



The Westcliff Week

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WEEK BEGINNING 22 JUNE 2020

WELCOME FROM THE HEADMASTER

Welcome to the thirteenth issue of The Westcliff Week.

It was a pleasure to see some of our Year 10 and Sixth Form students return to the School last week, and we look forward to welcoming more students back this week for face-to-face lessons with their teachers.

I commend all those students returning last week for their superb conduct during the days on site; the circumstances are not at all easy and the arrangements for moving around the site are unfamiliar, but the students were both positive and respectful of the necessary measures in place.

Students attending classes at the School are reminded of the importance of maintaining the social distancing rules. This is an important measure, not only for one's own safety, but for the reassurance and safety of others, some of whom may have family members at home who are particularly vulnerable to the virus. There is much discussion in the media at present regarding a possible relaxation of the social distancing requirements and, I understand, a possibility that the Government may shortly review its recommended distance of 2 metres. I have decided that, regardless of any change, the School will continue to operate under its present arrangements, at least until the end of the scheduled classes for Year 10 and Lower Sixth students. It seems reasonable to continue with the plans we already have in place, and I hope this provides reassurance for anyone who is working on the School site and for whom a relaxation in the 2 metre distance would cause concern.

I would like to offer my thanks to those teaching staff who have made further adjustments to arrange face-to-face teaching sessions, and to those others who have also adjusted their teaching plans to release their colleagues to teach on site. As I have noted on many

occasions, I never cease to be impressed by the speed with which my colleagues and the pupils adjust to meet the demands of rapidly changing circumstances; a challenge with which we are all too familiar at the present time.

Last week, I had the pleasure of joining a lecture via Zoom, held by the History Department for its students. During the course of the lockdown, Mr Jeffreys and Mr Neagus have attracted some impressive speakers who are at the forefront of their subject. Those lectures have been both stimulating and challenging for the students who have the opportunity to ask questions of these leading academics.

Last week's lecture was delivered by Professor Michael J Klarman, the American legal historian, constitutional law scholar and the Kirkland & Ellis Professor at Harvard Law School.



Professor Klarman is one of the leading academics in his field; he has won numerous awards for his teaching and scholarship and we were privileged to have the opportunity to meet him and to hear his lecture. Our students were impressive indeed in posing their questions and I have no doubt Professor Klarman would agree that some of the questions asked of him were most challenging!

We have just one month of the School's Summer Term remaining; a term during which we have all been forced to deal many challenges we never imagined we would face. It will be important that the School community is able to mark and celebrate its collective efforts during recent months and I am currently working with my colleagues on a method of doing so. We hope to create an opportunity to bring the School community together, albeit 'virtually' out of necessity, and I shall provide further details over the next two or three weeks. In the meantime, I wish staff, pupils and their families a pleasant and productive week.

Headmaster

THE HOUSE SYSTEM: YOUR HOUSE NEEDS YOU!



HOUSE CHAMPIONSHIP				
Harrier	8	9	9	5
Kestrel	8	9	6	9
Merlin	9	2	3	2
Osprey	9	2	4	9

Latest House Points Score, Friday 19 June 2020

The current House Scores are remarkably close this week, as our House Championship Board shows. Please make every effort to support your House by competing in an event this week. House Points and Senior Commendations will be given to pupils who participate via the ePraise system, and these will also go towards your House totals. The Phoenix Cup will be awarded in a matter of weeks, so every point counts.

We encourage you to take yourself out of your comfort zone and try something new. For example, you do not have to be the most confident or skilled person in a particular activity you may choose, and you may surprise yourself. Often, shy and unassuming pupils at School who have the courage to push themselves into a new activity end up contributing significantly to House through their participation. So please do not be nervous and have a go.

There are a number of activities currently on offer. Please do take part in one this week.

- Centenary 'Globally Aware' House Citizenship Project: see page 13 and information posted on Microsoft Teams
- House Impossible Quiz: see page 13 and information distributed by Mr Lilley
- House Fortnight: see Issue 12, page 13 published on the 15th June and information posted by Mr Yeo
- House 50-Word Writing Challenge: See page 13
- House Countdown Round 5: see page 17
- House Zoo Virtual Fieldtrip: see Microsoft Teams and recent e-mails sent

- House Ditloid Quiz: see Issue 9, page 14 published on the 25th May
- House Computer Games: see Microsoft Teams and e-mails sent
- PSHEE House Gardening: see Issue 4, pages 8-9 published on the 20th April
- PSHEE House Butterfly Survey: see Issue 6, page 20 published on the 4th May
- PSHEE House Housework: see Issue 7, page 16 published on the 11th May
- Natural History Museum House Breadth Studies Virtual Fieldtrip Report: see Issue 7, pages 10-11 published on the 11th May.
- House Find the Connections Competition: see Issue 6, page 11, and Issue 7, page 15) published on the 4th May and 11th May respectively
- House Centenary PSHEE Photographic competition: see the House Microsoft Team and e-mails for details
- WHSB Centenary House Quiz: see the House Microsoft Team and e-mails for details

Remember, your House needs you this week!



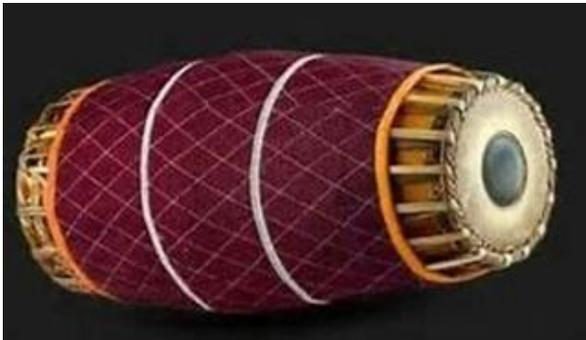
Mr R Barber, House Coordinator

THE MRIDANGAM: A DIVINE, CLASSICAL INDIAN INSTRUMENT

The mridangam, is a classical Indian instrument. It is a percussion instrument with various pitches and, unlike typical drums, it is played by the hands. It has various notes and pitches and it is believed to be a drum given by God: Mridangam is an instrument from the Hindu religion in South India or Sri Lanka. It is frequently called by the names of *Thanigai*, *Mattha am*, *Anantha* and many more, and within the Hindu faith it is

believed that it pleases Lord Shiva the destroyer, with its rhythmic beats.

It is a double headed instrument: The right head is called the *valanthurai*, and left head is called the *thoppu*. The *valanthurai* is smaller than the *thoppu*. This divine instrument is made from jack wood, and should be made in India or Sri Lanka. The trunk and the two heads consist of layers of hide and they are stretched by the leather straps, which run along the side of the body. The instrument's pitch corresponds to the mridangam's measurement and the tension of its leather straps. It is very similar to the drums *maalam* and the *dhol*, however the main difference is that mridangamists play using their hands. It is the primary rhythmic accompaniment in a Carnatic music ensemble, a system of music which is mainly played in India and Sri Lanka. During a performance by such an ensemble, the mridangam is often accompanied by the ghatam, kanjira, morsing, and sometimes even a violin. In ancient Hindu sculptures, paintings, and mythology, the mridangam is often depicted as the instrument of choice for a number of deities including Ganesh, the remover of obstacles, and Nandi, who is the vehicle and follower of Shiva. Mridangam, is often played to accompany Bharatanatyam dancers, and this is because it is believed that Shiva, loved dance and often dances.



This is a picture of the mridangam. The covering makes it stand out and keeps it warm. When playing the mridangam, you sit down and play with two hands. Some of the basic notes of the mridangam are *tha*, *dhi*, *thom*, *nam*, *da*, *cha*, *dhim*. There are many more.

I, for one, play the mridangam. I have completed grade 7 and will take my diploma grade soon. This instrument is great fun to play, and most importantly it is considered to help keep you relaxed and close to Hindu gods. It is also considered a sacred instrument, so it should be treated with respect. As such, playing the mridangam is considered a responsibility as well as a pleasure. You need to make sure the pitch is level, that it is kept clean, and played frequently. The

mridangam rests above the right ankle, the right leg being slightly extended, while the left leg is bent and rests against the hull of the drum and against the torso of the artist. For a left-handed percussionist, the legs and hands are switched.

Jahnuzan Vakeesan, 8N

INSTRUMENTAL LESSONS FOR THE NEXT ACADEMIC YEAR

Parents will be receiving details regarding instrumental tuition for the academic year 2020-21 via email over the coming days. Application forms should be returned to Mr Wood (wooda@whsb.essex.sch.uk) by **Friday 17 July 2020**.

Before completing the application form, parents should read the Terms and Conditions carefully, which includes a section regarding how lessons might be affected by the current national crisis.



Mr T Derrick, Director of Music

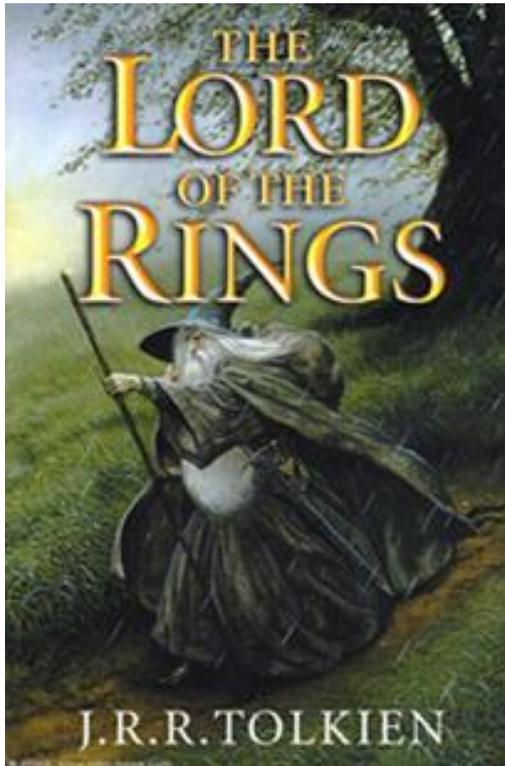
LORD OF THE RINGS: A REVIEW

While this modern classic may initially appear a Herculean task to complete, with over 400,000 words in total, the magnum opus of J.R.R Tolkien is clearly worth its title as a modern classic. The imagination of Tolkien is seen in its purest form with a fantastical yet believable world and the breadth of unique characters. Even those who are not fans of fantasy will enjoy this tale of epic proportions.

The saga tells of how a hobbit, a creature similar to a dwarf, known as Frodo Baggins is involved in a great quest to destroy a magic ring that the evil Lord Sauron wishes to obtain to control all of the other rings. Baggins and his company, aided by the wizard Gandalf, traverse the Middle Earth, encountering threats ranging from homicidal trees to the ominous black riders.

The first volume, *The Fellowship of The Rings*, describes the great journey taken from the peaceful Hobbiton to distant lands. The second volume, *The Two Towers*, pertains to the campaign against the

wizard Saruman, while the final volume, The Return of The King, is about the war against Sauron and proves an excellent conclusion to the Lord of The Rings.



The Lord of The Rings provides a cast of characters as varied as the world they inhabit including the rogue King Aragorn and the elven (not elfin) warrior Legolas. Frodo Baggins undergoes huge character development throughout the course of the novel, beginning his quest as a naïve hobbit and ending it as a determined hero. However, the side characters are not neglected: the creature Gollum represents what happens when an ordinary person becomes corrupted by power, and Arwen overcomes the pressures of society to fight against evil. On the other hand, the villains, with the exception of Gollum, are usually completely evil and lack a good side. The protagonists do not even make direct contact with Lord Sauron; instead he remains an ominous and indescribable threat. Sauron is representative of the evil that can easily overcome any of us if we are not vigilant.

Power is a major theme in The Lord of the Rings and it is responsible for the events of the novel. The wizard Saruman becomes obsessed with the idea of power and attempts to control all overs, despite the fact that he had no real power as he was only being manipulated by Sauron. Frodo is also manipulated by the power of the ring, causing him to doubt the goal of his quest. Tolkien is perhaps arguing that the desire for power is a natural instinct.

Aspects of the WHSB Learner Profile can also be seen within the book: Sam shows intellectual curiosity by following Frodo on his quest, the members of the company are collaborative and supportive by aiding each other in times of need, and Frodo is open to opportunity, allowing him to develop from a humble hobbit into a hero.

I would recommend The Lord of The Rings to anyone interested in fantasy and imaginative worlds. Tolkien has crafted a deep, intricate lore for his stories which evokes wonder as well as excitement and fear. While it may take a considerable length of time to complete, there is a feeling of great satisfaction after finishing all 3 volumes. Before my reading of this series, I was sceptical about fantasy due to the lack of relevance to the modern world. I have learnt that fictional worlds can reflect the nature of our modern world and the complex structures of power.

Luke Pugsley, Year 10

THIS WEEK IN HISTORY

TWO INVASIONS OF RUSSIA

Two invasions of Russia, beginning today (22 June), 139 years apart, were hugely influential in shaping subsequent history. On 22 June 1941, Hitler launched the largest invasion force in the history of warfare against the Soviet Union. Three million men along a 2000 mile front smashed through the Soviet defences with ease. On the same day in 1812, Napoleon Bonaparte, the French emperor and ruler of western and much of central Europe from Cadiz to Croatia and up to Kiel in the north, crossed the River Niemen into Russia. Typically, he wished to reconnoitre personally the best place for his vast army to cross. A hare spooked his horse and he was thrown from his saddle; his chief of staff thought that this was a bad omen. He was absolutely right.



Both invasions were launched, after failure to defeat the British in the west, to secure dominance in central

and Eastern Europe, and negate Britain's control of the oceans by assessing India and Asia via the overland route. Both invasions were launched on the wildly optimistic premise that the Russian adversary would risk everything in a climactic decisive battle whereupon they would be defeated and collapse.

Napoleon and Hitler were both wrong. Russian armies did suffer appalling losses but roads turned to quagmires in autumn rains, hugely long supply chains struggled to supply the invading forces, and the Russian leadership stubbornly refused to collapse. Both Napoleon and Hitler won victories that would have annihilated any other opponent, but the Russians simply retreated and regrouped.

Napoleon captured Moscow, Hitler's men reached the outskirts. But winter was coming. Napoleon retreated and his army was destroyed. By harnessing every technological advance of the intervening years, Hitler's armies managed to reinforce, resupply and survive not just one, but three harsh Russian winters, but the failure of the initial invasion of Operation Barbarossa to topple Stalin's regime in 1941 was the decisive reverse of the Second World War in Europe.

If Napoleon had conquered Russia, and if Hitler had destroyed the USSR, the modern world would be a very different place indeed.

Mr S Neagus, Teacher of History

MUSIC BOX: A WORK A WEEK

Another week, another work that shook the foundations of Music. While the premiere of Wagner's *Tristan und Isolde* in 1865 did not cause riots (see *The Rite of Spring*) it certainly shocked its audience. Controversy was abound on its opening night, with composer Clara Schumann calling it "the most repugnant thing I have ever seen or heard in all my life", and music critic Eduard Hanslick being reminded of "the old Italian painting of a martyr whose intestines are slowly unwound from his body on a reel." However, like many bold innovations in art, it has since found a vital place in the history of music.

A couple of caveats before delving in: Instead of listening to the full opera (a bottom-numbing 6 hours long. I had to wake my aunt up during a performance) I would recommend just hearing the *Prelude* – the piece of music that precedes the drama. Also, we must separate the art from the artist. Wagner was a very

unpleasant man. Branded as an anti-semite, performances of his work has been met with public protests in Israel. His personal character does not change the fact that his music was incredible and ground-breaking.



The opera is based on a Cornish folk tale, in which Tristan, a knight of Cornwall, escorts the captured Irish princess Isolde by sea to be forcibly married to King Marke. One thing leads to another (magical potions are involved) and the two fall in love. The plot served as a means for Wagner to explore various metaphysical theories put forward by the popular philosopher of the time: Arthur Schopenhauer.

Schopenhauer believed that the world and every living creature within it are controlled by a restless and writhing entity known as 'the Will', which sits under every thought and action, always striving for but never achieving satisfaction. This theory (later inspiring philosophers such as Nietzsche and Adorno) conformed to the artistic focus on sensuality and sexuality explored by Romantic artists and writers (see Coleridge's *Xanadu*, for example). Wagner was no exception: The *Prelude* to *Tristan und Isolde* is a seething bed of passion, emotion, and ultimately, dissatisfaction. As Nietzsche later put it, the piece represents "the insatiable and sweet craving for the secrets of night and death". How does he achieve such "repugnant" (in the words of Schumann) sensuality with only the sounds of the orchestra?

The whole piece can be seen as an arch – starting low, with only a single chromatic string line leading to a

very dissonant chord. This chord (since named the 'Tristan chord') is made of such clashing intervals that it leaves the rest of the piece open to a whole host of harmonic opportunities, that Wagner duly exploits. For example, he never indicates a specific key with a perfect cadence (Chords V-I), something that is considered a necessity for most classical music. The music slowly builds up in texture and in pitch, including more instruments of the orchestra. It works itself into a fury, spiralling up then down, up then down, higher and higher, until it reaches its peak and plummets back down.

This, as writer George Bernard Shaw put it, is a depiction of "the emotions which accompany the union of a pair of lovers." No wonder the Victorian audiences of the time were so disgusted. Composer Richard Strauss said the opera "would kill a cat and would turn rocks into scrambled eggs from fear of its hideous discords." However, like many others, he soon changed his mind. Later, after Wagner's death he wrote to the composer's widow: "I have conducted my first Tristan. It was the most wonderful day of my life."

Listen out for: Wagner was the inventor of the 'leitmotif', a technique since employed by film music composers, by which certain characters and themes are represented by melodies. This piece has at least 5. Can you spot them all?



Mr T Derrick, Director of Music

GARDEN VOICES

This week's entry is a little more exotic. It is about a bird that you are very unlikely to see in any garden in most years. It comes from the southern Caucasus area, as well as Turkey and Pakistan, but its close cousin is a species we all have become used to in our gardens, the Common Starling.

Its chattering call is very similar to that of the Starling and if you are lucky enough to see one, it will be associating around with these birds. This is why I have chosen the Rosy Starling for this week's edition. It became clear very recently that a large invasion of these brightly coloured birds was sweeping into Europe, with flocks of more than 100 in Italy and France. The first birds in Britain have already arrived and moved in around the south coast. So perhaps a garden around the Southend or Shoeburyness area might be next to host this delightful visitor from Asia Minor. The last one I saw was around a few gardens in Rayleigh in June 2018 and it was full male adult, in its

outrageous pink coat. It was very tame, as they usually are, and they love fat balls.



Do let me know if your garden has a new funky looking visitor in the coming weeks.

Dr J Theobald, Teacher of History

GREAT LEADERS WITH HEAD BOY, BEN JOHANSON

MANSA MUSA: THE RICHEST MAN IN HISTORY?

The tenth Mansa of the Mali Empire, Mansa Musa is considered the richest man in history, but was that truly the case? Musa was certainly wealthy; Mali was likely to have been the world's largest gold producer during his reign. His fabulous wealth earned him a place on the Catalan Atlas – a medieval map from 1375 – on which he clutches a gold coin, symbolic of his riches. While there is no accurate method of calculating his wealth, his reckless spending may have precipitated the eventual decline of his Empire. Despite this, Musa greatly expanded the Empire, conquering 24 cities, making it world renowned.



The Mali Empire formed in approximately 1230 AD, covering large swathes of Western Africa. Its principal

exports were gold, salt and slaves, which were responsible for much of the nation's growth. Musa was born in 1312, not in direct line to rulership, but as a result of his distant relation to Sundiata Keita – the founder of the Empire – Musa was appointed deputy to the current Mansa, who wished to explore the extremities of the Atlantic. This Mansa left on a voyage, supposedly with 3000 boats; a voyage from which he would never return, nor a single member of his fleet. The Mansa conferred the regency upon Musa during his absence, a title Musa retained for the rest of his life.



A zealous Muslim, Musa made a notorious Hajj – the pilgrimage to Mecca – in 1324, during which he spent exceeding proportions of gold on souvenirs and allocating much to the poor; he destabilised many economies along the route. The value of gold plummeted, and it took over a decade to recover from this in the Middle East. Musa wanted to use his Hajj to give celebrity to his nation, and to integrate within, as he viewed it, the cultured world of the Eastern Mediterranean. On his Hajj, Musa was accompanied by 60,000 men, decked out in finery; including 12,000 slaves, each burdened with gold. Following them were 600 camels, laden with yet more gold.

On his return, Musa attracted many Arab scholars, bureaucrats and architects; whom he designated to enrich his homeland with their talent. While he was away, his armies had advanced eastward, conquering the cities of Timbuktu and Gao, both situated on the Niger river. Timbuktu became a focal point for Musa, who appointed those Arab intellectuals to enhance the city, constructing the Great Djinguereber Mosque, alongside libraries and universities. Consequently, Islamic education flourished throughout Mali. Timbuktu became a leading city in the Islamic world, its inhabitants sending missions to convert neighbouring nations, writing many books, and importing even more which were copied in the city. By the time of his death, the University of Timbuktu would receive 25,000 students, in addition to the largest collection of books in Africa since the Library of Alexandria.

However, the opinions of Musa vary significantly: with Islamic sources being notably positive, meanwhile the griots (local storytellers) recount a distinct history. They allude to a Mansa who squandered the wealth of Mali, discarding local tradition for Islam. Upon his death in 1337, Musa's son ascended to the throne, but spent even more than his predecessor. He subsequently passed away four years later, leading Musa's brother, Suleiman, to take the throne.

Suleiman was forced to repair the economy from the ruinous position. Nevertheless, discontent was boiling, with cities on the periphery beginning to desire independence. Many in Mali were indignant due to rife social inequality, as a result of slavery. This contention manifested itself in the gradual decline in the Empire, mired by the rise of the Songhai Empire – which eventually reached a magnitude Mali never attained. Regardless of Musa's influence, I believe he was assuredly a great leader.

Ben Johanson, Head Boy and A Level History student

EDUCATION PERFECT HUMANITIES CHAMPIONSHIPS

The Education Perfect Humanities Championships are still underway and they will end at 7.00am on **Tuesday 23 June**.

Although the competition has yet to finish we already have news of some awards and the School is performing well. At the time of writing, WHSB has 5 Credit Awards and 1 Bronze Award, with the School holding the top place in England overall, first place in History and Geography, and holding fourth place globally, out of 789 schools.

Our pupils are enjoying taking part and we shall provide an update in next week's issue of *The Westcliff Week*.

Details of the awards were emailed to all pupils in Years 7-11. If anyone has difficulties with their log-in details, they should contact Ms McKeown via email or Microsoft Teams Chat to have their user name checked or their password reset.

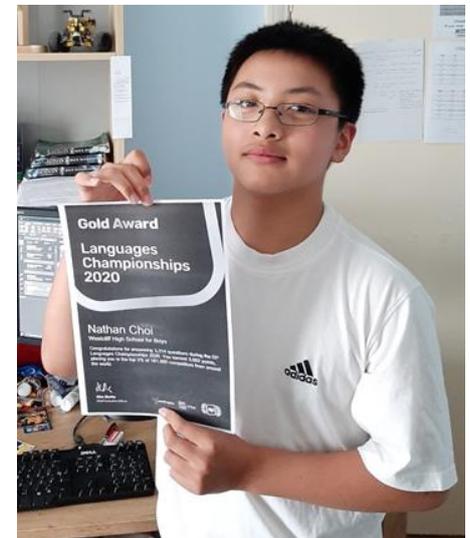
The subjects that count towards the Humanities Championships are Economics, Geography, History and Social Sciences. Good luck to all competitors!

Ms J McKeown, Head of MFL; Mr L Norman, Teacher of Geography; Miss R Williams, Teacher of History

EDUCATION PERFECT LANGUAGES COMPETITION

Last week we congratulated those pupils who participated in the Education Perfect Languages Competition on their impressive achievements and shared some photographs of some of the Award winners and their certificates.

This week, we are delighted to share some more photographs of our talented pupils and their Awards.



"This competition was fun and challenging. I got used to it and was able to get this many points." *Ayman Sharif (learning French)*

"It was fun and I hope to join it next year and be even better. Thank you to those working for EP you are the best!" *Samuel Birdsall (learning French)*

"I really like this website because we can learn new things whilst having fun." *Ayaan Azaz (learning Spanish)*

SPORT, EQUALITY OF OPPORTUNITY AND WHSB

In the current climate where there has been much media coverage about race in both wider society and sport, therefore I thought it may be relevant and interesting to talk about race, sport and WHSB.

On Wednesday evening, the most expensive, successful, powerful football league in the world restarted after an enforced break for the COVID-19 pandemic. I am sure that many members of our WHSB community and our wider community have missed football being televised or being able to go and spectate at the stadiums. Regardless of the team that you support, football and other sports generate excitement, passion, frustration and adulation all within the timeframe of a match. This is the reason that such a large numbers of people tuned in to watch the matches on Wednesday evening.

Within this spectacle, in an unprecedented move, all players had a message on their shirts replacing the traditional surname, instead displaying the message *Black Lives Matter* and also paying tribute to our NHS. This action sent a message to all areas of the globe that the UK and the English Football Association support a change in those areas where inequality remains. The present discussions regarding race go far beyond sport, however there is an opportunity to reach the widest possible audience through the powerful role models in sport, for example, elite sportspeople of all races who are in a position to help educate those in society who do not promote equality for all.



Similarly, there has been much discussion in the media on inequalities resulting from deprivation in our society, and the fact that this has been brought to the fore as a result of the pandemic. On Monday 15 June Marcus Rashford, a Manchester United football star, wrote an open letter to Boris Johnson, Prime Minister urging the Government to continue to make free

school meals available to children from deprived backgrounds during the Summer holiday period. This is an issue that many Headteachers and others support due to the present difficulties, but the provision was under threat. It is also an area in which Marcus Rashford takes a particular interest due to his own experiences and he has helped to raise over £20 million to help feed families living in poverty. The Prime Minister commented that he was very impressed with the calm but determined manner in which Rashford had called for action and added that he is an inspirational role model for young people. Members of the Government and the media have attributed the provision of free school meals during the summer of 2020 directly to Marcus Rashford's and his intervention. This is a further example of the enormous power for positive change that sport, and those involved with it, can wield. Would this change have happened if Marcus Rashford, in his very public role, had not got behind this important cause so passionately?



As a result of recent discussions, the governing bodies of more than 80 of the nation's leading sports - including the Rugby Football Union, Lawn Tennis Association, British Cycling, UK Athletics and England Netball – have published an unprecedented statement saying they have not done enough to confront racism at all levels, from grassroots participation through to the boardroom. The statement, published by the Sport and Recreation Alliance, says sports can no longer solely rely on black role models at elite level speaking out and that systemic change must be made so sport can become more inclusive and “truly reflective of our wonderfully diverse society”.

The sports minister, Nigel Huddleston, has said he will review the Code for Sport Governance to decide whether boards should have a target for BAME representation.

“Sport and recreation has an influential role in bringing about meaningful change and this period has rightly led the society to reflect, listen, question, learn and openly discuss how to take action wherever necessary. It is acknowledged that up to this point,

too many in society have not done enough. It is time to confront inequality wherever that exists.

The sports minister stated “We can no longer rely on black role models at the elite level speaking out, we must join together to become better and to support every member of the sport and recreation community. We must become more inclusive. We must create opportunities, which are truly accessible. We must do more.” (*Guardian 17 June 2020*)

We are in a fortunate position at WHSB as the School works hard to ensure the very best of opportunities are available to every pupil and, as a Department we ensure that is the case for sport and physical education. Without doubt, every WHSB pupil must have the opportunity to experience the power of sport, and this goal drives both the curricular and extracurricular Physical Education experience at School. We openly discourage pupils from ‘stacking’ themselves in particular sports. Whilst, of course, we encourage the development of sports that pupils have played prior to their arrival at WHSB, we also expect them to be *Open to Opportunity* and explore some (or all!) of those sports new to them to broaden their horizons.

As Director of Sport, I am proud that our curriculum means that everyone has an equal opportunity to experience a wide range of sport should they choose to do so. Indeed, it is sometimes the case that sport a pupil was not originally interested in experiencing, is the one they find they particularly enjoy and in which they excel.

We continue to urge pupils to engage as widely as possible. Not only does playing a wide range of sports improve your sporting performance in your main sport, but it also increases your confidence and provides you with opportunities to make new friends and create new experiences (see also Mr Sexton’s article in the second issue of *The Westcliff Week*). At a time when society is reflecting and adapting its views and actions wherever necessary, it is important that we appreciate what we are privileged to have through our School community. As we understand from our Learner Profile, it is our responsibility to help change the wider community for the good wherever we see there is a need.

Mr T Morrish, Director of Sport

YEAR 7 VIRTUAL QUIZ NIGHT

We would like to remind pupils in Form 7L that the Virtual Quiz Night will take place on Wednesday 24 June at 6.00pm. The Quiz will be hosted in your Form Group Team using a group call and it will run for an hour or two.



Last week, Form 7E took part, and over the coming weeks the Year 7 Form Captains will be hosting a number of Quizzes for Year 7 pupils. This is an excellent opportunity for the Form Groups to have a virtual “meet-up” outside of School time.

Questions will be on various topics ranging from celebrities to logic and, of course, a General Knowledge round. No doubt everyone will find a round that they can enjoy across the evening.

Future Quiz Nights for Year 7 Forms

7L – Wednesday 24 June, 6.00pm

7S – Tuesday 30 June, 6.00pm

7N – Wednesday 1 July, 6.00pm

7W – Tuesday 7 July, 6.00pm

7C – Wednesday 8 July, 6.00pm

We hope that most of you will be able to join us for your Form Group Quiz. It will be a fantastic chance to catch up and have some fun.

Miss C Dole, Year 7 Progress Leader

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.

Described by critic Peter Travers as “a lobbed hand grenade” and by Empire as “a fascinating, frequently gripping and powerful interrogation of the connection between American imperialism, anti-Black racism, and the widespread trauma of the country’s war-making,” this week’s film is a timely one. Spike Lee’s *Da 5*

Blods (15) tells the story of four African-American war veterans returning to Vietnam, spurred by the promise of buried treasure and the reconciliation of their past. Having only been released a week ago, this war drama has effectively tapped into the current turbulent zeitgeist, and is a cornerstone of Netflix's Black Lives Matter Collection.



The film is streaming on Netflix. 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 HISTORY OF INDIA

The Weekly Watch group has been on a trail of History's lesser learnt subjects over the past few months. From Britain, to Scandinavia, Mongolia, China and Africa, we have been darting around the world's map in order to fill in the gaps of the History learnt in school. We have discovered that very often, we perceive History from our own Western perspective. Although this gives us a good point of reference for understanding, it goes some way in limiting the appreciation of and lessons that can be learnt from other countries and cultures. With this in mind, this week's documentary suggestion is on 'The History of India'. The documentary focusses on the vast and rich History of India long before Western European colonisation, purposely neglecting how Britain served to influence India as we know it today. So, what is the real 'India'?

Watch the documentary and join the discussion on Wednesday at 13:00 to find out!

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



'The History of India'

<https://www.youtube.com/watch?v=WHM9oZrdMA4>

Miss R Williams, Teacher of History

WHAT IS MEANT BY WHITE PRIVILEGE?

The murder of George Floyd has led to riots throughout all fifty US states, as well as protests in over 30 countries, including the UK. Along with protests and riots, Floyd's murder has made many revisit the concept of white privilege. White privilege can be hard to see for those born with access to opportunities which may not be available to others, however it is very visible to those for whom similar privilege is not granted. The term white privilege is used to convey an institutional set of benefits, whereby white people actively benefit from better access to opportunities, power or resources, leading to the oppression of people of colour. A primary privilege may be greater access to power and resources, such as education, housing and jobs. In order to understand this concept, it is important to recognize the lasting impact systemic racism has and how that can prevail in sectors of today's society. Examples include the Jim Crow Laws and Redlining in the Southern United States of America.

Jim Crow Laws were created in the late nineteenth and early twentieth century in the Southern United States by white Democratic-dominated state legislatures, following the Reconstruction Period. These laws (both state and local) were put in place in order to maintain racial segregation after the Civil War ended. Initially, Jim Crow Laws required the separation of white people and people of colour on all forms of public transport and in schools. Eventually, the

segregation expanded to include parks, theatres and restaurants. A turning point, however, emerged following the end of World War II, as US President Harry Truman issued an executive order that eliminated racial discrimination in all military branches. This order sparked hope, as racial barriers were challenged – with success. Change was imminent, with a series of Supreme Court victories for civil rights in the years that followed. Arguably, the pinnacle of this effort was the 1964 Civil Rights Act, in which the Jim Crow Laws were abolished.



For many, the abolition of Jim Crow Laws marked the end, or ‘phasing out’ of racism. However, the aftermath of these laws remains in too many sectors of today’s society. One example of this is Redlining in the USA. Redlining was a discriminatory practice that allowed for the systematic denial of both public and private investments, to residents of specific neighbourhoods or communities. Neighbourhoods with a high proportion of minority residents were much more likely to be redlined than those in white neighbourhoods, despite the similar household incomes, housing age, and so on.

Banks and insurance companies made use of redlining for decades, in order to deny black people loans and other services, based purely on race. This made it much harder for black people to buy houses, and to get accepted into colleges. Although redlining was made illegal in the 1970s, an investigation into the Atlanta real estate market in the 1980s demonstrated that banks were more willing to lend to low income white families than high income black families. In a 2001 analysis by Grodsky, Eric, and Devah Pager (The Structure of Disadvantage: Individual and Occupational Determinants of the Black-White Wage Gap), a \$3.65 difference in pay per hour was found between black people and white people in the private sector, i.e. a 34 percent difference. More recently, there are some interesting findings following a report by the Office for National Statistics in 2018 on ethnicity pay gaps in Great Britain using newly reweighted earnings data from the Annual Population Survey. Using the median hourly pay for White British

employees as a measure, the survey showed that whilst employees of Chinese, Indian and Mixed or Multiple ethnicity had higher median hourly pay than White British employees, those employees of Bangladeshi ethnicity had the lowest of all ethnic groups. Whilst the complexity of the statistics is evident, it seems clear that inequalities exist, and the percentage difference in median hourly pay between people of a White ethnicity and all of those who belong to an ethnic minority group for the London area was reported to be 21.7%.

Angela Davis, an American political activist and academic said, ‘In today’s society it is not enough to be ‘non-racist’, we must be ‘anti-racist’’. The biggest challenge with systemic racism is that there is no single entity responsible for it, which makes it much harder to solve. Because of this, many are left asking what can actually be done to challenge this deep-rooted oppression. In particular, how more white people might positively exercise their white privilege in order to bring about change.

Learn more about racism, and help educate those who may not be well informed: There are many resources on racism and white privilege available to read, with some excellent material accessible through Google, which has been well researched and offers challenge. Books such as ‘Why I’m No Longer Talking to White People About Race’ by Reni Eddo-Lodge traces the British history of slavery, lynchings, police brutality and the enduring obstacles that can bring about inequalities in education and employment. Share what you read with others and continue to challenge those who do not promote true equality of opportunity.

Help change society’s thinking: As a result of outlets such as movies, television shows, the news and the media, many individuals have been fed a false, negative narrative of ‘what black people are like’. This is unacceptable and our community must work together to challenge that behaviour to ensure representation of black people is as equal, and as positive and fair as for White British people or any other group. Undoing a false narrative can challenge one’s thought pattern. Positive representation can be seen in movies such as The Help and Hidden Figures, and television shows such as Brooklyn Nine-Nine.

Help amplify black voices: The work of black people, whether it be music, art or mathematics, can be stolen or repurposed by some, in order to make it more palatable for white people. An example of this can be seen through Led Zeppelin’s Whole Lotta Love. Released in 2004, the song was ranked No.75 on Rolling Stone’s list of the 500 Greatest Songs of All

Time. BBC Radio also voted the song as containing the greatest guitar riff of all time. However, the riff had actually been stolen from the song You Need Love by Muddy Waters, an African-American blues singer-songwriter. Muddy Waters was not given any credit for the song until he actually sued Led Zeppelin for the theft of the guitar riff. In circumstances where it is believed that there is the potential for theft of art, ideas and culture as a result of the race of the artist, it is essential to work together to promote the work and perspectives of people of colour.

By consciously making the decision to be anti-racist, the entire community has the ability to undo systemic racism, and its aftermath.

Elise Meacham, Year 12

HOUSE EVENTS THIS WEEK

THE HOUSE IMPOSSIBLE QUIZ

During the lockdown, we have all become a little more familiar with quizzes, however this one is perhaps slightly different.

Below is a series of four questions and they all have particular answers, but in this quiz, we are looking for the most imaginative answer!

1. What is Point Nemo?
2. What is a clanger?
3. What is an interrobang?
4. In Switzerland, it is illegal to own one of which animal and why?

Everyone can enter, and do not forget, we are not necessarily looking for the right answer, but the most creative answer! Make sure your response to a question is accompanied by a brief explanation as to how you have arrived at your answer.

Please email Mr Lilley with your answers along with details of your House.

THE HOUSE 50-WORD WRITING CHALLENGE

Whilst we often encourage a piece of creative writing to be longer and more detailed, this is a challenge with a difference. You are limited to just 50 words.

For this task, using just 50 words, you will need to write a story featuring a subway or underground of some sort.

Everyone can enter, and there is just one rule: it has to be 50 words or less!

Send your contributions to Mr Lilley by email, and House Points will be available for those who are able to come up with the most compelling stories.



Good luck!

CENTENARY HOUSE 'GLOBALLY AWARE' CITIZENSHIP PROJECT

Bradwell-on-Sea is a location in Maldon, Essex which housed a nuclear power station that started construction in 1957. By 1962 it was ready to start its electricity output and this ran until 2002, when the power station ceased operation. In that time, it generated enough power each day to supply towns with areas the size of Southend, Chelmsford and Colchester put together. The decommissioning process is very long due to the radioactive nature of the reactor. The site will not be fully demolished and cleared until 2093!



The site was chosen as the land has easy access from both land and sea infrastructure, and it is a geologically sound area but cannot be used for agriculture. Water from the North Sea, 1.5 miles away, can be used for cooling and the Southminster railway station nearby can be used for nuclear fuel delivery.

The China General Nuclear Power Group along with EDF Energy have prepared designs for a new Hualong One Reactor to be built at Bradwell. They have

reached the first consultation phase and are inviting opinions from the public, to be sent by the **1st July 2020**.

Your task is to visit the website <https://bradwellb.co.uk/> and view the interactive proposals and virtual exhibition.

There are pdf documents, graphics and animations to view to help you research the plans for this new power station. View the Stage One consultation summary document, which can be found by clicking the 'Consultation Documents' section of the website. Take notes and form an evidence-based opinion to respond to the consultation.

As you are no doubt aware from your Geography lessons at School, nuclear power stations are a contentious issue. They create thousands of jobs for the local area for many years, but they can also be dangerous as demonstrated by the Fukushima Daiichi nuclear disaster (2011) and the Chernobyl disaster (1986). It is only 28 miles away from Westcliff High School for Boys and could easily provide a job in the future for many of you keen scientists, but would also affect us gravely if any accident were to happen.



A basic structure of your email could be like so:

- 1) Who you are and why you are interested in the matter.
- 2) What your opinion is on the proposals, what impact it will have on the local area and you personally.
- 3) Any improvements you think that could be made to the proposals.
- 4) Which sea transport option you believe should be constructed (page 16 of consultation summary).
- 5) Which strategic route should be used for road transport (pages 18-22 of consultation summary).
- 6) Comments on the proposed approach for finding temporary accommodation for 4500 construction workers.

Alternatively, you can use the 'Questionnaire' pdf found in the 'consultation documents' section of the website to help you craft your email.

Construct your email and send it to me first to be checked, and then forward it to:

feedback@bradwellb.co.uk.



Up to 10 House Points can be achieved from this task for being 'Globally Aware', which is one of the aspects of the WHSB Learner Profile. The number of points awarded will depend on how articulate and well-researched your email is. If you have any questions about this House event, then please do not hesitate to contact me.

Mr R Barber, House and PSHEE Coordinator

NEWS FROM THE WHSB ART DEPARTMENT

We continue to receive lots of wonderful work completed by our students following the adapted online curriculum set up. Teachers and staff at the school have worked so hard to maintain the high standards we expect in the Art department. Teaching online is not easy but the resources we have created seem to be doing the job well and, of course, the amazing WHSB pupil is able to adapt and use such ingenuity to solve the problems posed. Year 7 pupils have completed a set of amazing POP Art inspired designs for a converse boot and an information sharing POP Art board game.

This week we started working on observational drawings; the pupils set up a teacher guided composition and made a drawing with line and tone. We continue to follow our schemes of work but are also sending guidance sheets for the pupils to follow as well. I have been delighted with the response of the WHSB pupils. See page 15 for examples of some of the learning tasks they have explored, and for you to enjoy.

This work, and more, can be viewed in the Lockdown Galleries.

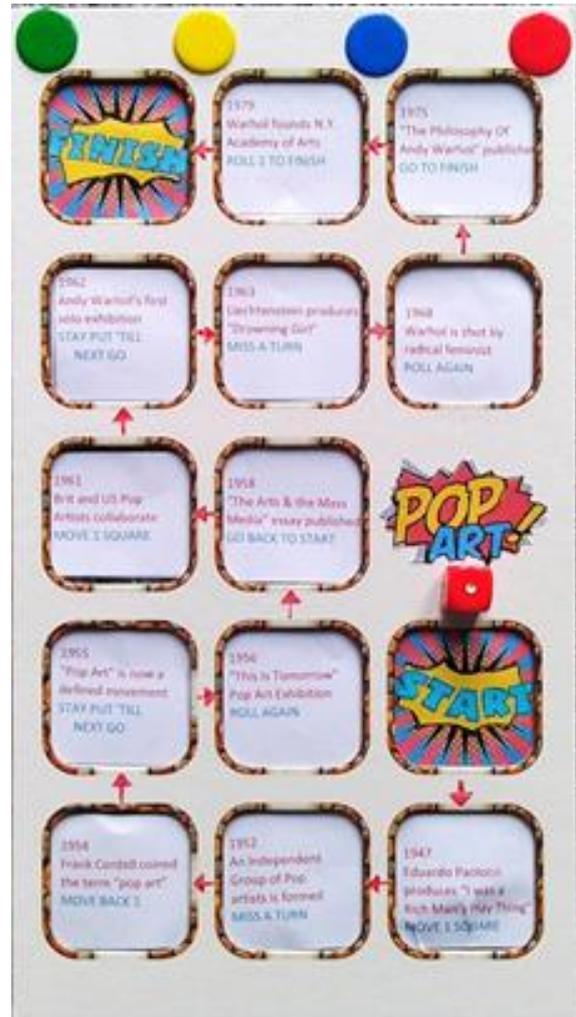
<https://sinnottt.wixsite.com/whsb-student-gallery>



Oscar Poole-O'Hara, 75: Soup cans (above) and Trainer (below)



Benjamin Arkorful, 7W: Still life sweets



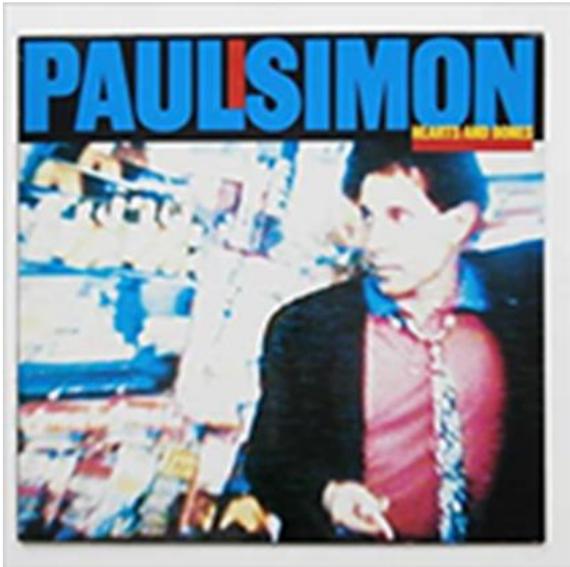
George Cove 7W: POP art board game

MR MCGEE'S ALBUM OF THE WEEK

When thinking about Paul Simon, one tends to be drawn to his classic work on albums such as *Bookends* or *Sounds of Silence*, these being his joint collaboration with Art Garfunkel. However whilst often overlooked, Simon's solo work is equally as moving, this being clear in his hit record *Graceland*. Nevertheless, album *Hearts and Bones* tells an equally emotional story, and I consider it is one of his most underrated works.

Hearts and Bones is a 1983 album released by Paul Simon which mixes folk music with aspects of jazz, rock and pop. The album was originally intended to be a new Simon and Garfunkel album, but when Garfunkel left the project, Simon erased all of Garfunkel's vocals and continued to work the album

into a solo collection. Simon and Garfunkel were an American rock-folk duo who gained great fame in the 1960s, with four of their singles, including perhaps their most famous track The Sound of Silence, reaching number one on the singles charts worldwide. The two began writing in their teenage years, as they attended school in New York together. It was here that their distinctive harmonic style originated. The two enjoyed great success throughout the 1960s, but by the end of the decade began to grow apart. During the recording for their last album Bridge Over Troubled Water, their relationship became difficult and the two soon confirmed a breakup.



Whilst *Hearns and Bones* was originally to be a collaboration, the material that Simon had written was so close to his personal life that he felt it should be his own record, and with Garfunkel's struggling addiction with cannabis and cigarettes, Garfunkel left the project. The original album consists of 10 tracks written by Paul Simon, with track 10 *The Late Great Johnny Ace* featuring a one-minute coda performed by strings, clarinet and flute, written by Phillip Glass. The title track of the album, *Hearns and Bones*, is one of poetic nostalgia, inspired by Simon's relationship with Carrie Fisher (*Star Wars*' Princess Leia), and the struggle with the expectations and imperfections of love.

Whilst this album is often overlooked, it is in his writing for *Train in the Distance* where his true lyrical genius is apparent. The rhythmic accompaniment mimics that of a steam engine train. This, combined with laid back guitar line and a vocal part which falls just behind the beat at times, makes the song one of ease. "Everybody loves the sound of a train in the distance. Everybody thinks it's true". The meaning of these lyrics have often come under debate, with the

most likely interpretation being that it compares life to that of a steam train; it is passing by quickly and one is always seeking something in the future. The track finishes to a very subtle saxophone solo which gradually fades the song out, again highlighting the effortless ease of Simon's music, which is what makes it such an experience when listening.



The album in its entirety was a failure upon release, with many arguing that it marked the end for Paul Simon. Nevertheless, it is now appreciated as an album of lyrical depth and musical subtlety. "What is the point of the story, what information pertains, the thought that life could be better is woven indelibly into our hearts and our brains."

Jasmine Margalit, Upper Sixth

MR DOWDING'S MATHEMATICAL PROBLEM OF THE WEEK

Lower School Problem of the Week

There are ----- vowels in this sentence.

Which written number should replace "-----" to make the sentence true (written as in two, not 2).

Middle School Problem of the Week

For certain values of x , the list x , $x + 6$ and x^2 contains just two different numbers.

How many such values of x are there?

Sixth Form Problem of the Week

The numbers p , q , r and s satisfy the following equations

$$p + 2q + 3r + 4s = k$$

$$4p = 3q = 2r = s$$

What is the smallest value of k for which p , q , r and s are all positive integers?

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):
h1rpl3v

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

HOUSE COUNTDOWN COMPETITION ROUND 5

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

LETTERS:

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

ATIPGSERN

EFANLMEET

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.

100, 50, 7, 4, 1, 5 TARGET: 866

1, 5, 5, 4, 25, 7 TARGET: 704

TRICKY NUMBERS:

100, 10, 7, 6, 6, 4 TARGET: 185

CONUNDRUMS:

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

TSPSPASOR

DSPRVEOEA

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:

arguments and **displaces**. Some students also submitted the answer **slipcased**. This is a very uncommon term and not a word I would have thought of, so well done!

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

SEARED FISH WITH SWEETCORN VELOUTÉ

In this week's lockdown recipe, Mr McGee teaches you how to make one of the 'key' sauces in cooking, which can be flavoured with whatever you like. In this recipe it is flavoured with sweetcorn, however once you can make this sauce, you can add a rich sauce to any dish you choose.



Ingredients (per person)

One fillet of fish - cod, haddock, sea bass, bream or monkfish will work

Three cups of chicken or fish stock

1oz plain flour

1oz of butter

1 shallot or small onion

1 whole sweetcorn cob

Half a cup of vermouth or sweet sherry (optional)

Salt and pepper

Method

Start with the velouté

In a saucepan combine the flour and butter over a low heat to create a roux. When combined, turn the heat to the lowest setting and gradually add the stock, whisking vigorously. When it is added cook for around five minutes, stirring all the time. This is the velouté complete and ready to be flavoured. You can, if you like, add a dash of cream at this point for extra richness.

Set the sauce aside and in a frying pan, cook the diced shallot in a little oil, seasoning well. Add the sweetcorn cut from the cob and, if adding it, the vermouth or sweet sherry. If doing so, cook until the volume of liquid halves. Stir this into your velouté and cook gently while you cook the fish.

In a very hot frying pan, add a little butter or oil and place the fish skin side down. Leave it alone and cook for about 3-5 minutes, depending on the thickness of the fish. Fish needs generous seasoning with salt and pepper.

While this is cooking, blend your velouté with a stick blender or food processor and strain with a sieve. Turn the fish and cook until no longer translucent.

Serve immediately with a vegetable of your choice or, as pictured, micro herbs

'CHOOSE YOUR BATTLES' A WEEKLY COMPETITION IN MILITARY HISTORY

Congratulations to **James Scarsbrook in 12J** for the fastest response with the correct answer to last week's battle, which was **The Battle of Thermopylae**. James is clearly a fan of films starring Gerard Butler. For a battle that occurred in 480 BC, it is amazing that it is still referenced in blockbuster games and films today, so therefore it must be at least a little interesting.

Background

After the failed first Persian invasion of Greece - which ended at the Battle of Marathon - Xerxes had gathered a significant army and navy and headed back into Greece. Surprisingly enough, Xerxes was not the 8ft God that we see in the film *300*, but possibly the reason for his traditional depiction as a formidable enemy was due to historians' retelling of the event. First, Herodotus presented a ridiculously large army of a million soldiers against the roughly 7000 strong Greek army (modern estimates put the Persian army at about 70,000 to 300,000 men); certainly it was the typical story of the underdog versus a powerful evil. Second, Alexander the Great depicted



Xerxes as a villain in propaganda about 50 years later. To oppose this huge (though not necessarily evil) force, an Athenian, Themistocles, suggested that the now allied Greek forces block the Persian army's advance at Thermopylae and the Persian navy at the Straits of Artemisium. Hence, a 7000 strong Greek army led by King Leonidas of Sparta marched to the so-called "Hot Gates" at Thermopylae.

Leonidas' choice of positioning in the narrow pass meant that the large Persian army was funnelled in towards the Greek army, limiting the numbers who could attack them head on. For two days, these tactics worked excellently - the large Persian army struggled to bypass the strongly defended, well-disciplined Greek position. This success did not last long; a local told the Persians of a route to get around behind the Greek army. When Leonidas heard of this betrayal, much of the Greek army retreated, leaving a smaller group of about 1000 troops - Thespians, Thebans and, of course, 300 Spartans. For their sacrifice, these troops went down in history. The Persians pushed on, and began to surround what remained of the Greek army. They were destroyed, but Greece was victorious in the end. The Athenian navy faced the Persian navy at the Battle of Salamis in September, where they were victorious.

Although the Battle of Thermopylae was ultimately a defeat for the Greeks, its modern global recognition as a symbol of 'last stands' clearly makes it significant. Thermopylae establishes the Spartans as the almost mythical, battle-ready state, and Leonidas as a legend. It has also provided us with a reasonable action film as well. *300* is effective in presenting the Spartans as warriors: "...then we will fight in the shade", and who could forget "This. Is. Sparta!". However, for me, I have always liked the theme of duty in *300*; being as prepared as you can be, and then giving it your all. First coined by Plutarch, it also appears as a line to Gerard Butler, "Come back with your shield, or on it". The sword fighting is pretty good too!

This week's painting



Your clues this week are as follows:

Anagram: droid men undies

Cryptic clue: The reverse of Match 794

Enter your answers here:

https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5VVwf3_HraBHij4mwYKimM1UQII1QVBLWFY3VEtHTkJYSUIYWTFZU0IUWC4u

The first person to answer correctly will be announced in next week's issue of *The Westcliff Week*.

Choose your battles wisely...

Joshua Seal, A Level History student

WHERE IN THE WORLD?



Congratulations to all those who correctly identified last week's location as **Langtang National Park, Nepal**. House points have been awarded to those who submitted correct answers.

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

- This place is home to one of the oldest fortresses in the world
- This place hires people to tidy the mountains and hills to protect them from loose rockfall

Please submit your answers via this Microsoft Form by **Thursday 25 June**:

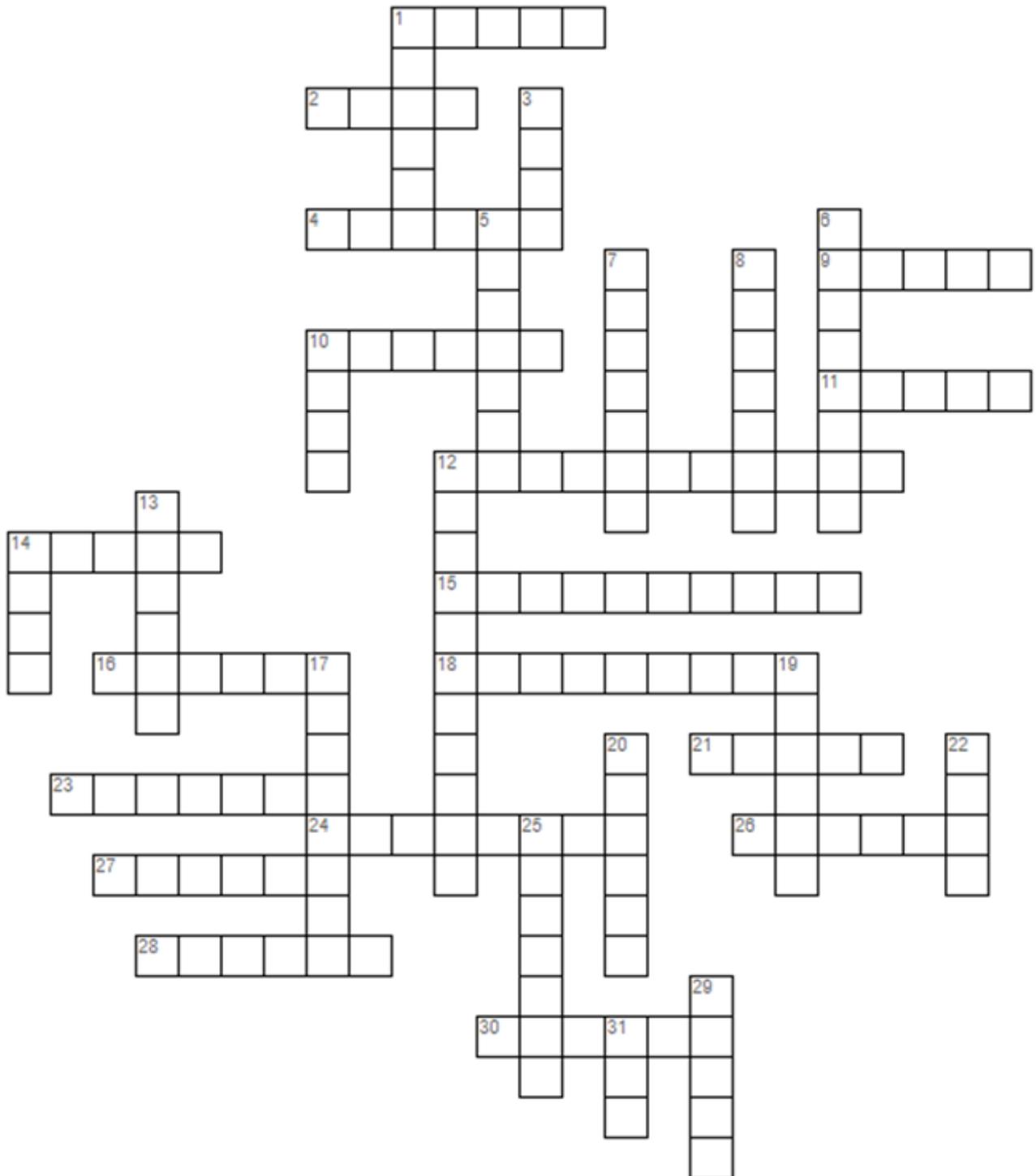
<https://forms.office.com/Pages/ResponsePage.aspx?id=N6W6gucuok-3-qnXxLzq5cGrPAzzsFDiqmfUFjxEshURVFMODdYNE84TkE2OVpORTJWUEcyOVISWS4u>



Mr L Norman, Teacher of Geography

MR JEFFREYS' HISTORY CROSSWORD 13: TEST MATCH SPECIAL

Answers next week!



Clues on page 22

THE LEARNER PROFILE

COLLABORATIVE AND SUPPORTIVE

Siyakan Sivakumar

Earlier this month, it was my sad duty to inform our School community that Upper Sixth student Siyakan Sivakumar had passed away. Since that time, the tributes paid by students and staff have been moving indeed, and reflective of Siyakan's wonderful, sunny disposition.

In very many ways, Siyakan was a model WHSB student and a positive contributor to the School community. Without exception, the tributes paid to Siyakan reference his kind, sensitive, funny and genuine nature and it is evident that his positive impact on the School community has been immense.

Through our Learner Profile we encourage pupils at WHSB to be collaborative and supportive and Siyakan took that to heart and fulfilled his responsibilities, making his mark. In recent days, I have lost count of the number of Siyakan's friends - the students and staff – who have warmly recalled the fact that he never failed to brighten their day; it is clear he was a significant and positive force in influencing those around him. In Siyakan's short life, he demonstrated perfectly how one individual can impact on an entire community for the good.

Last week, it was with sadness, but with a sense of privilege and pride that I attended the funeral parlour to pay my respects to Siyakan and his family. It was not to my surprise that on that sad occasion I met many of Siyakan's friends – students of WHSB – and members of staff, all wishing to pay their respects to a wonderful individual and to show their support for Siyakan's family. It is not without reason that so many people from the WHSB community, and similarly from Siyakan's wider community, wished to set aside any barriers presented by the pandemic, to ensure they could be with Siyakan's family during this time. That reason was Siyakan, an immensely collaborative and supportive student, who has left his mark on his School community and society. In the words of one of Siyakan's friends, he "genuinely made the school a better place to be".

The School has opened a page on Microsoft Teams where Siyakan's School friends and staff have had the opportunity to pay tribute to him and share with each other their fond memories of a wonderful young man. Later this week, with the agreement of Siyakan's family, we intend to share those tributes with the School's wider community through the School's website.

We shall all miss Siyakan greatly and his family are in our thoughts and prayers.

Headmaster



THE WEEK AHEAD

WEEK BEGINNING 22 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	22 – 28 June	N/A	WHSB Lockdown Gallery 2020 (page 14)
		N/A	Music Theory Tuition – YouTube ‘itchy2learn’ (Issue 5)
		N/A	Centenary House Competitions (update on Page 2)
		N/A	Individual Music Lessons 2020-21 applications deadline 17 July (page 3)
		Various	Online quizzing opportunities (Issue 8)
		N/A	Education Perfect Humanities Competition, 16-23 June 2020 (page 7)
		Various	Culture Vultures online, various (Issue 10)
		N/A	Rare Islamic Books & Manuscripts online, National Library of Israel (Issue 12)
MON - FRI	22 – 26 June	N/A	House ‘Globally Aware’ Citizenship Project / Impossible Quiz / 50-Word Writing Challenge (page 13)
		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 Jeffrey’s History Crossword competition (page 21)
		N/A	Choose Your Battles Competition (page 18)
		N/A	House Typing Challenge (Issue 9)
		N/A	House Countdown Competition (page 17)
		N/A	Mr Dowding’s Mathematical Problem of the Week (page 16)
		8.45am	Hallway Gym Class with Mr Moore (all invited), Details in Issues 6 & 7
TUESDAY	23 June	1.00pm 4.00pm	Healthcare and Medical Society Westcliff Drama Online
WEDNESDAY	24 June	1.00pm	Weekly Watch with Miss Williams (page 11)
		1.00pm	MOxbridge English (Sixth Form)
		4.00pm	Bibliophiles Book Club (Middle School, Sixth Form and staff)
		6.00pm	Quiz Night for Form 7L (see page 10 for details of dates for other Year 7 Form Groups)
THURSDAY	25 June	7.30pm	Mr Derrick’s Film Club ‘Watch-along’ (page 10)
		N/A	Deadline for responses to this week’s <i>Where in the World?</i> (page 20)
		N/A	Reading Beyond the Classroom – deadline for this week’s book reviews (Issue 11)



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