

The Westcliff Week

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WEEK BEGINNING 25 MAY 2020

PREPARING TO REOPEN THE SCHOOL FOR PUPILS IN YEAR 10 AND THE LOWER SIXTH

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

I hope that all pupils, staff and their families enjoyed a well-earned rest during the Bank Holiday weekend. I am aware that pupils and staff have invested a great deal of effort into maintaining high levels of academic progress during the period of working from home. These superb efforts will enable everyone to 'hit the ground running' when we return to a normal way of working at some point in the not too distant future.

We are most fortunate indeed that our talented staff and pupils continue to support their School community during lockdown by submitting interesting articles and activities for *The Westcliff Week*. Thank you to readers for the positive feedback we receive and we hope you enjoy this Half Term issue.

I anticipate that all parents and pupils are aware of my recent letter regarding plans for a limited return to working at the School for Year 10 and Lower Sixth students. A copy of this letter can be accessed via the School's Facebook page. However, on Sunday 24 May the Government announced it has reversed its plan to partially reopen secondary schools from Monday 1 June and it published additional advice to secondary schools yesterday. The Government has now delayed the return of Year 10 and Lower Sixth students until Monday 15 June at the earliest, and therefore we shall amend the arrangements for the return of those students accordingly. I anticipate that I shall be in a position to write to parents regarding this matter later this week. Please note that all arrangements will remain subject to changes following any further amendments to the Government's advice.

Recently, I wrote about our work to prepare the School buildings for the return of students in the

Lower Sixth and in Year 10. A great deal of work has already taken place and more work will follow between now and Monday 15 June. This early work is most helpful in supporting our longer-term plans for the return of pupils in September. We are planning for the return of all pupils and staff in September although it is, of course, too early to confirm whether that will be the position. We shall continue to follow and respond to the latest available guidance.



I would like to take this opportunity to, once again, thank Miss Lewis, Facilities Manager, and her team of support staff who have done so much to prepare the School. I know they take great pride in their work and wish to do all they can to ensure the School is fully prepared to receive pupils in June and beyond. I would ask all pupils returning to School to show appreciation for the excellent work of our Facilities Team by ensuring they take care of the School environment and adhere to the guidance regarding use of the facilities provided, for example using bins for all rubbish, regularly washing hands and carefully following the one-way routes marked in corridors. It is thanks to the hard work of our Facilities Team and the wider staff - both teaching and support - that we are able to take measured steps towards the safe return of pupils to the School when the time comes.

I give all pupils, staff and parents my very best wishes for the remainder of the half-term break.

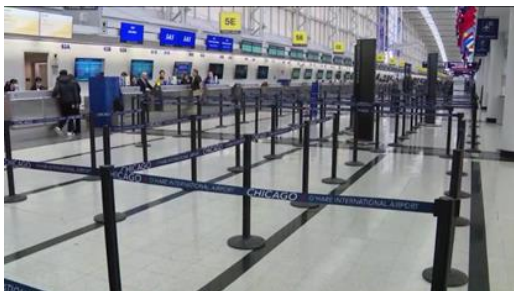
Headmaster

THE EFFECT OF COVID-19 ON GLOBALISATION

Within the last decade, perhaps against economic forecast, the world has taken a turn. Prior, due to the technological developments of the last half a century, the world underwent unprecedented economic change. Borders became free, protectionist measures were reduced, global trade surged, and the world economy experienced its 'golden age of globalisation'.¹ However, within the last ten years this seems to have slowed down, rather than reversed. Many reasons have been suggested for this, such as the plateauing of transport costs, and many Transnational Corporations (TNCs) discovered the X-inefficiencies and diseconomies of scale that can occur through global operation.¹ Geopolitical tensions have heightened, recently being evidenced through the trade war between China and the US, as the interconnected web of the global supply chain becomes more and more tangled.

This *slowbilisation*¹ has been catalysed by the current COVID-19 pandemic. As the economic world in many developed countries has come to a metaphorical standstill at the start of the new decade, many believe that the damage created will last much longer than the virus itself.

Globalisation is the 'spread of products, technology, information, and jobs across national borders and cultures', and it relies on the 'interdependence of nations' [Carol M. Kopp]. As aforementioned, globalisation has greatly decreased in the last decade and it is safe to say that COVID-19 has taken its toll. In terms of international mobility, Heathrow's traffic fell by 97% in April, relative to the same month of the previous year. Further, air cargo is down by 62% and, based on the World Trade Organisation's (WTO) calculations, trade between countries will deplete by 13%-32%.² Consumers and whole economies that have recently been so reliant on imports have seen themselves being forced to turn to domestic suppliers.



Empty airports as the travel industry struggles

Source: <https://edition.cnn.com/2020/03/06/world/coronavirus-satellites-trnd/index.html>

Due to the mass levels of unemployment, which in the UK increased by 1.3 million in the first quarter, real incomes have drastically fallen. Pensions funds have plummeted and many assets have decreased in value which, coupled with the reduction in real incomes, has led to a mass diminution of consumer confidence. People have had to sacrifice material living standards and import less luxury goods in order to preserve income. As a result, along with the closing of borders to tourists, economies which have previously been stimulated by export led economic growth have struggled (due to the fall in international demand). Examples include open economies like Ireland and Malta, which are heavily carried by their exports of the services sector.³ Even larger economies like Germany have seen their exports fall by 11.8% in March.⁴ The collapse of international demand and degree of economic 'standstill' can be symbolised by the fact that US oil prices 'turned negative for the first time in history'.⁵ US oil firms built up so much spare stock, when demand was so low due to transport being restricted, various lockdown restrictions, and countries output falling relative to the end of 2019. This excess supply can be seen by the fall in price of a barrel of West Texas Intermediate to -\$37.63. In order to try and minimise the damage to the industry, at the start of April, OPEC and their counterparts shrunk global output by 10% - the largest formal cut ever to be made.⁵

US oil prices turn negative

Price per barrel of WTI



Oil prices fall negative

Source: <https://www.bbc.co.uk/news/business-52350082>

This poses the question, coming out of the crisis, can these economies continue to function in this way without such an event reoccurring? Every economy is now so interconnected and intertwined that a purely domestic issue is almost impossible, as every action has consequences and ramifications across the world. Trillions of US dollars have been spent in stimulus packages across the world, such as the US's \$3 trillion Coronavirus Relief Package aimed at supplying aid to

'the state and local governments'⁶, and the UK's Job Retention Scheme, whereby up to 80% of furloughed workers' wages are being paid by the state to hold up the economy. International levels of debt have increased greatly as governments attempt to keep their respected economies from sinking. Dependence on the global market for a country's growth has always posed its risks, but it could be the forecasted large-scale depressions of 2020-2021 that act as the wake-up call to increase protectionist measures and turn to more domestic self-sufficiency. We may very well see our world take a few steps backwards in terms of globalisation.

You may be thinking that all these concerns may be short term only, but an enduring ensemble of costs to international and domestic economies is likely. Currently, 90% of people live in countries which have all but closed borders⁷, and the reopening of these is very much in the relative future. At the moment, governments are discussing travel 'zones' and 'bubbles' that only allow movement of people between a very limited selection of countries, and the UK is ready to implement a 14-day quarantine for all incomers⁸. Some hospitality sector industries, for example theatres, are not expected to re-open until at least the autumn, even then with severe social distancing measures, which will significantly reduce their capacity and profitability.⁹ Investment, both domestically and overseas will take a while to pick up again, as investors are timid regarding the economic security of various economies, and firms do not have the spare profits to invest in capital.

So, when *slowbilisation*¹ was already occurring, COVID-19 has more than done its fair share of encouraging it. In a time of economic concern and dismay not seen since the Great Depression, the world is changing, and most would say is set to go backwards. For the world leaders it is a time to unite and put political differences aside, whilst the developing economies are put even further back on their road to catching up with developed countries. Globalisation will never disappear - its mutual benefits are too high - but this could be the impetus for a slight reduction. COVID-19's damage to human life has been devastating, but the economic consequence is also more than significant, and is likely to last much longer.

For more go to:

<http://www.thewestcliffeeconomist.wordpress.com>

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Oliver Hale 12F, A Level Economics Student

MUSIC BOX: A WORK A WEEK

Shostakovich was writing music in a time where Russian artists were being heavily scrutinised, forced to write music that fitted the style of 'socialist realism'. His *Symphony No.5* is perhaps his most famous work, written during the height of Russia's 'Great Terror', in which thousands of people disappeared, accused of failing to adhere to the doctrines of Stalin's regime. The question surrounding Shostakovich's work is; to what extent did he risk undermining a regime that had power of life or death over him?



Socialist realism was established in 1932 by the Soviet Union and referred to a literary and artistic method that focussed on being accessible and possessing soviet ideology. This was essential for Joseph Stalin's vision of

Russia as an industrialised nation. Despite this requirement to be accessible, Shostakovich's musical language had become more experimental, most notably in his opera *Lady Macbeth of the Mtsensk*

District, first performed in 1934 with instant success. However, it is the criticism published in Pravda (possibly by Stalin himself) titled “Muddle Instead of Music”, which affected Shostakovich’s life the most. Many other critics adopted similar stances in fear of opposing Stalin, leading to Shostakovich’s first denunciation.

Shostakovich had no choice but to become more conservative and reign in his style, adhering more to the requirements of socialist realism. The first musical idea of Symphony No.5 portrays his prior defiance and repercussions including: bold “ta-daa” statements reminiscent of Beethoven’s 9th Symphony, a brief meandering, withdrawal descent, until the idea reaches a powerless three note motif. His satirical style is clearly subtle in this Symphony, with his marches becoming militaristic, ostentatious, and even bittersweet. However, some musicologists, such as Ian MacDonald comment that this accessible (if dissonant) march was in fact ‘a shocking intrusion of cartoon satire’. Perhaps, although the dissonance is tame compared to Shostakovich’s previous works, demonstrating his submission.

The third movement is clearly in the style of a requiem; it alludes to the panikhida (the Russian Orthodox requiem) with the Largo movement recalling Russian symphonic works commemorating the dead such as Steinberg, Rimsky-Korsakov, and Stravinsky. In the symphony, those that died under Stalin’s ruthless orders and those who suffered in the gulags would have been in the thoughts of the audience, portrayed perhaps through the lonely woodwind timbres or the chromatic countermelodies. The movement concludes with the strings breathing their last benediction giving a ghostly air of mourning.

The fourth movement contains a direct reference to the accompaniment of Shostakovich’s own song *Rebirth*, and many use this as “evidence” of the Fifth Symphony being a dissident statement, linking the lyrics of “an artist-barbarian” scrawling over “the paintings of a genius” to Stalin’s censoring of Shostakovich: The first four notes of *Rebirth* become the brash fanfare which commences the final movement. However, the lyrics also include “hope for vindication in the future”, the complete opposite of the dissidence many search for in this music; in addition, the poem alludes to pre-Stalin Russia, giving the guise that such dark days are gone, echoed by the symphony’s triumphant ending in a major key. The audience was later said to be giving a full thirty-minute standing ovation, symbolising that from despair comes

hope, a fantastic example of socialist realism and conforming to Stalin’s artistic demands.

Musicologist Richard Taruskin states that the symphony “amounted to a paradigm of Stalinist neoclassicism, testifying, so far as the powers were concerned, to the composer’s obedient submission to discipline.” This was a powerful symbol for Stalin: a popular composer destroyed, only able to survive by producing music at the command of the regime. However, despite the tempering of Shostakovich’s more experimental side, this is still a remarkable work with amazing emotional range, ensuring its continued popularity regardless of the circumstances under which it was composed.

Listen out for: The crushing third movement, which many believe had been written with Shostakovich’s friend Tukhachevsky in mind, whose popularity as a military leader was a threat to Stalin, and whose forced, false confession was spattered with his own blood. He and his family were executed for crimes that never happened.

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Edoardo Chidichimo, Year 13

GREAT LEADERS WITH HEAD BOY, BEN JOHANSON



Genghis Khan, meaning ‘universal ruler’, whose Mongolian Empire expanded from the Sea of Japan in the east to the Caspian Sea in the west, truly lived up to his adopted name. He is one of the most well-known figures in world history, ruling over 13% of the

world's surface. The Mongol Empire grew further after his death to cover 24%, only surpassed by the British Empire. Genghis Khan's Empire is as infamous as it is renowned, estimated to be responsible for 40 million deaths. Genghis Khan was a great ruler, but the story of his life is rarely known; instead, only the destruction he left behind. Was Genghis Khan truly a barbaric warlord?

He was not born into greatness; simply born Temüjin in 1162. He had a difficult childhood; his father was poisoned by a rival tribe whilst Temüjin was aged eight. His family was abandoned by their own tribe, for years struggling to survive. The situation worsened when Temüjin's older half-brother attempted to become their patriarch. Temüjin killed him.

Forced to flee, he was soon captured by the very tribe that abandoned him, who promptly enslaved him, placing him in a cangue (portable stocks). Temüjin was resilient, and deftly escaped, earning a strong reputation. He returned to his betrothed wife, Börte, and married her at the age of 16. Temüjin sought out his father's blood brother, Ong Khan, who accepted him as a son, allowing his family to live at peace. This was not long lasting, as Börte was kidnapped by a rival tribe. With the assistance of Ong Khan, Temüjin defeated this tribe and rescued his wife.

By 1186, Temüjin was elected Khan of the Mongols and garnered many followers, attracted to his meritocratic style, which ignored familial ties. Over the next decades he raided the surrounding tribes on the steppes. When defeating rival tribes, he integrated its people as full citizens of his own. The leaders of those tribes, however, along with traitors, were shown no mercy. Temüjin wanted to bring all tribes under one banner – his – in order to end the cycle of conflict. To that end, he also made everyone in the tribe work for the social good. The rights for women greatly increased under his rule. However, after defeating tribes, he sometimes carried out measuring against the lynchpin – killing all those over a certain height.

By 1206, Temüjin had united all of the steppe tribes, and was renamed Genghis Khan. After this, the Mongols conquered outwards, bringing many benefits with them. Namely, increasing trade along the silk road; upholding a high degree of religious tolerance; setting up a postal system; spreading a universal law; and resettling doctors, scholars and artisans throughout the Empire. Genghis Khan never abandoned his commitment to meritocracy, irrespective of ethnicity. Those who surrendered to the Mongols would be spared, but those who refused

surrender would be slaughtered or enslaved. In some campaigns, cities were razed, populations destroyed, and culture lost.



Genghis Khan died on campaign in 1227 and the nature of his impact is debated to this day. Regardless of whether Genghis Khan was a positive or negative force, interestingly, I understand one in every two-hundred people today are his descendants.

If this has whetted your appetite for more details of Genghis Khan, then why not join Miss Williams for her Weekly Watch on Wednesday (see page 12).

Ben Johanson, Head Boy and A Level History student

THREE PEOPLE IN HISTORY I WOULD HAVE LIKED TO MEET: NO. 1

By Dr T Francis

He was a peasant farmer's son, labourer, activist, headmaster, economist, diplomat, Deputy Minister of Foreign Affairs, Ambassador to the United Kingdom, Foreign Minister of the USSR and finally its head of state. He read Marx and Engels, admired Lenin, Stalin (with important reservations) Atatürk, Roosevelt, De Gaulle, Ghandi, Pasternak, Nasser, Castro, Andropov, Gorbachev, literature and the culture of Italy.

He liked Marshall Zhukov, Brezhnev, Queen Elizabeth II, British prime ministers Macmillan, Wilson and Callaghan, President Nixon, Willi Brandt, Pierre Trudeau and collecting old books and manuscripts. He was wary of Churchill and Attlee, Margaret Thatcher and the English in general. He disliked Truman, Begin, Sadat, Jimmy Carter, Ronald Reagan and coarse language. He condemned Hitler and Mussolini and also Stalin's crimes, but justified the Treaty of Brest-Litovsk, the Nazi-Soviet Pact, the invasion of Hungary in 1956 and of Czechoslovakia in 1968, the Berlin Wall and the USSR in the Cuban

Missile Crisis. He was present at the Potsdam Conference of 1945, at the round table two seats away from Stalin.

He was **Andrei Andreychich Gromyko**.



Andrei Gromyko in 1972

He was born before the Russian Revolution in 1909 in what is now Belarus, not far from the city of Gomel. His post of Foreign Minister of the USSR 1957-85 gave him probably a range of diplomatic experience greater than anyone else in modern times. He met all the above mentioned

figures plus many more and visited just about as many countries.

Andrei Gromyko's memoirs – which I have read three or four times – cover practically his whole life. They are written with the objective, rational and measured gloss typical of senior statesmen in retirement and subtly support the Soviet interpretation of events. Indeed he writes so convincingly, one really is led to rethink history. Who was right? He starts with his childhood and it is clear he was a boy and a man who was proud of his family and his Belorussian environment. His family must have been wealthier peasants as they had quite a large house for the time, a cow and had photographs taken. But apart from the rivers and forests which he loved, he never dwells on his Belorussian heritage *per se*.

There are things Gromyko omits from his memoirs, and, somewhat surprisingly, he has very little to say about other communist leaders in Europe, apart from Tito, and the way the Soviet Union imposed its ideology on those countries after the Second World War. He has nothing to say about the falsified election results in those countries (notably Poland and Hungary) or the deportation of nationalities in the Soviet Union, but makes one small reference to grain procurement during the *holodomor* in the Ukraine in the 1930s in which he was 'involved once' in his activist days. Regarding the Israeli-Palestinian conflict, he supports the existence of Israel but also the Palestinian struggle. But, most importantly, he was always ready to talk to either side. He is short on details of how it might have been resolved and what the realities were.

He condemns Stalin who 'sent thousands of innocent people to their deaths' to the gulag. He mentions Khrushchev several times who, after his replacement

in 1964, became almost an 'unperson' in the USSR. His words carry some light criticism of him, mainly of his manner and tactics and are certainly justified. In his book on Khrushchev, William Tauber claims that Gromyko was afraid of him and that Khrushchev did once tell the Americans that if Gromyko failed to stand up for Soviet policy correctly, he would sack him. Whilst he acknowledged Gromyko's enormous knowledge of foreign affairs, Khrushchev is also alleged to have said, 'if you told Gromyko to take his trousers down and sit on a block of ice, he would do it'. This may contain some truth, as Gromyko's memoirs do suggest he was a very loyal and obedient servant, but it probably tells us more about Khrushchev than Gromyko. Gromyko certainly argued with restraint – albeit of the dogged kind – unlike Khrushchev; on the surface at least it seemed he was ready to listen – just like Stalin – and to encourage compromise whilst holding his own line underneath the argument. He emphasises over and over again that he sought only good relations with foreign countries, whatever their politics. In private talks with foreign leaders, Gromyko displayed a certain *bonhomie*, even with those of opposing views and he enjoyed the hospitality which was frequently lavished on him. However, Mrs Thatcher described him as 'silent and sardonic'. But he was a profound thinker and disliked superficiality. On a trip to the USA with Khrushchev, he told the Soviet author Sholokhov 'the Americans need only their sensations to be stimulated, not their intellect'.



One particular account in his memoirs stands out in my mind. He took part with Brezhnev in arms limitation talks with the Americans. President Jimmy Carter was on the other side of the table. Gromyko comments that the Americans always wanted to link agreements to the release of 'some dissident of whom we had not even heard' as a sign of the USSR's respect for 'human rights'. Gromyko's answer was simple: 'is not the basic human right, the right to life?' If so, then nuclear weapons, which have the capacity to wipe out millions, must be abolished and cannot be held up by

individual cases. The statement is unassailable, of course, but it diverts the attention away from the thousands and thousands of individual cases which add up to a whole, a different kind of human right which goes beyond the basic one.

If I had met Mr Gromyko, what would I have asked him? He himself answers my first question: how could you rise to this position from such humble origins? He modestly cites luck, but also his fondness for study which prepared him for any eventuality. No doubt he knew how to take advantage of opportunities, but that cannot alone explain his achievement. His ability was phenomenal. I would also like to probe him regarding life in the Soviet Union. Did the everyday reality match the communist rhetoric? And to look behind those platitudes such as 'freedom of religion' which he quotes. Did he really believe that? At the end of his career he was praised by Gorbachev whom he greatly supported. But I would also have asked him simply what he felt he had achieved in his job, and to tell me more about the people he had met on the world stage.

The overall impression of Mr Gromyko is positive, albeit with some reservations. He helped to keep the peace, he tried to understand the West, he sought good relations, he was very professional and thorough in all he did, but he was unfailing in his support for some of the more brutal or duplicitous policies of the USSR. It is interesting to speculate how he would see Russia today.

Andrei Gromyko (1989) Memories trans. Harold Shukman, London, Arrow Books

Dr T Francis, Teacher of German

WHY ROUTINE IS WORKING FOR ME

By Regimental Sergeant Major (WO1) ret'd. SSI Lyne (School Staff Instructor), WHSB Combined Cadet Force

For those of you not in the CCF, who may not know me, I am the character walking about the school in military uniform. I served for over 24 years in the Army as a Royal Engineer and I was privileged to be promoted to the appointment of Regimental Sergeant Major.

In that role, my key responsibilities included the Welfare and Health of all the soldiers in my unit. This was often a challenge, particularly when deployed to

some far-away place and confined to a very small area, such as an Operating Base, for over six months at a time. One example was Camp Bastion in Afghanistan, which was one of the larger ones, at a few kilometres squared, seeing thousands of soldiers co-located. Another - Camp Alpha in Iraq - was smaller, being about 500m x 800m and housing around two hundred soldiers. The smallest example, though, was Bessbrook Mill in Northern Ireland, which was around two hundred metres squared, with over 100 troops working and living together for six months.



Even the most routine of chores were always completed regularly, Iraq 2007

In other words, we were 'Locked Down' with no option other than to get on with business.

As well as being that rather grumpy person who walks the corridors of WHSB, I am a father of three boys aged 8, 6 and three. Parents will know how much fun this can be! And this is where I try to employ my Army experience in meeting the challenges posed by Covid-19.

Whatever our thoughts about the situation, there is one thing we have in common. We just have to get on with it. We have strict rules we need to follow. We cannot adapt or twist them to suit our own personal wishes. We need to put others before ourselves. We do this because we are at risk, or there is a duty to protect people who may not be as strong as we are. This sounds rather like a 'duty' to me! It is our duty to look after others. In order to do this we must protect ourselves. We protect ourselves, not just in the here and now, but by doing the things that will protect the future.

For my wife (who also has an army background) and myself, getting into a routine has been the key.

I must admit we have had our ups and downs over the last couple of months and some of them have been very 'challenging'. However, this is to be expected in

any abnormal environment, and even embraced as a way to improve and gain strength. The military embraces routine. It is a fantastic tool to increase efficiency, improve team spirit, maintain health, support welfare and keep morale high.

Let me give you some examples. Regardless of where the army is in the world, and unless it is not possible, the weekly routine is always the same. Monday's activities are the same each week, as are Tuesday's, and Wednesday's, Thursday's and Friday's. The same is true of the weekend. Morning parade is always at the same, and in the same place. Everyone is dressed to the expected standard and a roll call is always taken. The day ahead and the work involved is finalised. Break and lunch are at the same time and the end of day parade is at the same time. Work is done on time and to the highest standard without excuse. Deadlines are set and met by everyone because you have an individual and group responsibility to do so. Physical Training (PT) is a high priority 'job'. It is held regularly and (again) at the same times each week. It is programmed in advance and that programme is maintained.



*Come whatever, we always did PT
Iraq 2007*

Why is the military so 'rigid'? The misconception here can be that the military is believed to be an organisation in which personnel only "follows orders". This is simply incorrect. Soldiers, Sailors and Airmen are encouraged to be thinking, questioning and proactive people. Routine increases efficiency and focuses people because everyone knows what is going to happen and when. It allows individuals to plan and prepare. It means you know what everyone else in the team is doing at any given time. You can identify better what part you are playing in achieving the goal. Most importantly though, it maintains morale because it sustains welfare and therefore helps keep the individual and unit healthy. It helps do this because it removes the unexpected and builds confidence. Humans, by nature, dislike change and find themselves

feeling most uncomfortable when the unexpected happens. This does not mean you should not expect and plan for the unexpected, but just be ready for it so that it does not catch you out - that is why it is called the unexpected!

At the home of Team Lyne we try (but do not always succeed) to stick to a routine. Monday to Friday we call 'school days'. As we did before the 'Lockdown', we give our children their breakfast at the same time. They put their school uniform on and we do PE at the same time - Jo Wicks has been blessing! We try to do work set by the School first, and then we have our break. We have lunch, and we always take some time outside as a family during the afternoon (when mum or dad are not at work). After 'School' the Boys may take their uniform off and do what they like. Focusing on getting all of our work done is crucial, no matter how trivial the task maybe, because it may be one of the only few rewards we have during difficult times.

I do not suggest this would work for everyone, but it works for us (most of the time). Our boys are anticipating the day before we do. They try their hardest to avoid the School work, trying to do the least they can because they are little and do not understand the importance of working hard, especially during demanding times. But at least they know it is coming. The uncertainty is removed, there are no surprises and hopefully, they have an idea of what is expected of them.

Despite all this however, it is still tough!



SSI Lyne, Basra Palace 2007

*SSI Lyne (School Staff Instructor), WHSB Combined
Cadet Force*



13TH ELEMENT: THE SORDID TALE OF MURDER, FIRE AND PHOSPHOROUS

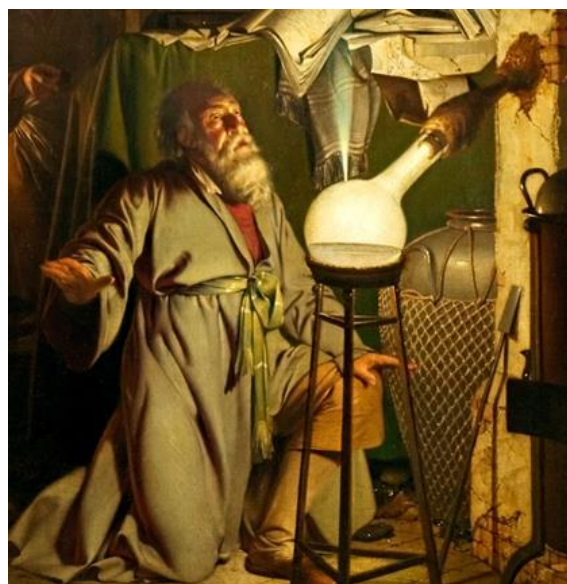
This is the biography of a terrifying chemical element, one that was discovered long before humans were capable of controlling its awesome power. Born of the age of alchemy, and harbouring a kind of mysterious power, it brought wealth to a few and misery to many. For more than 300 years, phosphorus maimed, killed, polluted and burned, sometimes on a terrifying scale. Yet such were its perceived benefits that doctors prescribed it, every home contained it, and whole industries were dedicated to its manufacture. It also provoked a reaction among young women workers that is today seen as the start of the feminist movement.

One night in 1669 German physician, Hennig Brandt, attempted to create the philosophers' stone. This elusive goal had been pursued by alchemists for centuries for good reason: it could transform base metals into gold.

Brandt had spent most of that day in his laboratory, heating a mixture of sand and charcoal with a tar-like substance produced by boiling down about 1,200 gallons of urine over two weeks. He then maintained the mixture at the highest temperature his furnace could reach. After many hours a white vapour formed and condensed into thick drops that gleamed brightly for hours. The glowing, waxy substance had never been seen before. Brandt called it *phosphorus*, a Latin term for things that give off light.

Brandt's was an era that still saw a world made up of four elements: fire, air, water, and earth. And like the fascinated colleagues to whom he showed his new compound, Brandt assumed it was composed of these elements. (A little more than a hundred years later, Antoine Lavoisier replaced this worldview with another, of elements as simple substances that could not be further decomposed.) Whatever his categories, Brandt's phosphorus was a spectacular sight. Artist Joseph Wright of Derby immortalized this moment a century later in his painting *The Alchemist*.

Within 50 years of its discovery, phosphorus was being produced and sold to apothecaries, natural philosophers, and showmen, who made the element the centrepiece of demonstrations at princely courts and scientific societies.



The Alchemist Discovering Phosphorus, by Joseph Wright of Derby

In the early 19th century, it was discovered that adding yellow (now called white) phosphorous to matchstick heads made them easier to ignite. The demand for the new 'strike-anywhere' matches was enormous, creating a profitable international industry. Working with white phosphorous was highly toxic and responsible for the devastating disease known as "phossy jaw". This nickname was given by the match makers to the particularly nasty condition "phosphorous necrosis of the jaw". The effect literally causing the jaw bone to rot. Workers in match factories developed unbearable abscesses in their mouths, leading to facial disfigurement and sometimes fatal brain damage. In addition, the gums developed an eerie greenish white 'glow' in the dark.



"phossy jaw" – Phosphorous Necrosis of the Jaw

The disease was particularly concentrated among working-class women and young girls, working 14-hour days in the East End of London and other manufacturing centres. In 1888, Annie Besant, exposed the conditions within the match factories in her article '*White Slavery in London*'. This infuriated the factory owners and they attempted to force the

workers to sign a paper stating that they were happy with their working lives. The women refused to do this and, following the sacking of one of their own, they decided to take action. By the end of the day, 1,400 women and girls were out on strike. Ultimately, the matchstick girls saw all their demands achieved. Disappointingly, though, it was not until 1906 – almost 20 years later – that white phosphorous was made illegal in the use of matchsticks.

In the 20th century phosphorus was once again employed for terrifying ends. White phosphorus is pyrophoric - self-igniting on contact with air – and is used in smoke, illuminating and incendiary munitions. It was used with devastating effect in the Allied air raids on Germany in the Second World War. The attack on Hamburg, Germany's second largest city, would be known as Operation Gomorrah, after the biblical city wiped out by fire and brimstone. The raids killed over 30,000 civilians and levelled most of the city. Weather conditions during the height of bombing helped create a tornado firestorm, reportedly setting asphalt streets on fire and incinerating eight square miles of the historic city. The very streets where some 300 years prior, the first white vapours of Phosphorus were observed in the laboratory of Hennig Brandt.

You can find out more about the reactions of Phosphorus by visiting the Periodic Videos on YouTube with Professor Sir Martyn Poliakoff from the University of Nottingham.

<https://www.youtube.com/watch?v=LSYLUat03A4>

If you would like to write your own biography of a chemical element or compound and illuminate its dark past, modern uses or future potential, please get in touch with Mr Hill. All contributions are welcome.

Mr D Hill, Head of Chemistry

GARDEN VOICES

The bird featured in this week's issue is nearly as iconic as the Robin in the UK. It was voted as sixth most favoured UK bird in a poll recently; the robin was top of the poll. It is the Wren, or *Jenny Wren* as it is known across much of rural England in earlier times. Another interesting term for the bird comes from its Latin name, *Troglodyte*. This translates as cave dweller, and the bird is known for getting into dark small crevices to search for food.

The Wren is known mainly for two things. One is its diminutive size; 10 cms long and barely 10 grams in

weight. Only the Goldcrest and Firecrest are smaller birds in the UK. And secondly, is its incredible song.



When you first hear the song, a rapid burst of explosive notes and warbles you presume it comes from a bird far larger than the Wren. In addition, when you actually see the Wren deliver the song it is as if it will be the last thing it ever does. The whole body shakes and quivers from the immense effort of throwing out the manic jumble of whistles and fluty notes. If you have a Wren in your garden, you will have heard this call.

<https://www.youtube.com/watch?v=zP7TepK7eAs>

Dr J Theobald, Teacher of History

THIS WEEK IN HISTORY

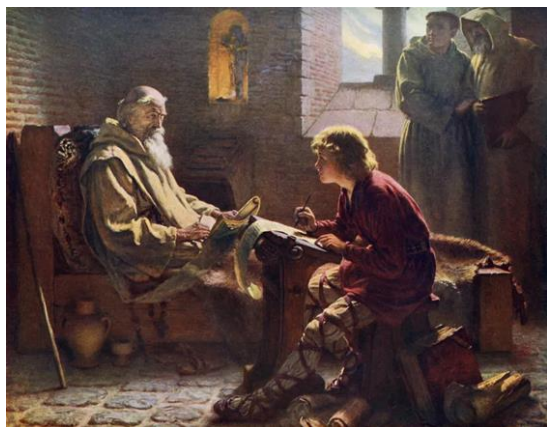
THE DEATH OF BEDE

The old man had first arrived at the monastery as a child. He had survived a plague which had killed most of his brothers. He had thought and taught. Now, he reached the end of a long life and on 25 May 735, Bede, a monk and father of English history died lying on the floor of his cell. His fellow monks reported that he sung 'Glory be to the Father and to the Son, and to the Holy Spirit' as he passed.

In the year 596, Augustine had led forty monks into Britain to convert the pagan Britons, known as the 'Angli' to Roman Christianity. The story of those missionaries spreading God's word was recorded by Bede in his famous work, *The Ecclesiastical History of the English People*, which made Bede the first English writer of history.

Bede went to live at the monastery of Monkwearmouth, aged 7, and a few years later,

moved to a monastery at Jarrow, where he lived for the rest of his life, surrounded by the books and manuscripts to which he had dedicated his life. He wrote around forty works in his lifetime, which covered a wide range of subjects, including theology, history and nature, and he even calculated the date for Easter.



It was his Ecclesiastical History, however, which served as the culmination of his life's work. It was translated by Alfred the Great, who was inspired by Bede's contention that England was one kingdom, a single people that could be united under a single ruler (England did not become one Kingdom until 927 AD). Alfred insisted that his people were 'English', as he forged a nation out of rival states, such as Mercia and Northumbria.

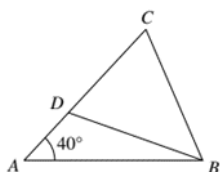
Cuthbert, who went on to become a Saint, was a disciple and student of Bede, recorded that his last days were 'cheerful' before he died on the stone slabs of his small cell on 25 May 735. In 1022, Bede's remains were taken to Durham Cathedral, where they remain to this day. Pilgrims still visit a shrine to the great lover of books, and the greatest Anglo-Saxon scholar.

Mr S Neagus, Teacher of History

MR DOWDING'S MATHEMATICAL PROBLEM OF THE WEEK

Lower School Problem of the Week

In the diagram, $AB = AC$ and D is a point on AC such that $BD = BC$. Angle BAC is 40° . What is angle ABD ?



Middle School Problem of the Week

The sum of the areas of the squares on the sides of a right-angled isosceles triangle is 72 cm^2 . What is the area of the triangle? (A few recent articles on Pythagoras may help!)

Sixth Form Problem of the Week

What is the smallest square number that has 2020 as a factor?

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

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

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

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

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

MR DERRICK'S FILM CLUB

Each week a film is selected for the club to watch. It can be watched at any point in the week but every Thursday a 'watch-along' takes place. After the film, dialogue and analysis is welcomed before a new film is selected.

While the title of Half Term's film choice might be instantly unappealing to our locked-down community, this movie is *not* a Stephen King-esque apocalyptic horror. Instead, *The Big Sick* (15) is a heart-warming romantic-comedy with a dramatic twist, telling the true story of a Pakistani comedian navigating the conflicting interests of his parents and his heart. This 2017 film flew under the radar in the UK, but its success in America put writer and lead actor Kumail Nanjiani on the map.



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

Mr T Derrick, Director of Music

YEARS 7 AND 8 HOUSE FIFA 20

The House FIFA 20 competition for pupils in Years 7 and 8 is taking place during lunchtime each day this week (1.00-1.30pm). This involves two pupils per House per year group participating in a knockout style tournament, using PlayStation 4. Participants have been selected following last week's article and the results will be shared in the next issue of *The Westcliff Week*.



Mr J Yeo, Head of House (Harrier)

WEEKLY WATCH WITH MISS WILLIAMS

THE RISE OF THE MONGOLS AND THE CAREER OF GENGHIS KHAN

Following some excellent conversations during the past few weeks about the Chinese Empire and Communist China, it is only right to now look at one of China's most notorious neighbours - Mongolia. Situated on China's Northern border, Mongolia today might seem an unmatched rival for China which, by modern standards, is far more vast and powerful. However, this was not always the case and all of this changed in the 13th century under the leadership of one man, Genghis Khan....



This week's documentary suggestion is on the rise of the Mongols and the career of Genghis Khan. It tracks

the ruthlessness of his leadership, his expansionist aims and his military successes to build one of the most notorious Empires that history has ever seen. Watch the documentary and join the discussion after the Half Term break on Wednesday at 1.00pm.

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

BBC Documentary: Genghis Khan - Rise of the Mongol Empire

<https://www.youtube.com/watch?v=XAFnxV2GYRU>

Miss R Williams, Teacher of History

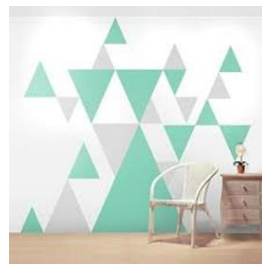
MATHEMATICS AROUND THE HOUSE: DECORATING

There are many good examples of the use of Mathematics in Art. Mr Sinnott himself produced an article in the last issue of *The Westcliff Week* linking the use of grids and perspective to their mathematical counterparts. Why not make use of this? There are many walls in my house that could do with a paint (in fact, currently they are all white) but I simply have not had the time to plan a fantastic mural. Since quarantine, perhaps I now do have a little extra time to plan and execute some painting.

There are a few styles that I might choose from. A standard "blocks of colour" approach can look simple and effective, but beware to not make



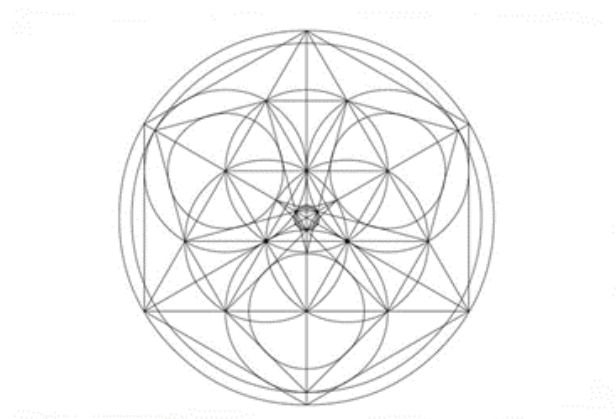
the design to too vibrant. I really like a feature wall in most of my communal rooms, so I can envisage (given



permission from my partner) making one wall a colourful feature wall and the rest a single, calm colour. These are easy effects to be achieved by just using a little edging tape and 3 or 4 small pots of paint.

If you wish to be more adventurous, instead of sticking to polygons you could expand into the realm of circles. A program I frequently use with my classes is called Ancient Greek Geometry. The aim is to create a set of

shapes using only a pair of compasses, a straight edge (not measured) and a pencil. From here you can create the most amazing shapes. You can try it yourself digitally at <https://sciencevmagic.net/geo/>. In just a few minutes, I came up with the following shape, which I think would be a good started for a design to add to a wall. Add some colour and edit it slightly as you see fit, and it could make an attractive centre piece.



Whatever you wish to try, I do suggest planning it well before you begin. From there, Mr Sinnott's suggestion for creating a grid and transferring it to a larger medium would be a good technique to ensure accuracy of the design if it were good enough to add to the wall.

Mr M Dowding, Head of Mathematics

MR MCGEE'S ALBUM OF THE WEEK

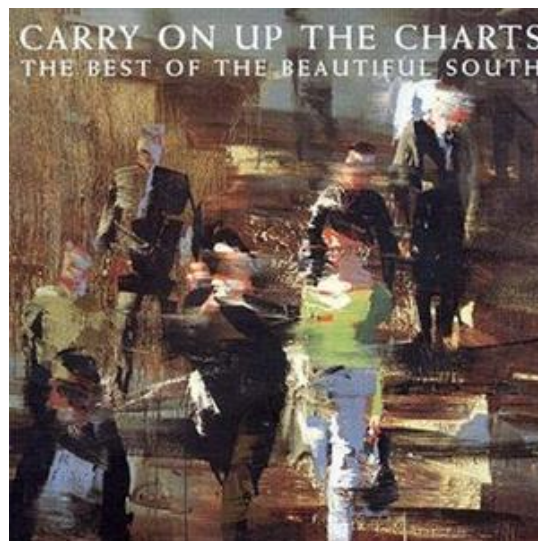
Carry on up the charts The Beautiful South, 1994

Do not get angry. I know this is another greatest hits collection, but again, it is an example of where a band has gone on to produce several. As such, this record serves as a fantastic resumé for The Beautiful South at this point in their career and was, in its own right, an incredibly successful record. Released at a time when their popularity was on the wane, this became the second highest selling album of 1994 (second only to another greatest hits album by Bon Jovi).

The Beautiful South was an English pop rock group formed in 1988 by Paul Heaton and Dave Hemingway, two former members of the Hull group The

Housemartins (which also included famous DJ, Fat Boy Slim), both of whom performed lead and backing vocals.

After the band's first album (recorded as a quintet), they were joined by a succession of female vocalists. All of the following artists performed lead and backing vocals alongside Heaton and Hemingway: Briana Corrigan, for albums two and three after appearing as a guest vocalist on one, followed by Jacqui Abbott for the fourth to seventh albums, and Alison Wheeler for the final three Beautiful South albums.



The group broke up in January 2007, claiming the split was due to "musical similarities", having sold around 15 million records worldwide.

The band's musical style is hard to pin down. They move effortlessly from ballad to angsty social commentary, kitchen sink drama to fanciful love songs. Rich vocal textures are key to their success, alongside their unerring ear for a melody that remains with you.

While this is most assuredly a record that can be listened to from beginning to end, there are some moments which stand out. The opening track, *Song For Whoever* is, in a word, sublime; a perfect love song with a twist. *Good as Gold (Stupid as Mud)* is best enjoyed in the sunshine and *I'll Sail This Ship Alone* is perfect for those introspective moments. The band went on to make a number of other albums which are all worthy of a listen, but this offering defines the band in their pomp.

Enjoy!

HOUSE DITLOID QUIZ

Example

365 - D in a Y

Answer

365 - days in a year



- A. 12 - D of C
- B. 7 - W of the W
- C. 52 - C in a P
- D. 900 - D in a H
- E. 4 - P for a T in R L
- F. 20 - Q in a R
- G. 118 - E in the P T
- H. 24 - L in the G A
- I. 650 - S in the H of C
- J. 9 - S by B

Please email Mr Rayment with your House and your answers.

Mr G Rayment, Head of French

throughout the brain lead to better function, such as memory, attention, retention and reasoning."



Healthy Body, Healthy Mind?

Physical activity releases endorphins, which improves mood. Sallis notes that active children have fewer symptoms of anxiety and depression, both of which can lead to higher stress in the classroom.

The skills learned from playing sports or games can transfer to the classroom, too. A fast-paced rugby match demands sharp reaction time and clear concentration on one's surroundings. In the classroom, that concentration and quick thinking can help a child to grasp concepts more easily and apply problem-solving techniques more effectively.

Mr J Sexton, Teacher of Physical Education

THE LINK BETWEEN SPORT AND INTELLIGENCE

Could taking a break from studying to play a game of football be beneficial to a student's intelligence? Nothing can replace working hard in the classroom, but studies have shown that an active body can help boost an active, developing mind.

Dr James Sallis, a professor at the University of California in San Diego, heads up Active Living Research, which aims to "support, share and put into practice research that can promote daily physical activity for children and families across the world."

The Science

Physical activity does not just improve muscular function; it improves brain function as well.

"For years we had evidence that physically active and fit children performed better academically. More recently we have learned why," Sallis says. "Physical activity is good for the brain at all ages, including childhood."

"Physical activity stimulates new neurons (brain cells), new connections among neurons, new blood vessels in the brain and better flow of neurotransmitters among brain cells. These improvements in structure



KING OF THE PLAINS

by Anthony Cao Hai, 7N

Roaming in the bushes, leaving at dusk.

In its path, were left only husks, for the vultures to scavenge and hoard.

A horde of wildebeest charging the savannah, killing in an innocuous manner.

Prattling on, running away from the true beast of the plains, the braggart with a mane, inflicting paralysing jolts of pain.

The lion runs and pounces, legs pushing at full thrust, as the jaws of death latch onto a stained, muddy hide.

The calf shrieks till it dies, ending with a weary sigh.

Revived with pride, the lion shares its catch with its pride, and in the violet horizon, on the flat, dry plains, a mother silently cries.

‘CHOOSE YOUR BATTLES’

A NEW WEEKLY COMPETITION IN MILITARY HISTORY

Each week, I will be posting a painting of a famous battle. Your challenge is to **name that battle**. To make it a little easier, alongside the painting will be an **anagram** of one of the key figures, and a **cryptic clue** that should also assist. Next week there will be a brief explanation of the battle, details of the first correct answer received and a new battle for you to guess.

This week's painting



Supporting anagram & cryptic clue

- Anagram: antenna bloop opera
- Cryptic Clue: This battle involved a Beefy leader

Post your answer here:

https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5VVwf3_HraBHij4mwYKimM1UQzdIUk9IN1E1SkFCVTQwTDM2TTIUjg1UC4u

Good luck. Choose your battles wisely...

Joshua Seal, A Level History student

PUPILS' CONTRIBUTIONS TO THE WESTCLIFF WEEK

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



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

EDUCATION PERFECT LANGUAGES CHAMPIONSHIPS 14-21 MAY 2020

RESULTS FOR WESTCLIFF HIGH SCHOOL FOR BOYS

This was the first time that we had entered the Education Perfect Competition and we finished in 21st place out of 2,155 schools worldwide and we achieve 2nd place in England. The School is very proud of the pupils who took part and achieved one of the 50 awards earned. We would like to congratulate and thank the boys for all their hard work and for their contributions to the 223,441 points earned during 632 hours online.

500 points were needed to achieve a Credit Award; 1,000 for Bronze; 2,000 for Silver; 3,000 for Gold; 5,000 for Emerald and 10,000 for Elite. Here are the results of the top 25 in the School:

Rank in school	First Name	Surname	Score	Award	Competition Ranking
1 st	George	Odina	22,467	Elite	25th
2 nd	Rudra	Patel	21,796	Elite	26th
3 rd	Daksh	Yadav	14,234	Elite	99th
4 th	Jahnuzan	Vakeesan	10,308	Elite	274th
5 th	Jeffrey	Jamile	10,032	Elite	373rd
6 th	Yash	Patel	9,997	Emerald	454th
7 th	Krish	Das	7,588	Emerald	538th
8 th	Thomas	Nankivell	7,489	Emerald	544th
9 th	Bhavy	Metakar	7,374	Emerald	554th
10 th	Benedict	Heath	6,365	Emerald	658th
11 th	Samuel	Nash	6,132	Emerald	696th
12 th	Shaurya	Gupta	6,050	Emerald	713th
13 th	Ayman	Sharif	5,915	Emerald	736th
14 th	Joshua	Britto	5,820	Emerald	751st
15 th	Aronjeet	Grewal	5,420	Emerald	853rd
16 th	Aqeel	Zaman	5,339	Emerald	888th
17 th	Hassan	Ahmed	5,117	Emerald	1006th
18 th	Dhruv	Goel	5,001	Emerald	1201st
19 th	Alexander	Kelleway	4,224	Gold	1384th
20 th	Divij	Gupta	4,219	Gold	1387th
21 st	Alfie	Risk	4,126	Gold	1415th
22 nd	Samuel	Birdsall	3,522	Gold	1682nd
23 rd	Rudra	Khaled	3,262	Gold	1892nd
24 th	Amandeep	Grewal	3,065	Gold	2132nd
25 th	Nathan	Choi	3,002	Gold	2443rd

Westcliff High School for Boys achieved top place in England in Spanish, Italian, Arabic, Indonesian, Greek and Malay. We were second in German, French, Russian, Maori and Latin, and third in Chinese. We were delighted that the pupils chose to try new languages as well as practise those with which they are already familiar.

Badges for the top 18 places in school will be awarded in September, along with certificates for everyone who achieved an award. House Points and Senior Commendations have been awarded already.

Continued on page 17



OTHER MFL COMPETITIONS

The next MFL online competition will be *The Vocab Express League of Champions* in October. The Education Perfect Languages Championships will be back next year.

Please remember the *Mother Tongue, Other Tongue* competition. Entries should be submitted by 4.00pm on Monday 6 July to Mrs J Williams or to your Modern Foreign Languages teacher by email. Thank you for the submissions we have already received.

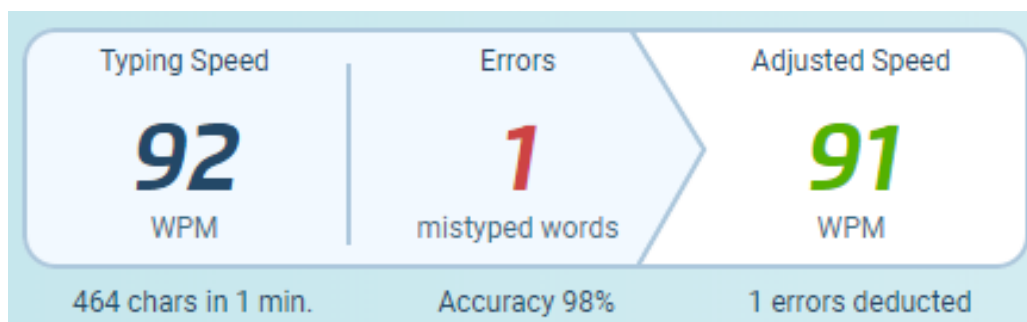
Miss J McKeown, Head of MFL

HOUSE TYPING - ALL YEAR GROUPS AND TEACHER ENTRIES WELCOME!

The importance of being tech-savvy has been made ever clearer in these past months and the School is hosting a competition using the website www.typingtest.com to see who can type the fastest. This website takes into account the correct amount of WPM (Words per Minute) and any errors you may have made when typing. This is a quick and easy exercise and you can challenge your friends and family. We will be using the 1 minute test with text and there will be House Points for participation. Please take a screenshot of your scores and send them to myself on Microsoft Teams by **Friday 12th June** so that a leader-board can be generated using the adjusted speed scores.

May the best House win!

Below is an entry from myself to get the competition going.



Mr J Yeo, Head of Harrier House

A 'CRASH' COURSE IN HOW TO FLY: PART 1

The lockdown gives opportunity to learn new skills. Thanks to the availability of apps for mobile devices and fixed computers, you can learn to fly an aeroplane on a simulator. While there are various packages available, you might want to try the free version of Xplane (for computer or mobile), the flight simulator in Google Earth (go into Google Earth, then press Ctrl+Alt+A), or possibly get hold of an older edition of Microsoft Flight Sim, which is relatively cheap.

For the mobile apps, you move the phone as if it were the control column, with a finger touching the screen to control the throttle, and sometimes the rudder too. On a computer, there are key strokes for the different controls, but it is easier by far to use a joystick if you already have one for gaming.

While you can learn by experimenting, these tips might help you avoid the more common errors.



Learn what the **instruments** mean. In particular, the airspeed indicator on the top left tells you how fast you are going, and your speed always needs to be in the 'green arc'. The 'white arc' shows the speeds you can fly at when the flaps are down. Remember, if you have insufficient speed, you cannot fly. The Attitude Indicator in the middle is sometimes called the artificial horizon. This measures your angles of pitch (nose up or down) and bank.

Level flight - at first you may find that when you try to fly at a particular height, you oscillate between flying too high and too low in a way which would be most unsettling for any passengers. To fix this, use the 'power and attitude' method. What this means is that if you get the power setting correct, and then hold the nose still and in the right place, the aircraft will settle down to stable flight. For a typical light aircraft in a simulator (usually a Cessna 172), set the throttle so that you have about 2300rpm on the engine rev counter (not shown in the diagram above). Then, using the Attitude Indicator (the instrument at the top in the middle), set the pitch so that the little model aircraft is exactly on the horizon line (the white line between the blue and brown areas). Then wait for the aircraft to settle. If, once it has settled, you are still climbing (or descending), reduce (or increase) the power by 50rpm and try again.

Turning is not like a car or a bike. With a steering wheel, you turn it to start the turn, hold it there to keep the turn going and turn it back to the central position to straighten out. For a plane, you turn the control column (or move the stick to the side) to start the turn by banking the aeroplane. Once you have the right amount of 'bank' (I recommend no more than 20° when you are new to this), turn the control column almost back to the central position to maintain the angle of bank. To come out of the turn, you will need to turn the column the opposite way to get the wings level, then you need to centralize the control to prevent the aircraft banking the other way. During the turn, you will need a

WHSB ART NEWS

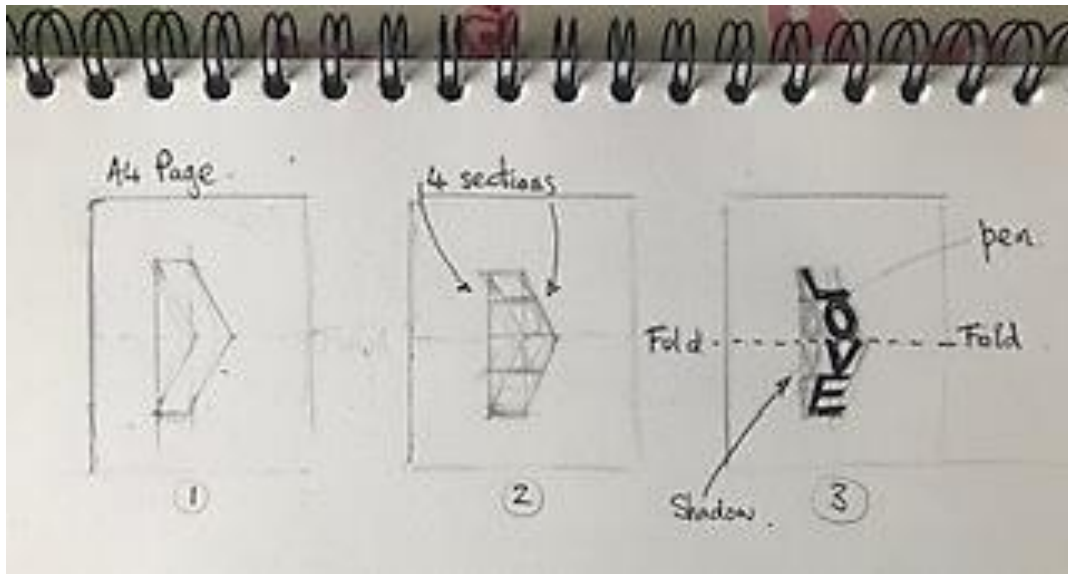
OPTICAL ILLUSION AND ALL THAT JAZZ

Mr Sinnott has encouraged the Great 'SinArt' to share one of his optical art drawing secrets. Most of these drawing effects can be related to the illusions of magicians and those also used in the movies and in gaming apps. In times past they would have been hand drawn, however these days it is all about blue and green screens and computer wizardry. However, it is often still an artist who is responsible for creating these.

In the last few years a number of our A level students have gone on to study video game art at degree level. Those students will understand that these illusions are no more than clever uses of perspective. This optical trick is often achieved with ladders.

All you need is a pencil, a ruler, a black felt pen and a sheet of paper.

How to: Below is the 'All we need is Love' ladder by SinArt. Could you create a piece of work for the Lockdown Gallery?



Year 7 Artists have been creating lots of lovely art work; they have been exploring colour and, to help their understanding of this concept, they have been researching the amazing POP artists from the 50s, 60s and 70s.

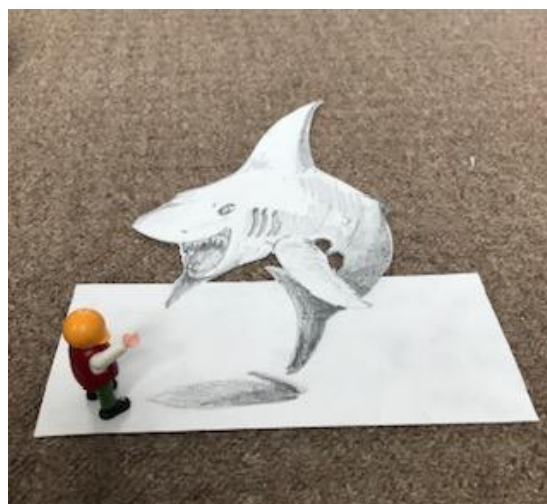
Dhruv Goel (7W) has created a fun POP ART quiz on Kahoot and this was done as a 'live' lesson on Friday 22 May along with Mr Sinnott. We all enjoyed 50 robust and challenging questions that covered not just the Art movement itself, but also the historical context of the times. This was a fabulous lesson, and just one of the many creative learning experiences the amazing WHSB staff have been delivering.



The lock down Gallery has been updated with more lovely art from WHSB pupils. We have examples from two special guests this week, as both Mr Bleakley and SinArt have donated work for us to enjoy. Please visit the site to see how WHSB pupils and staff are beating the lockdown and adapting to the different educational world that is presenting itself.



Mr J Bleakley



SinArt

Perhaps parents or staff have created some art they would like share with the School community? It has to have been completed during the lockdown period to be displayed in the LOCKDOWN Gallery.

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

Stay safe everyone!

Mr T Sinnott, Head of Art

HOUSE ONGOING COMPETITIONS

SUPPORT YOUR HOUSE!

I would like to remind all pupils and a number of House Competitions are **still open**.

These include:

- 1) House Countdown (see below) published on the 25th May.
- 2) House FIFA 2020 (see Issue 8, page 12) published on the 18th May.
- 3) PSHEE House Gardening (see Issue 4, pages 8-9) published on the 20th April.
- 4) PSHEE House Butterfly Survey (see Issue 6, page 20) published on the 4th May.
- 5) PSHEE House Housework (see Issue 7, page 16) published on the 11th May.
- 6) Natural History Museum House Breadth Studies Virtual Fieldtrip Report (See Issue 7, pages 10-11) published on the 11th May.
- 7) House Find the Connections Competition (see certain issues for a new set of problems).
- 8) House Centenary PSHEE Photographic competition (See the House Team and e-mails for details).
- 9) WHSB Centenary House Quiz (see the House Team and e-mails for details).



Please get involved and support your House. There are plenty of House Points and Senior Commendations available.

Mr R Barber, House Coordinator

HOUSE COUNTDOWN COMPETITION

I am sure many of you have either watched the television programme Countdown, played the board game or taken part in Countdown Club at School. 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.

UFERSIDOO

AOJODNEFR

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 you must send me your full working.

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

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

75 100 25 50 4 7 TARGET: 573

50 1 9 10 4 6 TARGET: 809

Continued on page 23

TRICKY NUMBERS:

34 87 11 8 5 2 TARGET: 814

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

TNXSEYOYCR (hint: this is a Geological term).

MEAASTDRN

If this has grabbed your interest, then please join the Countdown Club on *Microsoft Teams*. This is organised by a group of very numerate and literate Year 12 students. I would like to give a special thank you to Stanley Upton (Year 12) in Merlin House, for the problems this week.

Mr R Barber, House Coordinator

GENERATING PYTHAGOREAN TRIPLES

Following on from last week's article, I decided to look more in depth on how to generate Pythagorean triples. The ultimate aim was for me to develop some way of predicting congruent numbers, that is numbers that can be the area of a right angled triangle that have rational (i.e. fractions) as their side lengths.

In order to find these sets of rational side lengths, we need to find some way or generating Pythagorean triples. The first way I ever considered, when I was younger, was to simply look at square numbers. Pythagoras' theorem states $a^2 + b^2 = c^2$ so if I find a b^2 and c^2 that have a difference of a square number, then that difference would be a^2 . This seemed to be the quickest way for me, because I also knew that the difference of consecutive square numbers increases by 2 each time. For example, 4 and 9 differ by 5, 9 and 16 differ by 7, 16 and 25 differ by 9, and so on. Finding a difference that is square leads to a Pythagorean triple; 16 and 25 differ by 9 so $9 + 16 = 25$ leading to $3^2 + 4^2 = 5^2$.

The next square number as a difference would be 25 (it cannot be 16 as all the differences are odd). 144 and 169 are consecutive square numbers that differ by 25, so $25 + 144 = 169$ leads to $5^2 + 12^2 = 13^2$ and our next triple. The next few are $7^2 + 24^2 = 25^2$ and $9^2 + 40^2 = 41^2$. It is important to note at this point that there will be many more different styles of triple available. In all the examples listed above, we are look at the difference of two consecutive square numbers, but what about if they are not consecutive, for example $8^2 + 15^2 = 17^2$. At this point, it is worth doing a quick check to ensure this is not simply a "scaled up" version of one we have found previously (it is not). Well for now, let us consider those that have consecutive square numbers, with the understanding that this will not be a complete set, and see if we can generate any useful rules. Tabulating the triples we have found so far in ascending order leads to:

Pattern number (n)	a	b	c
1	3	4	5
2	5	12	13
3	7	24	25
4	9	40	41

The formula that links "pattern number" to "a" is simply a linear equation that even our Year 7 pupils can find. The pattern has a common difference of 2, which means that there is an element $2n$ in the formula, and this leads to

$$a = 2n + 1.$$

A quick check shows that when $n=1$, $a=3$, when $n=2$, $a=5$ and so on.

The formula that links "pattern number" to "b" is a little more difficult but pupils in Year 9 and above will know how to find this. The sequence for b is called Quadratic as the difference between the numbers in the pattern changes, but the difference in those differences is constant. For example, 4 and 12 differ by 8, 12 and 24 differ by 12, 24 and 40 differ by 16, so the differences are 8, 12, 16. Hence, we can predict the next difference to be 20, and so the next term in the

sequence for b is $40+20=60$. Combining that with $a=11$ (when $n=5$) leads us to the next triple $11^2 + 60^2 = 61^2$. In this manner, we have taken an iterative process in order to find consecutive triples. This is not the most effective way, but in some cases this is the only way we have so we will both have to out-think and out-work the problem. However, as pupils in Year 9 and above should know, there is an equation for this b and it turns out to be

$$b = 2n^2 + 2n.$$

The formula for c turns out to be very easy once we know b, as it is simply 1 more than b. Hence

$$c = 2n^2 + 2n + 1$$

So, at this point we have managed to discover a method of generating an infinite number of Pythagorean triples, and from there we can simply multiply them up (for example 3,4,5 would lead to the triple 6,8,10 as well) to get infinitely more than infinite Pythagorean triples.

The next step will be to see if this process can be expanded to find non-consecutive Pythagorean triples, perhaps by looking not at consecutive square numbers, but square numbers that are 2 apart, or 3 apart, and so on. I can foresee problems with this, however, as, from experience, when we start looking at an infinite number of infinite patterns usually we struggle to draw conclusions unless there is a convenient way of simplifying the problem. Still, we will not know until we try.

Mr M Dowding, Head of Mathematics

DESIGN AND TECHNOLOGY UPDATE

We continue to be inundated with independent home learning projects from across the School and the standard of work has been quite remarkable. It has quickly grown to be the highlight of my week, reading up on the submissions from our pupils and their exploits.

The pupils in the Lower School remain ever busy in the kitchen, preparing dishes from around the world. A number of Year 7 pupils have shared photographs of some delicious looking cakes. Meanwhile, Peter Hazell has been experimenting with different types of breads, Tobey Francis made a healthy Chicken Caesar Salad, Aakaash Dinekar prepared a curry, and Devon Coetzee submitted a full set of instructions with his spaghetti meatballs.



Buddy Graham, Year 7



Jensen Larthe, Year 7



Oliver Rider, Year 7



Issac Walton, Year 7



Fizlee Douglas, Year 7



Peter Hazell, Year 7

Continued on page 25



Devon Coetzee, Year 7



Theodore Back, Year 7



Jarad Bull-Mannan, Year 7

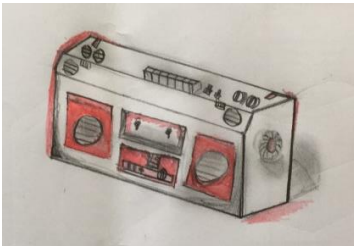


Toby Francis, Year 9

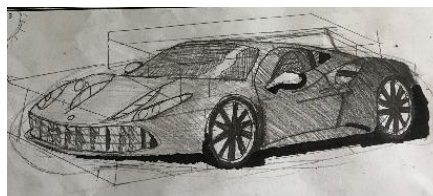


Aakaash Arul Dhinakar, Year 7

We have also seen some fantastic technical drawings arriving through the department. The Lower School Years have been working on improving their graphic communication and presentation skills, whilst Year 10 pupils have been tasked with two point perspective buildings. We were particularly impressed with the following efforts.



Frank Highmore, Year 7



Oscar Poole-O'Hara, Year 7



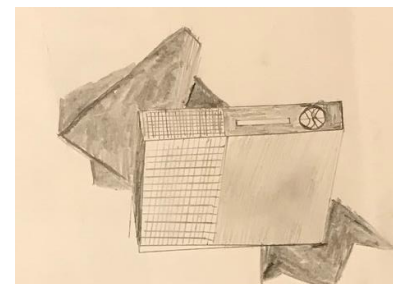
Ethan Wan, Year 7



Sebastian Rapley Mende, Year 7

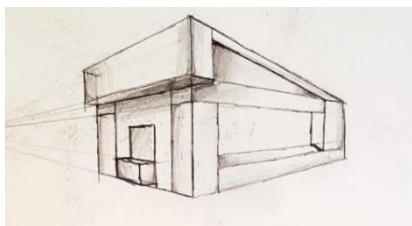


Ewan Thomas, Year 7

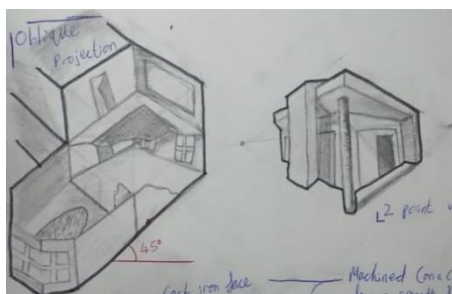


Samuel Heathcoate, Year 7

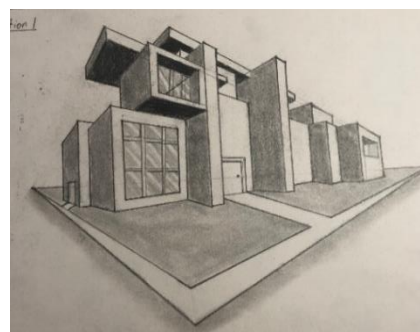
Continued on page 26



Joseph Holmes, Year 10



Bhavy Metakar, Year 10



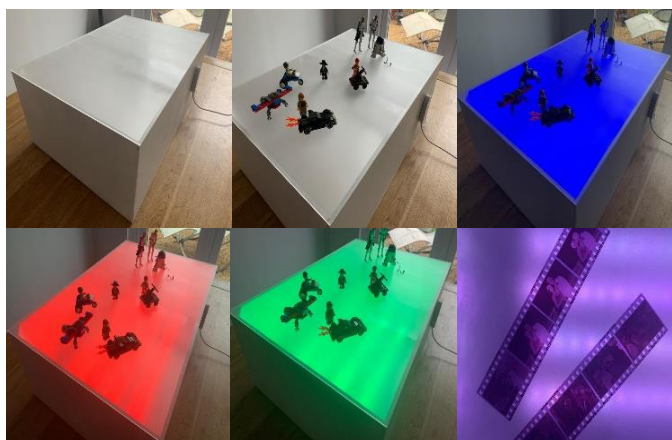
Issac Leung, Year 10

Finally, we would like to give a special mention to our Lower Sixth students who, despite the lack of workshop equipment and resources, have continued with their 'making projects' with some impressive results. Here are two examples of their outcomes.



Left, a storage solution for the visually impaired by Adam Lunniss

Right, a lightbox to be used as a visual learning aid by Casey Children-Smith



ROYAL GEOGRAPHICAL SOCIETY (RGS) YOUNG GEOGRAPHER OF THE YEAR COMPETITION

Further to last week's article, I would like to remind pupils of the Royal Geographical Society's national 'Young Geographer of the Year' competition. Every year the Students of all ages up to Year 13 from all over the country can get involved in what I believe to be the best geographical competition available in this country.

This year the theme is 'The World Beyond my Window'. Lower School and Middle School pupils are to produce an A3 sized project, and Sixth Form students an ESRI Story Map.

It is an exciting competition which will certainly keep you busy, and globally aware, during the lockdown. If you would like to enter then let me know and I will be able to give a small amount of guidance. The link below will give you much more detail. Make sure you read through it carefully, download and complete all the relevant documents.

<https://www.rgs.org/schools/competitions/young-geographer-of-the-year/2020-competition/>



Old Leigh. A world of wonder outside your window?



The River Crouch. A world of wonder outside Mr Norman's window!

Mr L Norman, Teacher of Geography

WHERE IN THE WORLD?



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

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

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

- Students often visit this place to pray for their examinations and studies
- The bridge was once set on fire to scare away the French

Please submit your answers via this Microsoft Form by **Thursday 28 May**:

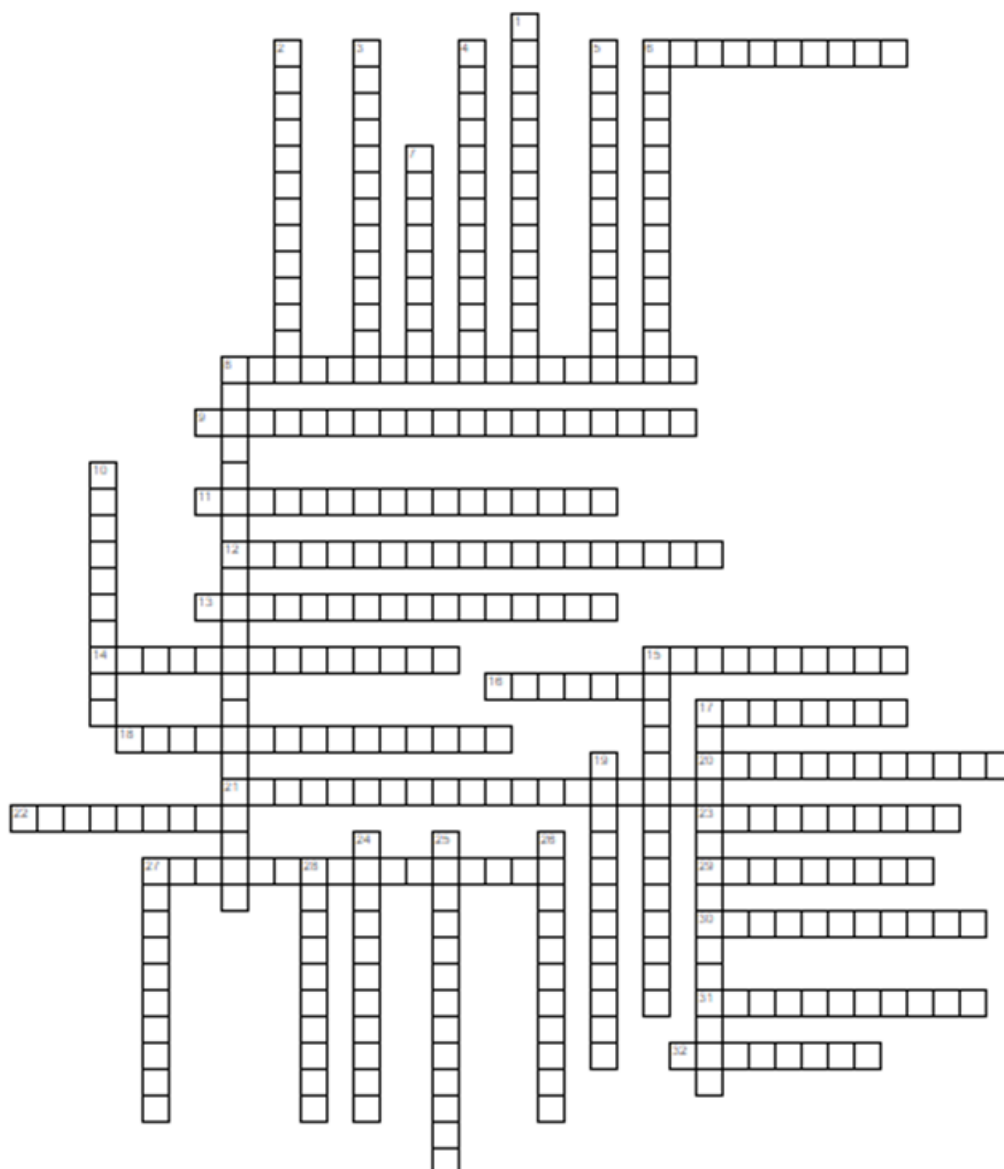
<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPAzzsFDiqmfUFjxEshUMkZQUIVTMjFFSVpSSk85UFFZTk4Uk05Wi4u>



Mr L Norman, Teacher of Geography

MR JEFFREYS' HISTORY CROSSWORD 9: ANAGRAM SPECIAL

Answers next week!



Across

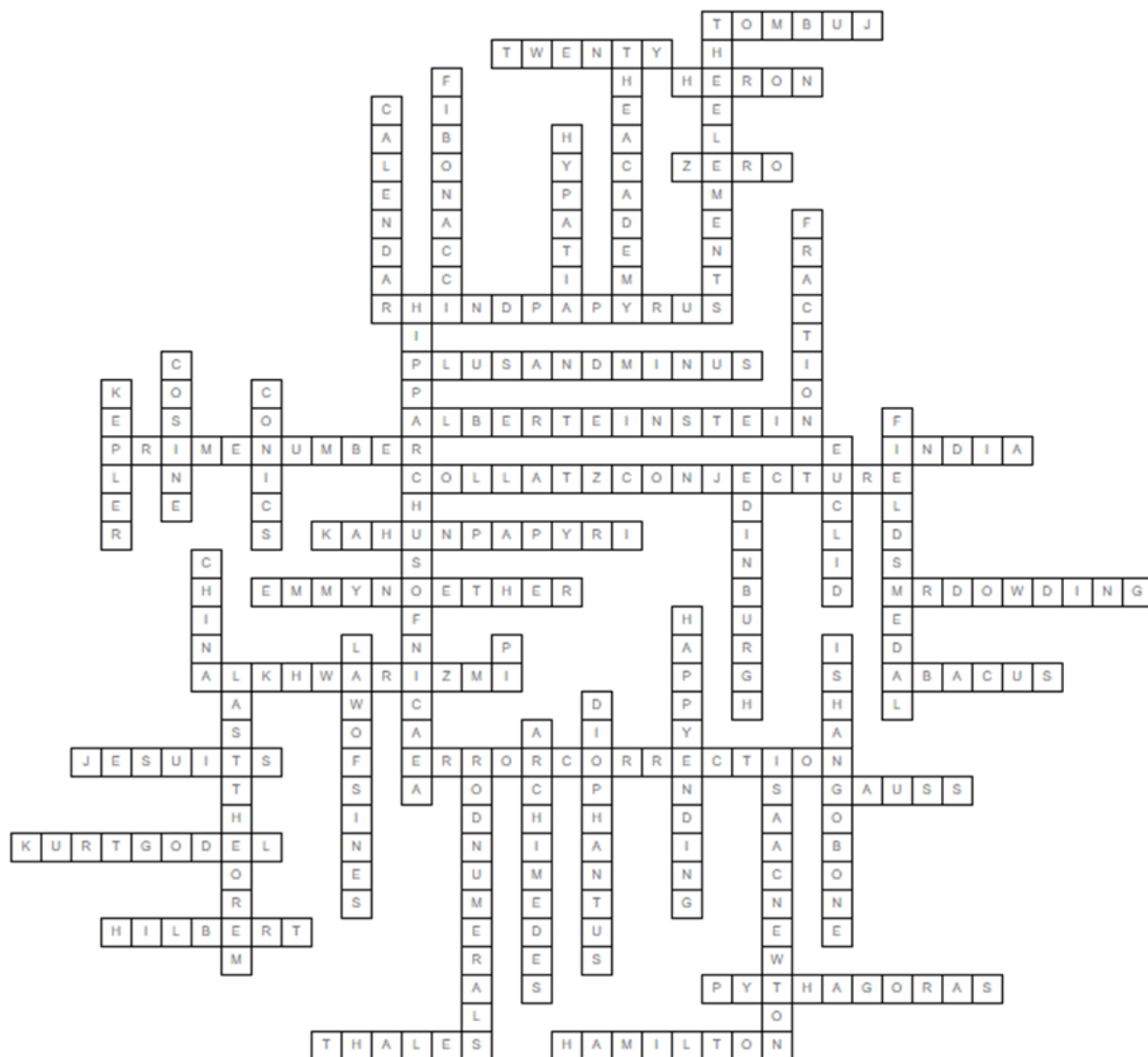
- 6 Not AN OK TARGET but an earthquake of 1923 (5,5)
- 8 ILL MAKE A WISE PHRASE in Elizabethan London (7,11)
- 9 Founder of modern nursing and ANGEL OF THE RECLINING (8,11)
- 11 Welsh Wizard or GIDDY OLD AGE LOVER? He certainly divided opinion! (5,5,6)
- 12 Art deco skyscraper of 1930-31 with MEGA SPIRE LIT IN DEBUT (6,5,8)
- 13 Grantham chemist seen by many as THAT GREAT CHARMER (8,8)
- 14 He had the equivalent of TEN ELITE BRAINS (6,8)
- 15 ALL ARE NUTS about classic film star Arthur Jefferson (4,6)
- 16 Battles of 1526 and 1556 that caused APT PAIN (7)
- 17 Russian PURITANS hated this Mad Monk (8)
- 18 WET DENSE LUNATIC supports sports club founded 9 December 1892? (9,6)
- 20 He was MIRTH NEUTRAL about Papal indulgences in 1517 (6,6)
- 21 A superb painter and the SUPERB PAINTER RULES! (3,5,4,7)
- 22 Scottish steam inventor in 1776 with TAMEST JAW (5,4)
- 23 Sherborne School cryptanalyst who liked NATURAL GIN? (4,6)
- 27 OH PUNY SAD EYESORE - Danish designer Jorn Utzon's building at Bennelong Point (6,5,5)
- 29 Italian traveller who had A COOL ROMP around the Orient (5,4)
- 30 I AM ON A MARCH and make a Great Leap Forward (8,3)
- 31 Singer and jazz pianist who certainly wasn't LACKING TONE (3,4,4)
- 32 LOAN PACE not fast enough for this gangster? (2,6)

Down

- 1 INSANE CHEATERS lived during this period of Italian art and craft (3,11)
- 2 Lancastrian PM who was a TERRIBLE POSER (3,6,4)
- 3 He was SOLEMN AND LEAN on his Long Walk To Freedom (6,7)
- 4 Daughter of 8th Earl Spencer whose tragic fate was to ASCEND IN PARIS (8,5)
- 5 Opponents saw a CATTLE ELEMENT in this PM's supporters (7,6)
- 6 CRUEL SERGEANT who led troops at the Battle of Little Bighorn (7,6)
- 7 Did he set off explosions with GAWKY FUSE? (3,6)
- 8 The Grand Old Man, this WILD AGITATOR MEANS WELL (7,5,9)
- 10 He had A HUGE CRAVE for revolution in South America (and berets) (3,7)
- 15 WELL BANDY SAINT and Bewdley MP whose motto was 'Safety First' (7,7)
- 17 On MONDAY, MAD RASCAL forms the first Labour Government in 1924 (6,9)
- 19 CASUAL JURIES put him to death on the Ideas of March (6,6)
- 24 HE HANGS KING who opposes his Golden Horde (7,4)
- 25 I'M A WRATH EVENT known as the Second Indochina Conflict (3,7,3)
- 26 I KNOCK LENIN as Labour leader nicknamed 'Welsh Windbag' (4,7)
- 27 SLING A DART? It won't help you in this battle. (10)
- 28 I LACE WORDS with Irish wit and elegance (5,5)

ANSWERS TO HISTORY CROSSWORD 8 (WEEK BEGINNING 18 MAY 2020)

Rafi Gamma was first to submit his answers this week and extends his lead over Elliot Grove to 4-2. Come on Elliot!!



THE WESTCLIFF DIARY

We are in the process of finalising the Summer Edition of The Westcliff Diary. Staff and Pupils are welcome to submit articles no later than **Friday 5 June 2020**. This edition will focus on a number of areas including the experiences of pupils, staff, parents and other members of our wider School community during the lockdown. This will be an opportunity to understand and record how our community, collectively and individually, responded to the challenges of the pandemic.

Examples might include your lockdown diary, meeting the challenges of teaching or learning remotely, volunteering in the community, supporting family members, or any other experiences you wish to share and record. There is also still time for pupils to submit an entry for a parent who is serving as a key worker and full details of the format for those submissions is included in Issue 3 of *The Westcliff Week* (week beginning 13 April 2020).

All articles should be submitted to Mrs Robinson using the following email address: Office@whsb.essex.sch.uk

THE LEARNER PROFILE

INTELLECTUAL CURIOSITY

Intellectual curiosity is an important aspect of our Learner Profile at WHSB. We want our pupils to pursue their academic interests beyond the confines of the curriculum, and to reflect on the many aspects of their learning. To ask of their teachers and themselves: Why is that? What if? How did that happen? In general, we want to nurture in our pupils the desire to know and understand more.

But what exactly is this intellectual curiosity we are so keen to nurture in our pupils? We believe the intellectually curious person has a deep and persistent desire to know. These individuals do not ask questions merely at a simple level, but instead they ask the probing questions. Questions which enable them to 'peel back' layers of explanation in order to get at the fundamental elements associated with particular matters.

The Greek philosopher, Socrates, in the 5th century BC noted, "There is only one good, knowledge, and one evil, ignorance".

I suspect most people would accept that knowledge is a powerful thing which provides understanding and awareness. It may be the case that something we learn today may not appear particularly relevant to our current circumstances, but we never know when we might draw on this information at a later stage in our lives and in a different context.

Equally, it is important to recognise that knowledge is not just about learning facts and figures. Having facts and figures at one's fingertips provides one with a level of intelligence, but knowledge also requires wise 'application', and this quickly brings us back to the matter of 'understanding' and 'awareness'. Of course, some suggest that 'ignorance is bliss'. They would argue that not knowing something can be better than knowing it. I doubt that Socrates would agree with this line of reasoning.

For Socrates, ignorance is an evil because it is a barrier to education and understanding. To be ignorant means that one closes one's mind to awareness and understanding. Ultimately a closed mind can lead to an ignorance of people and ideas, which in turn can lead to prejudice and discrimination. A closed mind also struggles with change, which stifles innovation and improvement.

Therefore, if you are a pupil who believes that you may lack sufficient intellectual curiosity, I encourage you to take time to nurture this aspect of your character now, especially during this period of lockdown when you may have time on your hands. If you are already reading around topics and developing your knowledge and understanding, you will already appreciate what a positive impact this learning is having on your academic performance. Equally, if you develop a desire to learn, and to learn beyond the confines of the curriculum (this being an aspiration we hold for all our pupils), this is likely to be a key determinant of your success, not just in relation to your academic performance, but in other areas of your life.

The current pandemic is a salutary reminder that humanity is likely to continue to face challenges and that the progress and success of humanity will depend, as it has always done, on its ability to find solutions to problems. Whilst we all hope for a vaccine to COVID-19, we should recognise that ultimately this relies upon the knowledge and wisdom of people. Such knowledge and wisdom begins with intellectual curiosity.

Headmaster



THE WEEK AHEAD

WEEK BEGINNING 25 MAY 2020

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

Day	Date	Time	Activity
MON - SUN	25 – 31 May	N/A	WHSB Lockdown Gallery 2020 (page 21)
		N/A	Submit articles for The Westcliff Diary (page 29), deadline 5 June 2020
		N/A	Music Theory Tuition – YouTube ‘itchy2learn’ (Issue 5)
		N/A	PSHEE Centenary House Competitions (page 22)
		N/A	Natural History Museum Virtual Tour (Issue 7)
MON - FRI	25 – 29 May	Various	Online quizzing opportunities (Issue 8)
		N/A	RGS Young Geographer of the Year Competition – register interest (page 26)
		N/A	Wargaming Team: Bloodbowl League
		N/A	BBC Science & History Education offer (see issue 5)
		N/A	P.E. with Joe (featured in issue 1)
		N/A	Mr Jeffreys’ History Crossword competition (page 28)
		N/A	House Ditloid Quiz (page 14)
		N/A	Choose Your Battles Competition (page 15)
		N/A	House Typing Challenge (page 17)
		N/A	House Countdown Competition (page 22)
TUESDAY	26 May	8.45am	Hallway Gym Class with Mr Moore (all invited), Details in issues 6 & 7
		1.00pm	Years 7 & 8 House FIFA 20 Competition (page 12)
WEDNESDAY	27 May	1.00pm	Healthcare and Medical Society
		4.00pm	Westcliff Drama Online
THURSDAY	28 May	1.00pm	Weekly Watch with Miss Williams (page 12)*
		1.00pm	MOxbridge English (Sixth Form)
		4.00pm	Bibliophiles Book Club (Middle School, Sixth Form and staff)
THURSDAY	28 May	7.30pm	Mr Derrick’s Film Club ‘Watch-along’ (page 11)
		N/A	Deadline for responses to this week’s <i>Where in the World?</i> (see page 27)

* Due to the Half Term holiday break some activities may not run as usual, and will resume next week.



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