

The Westcliff Week

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WEEK BEGINNING 1 JUNE 2020

WELCOME AND UPDATE

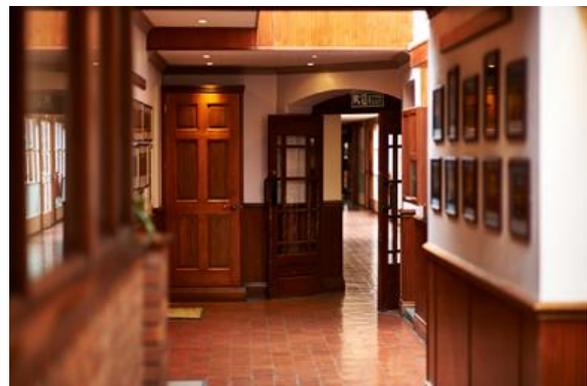
Welcome to the tenth issue of *The Westcliff Week*.

I hope that pupils, staff and parents had a good rest during the half-term holiday. I would like to take this opportunity to thank the staff who have continued to offer their support during the holiday to provide supervision and learning for those pupils of key workers attending school. I would also like to congratulate those pupils for their exemplary behaviour and good humour during this most difficult time.

At School, we continue to invest much time and energy into preparing the School to open for some Year 10 and Lower Sixth pupils. Following the Government's decision to postpone the date for the return of secondary school pupils, I shall be writing to parents this week with the final details regarding our plans for Year 10 and Lower Sixth pupils from Monday 15 June. These arrangements involve some modifications to our original plan as outlined in my letter to parents dated Friday 22 May. That said, parents may also be aware of the developing discussions around local responses to the easing of lockdown arrangements, to which the School may be subject. Therefore, it is important to also remain aware that any arrangements the School puts in place by way of a response to the Government's guidance, may also be shaped by the response of the Local Authority. Frustratingly for us all, this could potentially lead to further changes and I will continue to update the School community should the position alter. Clearly, we must ensure we adhere to all available guidance, including local arrangements, in order to protect our pupils, staff and their families.

I would like to offer my sincere thanks to all my colleagues for their support and flexibility in developing our plans, and I would like to record a special word of thanks to Mr Manning, Senior Master Curriculum, for his work in producing the timetable.

This is no easy task as the Government's shifting guidance has necessitated different versions to meet the needs of our pupils and Mr Manning has handled the matter with great skill.



It is always difficult to pick out particular achievements of pupils, as there are so many from which to choose. However, on this occasion I would like to offer congratulations to all those pupils involved in the Education Perfect Languages Competition, the impressive results of which are reported in this, and last week's issues. We are very proud of all the pupils involved; they have demonstrated great ability and personal endeavour. They are a credit to themselves and their School.

Once again, I would like to thank all the pupils and staff for their continued commitment to their work, and the parents for supporting our arrangements for remote learning. It is also terrific to see so many pupils, staff, and indeed parents, contributing to *The Westcliff Week* for the benefit of our entire community.

I offer my best wishes for the week ahead.

Headmaster

House-Captain and Vice-Captain Applications Invited

We would like to remind pupils that applications are now welcome for the positions of House-Captain and Vice-Captain for the next academic year. To apply for House-Captain you must have also applied to become a Prefect, but that is not the case if applying for Vice-Captain.

If you wish to submit an application, you need to write a letter addressed to your Head of House and Mr Barber outlining the following.

- 1) Why you have applied for the position.
- 2) What you think the role involves.
- 3) Your past experience that you consider may be relevant.
- 4) Ideas you have for future House events.
- 5) Ideas you have for increasing participation in House activities.
- 6) What makes you suitable for the role.
- 7) Please also indicate clearly in your letter if you have also applied for Head Boy/Student or Deputy Head Boy/Student.

Applications close on **Friday 12 June 2020**.



You are welcome to apply for both positions, i.e. House-Captain and Vice-Captain, in the same application and, if that is the case, please make it clear in your letter.

These letters should be sent via e-mail, addressed to your Head of House and to Mr Barber.

Mr Yeo	Harrier	yeoj@whsb.essex.sch.uk
Mr Sexton	Merlin	sextonj@whsb.essex.sch.uk
Mr Lilley	Kestrel	lilleys@whsb.essex.sch.uk
Mr Rayment	Osprey	raymentg@whsb.essex.sch.uk
Mr Barber		barberr@whsb.essex.sch.uk

If you are interested in finding out more about these positions, then please contact either Mr Barber or your Head of House. New students to Year 12 and girls are particularly encouraged to apply.



Latest House Points Score, Friday 26 May 2020

These are extremely prestigious positions. The names of the House-Captains will be included on the new display boards located outside the School Hall for the next academic Year 2020-2021. These boards (as pictured with the updated scores) have been created this Year in celebration of our School's Centenary Year, thanks to the great skill of Mr Marlow from the School's Facilities Team who made them for the School.

Mr R Barber, House Coordinator

THE WHSB LOCKDOWN GALLERY EXPANDS

This week, we were delighted to receive this reflective piece by one of our very talented WHSB parents following last week's newsletter article.

Mrs Hankey, mother of a pupil in Year 9 said, "I have really enjoyed looking at the artwork in the WHSB Lockdown Gallery. As always, the standard of the work is amazing.

"I have been painting a lot since the lockdown and my work has really changed. I thought I would share a picture with you. It is a large canvas 1m x 1m, entitled *Isolation Angel*. I hope you like it.



Isolation Angel, Mrs C Hankey

"I am a teacher and artist, now at The Two Tree Gallery in Leigh-on-Sea".

We were most grateful to receive Mrs Hankey's art and Mr Sinnott replied, "I really love your painting very much; I think you have captured the times really cleverly and emotively. I would like to see more of your work, thank-you".

If any other parents, pupils or staff would like to join the exclusive LOCKDOWN club please send a jpeg photo image of the piece to sinnottt@whsb.essex.sch.uk

View our Lockdown Gallery at:

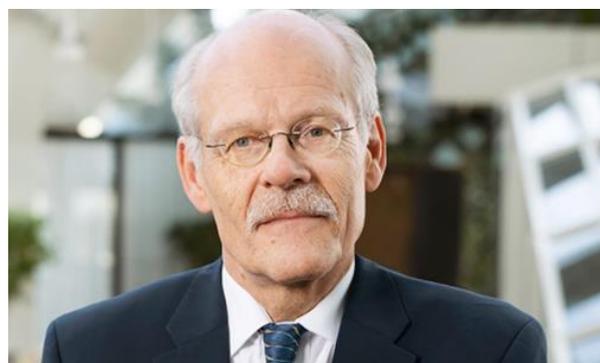
<https://sinnottt.wixsite.com/whsb-student-gallery>

NEGATIVE INTEREST RATES: PREPOSTEROUS OR GENIUS?

With the UK facing its worst ever recession due to nationwide lockdown, newly employed Governor of the Bank of England, Andrew Bailey, has refused to rule out the use of negative interest rates to help stimulate demand back into the economy. The base rate has already been slashed to its lowest ever at 0.1% to help deal with the expected 14% fall in GDP. In

his own words, Bailey suggests that negative rates will be "quite challenging to understand" for consumers as they reverse the clear purpose of interest rates in a normal economic climate. Said announcement from Bailey begs the question, have the great minds of Threadneedle Street gone insane or have they found an ingenious cure for Covid-19's impact on the UK economy?

Patient Zero of the negative rate was Sweden, with the Riksbank setting its rate to -0.25% in an unrepresented attempt to lessen the impact of the financial crisis. The European Central Bank and Japan have since adopted negative rates, both for the same reason, to stop the prospect of a deflationary spiral. As the converse to the positive rates, negative rates serve to punish banks and consumers alike for hoarding cash in an attempt to stop agents deferring their spending, the key cause of the deflationary spiral. For consumers who wish to save money in a bank therefore, it is likely they will have to pay a storage fee, a much greater disincentive than a low interest rate. On the flip side, the bank must pay you for taking out a loan, which aims to encourage economic agents to once again invest or purchase big ticket items and hence stimulate demand. Clearly, the bank does not pay an upfront fee to you, but negative rates mean the sum of repayments will total less than the loan given and so in real terms the bank pays you. For example, at -2%, a £1000 loan would require £980 to be repaid meaning the bank has paid you £20 for taking on the loan. Equally, for banks themselves it is more profitable to lend cash to consumers and firms rather than pay storage charges for holding their capital within the central bank. All of the above is what will likely guide the Monetary Policy Committee's (MPC) thinking over the coming weeks, with Bailey "looking very carefully" at experiences on the continent to inform future policy.



Stefan Ingves, Governor of the Riksbank since 2006

Negative interest rates, aside from flipping the theory behind them on its head, may not be as effective in practice. For many banks, mortgages are on variable

rates consequently profit margins will be cut as they start paying mortgagors; less profit likely causes less lending. Another threat is alternative saving, i.e. consumer storing cash in their homes, which could lead to a run on the bank but is more likely to create a long-term capital sink from the banking system. Said sink could force banks to begin raising interest rates to increase revenue and hence negate the whole purpose of negative rates. An issue those on the continent have faced is moving back to positive rates in the long term. The European Central Bank (ECB) and Bank of Japan (BOJ) are both still using negative rates despite the recessions they aimed to stop being several years ago. Simply negative interest rates have made loans not profitable enough for banks and the increase in demand for loans has failed to materialise trapping them in a negative rate cycle rather than a deflationary spiral.

As the UK economy aims to recover from an exceptional circumstance it may be forced to look at exceptional action. Although 'the jury is out' on whether negative interest rates can be the saviour, Andrew Bailey will have to show audacity and courage to be known as the first Governor of the Bank of England to break the 0% lending floor. Only time will tell whether negative rates are beneficial, or even are used, but Bailey would do well to consider the long-term impact negative rates will have and whether the negative rate cycle experienced on the continent is worth the short-term boost to demand within the UK economy.

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

References:

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<https://www.bankrate.com/banking/federal-reserve/how-negative-interest-rates-work/>

<https://www.investopedia.com/articles/investing/070915/how-negative-interest-rates-work.asp>

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European Central Bank, serves as the central bank for the Eurozone.

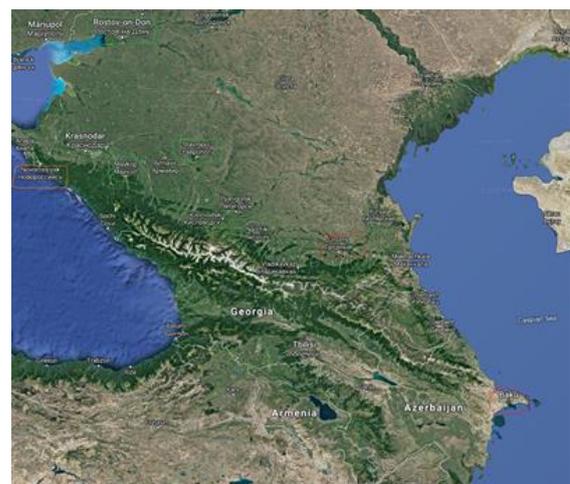
² *Bank of Japan, serves as the central bank for Japan.*

Frankie Merriman. 12D, A Level Economics Student

BRITAIN AND RUSSIA IN WORLD WAR II: ALL IN IT TOGETHER

When we think of the Second World War, we usually remember people or events such as Churchill and the D-Day landings. We take pride in how the British stormed in and saved Western Europe from the Nazis. However, we seldom look back at the efforts made by other key allies like Russia. And yet, there is just as much for us to remember and be grateful for in Soviet contributions to the war effort. We should recall the Battle of Stalingrad or of Moscow, when the Soviets defended their territory with the Germans just a few miles away. And we should remember that there were other times when the Soviets made a key contribution to victory over the Nazis with a critical defensive engagement, such as the war in the Caucasus.

After the German forces captured the Russian port town of Rostov on Don in July 1942, the Caucasus region of Russia, situated between the Black and Caspian Seas, was now accessible. German leader, Adolf Hitler had expressed his interest in this region much before they began trying to invade the Soviet Union, but not for social or political reasons as with Moscow or Leningrad. The Soviet Socialist Republics of Georgia, Armenia and Azerbaijan were highly industrialised and had a very useful resource - oil. The ultimate goal was Baku, the capital of modern day Azerbaijan, the richest oil field in the USSR, producing 4 million tons a year in 1942. If the Germans could take control of this whole Caucasus, they would have around 90% of the Soviet Union's oil supply.



The Germans were confident enough that a number of oil companies were granted 99 year leases to these oil fields. Special pipes were manufactured and delivered and bombing of the fields was not allowed. In June

1942, Hitler told officials that if he did not get the oil fields in Maykop and Grozny, it would be a disaster.

The Germans took Stavropol first on 3 August 1942. This was followed by Maykop, the closest oil field, on 9 August, Krasnodar 2 days later, Mozdok on 25 August and Novorossiysk in September. The Soviets had similar defensive strategies, but these were not enough to hold the Germans back at this point. 1942 was considered successful for Hitler, however during the following year forces had to withdraw from the region due to setbacks in other battles. This gave the Soviets an opening and they switched to an offensive strategy right at the beginning of January 1943. By mid-February, Russian troops had retaken all of the cities, and by the end of September, they managed to force the Germans to retreat completely, their entry point in Rostov on Don falling back under Soviet control in November of 1943. The German campaign was a complete failure.

Despite no British involvement with this plan, I believe that this loss for Germany is worth our country remembering, since the Germans' failure put them at a huge disadvantage in the war overall. Even without the extra oil, they managed to occupy a significant section of Europe, such as France and Poland, and even going as far north as Scandinavia. This extra resource boost may well have given them what they needed to occupy the rest. It also shows how the Soviet Union took the brunt of the war in the early stages because these successes in the oil fields, and even in the cities, carried out by the Russians alone were key in beginning to push Germany back.

It is perhaps understandable that these events become overlooked by the British, as there was no direct involvement, but I think we should definitely remember these Russian efforts - including the 10 million subsequent casualties - that had greatly assisted our nation by the time our troops stormed the beaches in June 1944.

For those who wish to read more about the economic appeal of this plan, the following is a link to an interesting piece of writing by Joel Hayward.

<https://bit.ly/2T1u4N>

William Farmer, Year 11 History Student

GREAT LEADERS WITH HEAD BOY, BEN JOHANSON

SIMÓN BOLÍVAR: LIBERATOR OR DESPOT?

Called *El Libertador*, he was the infinitely charismatic leader of the independence movement in South America in the early 19th century. With statues in numerous cities throughout the world, Bolívar is a national hero for many South Americans. Nevertheless, the contemporary viewpoint of him is significantly distinct from the lens he is viewed through today. Was he a liberator or a tyrant?



Born in Caracas in 1783 to a noble family – but orphaned aged nine – his early tutoring about liberal Enlightenment thinkers cemented his revolutionary values. He enrolled in Madrid's military academy, subsequently touring Europe and the United States, furthering his desire for liberty and democracy. He particularly admired Napoleon; up until Napoleon crowned himself emperor of France.

By 1810, Napoleon had replaced the existing king of Spain with his own brother. Consequently, a Junta was set up in Venezuela in opposition, which supported the deposed king. They sent a delegation, including Bolívar, to Britain to ask for their support. They failed, but met Venezuelan revolutionary, Francisco de Miranda, and convinced him to return to Venezuela.

The ensuing independence war, commanded by Miranda, saw Bolívar promoted to colonel. Despite

this personal success, the war was a failure, with Miranda signing a surrender, behind the backs of the Junta. For this treason, Bolívar arrested him and handed him to the Spanish.



Bolívar fled north to New Granada, assisting independence fighters. He then took a force into Venezuela. As a response to the massacres from the Spanish army, he announced his 'Decree of War to the Death', permitting the killing of any

Spaniards not openly supportive of Venezuelan independence. Although Bolívar and the republicans defeated the Spanish, the lower classes were not supportive, many of whom fought against them. Bolívar returned to exile, ending up in Haiti, the liberated slave nation. Its president provided Bolívar an army, and had him promise to abolish slavery in areas he conquered; a promise Bolívar kept.

During his subsequent campaigns, reminiscent of Hannibal's crossing of the Alps, Bolívar crossed the Andes, achieving remarkable victories. By 1821, his campaigns caused the formal creation of Gran Colombia – Venezuela, New Granada and Quito – with Bolívar as president.

Bolívar wished to materialise his dream of a united South America, invading Peru. The ensuing campaign saw him named Peruvian dictator in 1824. After the liberation of Upper Peru, the Republic of Bolivia was created, named after Bolívar, with himself as president and constitution writer.

Unrest was rampant from 1825-1830, even from Bolívar's closest friends. The unrest was due to Bolívar maintaining a full army to liberate all of Spanish America, which simultaneously bankrupted Gran Colombia. Thus, Bolívar often took almost autocratic power - using martial law against traitors - as an attempt to save the republics for which he had sacrificed so much. Although temporary, these were extremely unpopular. Bolívar experienced numerous assassination attempts, many of which took place in these years.

By 1830, Bolívar had to relinquish his power, and his confederation of states was disbanded, replaced by independent nations led by dictators in all but name; men who had criticised Bolívar for holding too much power. Bolívar was exiled, but died before he left for Europe.

Bolívar's legacy is fraught with controversy. He is considered a role model in Latin America today, by dictators and revolutionaries alike – or justification for

their actions. Regardless of one's opinion of Bolívar, I believe his endless passion should be admired. Bolívar, who fought 472 battles, rode 123,000 km on campaign and who conquered more land than Napoleon, truly was a great leader.

Ben Johanson, Head Boy and A Level History student

WHY DO REGIONAL AND LOCAL LANGUAGES REMAIN CULTURALLY SIGNIFICANT IN THE 21ST CENTURY?

Globally, there are a vast number of languages, and it is in the UK that English is very much taken for granted; it is a language which, in itself, has become somewhat of a passport to opportunity. That is to say, being able to speak English offers a competitive advantage on a worldwide scale.

However, being able to speak a second, or even a third language can open even more doors; the opportunity to converse in ways which are perhaps more limited through the use of just one language means that other languages can offer a different insight into the world.

I was fortunate enough to spend a year in Brittany as part of my university studies; not only was I able to marvel at the landscape and scenery, being located in a quaint seaside village, but I was also immersed in a typically French-speaking zone, where any hint of English was somewhat frowned upon! But being in Brittany meant also being exposed, albeit in a limited fashion, to the use of a regional language – Breton.



France has long had a rather tumultuous relationship with its regional languages; in some ways, much like the UK. In the years preceding the First World War, any regional languages were severely frowned upon, and people were ashamed to use their regional tongue. Since the end of the Second World War, France has tried to ensure that French remains one of the key worldwide languages, suggesting that there is no place for the antiquated regional languages in a globalised world. Whilst there was provision in the 1950s for regional languages to be recognised and taught, they also reflect a time of France in the past; as President Georges Pompidou

claimed in 1972, “there is no place for minority languages in a France destined to make its mark on Europe”. More recently, these viewpoints have mellowed, but it does little to help languages which are already endangered.

Therefore, it was fascinating to see how Breton would be used in collaboration with French – it was subtle, but it was pleasing to see that the population were exposed to what might be considered a bilingual approach. Aside from English, Spanish and German being the main language options taught at the school in which I worked, optional Latin and Breton classes were also offered on top of the scheduled lessons. Although this was an addition to the timetable for those who wanted it, some students in Brittany are taught in a Diwan – a school which exposes students more readily to Breton, with gradual French immersion as the students become older; French being the ‘second’ language.

Alongside exposure to the Breton language in such schools, the Breton flag is also prominently displayed to signify the regional identity of which the Bretons are particularly proud. Breton news outlets, including radio and television stations, are also available for speakers of Breton. There are even bilingual road signs, such as the one pictured below from Quimper, a town close to where I spent my time in France.



Here in the UK, a number of regional and local languages still exist, including Welsh, Gaelic, Scots and Cornish, to name a few. Whilst in our part of the country we may not be exposed to regional languages in the same way, it is clear that they offer an important historical insight into the background of a region or place, and they can help us to understand how the more dominant languages have been able to

grow. They also provide an important way to promote and highlight the culture of a particular area or region, in a way that is unique from place to place. Whilst some regional languages worldwide are still in a precarious position today, fortunately it is apparent that countries are more invested in securing the survival and future of these regional languages, much for everyone’s cultural benefit.

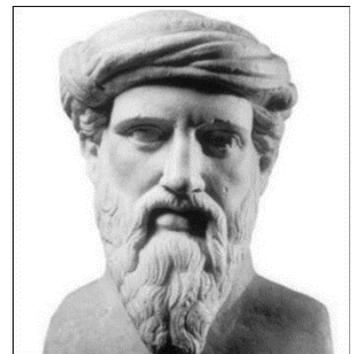


“Bonnets rouges” demonstrations

Mr S Lilley, Teacher of English

THE LIFE AND TIMES OF PYTHAGORAS

Over the last weeks I have been looking at work presented to us by Pythagoras, but it is perhaps useful to understand who Pythagoras was and why his theorem is so famous.



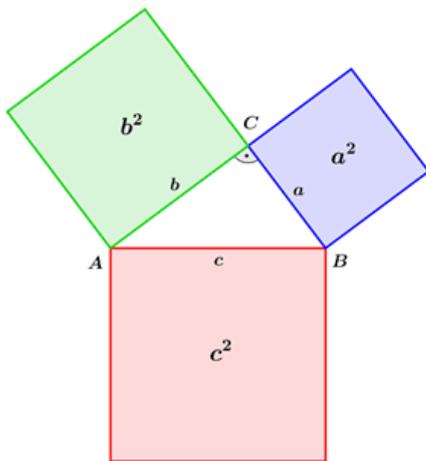
To begin with, it is useful to note that much of what we know about Pythagoras is speculation. He was born in around 570 BC and we know that he influenced a number of key Greek philosophers, such as Aristotle and Plato, and hence much of the current Western World’s system of Philosophy is attributed to his fundamental teachings.

His fame (or infamy) first started when he founded a clandestine school in which participants were sworn to secrecy. Rumours abound regarding the running of this school, with many believing that students were on a strict vegetarian diet and were banned from eating beans. Apparently, Pythagoras believed that humans and beans shared a common heritage, and his experiment to prove it involved him planting beans for

a week and digging them up, then comparing them to a human foetus. To him, the resemblances were uncanny, or so the story goes.

For about 30 years or so his school flourished. Students were taught in philosophy, with Pythagoras said to be the first man to call himself a Philosopher (lover of wisdom), as well as studying Mathematics and Natural Law. His school came to an end when his followers came in to conflict with supporters of democracy, who went on to burn down his school and associated housing. At this point, Pythagoras was still relatively unknown in the Mathematical world, and he would continue to be so for a long time.

In roughly 100 BC, Pythagoras' work was recognised and his most famous theorem, the Pythagorean theorem, was widely used. However, to say he was the first to discover this theorem would be untrue; he was simply the first to introduce it to the Greeks, the culture from which much of our modern Mathematical understanding (especially about shapes) is attributed. There is stark evidence to suggest that both the Indians and Babylonians both knew of $a^2+b^2=c^2$.



It is difficult to say what work is that of Pythagoras, the man, rather than Pythagoras, the school, but he and his disciples were responsible for major discoveries in astronomy, music and medicine. It was clear that this was one of the first effective "academic" houses produced by the Greeks, and its legacy lasted for a number of centuries.

A key contributing factor to the mystery around Pythagoras is that he rarely wrote anything himself, and he did not have an author of his accounts, as Plato did for Socrates. The accounts that had been written were from unreliable sources and often confused Pythagoras with Pythagoreans, and as such many modern day philosophers believe that Pythagoras was

not just one man, but in fact a collection of people working under an academic pseudonym.

It is clear, however, that Pythagoras and his school were responsible for shaping the Western idea of Philosophy and refining the scientific method. Whilst it is correct to say their discoveries in Mathematics, Science and Astronomy paved the way for many further breakthroughs, perhaps their greater success was their contribution to the way in which education was undertaken and their attitude towards academia.

Mr M Dowding, Head of Mathematics

MUSIC BOX: A WORK A WEEK

A glance into our Music Box might give the impression of a rather dour and stuffy collection of records, the top two works being a serious Mozart requiem and a haunting Shostakovich symphony. It is time for something completely different: Copland's Rodeo premiered in 1942 and is a lively, exciting work that plants the listener firmly in the spurred boots of a cowboy in the American west.

In fact, Copland almost refused to write the music for this ballet, commissioned by the Ballet Russe de Monte-Carlo, due to the fact that he had just completed "another cowboy ballet" (Billy the Kid). He was eventually persuaded by the choreographer Agnes de Mille, who gave Copland a certain amount of creative freedom. You can hear him experimenting with more extreme dissonances at times, complementing the wonderful open harmonies and shimmering brass textures that have since become hallmarks of American classical music.



The ballet tells the story of a cowgirl who falls in love with a disinterested cowboy. It begins with 'Buckaroo Holiday', depicting the cowgirl watching a group of cowboys riding their horses "like thunder", as de Mille put it. This is followed by 'Corral Nocturne', a

contemplative movement showing the lovesick cowgirl “running through the empty corrals intoxicated with the space, her feet thudding in the stillness.” She runs into her beloved cowboy but, instead of leaving with him she leaves alone, coming upon a ‘Ranch House Party’. The honky-tonk cakewalks of Scott Joplin are invoked in this movement which paints the picture of “dance music inside. Night music outside.” The ‘Corral Nocturne’ theme returns at the end of this section, reflecting the loneliness of the cowgirl.

At the ‘Saturday Night Waltz’ the cowgirl hopes to finally find a cowboy to dance with, but once again is left alone. The quiet, sad music, sees Copland use his usual technique of solo woodwind against a bed of warm strings. The movement does not sound particularly dance-like, with the waltz shown only by the $\frac{3}{4}$ time signature. All hope is lost, until the Champion Roper character comes to rescue, and the music becomes warmer, in a firm major key.

‘Hoe-Down’ is perhaps the most famous movement of the whole ballet, where bright xylophones are introduced to compliment the shining sound of the high strings and brass. The ballet ends with a grand fanfare as the cowgirl and Champion Roper finally kiss.

Listen out for: Like Dvorak in his New World Symphony, Copland makes heavy use of folk melodies, giving the music a grounded and accessible sound.



Mr T Derrick, Director of Music

THE WHSB MILITARY AVIATION SOCIETY

As all members of the WHSB community will know, our School has made a great success of the expansion of its Combined Cadet Force, following its introduction in 2012. Indeed, we are now one of the few Schools to boast more than one 'section', with the Royal Navy joining the Army in representing in their ranks. The School’s aspiration is for the Royal Air Force to join in due course and, to support students with interests in aviation before this happens, Mr McGee will be starting a Military Aviation Society during the summer term.

This group will look at the technology, history and function of aviation in general terms, with a specific leaning towards military aircraft. Lectures will be

given by Mr McGee, who grew up on several airbases, Dr Machacek, a highly skilled aviator, and most importantly, the student members who will choose topics to prepare and present.



When things return to normal, Mr McGee is planning to arrange visits to sites such as the Air Traffic Control centre at Southend Airport, RAF Marham, to see the new Lightning 2 F35 aircraft, RAF Coningsby (where he spend most of his early childhood) to visit the Battle of Britain Memorial Flight, IWM Duxford and many more besides.

This society will appeal to anyone with an interest in aviation, avionics and history in general. To be added to the new TEAM, please email Mr McGee at mcgeea@whsb.essex.sch.uk

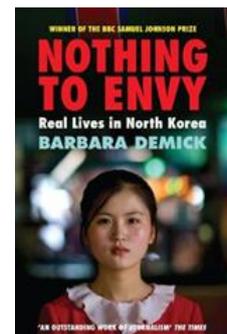
Mr A McGee, Director of Sixth Form

BOOK REVIEW

NOTHING TO ENVY, BY BARBARA DEMICK

If there is one country that inspires fascination from the rest of the world it is the Democratic People's Republic of Korea. It is rather inappropriately named given that it is far from being a democracy. North Korea – as we call it in the UK – is a dictatorship that has been ruled by the Kim family since the country’s creation in 1948 with Kim Jong-Un currently in charge as Supreme Leader.

North Korea has one of the most secretive regimes in the world, with extremely limited communication with the outside world and strict rules which severely hinder foreigners from entering the country. It is a place of mystery and rumour and, as



an unregulated aspiring nuclear state, it is a pariah in the global community.

With a little more time on my hands during lockdown, I decided to read 'Nothing to Envy' to find out more about North Korea and try to get some idea of what life is like there. Although originally published in 2010, Demick's compelling book stands up well to the tests of time and is based upon extensive interviews with North Koreans who managed to defect to the neighbouring South Korea.

This personal approach makes the book all the more readable because it focuses on the lives of ordinary North Koreans, making it very easy to empathise with their everyday tribulations, such as family issues and relationships. Whilst the North is now considered to be the very poor relation of the prosperous South, until the late 1970s it was actually the other way round and its people considered themselves to be very fortunate – ample rations, guaranteed housing, sufficient wages to buy some household goods, and free education and health care.



However, a lot of this 'economic miracle' was an illusion. Supported by an extensive network of communist countries (especially China, Soviet Union and East Germany), North Korea was able to benefit from cheap imports of fuel and food. As communism began to crumble after 1989, the North found itself isolated. Forced to become increasingly self-reliant, the country's problems escalated from then onwards.

'Nothing to Envy' illustrates the sentiment of its double-edged title in detail. In the 1990s the country descended into extreme poverty, food shortages and a collapse of its infrastructure. At its worst, there was full-scale famine and Demick's subjects recall their experiences so vividly that, as reader, I could not help but be shocked. Rations ended, wages were no longer paid, there was no electricity, transport was limited and people's full-time occupation became survival.

The privations were extreme. Demick's interviewees were surrounded by death, illness and suffering. It is hard to imagine the lengths people had to go to just to get to the next day. Routinely, citizens ground tree

bark into flour and boiled weeds to make any meal that could reduce debilitating hunger pangs. They burnt anything they could find including their own furniture so they could cook and heat their home.



Yet all of these things were played out to a backdrop of glorification of the leadership of the Kim family. The book outlines how all day every day from birth the North Korean people are taught to treat their leaders as demi-gods, national heroes and holders of expert wisdom. Images, statues, teachings and quotes from Kim Il-Sung saturated all aspects of daily life so that when their leader died suddenly the people were distraught, unable to face the future. They felt literally incapable of living without his guidance and even betrayed – how could he leave them like this? North Koreans truly believed they had nothing to envy about life in the west.

Barbara Demick's interviewees were no different. They believed the message. They had no desire to leave North Korea, but the mounting famine forced them further afield in search of food and, for many in the northern city of Chongjin, this meant a trip across the border into China. Life there shocked the Koreans – seeing people (and even pet dogs) eating rice three times a day was like a 'slap in the face'; they had been unaware such opulence was possible. The trees were not stripped bare of bark and the people were not dressed in rags. Realisation dawned on them that life outside of the North was better than inside.

'Nothing to Envy' is a fascinating read from start to finish and it is an eye-opening account of life in North Korea. My review here merely skims the surface of the difficulties, repression and punishment in the country and the interesting stories of the families who lived through them. As a geographer, I strongly recommend this book. However, for me, one of the most interesting things I took from it was this: if the people of North Korea are 'brainwashed' by their culture to believe their way of life is best, is it possible that western societies can be indoctrinated more subtly by their culture as well?

Dr M Shepherd, Head of Geography

BIG BAND LOCKDOWN PERFORMANCE

Have you seen the most recent Big Band video on YouTube? This time the Band brings the sun with a lively performance of Electric Light Orchestra's *Mr Blue Sky*, with some surprising guests helping to make the performance even more special. You can find the video on YouTube using the following link



<https://www.youtube.com/watch?v=RCHmxx1sr2>

Mr T Derrick, Director of Music

CULTURE VULTURES

Since my last article on this topic back in early April, I wonder how many of us have managed to sit down as a family and enjoy some free culture. In our house, we have particularly enjoyed the National Theatre's offerings with *Twelfth Night*, *One Man Two Guvnors* and *Treasure Island* being firm favourites. However, we have also taken the opportunity to try new things such as ballet and online lectures. Three of us participated in the Benedetti Foundation project through which we enjoyed instrumental sectionals and online musical tutorials.

I will not repeat the suggestions from last time here, apart from to say that it is worth keeping up to date with the National Theatre, the Royal Opera House, the BBC and the RSC. The point of this article is to share some more opportunities I have discovered over the last few weeks with the hope that something might appeal.



The bookworms amongst you will know that the summer season usually sees a flurry of literary festivals. Many of these (such as the Hay Festival) have migrated online. At Home with

Penguin, every Tuesday at 5.30pm, invites you into the home of an author where they share how they are spending their lockdown time, they talk about their own reading lists, and they take live questions. This week's guest was Tim Peake, and next week's is Bernadine Evaristo. If you miss these half hour sessions, you can catch up with them on You Tube. The Lockdown LitFest is constantly updating their list

of talks and seminars, and again, all of these are available to view after the event.



The Southbank Centre continues in its mission to make the arts available to all by releasing a steady stream of talks, performances and Q and A sessions. Just follow them on Social Media or subscribe to their newsletter to stay in the loop.



If you enjoy learning about our nation's history and important cultural sites and events, English Heritage are constantly releasing new content on their Facebook channel. Recent events have been "History at Home" interactive live lessons on topics such as Dover Castle and the Battle of Hastings. If the Summer Solstice is more to your taste, you can follow it online this year. You can watch the sunrise on Sunday 21 June at 04:52 (BST), but if you are not an early riser, you can watch the video in catch-up.



Another suggestion to improve your history and cultural literacy would be to follow Historic Royal Palaces and join their live crowdcasts. These are free to watch (though there is a suggested donation of £10), and this week's offering is Lucy Worsley interviewing Eleri Lynn, the "Keeper of the Royal Wardrobe" about the 10,000 historic items in the Royal Ceremonial Dress Collection. Last week there was a walkthrough of the Tower of London with a Yeoman Warder.



All museums and galleries are releasing content constantly in an attempt to maintain interest and whet appetites for future visits. It might be tempting to revisit places you know, but remember to look outside the UK to museums that you would not usually get the opportunity to visit – you might like to visit the Musée d'Orsay or the Rijksmuseum. A good starting point for information is Google's Arts and Culture Platform where you can find digital documentation of more than 1200 international institutions.

I would be interested to hear from any pupils who have tried one of my suggestions. Send me a message via Chat on Teams to let me know what you have watched or participated in along with your opinions. I will give House Points to interesting submissions.

Keep expanding your horizons!

Mrs J Williams, Senior Teacher/Staff Tutor

THIS WEEK IN HISTORY

THE END OF THE TIANANMEN SQUARE PROTESTS

Just after midnight on 3rd June, a flare lit up the sky and an armoured vehicle entered the square. There were already reports of violence elsewhere in Beijing. On this day in 1989, the Chinese government took back Tiananmen Square from the tens of thousands of protestors who had occupied it for weeks, crushing the peaceful revolution that looked as though it might sweep the Communist regime from power.

On the evening of 3rd June, large bodies of Chinese troops had approached the square. Barricades had been battered aside by armoured personnel carriers and crowds of civilians were mowed down with machine-gun fire. In the early hours of 4th June, Chinese forces started entering the square; one of the first vehicles was set upon by the crowd. A hail of petrol bombs set it ablaze but the crew were rescued and taken to the student medical centre in the square.



Over the next hour, troops poured in from every angle and they sealed off the north and south of the square before firing on protestors trying to get onto the square. More infantrymen surged out of the Great Hall of the People on the west of the square, while on the eastern side, soldiers emerged from the History Museum to complete the encirclement. The shouts of the crowd, the noise of the helicopters, the protestors' loud-speaker system all mixed into a roar that witnesses say they will never forget.

Many protestors escaped; a hard core of several thousand gathered around the Monument to the People's Heroes in the centre of the square. At 2.00am, machine guns were fired over their heads as the students begged the military to stop the use of force. By dawn, student leaders agreed to leave to avoid a massacre. Arms linked, they marched away; diehard protestors were beaten or shot.

The following day, the army reclaimed the streets and the world saw an unknown protestor stand in front of a line of tanks; an image forever associated with the massive military response to peaceful democratic protests, and an image still banned in China, like all mention of the protests on Tiananmen Square.

Mr S Neagus, Teacher of History

MR DOWDING'S MATHEMATICAL PROBLEM OF THE WEEK

Lower School Problem of the Week

What is the sum of the digits in the completed cross number?

ACROSS	DOWN	<table border="1" style="border-collapse: collapse; width: 100px; height: 30px;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">2</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">3</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	1	2			3			
1	2									
3										
1. A cube	2. A square									
3. A power of 11										

Middle School Problem of the Week

The product of two positive integers is equal to twice their sum. This product is also equal to six times the difference between the two integers. What is the sum of these two integers?

Sixth Form Problem of the Week

The arithmetic mean, A , of any two numbers x and y is defined to be $A = \frac{1}{2}(x + y)$ and their geometric mean, G , is defined to be $G = \sqrt{xy}$.

For two particular values x and y , with $x > y$, the ratio $A : G = 5 : 4$. For these values of x and y , what is the ratio $x : y$?

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.

Director Alfonso Cuarón has had a rather eclectic career, bouncing from popular genre films like *Harry Potter and the Prisoner of Azkaban* and *Gravity* to more serious, artistic dramas like the excellent recent black and white movie *Roma*. This week's film is somewhere in the middle: *Children of Men* (15) came out in 2006 to critical acclaim. The film tells the story of a near future UK where children have stopped being born, plunging the world into pessimism and anarchy. It manages to find compelling human drama among the thrillingly and uniquely shot action scenes. As renowned critic Peter Travers put it: "After repeated viewings, I know *Children of Men* is indisputably great ... No movie this decade was more redolent of sorrowful beauty and exhilarating action."



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

Mr T Derrick, Director of Music

WEEKLY WATCH WITH MISS WILLIAMS

THE RISE OF THE MONGOLS AND THE CAREER OF GENGHIS KHAN

We would like to remind pupils that the documentary suggestion for this week tracks the life and times of

Genghis Khan and the pivotal role that he played in the expansion of the Mongol Empire.

Who is the man behind the legend? Watch the documentary to find out! The weekly discussion will resume on Wednesday at 1:00pm and it certainly promises to be an interesting one!



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: KNITTING

Inspired by Mr Dowding's article about decorating last week, I have been thinking about how Mathematics relates to a hobby of mine. Its use of numbers is not complicated; knitting just involves checking suitable materials are used, a great deal of counting and sometimes graph paper.

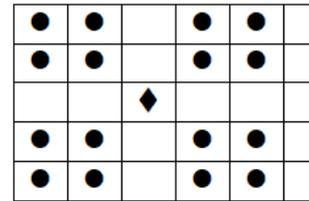
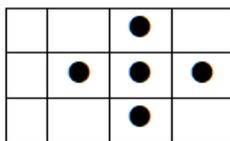
As fellow knitters know, at the beginning of a new project, the correct needles (measured in millimetres) and yarn should be selected. A pattern will tell you the materials to use but knitters are advised to make a test square to ensure they have the correct tension. I like to use double knit weight yarn which should knit up as a 10cm sample across 22 stitches and 30 rows on 4mm needles, but this does not happen in my case, and I use 3.75mm needles for a 10cm square using the same number of stitches and rows. How much yarn is required is another calculation; the information on balls of wool tells the knitter the length of the yarn – 105m / 114yds in a 50g ball of the yarn I am using right now - but it is usually the pattern that will tell the knitter how many balls are needed to finish the garment; it would be difficult for the knitter to make

this calculation without prior experience of knitting such an item. A V-neck men's jumper in double knit would need between 14 and 17 50g balls of wool depending on the size, for instance, equating to between 1,470 and 1,785 metres of yarn.



Knitting patterns are filled with numbers and codes; which size to knit; how many stitches to cast on; how many rows to knit before shaping; for textures, the number of stitches to knit and the number to purl; how many stitches to leave on a holder... Some patterns contain charts for different colours, and this is the part that I really enjoy. Fair Isle knitting is characterised by repeated patterns, often geometric shapes, sometimes with lines of symmetry and often using an OXO pattern. A book I use is Alice Starmore's *Book of Fair Isle Knitting*, the cover of which illustrates the use of geometric shapes and repeating patterns.

I tend to knit blankets and bags, making things up from reference books filled with pattern charts such as the one mentioned above. My latest project, a bag, has 61 stitches and repeated patterns of 4, 6 and 15 stitches. I have opted for 3mm needles to give a tighter knit and it measures 25cm across a row. You may think that there should be 60 stitches, but the extra stitch at the end allows for the repeated patterns to be evenly spread across the row; the first stitch is a gap between the pattern.



The numbers aspect of knitting is both relaxing and frustrating; counting is fun but mistakes in calculations can result in the symmetry being lost and rows having to be unravelling. This is why planning is important and it helps to sketch the repeated pattern over the entire number of stitches on graph paper, as well as to see the design before knitting starts.

For anyone who enjoys counting and codes, can overcome the initial frustrations of dropped stitches and tangled yarn and is looking for a new hobby, why not give knitting a try? Someone in your family may be able to teach you or you could try YouTube for tutorials. Men have been knitting fishing nets for millennia and those who entered the knitters' guilds in medieval times were highly skilled craftsmen. There are also many young people taking up knitting as a relaxing pastime nowadays, as well as Hollywood stars with time on their hands between movie takes. Do not let anyone put you off if you are left-handed, telling you it is too hard to teach you to knit. It will just look a bit odd to a right-handed person, but it will work just fine once you get the hang of it. I should know; relatives gave up on teaching me as a child, but a patient (right-handed) Australian woman taught me on our train journeys commuting to work.

Ms J McKeown, Head of MFL

MR MCGEE'S ALBUM OF THE WEEK

Tegan and Sara

Heartthrob

I love it when this happens. You are happily working away while your phone is set to play random songs, and it throws up something new that gets you hooked. About four years ago this happened to me with *Tegan and Sara*.

There was something about the song, *Back in your Head*, that reminded me of so many great vocalists all rolled into one. The clarity and richness of early *Madonna*, the quirkiness of *Kate Bush* and the

exoticism of *The Cardigans*. Combined with this delivery was an oddly sparse backing track and irritatingly pervasive piano riff. I wanted to hear more, and while their whole back catalogue is worthy of a listen, this album stands out.



Heartthrob is the seventh studio album by the Canadian indie pop duo released on 29 January 2013. It debuted at number 3 on the Billboard 200 chart, selling 49,000 copies in its first week and securing the band's highest chart position to date. It is also the first *Tegan and Sara* record to chart in New Zealand, the UK and Ireland.

As previously mentioned, the album's success, for me, is in part at least to the copious echoes that meet, collide and combine in this work. The power of *Cindi Lauper* and the freshness of early *Britney Spears*, the 'dancability' of *Ace of Base* and the energy of *Pink!* – it is all here with, of course, the sisters' own unique input. Start with *I was a Fool*. You won't regret it!

HOUSE COUNTDOWN COMPETITION ROUND 2



If you have watched the television programme Countdown, played the board game or taken part in

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

LETTERS:

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

OCUQIRIEX

MPGOEGOTA

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.

8, 10, 3, 1, 100, 75 TARGET: 225

75, 50, 4, 1, 7, 2 TARGET: 498

TRICKY NUMBERS:

75, 9, 10, 6, 2, 7 TARGET: 837

CONUNDRUMS:

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

RRITENNGU

YANUNSOOM

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

The conundrums last week were: xenocryst and tradesman. Well done to everyone that entered. House Points and Senior Commendations have been awarded using the *epraise* system.

Mr R Barber, House Coordinator

KEEP CALM AND CARRY ON COOKING WITH MR MCGEE

A LOCKDOWN BARBECUE

This week, Mr McGee offers something a little different. Here, he shares with you his hints and tips for the perfect family barbecue, from lighting to serving and how to get the best flavours out of what you cook.

Prepping the Grill

If you can, buy a bag of barbecue coals or charcoal as opposed to the disposable barbecues. Apart from anything else, these only offer you about 20 minutes of effective cooking time and that is not really sufficient to cook a family meal.

Prepare the coals in advance. Make sure you have covered the bowl of your barbecue and the insert your firelighters or douse in lighting fluid. If using the latter, douse at least five minutes before cooking. If you are feeling adventurous use dry kindling, which can be purchased with different flavours such as maple or cherry.

Preparing the Food

The great thing about a barbecue is that you can cook anything you like on it, and here are some tips.

Meat and fish

Be sure to season with salt and pepper. A little olive oil on fish is helpful in keeping it moist after cooking. Meats can be seasoned with mixed herbs. Dill is best for fish.

Halloumi cheese

Cut into cubes and skewer for ease of cooking.

Corn on the cob

Spread a little butter on small cobs and wrap in foil.

Salads

A simple potato salad is a great accompaniment to a barbecue. Simply boil new or miniature potatoes until they slide off a sharp knife when pierced. Immediately drain and soak in cold water to take away the heat and arrest the cooking process. When cold, chop and mix with mayonnaise and spring onions

To add some colour to your meal, all herb flowers are edible, as are nasturtiums, pictured below.

Cooking

Start with the thickest items once the heat has built to a sufficient level. Get your parents to help you with this.

Try to turn the meat only once while cooking, so be brave and do not fiddle with it. When cooked, remove to a dish and keep warm either beside the barbecue or in a warm (not hot) oven. If cooking fish, only cook this skin side down until the last minute. Use a scraper or slice to turn it, rather than tongs, otherwise it might break up.

If you are really enjoying your cooking, I suggest investing in a temperature probe. This will allow you to check your food is cooked properly. Chicken should be 80 degrees, pork 76 degrees, beef as you prefer and fish is cooked through at 60 degrees, depending on its thickness.



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

I would like to remind pupils of the Royal Geographical Society's national 'Young Geographer of the Year' competition. 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. Further details can be found in last week's issue of *The Westcliff Week*.

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

Mr L Norman, Teacher of Geography

'CHOOSE YOUR BATTLES' A WEEKLY COMPETITION IN MILITARY HISTORY

The answer to last week's question was of course...The Battle of Waterloo. Well done to Arhaan Sabeer in 8W who submitted his response in the fastest time.



The Battle of Waterloo was possibly one of the most significant battles in deciding the nature of modern Europe. The painting by William Sadler depicts the brutal close-combat fighting between the two sides: Napoleon's 72,000 strong army against Wellington's allied army of 68,000 alongside 45,000 Prussians.

One area of significance is immediately apparent - a group of nations united by a common cause. Wellington's army consisted of British, Belgian, Dutch, and German troops, and was working in cooperation with von Blücher's Prussian army. Napoleon's return from exile in Elba prompted European nations to join together to combat a common enemy - the formidable Emperor Napoleon. The importance of unity and of victory cannot be understated. Byron's reference to the 'united nations' in his poem Childe Harold's Pilgrimage was picked up by Churchill and noted in his speech about Pearl Harbour, and was later used in naming NATO. Waterloo undoubtedly acted as inspiration for this concept of a group of nations working together for a common cause.

The great contradiction of Waterloo is the nature of a European Union - as paradoxical today as in June 1815. Waterloo saw British, Dutch, Belgian, German, and Prussian troops fighting together against a common enemy - a unification of Europe under a single Emperor. The paradox being that Europe was unifying to prevent Europe from unifying. Of course, the deal-breaker as always, is how much power does each nation have? At Waterloo, it really was not much. Interestingly enough, the 'united nations' were willing to come under the command of a British leader, the Duke of Wellington, who then worked in conjunction with the Prussians.. Perhaps, in times of great uncertainty - like the return of an infamous military leader such as Napoleon, or a global pandemic - people seek the leadership of a strong, charismatic figure? In the European Union as we know it today, memberships seem to hinge on the power that each nation has on an individual basis, Brexit is evidence of this. Nevertheless, the question of the suitability of single-state Europe is one still being asked today.

The other significance of Waterloo can be found in Germany. As Agincourt was for England, Waterloo was a victory for Germans and Prussians which promoted a boost of national identity. Prussian militarism was spurred on by this victory against the Empire which had previously held superiority over them. Waterloo largely contributed to the concept of Prussia as a bold and militaristic state, and prompted to some extent the unification of Germany by 1871.

This week's painting



Supporting anagram & cryptic clue

Anagram: eagle heroes winner

Cryptic Clue: This one was a bit of a bumpy ride

Post your answer using the link below.
Good luck. Choose your battles wisely...

Joshua Seal, A Level History student

https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5VVwf3_HraBHij4mwYKimM1UODNWMEVCUIQzMzNHTVI0SThBRDBNVTRBNy4u

EDUCATION PERFECT LANGUAGES CHAMPIONSHIPS

RESULTS FOR WESTCLIFF HIGH SCHOOL FOR BOYS CONTINUED FROM LAST WEEK

Last week the pupils achieving the top 25 places in the School were listed in *The Westcliff Week*, along with the School's achievements. Listed below are the pupils who achieved Silver (2,000 points), Bronze (1,000) and Credit (500) Awards in the recent Languages Championships, together with the rank in school of WHSB pupils by language.

Rank in school	First Name	Surname	Score	Award	Competition Ranking
26 th	Oluwatobiloba	Abulude	2,644	Silver	2706th
27 th	Sharu	Barath	2,020	Silver	3619th
28 th	Aakaash	Arul Dhinakar	1,611	Bronze	4494th
29 th	Leonard	Cheung	1,492	Bronze	4770th
30 th	Nathaniel	Iews	1,439	Bronze	4897th
31 st	Paul	Fagbenro	1,390	Bronze	5037th
32 nd	Joshua	Soper	1,383	Bronze	5065th
33 rd	Freddie	Cox	1,134	Bronze	6168th
34 th	Al-Azlan	Qayyum	1,059	Bronze	6704th
35 th	Peter	Mauz	1,041	Bronze	6900th
36 th	Matthew	Smith	1,008	Bronze	7499th
37 th	Zarrar	Ahmed	1,004	Bronze	7692nd
38 th	Ethan	Wan	906	Credit	8392nd
39 th	Ebraam	Abdel-Malek	828	Credit	8771st
40 th	Peter	Hazell	786	Credit	9057th
41 st	Joseph	Cove	772	Credit	9171st
42 nd	Malachi	Dowling	746	Credit	9382nd
43 rd	Harish	Naguleswaran	707	Credit	9719th
44 th	Ahnaf	Kazi	703	Credit	9761st
45 th	George	Cove	616	Credit	10821st
46 th	Lawrence	Stone	615	Credit	10833rd
47 th	Finn	Hunt	559	Credit	11842nd
48 th	Michael	Raja	559	Credit	11843rd
49 th	Abhay	Callur	501	Credit	14514th
50 th	Thivisan	Sarvanesan	500	Credit	14764th

Results by language (school rank) - with apologies if anyone has been missed:

French

1st = George Odina, 2nd = Daksh Yadav, 3rd = Jahnuzan Vakeesan, 4th = Benedict Heath, 5th = Rudra Patel

German

1st = Thomas Nankivell, 2nd = Yash Patel, 3rd = George Odina, 4th = Shaurya Gupta, 5th = Jeffrey Jamile

Spanish

1st = George Odina, 2nd = Rudra Patel, 3rd = Bhavy Metakar, 4th = Hassan Ahmed, 5th = Daksh Yadav

Continued on page 18

Italian

1st = Daksh Yadav, 2nd = Samuel Nash, 3rd = George Odina, 4th = Ayman Sharif, 5th = Krish Das

Arabic

1st = Hassan Ahmed, 2nd = Mahfuzur Rahman, 3rd = Ebraam Abdel-Malek

Russian

1st = Freddie Cox, 2nd = Jeffrey Jamile, 3rd = Daksh Yadav

Latin

1st = Rudra Patel, 2nd = Daksh Yadav, 3rd = Bhavy Metakar

Indonesian

1st = Rudra Patel, 2nd = Leonard Cheung, 3rd = Malachi Dowling

Malay

1st = Rudra Patel, 2nd = Leonard Cheung, 3rd = Samuel Nash

Maori

1st = Rudra Patel, 2nd = Freddie Cox, 3rd = Peter Mauz

Portuguese

1st = Rudra Patel, 2nd = Daksh Tadvav

Hindi

1st = Rudra Patel, 2nd = Bhavy Metakar

Thai

1st = Rudra Patel, 2nd = Samuel Nash

Greek

1st = Rudra Patel

Turkish

1st = Rudra Patel

Samoan

1st = Rudra Patel

Dutch

1st = Rudra Patel

Chinese

1st = Samuel Birdsall

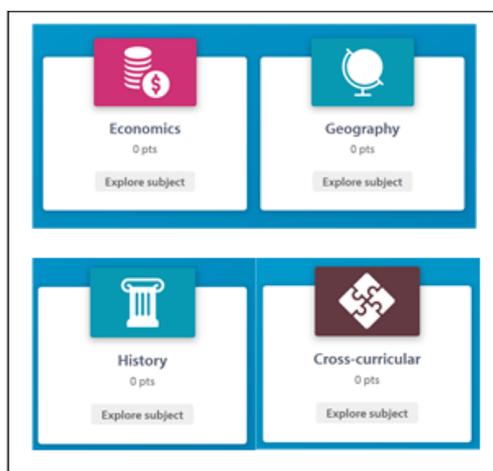


For those of you who enjoyed the competition, our free access to the Education Perfect website has been extended for the remainder of this academic year. We have been entered for the **Humanities Championships**, which run from **16 to 23 June**. If you enjoy History, Geography and Economics (unfortunately RS does not appear, but some aspects of 'Cross-curricular' might be worth exploring) log in to start practising. Use your existing log-in details and if you have not visited the Education Perfect website, here is a reminder of how to log in:

<https://www.educationperfect.com/app/#/>

Username: **WHSB+First Name+Surname** (E.g. *WHSBJoeSmith* - no spaces, not case-sensitive)

Password: **First name**



Ms J McKeown, Head of MFL

A 'CRASH' COURSE IN HOW TO FLY: PART 2 (TAKING OFF AND LANDING)

Hints for a simple take-off (for a simulator)

- Release the brakes, and open the throttle fully.
- Wait until the Airspeed Indicator is pointing to a speed marked in green. On the scale on the right here, this would mean waiting until you have a speed of at least 60 knots.
- Once the speed is in the green, pull the control column back until the aircraft has pitched up to between 5° and 10° (the artificial horizon shown on the left here is indicating a pitch of about 5°).
- Maintain this 'attitude' (i.e. pitch) until you are at the height you want.



Hints for a simple landing (for a light aircraft in a simulator)

- Fly away from the airport at a height of about 1000 feet, preferably on a line parallel to the runway, but about a mile and a half to one side.
- Once you are about four miles from the airport, fly in a big arc so that you are lined up with the runway. You should still be more than 3 miles from touchdown.
- When you are about three miles from touchdown (at this point, the runway threshold should be about 3° below the horizon), close the throttle and reduce the rpm by about 600 (e.g. if level flight at cruise speed of 100 knots required a power setting of 2300rpm, try 1700rpm at this stage).
- Use the control column to stop the aircraft descending (look at the altimeter) until the speed has reduced to about 80% of your original speed. Then adjust the control column gently to keep the speed constant. If you are going too fast, pull back. If you are going too slowly, push forward.
- During the descent, if the runway threshold starts rising up the screen, add power (open the throttle a bit), if it starts going down the screen, reduce the power. Do not alter the throttle by more than 100rpm each time unless your first adjustment is insufficient.
- Throughout the descent, keep the speed constant using the control column (back to slow, forward to speed up); and keep the runway threshold the same distance below the horizon on the screen using the throttle.
- On your first attempts, do not worry about flaps. When you have a bit more practice, add flaps once your speed has settled, and then go for a slower approach speed (e.g. 65).
- Once you are close (500ft height), transfer your focal point from the runway threshold to a point beyond it (maybe at the second or third dashed line in the middle). If this point moves up the screen towards the horizon, add a little power, if it moves down reduce the power.
- Once the runway threshold disappears from view under the aircraft's nose, cut the power, and gradually raise the nose. Try and keep the top of the nose of the aircraft lined up with the horizon in the windscreen. As the aircraft slows down, you will have to move the control column successively backwards to maintain this 'attitude'.
- Once the aircraft has touched down, apply the brakes.

Dr A Machacek, Senior Master Academic Studies

THE WESTCLIFF DIARY (SUMMER TERM)

The deadline for submission of articles for this term's edition of **The Westcliff Diary** is **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. Further details are included in last week's Issue of *The Westcliff Week* (page 29).

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

WHERE IN THE WORLD?



Congratulations to all those who correctly identified last week's location as **Ngoc Son Temple, Vietnam**. 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:

- This place has an amusement park in another country named after it
- This place is a national park and has been considered for UNESCO World Heritage status.

Please submit your answers via this Microsoft Form by **Thursday 4 June**:

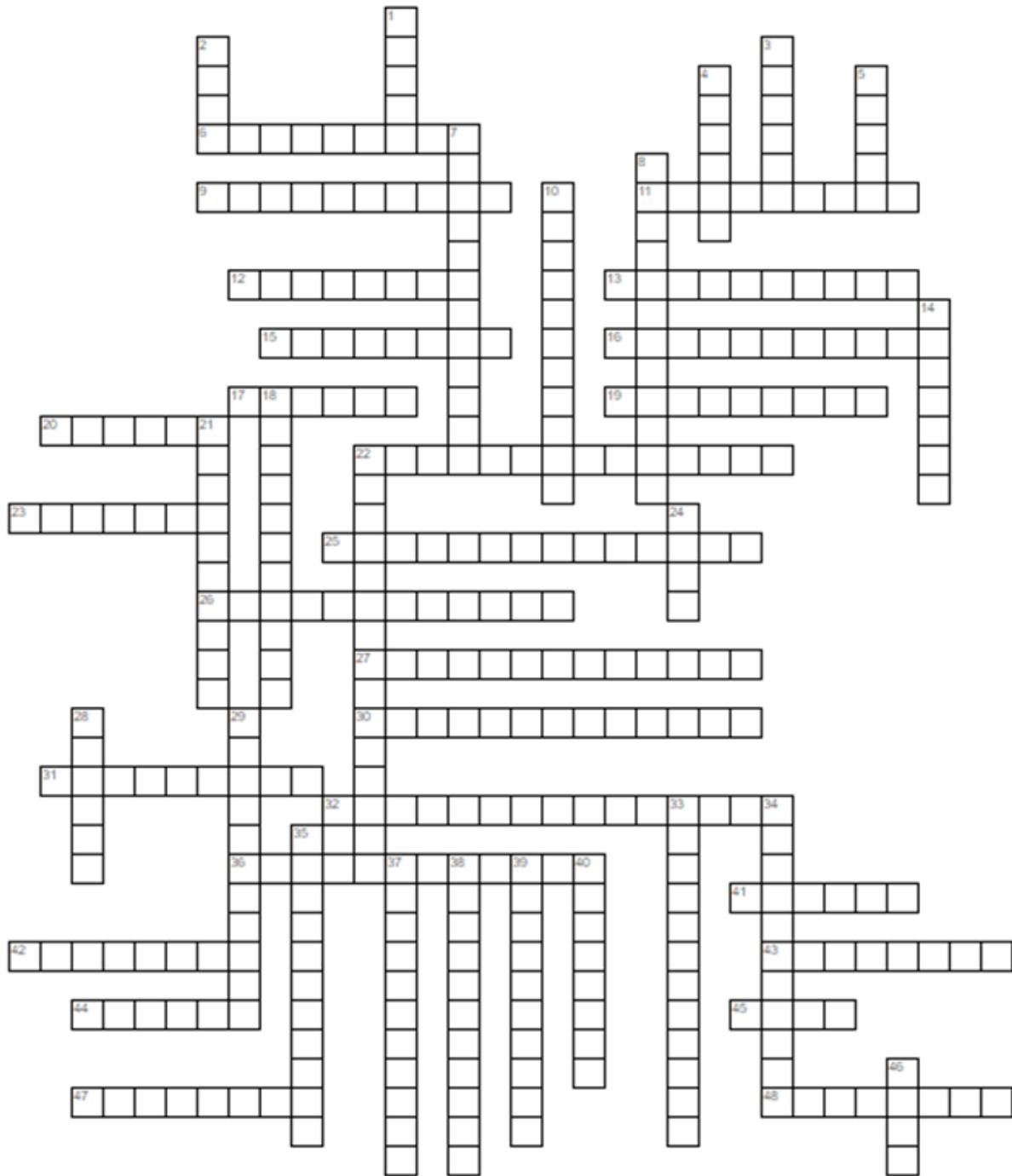
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Mr L Norman, Teacher of Geography

MR JEFFREYS' HISTORY CROSSWORD 10: CULTURAL SPECIAL

Answers next week!



Clues on page 23

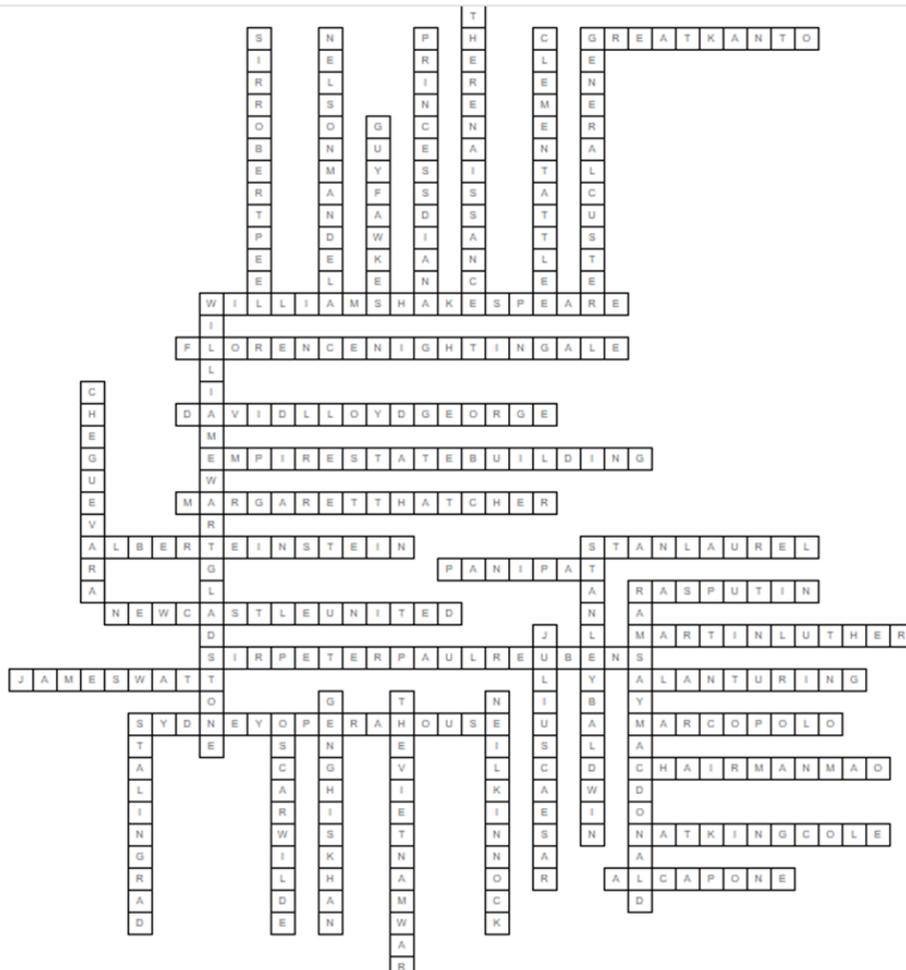
Across

- 6 Born 497BC, Athenian dramatist with an Oedipus complex (9)
- 9 Central figure in Shelley sonnets of 1818, probably based on Ramesses II (10)
- 11 Schoolboy who first appeared in 2000 to the ultimate dismay of Herod Sayle, Hugo Grief and Julia Rothman (4,5)
- 12 Known to Romans as Bacchus, the Greek God of theatre and fertility (8)
- 13 Singer-songwriter who was lead in The Quarrymen and Plastic Ono bands (4,6)
- 15 Country that produced Gil Vicente, Fernando Pessoa, Florbela Espanca and the Essex Young Poet of the Year in 2017 (8)
- 16 Movie genre that includes City Lights, Metropolis and The Lodger (6,5)
- 17 Animal whose name originates Anansemem, the Ghanese Akan oral storytelling tradition (6)
- 19 North African city with a street named Kutubiyyin or 'Street of Book sellers' and storytellers in its Jma el Fnaa square (9)
- 20 Country whose first Poet Laureate was George Bowering in 2002 (6)
- 22 First professional female poet in the English language and possible writer of Othello/Merchant of Venice (7,7)
- 23 Surname of Elizabethan theatre builder James and his acting son Richard, the first Hamlet (7)
- 25 Name for plainsong liturgical music of the Roman Catholic Church, stemming from Pope of 590 (9,5)
- 26 20th Century British playwright known for 'The Caretaker' and 'Sleuth' (6,6)
- 27 19th century art movement of Monet and Renoir, characterised by thin brush strokes and depiction of light (13)
- 30 Glasgow poet who wrote 'Achilles (for David Beckham)' (5,3,5)
- 31 London's oldest theatre, built in 1663 as 'Theatre Royal in Bridges Street' (5,4)
- 32 Highest grossing film of all time, adjusted for inflation - 1939 epic based on Margaret Mitchell novel (4,4,3,4)
- 36 Novel originating at the Villa Diodati and first published in London in 1818 (12)
- 41 Verse narrative set to music and often 13 lines in an ABABBCBC form (6)
- 42 Country where the Ravanahatha, or bowed fiddle, originated in the time of King Ravana (3,5)
- 43 Never forget this Manchester pop band of 1989 and pray that they are back for good (4,4)
- 44 Phoenician port town from which papyrus was exported to Greece, giving its name to the Greek book (6)
- 45 Sacrificed animal that gave its name, tragos, to a type of drama - no kidding! (4)
- 47 Best selling book of all time and also the most frequently shoplifted (3,5)
- 48 Famous Parisian Library and University dating to 1150 (8)

Down

- 1 According to the Bible, the ancestor of all who played the harp and flute and the inventor of musical instruments (5)
- 2 Musical theatre show based on Old Possum's Book and telling the story of the Jellicles (4)
- 3 German state, home to playwright Johann Wolfgang Goethe and the Bauhaus (6)
- 4 Hero of Saxo Grammaticus stories 'Gesta Danorum' and subject of play by Thomas Kyd (6)
- 5 35,000 year old musical instrument discovered in Hohle Caves, Germany (5)
- 7 Russian theatre manager who developed legendary system of actor training (12)
- 8 Spanish painter who, when a Nazi officer saw his 'Guernica' and asked 'Did you do this?' responded 'No, you did!' (5,7)
- 10 Current Makar (Scottish Poet Laureate), female poet and playwright (3,8)
- 14 American born poet who was mixed up in toilets? (1,1,5)
- 18 Section of Westminster Abbey where Geoffrey Chaucer and Robert Browning are buried (5,6)
- 21 Multi coloured Italian comic servant figure at the centre of Commedia dell'Arte (10)
- 22 The Master of.....Suspense? (6,9)
- 24 Animal whose skin was used for writing on material known as vellum (4)
- 28 This is Me - the American circus master who partnered James Bailey (6)
- 29 Theatre home of the Elizabethan boy actors, taking its name from Dominican monks of 1317 (11)
- 33 Poet and painter who wrote Jerusalem, later set to music by Hubert Parry (7,5)
- 34 Do not go gentle into that good night, Swansea Poet (5,6)
- 35 Student who first went to school in June 1997 with Angelina Johnson and Hannah Abbott (5,6)
- 37 Norwegian painter who was a scream? (6,5)
- 38 Part of Benedictine monastery where calligraphers and copyists worked (11)
- 39 Meeting of Welsh poets dating back to 1176 and famous for producing Max Boyce - not that I am biased! (10)
- 40 London orange seller, actress and non-starving mistress of Charles II (4,4)
- 46 Award named after co-founder of American Theatre Wing and given for excellence in live Broadway Theatre (4)

ANSWERS TO HISTORY CROSSWORD 9 (WEEK BEGINNING 25 MAY 2020)



THE LEARNER PROFILE

COLLABORATIVE AND SUPPORTIVE

Everybody's experiences and the challenges they face in life are different. So it is that we cannot make the assumption that just because we feel a particular way about something, another feels the same. It might be argued that our background (education, family, religion, class and so on) will largely determine our perspective. Inevitably, each one of us views the world through the prism of our own experience.

The problem we encounter as we look at the divided world in which we live is that in seeing the world 'our way' we sometimes fail to fully appreciate the experience and perspective of others. Thus, our world is blighted by the inability of some individuals and groups to see beyond their own viewpoint. However, our own experiences, if we take notice and learn from them, help us to understand other people. Therefore, I am continually impressed when I hear of the way in which pupils in our School are proactive in offering support and empathy towards fellow pupils and others.

As I have shared with pupils previously, in order to heal any divisions in our world or our community, we must develop the ability see the world as others see it. In her famous book about racial prejudice, *To Kill a Mockingbird*, Harper Lee noted that you can only really understand someone if you walk around in their shoes. Of course, this is easier said than done, however if we show the courage and imagination to see the world as others see it, we can truly make a difference.

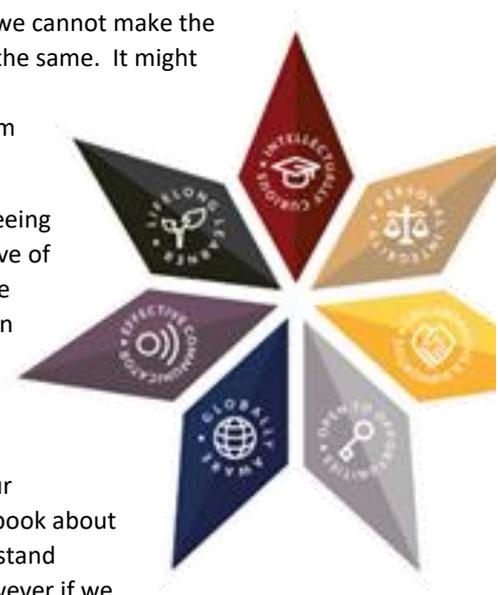
We all possess the ability to endeavour to put ourselves in the place of the victim of bullying or racism, or of the homeless or hungry person. In fact, if every single person put him or herself in the place of the person who is being bullied, there would be no bullying at all; because we would all understand how truly awful this is when it happens.

So many of our pupils demonstrate a great deal of empathy for others and as a result our School community becomes more tolerant, compassionate and caring. For example, I am always impressed by the empathy our pupils show when our new Year 7 pupils arrive in September each year. Coming from a primary school where they were the senior (and often the biggest) pupils, some new Year 7 pupils can feel fearful and worried. However, fortunately in most cases these new pupils settle quickly and begin to find their way around with increasing confidence. And much of this is due to the empathy and support demonstrated by their fellow pupils. I have often seen older pupils going to the rescue of a new Year 7 pupil searching for a classroom, or a pupil who is unsure where to get his bus at the end of the School day. Thanks to our School community, our Year 7 pupils are not left feeling unsupported or insignificant.

As we begin to think about returning to School, I urge pupils - especially those in Year 10 and the Lower Sixth at this particular time - to consider that some members of our community will remain nervous and concerned in relation to coronavirus. Therefore, we must all show that we understand and empathise with those concerns. We must remember that social distancing is important, not just as a means of protecting oneself, but as a means of protecting each other and offering reassurance. From time to time, we do notice individuals who are not abiding strictly to social distancing guidance despite having an opportunity to do so, and regrettably it seems their perspective is limited. But we owe it to each other, as well as ourselves and our families, to observe the social distancing rules, demonstrating an awareness of others at all times. This includes when we take exercise outside, travel to and from School and when we are on the School site.

It is by caring for and serving one another that we continue to make WHSB a positive and compassionate place in which to work and learn together.

Headmaster



THE WEEK AHEAD

WEEK BEGINNING 1 JUNE 2020

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

Day	Date	Time	Activity
MON - SUN	1 – 7 June	N/A	WHSB Lockdown Gallery 2020 (page 2)
		N/A	Submit articles for The Westcliff Diary Summer Term (page 20), deadline 5 June 2020
		N/A	Music Theory Tuition – YouTube ‘itchy2learn’ (Issue 5)
		N/A	PSHEE Centenary House Competitions (update in Issue 9)
		N/A	Natural History Museum Virtual Tour (Issue 7)
		Various	Online quizzing opportunities (Issue 8)
		N/A	Applications for House Captain/Vice-Captain (page 2), Deadline 12 June 2020
MON - FRI	1 – 5 June	Various	Culture Vultures online, various (page 11)
		N/A	RGS Young Geographer of the Year Competition – register interest (page 16)
		N/A	Wargaming Team: Bloodbowl League
		N/A	BBC Science & History Education offer (Issue 5)
		N/A	P.E. with Joe (featured in issue 1)
		N/A	Mr Jeffreys’ History Crossword competition (page 22)
		N/A	Choose Your Battles Competition (page 17)
		N/A	House Typing Challenge (Issue 9)
		N/A	House Countdown Competition (page 15)
		N/A	Mr Dowding’s Mathematical Problem of the Week (page 12)
	8.45am	Hallway Gym Class with Mr Moore (all invited), Details in Issues 6 & 7	
TUESDAY	2 June	1.00pm 4.00pm	Healthcare and Medical Society Westcliff Drama Online
WEDNESDAY	3 June	1.00pm 1.00pm 4.00pm	Weekly Watch with Miss Williams (page 13) MOxbridge English (Sixth Form) Bibliophiles Book Club (Middle School, Sixth Form and staff)
THURSDAY	4 June	7.30pm N/A	Mr Derrick’s Film Club ‘Watch-along’ (page 13) Deadline for responses to this week’s <i>Where in the World?</i> (page 21)



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