



THE TORCH

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"Meliora Spectare"
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PANDEMIC ALERT: COVID-19

By Ellisia Bowman, Year 9

The UK has now joined many other countries for the closure of schools and 'lockdown' in response to the coronavirus pandemic. The government has advised that, for everyone's safety, we stay inside and only go out when necessary. These necessities include shopping, going to the pharmacy, and up to one hour of exercise each day.

This 'lockdown' has been put in place at a bad time as Mother's Day was on Sunday 22nd March; however, we had the technology to Facetime our mothers or used the social distancing to keep our grandmothers safe. I hope everyone can stay safe during this crisis.

The coronavirus has been spreading like wildfire across the globe, possibly due to the busy streets and vast means of travel open to us, especially where the first case was found in Wuhan, China.

So how did the outbreak start? Well, the coronavirus (COVID-19) is said to have come from animals in the 'wet market'. The 'wet market' sells living products such as meat and fish. These animals could be dead or alive. It is thought the conditions of the market, where the animals are packed together, enables the spread of viruses from animals to humans to become easier. The animals were thought to have been infected by bats as they are a host to a wide range of viruses that include Ebola and rabies.

Statistics for this disease change daily. As of 28th March, the USA is currently the most infected with 104,256 cases, followed by Italy with 86,498. Both countries have overtaken China in recent days, whose infection rate has slowed and is currently at 81,394 reported cases.

What makes coronavirus a particularly dangerous disease to control and contain is that infectious people may not develop symptoms for over ten days, and some remain asymptomatic, meaning they could be passing on the disease without even realising it. The most common symptoms are a fever and a continuous dry cough. People are being asked to self-isolate for

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fourteen days if they have these symptoms.

On 27th March, Prime Minister Boris Johnson and Health Secretary Matt Hancock both tested positive and are now in self-isolation, where they continue to do their jobs as they only have mild symptoms. For many people, coronavirus is a mild condition. However, 16 per cent of sufferers become seriously ill and develop breathing difficulties. If you or a family member does become ill, you should seek assistance from the NHS 111 service, rather than going to see a GP.

I wish for everyone to stay safe at this crucial time and please listen to the government whether you like their terms or not. They have put these measures in place to keep those at risk safe and to stop the spread.

Presently, no specific time has been announced for when England and other countries will return back to normal, but we can hope it is soon. A success story that gives hope to all is South Korea, who have successfully flattened the curve of new infections through intensive testing and tracing of infection. The UK hopes its social distancing measures will have similar positive outcomes and then, when numbers are reduced, smart testing will allow medics to get in control of the infection.

In the meantime, do what you enjoy most (while remaining indoors) and make sure to do your school work on Show My Homework!

Message from the Principal

Dear Parent / Carer,

As Easter is almost upon us, it has been a very surreal ending to the term. However we do understand the government's decision to close schools for all except the most vulnerable students and for those whose parents are keyworkers, and for whom no alternative arrangements can be put in place. Clearly we all have a shared responsibility to stop the further spread of coronavirus as much as we can.

School activities

Earlier in the year, there were a wide variety of exciting opportunities available for our students to get involved in, which of course bring a real benefit to a successful all-round education. In the final week of last half term we held our annual 'Gym, Dance and Movement Evening' performances. This year, the theme was 'Top of the Pops'. I was delighted to hear, once again, many of the numbers from the 1960s and '70s and the huge numbers of gymnasts and dancers involved certainly made for three spectacular evenings. I hope you had the opportunity to join us on one of those evenings and, if not, please look out for this event next year. Around 200 Wath students were involved, together with pupils from our main feeder primary schools. An excellent event for the whole community.

'National Careers Week' and 'Science Week' have been celebrated in school during this half term. For the former, there were guest speakers in each of the assemblies between 2 and 6 March. Students had presentations about the Police, Army, Apprenticeships, STEM (Science, Technology, Engineering & Maths) careers and for challenging stereotypes in the world of work. In addition, the National Citizen Service promoted the opportunities offered by their excellent scheme and we had the opportunity to 'Meet the Employer' at a 'Careers Café Breakfast', together with further interview practice for students. Thank you to our Careers Lead, Ms Laite, and her team for delivering this so successfully. Mrs Boyd, Head of Science, has included elsewhere within 'The Torch' extensive coverage of the events that featured in Science Week and, once again, thanks to all Science staff for organising these events.

Changes to the Year 9 curriculum from September 2020

We had to postpone our curriculum information evening for Year 8 parents. This would have been a formal opportunity to hear that, in the academy curriculum model for 2020-21, we will teach the Key Stage 3 curriculum over Years 7, 8 and 9. This will ensure that all students will continue to be taught a broad range of subjects in depth. This change will ensure that we provide a solid foundation for all students, across a wide range of subjects, in preparation for option choices that will now take place at the end of Year 9. The Key Stage 4 curriculum will then be delivered over Years 10 and 11 and will provide an even greater choice than in previous years. All students, irrespective of their ability or special educational needs, will have equal access to that curriculum.

This is in line with government guidelines that the curriculum remains as broad as possible for as long as possible. The planned



move to a three year Key Stage 3 curriculum will allow more time for students to prepare for the specialisation that takes place at GCSE level. Many other schools have adopted this model and, whilst this in itself is not a reason to change, it means that our students will not be disadvantaged when competing against other school leavers in the region.

Work being set for students during our enforced closure

All our teachers are setting their learning activities via 'Show My Homework'. All of our students have been using 'Show My Homework' on a weekly basis since September to complete their homework and therefore it should be a familiar practice. 'Show My Homework' is an online and mobile app where students can receive resources, activities, messages and notifications. Parents can also access this. Students/Parents can message teachers directly within the app if they have any work-related questions. All our staff are setting lessons and activities in line with students' usual timetables. This should allow students to follow their normal timetable at home. This will also include tutor time activities around 'Character Education' and 'Votes for Schools'. Teachers are setting activities which allow students to make progress in their normal curriculum subjects. Students should access 'Show My Homework' on a daily basis. Hard copy packs of work are available via reception, when students don't have Internet access.

It's great to hear that so many of our students are completing the activities set, but please don't worry too much if not everything is completed. This situation is new to us all and we will continue to refine our approach. Based on feedback received so far, we will change the tasks so they don't require a submission date. We are also looking at launching a consistent approach for students to send in work via a digital drop box. Further details about this will be released in due course. Just a reminder - there is a messaging service within 'Show My Homework' so students and parents can message teachers directly. Please see our website for additional email addresses that you can use to contact different staff and departments regarding your specific queries. We will also be posting regular updates from staff on social media to give students extra challenges to keep them engaged and motivated each week. Thank you for your ongoing support through these testing times.

Information on the cancellation of the 2020 external examinations for Year 11 and Year 13 students

The government has cancelled this summer's external exams as part of their attempts to stop the further spread of coronavirus. This year's summer exam series, including A levels, GCSEs and other qualifications, and all primary assessments, have been cancelled as part of the fight to stop the spread of coronavirus.

The Department for Education has outlined recently that students will be awarded a calculated grade for their GCSEs, AS and A levels this summer, [and will provide an exam option for those students that wish it, as soon as is reasonably possible after schools reopen](#).

Ofqual (The Office of Qualifications and Examinations Regulation) is working to develop a fair and consistent process. **Work is already underway with exam boards to develop proposals and the boards will provide more detail for schools in the coming weeks.** It is the exam boards that will award grades to students whose exams have been cancelled this summer.

University representatives have confirmed that they expect universities to be flexible and do all they can to support Year 13 students and ensure they can progress to Higher Education. The government's priority now is to ensure affected students can move on as planned to the next stage of their lives in the autumn, whether starting university, college or sixth form courses, an apprenticeship or going into employment.

This means ensuring GCSE, A and AS level students are awarded a grade which fairly reflects the work that they have put in. There will also be an option to sit an exam early in the next academic year for students who wish to. Ofqual will develop and set out a process that will provide a calculated grade to each student which reflects their performance as fairly as possible, and will work with the exam boards to ensure this is consistently applied for all students. The exam boards will be liaising with schools so that they can have an input into submitting their judgement about the grade that they believe a student would have received if exams had gone ahead.

To produce this grade, schools will take into account a range of evidence and data including performance on trial/mock/preliminary exams and non-exam assessment – **clear guidance on how to do this fairly and robustly will be provided to schools shortly.** The exam boards will then combine this information with other relevant data, including prior attainment, and use this information to produce a calculated grade for each student, which will be a best assessment of the work students have put in.

Ofqual and exam boards will finalise an approach to ensure that it is as fair as possible. The aim is to provide calculated grades to students before the end of July. In terms of a permanent record, the grades will be indistinguishable from those provided in previous years. Ofqual will also aim to ensure that the distribution of grades follows a similar pattern to that in other years, so that this year's students do not face a systematic disadvantage as a consequence of these extraordinary circumstances.

The government has further announced that they recognise that some students may nevertheless feel disappointed that they haven't been able to sit their exams and therefore may be able to

appeal the grade the exam board awards. In addition, if students do not feel their calculated grade reflects their performance, they will have the opportunity to sit an exam at the earliest reasonable opportunity, once schools are open again. Students will also have the option to sit their exams in summer 2021.

There is a very wide range of different academic, vocational and technical qualifications for which students were expecting to sit exams this summer. These are offered by a large number of awarding organisations, and have differing assessment approaches – in some cases students will already have completed modules or non-exam assessment which could provide evidence to award a grade. The government is encouraging these organisations to show the maximum possible flexibility and pragmatism to ensure students are not disadvantaged. **Ofqual is working urgently with the examination sector to explore options and they intend to provide more detail for schools in due course.**

Below is a link to the Department for Education 'Frequently Asked Questions' site about the cancellation of this summer's exams – you might find this site helpful in providing further information.

<https://www.gov.uk/government/publications/coronavirus-covid-19-cancellation-of-gcse-as-and-a-levels-in-2020/coronavirus-covid-19-cancellation-of-gcse-as-and-a-levels-in-2020>

Thank you for your continuing support at this challenging time. Despite the current restrictions may I take this opportunity in wishing you a very Happy Easter.

Yours sincerely,

J Taylor

Principal

Photos from Movement Evening



Wath Academy Student Voice

Self-Defence Survey

By Isobelle Fenton, Year 8

A recent survey on the Learning Platform asked students for their opinions about whether they thought that self-defence and first aid should be a mandatory (has to be done) part of education. The poll was influenced by a news story a while ago about the girl who was attacked and killed; if more people knew about dangers and how to help themselves, such tragedies could be prevented.

Self-defence could easily fit into the PE curriculum, since it is teaching you how to protect yourself, and potentially others. Either PE teachers could be trained to teach it, or trainers could come in to school to teach students directly. This could be a useful skill to have, since younger – and potentially more at risk – people can defend themselves easier.

Some people may argue that young people might decide to use these defensive skills to hurt another student, if they get into a fight. However, self-defence does teach self-discipline, and it would be a risk worth taking. Punishments could be created for those who hurt each other, and rewards for those who are sensible during the classes.

First aid is the initial response to most injuries or similar health problems. There are many obvious advantages, since anyone trained in first aid can save a life by helping for a few minutes, or help someone to save another life. The best way to teach this could be in Life Skills, and PE – maybe in the PE lessons about self-defence.

The Results

An overwhelming majority of students voted that both self-defence and first aid should be a part of the curriculum. Of 34 participants, only 4 said self-defence should not, while 2 said first-aid shouldn't. Most answers for yes mentioned strangers and the danger in the world. The answers for no seemed to be about people using it against each other unnecessarily, or not needing it. Now students have had their say, could these topics find their way onto the curriculum for 2021?

Let's Stop Littering

Sienna Marsh, Year 7

All of us will accidentally litter from time to time, no matter how hard we try not to, as the wind is sometimes so strong that it plucks litter out of your hands. Sadly, however, some people think it is okay to deliberately litter.

We are all responsible. It only takes one person to do it, for others to then think that it is cool and acceptable; these people then copy and that is what leads to a pollution problem. When lots of people litter, others then start to think that one more piece of litter won't do any real damage, meaning it will just keep building up. This can then cause all sorts of problems, like attracting rats and mice, leading to infections.

Instead, we should put rubbish into bins, so we can feel better and not have a guilty conscience. If you see litter, don't walk past it, either; pick it up and put it in a bin. Furthermore, there are two other alternatives called recycle and reuse. Both options are better for the environment, because less litter then goes into landfills. If we recycle what we use, then it is economically beneficial in numerous ways because it can be used to create new products. We should reuse what we can; for example, why not keep and reuse a plastic bottle?

If you see someone littering, tell someone (maybe a teacher) and they can get it picked up and fixed. To help reduce litter, Wath Academy also have a litter pick at lunchtime. It is open for everyone to get involved. Not only will our school be cleaner and nicer, it will also help our environment.

The school has a good system for getting rid of rubbish, but it doesn't mean that we are all not responsible for our own littering. In a million years, we will either have a terrible world or a fantastic world, but it all depends on our actions today. Stop the litter and make Britain a place of greatness. Wath Academy is right to take littering seriously, because think about all the dangers that the world is facing because of the litter. Don't do things you'll regret at a young age, because you will have to live with the consequences for the rest of your life.

House Events Update!



By Vanessa Man, Year 9

Around 75% of the school has attended at least 1 house event so far. We may be taking a break right now, but that's all the more reason to celebrate our recent successes.

First, let's start with the winners of the previous box tasks (written competitions that students have to post in their House's 'box' in reception) and the House events from this term:

Thebes

- Paper aero plane challenge 2
- Origami box challenge
- Conga challenge
- Speedy penalties challenge
- Human chain challenge
- Speed art challenge
- Selfie box task

Rome

- Treasure hunt challenge
- Litter pick challenge
- Crossbar challenge
- Paper ball challenge
- Dice challenge
- Paper aeroplane challenge

Athens

- Wath whisper challenge
- Cracker joke box task



- Longest plank challenge

Carthage

- Escape Room Rep captain challenge
- Longest plank challenge
- Rock paper scissors challenge

Sparta

- Balloon under and over challenge
- Sprout challenge

Troy

- Netball challenge
- Longest plank challenge

Upcoming Events: House assemblies

If the school opens before September again, the next House assembly will be "Brawl in the Hall". The assembly will host two Houses in one. During the assembly, both Houses will go against each other and there will be lots of points available. With the stakes high, it is sure to be unforgettable and unmissable!

How the House system works

Currently, the House with the most points is Athens, but this could all change! For each event or task, the winning House is awarded 600 points, while second place grabs 500 points, third place earns 400 points and so on to sixth place getting 100 points. We asked whether there will be a prize for the overall winning House, but this is "Top secret!" according to Mr Austin.

Latest News from Wath Academy:

Y9 STEM Trip to AMRC

By Ellisia Bowman, Year 9



On Thursday 12th March, 12 students from Year 9 separate science had the opportunity to go on a STEM school trip to the AMRC in Rotherham to learn all about engineering in a day full of fun, interactive activities.

Our first activity of the day was called 'The Secret World of Gases'. This was an interactive demonstration with chemical engineers. We used three gases (two in their liquid form): liquid nitrogen, liquid oxygen and carbon dioxide. The liquid nitrogen was used to see the effect it has on different items and its properties. Scientists are currently working towards using rubber nails as a substitute for metal nails by freezing the nail in liquid nitrogen and hammering it while it is still cold.

Our second activity took us to another building across the road, where we worked with a civil engineer and were asked to create a building to create the most profit. However, none of the groups managed to make a profit, with the worst being a £10,000 loss and second being a £9,000 loss. This meant that the overall winning group that was the one to make the smallest loss, a mere £430.

After the civil engineering, we walked over to do the 3D printing area, where we saw how the 3D printer worked and why they used it. Everyone in the group got into pairs and the pairs were given a 3D pen each and asked to create a cube and a bridge. Fair to say, the job was more difficult than expected, which led to some hilarious moments!

The Blood Hound project was next. We were shown how the Blood Hound was created and what they were doing and explained why. We also had a brief talk on

the current holder of the Land Speed Record, the Thrust SCC. After the quick briefing, we got into a hands-on project, creating a car that could travel across the track we were given. Fair to say only one car crossed the line and two made it close. A big well done to the winner!

Finally, we were showed to our final activity, virtual welding. Everyone had a couple of goes and even the teachers, Mr Shaw and Mrs Stocks, had a turn! Easy to say that welding is harder than it looks as the angle, distance and speed needs to be just right to get it perfect. Wath Academy came in joint 1st on the leader board with 3 other schools scoring 89 out of 100 on the simulator!

It was the end of the trip and so the group went back to the main area for the goodbye meeting. We were then told about how to get an engineering job and what AMRC have to offer. Upon leaving, we were given a bag full of booklets for ways we can end up with STEM-related jobs. The day was full of fun things and I was glad I had the chance to go.

Reach for the Stars Trip

By Emily Rodgers, Year 8

Not too long ago, a group of Year 8s (including myself) had the once in a lifetime opportunity to meet Helen Sharman, the very first British Astronaut to go to space when she joined the Soviet crew as a research cosmonaut on the Mir Space Station. We visited Sheffield Cathedral where we listened to her talk about becoming an astronaut and everything that came along with it.

She discussed where she started off, at a university in Sheffield, studying chemistry, where she landed herself a job working in a factory for Mars as a researcher for the first Mars ice cream, explaining to us how every job is related to science in some way. She explained in detail how she became an astronaut, starting from the beginning, when she heard a radio advert asking for applicants to become the first British Astronaut. As well as this, she spoke of her training: as she was working with a Soviet crew, she had to learn Russian just so she would be able to train with them.

Going in to depth about her training, she spoke of a

Events in and out of School

simulator of the small space shuttle she was going to be in with the other two members of her crew, and as well as this she discussed and explained the experience of weightlessness training, which, because of how it is simulated, is referred to as the vomit comet. Then she spoke of the take off itself, and how the rocket was made up of several parts that detach from each other and drop into the sea after their fuel had been burned up.

One of the most interesting parts was her explanations of the experiments she conducted on the Space Station; you could tell how excited she was to be discussing this with so many children from different schools. While in space, she conducted experiments on plants, seeing how they responded to light and low gravity. Living in space is very different to living on earth and she explained all of the changes she had to make to her life to keep herself healthy and fit. While speaking about this, she showed us how the Space Station itself worked, and how they recycle everything, one thing being the water in the toilet, which is filtered and cleaned so it can be reused.

At the end of her talk she spoke of landing back on Earth, and the fact that when she was dragged out of her capsule, she couldn't yet walk in a straight line. Then, she moved the talk to us, saying that many people believe that the first person to land on the planet Mars (which has not yet happened) is currently in school, and that it could be any one of us, as long as we tried, just as she did.

After she had finished her interesting and empowering talk, every school had the amazing chance to ask her a question. We decided to ask her, 'Were you nervous and did you ever have any doubts about going into space or even as you set off?' In response to this, she told us that she wasn't ever nervous or have any doubts, she was just worried about making a mistake or saying something wrong as she wanted to do her country proud.

On behalf of all the students that had the chance to take part in this, I would like to thank Mrs Boyd, Mr Martin and everyone else for making this fantastic trip possible.



Students gathered around Helen Sharman; photograph courtesy of NASA.

Wath English Treasure Hunt

By Sienna Marsh, Year 7

In order to celebrate World Book Day (Thursday 5th March), the English department set up the Wath English Treasure Hunt, which consisted of several different parts: a part on authors, a part of quotes and a part of books. To participate, all you needed was the sheet which contained the questions and clues. The hunt took participating students all over the school, to check out classroom doors and also on the large quotation boards in order to find the correct answers.

When you'd filled the sheet, you handed it in to the English Workroom. When the competition finished, they placed all the names of students with correctly answered sheets onto a spinner and the winner and runner up were picked. You could have entered at any time, but they had to be handed in by the Monday 9th March.

There was a first place, and a runner up. The first-place prize was a £20 Meadowhall voucher and second-place was a £10 Meadowhall voucher. The English Treasure Hunt was open to all years, so everyone could have entered, but only if they wanted. The person in first place was Sienna Marsh (Year 7), and second place was awarded to Lauren Martin (Year 7).

Wath Academy Celebrates



Students at Wath Academy had a fabulous week celebrating British Science Week 2020 in March with the theme of 'Our Diverse Planet'. Students were immersed and engaged in a range of activities across all year groups including: themed house competitions, Votes for Schools, competitions, assemblies, guest speakers, visits, a Planetarium, themed lessons, dissections and a fizzes and bangs extravaganza.

Y7 and Y8 Guest Speaker: Martin Robinson

180 Y7 and Y8 students were lucky to hear a presentation from Martin Robinson from Sheffield Hallam University about the solar system and what current research is focusing on.

Y7 Fizzes and Bangs Extravaganza

Y7 students were in awe as they watched Mrs Chan, Miss Hayes and Miss Powell conduct exciting practical demonstrations in the fizzes and bangs extravaganza in Science week. The following experiments were demonstrated; thermite reaction, elephant's toothpaste, copper sulphate in aluminium case displacement reaction, canon fire, whoosh bottle and methane bubbles.



Dissections with Mr Gibson

Thank you to Mr Gibson for a series of fascinating dissections of heart and lungs. He talked students through the dissections, teaching students about the anatomy and physiology of these major organs and how they work in the human body.

KS3 Planetarium

Wath Academy were fortunate to have a planetarium in school to celebrate Science Week. Students went on a journey of awe and wonder through our solar system. They

visited all the different planets and learnt many things along the way, including why we know the moon landing definitely happened, how scientists are looking for life on a moon of Jupiter and how to spot star constellations in their garden. They also got the chance to ask a space expert about black holes, time travel, space suits and life elsewhere in the universe. The conduct of students throughout the day was outstanding! Well done to all!



Y9 Plant CSI with Mr Brown

In F32, a most heinous act had occurred in the dead of night. Mr Brown's most beloved ash tree, Ash, had succumb to a dangerous, unknown and invisible, threat. It was down to Wath's team of DEFRA-styled field agents to find out how Ash had died, and how to prevent further deaths from this mysterious killer. To do this they had to exercise their powers of deduction, logical questioning and critical thinking; combining their expertise in Science with their inner detective. Mr Brown was keen to blame his neighbour for the death, but the field agents had other thoughts; could this case point to something more sinister? Well done to Mr Brown's Y9 students for solving this case!

Science Week Assemblies

Science week was also a great opportunity for Science staff to talk about our diverse planet in assemblies. Mr Hynes, Mrs Stocks and Mr Bale delivered assemblies throughout the week looking at the diversity of people, how our fingerprints and DNA make use all individually unique, the diverse range of STEM jobs available to our students and the demand for these jobs in the coming years and how we can all do our bit to help the diverse wildlife and plant life on our planet survive.

Y8 'Reach For The Stars' visit to Sheffield Cathedral

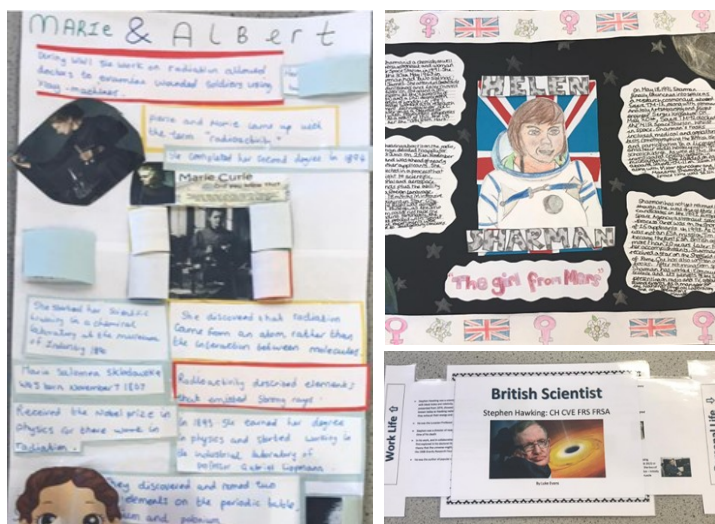
Mrs Boyd and Mr Martin took a group of Y8 Scientists to a lecture by Helen Sharman at Sheffield Cathedral during Science Week. This was an amazing and unique opportunity to hear from the first British astronaut who went into space. Well done to Isobelle Fenton for speaking into the microphone to ask a question from Wath Academy!

Science Week 2020 in Style

Science Week Competition Winners

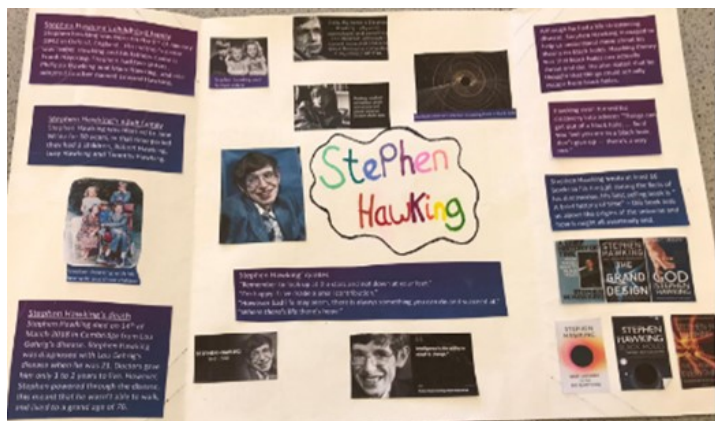
A huge well done to all students who submitted into the competitions for Science Week. The winners of each competition are as follows (winners will be able to get their prize from Mrs Rimmer in the Science workroom when we return to school):

Year 7 Famous British Scientist:



In 1st place was Ruthie Jones-South with her entry on Marie and Albert, in 2nd place was Emmy Jenkinson with her work on Helen Sharman and in 3rd place was Luke Evans with his display about Stephen Hawking.

Year 8 & Year 9: The Journey Competition:



Winner (shown above): Kaitlin Bell with her entry on the journey of Stephen Hawking.

Y10 & Y11: Twitter competition for the best invention:

Winner: Ellie Thompson for her brilliant tweet on vaccinations and their importance in combatting disease.

STEM Activities & Careers

Thank you to Mr Hynes for arranging an Electrical Engineering student from Bath University to visit the department to talk about engineering. Students learnt about all the different types of engineering and the importance of Science and Maths in engineering. Students also took part in a variety of

STEM challenges during the day, including bridge building with midget gems and toothpicks for Y9 and Y10. The winning design held 1.4 kg - quite impressive! Y12 Physicists were challenged to build and design a contraption that would allow an egg to survive being dropped off the social area balcony using only regular household items.

Y9 Engineering Extravaganza

Our students were able to visit the Engineering Extravaganza at the AMRC in Rotherham during Science Week. During the day they were able to meet with leading engineering companies from around the borough, and discuss different STEM career opportunities available to students in Rotherham and surrounding areas. The students took part in several hands on lectures where they were able to use hand held 3D printers to build and design bridges, explore the properties of gases using liquid nitrogen and actually extract oxygen from a mixture of gases in the air, and stream line cars to make them faster and more aerodynamic. Our students were commended for their behaviour and engagement throughout the day. It was a fantastic opportunity.

The Sky's the Limit at Wentworth

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Image removed due to licensing restrictions

Sixteen of our top female scientists from year 10 attended a brilliant day at Wentworth Woodhouse in February. The remit of the day was to raise aspiration for women to progress in careers in Engineering and Industry. The event highlighted different engineering used in heritage projects and introduced students to female engineers as role models.

Each engineer undertook a question and answer session, hosted by Dame Julie Kenny, Chair of the Wentworth Woodhouse Trustees so students could understand what route they had taken into their career and what it entailed. Latter in the day there was also the opportunity to speak to the engineers in small groups and also to discuss careers with representatives from Sheffield University, the AMRC and the Women's Engineering Society. The variety and depth of questions asked by our students was really impressive.

The highlight of the day was a tour of the site, including the scaffolding which has been erected to facilitate roof repairs, it is 19m tall. Once we had climbed the 135 steps the view was amazing and the engineers talked us through the work being completed and what their specific role was. Altogether, it was a really informative day and the Y10 students were brilliant representatives of our school.

News, Opinion and More:

The Differences between Homeschool and Being at School

By Sienna Marsh, Year 7

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In the wake of the government's new 'lockdown' measures, many students are now experiencing homeschooling for the first time. While some people could be exhilarated to see what homeschooling is like, others might also be sad about leaving school, because they are used to the way school works and like meeting up with friends.

One of the things about homeschooling is that it is more confusing for those of us who haven't been in quarantine before, whereas in school you know what you are doing as you are used to following a schedule. When at school, for example, you have a timetable and you follow that, and you also stick to the time of the lessons. At home, however, you might as well be doing any lesson at any time because no one (except for your parents) can tell you off. Therefore, it might be better in quarantine/homeschool, because students can have more flexibility and control over their studying.

This might, however, have an impact on when you come back to school, because you will then be used to being homeschooled and might find it hard to adapt back to a strict timetable. The school has advised all students to stick to their normal timetables, such as to complete activities for English during the normal English hour. If we do this, it means we won't miss out on any of our learning.

So, stay safe and keep your mind active while we are

unable to go to school. Make the most of the time to complete as much learning as possible. You might surprise yourself in how much you actually learn, if you really put your mind to it!

Five Tips for Digital Art

By Emily Rodgers Year 8

Many people are good at traditional arts, and many try their hand at doing it digitally; however, facing such a new, different and difficult to master media can be tricky. As someone who has taught themselves how to do digital art, and has experimented with many different styles, I will try and give some tips that I follow myself any time I draw. Why not use this guide to give this new skill a go while we are stuck at home?

Tip one: Choose the right app or platform

Personally, I use Autodesk Sketchbook, which is one of the only good free alternatives to Photoshop I have used. It is available on phones or tablets. However, if you have a drawing tablet that can be hooked up to a laptop, then paying for Photoshop is probably your best option.



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Tip two: Choosing what to draw

Depending on what style you chose to draw in, whether it be cartoonish with thick outlines or realistic paintings, anything is possible with enough imagination. You can draw something in real life, pluck something from your imagination or even use a random idea generator.

Tip three: Creating brushes and a colour palette

On many apps and platforms, you can customize your own brushes, and most allow you to make your own colour palette. Making a palette can be very useful as it saves scrolling through a colour wheel halfway through an art piece. Making deliberate choices is important, because these things can influence your style; for example, if you use thick, opaque brushes and dark colours, your art will differ greatly to if you used washy, translucent brushes and pale, pastel colours.

Wath Students Have Their Say!

Tip four: Using the app to the best of its capabilities

Depending on which app you choose to use, they can all do different things. If your app allows it, some of the best features to use are as follows:

Layers – What I advise to use the most, keep your guidelines, colouring, line work and shading on different layers. This will allow you to make changes to individual parts without erasing or moving the entirety of the drawing.

Guides – Using a guide to draw a straight line, or a curve can be much more accurate than doing it by hand.

Shapes – Especially straight lines and circles, these can be useful for rough sketches, which can be easily changed.

Move and select – These allow you to select a specific part of your drawing (for example, an eye or a mouth) and to move it, enlarge it or distort it. This can be useful for making parts of a drawing large and exaggerated.

Predictive stroke – This tool is useful for line work that you want to look perfect. On most apps, it is usually set quite low, but if you increase it, any line you draw will be shifted to a perfect version of itself. It is useful for large curves and long straight lines.

Image removed due to licensing restrictions

Tip five: After you've finished your artwork

There are many things you can do with your art after you have finished, or even during the artistic process. For example, you could record a time lapse while you draw and post it on YouTube or just upload your finished piece to social media so you can receive feedback.

Why not share your creative work with *The Torch* by emailing wa-english@wathacademy.com for attention of Miss Taylor? We will feature these next edition!

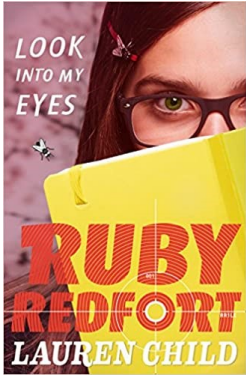
GCSE Drama Triumph!

The Year 11 Drama practical exams went really well with all students performing as well as or better than expected. The students were a credit to the school in their professionalism and approach to what is always a high pressure situation performing in front of a visiting examiner. Some photos of students in role can be seen below:



Read Through the Pandemic

With the current strict 'lockdown' rules, it's easy to feel like you are trapped in the house with nothing to do. So, why not dive into a book and let your imagination take you to all those places your body can't go...?



Look into my Eyes by Lauren Child

Reviewed by Grace Clowrey, Year 9

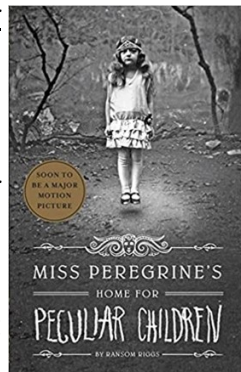
Look into my Eyes is the first book in the Ruby Redfort series, which includes 6 books - *Look into my Eyes*, *Take your Last Breath*, *Catch your Death*, *Feel the Fear*, *Pick your Poison* and *Blink and you Die*.

The series is set in 1970's America and follows a 13-year-old girl called Ruby Redfort, who is a genius at code breaking. This leads to her being recruited by a secret agency and chasing a case that takes her into deep trouble - and to some dangerous criminals. I would really recommend this book and the others in the series because it is a fast-paced, action-packed detective book, full of twists and turns, and very enjoyable.

Miss Peregrine's Home for Peculiar Children by Ransom Riggs

Reviewed by Ellisia Bowman, Year 9

Miss Peregrine's Home for Peculiar Children (later released as a movie) is the first instalment in a, so far, 5 part book series. The young adult book is a thriller and fantasy written



by Ransom Riggs with characters hailing from a scary aspect of the brain. What is unusual about this book is the author's use of vintage photographs that make the book have an extra creepy vibe, making the characters appear real.

If a thriller book is what you enjoy, consider reading this as it's honestly really gripping. You might also try giving the movie a shot, but I warn you: it may scare some audiences and isn't for the faint of heart.



My Hero Academia by Kohei Horikoshi

Reviewed by Christopher Sokell-Morgan, Year 8

My Hero Academia is a series created by Kohei Horikoshi, which involves a world populated by people who have powers called

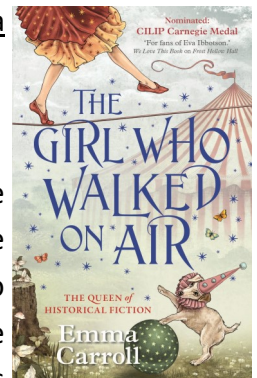
quirks who either choose to become heroes or villains or, in some instances, like the protagonist: powerless. Throughout the story, you see how the world can be overwhelming for normal people, since if you have no power you're considered to be an outsider and have basically no hope for the future in terms of jobs, enjoyment and other things. The story revolves around Deku, a powerless boy in high school and most of his class and the world have powers (80% of the population) and he strives to become a hero and wonders if someone like him could ever make an impact in the world.

The Girl Who Walked on Air by Emma Carroll

Reviewed by Sienna Marsh, Year 7

When Louie watches her roommate Jasper fall from a tightrope, she believes this is her opportunity to make her mark in the circus, as she has been secretly practising all this time. However, when she asks the circus master to let her do the tightrope, he always says no, and instead find someone else to replace Jasper. Louie initially hates this new circus performer, but starts to warm towards him as time passes. However, she decides to run away from Chipchase's to try her luck in a different circus, only for her problems to worsen. Without giving too much away, this is a story of belonging and by the end she realises exactly where she needs to be.

In my opinion, this is a really good book, especially if you love adventures. If this seems to interest you, then do find a copy because it is a very enjoyable read!





Controversy at the Césars

Laura Rodgers, Year 12

The prestigious French awards ceremony the Césars was held recently and has since featured heavily in global press due to the nomination and eventual victory of controversial French-Polish director Roman Polanski. He won the award for Best Director for his film *J'accuse* (known as *An Officer and a Spy* in English) a historical drama set in 19th century France.

His victory was widely challenged and condemned due to Polanski's conviction of statutory rape in 1978. The conviction was made in California, after a Vogue photoshoot where 13-year-old model Samantha Gailey was a model. Polanski was arrested at the Beverley Wiltshire Hotel, for six counts of criminal behaviour, including sexual assault. Most of the charges were dropped, and Polanski was sentenced to 90 days of psychological evaluation. After his release from prison, he was informed by his attorney that the judge could 'no longer be trusted' and he subsequently fled to France. His French citizenship gives him protection against extradition to the US. The charge still stands, and he is still wanted by the State of California and Interpol.

Actress Adèle Haenel left the ceremony in protest after Polanski's name was announced and was closely followed by filmmaker Céline Sciamma. Haenel was heard sarcastically saying "Bravo la pédophile!" on her way out of the venue. The controversy sparked

conversation about some of the problems found within the elite world of French cinema and their apparent lack of accountability due to the god-like status given to some directors. One journalist who well explained this sentiment is Alexis Poulin who said: "Polanski fled and found refuge in France. In France, we accept rapists on the run because they're artists."

How Realistic are Star Wars Planets?

By Emily Balaiss, Year 12

A long time ago in a galaxy far, far away... we've seen many kinds of planets in the *Star Wars* galaxy, from the hot desert planet of Tatooine to the forest planet of Yavin 4. Interestingly, a lot of these planets seem to be quite like those in our solar system.

Even the cold planets mentioned throughout the *Star Wars* films could be rooted in reality; there's Hoth from *The Empire Strikes Back* which looks to be completely covered in ice, there's Kijimi from *The Rise of Skywalker* which looks like it has icebergs on it, and there's Starkiller Base from *The Force Awakens* which looks like a cold world. One of the ways you can get cold planets is from the planet being far from its sun or the sun is relatively weak, and it's possible to have the planet completely covered in ice, as there was a period of Earth's history that is called 'Snowball Earth', around 600 million years ago, where scientist think that most of the earth was covered in glaciers.

Broadway

By Alexandra Cook, Year 8

The stars of Broadway have always put a shine in some people's eyes, if not all. So, I have decided to list the top ten shows of the magical land of performance!

7. *Hadestown* - The Greek tragedy of Orpheus and Eurydice.
6. *Mean Girls* - A twist on the classic comedy.
5. *Wicked* - What if the point of view makes all the difference?

4. *Beetlejuice* - It's showtime for the Tim Burton film turned musical.

3. *SIX* - Henry VIII's wives tell their story...

2. *The Lightning Thief* - Rick Riordan must be proud!

1. *Hamilton* - Have a look at American history through a musical lens.

These are some of the most popular musicals for the family to go and enjoy!

Wath Students Get Creative:

HachiShaku Sama

Part 3

A short story by Isobelle Fenton, Year 8

In the story so far, strange things have been happening for Geordhon, on the school trip to Japan...

That night, she slept wearily, fearing what she had just seen.

When they set off through the border of Japan the next morning, she told Isaac what she had seen. He was very superstitious, so he believed everything; sadly, not everyone thinks like that.

With an obnoxious snort, Codi scoffed, 'That's all ridiculous. Just be like me, fearless and strong!' He flicked his hair out of his face, and Geordhon's hands began to ball up into fists. He was always getting involved, and Geordhon was fed up. She shouted, louder than she wanted to: 'Get out of it. It's nothing to do with your ridiculous face, so why is it here?' He flinched. She raised her voice, and herself, 'I am fed up with your unnecessary, self-loving input. No one cares!' She didn't realise, but, as Codi retreated, every head on the coach was facing her.

The coach stopped, and everyone got off. They were in Japan! That night, she unpacked again, and the tree near their window seemed to be tapping it. Geordhon watched closely the image of her mum. The tapping on her door came again, and she instinctively said, 'It's

fine, we're alright, Miss.' Only then did she realise that the tapping wasn't from her beloved teacher. She glanced over to the window and saw a figure; the same one she saw the day before, tapping. On the second storey. The highest, closest part outside was almost eight feet below the window. This was a person, eight feet tall, tapping on her window. She looked back to see that the figure was back, only this time, it was right in front of the camera. Close enough for her to see the inhuman complexion on the creature.

'Isaac?' she called.

'Yea? What's up?' he replied, coming from the bathroom.

'Do you see this?' she said, 'this creature in the front of the picture?'

'No, there's nothing there' he said. 'Go wash your face, maybe that will help clear your mind.'

She didn't want to go alone, but she did anyway. While she was waiting for the water to become warmer, she heard a deep thumping noise.

“Poh, Poh, Po...'

'Is everything okay?' It was Isaac's voice, but it didn't sound right.

The thumping continued, and she heard a tapping on the window again, the same figure that she had seen multiple times now.

She ran from the room, and to her teacher, still patrolling the corridors, and said, 'Miss! Something is following me, I'm sure!'

The teacher didn't believe her, though. She was sent back to her room, where Isaac should have been standing...

He was nowhere to be found. 'Isaac? Isaac, this is not funny!' She was on the verge of tears, and she saw the figure, right outside the door.

'Poh Poh Poh!' it screamed as it lunged for her, and as it sped away at half the speed of sound, her scream could not be heard until it was too late...

THE TORCH Journalists

This edition was produced by Isobel Clowrey, Thomas Armitage, Maxton Hutchinson, Emily Rodgers, Alexandra Cook, Isobelle Fenton, Grace Clowrey, Ngai Wa Yuen, Ellisia Bowman, Ashli Coggin, Elena Cretu, Olivia Wydell, Caitlin Martin-Smith, Molly Hammerton-Woodhouse, Emily Balaiss, Laura Rodgers, Nicole Ellis and Miss Taylor. Thanks also to Miss Taylor, Mr Bishop and Miss Perry.

If you are interested in contributing to THE TORCH, please send articles, marked for the attention of Miss Taylor, to wa-english@wathacademy.com.

Poems, Short Stories and More

The children in the classroom leant forward in their chairs again. Miss Gradright finished the story, almost in tears, “and even now, 10 years later, she has not been found, and I still haven't forgiven myself for letting it happen...”

Hanahaki

By Alexandra Cook, Year 8

The girl sat in silence, hair draped over her shoulder. She had been waiting for two hours for her best friend to arrive, and yet still nobody had shown up. Tears welled in her eyes as she accepted the truth. She would not confess today.

Footsteps echoed down the empty street. “H-hey Emma, what’s up?” Green eyes met brown as Allyssa rushed forward to greet her long time friend. Allyssa looked toward the brunette, taking in every detail. Eyes wandered to admire her face, every inch of her perfect face. She wanted to admit her love, shout about her adoration of the beautiful girl. Yet she kept her feelings under lock, the key belonging to Allyssa. She would only open the doors to her complicated feelings when her love became too much for her to handle.

After a few hours chatting with her, Emma bid her goodbye. Slamming the door to her bedroom, Emma grabbed her pillow and let out an inhuman screech of frustration. She felt something in her throat and momentarily stopped screaming. Her throat was in pain as she let out a hacking cough. In her hand was the results of unrequited love, three blood red rose petals.

Monsters

By Alexandra Cook, Year 8

The girl shifted slightly, uncomfortable wool against her skin. Heat radiated from her body as she turned over yet again, cool pillow relieving her burning cheeks. A long whoosh of air escaped her lips, hair falling past her eyes, blocking her vision. A creak of her closet door startled her into bare consciousness.

She started as a pair of glowing red eyes peered at

her small figure, trembling under the duvet. Calming herself down, the girl rubbed her eyes. Her heart slowed as she realised there was nothing looking at her.

Turning her head, she barely muffled a screech as a creature faced her, cold nose touching hers. A small smile played on the female's pale lips as she let loose a small giggle. It was quite... cute. Its floppy ears dangled into her view and the fluffy collar bounced up and down as it imitated her laugh. She shuffled over, inviting the creature to lay its head upon her pillow. She smiled again, fangs showing, this was the first creature to not run at first contact. This was the beginning to a beautiful friendship that would last for eternity.

Fun Psychological Facts

By Alexandra Cook, Year 8

Here are ten interesting psychological facts to share with your family and friends:

1. If you have a plan B, your plan A is more likely to fail.
2. The very last person you think about before going to sleep is either the reason for your happiness or your pain.
3. If you announce your goals to others, you lose motivation and are more likely to fail.
4. The type of music you listen to affects how you perceive the world.
5. Convincing yourself that you slept well tricks your brain into thinking that, too.
6. 90% of people text things they can't say in person.
7. Feeling ignored has the same chemical affect as being in pain.
8. Your brain treats rejection like physical pain.
9. 98% of the time, when someone says they must ask you a question, you remember all the bad things you've done recently.
10. When someone cries tears of joy, the first tear always comes from the right. Tears of pain start on the left.

Sport and House Update

History behind the Houses at Wath



Most people are familiar with the Houses at Wath, but do you know why they were chosen? Each issue, *The Torch* will feature one of the Houses, starting with Athens. Read on to learn about the history and values upon which the House system at Wath is based!

Sparta

Sparta was a prominent city-state in ancient Greece. Around 650 BC it rose to become a dominant military land-power. It was unique for its social system and constitution, which configured its entire society to maximise military proficiency at all costs, focusing all social institutions on military training and physical development. Spartans underwent the rigorous agoge training and education regimen, This started at the age of 7 and lasted for 11 years.

Spartan women also enjoyed considerably more rights and equality with men than elsewhere in classical society. Spartan phalanx brigades were widely considered to be among the best in battle. The movie '300' is based on the Battle of Thermopylae, where 300 Spartans held off 100,000 to 150,000 Persians. It

is a true story about the victory of a few brave Spartans holding their ground against a larger adversary.

The Head of House for Sparta is currently Ms Ashton, who is determined to see her House on top!

Sparta's House Values

Each of the Houses has its own set of values, which everyone in the House should strive to live by. People in Sparta can be summed up by their:

Consideration
Courage
Endurance
Teamwork
Vision

Check out the next issues of *The Torch* to learn all about the fascinating history of Thebes.

