writer Isaac Bashevis Singer, who published his works and essays in Yiddish.

When two languages coexist in close proximity over a period of time, the exchange of vocabulary and even concepts is inevitable. Thus, many Yiddish words have found their way into German – and English! I only

balagan **klutz** leyn heimish
mensch drash **schmutz**
naches **kvetch** yofi bashert
mazel tov davka **spiel**
macher **shul** bentsch nu?

began realising that these were Yiddish words, once I had moved to England and heard friends using Yiddish words like "meschugge". In this instance, '*Bist du meschugge?!*' is something that we would say in German to each other as kids, if someone had done or said something crazy. In German you say, "*Das ist nicht ganz kosher...*", if you suspect something is not quite right. A further example can be seen in the Yiddish, "*Shickse*" meaning a non-Jewish girl/woman. In German, the word would be used to denote a girl or young woman, but with a clear negative connotation. We would also use words like "*Mischpoke*" to mean (extended) family or *Schnorrer* for someone who used up your things rather than their own.

Examples of Yiddish in modern English are many and to those who understand German, they are easily recognisable. Let us say that you bumped your knee and are annoyed with yourself – you might exclaim, "*I am such a klutz!*" (German Klotz = a lump of wood); if you have overeaten: "*I am about to plotz!*" (platzen = to explode); a *nosher* is someone who likes to eat often and a lot (naschen = to nibble, especially sweet dishes); if you feel you were very lucky in getting something you have desired, you can say it was *beshert* (Bescherung in German means the exchange of gifts on Christmas Eve). Or, if you have to make a tiresome journey: "*I had to shlep all the way across town.*" (schleppen = to carry something (heavy) from one place to another).

One word that both Yiddish and German share, but that has acquired an extra meaning in Yiddish is the

word *Mensch*. In German it simply means a human being. In Yiddish it means more than that – a good person; ‘*He is a real Mensch!*’ is a high compliment indeed.

As a linguist, what interests me in the divided times we live in, is the common language that we share, the words and ideas that unite rather than separate us. In this sense, we should all heed the Yiddish sentence,

“Zeyt a mensh!” – “Be a Mensch!”

Mrs T Genthe, Teacher of German

SCREENWRITING

It has been a busy and productive time for our screenwriters, and I am delighted to share their progress with you.



The Year 11 cohort has spent a term learning about the key elements of writing and after some time reviewing ideas, they have selected the synopsis of a Stephen King short story entitled *Graduation Afternoon* as their project to work on. The team - comprising of Edwin Brown, Jack Thorn, Liam Shear, Ben Crisp, Samuel Knight, Willow Smith, Kavin Vijaykumar and Aarav Nanda - has been given permission by King to adapt the story into a feature length screenplay. It is a wonderful opportunity for the pupils and I am excited to share their progress with you over time.

The Upper Sixth cohort - which started as a group in Year 11 - has had a very productive time. Comprising of Jay Kesav, Samuel Hughes and Noah Holland, the team has written and produced a short 'mockumentary' film (starring themselves as well as Thomas Cox and Muhammed Ibrahim, also in the Upper Sixth) and Jay has produced a full length (120 pages!) screenplay. From experience, this is quite a challenge and takes some time, so all the pupils deserve credit for realising their ideas and creating a finished product. This group has also supported the Year 11 pupils by holding a Q and A session last week,

which helped the newer writers to develop their skills and confidence.

Both groups are a pleasure to be involved with and I am convinced a future in the creative industries awaits them!

Mr T Keenan, Teacher of English

THE ART HUB



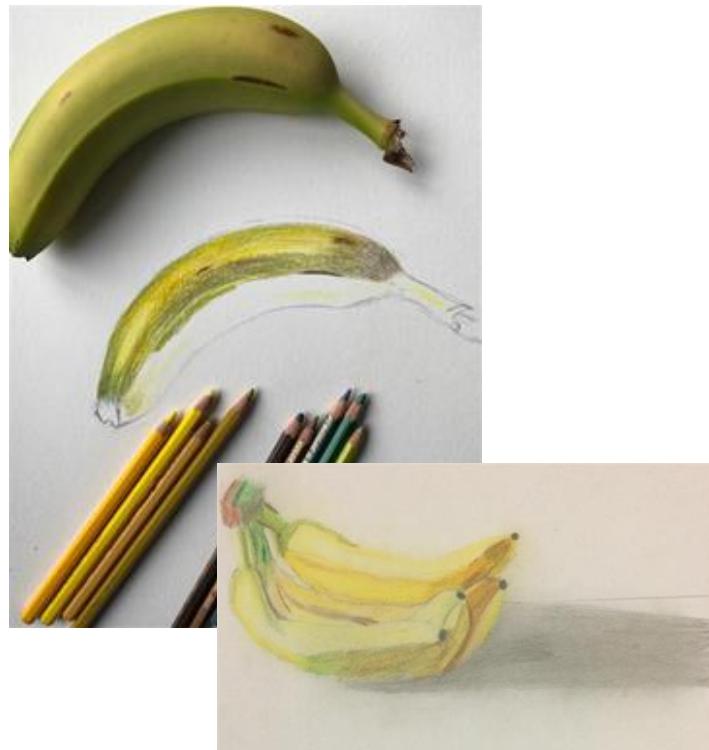
“I found I could say things with colour and shapes that I could not say any other way – things I had no words for.”

Georgia O’Keeffe

HIGHLIGHTS THIS WEEK

Welcome to another edition of Art Hub. We have a Team packed full of fun, creative and inspiring things to do and make! It has been wonderful to see how engaged pupils continue to be with art from home, and we continue to ask you to share any creative work you are doing. We have had some fantastic work shared this week which we would like to celebrate with you all.

The Art teachers have been running LIVE tutorials and Year 7 pupils have been producing some outstanding drawings. Below is the superb work of Philip Kanneh, Year 7.





Above, from top left to right: Rayan Kabir Year 7, Aahil Shuheb Year 8, Ahnaf Hoque Year 9, Ariyan Huq Year 7, Kavin Jayaprakash Year 9, Oliver Street Year 7, Rudra Patel Year 11

HOPES & FEARS

Year 9 pupils have just started a new topic entitled "Hopes & Fears". With this theme, we hope to inspire their creativity and encourage them to think about their own fears, ambitions, future aspirations and goals. We strongly encourage pupil's positivity and engagement during this unprecedented time, which is epitomized by Abdul Wasey Bhatti's work. He has certainly been inspired and is very talented at Digital Art- well done Abdul!

Right, by Abdul Wasey Bhatti, 9E



ARTIST OF THE WEEK

Eesen Nullatamby, Year 11



TEACHER'S TOOLBOX

How to make paints from items in your kitchen - a great activity for everyone!

See Microsoft Teams for a presentation and further details.

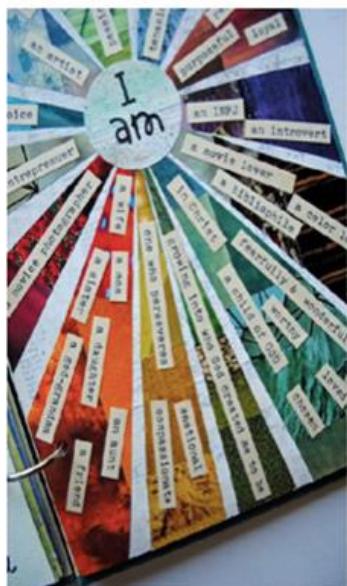


Don't forget who
you are!

Your future is bright!
Stay focussed and positive
This will pass.

Create your own action plan
What are your goals?
What will you do to get there?
Don't let anything get in your way

Use these ideas to help create your plan.



HELLO there..)

- i am hopeless in mathematics
- i keep things that i don't need
- i wish i could speak more languages
- i love iced drinks
- i dance only when the music is good & loud
- i sing off-tune most of the time
- i think i should draw more often
- i really like envelopes
- i need a space of my own
- i Should be doing my homework
- i can never walk in high heels properly
- i like to take naps
- i make nothing but aglio olio & kimchi
- i always have my notebook & camera with me

<https://glassockc.wixsite.com/whsbart>

https://www.instagram.com/whsb_art/

Mrs C Glasscock, Teacher of Art

MATHEMATICS IN LOCKDOWN

PROBLEM OF THE WEEK

Lower School Problem of the Week

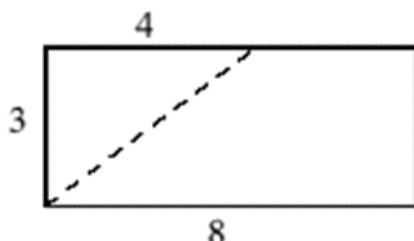
Travelling by train from Edinburgh to London, I passed a sign saying "London 150 miles". After 7 more miles, I passed another sign saying "Edinburgh 250 miles". How far is it by train from Edinburgh to London?



+ = x ÷ - +
MATHS
x = ? %

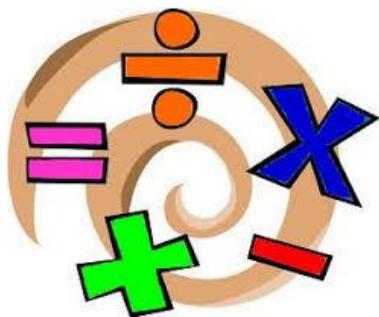
Middle School Problem of the Week

A 3x6 rectangle is cut into two pieces along the dotted line shown. The two pieces are then rearranged to form a right-angled triangle. What is the perimeter of the triangle formed?



Sixth Form Problem of the Week

Three consecutive even numbers are such that the sum of four times the smallest and twice the largest exceeds three times the second by 2006. What is the sum of the digits of the smallest number?



Pupils are reminded that all solutions to these problems should be passed on to your teachers. Any pupils who are part of the respective societies are welcome to post their solutions on the *Microsoft Teams* pages for Mr Dowding or Mr Yeo to check and for guidance.

Students who need assistance with any aspect of Mathematics are encouraged to join the relevant group on Microsoft Teams. We have a dedicated group of sixth form students monitoring these groups every day, who are willing to answer any questions that you may have. If you require additional and ongoing support, please contact Mr J Yeo who can arrange for you to be paired with a Mathematics mentor who can provide regular contact and guidance. Please find the relevant *Microsoft Teams* codes below:

KS3 Mathematics Help Club: **moblbke**

KS4 Mathematics Help Club: **61qkl7l**

KS5 Mathematics Help Club: **o1kmw2o**

Students in Years 7-11 with a genuine interest in Mathematics are welcome to join Mathematics Society on *Microsoft Teams*. Here, students explore beyond the School syllabus and pose interesting problems to each other. Students in the Sixth form are welcome to join the School's STEP club which tackles material required for university Mathematics entrance examinations and these online sessions take place every Wednesday during Activities. Please join using the relevant *Microsoft Team* using the codes below:

KS3 Mathematics Society: **sdev7q3**

KS4 Mathematics Society: **hlrlb3v**

STEP Club: **1y2opcw**

THE WEEKLY WATCH

I sincerely hope that you enjoyed last week's documentary suggestion that tracked the building of the Burj Khalifa. Being such a feat of engineering, I once again encourage anybody interested in this field to give it a watch!

As I am sure that you are all aware, this past week marks a very special day in History. It is a day where good triumphed evil, where the righteous are celebrated and where the victims are listened to. Of course, I am referring to Holocaust Memorial Day. Chosen to be observed on the 27 January, the day that the long awaited Red Army liberated Auschwitz One and Birkenau, it is only right that the documentary suggestion this week is on this topic.

For any of those whom I teach, you will know that I have a particular passion where it comes to studies of the Holocaust; one of the main reasons why I wanted to become a History teacher was through my interest in this area. Across my life, I have been fortunate enough to meet many Holocaust survivors whose stories of bravery, courage and hope have inspired me. None so more, than the story of Kitty Hart Moxon, a survivor who I met when I was only 19 years old and her story has stayed with me. I referenced her in my University essays and dissertation, and she takes pride of place on a display in the History room 'W25'. I think it only right, that I honour her story by recommending this week that you watch her testimony. Kitty was a



young girl of 14 when she was taken from her home in Lodz, Poland, and placed in a ghetto. From there (and after many escape attempts), she was put on a transport to Auschwitz; the most notorious of the death camps. She was deemed fit for work by Mengele himself, and managed to get one of the best jobs in the camp - emptying the latrines (lavatories). Her story is awe-inspiring and truly remarkable. She has done much for Holocaust studies across her lifetime, working closely with the Holocaust Educational Trust to raise awareness, and even confronting a Holocaust denier on the tracks at Auschwitz Birkenau.

So, this week, watch the documentary and hear her story to learn a little more about the individuals behind the event that was the Holocaust.

<https://www.legacyhigh.net/apps/video/watch.jsp?v=237830>

Miss R Williams, Teacher of History

Mr M Dowding, Head of Mathematics

THE COMBINED CADET FORCE

ARMY SECTION

The Army Section of the Combined Cadet Force is considered a hands on and practical organisation, and in most circumstances it is, with activities ranging from field-craft, First Aid and shooting, to section attacks and close quarter battles.



Unfortunately, the ongoing COVID-19 pandemic has temporarily put an end to practical activities and drills. However, instructional teaching, such as the core skills needed, and lessons, are still being continued online by our fantastic cadet Non-Commissioned Officers. These online lessons will build skills and theory for our cadets and will build transferrable skills that could be used even in a workplace. I have no doubt that, when this pandemic is over, the online sessions being undertaken by the Combined Cadet Force will have had a positive effect on training and will influence the number of overnight trips that will be able to occur.

Some of the main CCF trips that happen every year are Summer Camps. For anyone who has not yet been on a Summer Camp, it is most certainly one of the best school trips! Hosted by Cadet Force Adult Volunteers and members of the regular and reserve army, we take part in a variety of activities, such as water sports, a day on the ranges, field-craft, a 24-hour military exercise and a variety of command tasks. At our 2019 summer camp, at Barry Buddon in Scotland, we even had a disco! Towards the end of Summer Camp, annual awards and promotions are given to cadets, as well as the camp giving various certificates to all contingents in the camp.

One of the main activities I enjoy in the Combined Cadet Force is shooting. This is shooting with real rifles

and air rifles. In the older years, we usually go on annual two-day trips to the ranges, the latest being Bisley's Century Range. Here, we shoot the standard cadet L98A2 Cadet GP rifle and Cadet Target Rifle. Shooting in the CCF has also encouraged me to take part in competitive shooting outside School for my local club. This also gives me further chance to progress to higher levels of shooting.

Every edition of *The Westcliff Week* will include a short article from a member of the School's Combined Cadet Force sharing their experience of the CCF. So, watch this space for further honest accounts of life as a Westcliff CCF cadet!

Sgt Prem Ravichandran, Upper Sixth

ROYAL NAVY DISPATCHES MEDICAL TEAMS

As part of the national effort to stop the pandemic, medics from the Royal Navy have been administering the vaccination to key workers, NHS staff and vulnerable people in the Bristol area. A team of six was mobilised to work alongside other medical workers at mass vaccination centres across the South-West. A total of seven of these centres have been opened, (including one at Ashton Gate, home of Bristol City Football Club), in order to increase the efficiency with which the vaccination can be distributed.



In addition to supporting the vaccination scheme, medical staff from the Royal Navy have been drafted to help alleviate pressure in NHS hospitals. Lt. Lauren Hodges, a senior nurse aboard aircraft carrier HMS Prince of Wales, says:

"This is probably my proudest moment – being part of a national effort to hopefully get ahead of COVID-19 and get the country back to some form of normality...The set up here is fantastic – really well organised, especially given the size of the operation and the speed with which it has been set up."

Surgeon Lieutenant Ryan Dodd, who works in the sickbay at HMS Sulta, was at sea for most of 2020 and found it frustrating that he could not help his civilian friends and counterparts in tackling the virus. He says:

"I cannot stress how happy I am to be helping – although I was doing my duty with the Navy, it was hard to watch from the side-lines as friends and former colleagues were working hard through the pandemic. It is great to be here, helping the NHS, supporting where we can, delivering vaccinations to those most in need as safely and efficiently as we can."



In these most challenging of times, it is important that we recognise all of our country's heroes and all those who are stepping up to actively fight the Virus- the Royal Navy included.

Able Cadet 2 Star Ansh Singh, Lower Sixth

'STICK TO YOUR SPORT'

For good or bad, sportspeople are often in the news headlines. Frequently, the headlines report poor behaviour on or off the field of play. However, over the past year, there have been a few individuals who have bucked the trend and been on the front and back pages for some of the amazing work they have done.

Firstly, one of the greatest examples of a sportsperson making a positive contribution during the past year, is Marcus Rashford. He has campaigned tirelessly and lobbied the Government to rethink, and enforce changes to, free school meal arrangements during the lockdown. Using personal experiences from his childhood, he helped to raise millions of pounds. More importantly, he helped change public perception on this issue, and we saw small businesses across the country take up the job of helping to feed the country's children, until the Government changed its

policy. Rashford gained personal recognition, receiving an MBE in the Queen's Birthday Honours. Yet he would say the job is far from complete, as he campaigns for an extension to the arrangements for the February half term.



Next, to the world of UFC and the often-controversial Conor McGregor. He came out of his third retirement to fight Dustin Poirier last week. Although the headlines have centred on Poirier's victory since the fight, both men have been praised recently for their philanthropic work. Poirier was the inaugural winner of the UFC's Forrest Griffin Community Award in recognition of his charity work, after launching *The Good Fight Foundation*, which helps local communities in Louisiana. McGregor pledged half a million dollars of his pay package from the fight to the foundation. He also donated one million euros to hospitals in his native Ireland for personal protective equipment.

Lastly, in one of the best paid sports, American Football, each season players across the NFL carry out amazing work in their local communities, which culminates in the Walter Payton Man of the Year Award. There is one nominee from each team in the league (32 teams), 31 of which receive \$40,000 from the NFL for their chosen charity or foundation, with the winner receiving \$250,000 for their charity. Isaac Rochell, LA Chargers, is favourite to win the award, after extensive work throughout 2020. Among many other charitable contributions, Rochell funded 45 families through the American holiday of Thanksgiving. He also runs the apparel brand *Local Human* from which 100% of revenue has gone directly to local teachers in the form of gift cards and cash donations.

Often it is easier to highlight the negative stories that result from some sportspeople, and to call them poor role models. However, after a time of much negativity it would seem far more important to spread praise for the vast majority that are using their status for good.

Mr H Morrant, Sports Coach

PSHEE HEALTHY LIFESTYLES AND STRESS

As you all know from your PSHEE lessons on healthy lifestyles, it is important to keep physically and mentally healthy.

HEALTHY LIFESTYLE



The government list the following as benefits of regular physical activity.

- Reduce your risk of a heart attack
- Lower blood cholesterol level
- Lower the risk of type 2 diabetes and some cancers
- Lower blood pressure
- Stronger bones, muscles and joints and lower risk of developing osteoporosis
- Lower your risk of falls
- Manage your weight
- Recover better from periods of hospitalisation or bed rest
- Feel better and more relaxed, with more energy, a better mood, and better sleep.

If you have a garden, then please try to spend some time each day in your garden getting fresh air. I know it is cold at the moment, but just wrap up warm! Try to go for a walk outside each day. Even if this is just round the block, as it can have many benefits for your wellbeing. It is suggested that exercise can lead to a healthier state of mind.

- Exercise may block negative thoughts or distract you from daily worries.
- Exercising with others provides an opportunity for increased social contact. They must be from your household and please stick to all Government regulations regarding the lockdown.
- Increased fitness may lift your mood and improve your sleep patterns.
- Exercise may also change levels of chemicals in your brain, such as serotonin, endorphins and stress hormones.



Joe Wicks, a body coach, has produced some excellent workouts that you can access. Many of you completed these during the last lockdown. Try to get your whole family involved. The workouts are saved on the channel, so you can complete them anytime. Millions of people have been joining in each day.

Find the link below:

<https://www.youtube.com/user/thebodycoach1>

If you send me a JPEG photograph of you completing your workout, then you will receive House Points or Senior Commendations for participation. Remember to include your name, form and House and tell us how your workout has benefitted you. If you can link this to the Learner Profile and your learning from PSHEE lessons, then you will receive extra credit.

Enjoy a workout and stay healthy!

Mr R Barber, Teacher of Geography/Senior Head of House

HOUSE COUNTDOWN COMPETITION ROUND 2

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.

IEIRNFTYC

AGEREEDMR

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.

75, 100, 5, 6, 8, 1 TARGET: 889

25, 2, 7, 3, 50, 4 TARGET: 788

TRICKY NUMBERS

25, 10, 8, 7, 8, 50 TARGET: 614

CONUNDRUMS

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

NHOMAPSCI

RCTAKACKB



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

House Points and Senior Commendations will be
awarded using the *epraise* system.

Good luck!

Mr R Barber, Senior Head of House

RECIPE OF THE WEEK

EGGS BENEDICT

This classic breakfast or brunch dish requires patience
but is very satisfying when you get it right. The
Hollandaise sauce can also be used as an
accompaniment to lots of other dishes including
salmon and asparagus.



Ingredients

One egg per person – the fresher the better

Bacon, pancetta or substitute

English muffins

For the sauce

25g butter

Two Egg yolks

Teaspoon of white wine vinegar

Method

This dish is best prepared in this order – bacon, sauce,
eggs, muffin.

Place the bacon in the oven at 180 degrees to cook
while you make the sauce and cook the eggs.

Melt the butter in a saucepan and skim any white
solids from the surface. Keep the butter warm.

Put the egg yolks, white wine or tarragon vinegar, a
pinch of salt and a splash of cold water in a metal or
glass bowl that will fit over a small pan. Whisk for a
few minutes, then put the bowl over a pan of barely
simmering water and whisk continuously until pale
and thick, about 3-5 minutes.

Remove from the heat and slowly whisk in the melted
butter little by little until it is all incorporated and you
have a creamy Hollandaise (If it gets too thick, add a
splash of water). This sauce will be fine if kept warm so
keep it on the hob.

Next, bring a pan of salted water to a simmer and
carefully crack your eggs into it. Some people swirl the
water first, but this is difficult if cooking many eggs at
once.

When the eggs are cooked to your liking (runny or firm)
take them out of the water on a slotted spoon and put
them on some kitchen paper.

Mr A McGee, Director of Sixth Form

PUPILS' CONTRIBUTIONS TO THE WESTCLIFF WEEK

The Westcliff Week was circulated weekly during the first national lockdown and, during that time, we were delighted to receive many interesting and varied articles and items from our pupils which we could share with the wider School community through *The Westcliff Week*.



With the return of *The Westcliff Week*, we encourage pupils to once again send in their contributions which can be shared through these pages.

All contributions should be submitted in Word format, with any accompanying pictures also copied into the 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 and submission. Contributions associated with an activity, for example Wargaming, CCF or Drama, should be sent to the member of staff who has oversight of the relevant activity.

We look forward to receiving your contributions.

THE WHSB PARENTS' ASSOCIATION FUNDRAISING IN LOCKDOWN

"100 CLUB" MONTHLY CASH PRIZE DRAW



In the absence of actual fundraising activities being able to take place during lockdown and future restrictions resulting from the pandemic, the Parents' Association would like to draw the School Community's attention to alternative means of supporting us.

Firstly, our Local Authority licensed small lottery, the WHSB PA "100 Club". For a monthly contribution of just £5, members can win a cash sum, currently in the region of £80. The more members we have, the more money the monthly cash prize will be, so please do consider joining if you have not done so already.

Members can be parents, carers, relatives, alumni, Friends of the School, and indeed anyone who has an interest in Westcliff High School for Boys.

Membership can be terminated at any time. Some parents continue to contribute even after their children have left as a way of maintaining contact with and supporting the School. It is also possible for individuals or families to take out more than one share at £5 each. Joining forms can be downloaded from the Parents' Association section of the School website <https://www.whsb.essex.sch.uk/pa>. Alternatively, please contact us pa@whsb.essex.sch.uk and we will post these to you. We would like to take this opportunity to thank all who are current members of our "100 Club", and hope that others will choose to support us in this way.

ONLINE SHOPPING WITH AMAZON SMILE AND EASYFUNDRAISING

With the surge in online shopping caused by the pandemic, another way to help the Parents' Association raise money for the School is by using Amazon Smile <https://smile.amazon.co.uk/> and Easyfundraising <https://www.easyfundraising.org.uk/>. When supporting us in this way your online shopping will not cost you a penny more.



Customers who use Amazon and who wish to support their charity of choice, shop at smile.amazon.co.uk, where they find the same products, prices and service with 0.5% of the price of eligible purchases donated to the charity chosen.



You can shop via Easyfundraising at over 4,400 shops and sites including key retailers such as M&S, John Lewis, Waitrose, Argos, Curry's, eBay and Apple. Purchasing insurance, broadband and holidays can also attract donations from partner organisations

include Esure, Aviva, BT and Booking.com amongst many others. Using Easyfundraising customers shop as normal, starting their online shopping journey first at easyfundraising.org.uk (an Easyfundraising App and browser extension Donation Reminder are also available to download). Once you make a purchase, Easyfundraising's retailer partners will make a small donation to your chosen cause to say 'thank you'.

Please do take a few minutes to register Westcliff High School for Boys' Parents' Association (Registered Charity No. 1028007) as the charity you wish to support with each of these organisations. Where relevant, online purchases made will then generate a donation for the School at no cost to you.

PARENTS' ASSOCIATION SPRING TERM ZOOM MEETINGS

7.30pm-8.30pm, 2 February and 9 March

This term, we will be meeting via Zoom on Tuesday 2 February and Tuesday 9 March from 7.30pm until 8.30pm. Please let us know if you wish to attend by emailing pa@whsb.essex.sch.uk. Zoom meeting details will be sent nearer the time.

All parents/carers are very welcome, particularly those with children in Years 7 and 12 who were new to the School last September. If you are unable to attend meetings but would like to keep up to date with Parents' Association news and activities by receiving copies of minutes, please email pa@whsb.essex.sch.uk asking us to add your email address to our Parents' Association distribution listing.

Mrs J Clarke, Chair of the Parents' Association

MR MCGEE'S ALBUM OF THE WEEK

SPUNGE, THE STORY SO FAR

The year 2002 found the world of alternative music saturated with a wide variety of genres all competing for listeners' attention. 'Nu Metal' was riding the crest of its wave, a wave that would soon crash on the beach of apathy and bloated self-destruction. Pop punk grandees released greatest hits albums and watched, like proud parents, the next generation of bands cash in on their legacy, whilst Britpop giants *Oasis* and *Blur* were fighting to remain in the public's consciousness.



Alongside these dominant styles was a resurgence in 'Ska' and 'Ska' influenced punk. Bands such as *Reel Big Fish* and *Less Than Jake* might have had all the kudos of American 'realness', but for me, the true

first experience of this sound came at the 2002 Reading Festival on one of the side stages.

Surprisingly, this was not from one of the American staples but, quite incongruously, from a band from Tewkesbury by the name of *Spunge*. Just as the Beatles heard American country, rhythm and blues, and rockabilly music before melding them into 'Mersey Beat', so too were four young men from this English small town inspired to develop this most transatlantic of styles with its roots in traditional Jamaican music. With its name deriving from the sound made by the guitar's off-beats, 'Ska' music had risen in popularity in both emigrant and native communities in 70's and 80's Britain, with bands such as *The Specials* and *UB40* having major hits in the style. Fast forward two decades, and 'Ska' had once again found a home, maybe surprisingly, in the music of these four lads from Gloucestershire.

The Story So Far is the third album released by the band on 26 August 2002. The record was produced by John Cornfield (Supergrass, Muse) and Chris Sheldon (Foo Fighters). The album perhaps marks a change in the band's sound, from a more laid-back 'Ska' style, to a more rock sound, as can be seen on the tracks 'Ego' and 'Roots'. That said, the Ska that brought the band together is still very much present throughout the record, tracks such as 'Skanking song' and 'Jump on demand' being prime examples.

Spunge is still recording, releasing and touring today, having supported bands such as *Green Day* and been headliners in their own right. That said, it seems as if they have faded into the white noise that is today's crowded musical scene. Their perseverance, without the mega stardom of some of their former peers, is a valuable lesson to us all; if you are doing what you love, you are in the right job!

If you like this try...

Reel Big Fish

Less Than Jake

King Prawn



Mr A McGee, Teacher of Music

WHERE IN THE WORLD?



Congratulations to all who correctly guessed last week's answer. It was the *Joshua Tree National Park* in the USA. The park, located in California, is characterised by rugged terrain and the dominance of Joshua Trees. The park and trees later inspired U2's world famous album: The Joshua Tree!

Here is the picture and clues for this week:

- This settlement thrived in the latter part of the first millennium, but by the 10th century AD had fallen into decline. Despite this, it is still visited by tourists today.
- The city is known for being part of the salt trade.

Please answer via the Microsoft form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-gnXxLzq5cGrPAnzzsFDiqmfUFjxEshUMFRVRDFMTDdWMzdORUhVOEk3TTgySDM2Uy4u>

Best of luck!

Mr L Norman, Upper Sixth Progress Leader



THE LEARNER PROFILE: OPEN TO OPPORTUNITY

During the past couple of weeks, I have spent a significant amount of time reviewing Year 11 Reports. Generally, this was a positive experience and it was particularly heartening to note how so many of our pupils had risen to the challenge of dedicating themselves to their studies amidst the widespread disruption created by the pandemic. It was also evident that being intellectually gifted was, alone, no guarantee of success, as it was those who had worked hard consistently who invariably achieved outstanding grades.

Reading the Reports brought to mind the well-known story of an elderly carpenter who was due to retire. It is a story I have shared with the School during past Assemblies.

The story goes that the elderly carpenter told his employer of his plans to leave the house-building business and live a more leisurely life with his wife, enjoying his extended family. He would miss the pay, but he needed to retire.

His manager was sorry to see the old carpenter go and asked if he could build just one more house as a personal favour. The carpenter agreed but, after some time, it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end his career.

When the carpenter finished his work and the manager came to inspect the house, the manager handed the front-door key to the carpenter. "This is your house," he said, "my gift to you."

What a shock! And what a shame! If only he had known he was building his own house, he would have done it all so differently.

Just like the carpenter, a number of our Year 11 pupils have been cutting too many corners and have been willing to settle for less than their best effort. Yet, this short term approach misses the important point, that they have been selling themselves short. Ultimately, we have to be prepared to invest time and effort into achieving success, be it in our academic studies or in another sphere of life such as employment, relationships or an activity such as sport or music. If we do not invest then we are likely to be disappointed later on in life. It is difficult to look back and realise that one has not made the most of the opportunities available and, in the final analysis, to accept that there is no one to blame but oneself.

Whilst the temptation to cut corners will always exist, it is important to understand that these actions often have consequences. It is important for pupils to remember that the time available for their studies is limited. Days we chose to waste cannot be recovered. Moreover, we are then left with reduced time and consequently must 'shoe horn' work into an ever dwindling amount of time. Further corner-cutting must then follow, to say nothing of the inevitable pressure and stress it creates for the pupil. It is a downward spiral. The good news is that the spiral can be broken by simply choosing to invest our time wisely. In the context of the story, simply by building the best house we can.

These are very challenging times for our pupils and I remain most impressed with the resilience and endeavour they demonstrate each day. However, for a few, the temptation to turn away from the challenge is present. I encourage all pupils to reflect on the story of the carpenter and to think about the future they are building for themselves. It is important to build wisely.



Headmaster

MICROSOFT TEAMS

Participate in our Clubs, Societies and other Activities via *Microsoft Teams*
Contact the member of staff listed or join in using the relevant *Team* code (see below)

TEAM/CLUB NAME	DETAILS	CONTACT
Lego Club	Lego competitions, news and updates	Ms C Porter
Art Hub	Art club with competitions open to all year groups	Mrs C Glassock
The Book Corner – Library Support	Book discussions, recommendations and study support	Mrs H Murrell
Architecture Group	Art group studying architecture	Mrs C Glassock
Art Gifted and Talented	Currently looking at Myths and Legends	Mr J Browning
Bibliophiles	Sixth Form Book Club	Miss S McGowan
Creative Writing	Competition open with the theme 'Positivity'.	Mr T Keenan
Big Band and Strings Club	Open to all string-instrument players	Code eu9do03
Lower School Mathematics Society	Open to years 7,8 and 9	Code sdev7q3
Middle School Mathematics Society	Open to years 10 and 11	Code hlrpl3v
STEP Club (Mathematic)	Open to years 12 and 13	Code 1y2opcw
Key Stage 3 Help Club	Help with Mathematics for Years 7, 8 and 9	Code moblbke
Key Stage 4 Help Club	Help with Mathematics for years 10 and 11	Code 61qkl7l
Key Stage 5 Help Club	Help with Mathematics for Sixth Form	o1kmw2o
Drama Group	Open to all years	Mr B Jeffreys
House Countdown	See Countdown competition	Mr R Barber
Healthcare & Medical Society	Providing support and insight into a career in healthcare and medicine	Miss E Lo
House Mario Cart	Activities to gain house-points	Mr R Barber
House Rocket League	Activities to gain house-points	Mr R Barber
House Online Chess	Activities to gain house-points	Mr R Barber
House Chinese New Year Report	Activities to gain house-points	Mr R Barber
House Capital Cities	Activities to gain house-points	Mr R Barber
House Robert Burns Research Project	Activities to gain house-points	Mr R Barber
House Year 7 Mission to Mars	Habitat Challenge to gain house-points	Mr R Barber
House Design and Create a species	Activities to gain house-points	Mr R Barber
House Spanish/Languages	Activities to gain house-points	Mr R Barber
House General Knowledge	Activities to gain house-points	Mr R Barber
House Sport Logo Quiz	Year 8 Sport Logo quiz - deadline 6 February 2021	Mr R Barber
House Ditloid Quiz	Year 7 Ditloid quiz deadline - 13 February 2021	Mr R Barber

THE WEEK AHEAD

WEEK BEGINNING 1 FEBRUARY 2021

Please see inside The Westcliff Week for details of further activities

DAY	DATE	ACTIVITY	CONTACT
All week	1-5 February 2021	Competition – Where in the World House Competition – Countdown String Ensemble Maths help club	Mr L Norman Mr R Barber Mr Derrick Mr M Dowding
		The Book Corner – Book Review competition	Mrs H Murrell
		Submit PSHEE Workout photos	Mr R Barber
Wednesday	3 February 2021	13:50 – 15:35 – Maths STEP club for Sixth form 19:00 – Bibliophiles Book Group discuss ‘Cat Person’	Teams code 1y2opcw Miss S McGowan
Friday	5 February 2021	Recreate a famous Artwork competition Deadline 13:00 – 13:30 – Healthcare and Medical Society virtual meeting	Mrs C Glasscock Miss E Lo
Saturday	6 February 2021	Deadline for Year 8 Sport Logo Quiz- Teams page	Mr R Barber

EXTERNAL EVENTS

10 February 2021	Grayson’s Art Club	Grayson’s Art Club returns to channel 4. For details on art submissions please contact Mrs C Glasscock
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UPCOMING DATES

Friday	12 February 2021	HSBC Work Experience Opportunity	Ms N Weller
Saturday	13 February 2021	Deadline for Year 7 House Ditloid Quiz – Teams page	Mr R Barber
Sunday	21 February 2021	Deadline for ‘Positivity’ Creative Writing competition	Mr T Keenan
Monday	26 April 2021	Deadline for artwork submission to the Royal Academy of Arts Young Artists Summer Exhibition	Mrs C Glasscock

MICROSOFT TEAMS CLUBS SOCIETIES AND ACTIVITIES

See page 28 for further details



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