

The Westcliff Week

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I hope all pupils, parents and staff enjoyed a good rest during the Half Term break. We look forward to the Prime Minister's announcement during this coming week, which no doubt will include the Government's thoughts on reopening of Schools this term, subject to progress with regard to falling infection rates and the wider vaccination programme. Once we have news which may alter the situation for pupils, I intend to write to parents with details of the School's plans.

The School has yet to receive details from the Department for Education (DfE) and The Office of Qualifications and Examinations Regulation (Ofqual) on arrangements for GCSE and A Level assessment this year, but we continue to monitor the situation and are planning to ensure we can respond to a range of scenarios as may prove necessary. Again, I shall make contact with those pupils and parents affected as soon as further information is made available to us.

In the meantime, we look forward to the remainder of the Spring Term, much of which will still involve remote teaching and learning, as we continue with those arrangements for at least the next two weeks. Last week, Mrs J Williams provided some helpful guidance for parents on supporting pupils with remote learning and I hope that has proved helpful. This week, Mr Bleakley, Assistant Head: Lower School, has provided some excellent advice for parents on ensuring effective engagement of pupils in the Lower School during the school day (page 23). I would like to take this opportunity to remind pupils and parents that the Pastoral Teams are available to offer support and advice to pupils and parents with our online learning arrangements, and please do not hesitate to make contact if you are experiencing difficulties.

We continue to make positive developments to the School facilities in anticipation of the reopening of the School to all pupils in due course. Athletes across all Year groups will be delighted to learn that works to the new Hammer/Discus Throwing facility have been completed. This facility, much like the one pictured here, is a fantastic addition to the School's sports



facilities and we look forward to putting this to good use during the next season.

In this week's edition of *The Westcliff Week*, once again, I am delighted we are able to share a wide variety of interesting articles from

pupils across the Year groups, and I commend them on their superb engagement with the wider opportunities to contribute to their School community. It is also pleasing to be able to share some examples of the opportunities our older students have taken to support those in the Lower School with their learning and development. This week, Toby Linsell (Lower Sixth) reports on the work of the Lower School Science Club, and includes some fantastic examples of projects completed by Sam Crabb (Year 7) and Alexander Kelleway (Year 8) through that Club.

We are also hearing from an increasing number of Old Westcliffians (OWs) who wish to lend their support. This week, we include articles from Henry Madell and Jacob Martin, both OWs. The CCF were also fortunate to receive an online presentation from former WHSB cadets and OWs, Connor Roberts, Joseph Cameron and Leon Dhadda and details of that activity are included in Scott Keeble's (Year 11) article this week. Thank you to all our OWs who are offering support to the pupils during these difficult times.

Finally, I would like to thank all the staff who have contributed articles this week. They have given additional time during their break to do so, and I know how much that is appreciated by the School community. In particular, I thank Miss R Williams, Project Leader: School Marketing & Communications, for her superb support in compiling and preparing material to ensure we can bring you another exciting edition, which we hope you will enjoy.

Headmaster

HOUSE EVENTS AND SCORES

An updated list of exciting and varied House activities currently available are listed below. Pupils are reminded to join in with as many of these activities as possible. Every time you enter a House Competition, you will gain participation points which will be added to your House total.



HOUSE CHAMPIONSHIP	
Harrier	4 9 2 5
Kestrel	4 9 0 4
Merlin	5 0 0 2
Osprey	4 9 0 5

Latest House Points Score, Thursday 18 February 2021

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

- House Countdown (see page 22)
- House 'Keepy-Uppy' - football challenge
- House Mario Cart
- House Rocket League
- House Online Chess
- House Capital Cities
- 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
- PSHEE Festivals and Culture House Pancake Challenge
- House Snow Challenge (the snow may have gone, but you can still submit your photographs!)

The House Scores remain very close indeed (see photograph above). Participate and gain points to support your House!

PSHEE FESTIVALS AND CULTURE

HOUSE PANCAKE CHALLENGE



From your fantastic entries, it is good to see that many of you enjoyed making pancakes with your family on Tuesday last week.

Pancake Day is known as Shrove Tuesday and is followed by Ash Wednesday, which is the start of Lent and is 40 days long. The date changes each year, but it is always on a Tuesday. Easter is based on the first full moon after the spring equinox. As you may know from your geography lessons, the spring and autumn equinox are when the day and night is equal length; and the spring equinox falls on the 20 March this year.

Therefore, Easter falls on 4 April, which is 46 days after Pancake Day. Sundays, however, are not counted as part of the 40 days of Lent. This is because Christians consider Sundays to be celebrations of the resurrection of Jesus, and are therefore not included in the calculation.

Traditionally some Christians will fast during Lent and do not eat a range of foods including eggs, fats and milk. Consequently, the day is the last chance to indulge and remove temptations from your home. Making pancakes is a perfect way to use up these ingredients!

This House competition is still open, so feel free to keep sending in photographs of you making your pancakes to me via e-mail. Remember to include your name, Form and House in the JPEG file name.

Mr Barber, House and PSHEE Coordinator



LOWER SCHOOL SCIENCE CLUB

Yet another lockdown week has not deterred our science prodigies from not one, but two practical experiments. A topical task of making a snow volcano was assigned first and the response of our Lower School scientists was superb. As this was my first week in this role, I was amazed at the participation levels and quality of work shown. Our pupils definitely made the most of this opportunity; it may be a few years until the weather favours this activity again!



The method is fairly simple and comprehensive, but we do advise parental guidance on the off chance you become Seamus Finnegan from Harry Potter and blow everything up!

Left:
By Sam Crabb, Year 7

1. Acquire a cup or plastic bottle and set it in the snow.
2. Pile the snow around the cup, presenting the shape as a volcano. Ensure the cup is packed tightly so your mini Mount Fuji holds its shape.
3. Add baking soda and food colouring to the cup.
4. With a camera in hand, pour vinegar into the cup and take cover!
5. Take photos of your volcanic eruption and do it all again.

On the off-chance that you find yourself with any spare time during this lockdown, the club has provided experiment number two: making plastic from milk. For the sceptical among you, yes, this is not a true polymer plastic. Instead, it is a substance called casein (Latin meaning "cheese"), that is formed in a reaction between proteins in milk and the acid in vinegar.

Here is how you make it:

1. Heat the milk until it is hot, but not boiling.
2. Carefully pour the milk in to a bowl.
3. Add vinegar to the milk and stir for a minute.
4. Pass the milk through a strainer, this will separate the mass of lumpy blobs (casein).
5. Leave the casein to cool.
6. Rinse the casein and mould them into your desired shape.
7. Wait a few days until it hardens and you are done!



Left: By Alexander Kelleway, Year 8

This has been a brief summary of this week for our Lower School Science Club. Thank you to all for the participation and excellent work. If this interests you, feel

free to message Mr James or myself to join the *Microsoft Team*.

Toby Linsell, Lower Sixth

THE RSC CHEMISTRY OLYMPIAD

On the cold afternoon of Friday 22 January, a handful of Year 13 chemists sat the Chemistry Olympiad; an international competition run by the *Royal Society of Chemistry* that is designed to test the best, brightest and the slightly barmy chemists. It consisted of a 2-hour examination, focusing heavily on the practical applications of chemistry to the real world. Just like the *Cambridge Chemistry Challenge* completed last year, we once again faced the challenges of this examination being conducted remotely. Nonetheless, our small band have remained enthusiastic throughout the lead up, preparing intensively prior to this with the encouragement (slightly coercive at times) of Mr Hill. It was evident that all of us were eager to participate; it would be a great opportunity to demonstrate our ability and understanding of chemistry beyond the A-level curriculum. With only a few months to go until we hopefully move on to further our education at university, our interest in competing was simple; provoke our understanding and challenge our limits, recognising in the process that whilst our study of A Levels might be coming to a close, our learning has not.

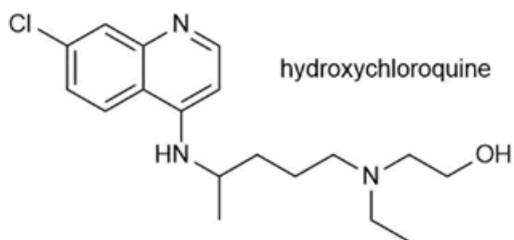
The Olympiad this year consisted of six questions, each designed to rigorously exercise our understanding of physical, inorganic and organic chemistry beyond the confines of the A Level syllabus. The test itself was confounding and covered topics which were difficult to understand initially, but simultaneously, very interesting and each with a tentative link to an area of chemistry we were familiar with from our previous studies.



Make America Titrate Again

One question, which I am sure we all found both gripping and absurd, focused on the former US President, Donald Trump, and his strategies for preventing and treating COVID-19 infections (which most medical experts dispute). The question itself centred around

hydroxychloroquine, a disinfectant President Trump claims to have personally injected in May 2020. After boldly claiming to the public how this would prevent the population from being infected with coronavirus, President Trump, quite ironically, tested positive for COVID-19 a few months later!

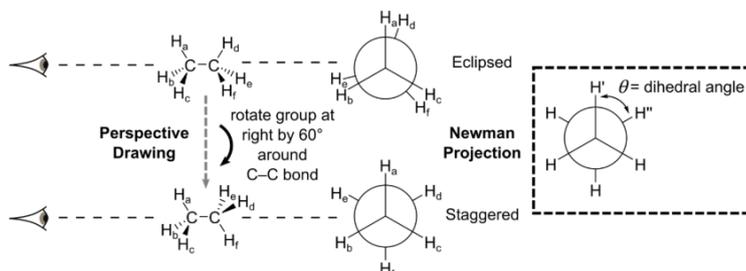


After this brief introduction, the question then revolved around the synthesis of hydroxychloroquine from various complicated and intricate organic pathways, none of which we were familiar with. It required a lot of logical thinking and problem-solving skills; skills that have been developed recently during our A Level NMR lessons. Chemistry more broadly, has in the Upper Sixth relied on synoptic and 'out of the box' thinking to make links between topics, a cognitive process which I am sure will aid us as we make the transition into higher learning.

Another topical question focussed on 'social distancing' within molecules. It introduced a new type of stereoisomer - a conformational isomer - that differ in their 3D arrangement in space, just like geometric and optical isomerism which we had previously encountered. What makes conformational isomers different is the way in which they are characterised; the angle made between C-H or C-C atoms in the front carbon and the back carbon atom of a molecule. As if interpreting this new information was not difficult enough, we were then asked to identify the relative energy levels of each conformational isomer based on their dihedral angle, whether they be staggered ('socially distanced') or eclipsed. The question continued into physical chemistry, as we were asked

to apply our very recently acquired knowledge of conformational isomers to the Law of Thermodynamics (which we had studied prior to Christmas in Chemistry), calculating 'free' energy changes between different conformers in butane.

These are just two of the six questions which stretched our knowledge to the limit and though we had mixed feelings on our performance, we came out of the



examination with a greater awareness and appreciation for the application of chemistry to industry, something which the A-level syllabus does not dwell on for too long. It also highlighted how the knowledge we learn in school lays the foundation for science and innovation that is used to solve health, environmental and economic problems we face worldwide. I believe this experience was challenging yet inspiring for all of us who participated, and I strongly urge all those passionate about chemistry to participate when the opportunity arises for you in subsequent years.

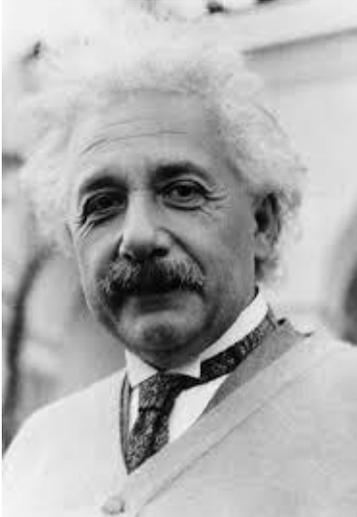
Finally, I would like to take this opportunity to thank Mr Hill, Head of Chemistry, and all of our Chemistry teachers for the support they have offered in the run up to the Olympiad including the time taken to organise the remote setting, invigilation and marking of the paper whilst also delivering concurrent live lessons to all of their classes.

Vick Ravula, Upper Sixth



WHAT IS SPACE-TIME?

Space-time is a model combining the three dimensions of space whilst also the fourth dimension of time. Scientists describe Space-time as a fabric which affects gravity. According to current theories of Physics, space-time explains the unusual effects that are created from traveling near the speed of light and the motion and movement of massive objects in the universe, which affect the “fabric” of space-time.



As we all know, the famous physicist Albert Einstein helped develop the idea of space-time as part of his theory of relativity. However, experiments that happened towards the end of the 19th century suggested that there was something special about light.

Measurements showed that light always travelled at the same speed: 67 million miles an hour, no matter its obstacles. In 1898, researchers were considering the possibility that objects changed in size and mass, depending on their speed. Einstein looked at these ideas together and applied them to his 1905 theory of special relativity, which suggested that the speed of light was a constant. For this to be true, space and time had to be combined into a single structure that proved that light's speed was always the same for all that see it.

In the term *Twin Paradox*, a person in a rocket far from home who is also using “warp drive” (the term physicists use for rockets that travel at the speed of light) will measure time to be moving slower and the lengths of objects to be shorter when they compare themselves with a person traveling at a much slower speed. That is because space and time are, in a way, related to each other; they wholly depend on a person’s speed.

Nowadays, when people talk about space-time, they often describe it as a sheet of rubber. This also comes from Einstein, who realised that the force of gravity was due to bends in the fabric of space-time. Massive objects, like the Earth, the Sun or even us, create distortions in space-time that cause it to bend. These curves then create the ways in which

everything in the universe moves, because other masses and objects must follow paths along this “curvature”. Therefore, motion due to gravity is motion along the twists and bends of space-time.

However, much of this remains difficult for most people to understand. Although we can discuss space-time as being like a sheet of rubber, the analogy then starts to break down. A rubber sheet is two dimensional, while space-time is four dimensional, including time. It is not just twists in space that the sheet represents, but also twists in time. The complex equations used to account for all of this are tricky for physicists to understand. Despite its complexity, relativity remains the best way to explain the physical phenomena we do not fully know about yet. However, scientists know that their models are incomplete because relativity is still not fully aligned with quantum mechanics, which explains the



properties of subatomic particles in extreme detail but does not include the force of gravity. Quantum mechanics tell us that the tiny bits making up the universe are separate or quantized, so, photons (the particles that make up light) are like little chunks of light that come in “packets”. Some theorists have hypothesised that perhaps space-time itself also comes in these quantized chunks, helping to overcome relativity and quantum mechanics.

Researchers at the ESA have proposed the Gamma-ray Astronomy International Laboratory for Quantum Exploration of Space-Time mission, which would fly around our planet and make ultra-accurate measurements of distant, powerful explosions called gamma-ray bursts that possibly come from Black Holes, and it could reveal the nature of space-time.

Physics has many mysteries to it, and space-time is just one of many!

Kirushan Selvarajah, Year 9

HEALTHCARE & MEDICAL SOCIETY

ETHICAL ISSUES OF BLOOD TRANSFUSIONS

In 1881, a man named William Halstead inserted a needle in to his arm and gave some of his blood to his sister who had just given birth and was haemorrhaging* severely. This was the first occurrence of a blood transfusion.



Firstly, let us clarify what a blood transfusion is and what it involves. A blood transfusion is the donating or giving of blood from a donor to a patient who needs it. It can be used to replace the blood, the liquid, or the cells that reside in the blood. This may encompass red blood cells, plasma* or platelets*. Examples of patients who may need a blood transfusion may include those with conditions such as sickle cell disease, types of cancers affecting the blood, such as leukaemia, or patients with severe bleeding caused by serious accidents.

Prior to a blood transfusion, a small sample of blood is taken from the patient. This ensures their blood matches that of their potential donor. It is fundamental that the blood of the patient matches the donor otherwise the antibodies* in the patient's blood would attack the antigens* found on the cells in the donor's blood. This results in blood coagulation, otherwise known as blood clotting, making the transplant unsuccessful. After the blood groups are determined to be a match, the needle connected to a tube and a bag of blood is inserted into a vein found in the arm allowing the blood to run through. This process can take up to 4 hours.

Ethical issues often arise when a decision creates a conflict with a society's moral principles. Like any other medical treatment, there are many ethical issues concerning blood transfusions. One significant

ethical issue is the concept of consent. Consent is important for doctors as it is a legal requirement, otherwise any procedure given can be seen as assault. Someone can give valid consent if it is voluntary, informed and competent, and most adults are deemed competent. When it comes to a patient who is a child, things are a little different. Shockingly, a child can give consent for a procedure against their parents' wishes, though, they must be deemed competent in a Gillick competence test*. If, however, the patient is not deemed competent, parental consent is the final decision. Regardless, a doctor must always operate on the best interest principle this means providing the correct help for patients.

Another ethical issue that may arise is the risk associated with the procedure. Before any medical procedure is carried out, quantitative estimates of risk and benefits are compared to make a well evaluated, reasonable decision. Overall, blood transfusions are relatively safe procedures so the risk is typically low. Additionally, the donor's blood is checked to ensure serious infections such as HIV* are not being passed onto the patient during the blood transfusion. There are however a few complications that may occur due to an unsuccessful transfusion, for example, the patient may have an allergic reaction to the donor's blood or the patient may develop a fever after treatment. It is essential that a patient be informed about the possible risks when they are giving consent to go through with a blood transfusion.

The final ethical issue we will look at relates to different cultures, religions and beliefs. Different cultures and religions have various views on blood transfusion. Jehovah's Witnesses believe that blood is sacred and object to having blood transfusions. Many even carry an advance-decision card with them in a wallet or purse stating that they do not wish to have a blood transfusion. This is necessary in the event of an emergency or in a critical state which makes them unable to communicate. This may bring about a conflict between the doctor's ethical duties to preserve both the life and the wellbeing of a patient. Doctors must respect the wishes of their patients but in serious or life-threatening situations, the use of any blood should be based on the judgement of the doctor responsible for the patient. Any blood transfusion given in an emergency where the patient is not able to give consent should be recorded in the patient's notes along with the reason administered and should be explained to the patient.

Finally let's look at a scenario:

'A patient who is 15 years old needs a blood transfusion urgently after sustaining a serious injury. However, the patient is a Jehovah's witness so the parents will not give consent',

You are a doctor what do you do next?'

Naa Lamiorkor Cato, Lower Sixth

Glossary

Antibodies* - proteins produced in the blood that fight diseases by attacking and killing harmful bacteria, viruses. Antibodies can also attack foreign cells.

Antigens* - any substance that causes your immune system to produce antibodies against it.

Gillick competence test* - a test to assess the ability of a child to give valid consent for a medical procedure. It assesses their ability to understand, retain, weigh up and communicate. The patient must be able to understand the importance of the decision, they need to be able to retain and relay information back to the doctor, they must be able to weigh up the pros and cons and should communicate a mature decision.

Haemorrhaging* - to lose a large amount of blood in a short period of time.

HIV* - human immunodeficiency virus – a virus causing AIDS, a serious disease that destroys the body's ability to fight infection.

Plasma* - the pale-yellow liquid that forms 55% of human blood and contains the blood cells.

Platelets* - very small cells in the blood that makes it thicker and more solid in order to stop bleeding caused by injury.

HOW THE VACCINATION WORKS

We are living through troubling times with the coronavirus pandemic and everyone is willing for the vaccine to arrive. But, do you know how a vaccine actually works? In my biology lessons, taught by Dr Prendergast, I have learnt how they work, and I believe that this will be really helpful for everybody to know. Initially, when the vaccine is injected into the body, the body does not recognise the pathogen so the body starts producing a few antibodies. However, this is not enough for the body to fight the virus if the person caught it. In fact, only 42% of your body is safe but the other 58% is not.



This is why there are two doses of the vaccine. With the second dose, when the inactive pathogen is injected the body recognises it because it has fought it before. The body will then rapidly start to produce a lot more complementary antibodies which bind to the antigens. This then engulfs the pathogen causing phagocytosis, allowing us to become immune to the disease. I find this a really interesting topic, especially at these times.

Karthikeya Lella, Year 9

MUSIC BOX: A WORK A WEEK

As concert goers took their seats in the Theater an der Wien on 22 December 1808, they had no idea what they were about to experience. They had paid an unusually high amount of money for this event and were looking forward to an evening of music from the well-regarded composer and pianist Ludwig Van Beethoven.

Immediately, they were irritated by the freezing auditorium, and were worried by the murmurs from the orchestra that they needed more rehearsal time. Seasoned concert goers noticed that most of the orchestra were amateurs, and there were rumours that the talented soprano Anna Milder had dropped out from performing that day because Beethoven had insulted her.

The concert did not go well. Many wrong notes were played, the teenage stand-in soprano's performance was hampered by stage fright, and at one point the orchestra had to stop, as Beethoven himself had forgotten some last minute instructions he had given to the musicians. Adding to the displeasure of the audience was the sheer length of the concert: Four hours! Perhaps a contemporary equivalent would be going to watch the lengthy movie *Avengers: Endgame* at a freezing cinema and having to sit through Captain

America and the Hulk repeatedly forgetting their lines, with half-finished special effects!



The audience were not happy, with one member writing afterwards that they had “confirmed for ourselves the maxim that one may easily have too much of a good thing.” What they did not know, was that they had sat through one of the most remarkable and important concerts of Beethoven’s career – maybe ever! The content of the concert featured premieres of many important works, not least the world-famous *Symphony No. 5* and *Symphony No. 6*. It is the latter of which will be the focus of this article.

The sixth symphony, otherwise known as “*Pastoral*”, was inspired by nature, and Beethoven made it clear that this work was entirely programmatic. As a lover of nature, Beethoven spent a great deal of his time outside the city of Vienna exploring the countryside on long walks and hikes. In fact, Beethoven started writing the symphony in 1802, while he was staying in the countryside town of Heiligenstadt on the advice of his doctor, who assured him that some fresh air would help to cure his encroaching deafness.

While in Heiligenstadt, Beethoven wrote more than just music. He wrote the ‘Heiligenstadt Testament’: A letter to his brother in which he explained his deep shame and depression stemming from his deafness. The letter was an attempt to account for his grumpiness and unpleasantness, caused by his deteriorating hearing and mental health. In it, he wrote, “from childhood my heart and mind were disposed to the gentle feelings of goodwill, but for six

years I have been a hopeless case...What humiliation, when one stood beside me and heard the shepherd singing and I heard nothing!”

With this in mind, *Symphony No.6* almost seems therapeutic for Beethoven. You can hear birdsong in the first movement, a trickling stream in the second movement, and a folk song and dance in the third movement. The fourth movement represents a violent thunderstorm with vivid realism, eventually dying away before the final movement’s shepherd song – the music that Beethoven yearned to hear.



From the infamous concert in December 1808, Beethoven’s story only gets worse. The great man never again performed as a pianist in public. He became a recluse, and decided against expressing his feelings to his brother – the Heiligenstadt Testament letter stayed in a drawer for over 20 years, only discovered after Beethoven’s death. Despite this, the *Pastoral* symphony represents a hope for the future, an optimism that was well-founded although perhaps not in the way Beethoven hoped: This composition was so well-loved that it influenced the next one hundred years of composition and helped to found a whole new era of music: The Romantic Era.

Mr T Derrick, Director of Music

THE IMPORTANCE OF LIVE MUSIC

Any fan of music today will know that it has been severely impacted as a result of the pandemic and seemingly endless lockdown restrictions. Up and coming performers have been prevented from performing and playing ‘gigs’ and are starting to struggle as a result. Well established musicians have been speaking up for them ; signing petitions and highlighting their plight. Of course, they have the opportunity to do online sets and recordings, but there is just something that cannot replace the sensation of live performance as so many avid festival-goers will know. So, with the recent cancellation of Glastonbury, and the uncertainty the Brexit agreement brings with visas needed for foreign touring, just how important is live music? To the audience as well as the bands? The roadies, the technicians, the designers, and so many more groups of people?

Music, however personal it may be to you, is mostly preferred when shared. Shared circumstances, shared emotions, a shared sense of community when politics

and social issues divide. Piano man Billy Joel says ‘I think music in itself is healing, an explosive expression of humanity’. For the audience, live music touches the heart and soul. As the ability to digitally experience music grows further, it provides us with a break from the mundane and an opportunity to just listen and be in the moment. The inspiration and motivation that music brings is astonishing. People picking up a guitar for the first time, learning the chords, noodling about with melodies, all happen because of the sensation of hearing (and even better watching) your favourite bands in their element. The last main benefit of live music for the audience is diversity. The diversity of the audience, as well as the genres of music played to you. The planned headliners of Glastonbury this year tell you this brilliantly. Paul McCartney, a 60- year going rock musician, and Kendrick Lamar, a 10-year going rap musician. Both headliners, with extremely different genres and experience. However familiar you are with the songs that they perform, each performance is unique and provides them with the opportunity to put a new spin on the piece.

For the performers, live recitals offer them goals to work towards as they continue their work. It gets them used to rehearsing as a collective, gives them an idea of when to practise and for how long, and helps them polish their pieces to perfection. It is also a morale booster for the performers, so they can realise their success and progress, spurring them on to continue. The sight of the audience, jumping up and down to their songs, singing along and waving their flags, will be an absolute sensation that they will forever remember and be thankful for. However this may be nerve- wracking for newer bands at first, but live performance helps conquer those nerves. And lastly, something that can be said for the band as well as the audience too, is the unity. We all feel a sense of community, the buzz of meeting new people and the opportunity to take a break from our busy schedules.



The lockdown has unfortunately prevented all of this from happening, but some have come up with solutions to the problem ; some of which are pretty

‘out there’. For example, indie musician and solo artist Sam Fender began hosting socially distanced gigs last summer, at the time when many restrictions were actually lifted. People gathered in their family units, socially distanced from others, in the outdoors. While many, including me, argue that it is still just not the same being apart from others, this is a good step forward. More notably, the American rock band ‘Flaming Lips’ recently hosted a gig where the audience and the band gathered in zorbing balls, to aid prevention of transmission whilst the live experience is still appreciated.



In summary, live music is so important and is pretty much irreplaceable. Despite the brilliant efforts of some to help bring back the atmosphere to people and new bands, we can only pray that we can meet again at a gig and enjoy the best music.

Rafi Gamma, Year 9

THE LANGUAGE CORNER

I love languages. Growing up in Spain, I learnt French in primary school as it was *the* language being taught in school at the time. I also took private English lessons because it was emerging (I am talking quite a few years ago!) as the language needed for business. I also started to learn Italian at Secondary School because learning a new language when you are already learning two is incredibly easy! So, when someone asks me why they should learn a foreign language, I can think of a hundred reasons.

In today’s world, speaking one foreign language is not enough. Students who speak several languages will increase their chances of finding a job, whether at home or abroad. Even though English is widely spoken in much of the world, the fact is that the global economy depends on communication. Employers tend to prefer candidates who speak one or more foreign languages. Learning another language is bound to open new doors in your professional life. You may end

up being offered jobs that you had no chance of getting before (and at higher wages).



Another obvious reason to learn a new language is to be able to communicate with the people who speak it. Your trip to another country will be a lot more enjoyable and the ability to speak the local language offers insights into that country's culture, mentality, and way of life. Speaking another language shows respect for that culture and learning another language opens one's mind to new ideas and new ways of looking at the world.

When you speak another language, you can enjoy literature, film, and music in the original language. It is extremely difficult for a translation to be a perfect replica of the original; the best way to understand what the author meant is to listen to or read what the author wrote. With Netflix making foreign movies and series easily available, and with the enforced time spent at home due to the current lockdown, it has never been a better time to get into foreign shows. Some of my favourites are: *La casa de papel* (Spanish), *Rose Island* (French & Italian), *Unorthodox* (German series in English and German).

In addition, learning another language can help you to understand your own. Many languages have contributed to the development of English, so learning those will teach you where English words and even grammatical structures are from and increase your vocabulary. Also, in learning how another language differs from your own, you will increase your understanding of your language. Each subsequent language you study will be, in some respects, a little easier, because you have already learnt how to learn another language. Plus, if the languages are related, such as French and Spanish or German and Dutch, some of what you have already learnt will apply to the new language as well, making the new language that much easier.

Children who study a foreign language often have higher standardized test scores in maths, reading, language and arts. Foreign language study can help to increase problem-solving skills, memory, and self-

discipline. We are extremely fortunate that WHSB offers three languages all the way from Year 7 to Year 13. In previous issues of *The Westcliff Week*, we have looked at reasons for learning Spanish and German and in this article, we are going to focus on the reasons for learning French.

WHY LEARN FRENCH?

Well, it is only the international language of dance, architecture, the visual arts, theatre, fashion and haute cuisine — no big deal. It is a language of diplomacy and it is an official language of multiple institutions, from the United Nations to the European Union and the International Red Cross. French is, along with English, the only language spoken on all five continents; it has official language status in 29 countries and it is spoken by roughly 300 million people, making it the fifth most spoken language in the world by total number of speakers.



French is also the second most taught language in the world (after English), making it a real possibility that speaking French will come in handy practically anywhere you travel. Right now, approximately 120 million people are learning it. It also means that by learning French, you are opening the door to communicate not just with native French speakers, but other people like yourself who have studied French. If you already speak English, and add French to your repertoire, you would be surprised how many people you can talk to, even in countries where neither English nor French is an official language.

French speaking countries continue to be popular tourist destinations. It would take a lifetime to discover the myriads of delights that France has to offer – from the magnificent chateaux along the Loire River, to the exceptional opportunities for hiking and skiing in the Alps and the Pyrenees, and the world-renowned galleries and museums that are present in nearly every major French city. A knowledge of French not only gives you access to all this but also to countries such as Canada, Switzerland or Belgium, where French is also an official language, and many countries in Africa and the Caribbean where French is

spoken, including Madagascar, Morocco, Tunisia or the Seychelles.

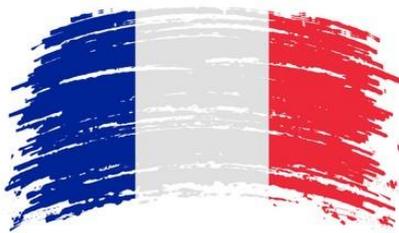
On a more practical level, you would be surprised how easy it is for an English-speaking person to learn French because of the links between both languages. French has had an enormous impact on English since the Norman invasion of England in 1066. William the Conqueror brought with him Norman French and made it the language of the court, government, and the upper class for the next three centuries. Around 10,000 French words entered the English language throughout the centuries since then. Which means that it does not take long to reach a level where you can communicate in French. These are just a few examples of domestic English words from French:

- Aunt: from ante, 12th c.
- Butler: from bouteleur (12th c.), or bouteiller (14th c.), sommelier.
- Chamber: from chambre, 13th c.
- Curtain: from cortine, bed curtain, 13th c.
- Blanket: from blanquette, white sheet cover, 13th c.
- Towel: from toailler, 13th c.
- Chair: from chaire, 13th c.
- Pantry: from paneterie, bread storage place, 13th c.
- Cushion: from coissin, 14th c.
- Closet: from closet, small enclosure, 14th c.

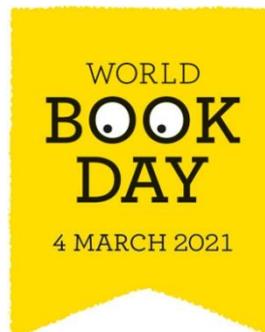
Speaking French is not only useful for travelling, but our pupils will be pleased to hear that it also opens up opportunities for higher education at some of France's best-known universities (the Sorbonne, Pierre Marie Curie University, etc.). The ability to speak both French and English is an advantage on the international job market. For example, finding a job with the many multinational companies using French as their working language, in a wide range of sectors (retailing, automotive, luxury goods, aeronautics, etc.).

I hope I have opened your eyes to the joy of learning a second or even third language. And, who knows, I might have even inspired you to brush up your knowledge of French!

Ms I Fernández-Martínez, Teacher of Spanish



WORLD BOOK DAY TOKENS - A GIFT FROM BOOKSELLERS



Every year I look forward to World Book Day, which this year falls on Thursday 4 March. It is one day every year that is dedicated to the love of books and reading. I know a number of staff are planning book-related activities for that week,

and among the quizzes, story sessions, workshops and book updates, the message behind World Book Day remains strong.

According to the Organisation for Economic Co-operation and Development, *“Reading for pleasure is the single biggest indicator of a child’s future success, more than family circumstances, parents’ educational background or income.”*

A key feature of the celebration is the World Book Day Token. A gift from booksellers to children, giving the opportunity to exchange it for a free World Book Day book, or £1 off any other book over the value of £2.99. The importance of this gift cannot be understated. Research by the charity who issue the tokens found that 30% of children receiving free school meals said the book they ‘bought’ with the WBD book token, was the first book they had of their own.

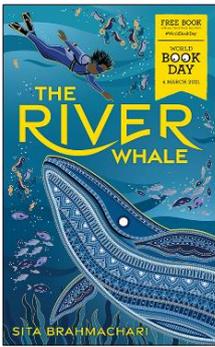
As part of our school celebrations of World Book Day this year, we are handing out digital World Book Day Tokens to all our pupils. These can be printed off and exchanged or shown on a device at participating bookshops and supermarkets, when they re-open. The book tokens are valid until 28 March, although due to lockdown the participating bookshops will continue to accept these tokens, while stocks last.

So, whether you are taking them to the supermarket, WHSmith, Foyles or Waterstones, or an independent bookshop such as Chicken and Frog in Brentwood, choose your book well and remember to thank the bookseller for their gift.

This year, the World Book Day books for Secondary school, are as follows:

[The River Whale, by Sita Brahmachari](#)

A short adventure from Sita, the story of Immy who loves wild swimming and hopes to become a marine biologist. But a vivid dream of a distressed whale in



the river take her and her friend on a mission to the River Thames.

Sita Brahmachari lives in London and is a current writer-in-residence at the Islington Centre for Refugees and Immigrants. She has written a number of books which have been shortlisted for awards,

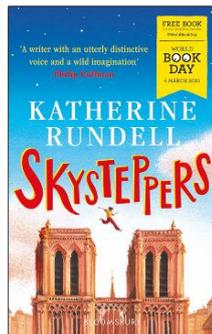
including 'Artichoke Hearts' which won the Waterstones Children's Book Prize.

Sky Steppers, by Katherine Rundell

Some of you might remember the fantastic book 'Rooftoppers'. For World Book Day this year, Katherine Rundell has written a new story about the secret gang who sleep among the chimney pots on the roofs of Paris, under the stars.

We re-join Matteo and Mercedes as they are caught up in a hunt that threatens the gang's existence. Tearing across the roofs of Versailles and the Louvre they are racing to search for a hidden treasure.

For fans of the original 'Rooftoppers' and this award-winning author, this book is a must-have.



Kill Joy by Holly Jackson



If a mystery or crime novel appeal to you, choose *Kill Joy*.

A murder mystery party turns into a make-believe world of intrigue, deception and murder. But, following the clues to the identity of the killer of fictional Reginold Remy, this pretend detective finds herself distracted by a different case.

From bestselling and YA award-winning author Holly Jackson, this is the prequel to 'A Good Girl's Guide to Murder.'

Skulduggery Pleasant: Apocalypse King by Derek Landy

A short story from the 'Skulduggery Pleasant' universe. Three ancient Gods are freed from their prison with only one desire: to destroy the planet and everyone on it.

To save us all, Skulduggery Pleasant and Valkyrie Cain must go undercover in a Dublin school. No matter what happens, they must act completely and utterly normal.

The award-winning 'Skulduggery Pleasant' series of books have sold in excess of 5 million copies.



As you can see, there are a fantastic selection of books to choose from, but if none of these titles appeal to you, the token can also be used to take £1 off any other book over the value of £2.99.

For more information about World Book Day, or to read extracts from the above titles, visit the website at www.worldbookday.com.

Mrs H Murrell, School Librarian

A WORLD OF WORDS

SEEING SENSE

Can you identify what word-part recurs in my cobbled-up story below?

The spectator speculates on the racing prospectus, inspecting the horses listed, circumspect at who might win, expectant at the prospect of spectacular winnings. He spectates the spectrum of rainbow-clad jockeys and animals charging past, squinting because he left his spectacles at home and the column in front of him does not make for a great aspect. He chose the first horse on spec.

The race ends. Victory is a disappearing dream; a spectre. With all due respect, his horse was not that special. In retrospect, the spectator suspects he should have made a different bet. But, he had had a special day. He lost money, but keeps it in perspective. Even if he should have gone to Specsavers!

Clearly (if you pardon the pun) what you have seen (ahem, again) is 'spec' from the Latin 'specere' meaning 'to see/look at/examine'. It forms the root of many words relating to vision.

Even with so many words abounding, English's rich tapestry of influences contains so many more words relating to seeing. Consider this sentence:

We go to an optician for a sight test for spectacles with particular lenses based on our vision.

Optics in science means the study of light. More oblique uses for this word include 'optics' in business or politics, which is the analysis of how the public 'sees' or receives what is going on e.g. through surveys or the influence of PR (Public Relations).



Monster fans will be familiar with *Cyclops*, the one-eyed creature, whose name incorporates 'op' (eye), rooted in both Latin and Greek. The 'cycl' part literally relates to the eye being circular, like a cycle.

The cinematic beast, *Oculus* (Latin for 'eyes') shares its eyeball roots with words like 'binoculars' ('bi' meaning 'two' as in 'binary', 'bicycle' etc).

The latin root of 'vis' (and its variant 'vid') appears in many words, including video, invisible, evidence, supervise, visor, advice, visit, audiovisual...

As you may expect, the suffix '-scope', as in telescope and microscope, comes from another Greek-Latin word for 'see'. Further to this 'horoscope' and 'clairvoyant', though both in the field of telling the future, arise from different languages.

According to my research, 'sight' is the sole non-Latin word in the sentence in the sentence above, being from an Old- and Middle-English origin, and German and Scandinavian influences.

The jury is out on the theory that 'pupil' [the student] relates to 'pupil' [part of the eye] due to a person's reflection being seen as tiny and 'in the head' of the teacher's eye. If you are waiting for a definition of 'lens' you may or may not believe that it relates to

'lentil shaped'. As for the 'optics' seen along the back row of a bar (well, not seen by many for some time now), the internet does not seem to illuminate* this question. If you do know – answers on a postcard please (18's and over obviously)!

**'lumin' or 'lumen' as in light [up] – see also elucidate, Lucy, translucent...*

Over to you to explore more!



Discover more word facts

Etymologynerd.com
membean.com

wordreference.com
Pinterest/etymology

*Mrs M Schofield,
Teaching & Administration Assistant*

BEYOND THE BOOKCASE

PHILIP PULLMAN

"There are some themes, some subjects, too large for adult fiction; they can only be dealt with adequately in a children's book. "

When I ask pupils about their favourite books, one trilogy comes up time and time again. I guess it is no surprise with this author's books reaching award-winning status before being made into a film and a television series. His exquisite world-building creates a fantastical universe that remains grounded in its similarities to our own, and his exploration of children facing the change in themselves as they grow older by providing a physical manifestation of their souls through the creation of Daemons, was the basis of a trilogy of books that still remain popular for teenagers 25 years later. At the time, the trilogy caused controversy as it seemed to challenge organised religions, resulting in the books being banned or restricted in 74 schools and libraries across the United States.



I am of course, talking of the legendary Philip Pullman.

Back in the late nineties, when I was studying children's publishing at university, children's literature was in the

midst of a 'Harry Potter' tsunami with new books being released every couple of years. It certainly felt that the fantasy book market was flooded with stories that were too similar, tales of magic schools, witches and wizards were everywhere leaving the genre feeling less original and almost boring. While researching for a presentation, I discovered Philip Pullman's 'His Dark Materials' trilogy and was instantly absorbed into a fantasy which provided depth and subtext, exploring both the familiar world and the unknown. It stands as one of my favourite book series today.



Born in 1946, in Norwich, Pullman's early years were unsettled as he moved from country to country. By the time he reached Secondary school he had already lived in England, Zimbabwe and Australia before the family settled in Harlech, North Wales. Growing up in Wales he developed a love for poetry and when he left school, he read English at Oxford University. Pullman admits that he was not a scholar and that his time at university was not enjoyable. However, his experience of living there heavily influenced his later writing; we track his character Lyra through the halls and rooftops of Oxford in *Northern Lights*. It is this familiarity with the real world that has made this fantasy stand out against others.

When Pullman was 25 he stepped into a teaching career, teaching at middle school before taking a job at Westminster College where he taught B.Ed students for 8 years. During that time he used his access to literature and the classroom to develop his craft of storytelling. He took inspiration and ideas from the books they read, stating, "When I'm reading, I'm looking for something to steal." (Possibly a reason why he felt his own 'daemon' would be a thieving magpie or raven). His first published book was *Count Karlstein*, published in 1982, followed by *Ruby in the Smoke* in 1986 – the first of a quartet of books.

It was in 1995 that *Northern Lights* appeared in bookshops, swiftly followed by the rest of the trilogy. The series won many awards and accolades including the Carnegie medal. The books stretched the reader's imagination and discussed themes of theology and

science that could be explored and dissected, bringing an appeal to teenagers and adults alike.

Nearly 20 years later, Pullman delighted fans with a promise of more stories and within the last 5 years we have seen a flurry of books that act both as prequels and sequels to *His Dark Materials*, known as the 'Book of Dust'. It certainly feels that the universe Pullman created still has more stories to give.

Mrs H Murrell, School Librarian

REFLECTIONS OF HOLOCAUST MEMORIAL DAY

AUSCHWITZ

That cursed Polish soil
Home of terror and turmoil
A living trigger
A place to remember

'Arbeit Macht Frei'
For millions was a lie
The ghastly prisoner clothes
Bringing many millions loathe

6 million gone
7 decades gone
Dark memories live on
How could they just move on?

Benjamin Smith, Lower Sixth



THE ENTRAILS OF DEATH



What is at the end of this road we call life,
Death. Death is all we have known,
While God sits up in the sky on his throne,
Looking down at the corpses, down at all the bone.

Was there any purpose?
Was there anything else we could do?
No. Like helpless animals scurrying across the ground,
The meaning of our lives was never found.

Let us come to understand each other,
No. This cycle will never bend.
War upon War upon WAR!
We fight until we meet our end.

Where is the end?
How much longer?
How many more lives will have to pass on?
Nobody. Nobody knows, except God.

The loss of a loved one,
How grave the pain feels,
The look in their lifeless eyes,
As their role has been fulfilled.

If death is at the end of this road, we call life,
Why struggle? Why cry out in pain?
When you already knew,
You would not see them again.

Ebenezer Okyere-Mireku, Lower Sixth

BONES, BONES, AND LOST BELONGINGS

Forty-two years on,
Pol Pot's legacy, still leaves
Broken peace and shattered skulls.
A shining future for independence shattered
First, they killed my father,
The silver filled his head.
Then they killed my mother

A cloth and a rope
Was all that was left.
Hydrogen sulphide filling the air,
Bile biting the nose
And gunpowder cloaking the sky.

42 years later, acrylic boxes
Filled with ripped clothing,
Some filled with bones
Fill up the killing fields,
Where they killed my father.

Khmer Rouge,
The red they stained
Eternally on Cambodia.
Blood on their hands
Tar in their eyes
An unforgiving darkness.

Marxism-Leninism,
Like all ideologies
Good on paper,
Fatal in life
Fatal with greed.



Anthony Cao Hai, Year 8

THEM

HOLLOW; is the feeling inside those who supported **it**.

OVERWHELMING; is the amount of hostages **they** took.

LOW; is the amount of care the captives received from **them**.

OVERLOOKED; are what these prisoners were, when **they** made it matter most.

CATAclysmic; was this divide between different people groups caused by **them**.

ABSENT-MINDED; were the people responsible for **this**.

UNCIVILISED; is the only way to describe **their** actions.

SELF-DIVISION; was what **they** caused from these actions.

TRAUMATISING; were these actions **they** caused, to those inside and out.

We know the consequences of **their** actions, but did **they**?

Freddie Cox, Year 8



**HOLOCAUST
MEMORIAL**

CENTENARY LECTURE: MR ANDREW BAKER

NELSON MANDELA: THE TRIUMPH OF WARMTH, HUMANITY AND GENEROSITY OVER RUTHLESS OPPRESSION

Wednesday 24 February 2021, 7.30pm

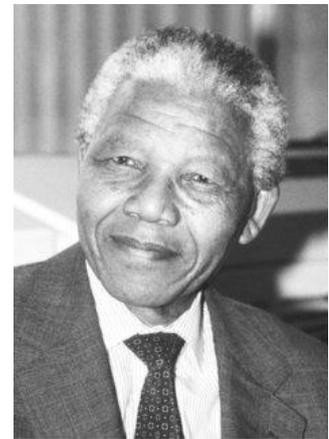
Having been forced to postpone a number of our planned Centenary events and celebrations last year



due to COVID-19 restrictions, we are delighted that Mr Andrew Baker, former Headmaster of WHSB, will now deliver his lecture, originally scheduled for October last year, on Wednesday 24 February 2021 at 7.30pm. The pre-recorded lecture will be

delivered online. Visit the School's Facebook page for further details.

Nelson Mandela's life was devoted to the struggle to establish parity of respect and treatment for South Africa's Black population when the country's apartheid system heaped indignities upon them. Mandela cherished the ideal of a democratic and free society in which all might live together in harmony.



For 27 years he was imprisoned, but he emerged to lead South Africa towards the vision for which he had fought. Mr Baker taught History and Politics for over 40 years and is a published author.

The promises to be a most interesting and engaging event and we hope you will join us online for the lecture this week.

Headmaster

KEEPING IN TOUCH

HENRY MADELL, OLD WESTCLIFFIAN

Associate, Milbank LLP



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 wider School community, as it can be both interesting and inspiring. We were delighted to hear from Henry Madell this week, and here is what he had to say.

When did you attend School at WHSB?

I was in the WHSB Sixth-Form from 2005-2012 (terrifying that it is nearly 10 years since I left WHSB!)

What is your fondest memory of the School?

That is a very difficult question as there are many! I think hosting a Question Time event with Frank Bruno and Mr Baker at our Charity Week was pretty great. Also, watching Mr Baker do our leavers video - lip syncing to *Take That*. Some particularly great memories on the sports pitch: Mr Williams screaming at me to pass the ball aside and beating SHSB was always fun! I still have a very close group of friends from School whom I have shared many fond memories. Lastly, Mr Skelly once gave me some excellent life advice, which has stuck with me ever since - he might not remember, but I look back on it with a smile!

Where did you go once you left WHSB?

I went up to the University of Durham to read Politics and International Relations, coming back down to London to go to Law school. I also spent quite a bit of time in Australia, as my family had moved to Sydney in my last year at School.

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

My very first job was on a part time basis at Waitrose, Leigh on Sea. I used to walk there after School on a Thursday and also worked on Sundays. Every employee, no matter how senior or junior you were, was given an equal annual bonus. This enabled me and the numerous other Westcliff students that worked

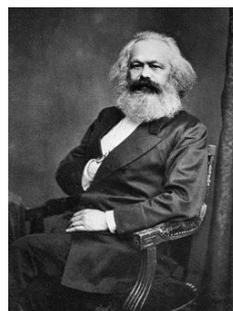
there at the time, to attend some great music festivals. After University and Law school, I started a training contract with an American Law firm called Jones Day, where I trained as a Commercial Solicitor and was offered a permanent job upon qualifying. I have since moved Law firms, becoming an Associate at Milbank LLP. I currently practice Banking and Finance Law in the European leveraged finance and capital markets group.

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

My advice would be: Don't stress too much about the future. You can definitely have fun and enjoy the journey - as long as you keep working hard, it all works out in the end!

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

THE WEEKLY WATCH



This week in history marks the anniversary of a publication of a book. But not just any book, for this book caused its author to live in exile from his native country, and it even incited revolutions in countries such as Russia, China, North Korea and Cuba. I am of course referring

to *The Communist Manifesto* written by Karl Marx, which was published this week in 1848. Written as a commentary on the failings of the Capitalist economic system, Marx's theories gave way to radical ideas of extreme Socialism and economic ideals of equality, proposing solutions to the endless cycles of recession and class divides. 'Communism' is a principle that I am sure all readers have heard of before; it is a system which is still broadly followed in some Asiatic countries today. But, do you know what Communism actually is? To understand many aspects of twentieth century history, it is integral to first understand Marxist theory... and what better way than through an hour long documentary! This documentary highlights the key fundamental principles of Marxism and compares it to our current systems today. For anyone with an interest in Russian, Chinese or Cold War history- this documentary is a must see, and it can be accessed using this link:

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

Miss R Williams, Teacher of History

HOW TO EASILY INCREASE YOUR PRODUCTIVITY AND COGNITIVE PERFORMANCE WITH THIS NIFTY HACK!

If you could get twice as much done in half the time, would you do anything else? Sometimes, too much time is your enemy. Dedicated study or work time during short periods (25-30 mins) is much more efficient than hours of procrastination! This article will show you how:

HOW IT WORKS

1. Turn off your phone or at least put it out of reach with the notifications off.
2. Using a 30-minute sand timer or an online Pomodoro timer, work for 25 minutes solid with no distractions, preferably with water nearby so you do not have to get up, a notepad is also useful to jot down any thoughts unrelated to your current task.
3. Once the 25 minutes are up, Move! This is key, too long sitting down will tire you out and you will quickly become bored. Go and get a drink, refill water, eat some fruit, do any quick tasks you wrote down e.g. reply to someone or an email.
4. After a 5-minute break, sit back down and repeat steps 1-3.
5. After a few of these Pomodoro (2-3), take a longer break e.g. for half an hour or so. Go and do something fun and if you have been at a computer, try and avoid screens to give your eyes a rest.



WHY IT WORKS

By limiting how much time you have to complete a piece of work you are forced to work faster and more efficiently, knowing you have a time limit. It also encourages your brain to get used to working without distractions for longer periods of time. Just do not overthink it! If you usually find that you struggle to start work, start with 3 minutes but silence the alarm. If after 3 minutes you still do not want to work, then stop, but I guarantee that by the time the 3 minutes are up, you will be so focused on the task at hand that you will more often than not forget about the time and continue working anyway!

This technique trains you to focus your attention onto one task for a set duration of time. With apps like Instagram and TikTok, and constant notifications from your phone, your brain has been conditioned to changing content, new notifications and constant stimulus. Humans are not designed to multi-task! You may think you can, but unless one of the tasks is autonomous (i.e. you do not think about it like chewing a pen or breathing), you will actually just be switching your attention from one to the other very quickly. You will not be able to concentrate and think clearly if your mind is constantly elsewhere.

That is why I suggest having some sticky notes or a piece of paper nearby. Every time you get a distracting thought, you can jot them down and then google them later when you are not in focus time!

Please give this a go and I hope that you find it useful!

Jacob Martin, Old Westcliffian

FILM REVIEW: SOUL

There is a certain timeless quality to Pixar films, and very rarely do I watch one without slipping into the excitement of my formative years and nostalgia of countless hours sat at home watching Toy Story on VHS (yes, it was that many years ago). However, one of the studio's latest offerings, *Soul*, really is a treat for the senses.



The film tells the tale of Joe Gardner (voiced by Jamie Foxx), a music teacher from New York City with

dreams of a career in Jazz. After learning of an opportunity to play in the jazz band fronted by legend Dorothea Williams and a successful audition, Joe falls down a manhole and finds himself heading to the “Great Beyond”. However, unwilling to die, he escapes and finds himself in the “Great Before” where unborn souls and personalities are created. Mistaken for a counsellor, Joe finds himself mentoring ‘22’ (voiced by Tina Fey) and he struggles to help her find her passion, therefore making her unable to be born into a human body. Joe, desperate to have his big break in Jazz, tries to escape the Great Before and finds himself on Earth with ‘22’ but in the wrong body. The result is both poignant and funny, in equal measure.

The film is an eclectic mix of comedy, drama and its original score gives it tinges of a musical. The director, Peter Docter, had previously covered existential matters such as the construction of personality and nature v nurture in his works ‘Up’ and ‘Inside Out’ (both, coincidentally, also excellent films).

There is a certain emotional quality to Soul and Fox’s previous portrayal of Ray Charles lends itself to a depth of character that even Pixar have seldom achieved. Pixar’s first African American lead stands alongside Coco (their first film with an all-Latino cast) as diversifying the offer from the studio. Pixar were careful to ensure racial sensitivity in this film and I certainly think it strikes the right tone.

The remarkably simple story is effective, and the production is both emotional and creative. There are certainly worse ways to spend the 101 minutes than immersed in a meta-physical existence! The film is available on Disney+.

Mr S Neagus, Senior Progress Leader: Middle School

FAITH IN LEADERS: THE SACKING OF FRANK LAMPARD

Frank Lampard was sacked on the 25 January 2021 as manager of Chelsea football team. Without getting into the results of the Premier League too much (but I need to mention it to give context on why he was sacked), Chelsea was in 8th place after losing 2-0 to Leicester. This was the Team’s fifth loss in eight games

and left Lampard’s side outside the top six (aka the European places). After spending over £230 million pounds in the transfer window, the executives at Chelsea expected a top four finish minimum, hoping that the investment into the Team would help Chelsea challenge for the title.

Below is a picture of the Premier League table. Chelsea are now in 9th position as other teams played their games and went ahead of them in the table. Regardless, the table shows why Lampard was sacked. As they are not in a European spot, the performance of Chelsea this season could be described as lackluster. However, this type of scenario has occurred multiple times at Chelsea. Take Jose Mourinho for example. He was sacked after having nine defeats in sixteen games and being only a point above the relegation zone. A former league title winner with the club, Mourinho’s sacking was justified due to how poorly Chelsea was performing. Since Mourinho’s first appointment in 2004, there have been sixteen managers in the last seventeen years (nearly one new manager every year).

This leads me onto my title: ‘Faith in Leaders.’ The statistic I mentioned in the previous paragraph is crazy, especially for the players. Having to adapt to a new manager’s expectations, personality and tactics so frequently must be stressful. Not only that, but the employers clearly do not believe in their choices. If the Club really gave a chance to their employee, they would not be looking for a new manager so often. This point can be made in relation to any field of work. Believing in your employees and inspiring them, especially if you are senior in your company, can give a big morale boost to everyone who is working in that company. However, Chelsea have proven that this is not the case.

I think this is the most important thing to take away from this article. Having an environment where managers/bosses are constantly at risk of losing their jobs will always cause tension when you are not getting results that your board of directors want. Using the example of Frank Lampard (or Chelsea in general) displays how investment cannot always guarantee results and that sometimes, stability can go a long way to help an organization thrive.

Oluwanifemi Femi-Sanni, Year 9

9	Chelsea	19	8	5	6	33	23	10	29	L D L W L
10	Southampton	18	8	5	5	26	21	5	29	L D D W L
11	Arsenal	19	8	3	8	23	19	4	27	W W W D W
12	Leeds United	18	7	2	9	30	34	-4	23	L W W L L

FORMULA ONE: THE SOLUTION OR THE PROBLEM?



Formula One is a historic sport surrounded by geographical questions. The World Championship is, as the name suggests, a global event with races being held across five continents and in twenty-three countries. The worldwide entertainment that Formula One brings is also what plagues the sport. As teams continue to increase in staff and the F1 calendar lengthens, CO2 emissions have hit an all time high. For a world facing growing concerns over climate change, what is the solution?

Since the inception of the Formula One world championship in 1950, the total number of races per season has continued to increase. Originally, the logistics of transporting teams globally limited the number of races per season to seven with all races taking place in Europe (excluding the Indy 500). Over the following seventy years, the number of races per year have increased to twenty-three as transportation has improved and financial incentives has forced the championship to be prolonged. This has meant that teams travel almost 132,000 km over the course of a season just to get to the venues for a race weekend.

The twenty Formula One cars that line up on the grid are not the direct problem when looking at carbon emissions. It has been calculated that of the 256,551 tonnes of carbon emissions that the sport produces annually, only 0.7% come from the cars itself. The bulk of the carbon emissions comes from the cargo ships transporting the parts as well as the personnel travel of the team members. Getting 60-70 team members (per team) to each race requires up to six or seven Boeing 747's. These planes produce over five hundred tonnes of CO2 per flight. This means that per season 11.7 million trees would have to be planted to make up for the total carbon emissions Formula One produces. These calculations also fail to account for the spectators. The Formula One tracks often have capacity for over 150,000 spectators with tracks only being accessible by car. As you can see, the carbon

impact is immense. However, despite emissions being extremely high, there are some solutions.

The 2013/14 season ushered in the turbo-hybrid era for Formula One which began regulating the burning of fuel. Technological developments in the sport do reduce CO2 emissions, however it is not necessarily the impact it has on the cars that is important but the impact on the spectator. With the sport often being about image, the development of carbon neutral cars encourages fans to buy more energy efficient vehicles themselves. In a more extreme case, the development of Formula E has looked to bring motor racing fans over to electric car racing encouraging viewers to purchase electric cars. Although the spectacle is not the same as Formula One due to slower speeds and wider cars, the future is bright with room for further technological advancements. Fundamentally Formula One will always produce huge carbon emissions however the sport's impact on the production of hybrid/electric cars could in the end see it becoming pioneers in the fight against climate change.

David Jackson, Upper Sixth

THE COMBINED CADET FORCE IN LOCKDOWN

THE MILITARY'S INVOLVEMENT IN FIGHTING THE PANDEMIC

Despite our distance, the pandemic has resulted in an unprecedented unity between people. Rediscovering our compassion has been one of the few positive aspects of this experience, with people helping their neighbours with their shopping, reconnecting with old friends and becoming NHS Volunteer Responders. We are all doing our bit to fight a common enemy and the military is no exception, launching the largest homeland military operation in peacetime.



Over the course of the pandemic, the army has been deployed to do various tasks throughout the UK. The

principal of these was assisting in mobile and community testing. Thousands of personnel were required to carry out tens of thousands of tests across the whole of the country. Moreover, at peak efficiency, the military was able to set up 92 mobile testing units in just a week.

Another domain in which the military aided and continues to aid is the nationwide vaccination programme. As covered in a previous article, the role of Royal Navy medics in administering vaccines in Bristol has been indispensable, whilst the army has been setting up new vaccination centres to facilitate a much faster regional vaccination rollout.

The Armed Forces has also been closely involved in the development and distribution of PPE. Engineers were able to 3D print PPE components while other personnel delivered these to frontline staff in NHS hospitals and care homes. Furthermore, an MOD scheme in partnership with eBay gave healthcare workers the opportunity to order free PPE.

Finally, military personnel are supporting hospitals directly. Royal Engineers were able to establish numerous Nightingale hospitals to increase capacity for COVID patients. In addition, the army was able to convert the Glasgow SEC Centre to a temporary NHS hospital and construct a field hospital in Cardiff's Principality Stadium.



Teamwork and ingenuity are key principles in the Armed Forces, extending right down to the School's CCF. These stories demonstrate the camaraderie within this community, which the WHSB CCF aims to replicate in its virtual meetings. The innovation shown by our NCOs and younger cadets in these sessions has been exceptional, especially given these difficult times. The CCF is definitely something that every student should try out and we cannot wait to welcome a passionate new cohort of Year 9s to this one-of-a-kind opportunity.

L/Cpl Sri Nivisan Loganathan, Lower Sixth

THE NAVY CCF HEARS FROM OUR FORMER SENIOR CADETS

The University Royal Naval Reserve Unit (URNU) is a scheme that aims to expose University students of a wide range of backgrounds and ages to experience service in the Royal Navy. Former WHSB cadets and Old Westcliffians, Connor Roberts, Joseph Cameron and Leon Dhadda, outlined in a virtual talk to members of the section what the URNU meant to them. They stated that it offers individuals an opportunity to experience Royal Navy training from the basic to the advanced. The URNU also allows students a chance to better understand and experience a taste of what naval life offers.



Pictured: Conor Roberts Class of 2020

Simply put, the scheme gives students opportunities to go on deployment on warships and participate in a wide range of exercises in order to cultivate the values of the Royal Navy and better the individual's communicative, leadership and management skills among others. Overall, the talk itself was very engaging, made even better by catching up with much missed former fellow cadets. It was great to see how they have built upon the foundation that the WHSB CCF provided them with, and develop this further for their naval careers. Moreover, it gave me and many fellow cadets an insight into a future in the Royal Navy.

No matter whether you are in the CCF currently, I would highly recommend taking a look at the scheme

and which universities you can join it through. It is a great opportunity to make friends, have fun and learn valuable skills. All of this comes with the added bonus of being paid for your time, something which is rare to see in university schemes!

One Star Cadet Scott Keeble, Year 11

HOUSE COUNTDOWN COMPETITION ROUND 5



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.

EDPFDREOS

USETLNDHJ

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, 50, 9, 7, 8, 8 TARGET: 868

100, 1, 9, 2, 2, 10 TARGET: 335

TRICKY NUMBERS

100, 3, 10, 7, 4, 8 TARGET: 536

CONUNDRUMS

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

TLSERSIFU

EDVINDDUI

The conundrums from last week were: **religions** and **sustained**.

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

MR MCGEE'S ALBUM OF THE WEEK

NOW THAT'S WHAT I CALL MUSIC, 1983 – PRESENT

Within the popular music milieu, few entities have enjoyed the longevity and success of the *Now!* series. Since its launch in 1983, the world famous compilation series has sold (as of 2018) over 120 million albums through its thrice annual releases and special editions. Were the series an artist in its own right, it would rank joint fourth in terms of record sales, with only Elvis, Garth Brookes and the Beatles ahead of it.

The album series was the brainchild of Stephen Navin and Jon Webster, both executives at Virgin Records. The concept was taken to Simon Draper (Managing Director at Virgin Records) and then Peter Jamieson (Managing Director of EMI Records, 1983–1986). Jamieson had similar plans to launch such a compilation, and he immediately agreed to the partnership. The deal was negotiated and finalised on Richard Branson's boat!

The series was an immediate success, with both cassettes (ask your parents) and LPs (ask your grandparents) available to buy. It was so successful in fact that a separate chart, the UK Compilation Albums chart needed to be launched in 1989 to stop the *Now!* artificially inflating the album and singles statistics of other artists.



The *Now!* series is perhaps the best barometer of the shift in attitude that occurred throughout the 1970s from the album to the single. In the past, bands were judged on their ability to write a cohesive record that was intended to be consumed whole, with the single acting as an auditory amuse bouche. Yet, by 1983, the industry had swung through nearly 180 degrees and now pushed the single; favoured by the young and upwardly mobile to dance to in their discotheques (ask parents again) and to blast out on their brand new car stereos.

While purists might decry such a lack of musical attention span in the majority of listeners, compilation albums do well to expose listeners to a wide variety of music than they might otherwise have engaged with.

Mr A McGee, Director of Sixth Form

HELP YOUR SON TO ENGAGE EFFECTIVELY DURING LIVE ONLINE LESSONS (LOWER SCHOOL)



As we have noted previously, making the transition to learning from home (and to teaching from home) has been a rapid learning curve for all

involved. We have quickly moved from predominantly independent work during the Summer Term last year, to a term of mixed and blended learning depending on absences from school, to a full timetable of LIVE

lessons, set up to mirror the school day as best as possible.

How can you best support your son to help ensure effective engagement in live online lessons?

Attendance and Registration

Your son will follow the School timetable with a live registration and then 6 live lessons via Microsoft Teams at the timings shown below. You can help your son by ensuring that he is in attendance at every lesson on time.

Period	Time
Registration	0845-0900
Period 1	0900-0950
Period 2	0955-1045
Period 3	1105-1155
Period 4	1200-1250
Period 5	1350-1440
Period 6	1445-1535

Your son should ensure that he is present for registration, and uses a microphone (if that is available) in preference to typing in the 'chat' feature to indicate his attendance. If a microphone is not available, he should ensure that he only responds with the chat feature when his name is called because his name will likely be missed if he responds out of order.

- If he is late for registration a teacher may not recognise that he has joined the lesson if he only participates but has not specifically pointed out to the teacher that he may have missed registration. If he is late then he should not just type it in the chat feature in the middle of another conversation as this can be easily missed. He should highlight his presence using the 'hands up' feature and then make sure that he has communicated with his teacher, either verbally or via the chat, that he has missed registration. He may also 'tag' the teacher by typing their surname after typing the @ symbol.
- Simply being on the participants list in a lesson will not be sufficient - if he does not engage and respond to work set or his name being called he is likely to also be marked absent because there has been no indication that he was actually a participant in the lesson except that he had joined a call.

Full engagement in lessons

- It is preferable that pupils are able to interact vocally, using a microphone. Where possible, please provide, and encourage your son to use, a

microphone to answer or ask questions. Messages in the 'chat' function of the call are much easier to miss and much harder to follow.

- Pupils should work in a quiet and ordered space, ready with the appropriate textbooks, exercise books and stationary for each lesson. They will be expected to record notes, complete tasks and continue working as they would if they were in school.
- Where possible, work should be handwritten and images of this work submitted when it is requested. It is essential that pupils continue to practise handwritten work to maintain this essential skill.
- Lessons will not always be dominated by teacher exposition or conversation. There will be lessons during which pupils are set tasks and asked to complete them for considerable proportions of the lesson. Pupils should, however, be accessible and available to respond to the teacher via TEAMS throughout the duration of the lesson.



Submission of work

- Work is usually set as an "Assignment" on Teams. These can be found in the Assignments Tab within each Team. It will give a description of work to be completed and a due date.
- Written work should ideally but submitted as a single PDF document with each page in order. Microsoft Office Lens (an app that is free to download) will convert a series of images into single PDFs that can be submitted. This makes it much easier for teachers to follow and mark work.
- Pupils should, as a matter of course, check through the assignments for each relevant Team the night before a lesson, to ensure that all outstanding assignments are submitted.

Balance

- Working for a full timetable of online lessons each day can be very draining and demanding if appropriate breaks are not taken. Please encourage your son to take the breaks given to him between each lesson and away from screens.
- Your son should get up and stretch and move away from the screen during the 5 minute breaks between Periods 1 and 2, 3 and 4, 5 and 6.
- During Morning Break and Lunch Break he should move off screens entirely for a considerable proportion of that time. Please encourage him to get fresh air and exercise and interact with others in his household. He may also wish to socialise with others in the School using Teams – this is to be encouraged, as long as it does not prevent the necessary breaks.
- Each week this publication contains details of online clubs and activities in which pupils can participate. It is important that our pupils are also able to participate in the extra-curricular offering the School has, and this has been fed back from many of our pupils as particularly important for their wellbeing.

IN SUMMARY

Please check your son is:

- Punctual for each registration.
- Engaged in the lessons at hand and is not simply signing in for registration then leaving or becoming distracted on social media or similar.
- Taking appropriate 'screen breaks'.
- Checking there are no outstanding assignments on TEAMS.
- Showing you the work completed in his exercise books at the end of each day, and that you discuss with him what he has learned during the day.
- Regularly showing you his ePraise account so that you can see both House Points awarded to him as well as Demerits, what subjects they were issued in, and what they were issued for.

Mr JJ Bleakley, Assistant Head: Lower School



ART HUB

THIS WEEK'S HIGHLIGHTS

For this edition, we could not avoid mentioning that we have been enjoying the snow, and we have loved seeing your snowman creations! We were particularly impressed with Max's superb photography skills and can see some fantastic use of the rules of composition in his photographs. Well done Max!



Max Holliman, Year 7



We have seen some fantastic independent work completed by pupils in Year 7 this week.

LEFT From left to right: Taktawin Kanlagna, James Preou, Conor Sheen, Kian Riglin



RIGHT From left to right: Abdulmuheez Akanmu, Rithva Ramesh, Mohammed Alam, Himanshu Amarachintha, Aariyan Kansagra



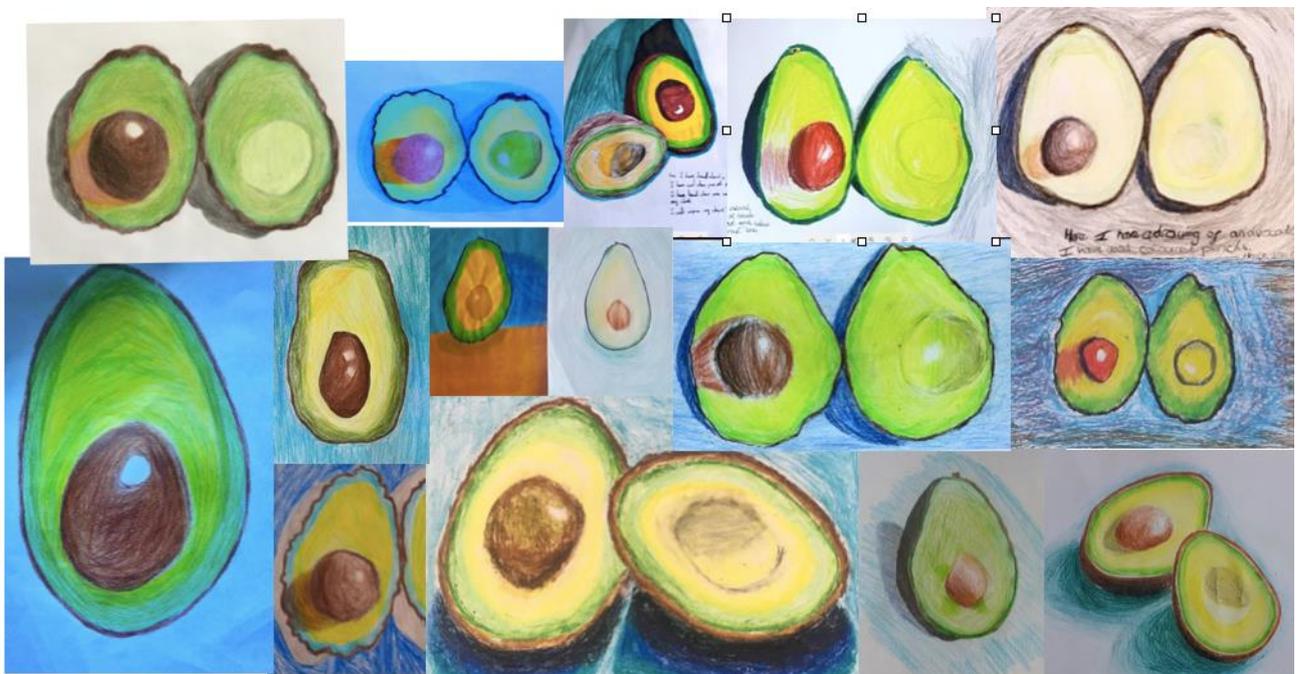
Thank you for sharing 7S!! What a talented bunch you are :D



In their lessons, Year 7 pupils have been focussing on form, tone and colour pencil techniques with some pupils trying painting at home! We appreciate how long these in depth drawings take to do and were so impressed with the level of dedication and effort you applied to your fruit drawings- well done and thank you for trying your hardest.



ABOVE From left to right: Noah Murphy-Brown, Hristo Leser, Toby O'Rourke Max Benton, William Skeels, Dhairya Vyas, Alexander Carr, Rayan Pracchya, Aeron Castillo

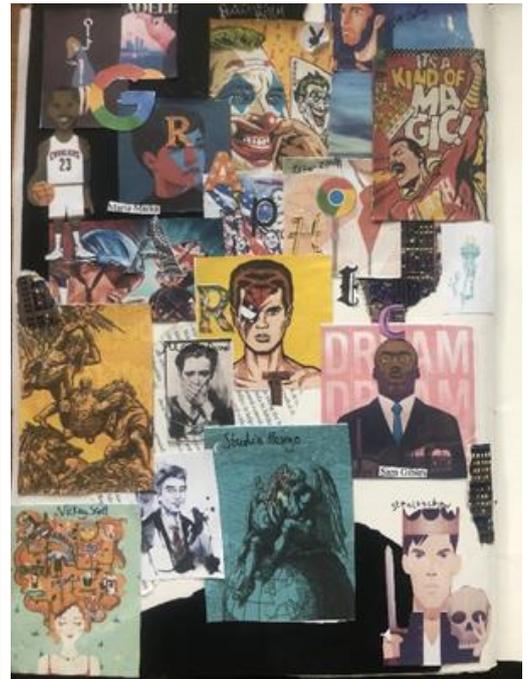


ABOVE From Left to Right: Thomas Barker, Toby O'Rourke, Alphons Joy, James Harforth, Benjamin Toms, Usayd Naveed, George Beer, Lucas Paetzold, Nicholas Toms, Jack Arul Velankanni, Ayden Kwaykye, Max Holliman, Joseph Machacek, Dhairya Vyas

ARTIST OF THE WEEK

Freddie Dawson, Year 9

Well done Freddie! This week you have really stood out with your effort and commitment towards your Art pieces. Keep up the great work!



GET INVOLVED!

There are many competitions and opportunities for you to get involved in the world of Art. Visit the below links and, as always, please do let us know if you complete any of the competitions or activities!

Live Competitions

<https://www.moma.co.uk/childrens-art-competitions/>

<https://www.young-art.org.uk>

Things to do

<https://www.tate.org.uk/kids/make/sculpture/make-paper-sculpture>

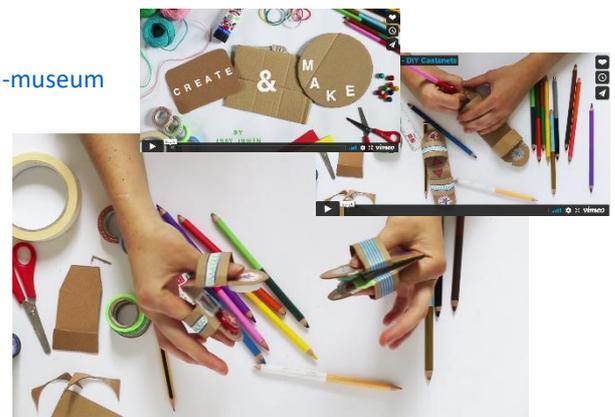
<https://www.tate.org.uk/kids/make/paint-draw/draw-friend>

<https://youngartists.royalacademy.org.uk/exhibitions/2020>

<https://designmuseum.org/digital-design-calendar/young-design-museum>



Design Ventura Online Mini Challenge!
Design a product for the Design Museum Shop for your chance to win a prize.



OUR ART DEPARTMENT HALF TERM COMPETITION

Deadlines

Westcliff Art Department: 1 March 2021

Evening Standard Newspaper: 31 March 2021

The Evening Standard newspaper and Westcliff Art Department, are inviting you to enter a photograph that represents your experience of life in lockdown. Please see further information in the images below.

Photography Competition: Life in Lockdown

The Evening Standard newspaper, and Westcliff Art Department, are inviting you to enter a **photograph** that represents your experience of life in lockdown.

You can edit your images in any way that you would like! See the following suggested free programmes:

Pixlr / Snapseed / Canva

Have you spent your time baking, exercising, playing games online with friends?
Do you want to portray a feeling or emotion?
Do you want to show the positive side of a life in lockdown? The time spent with family, the long walks?
This competition is all about sharing your personal experiences.



Find out more at:
<https://www.standard.co.uk/culture/life-in-lockdown-photography-competition-b900252.html>

Deadlines:
Westcliff Art Department: 1st March
Evening Standard Newspaper: 31st March



You could also create some exciting edits from your photos. Look up tutorials for creating **DOUBLE EXPOSURES** (above) or **overlapping images** (below)

Free programmes:
Pixlr / Snapseed / Canva



TEACHERS' TOOLBOX

Thinking beyond

Now, more than ever, is a time to think about our neighbours. Do you know of anyone in your road or area who is alone? Vulnerable? Poorly? They would love to hear from you! Here are some ideas and suggestions that you could do. Put a painted pebble on their wall, complete a random act of kindness, make them a card, offer them some help.



RANDOM ACTS OF KINDNESS

Free Bingo Card

ACTS OF KINDNESS

LEARNINCOLOR.COM

Leave someone a kind note	Give a compliment	Hold the door open for someone	Do a chore for a sibling	Create care packages
BRING DINNER TO SOMEONE	Donate old books	smile	Support a small business	Leave a snack and note for the mailman
Tell a family member how much you love them	Woodchips leaves/shovel snow for a neighbor	FREE SPACE	PICK UP LITTER	Give a hug
LET SOMEONE GO AHEAD OF YOU	VOLUNTEER	Leave change at a vending machine	do a chore WITHOUT BEING ASKED	Bake cookies for firefighters or police
Give a friend or the new kid a snack	ASK OTHERS TO PAY IT FORWARD	WRITE A THANK YOU LETTER	Visit a nursing home	Donate to a food bank

learn in color

1 RULE OF THIRDS

IMAGINE THAT YOUR IMAGE IS DIVIDED INTO NINE EQUAL SEGMENTS BY TWO VERTICAL AND TWO HORIZONTAL LINES. TRY TO POSITION THE MOST IMPORTANT ELEMENTS IN YOUR SCENE ALONG THESE LINES, OR AT THE POINTS WHERE THEY INTERSECT. DOING SO WILL ADD BALANCE AND INTEREST TO YOUR PHOTO.

2 BALANCING ELEMENTS

PLACING YOUR MAIN SUBJECT OFF-CENTRE, AS WITH THE RULE OF THIRDS, CREATES A MORE INTERESTING PHOTO, BUT IT CAN LEAVE A VOID IN THE SCENE WHICH CAN MAKE IT FEEL EMPTY. YOU SHOULD BALANCE THE 'WEIGHT' OF YOUR SUBJECT BY INCLUDING ANOTHER OBJECT OF LESSER IMPORTANCE TO FILL THE SPACE.

3 LEADING LINES

WHEN WE LOOK AT A PHOTO OUR EYE IS NATURALLY DRAWN ALONG LINES. BY THINKING ABOUT HOW YOU PLACE LINES IN YOUR COMPOSITION, YOU CAN AFFECT THE WAY WE VIEW THE IMAGE, PULLING US INTO THE PICTURE, TOWARDS THE SUBJECT, OR ON A JOURNEY 'THROUGH' THE SCENE.

4 BACKGROUND

THE HUMAN EYE IS EXCELLENT AT DISTINGUISHING BETWEEN DIFFERENT ELEMENTS IN A SCENE, WHEREAS A CAMERA HAS A TENDENCY TO FLATTEN THE FOREGROUND AND BACKGROUND, AND THIS CAN OFTEN RUIN AN OTHERWISE GREAT PHOTO. THANKFULLY THIS PROBLEM IS USUALLY EASY TO OVERCOME AT THE TIME OF SHOOTING - LOOK AROUND FOR A PLAIN AND UNOBTRUSIVE BACKGROUND AND COMPOSE YOUR SHOT SO THAT IT DOESN'T DISTRACT OR DETRACT FROM THE SUBJECT.

VIEWPOINT 4

THE VIEWPOINT HAS A MASSIVE IMPACT ON THE COMPOSITION OF OUR PHOTO, AND AS A RESULT IT CAN GREATLY AFFECT THE MESSAGE THAT THE SHOT CONVEYS. RATHER THAN JUST SHOOTING FROM EYE LEVEL, CONSIDER PHOTOGRAPHING FROM HIGH ABOVE, DOWN AT GROUND LEVEL, FROM THE SIDE, FROM THE BACK, FROM A LONG WAY AWAY, FROM VERY CLOSE UP, AND SO ON.

5 SYMMETRY AND PATTERNS

WE ARE SURROUNDED BY SYMMETRY AND PATTERNS, BOTH NATURAL AND MAN-MADE. THEY CAN MAKE FOR VERY EYE-CATCHING COMPOSITIONS, PARTICULARLY IN SITUATIONS WHERE THEY ARE NOT EXPECTED. ANOTHER GREAT WAY TO USE THEM IS TO BREAK THE SYMMETRY OR PATTERN IN SOME WAY, INTRODUCING TENSION AND A FOCAL POINT TO THE SCENE.

6 FRAMING

THE WORLD IS FULL OF OBJECTS WHICH MAKE PERFECT NATURAL FRAMES, SUCH AS TREES, ARCHWAYS AND HOLES. BY PLACING THESE AROUND THE EDGE OF THE COMPOSITION YOU HELP TO ISOLATE THE MAIN SUBJECT FROM THE OUTSIDE WORLD. THE RESULT IS A MORE FOCUSED IMAGE WHICH DRAWS YOUR EYE NATURALLY TO THE MAIN POINT OF INTEREST.

7 CROPPING

BY CROPPING TIGHT AROUND THE SUBJECT YOU ELIMINATE THE BACKGROUND 'NOISE', ENSURING THE SUBJECT GETS THE VIEWER'S UNDIVIDED ATTENTION.

8 EXPERIMENTATION

WITH THE DAWN OF THE DIGITAL AGE IN PHOTOGRAPHY WE NO LONGER HAVE TO WORRY ABOUT FILM PROCESSING COSTS OR RUNNING OUT OF SHOTS. AS A RESULT, EXPERIMENTING WITH OUR PHOTOS' COMPOSITION HAS BECOME A REAL POSSIBILITY. WE CAN FIRE OFF TONS OF SHOTS AND DELETE THE UNWANTED ONES LATER AT ABSOLUTELY NO EXTRA COST. TAKE ADVANTAGE OF THIS FACT AND EXPERIMENT WITH YOUR COMPOSITION - YOU NEVER KNOW WHETHER AN IDEA WILL WORK UNTIL YOU TRY IT.

9 THE 10 RULES OF PHOTOGRAPHY

Mrs C Glassock and Miss K Gellard, Teachers of Art

WHERE IN THE WORLD?



Congratulations to all who correctly guessed last week's answer. The answer was *Namsan Park in Seoul, South Korea*.

Here are the clues for this week's picture:

- This place is hundreds of miles from the coast
- Despite having a small population (just over 20,000), this place is famous for its football links

Please answer via the Microsoft form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPAnzszFDiqmfUFjxEshUNE0wTVUyRDVNMjNTREVLM0VMT0lITEU1NS4u>

Best of luck!

Mr L Norman, Upper Sixth Progress Leader



THE LEARNER PROFILE: INTELLECTUAL CURIOSITY

As very young children, people tend to be naturally curious about almost everything. Asking Why, When, Who is that, What is it? It seems that human children are hardwired with inquisitiveness, as this is essential to successful development. It is a fact that if we want to grow intellectually (and also morally, socially, and spiritually) we need to ask questions and to seek answers. We need to be intellectually curious. Intellectual curiosity is one important aspect of our Learner Profile at WHSB as we want our pupils to pursue their academic interests beyond the confines of the curriculum. In general, we want to encourage in our pupils the desire to know more.

At some point in their development, some people lose the initial curiosity that they naturally possessed as small children. Perhaps the person fears looking unintelligent or ignorant, or perhaps he or she was mocked by a peer for possessing natural curiosity. But thankfully this is not true of all people. At WHSB we believe this intellectual curiosity helps pupils enhance their academic performance, personal growth and self-worth. Therefore, we want to encourage our pupils to develop and maintain this trait, as we know it will lead them to greater levels of success and satisfaction.

But what exactly is this intellectual curiosity we are so keen to nurture in our pupils? Well, the intellectually curious person has a deep and persistent desire to know. He or she seeks answers. This person is not satisfied with answers at a basic level, but continues to ask more probing questions. Such questions allow them to 'peel back' the layers of an explanation to get at the foundations of ideas concerning a particular issue.

It has to be said that curiosity is not always a good thing, or good in an unqualified sense. Curiosity 'killed the cat', after all. It could harm us if we are not careful. It is also true that curiosity might lead to aimless searching around or 'Googling' unimportant topics. This seems to me to be a waste of time.

Curiosity must be constructive and, when it is aimed towards the right end and pursued in the right manner, it can lead to wisdom and a much deeper and more enriching experiences. So how can you develop this trait if you feel you are perhaps not as intellectually curious as you might be? Well, you could commit to taking a few minutes during each day to investigate some issue or topic in which you are interested but have not yet taken the time to explore. In whatever area you decide to pursue, you can continue to explore, analyse, and evaluate, in order to reach beyond the first layer or two of answers. Once you do so, you will begin to experience some exciting personal and intellectual growth; growth that may well open up many new opportunities for you, and which will almost certainly lead to a greater understanding of who you are, and of your true potential.

Intellectual curiosity can certainly open doors and enhance your success. However, a natural intellectual curiosity is essentially the desire to learn about something merely for the sake of knowing it. Here, there is no requirement to learn as a result of some external pressure, such as an examination (although you may choose to learn the material to support your performance in this area) but, rather, you choose to learn because you are intrinsically interested in discovering more. The initial spark is your own, and you invest time and energy into further investigation.

If you have a desire to learn, and to learn beyond the confines of the curriculum, this will contribute greatly to the level of satisfaction and confidence you experience. If you have a sense that your own intellectual curiosity is lacking, I encourage you to invest time into nurturing this important character trait, as the potential benefits are significant and life enhancing.

Headmaster



MICROSOFT TEAMS

Participate in our Clubs, Societies and other Activities via *Microsoft Teams*

<i>TEAM/CLUB NAME</i>	<i>DETAILS</i>	<i>CONTACT</i>
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
Economics Society	Open to Years 12 and 13. Student Presentations of Economic Affairs.	Ryan Jakhu or Ismail Quasem
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	Code o1kmw2o
Drama Group	Open to all Year groups	Mr B Jeffreys
House Countdown	See Countdown competition	Mr R Barber
Junior Medical Society	Open to Years 7-11. For aspiring medics, discussing healthcare and medical matters	Miss E Lo
Healthcare and 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 Capital Cities	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	Competitions including Spanish Crossword.	fpi4ss
House General Knowledge	Activities to gain house-points	Mr R Barber

THE WEEK AHEAD

WEEK BEGINNING 22 FEBRUARY 2021

DAY	DATE	ACTIVITY	CONTACT
All week	22-28 February 2021	Competition – Where in the World	Mr L Norman
		House Competition – Countdown round 4	Mr R Barber
		String Ensemble	Mr T Derrick
		House Competition- Pancake Day	Mr R Barber
Wednesday	24 February 2021	Maths help club	Mr M Dowding
		13:50 – 15:35 – Maths STEP club for Sixth form	Teams code 1y2opcw
		16:00 – 18:00 Chess Tournament of Teams	Mr K James
Thursday	25 February 2021	19:00 – Bibliophiles meet up	Miss S McGowan
		16:00 – 17:00 CCF Team meet	
		13:00 – Economics Society meet	Ryan Jakhu and Ismail Quasem
Friday	26 February 2021	13:00 – 13:30 – Healthcare and Medical Society virtual meeting	Miss E Lo
		Deadline for Haiku Competition – See article for details	Miss S McGowan & Ms J McKeown

EXTERNAL EVENTS

Date	Time	Event	Details
Wednesday 24 February 2021		Grayson's Art Club	Submission Deadline for Week 3 of Grayson's Art Club. Theme 'Food'. For details please contact Mrs C Glassock.
Wednesday 24 February 2021	7.30pm	Centenary Lecture by Mr A Baker	Nelson Mandela: The Triumph of Warmth, Humanity and Generosity over Ruthless Oppression
Wednesday 31 March 2021		Evening Standard Art Competition	Submission deadline for submitting photograph on the topic of 'life in lockdown'. For details please contact Mrs C Glassock.

UPCOMING DATES

4 March 2021	World Book Day	Miss McGowan & Mrs Murrell
26 March 2021	National Young Writer Competition	Mr Keenan
26 April 2021	Deadline for artwork submission to the Royal Academy of Arts Young Artists Summer Exhibition	Mrs Glassock
29 April 2021	Deadline for International Comic/Manga School Contest	Mrs Glassock
1 March 2021	Deadline for the Art Department 'Photograph in Lockdown' Competition.	Mrs Glassock



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