



THE STORY OF EASTER



📷 Easter Remembrance at the Church of St Andrew the Apostle, Bolton-upon-Dearne. Photograph: Sophie B, Year 7.

By Evie W, Year 7

The Easter story is a part of the Christian religious teachings, which a lot of people celebrate each year. It commemorates the death of Jesus Christ on the Crucifix, but the story begins earlier...

Jesus travelled on his donkey to Jerusalem. Everybody knew of him and when he arrived, they all threw palm tree leaves on the floor to welcome him. Jesus had a problem because Pontious Pilate was jealous that Jesus was so popular because he wanted to be the most famous person. Also, the priests didn't like it, because they believed he was being blasphemous by claiming to be the Son of God.

So, they decided to punish him and they arrested him.

They made him strip to his underwear and carry a cross to the top of a hill. For added humiliation, he had to wear a crown of thorns. Then they made him get on the cross and two people hammered nails into his feet and arms.

Eventually, he died alone on the crucifix and he was put into a tomb with a big rock blocking anyone from going in. Three days later, Mary went into his tomb and he wasn't there, but the giant rock was still there so he couldn't have left himself. They discovered he had ascended to Heaven to join his father, God. He died, Christians believe, for our sins, so if we decide to believe in him, we will also be able to go to Heaven.

Message from the Principal

08 April 2022

Dear Students / Parents / Carers,

As we approach the half term break, it gives us another opportunity to reflect on some of the highlights of the past few weeks:

Ukraine Appeal

This half term started with the devastating news that Ukraine would suffer an ongoing invasion attempt by Russia. Thousands of Ukrainians would lose their homes, communities, friends and families. The deeply upsetting images and videos which have been shared have brought the brutal reality to life. Immediately, our community wanted to do anything we could to help the situation. We therefore set up a Just Giving page which has raised more than £2,700; this added to cash donations and ticket money collected from the Piano Recital evening means that in total, Wath Academy has raised more than £3,000 for the British Red Cross Ukraine Crisis Appeal. Once again, our community has demonstrated our 'Everyone is Valued' key driver. Thank you to everyone who has contributed.

Success Stories

Each week, I have written to parents to share the amazing achievements of our students. Below are all the achievements from the half term:

Firstly, an update on Greg in Year 9 who is a competitive Power Lifter. A few months ago, we informed you that he has broken a number of records, he has now gone on to break more British records! Greg completed in the under 60kgs Classic Raw Division; below are his results:

Squat was 182.5Kgs which was a new British record

Bench press was 105Kgs, which is a new British record

Deadlift was 195 Kgs, which is a new British record (this is 3.27 times his body weight).

The overall total was 482.5Kgs which was a new British record.

Greg took home 8 British records in total.



The Squat and Deadlift were the greatest of all time across all federations and the total was as well by a staggering 56.2Kgs.

These are all incredible achievements and we are very proud of him.



Madison in Year 9 won four medals at her first dance competition since the start of the pandemic. Madison also won gold in her freestyle age 13+ section. Please see the image below of her with her gold medal.

Well done Madison, this is great to hear. We are very proud of you.

Isla in Y8 auditioned for a place at Yorkshire Elite Associates in Bradford; after a 3 hour audition, she successfully gained a place and will attend every other Sunday. Here, Isla will receive 1st class training in Ballet,

Tap, Jazz & Commercial, alongside her regular dance classes.

This is fantastic news for Isla, and we are very proud of her achievements.

We are incredibly proud to announce that Phoebe Gregg in Y11 has been selected for the Great Britain Under 16 Ice Hockey team for the season. She was chosen following 5 selection camps which have taken place over the last year. Well done Phoebe, this is a great achievement.



Amelie Henthorn has recently achieved a Distinction in her Grade 4 Musical Theatre exam with an amazing 100%. The examiner commented that she has beautiful lyrical phrasing, excellent pitch and superb diction. This is an incredible achievement. Well done, Amelie!



A few months ago, we shared that James was working hard in the cadets for a promotion to Lance Corporal. He only needed to complete his weapons training. I'm now pleased to inform you that James has now been promoted to Royal Marine Cadet Lance Corporal Sandham-Mulholland.



Finally, Mollie Fisher in Sixth Form and Holly McMaster in Year 10 have recently achieved qualifying times to compete in the British Swimming Championships at Ponds Forge next week. This is a huge achievement and is a result of the tremendous amount of hard work the girls put in every week. We wish them both the best of luck.

Rotherham Schools Dance Competition

Last week, we entered the Rotherham Schools Dance Competition. The Key Stage 3 team came 2nd, the Key

Stage 4 team also came second and the Key Stage 5 team came 1st. These are all fantastic achievements given the level of competition they faced. Not only did they do us proud with their performance, but their conduct at the event was impeccable. Well done to all the students involved!

Rotherham Finals Day

Over the weekend, we had a number of teams who played in the Rotherham Football and Netball Finals day held at Wickersley Academy. To get to the finals day they competed in a number of cup games in order to qualify. The following teams went on to win their finals:

Year 7 Netball

Year 9 Netball

Year 8 Boys Football

Year 10 Boys Football

First X1 Boys Football

The students' conduct and performances were excellent: well done to all involved.

Student Bravery

Recently there was an unfortunate incident in which a woman fell and badly injured herself. This was witnessed by one of our Y9 students, Emily. Without hesitation, Emily went to help the woman by applying pressure on the wound and calling for an ambulance. The woman began to lose consciousness but Emily stayed with her until the ambulance arrived a while later. This amazing act of compassion has left us all very proud of Emily. She acted with maturity beyond her years and certainly helped a member of the public in her time of need. We are really proud of Emily, and she has therefore been presented with a letter of commendation from myself.

I hope you all have a fantastic Easter.

Yours sincerely,

Mr Ransome

Principal

Latest News and Updates

Wath Academy Piano Recital

Abigail G, Year 10



On the evening of Wednesday 16th March, the annual Wath Academy Piano Recital took place for the first time since the beginning of the pandemic. Due to the war in Ukraine, all proceeds were donated to the British Red Cross to help in the crisis. In total, £138 was raised, just from the recital!

Students took part from a range of different year groups and musical abilities, the music varying from ABRSM grade pieces, to Beethoven, to Hound Dog by Elvis Presley. Some songs played during the evening were Moonlight Sonata Mov 3, Sailor's Hornpipe, Super Trooper, You are the Reason, River Flows in You, Tarantella and Fur Elise.

Music Ambassador awards were handed out after the student performances. Consisting of a badge and certificate, these prizes are gifted to the students who contribute to the music department, whether this is playing in the school concerts or working hard in class.

To finish the evening, a professional pianist, Charlie Ludlam, played two pieces for us: What a Wonderful World and a jazz arrangement. As an ex-Wath student, Charlie was one of the students involved in raising the money to refurbish the Steinway piano 16 years ago. As well as this, he was the first person to play it after its refurbishment!

Well done to all the students involved; it takes a lot of

courage to get up and perform for any audience, no matter how small or large it may be. Also, a huge thank you to the music department for organising the event and to Charlie Ludlam for inspiring the next generation of pianists!

A Physicist Comes to Visit

By Isobel R, Year 8

On Thursday 17th March, 8T1 science were treated to a visit from Luke, a material physicist.

To begin, Luke talked about the benefits of studying physics. You can travel all over the world, meet new people, make lifelong friends and work as a team to solve problems!

The first topic talked about was thermochromic materials. Luke explained that a thermochromic material changes colour when a heat change is detected. These materials can be used to show if food is too warm, to dye shirts and see what muscles have been working, to detect a possible eruption from a volcano and to test if heating appliances work. The reason for the change in colour of thermochromic materials is that, as a material cools, smaller wavelengths are let through, resulting in a change of colour.

Luke also answered some questions we had, such as "Could there be aliens?". Apparently so! There is a theory that life was brought to Earth by an asteroid from another planet, suggesting that traces of DNA could be found on other planets! Another question was about the multiverse. This theory is about the possibility of an infinite number of universes, which solves problems in quantum mechanics and explains why only one probability happens; the universe is said to split in two, with one possibility happening in one universe and the other possibility in the other. Luke left us with the knowledge that a frog can levitate with magnets using a method called diamagnetic levitation.

Overall, we all left wiser than we came, and had fun

from Wath Academy

while learning about topics that were simply explained by the visiting physicist. It was very informative and enjoyable!

Oxbridge/Elevate Seminar

By Mya M-J, Year 10

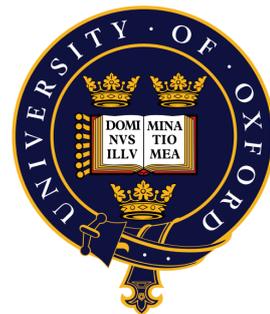


Some specially selected students were chosen from Year 10 to attend two seminars, including Elevate Education and Oxbridge. On Wednesday 16th March, the students took part in an interactive small seminar with an advocate from Elevate; they were given a booklet to write in effective methods to achieving the best results for assessments and upcoming exams/GCSEs in Year 11. The focus was simplified for easy use: Learn, Master, and Create—the key values of doing your best in exams. Learning and revising using mind maps and trigger-word bullet points was encouraged by the Elevate member. In addition, mastering keynotes by memory was encouraged for learning beyond, which means to then be able to use your knowledge to stand out and create something entirely new or explore new areas of a subject. This was immensely helpful when preparing for an exam, to be able to give yourself time to write notes, memorise and most importantly to eventually have a go at practice papers. Those students could then pass on what they have learnt and apply it to future tests.

The next day, a mentor from the University of Oxford, representing Oxbridge, enlightened the group of Year 10s with the positives and opportunities at the

University of Oxford, and what you can enrol in. With over 350 graduate courses, your choices are certainly not limited, and being a collegiate university, you can choose the college to provide you the facilities you need, and to be located in your desired area, whether that is directly in the city, or more rural, or even closer to your classes.

Oxford stereotypes were also discussed in the seminar: the students were asked what they thought about Oxford, and their responses were commonly “expensive”, “prestigious University”, “hard to get into”.



However, Oxford’s enrolment fees are no more costly than most UK degrees, and many students take out a student loan and do not have to worry about it at all, as you do not repay it back until you earn a salary over a certain amount. Even then, it is only small amounts per month that you need to pay back. Accommodation, equipment costs and living expenses can further be supported by a non-repayable bursary provided by the University itself up to £5,000 per year.

However, entry to Oxford or Cambridge works slightly differently to other universities; you first enter via your UCAS application—making sure your grades hit the entry requirements of the course you have chosen. Next, there will be an admissions test that you will have to register to then sit the test on the day, and moreover written work also must be submitted before your test. If you complete this, you can finally have an interview and the candidates will be reviewed. This may seem like a lengthy process, but these steps help ensure that the candidates are considered fairly and thoroughly.

Oxford provides exceptional education and student life is full of exciting activities and sports. Furthermore, there are over 400 clubs and societies to join from dance and drama to debate and hockey—even a Quidditch club! Overall, you should not dismiss Oxford or Cambridge or at least give it some thought, as it might be the university for you.

British Science Week 2022

The Torch journalist Elliott R in Year 10 found out all about an exciting day with students from local feeder schools to celebrate British Science Week.

On 17th March, our school was visited by a group Year 5 students, all of whom had the chance to take part in a range of science-related activities throughout the day. The theme of this year's British Science Week was 'Growth', something that is vitally important to all of the aspiring scientists that visited us that day.

The groups spent the first half of their session building spaghetti towers, with prizes being awarded to those who managed to build the tallest tower. This allowed for some excellent links to both physics and engineering, having to take forces and structural integrity into account to build their gravity-defying towers. The winners of the first group measured in at a fantastic 615mm tall, and the second group measured at a staggering 695mm, both structures remaining incredibly sturdy throughout the rest of the day.

The students then got the chance to show off their creative abilities, with a Lab-Coat Design challenge, with many colourful and beautiful creations appearing from everyone in attendance. I had the chance to see some of these for myself, and alongside our aspiring scientists, there were more than a few budding artists or fashion designers with some catwalk-worthy designs.

Later in the day, the group were given the more challenging task of a Chromatography Investigation, attempting to figure out who sent a threatening note to Mr Ransome, and bring the culprit to light using the scientific method. As well as this, the group were given sunflower seeds, with each student now being entered into our schools Tallest Sunflower Competition, and some will hopefully grow some giant flowers in the next few months.

To thank the group for their hard work, several Key Driver Awards were given out at the end of the day. Everyone is Valued was given to our kindest and best

team workers; our hardest workers received World Class Learning, and those that improved the most across the course of the day gained Growth Mindset.

We would like to give a big thanks to the students and teachers of Wath Victoria, Wath Central, Wentworth and Wath CofE for attending the event and an even bigger thanks to the Science department, especially Mr Fox, for organising and running this amazing day. After seeing it for myself, I am certain that this was a brilliant opportunity for every student who attended, and I hope to see some of the same familiar faces joining us here at Wath Academy in a few years time.

Easter Word Search

Can you find the ten Easter-related words hidden in the word search?

Bring your completed word search back to Miss Taylor in F3o for a positive conduct card mention. (Please note that Miss Taylor doesn't work on Fridays, so save it until after the holidays if you can't find her!)

O	I	H	L	A	M	B	S	B	H	O	W	I	I
H	B	C	R	A	S	Y	T	C	N	G	C	C	L
S	H	H	N	A	I	R	R	C	R	L	O	W	L
S	H	O	R	N	H	B	B	S	H	A	E	H	U
H	K	C	E	A	R	A	U	H	N	I	R	U	B
C	M	O	T	I	L	E	N	N	U	C	C	R	N
R	E	L	S	T	C	E	N	E	N	N	S	K	S
T	O	A	A	S	O	N	O	S	S	Y	T	S	S
H	C	T	E	I	E	C	K	H	T	S	B	R	E
T	N	E	E	R	G	S	K	T	E	G	E	K	L
N	T	L	R	H	G	C	C	N	E	H	C	S	M
C	O	T	E	C	A	U	E	N	E	A	N	G	C
K	T	S	U	N	S	H	I	N	E	H	T	S	H
E	R	S	H	G	N	R	O	B	W	E	N	H	E

Words to find:

Easter, egg, chocolate, chicks, sunshine, new-born, hunt, lambs, Christian, bunny.

Library Updates



📷 Wath Academy Library. Photograph: Isobel C, Year 9.

Isobel C in Year 9 reports on the latest from the Wath Academy Library...

Wath Academy's library has been busy this half term. Alongside organising Year 10 mock interviews (see page 7 for more details), the library also hosted an impressive Scholastic school book fair, where there were many imaginative and intriguing creations from authors all over the world. From sci-fi to romance, myth to non-fiction, students of all ages were able to browse and purchase the newest books of their choice. All books were offered at discounted prices, which meant some really great deals were up for grabs!

The library takes pride in the joy they are able to bring to pupils through the magic of reading, and would love for students pick up a book when they can. To help with this, the library is putting out a new variety of books that will be available to loan from the library in the future; and in addition to this, the library has once again repeated that if students wish to request a specific book they would like to read, they are able to do so. If there's a book you love that you feel should be on the Wath shelves, make sure to let them know!

So why don't you check out all the latest volumes and head there now? The library is open to all students at breaktimes and after school.

Year 10 Mock Interviews



📷 Library Careers Banner. Photograph: Isobel C, Year 9.

Wath Academy Library and the Life Skills department teamed up with volunteers from local businesses to give students in Year 10 the experience of a mock interview. Students were required to research a career which interested them in their own time. They then came to their Life Skills lesson ready to fill out an application form, giving details of skills and qualities which would allow them to excel in their chosen job.

On Friday 18th March, all students in Year 10 were involved in the mock interviews, which lasted approximately 25 minutes. Students were interviewed by volunteers from a range of local businesses, and were asked questions about why they had applied for their chosen job. Some interviewers also threw in curve balls, such as asking students to describe themselves in just three words, challenging them to think on their feet.

After the interview, students received feedback, both in terms of their written application and their verbal performance in the interview itself. Overall, it was a valuable experience, helping students ready themselves for the world of work.

Huge thanks to the local businesses who volunteered to be part of the day to interview students; without your support, the day wouldn't be able to run! Thanks, too, to Mrs Laite and Mrs Frith for organising the event.

Beyond the School Gates: Magna

Isobel C reports back from a Year 9 Trip to Magna - 'Get up to Speed With STEM'.

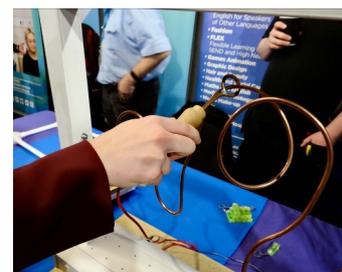


On the 23rd March, the Y9s of Wath Academy took a half-a-day excursion to Magna, Rotherham, for a STEM-based careers' event at which the students had a chance to independently learn and view the newest and most exciting science, technology, and engineering inventions. They met the ones who built, designed, and operated these imaginative creations.

Numerous exhibitions were held and available for the public to explore, meaning that those involved could share their wonderful creations for others to marvel and enjoy. Examples of this include ingenious engineering such as diffusing a bomb with morse code, incredible bionic arms, creative trebuchets, simulated army experiences relating to hand-eye co-ordination, robots, rollercoaster designs from famous amusement park Gulliver's, and other brain-stimulating activities that were enjoyed by everyone involved.

Furthermore, this enabled the many pupils to seize the opportunity to speak and discuss with a host of employers, businesses, inventors, practices, apprentices, and educational providers about their and the institution's futures.

Overall, this was an educational and entertaining event that will hopefully inspire the next generation of STEM students.



School Council Updates

Year 13 Matthew D is the Deputy Head Boy at Wath Academy. He writes now with a Senior Student/Student Leader Update:

At Wath, we value the student council greatly and we involve all year groups from Years 7 to 13 as Student Leaders throughout school, as well as Senior and Head Students in the Sixth Form to ensure that the importance of the council is reflected throughout the academy.

Members within the council have a purpose of portraying equality and to mirror what students throughout school suggest as improvements that we can make to allow the academy to grow in a way that puts their interests and welfare first. There are many responsibilities involved in being a member of the student council team such as being a role model, showing integrity, sharing concerns and thoughts of all students, promoting student activities, and being the voice of students at Wath Academy to help enhance the experience of pupils that attend the school.

At the moment, we have already proposed and facilitated changes to important aspects such as the food that is offered in school, and now a wider range of vegetarian and vegan options are available as well general improvements to the quality of food offered to all year groups. Some student favourites have also made a return – Wathway!

We have also held meetings to discuss other areas, such as the rewards system to better fit the interests of younger students and also to ensure that students within the Sixth Form are rewarded for their hard work and determination.

Furthermore, members of the council have raised the issue of recycling and the need for improved sustainability throughout the academy, hence it has been arranged for recycling boxes to be delivered and we have been discussing the idea of solar panels to be fitted to improve the academy's energy consumption and improve overall sustainability.

Future meetings are to be held to discuss Tutor time as well as meetings that are usually held every 3 weeks to allow members to regularly discuss actions and any other ideas that have been brought to the council.



Recently, Head Students and Deputy Head Students have interviewed and appointed new members to the student council from Year 7 and 8, who we know will make a great contribution. Our new members are: Georgia W (Year 7), Isaac H (Year 7), Alfie H (Year 7), Amira M (Year 7), Liam A (Year 8), Nyah H (Year 8), Igrayne W (Year 8).

Finally, we are impressed with what the council has managed to propose so far and are looking forward to see the continued efforts of each member to contribute to discussions regarding all aspects throughout the academy.

Isobel R in Year 8 gives an update from a Key Stage 3 perspective:

Since the last edition, many things have changed regarding the student council of our school. First, the new members! In year seven, the next student councillors are: Isaac H, Alfie H, Amira M, and Georgia W. In year 8, we are glad to add Liam Atkin, Igrayne W and Nyah H to the team. Their first meeting went well, and we are delighted to welcome these new members.

On the Learning Platform, you will find a student suggestions button. This is where you can submit any suggestions you may have, which will be filtered down and discussed in future meetings; you can also talk to your year group student councillors to submit any suggestions.

We look forward to hearing what you want to say and more updates will follow in the next edition!

Political Feature: Has the time come

The UK government consists of two parts: elected representatives from each general election form the House of Commons; the Queen appoints the members of the House of Lords. Liv Smith in Year 13 discusses the arguments relating to the reformation of the House of Lords.

The UK legislature has always been traditional, but the calls for reform have been consistent. The existence of the House of Lords is unrepresentative, undemocratic, holds no weight in terms of accountability and is filled with cronyism. As society changes, the legislature must alter along with it to ensure that representation is upheld as a fundamental in our democracy. This is even more prevalent having endured devolution, Brexit, and Covid-19.

The House of Lords existing at all is an outdated prospect. Although they have a greater impact on legislation than the general public, through debate, amendments and vetoes, this is severely limited. Aside from the skewed representation and the elitism, the Lords are useless, rendered so by parliamentary sovereignty, which is fundamental to the constitution. This means that the House of Commons, as the elected chamber, has the final say on all bills. In accordance with legislation such as the Parliament Act 1949, the Lords cannot delay or amend money bills, which must begin in the Commons, nor can they massacre the manifesto promises of the government or veto a bill for longer than a year without the House of Commons forcing it through to law. Additionally, any amendments to bills may be overruled. The Lords simply cannot offer effective scrutiny. This is particularly the case when the government has a large majority, meaning bills may just as well avoid the Lords – it would make the legislative process quicker without such hinderance on time, as well as input from people who do not represent the national demographics.

The unrepresentative nature of the House of Lords is clear. Despite Tony Blair's controversial compromise in reducing the number of hereditary peers, the number remains at 92. Labour did expect this to be

only interim, but the opposition to this from the Conservatives and the fall from power of Labour meant the second stage to remove these peers never materialised. The hereditary peers are unelected and simply inherit their position through birth; gaining such power to influence legislation that impacts the whole country is fundamentally undemocratic.

Moreover, those that sit in the House are not demographically representative of the UK. Although the allocation of life peers meant underrepresented groups could sit in the chamber (for instance, Lord Bird, the founder of the Big Issue, grew up in poverty, homeless and in prison many times in his young life), the amount is few and far between. An analysis by the Sutton Trust discovered that 57% of peers attended a private school, with 38% having attended Oxford or Cambridge University. This is opposed to just 7% of the population having gone to private school and 1% studying at Oxford or Cambridge. This highlights the privileged control of Parliament, with a small group of people making the major decisions that affect all our lives. This leaves open the question of whose best interests those decisions are in – the public, or their own, elitist group?

This leads onto the appointment of the life peers. They are on a 'who-you-know' basis, meaning that not just anybody can become a Lord. The Prime Minister advises the Queen as to who to appoint. The Opposition can nominate people, though these are not always accepted, and the Appointments Commission (focusing on non-political "people's peers") occasionally recommend nominees through the Prime Minister. The Commission has limited powers, only vetting the propriety of nominees, so the Prime Minister has almost complete control on the party balance and the characters they appoint. For example, Boris Johnson's appointments included Peter Cruddas. The businessman was the Conservative Party co-treasurer, resigning when allegations he offered a charge of £250,000 to access the Prime Minister David Cameron. The Appointments Commission recommended against his appointment,

to reform the House of Lords?

yet Johnson proceeded with the measure.

Cronyism is rife in the House of Lords, with Cruddas being only one of many peers (appointed by both parties) that are obviously political. The Lords have a long-term influence over legislation too, exacerbating the problem because there is no limit to the age of the Lords, and peers can only voluntarily retire, without the threat of elections looming over them as MPs have. Prime Ministerial and political appointments hold far too much weight in the legislative process. Whilst I agree life peerages should include politically experienced experts, as that is the field they are working in, they should not dominate the chamber

and they should not be so clearly politicised as this undermines the scrutinising impact the Lords has on the Commons.

The House of Lords is another old-fashioned institution that the UK legislature could do without. It does not offer effective scrutiny, with the Commons' sovereignty proving too powerful, and it is not accountable itself, with peers able to act in their own interests without the threat of elections. In addition, the Lords are unrepresentative of how the UK is made up and is riddled with politicisation. In a representative democracy such as the UK's, this is unacceptable and should be reformed immediately.

Fun Egg Sponge Cake

Jessica M, Year 7

This recipe makes 12 eggs. It takes 20 mins to prepare and 15 mins to cook. You will need the following ingredients:

- 12 large eggs
- 1 x 400g packet vanilla flavour sponge mix
- Pink gel food colouring
- Green gel food colouring
- Blue gel food colouring

Method:

1. Using the tip of a pin, make a hole in the larger end of an egg approximately 1cm wide. In the opposite end, make a small pin hole.
2. Place end of the egg with the larger hole over a bowl. Blow hard into the pin hole end to push the liquid egg out of the shell into the bowl. You will know that all the egg is out as it will sound and feel hollow.
3. Repeat this process with all the eggs (use the eggs to make scrambled eggs or omelettes for breakfast). Rinse each egg under hot water with the large hole. Blow out any trapped water. Place the eggs, biggest hole down, in the egg box and leave to drip dry.
4. While the eggs are drying, preheat the oven to gas 4, 180°C. Cut 12 small squares of foil. Scrunch into place in a 12-hole muffin tin. The foil should make
5. nests in which the eggs can sit up . Place the eggs largest hole up.
5. Place the cake mix in a large mixing bowl and add the eggs and water as instructed on the pack. Whisk for 2 mins. Divide the mixture into three and pour into three separate bowls. Colour each mixture with several drops of the gel food colouring.
6. Put each mixture into a disposable piping bag. Snip off the end. Fill the eggs with the mixture. Bake for 12-15 mins or until a skewer comes out clean when inserted into the hole and the centre of the cake. Don't worry if the mixture has bubbled out of the hole when you remove the tin from the oven.
7. Cool in the tin then remove from tin and leave until cool enough to handle. Carefully peel away the egg shells and serve the cakes.

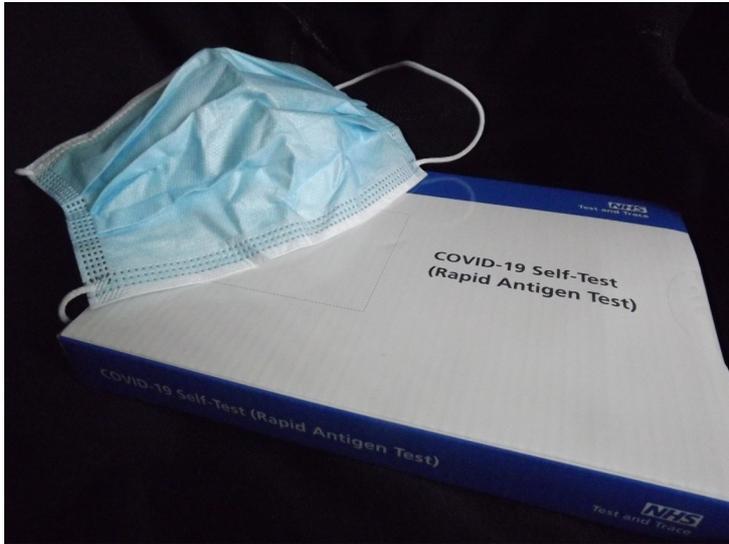


📷 Egg Sponge Cakes. Photograph: Jessica M, Year 7.

News, Politics and Opinion:

Living with Covid

Mya M-J, Year 10



📷 Mask and Covid tests. Photograph: Isabelle F, Year 10.

Although masks are no longer required in schools or even in some public areas and shops, the remaining legal restrictions were dropped in the UK on 21st February. Daily UK Coronavirus cases had dropped by 5% in this week as well as further hospitalizations of severe cases.

The changes mean that masks are no longer required in public transport, public indoor areas - yet it will still be highly recommended. Businesses, places of worship and other services no longer must follow government guidance to prevent Covid cases as well as no need to keep customer contact details.

Further change came in on 24th February, when self-isolating after a positive test result was no longer a legal requirement and contact tracing was abolished; additionally provisions by the Health Protection were revoked. However, throughout these lifted restrictions guidance will still be shared to minimize contact with people if you do have Covid.

However, the decision to no longer provide free symptomatic or asymptomatic testing for the public (which came into force on April 1st) has caused controversy about whether this was an unfair revoke of safety. Free lateral flow tests (LFT) as well as PCR tests are not available to the public, except for those over 75 or those with vulnerable immune systems over 12. A popular beauty and healthcare company Boots has

already announced that they will be selling single lateral flow tests for £5.99 or four for £17 for travel use. England has recently been criticized due to its announcement of testing. In Scotland, Deputy First Minister has said that free Covid testing will prevail beyond April and will be easy to allocate.

With Easter coming up (17th April this year), Boris Johnson has lifted Covid restrictions in time so we can finally enjoy traditional spring activities. In the previous two years, the pandemic has taken over our Easter, but hopefully in 2022, we will be able to enjoy our egg-treasure hunts with family and friends.

Six Pirate Skeletons found in Cape Cod over a year ago!

Igrayne W, Year 8

In early February last year, an incredible discovery was made.

While looking around the wreck of the Whydah Gally, a team of investigators found six anonymous skeletons, obviously pirates, one of which died with a pistol in his hand and a metal coin (presumably gold) in his pocket.

The Whydah Gally had been commissioned in the year 1775 in London and was wrecked due to a storm in Cape Cod on April 26, 1775. The ship was originally 110-foot, and during the storm, there were only two survivors with the other 144 dead including the captain, Samuel "Black Sam" Bellamy.

260 years later, in 1984, it was discovered and covered with 10-50 feet of sand.



📷 Picture taken at the Whydah Galley pirate museum.

Wath Students Have Their Say

Underwater explorer, Barry Clifford and his team of archaeologists had been examining the ship. Clifford was the one to discover the ship in 1984 and has been doing a lot of research on it ever since. Approximately 200,000 artefacts have been recovered from the ship, including thousands of silver Spanish coins, hundreds of fragments of rare, African gold jewellery, dozens of cannons, various colonial objects and more priceless goods.

Chernobyl incident

Sophie B, Year 7

Recent fighting near Chernobyl have drawn attention to the dangerous site of the nuclear power station.

The Chernobyl incident occurred on 26th April 1986 when the four RBMK reactors went out of control after a test at low power. The lid of the reactor shot off, meaning that harmful nuclear particles entered into the air without anyone knowing.

Ukraine was part of the Soviet Union at the time and that is why no one was told about it for three days before the Americans found out using satellites of the harmful chemicals. Sadly, by the time they knew, a bunch of firefighters had died putting out the fire that appeared when the reactor exploded, and another two people died straight away from the blaze and the explosion. As well as that, many people died in the days to come and that is why Chernobyl is, by far, one of the worst nuclear power accidents to ever occur.

Breast Cancer Awareness



 Breast Cancer Awareness ribbon. Photograph: Elliott R, Year 10.

Isobelle F, Year 10

Though the dedicated Breast Cancer Awareness Month is in October each year, there is never a wrong time to raise awareness about this disease.

Affecting 55,900 people each year, breast cancer is one of the most prevalent cancers, and contrary to popular misconceptions, affects men and women. Mainly, it affects women 50 years or older, but not exclusively.

Breast cancer is a malignant tumour (can spread to other, healthy cells), meaning that it can cause other cancers. This makes it important to know how to recognise the signs of breast cancer before it is too late. Thankfully, you can check yourself for this dangerous illness.

The NHS has a site with some simple tips to check, if you are worried, or just want to be sure:

<https://www.nhs.uk/common-health-questions/womens-health/how-should-i-check-my-breasts/>.

***The Torch* Graphic Icon Design Competition: the letter 'O'.**

Special thanks to Igrayne W, Year 8 for designing the 'O' in 'Torch' for the front cover.

Would you like your version of 'O' to feature there next month?

Simply follow these rules to enter the competition:

- Graphics must be created on a computer.
- Graphics must be saved as PNG file.
- Graphics must have a transparent background.
- Graphics must be roughly circular in design.
- Graphics should be minimum of 315mm x 315mm.
- Graphic should be simple in design as it will be fairly small.

Next month's icon could be linked to the theme of **spring, exams or something topical in the news.**

To enter the competition, please email your entry to etaylor@wathacademy.com, no later than **Thursday 19th May.**

Feature: Eras of Classical Music

Humans first started playing instruments around 35,000 years ago, as evidenced by the ivory-bone flutes played by the Neanderthal. In fact, it is possible that the earliest people sung almost 500,000 years before this, due to them having the similarly shaped throat that we do today. Abigail G in Year 10 will guide you through some examples of musical eras across the years, starting with Renaissance music in this edition.

In discussion of music theory, we usually consider the Renaissance period as the earliest era of classical music, spanning from the early 1400s to the 1600s. With famous composers such as Thomas Tallis and William Byrd, the Renaissance era resulted in a range of incredible compositions, including Ave Verum Corpus and Mass for Four Voices. Like any period of music, time or art, there were common features which occurred in most renaissance compositions.

Melody

Imitation is one example of a common feature of this period of music, referring to the way one voice/ instrument would sing/ play a phrase and another musician would copy this rhythm and lyrics, even if different notes were used. Renaissance music was very grand and aimed to paint a vivid picture in your head. One way composers aimed to achieve this was by using a technique called “word painting”. For example, if a musician was to sing the word “descending”, the composer may employ the use of a descending scale when singing the word to paint a vivid picture of the music’s message in the audience’s minds. The use of ornaments, especially trills, mordents and turns, were also common features of renaissance music; composers decorated their compositions delicately and thoroughly.

Harmony

In terms of harmony, Renaissance music generally consists of polyphonic texture. This involves two different lines interweaving with an accompaniment of chords or homophony. Also, many pieces of Renaissance music were built on the foundation of modes (a scale consisting of both major and minor themes). Many finales of Renaissance music involved strange chords which were neither major nor minor. However, as diverse as Renaissance music appears, it does have some features which are pleasing to the ear. For example, dissonant chords are always resolved or made

predictable. Other common traits of renaissance music are false relations (clashing notes) and drones (a form of accompaniment consisting of two notes which are a fifth apart).

Structure

The structure of Renaissance music depends largely on the purpose, messages and lyrics of the music. There are a range of common forms of structure that are prevalent in Renaissance music: Binary form: AB; Ternary form: ABA; Ritornello form: ABACA; Da capo aria: ABA; and Ground bass: a repeated line

Instruments used in the Renaissance period

A large range of instruments were used in the Renaissance period, many which we still play today while others have been adapted to create modern instruments. For example, the Viol de Gamba was a five to six-stringed instrument, created in varying sizes. Although they looked like violins, these instruments were played more like cellos.



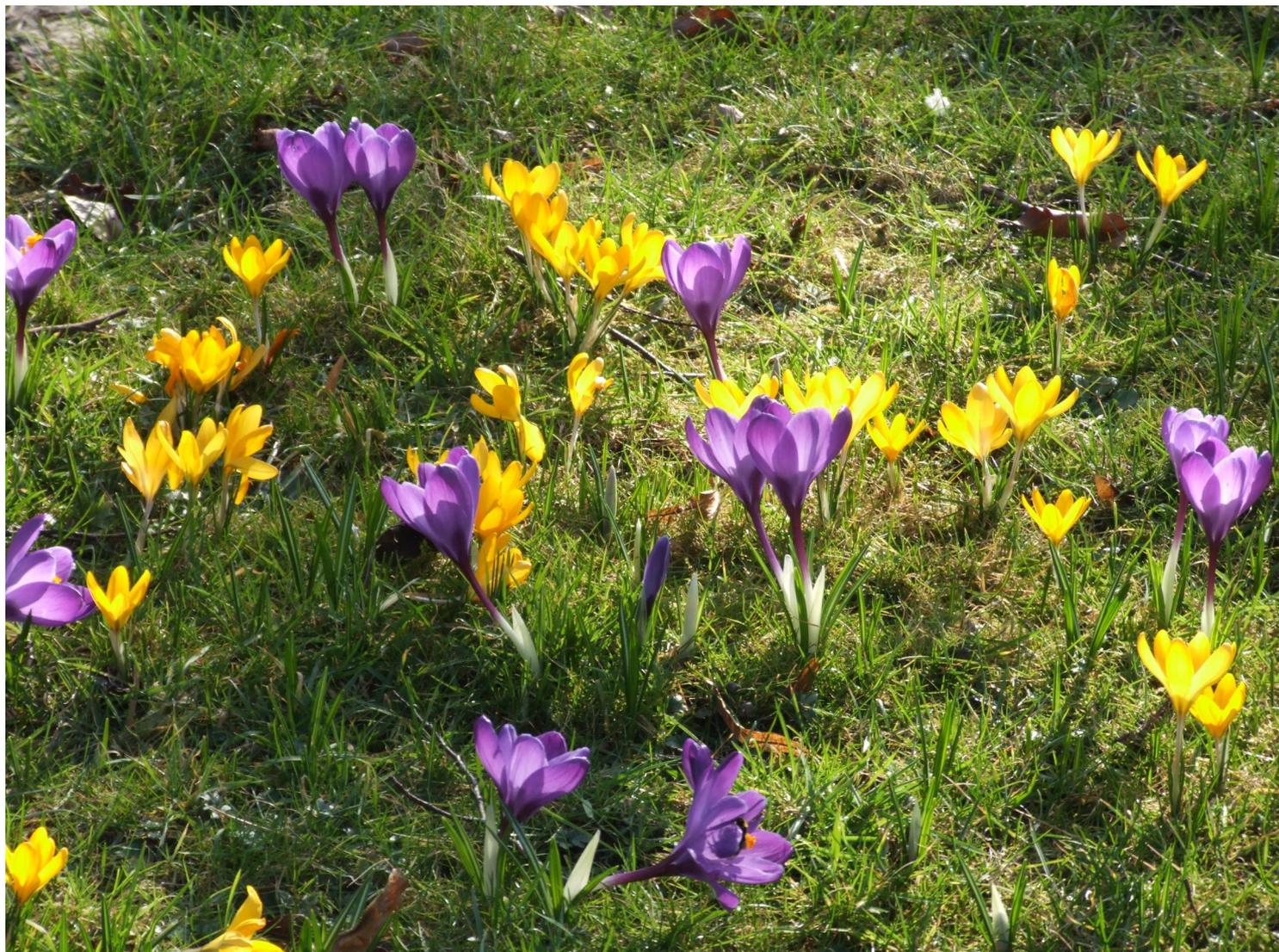
📷 Modern violin. Photograph: Evie G, Year 8.

Another popular instrument of the time was the Shown: a double-reed woodwind instrument referred to as the “ancestor of the oboe”. Like their more modern counterparts, the Shown was also constructed from wood. Other instruments used in the era were the hurdy-gurdy, sackbuts, the harpsichord, bagpipes, crumhorns, recorders and the Renaissance harp.

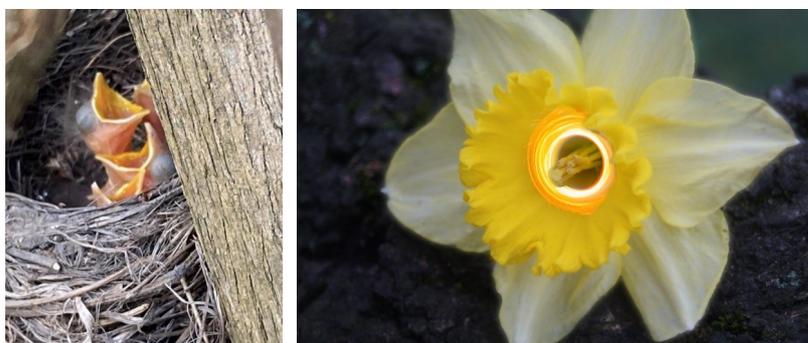
Although music has evolved drastically, Renaissance music remains popular today. Due to fortunate preservation, many original instruments still exist and a range have even been recreated. Now that you know the features, listen to some real Renaissance music!

Photograph of the Month

Congratulations to **Elliott R, Year 10** for hitting the brief for an image connected to spring or Easter:



Well done also to our runners up (see below, top row, left to right): Jessica M in Year 7 and Maxton H in Year 10, and (see below, bottom row, left to right): Isobelle F in Year 10 and Aidan J in Year 11.



If you would like to enter *The Torch* 'Photograph of the Month' competition, you can choose from the following two themes for next month: either **springtime** or **exam season**.

To enter, please email your entry to etaylor@wathacademy.com, no later than **Thursday 19th May**.

Multiple entries of different shots is also fine.

Even if your photograph isn't selected, there is still a chance it might be featured elsewhere!

See page 13 for other ways to get involved.





Opinion and Review:

***The Curious Incident of the Dog in the Nighttime* – Theatre Review**

Elliott R, Y10



Year 10, Year 11 and Sixth Form Drama students all had the amazing opportunity to go to see a production of 'The Curious Incident of the Dog in the Night-Time' at Sheffield Lyceum Theatre.

Based on the book of the same name, written by Mark Haddon, this play follows the story of Christopher Boone, a young boy with Asperger's, struggling with the loss of his mother, the worry of taking A-Level Maths at such a young age and the apparent murder of his next-door neighbor's dog, Wellington. The rest of the play follows his murder investigation, driven to find Wellington's killer, though he ends up finding out a lot more than he signed up for.



This play is deeply moving, it follows the themes of social disability and the way those who may be different are treated by society. As the entire play was told through the means of a story that Christopher was

writing, it gives a real insight into how those with ASD function on a day to day basis, their struggles and triumphs.

The staging of the play adds to the performance itself, the curtains never close during the interval, and due the bare-bones stage, it allows the audience to feel as if they are truly seeing into the inner workings of Christopher's mind. This play is poignant and offers a perspective into a mind that is both a blessing and a curse.

I couldn't recommend watching this play, or reading the book enough, it has much to offer as both a piece of educational material and an entertainment source, being both hilarious and heartbreaking.

***Big Panda and Tiny Dragon* by James Norbury**

Reviewed by Daniel G, Y7

I have personally read this book; it is not long (I mean, it only features up to 10 words on each page—not long, see!). I think that it is an inspirational book as it says, "This book is dedicated to people who are lost." I recommend this book to anyone who is lost. My favourite part is, "You've been carrying me for so long," said Tiny Dragon. 'It could be worse: Big Dragon, Tiny Panda.'" This gives you a sense of the style of the book, which has lots of funny or thought-provoking conversations between the two characters.

***Wild Child* Movie**

Evie W, Y7

Wild Child is a movie that is set in the countryside of England in a boarding school called Abby Mount. There is a girl called Poppy More who is from Malibu, America. She is very rich and spoilt.

She pulls a lot of pranks but she takes it one step too far, so her father ships her off to boarding school in England where she meets her dorm friends, and they do not like her at first but then they become very best friends. Poppy wants to get expelled so she can go back to America but instead, she stays and becomes the head

Film, Game and More



girl. Another girl called Harriot (who was the previous head girl) hates Poppy and wants to get her expelled. However, she gets herself expelled when she was in the middle of her plan to get Poppy expelled. Poppy accidentally lights a curtain on fire, but she puts it out straight away and runs back to her dorm, but does she know what Harriot did.

If you want to find out what happens, I suggest you watch the movie. It is currently available to stream on Netflix.

Punch Out Strategy Guide

By Harry C, Year 7

The game *Punch Out* was released on 18th September 1984 and is a strategy game in which you play as Little Mac and having to fight your way through the other boxer. In the game you can only use a couple of moves: there are two punches, an uppercut, and a normal punch, and you can also use a left hook and right hook. You can also dodge left and right and block a normal punch. The game has many different characters all with different moves.

Glass Joe

Glass Joe is the first fight and is easy; you would have to want to lose not to be victorious. This fight is there to make you learn the basics of the game as he has the slowest punches to dodge and counter. He does have one special move: he is back in the ring and tries to run at you and punch, but you can easily time a punch knocking him down instantly.

Von Kaiser

Von Kaiser looks tougher than Glass Joe so he must be harder fight. Except that I lied just then; he is the same as Glass Joe with some different punch strategies but not much harder.

Piston Honda

Now for real: this is a hard fight. You cannot just take lucky shots in this fight; Piston Honda has fast reflexes and strong punches. The only way to fight back is to dodge and counter punch. You need to watch his eyebrows: as they move, it shows when he will try to punch so you know where to dodge. This fight is about

how to time dodge and be patient.

Don Flamenco

Now you have fought your way through the minor league and are in the major league and thinking the fight will be tough, you get ready for it. But instead you meet one of the easiest fights ever. Don Flamenco is simple; if you punch him, he will block and do an uppercut. Just dodge and keep on alternating uppercut punches and it will stun him forever until he is knocked down. During his other two rounds, he will try to instantly punch you so just dodge and repeat.

King Hippo

King Hippo is the weirdest fight as you cannot punch him properly. He tries to club you so he will raise his arm. At this point, you need to hope you get the right look from him as you can only hit him in the mouth and sometimes, he does not open it. The way to know he will open his mouth is he will shake a bit more. After that, you can hit him on the belly over and over and repeat this and he will go down as you only have to knock him out once.

Puzzles and Riddles

By Evie W, Year 7

Here are some Easter riddles; let's see whether you can figure them out!

1) The Easter bunny got into your garden and tried to hide the eggs, so he went to the door, and it was locked; how did he get in?

Hint: Your family has a pet cat so how does that get in and out of the house?

2) I have a head and a tail but no body; what am I?

3) There was a power cut and 3 staircases to escape: one has electrical bolts; one has a hungry bear; and the other one has poisonous gas. Which one do you choose?

Count up how many points you got and see whether you beat your friends!

Answers: 1) through the cat flap; 2) a coin; 4) the 1st one because there is a power cut so there can't be electrical bolts.

Wath Students Get Creative:

Story (Part Four): Hell

By Daniel G, Y7

James is on an odyssey to save his mum. He has defeated various monsters but is in trouble...

When James awakened, he felt himself being dragged into an abyss. The souls of the ancient laughed, screamed and shrieked as he fell to the bottom. As he fell, he saw multiple red, orange, and blue lights. James hit the bottom and felt weird; chains appeared on his arms, as the flesh dissolved: he was now a skeleton with a pickaxe. James quickly found out he could take out and shift his bones around. He then found he could turn from actual human (with flesh organs and skin) to his skeleton form but going to flesh form burned him from the heat, so he kept to bone form. James then examined the chains. They were soul chains; he had heard about them in myths. These chains never let the wearer go unless unlocked.

Much as James wished to escape, it seemed unthinkable. He started to mine and found a shiny white gemstone and then found a book telling him which stones were valuable. Fate seemed to shine on him as the stone he found was the rarest one. When the next skeleton warriors came, he bribed one of them and got a key. He then unlocked the enchanted soul chains and went exploring. He first got a bone sword that could destroy the skeleton's bones, some armour that would deflect the arrows, and a shield for protection.

Next, he went through the lava lakes and found a palace and stood at the gates. It looked like it was run down and old, but he went inside, undeterred. Inside the throne room, he found swords, bows, arrows, and other weapons. He realised this was a battlefield. Then something started to glow. He looked around and found a staff, just lying there glowing like a neon bug. He picked it up and waved it around. It emitted a green glow. He could see no other change, so he resumed his work.

When he arrived back at the mine, everything was frozen. He moved the staff, and it started to go fast. James moved it again and it started to go slow. So, he

went to find Hades to defeat him for his title "Underworld Ruler". After a day of travelling, James reached an arena. When he walked inside, the gates snapped shut and Hades and his Cerberus appeared.

Readying to fight, James pulled out his staff. Hades teleported away, leaving James to fight Cerberus alone. As he ran in, he saw three parts to a pouch: a neon blue part, a see-through green part and an orange part. James didn't care much at all but then thought: *What if I put them together?* He quickly retrieved both the blue and green parts, but before he could get the orange one, Hades stopped him. James stepped back and saw in the parts there was a blue and green bone. He threw them with all his might. In the distraction, he got the orange one, put it together and threw the orange bone.

Then out of nowhere the Cerberus attacked Hades and took his weapons and dropped them in front of James. He realised he had tamed the beast. Hades catapulted down and created a shockwave, throwing James and Cerberus close to fire. When they stood again, they charged at Hades, but he dodged them. James tried to strike again, and his blow struck home. He continued the attack until Hades is on the floor. Then he took his stuff and chopped his neck off. After this encounter, James rides out of hell, but then.... *Will James be reunited with his mum next time? Check out the next edition of The Torch!*

THE TORCH Journalists

This edition was produced by Harry Chadwick, Evie Whitehead, Sophie Bradley, Daniel Gabor, Jessica Moore, Isobel Robertson, Evie Germany, Igrayne Whitlam, Isobelle Clowrey, Isobelle Fenton, Elliott Rodgers, Abigail Germany, Maxton Hutchinson, Mya McVeigh-Judd, Aidan Jennings, Liv Smith, Matthew Dickinson, and Miss Taylor. Additional thanks to all photographers who have contributed this edition. Thanks also to Mr Bishop, Miss Taylor and Miss Perry. **If you are interested in helping to produce THE TORCH, please join us in F30 afterschool on Thursday each week, or find Miss Taylor in F30 for more information about how you can get involved!**

Short Stories, Poetry and More

Easter/Spring Poem

By Mya M-J, Year 10



 Daffodils. Photograph: Sophie B, Year 7.

My pretty primrose,
with your subdued yellows,
That shines and glows,
Hidden in the meadows

Mistaken for a daffodil,
With vivid and lemon petals,
A joyful time of thrill,
As spring enters and settles

Yet, my very pretty primrose,
Despite of the mellow snowdrops
Even the arching marigold rose
And baby blue forget-me-nots

She glints in daybreak,
Smiles in golden noons,
Spring begins to wake,
And our primrose blooms.

The Trilogy of Demon Society The Moonswirl Prophecies (Part II)

By Igrayne W, Year 8

Last time, Lavandula was conducting a scientific experiment with her own blood...

It was a week after Lavandula's blood incident and she was on the second part of her formula. Where she had cut herself the week before had healed rapidly as she used herbs and pills to help make it look inconspicuous as if she had scratched her leg on the tree while she was climbing. The major loss of blood had made her ill for a few days and her head throbbed, but she got better as time went on. Her parents, however, didn't know of the experiment and she continued to keep it that way until she knew the formula would work.

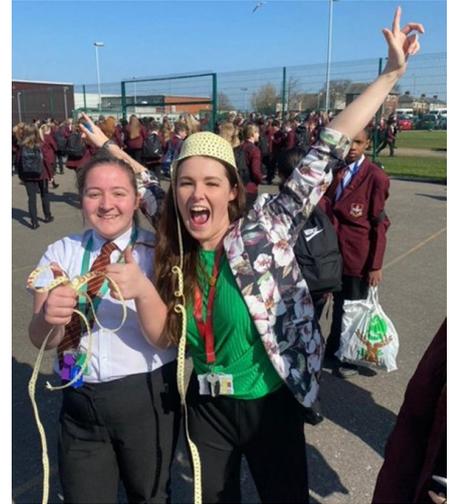
Now she was testing the formula; she was lying on the ground in her garden beside the water fountain looking for bugs, and saw a young ladybird larvae. Hands shaking in excitement, she tenderly picked up the larvae with her fingernails and carried it to her bedroom, ready to test the experiment. As she injected the formula into the larvae, she heard her parents calling her down for lunch and pounced down the stairs. Bothered at the ill-timing, she seemed a bit lippy, but ate her lunch ravenously as she rushed to get back to her room. But as she got into her bedroom, the lava had disappeared and the pot it was in was knocked onto the floor; it was Syrup's fault, her golden Cocker spaniel puppy, who was very accident prone.

Lavandula was confused. The formula was meant to re-form the nuclei into the DNA of another organism which would make the animal of concern into another creature as long as the transformation wasn't so significant like a moth into a monkey. She looked under her bed to check if the lava was there but instead of a lava, she found a baby..

Is the baby the product of Lavandula's scientific formula? Check out the next edition of The Torch to find out!

Sport and House Update

HOUSE CHALLENGE CHAMPIONS



Wath Academy is very proud of its varied programme of House activities, open to all year groups, involving many different types of challenges.

In recent weeks, the Footprints Challenge was won by Sparta for KS3 and Thebes for KS4. The chalk footprints stayed for a while as it didn't rain for two weeks!

The Frisbee Hat Challenge was won by Athens and Troy for KS3 with a very close contest. Athens persevered, even when their hat started to unravel! The KS4 challenge was won by Sparta.

We also had some great entries for the box task with the overall winner being Isaac H from Athens (pictured above). The task was to make a spring picture. Check out the box task gallery outside of PYL to see more.

Every challenge and box task equals House Points, which means the current league tables are as follows:

	HOUSE	POINTS
1st	ATHENS	131,799
2nd	SPARTA	122,666
3rd	CARTHAGE	122,104
4th	THEBES	108,878
5th	TROY	108,020
6th	ROME	101,388

Sparta have climbed into second place above Carthage, but can they continue their upward progression to knock Athens from the winning spot?

The next box task will be design an Easter card, and the upcoming Friday Challenge for KS3 and KS4 is a Super 60 Challenge, while KS5 have an Anagrams Challenge. Get involved to support your House!