

# WOODFORD COUNTY HIGH NEWSLETTER



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## HEADLINES

We hear a lot these days, in educational circles, about togetherness – administrative and managerial togetherness, that is. Words like collaboration and federation, phrases like school-to-school support, are very much the vocabulary of the age.

And the underpinning logic is sound. It's all about quality control, sharing of good practice, economies of scale – things like that. Avoidance of a 'silo mentality', of the need to 'reinvent the wheel', and so on. Anyone can see it makes sense.

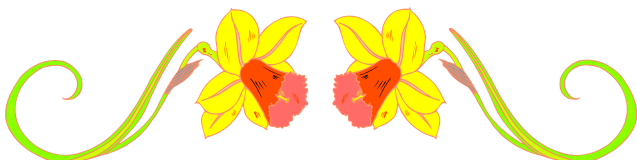
As with every general tendency, however, you have to be careful – and perhaps particularly with organisms like schools. In the 1960s and '70s, America proudly unveiled the concept – and indeed the reality – of the 'multiversity': an educational institution so vast that staff struggled to name all their own departmental colleagues and students needed to take packed lunches when crossing the campus. More (the unquestioned argument ran) was better than less; multi- than uni-. Except, of course, that the uni- bit hadn't just been a statement of scale. It also – and crucially – implied coherence, as in "unity": a point which somehow was widely missed. The fact is that every school and university has its own unique character, just as people do, and that in amongst the (absolutely necessary) quest for efficiency, that individuality is a very important thing to preserve.

All these thoughts (though admittedly in somewhat less organised a form) were going through my head last Tuesday evening, as I sat in the Albert Hall watching and listening to a concert in which some seventy Woodford girls formed part of a thousand-strong ensemble representing 56 Redbridge schools. There before my eyes, the respective merits of unity and separateness were suddenly far from clear. Each school's choristers were grouped together and clad in their own uniform –

and no doubt proud parents, teachers and governors in the audience were focused especially on their own special section of the vast throng on stage. But there was no getting round the fact that they *sounded* like one body. Alchemy had been at work here, and that most important hallmark of a really good education – fostering difference whilst facilitating ... dare one say harmony? – had put its stamp on the occasion. This – the 20<sup>th</sup> such biennial concert organised by Redbridge – is precisely the kind of event that gives collaboration a good name. I'm sure I am not alone in looking forward eagerly to the next one in 2016.

Back at school, we've had a busy and productive term. As we prepare for major changes in the curriculum over the next few years, students have had hands-on experience of evolving technologies: learning to programme through the "Hour of Code" project, applying this skill to control the movement of robots in Technology or donning lab coats to run experiments when the Science Museum came to Woodford. The first French trip for many years to see girls stay "*en famille*" in Paris demonstrably improved performance in oral exams while our younger linguists had a lot of fun setting up their own *Crêperie* in the Food Technology room. Mid-March, as tradition dictates, brought with it the colour and vibrancy of a beautifully co-ordinated Spring Production. £613.65 was raised for the *Starlight Foundation*, the students' chosen charity, in the space of one evening.

You can read about all these events, and others besides, in the pages of this second newsletter of the year. As the term comes to an end I congratulate everyone on their achievements and I wish your daughters and yourselves a happy, restful and (let's hope) sunny Spring holiday.



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## Design Technology

During the vinspired t-shirt workshop, we were first shown a video about what vinspired is all about, we learnt that vinspired have decided to try and solve the problem of the UK's fast growing desire for quick, and disposable clothing and fashion. The video really highlighted the immense amount of waste that we actually create with shocking figures such as how 10,000 items of clothes are thrown away every 5 minutes. We then discussed some ways we could prevent the ever increasing waste: up-cycling our clothes, revamping them, swapping, or donating them to charity. We then proceeded to take our old T-shirts and turn them into something really nice, by decorating them. We had an array of materials and paints and templates to use. I used the vinspired template to create a bold silver logo on my shirt. This was fun for us all, and we understood how there are alternatives to throwing things away. We all also made a pledge about decreasing our clothes



purchases, thus helping the environment. It was very entertaining and educational workshop, as we were helping the environment in a creative way.

**By Ms J Karavasili**  
**Design and Technology Department**

## Vex Robot day

16 KS3 students spent a thrilling day in January assembling 5 VEX robots then playing a robotic defending game involving trying to throw balls over a team's barrier.



Not having followed such complex instructions before the number of tasks involved with putting the robots together was a challenge, however our students impressed the trainer with their skills, teamwork and determination to overcome problems and make the robots in record time. After some practice with the Robots and early gaming the teams were then encouraged to develop specific programmes to improve game performance resulting in some closely fought matches.

**Ms Karavasili**  
**Design and Technology Department**



## Dr Kirstie Whitaker Visits Woodford County High



On the 22<sup>nd</sup> January, Dr Kirstie Whitaker visited our school to speak about her experiences and her journey so far, which was extremely interesting. Her talk was particularly motivating for me because I have applied to study Neuroscience at University next year and her positive attitude towards life really made you understand the importance of doing what you think you will enjoy. She had a very warm personality and was extremely confident when speaking about achievements by which we were all mesmerised. She has managed to achieve a lot in such a short space of time yet she is still working to achieve a Post-doctoral fellowship in the Department of Psychiatry. This will add to her collection of degrees which include a BSc in Physics, an MSc in Medical Physics and a PhD in Neuroscience. She spoke about how her first degree led her on to her second and that to her third. She started studying Physics at the University of Bristol after which she went on to study a Masters in Medical Physics at the University of Columbia in Canada via a Commonwealth scholarship. Here, her interests in Radiation therapy, positron emission therapy and magnetic resonance imaging (MRI) led to her completing a thesis in 'Quantifying development: Investigating highly myelinated voxels in preadolescent corpus callosum.'

Spending 3 years in Canada doing her research to complete this thesis, she enjoyed other activities such as skiing. Having completed her Masters, her interests turned to Neuroscience where she applied to study a PhD at the University of California at Berkeley through a Fulbright Scholarship. She emphasised the opportunity to study abroad and how amazing this was for her to enabling her to not only grow as a person but to learn many new things that she will forever remember and cherish.

She is currently working on a Post-doctoral fellowship in the Department of Psychiatry at Cambridge University where she is studying 'The emergence of mental health disorders'. Focusing on 14-24 years olds to see if it is possible to predict mental health disorders. This involves taking scans, which she said were extremely interesting to analyse and in particular, learned how MRI's work and the science behind them.

Her talk has inspired me to study Neuroscience and to a passion to learn more about science in general. This will hopefully lead me to a topic of specific interest and my future career.

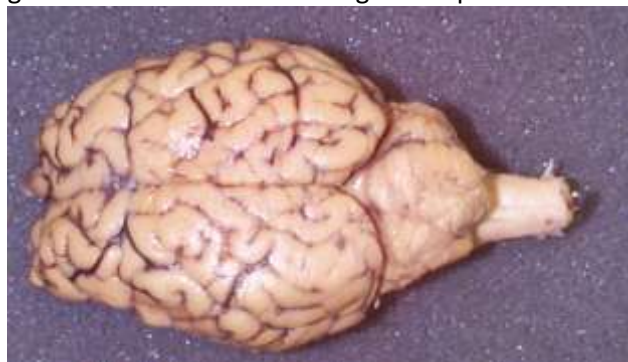
Her talk helped us as students realise that you don't ever put a full stop to your learning and as long as you are interested, you are able to extend your knowledge as far as you want.

**By Shaliny PathmanathanYr 13 KYH**

## PSYCHOLOGY BRAIN DAY WITH DOCTOR DR GUY SUTTON.



This year psychology students gained fascinating insights into the workings of the human brain. Brain Day was jammed packed with fascinating facts, interactive activities and helpful tips from the doctor himself! Dr Guy Sutton is an honorary special lecturer at the University of Nottingham Medical School, where he teaches neuroscience to undergraduate and postgraduate medical students. Year 12 students from both Ilford and Woodford County participated in a morning tutorial in neuroscience and an afternoon in psychopathology. The neuroscience morning covered methods in brain research, drugs & the brain, comparative neuroanatomy and the damaged brain. The morning involved students accessing interactive ICT programmes as well as observing a sheep brain dissection.



Dr Sutton's enthusiasm and passion for neuroscience really showed as he inspired us with his discoveries from brain damaged patients. The brain dissection was one of my favourite parts of the day as everyone had a rare chance to put on some gloves and really have a better look at what's inside our brains! We were showed all the major parts of a sheep's brain such as the cerebellum and the hippocampus.

After hearing Guy Sutton talk, I guarantee you will not see the human brain in the same way again! Brain Day had definitely made me appreciate the complexities of neurology much more and influenced me that the brain is not just a 'organ of soft tissue in a skull' but in fact an intricate, multi-tasking, self repairing mechanism which is essential for everyday life.

Brain Day had also given me an insight on future careers evolving around psychopathology and the brain itself. If Brain Day were to happen again in Woodford County, I would definitely want to participate again. (P.S did you know that the phrase 'we only use 10% of our brains' is a myth? We use all of it or at least 45%! )

**By Nyrah Saleem  
Yr 12 BQ**



## The Diana Award Be Inspired and Inspire Others

"Some people don't think it's cool to help others. Personally, I think it's the coolest thing in the world." - Prince Harry



Recently, I received the Diana Champion Volunteer and Fundraiser Award. Through the Diana Award Network, I have since been able to attend various events. On the 7<sup>th</sup> Of March, I was one of twelve thousand students who were invited to the first annual WE DAY UK. This was to celebrate and empower a generation that has the ability shift the world from 'ME' to 'WE' through how we behave, the choices we make and the experiences we have. It was an incredible day with many speakers – Prince Harry, Al Gore, Malala Yousafzai, Richard Branson and Craig Roberts and Mark Kielburger, to name a few – who were keen to inspire young people to enact local and global change and amazing performances by the likes of Ellie Goulding, Diversity and Jennifer Hudson.



**"Your most powerful tool, your most powerful weapon is your voice." - Malala Yousafzai**

There were a few key messages that stood out to during the day. Firstly, that we have so much power in our generation to make a difference and to cause change. Whether that be a small difference by simply helping an elderly woman with her shopping, or a big difference by campaigning for education like Malala Yousafzai. More than in the past, we have the tools to create change. As Prince Harry said, with the access to social media we have now, our generation has the greatest ability in history to enact global change. I encourage all Woodford girls to find a cause you are passionate about and stir up the beginnings of change, for yourselves and for the future.

**By Serena Patel 13NY**

## French Cinema Visit 19th March



A group of 14 6th Formers attended a screening of the French movie "Suzanne" at the French Institute, in the heart of the French quarter in South Kensington.

In this realistic and sad movie, the audience follows a typical French family over a period of twenty years focusing on the daughter named Suzanne as she experiences the ups and downs of life: from a childhood under the guidance of a widowed father to a teenage pregnancy, a romance with a small-time criminal and prison. Even though there were subtitles, the students focused on listening instead of reading and were able to understand most of it.

The idea behind the visit was to show to our 6th Formers that there is more to a language than just endless conjugations and tricky sentence structures. Thanks to this experience, they had the opportunity to hear the language used in a convincing way and to explore French culture.

The group was very eager to learn more about cultural differences and also enjoyed all the resources offered by the French Institute: the cinema with new French releases, the library and the various events held there. Pupils even decided that a weekly cinema trip should be officially established!

### Suzanne

Review score: ★★★★★

Cast: Sara Forestier, François Damiens, Adèle Haenel

Year: 2013

Colour: yes

Certificate: 12

Director: Katell Quillévéré

Runtime: 94



**By Jeanne Lauzanne  
French Language Assistant**



## Paris Visit 2014

Twenty five students from Years 11, 12 and 13 spent 5 days in Paris in February. They were staying with French families, here are some of their impressions:



Over the half term we went on a trip to Paris, and it was my first experience of French culture. It was an awe-inspiring experience that I shall never forget, we passed under the iconic Eiffel Tower and then we made our way through the beautiful streets of Paris.

The highlight of the trip was the visit to the Louvre as we were able to see so many renowned paintings and stand under the famous glass pyramid. We walked in the Jardin des Tuileries as the sun was setting and it was just a stunning image to see.



I loved visiting Notre Dame de Paris as I learnt so much about the history of its creation and was able to admire the beauty of its stained glass windows up close.

I really loved the fact that we stayed with French families as I was able to have a truly authentic Parisien experience and it ensured that I spoke French almost continuously over the duration of the trip. The family was very entertaining and we even had a competition of England vs France as we had to figure out some games that the family played against us.

**Hafsa Mugal Year 13**

In half term, we went to Paris for 5 days. The week was packed with activities and lots of walking but was also very beneficial for practising French as we stayed with French families.

My personal highlight was the day in Disneyland Paris as we got to spend to the whole day there. I also really enjoyed visiting the Jardin des Tuileries, which was a great chance to get some really good pictures of Paris.

The families we stayed with were absolutely lovely and they made our experience really enjoyable with their hospitality and kindness - especially the riddles and quizzes they gave us in the evenings after dinner.



It was a great experience and something that I would definitely be willing to do again. Overall it was a really enjoyable experience even though I think I walked more than anyone ever should over 5 weeks, let alone 5 days.

**By A.C. Year 13**

On the 13<sup>th</sup> February we left St.Pancras International on the Eurostar. Destination: Paris. It was fascinating to explore both the ancient and modern city, the vast historical culture within the Louvre and contemporary masterpieces in the Musée D'Orsay. A boat cruise on the Seine allowed us to view Paris from a whole new perspective, whilst sky-line views from the Arc De Triomphe and the modern skyscraper Montparnasse were simply breath-taking. However, the highlight of the trip was definitely the home-stay experience. Although I was slightly apprehensive about the idea at first, our home-stay families were incredibly welcoming and the time we spent there allowed us to completely immerse ourselves in French culture and practise our French speaking skills. I thoroughly enjoyed my time on the Paris trip.

**By Zofia Duffy, Year 13**

The trip to Paris was an absolutely fantastic residential, with a jam-packed schedule as we visited all the famous landmarks and were given a key insight to the French lifestyle. What was really beneficial about the trip to Paris was that it was a homestay visit which meant that we had no choice but to speak in (coherent) French with our assigned families. Daunting as it sounded at first, it really has improved our speaking skills and built our confidence - so now we can demand four crêpes with generous helpings of Nutella without any hesitation at all.

**Aleena Choudhury, Year 12**

## Paris Visit 2014 Continued



Paris was an exciting and insightful experience which everyone enjoyed. It was a great opportunity to

speak to and get to know other girls that we maybe would not have had the opportunity to otherwise. Of course the best part of the trip was going to Disneyland and luckily the weather was also on our side that day. It was a very enjoyable experience. Staying with the families was also extremely helpful as it helped us to expand our vocabulary and get to know more about French cuisine and culture.

**By Erika Moradi Year 11N**

Our trip to Paris was thoroughly enjoyable. The most important thing I learnt was not that there are double decker underground trains in Paris, nor that French people put *slices* of butter inside sandwiches instead of spreading it. The most important thing I learnt was that French was actually an “alive” language it isn’t something you choose to study in AS or something that only the French teachers can say, oh no! A whole country of people use this language and it really is wonderful. It makes you appreciate learning French even more and it makes you realise that it is wonderful to learn a foreign language, because it isn’t just the language you learn, but the culture, history and special things you would not have been able to know. This trip has definitely augmented my love for learning French, thank you Dr Maldjian.

**By Songyan Year 12 BM**

We visited so many iconic and well-known landmarks during our trip to Paris – the Louvre, Notre Dame, L’Arc de Triomphe, the Eiffel Tower – but the best experience we gained was from staying with French families. Living in another culture and being forced to speak their language helped us appreciate the similarities and differences between life in the two countries. One thing I definitely won’t forget in a hurry is the sheer amount of chocolate we were “made” to eat, it put me off it for quite a while! We were really made to feel at home, so much so that it was actually a bit sad to leave them and come back to England!

**By Paavan Bansel 11W**

As a student wanting to read French at university, I found the Paris trip an extremely worthwhile and enjoyable experience. It gave me the chance to practise my speaking skills and improve my language, at the same time as exploring areas of French culture. Personally, I most enjoyed seeing the impressionist artwork and the sculptures in the Musee d’Orsay, but visiting famous sites such as Notre Dame de Paris and learning about their history in depth was also fascinating.

**By Charlotte Dowling Year 13**

## A Crêperie in Woodford

After being given the opportunity to go to Paris and experience different aspects of the cultures in France, I wanted to bring something back to England to influence my family and friends. Not knowing where to start, a French recipe popped out of the blue and the year 11s, 12s, and 13s were given the opportunity to make the traditional crêpe! No, this was not pancake mix, nor was this mixture the 80% milk recipe, but instead, the thick and creamy mixture made from *beurre*, *farine* and *œufs* that produced crispy, vanilla flavoured French crêpes. There **is** a difference! As a person who likes to bake, I immediately tried this recipe at home, varying the flavours and toppings from white chocolate and milk chocolate with a drizzle of *dulce de leche* toffee sauce to raspberry coulis with desiccated coconut. Maybe, one day, you can try this recipe yourself!

**By Dominique Matthew, 12BQ**



## Mathematics Kangaroo Challenge

On the 20<sup>th</sup> March 2014, 11 of those students who had received a gold award in their maths challenge were selected to complete the grey or pink kangaroo (depending on their year group) which was similar to the common maths challenge but much more stimulating of the brain. KS3 students worked their way through the grey kangaroo paper and eight KS4 students, the pink kangaroo paper. Both papers consisted of 25 multiple choice questions like the maths challenge but tasks were much more difficult and advanced. Students had an hour to complete as many as possible, focusing more on the first 15 questions as these were simple and where most points would be gained. In questions 1 – 15 students could get 5 points for a correct answer and 16 – 25, 6 points. The questions ranged from equations, problem solving to shapes, testing students mathematical ability in all areas. I was one of the students who took part in the pink kangaroo paper and although it was a challenge I thoroughly enjoyed it. In the time allowed I did not manage to work out answers to all questions however I am satisfied with the questions I had answered. I am glad to have had the opportunity to challenge myself further and I'm sure the other students who took part would agree too.

**By Serana Pershad 10R**

## Mathematics Olympiad

On Thursday the 20<sup>th</sup> March, I sat a paper for the Hamilton Mathematics Olympiad. After doing well in my Intermediate Maths Challenge in February, I was fortunate enough to be selected to participate in the Olympiad set up by the UK Mathematics Trust.

The Maths Challenge and Olympiad were similar in that they comprised a broad variety of questions that tested your knowledge of mathematics as a whole and encouraged you to apply it to new situations.

Whilst the style of the questions was similar, I certainly did find the Olympiad more challenging. Although there were only 6 questions, the paper was two hours long and the questions were not multiple choice. It was frustrating at times, not being able to solve certain questions. I tried to persevere and be as logical and systematic as I could. Being able finally to solve a difficult problem after a lot of working out was very rewarding and I felt that doing the papers was a very good experience.

**By Sanyana Makhya 10R**



## Alan Turing Competition 2014

The Alan Turing Cryptography Competition is run by the University of Manchester, aimed towards secondary school students up to Year 11. In a group of 4 with Tatjana (10W), Suhaa (10H) and Serena (10R) we made a team called 'ISO's' (which stand for Isomorphic Algorithms) and set out to solve all the codes! The style of the competition is that there is a story and a code within each chapter that leads onto the next, which comes out in 1 – 2 weeks. This year, the story followed two children called Mike and Ellie and we had to solve the codes! Each code has been different, some which we had more difficulty with than others. There have been moments of almost giving up but we've learnt that we can never give up because when you solve it, the feeling of achievement is amazing! Going against hundreds of other teams across the whole of the UK and being able to beat them is such a thrill! I would definitely recommend it to everyone to try because it doesn't require you to be skilled in Maths or English; just a little bit of sense and problem-solving will help you get far!

**By Aathi Thangavel 10R**

## Intermediate Mathematical Challenge

In February all our students in Years 9 – 11 sat the United Kingdom Mathematics Trust Intermediate Mathematical Challenge. The challenge lasts one hour and consists of twenty five multiple choice questions which must be correctly answered by using logic and problem solving skills. As a result of their tremendous efforts over one hundred and fifty Woodford students were successful in gaining an award. In total eighteen Gold awards, fifty-five Silver and eighty-one Bronze certificates were achieved by our students. The award for 'Best in School' went to Sanjana Makhija in Year 10. 'Best in Year' certificates were given to Sanjana, Ria Kanbi in Year 11 and Ramisha Khan in Year 9. Sanjana's score was sufficiently worthy for her to be invited to sit the Hamilton Olympiad paper and eleven students across the age range were invited to take part in the next round, called the Kangaroo challenge. These students have recently completed the next stage of the challenge and we await their results with great anticipation. Our congratulations go to all our certificate winners and well done to all participants for their mathematical efforts.

**Mrs Y Thompson  
Head of Mathematics**





## OUR WONDERFUL TRIP TO BEAL HIGH SCHOOL

On Thursday 20<sup>th</sup> January, 4 students from Year 8, Zoha Ahsaan-Ali 8H, Kiroosika Mohan 8N, Midhuna Karpak 8R, and Tahreem Mahmud 8W, took a fantastic trip to Beal High School in order to participate in a Religious Studies conference. During the conference, we talked to new people and learned new things that changed our views and developed our understanding further.

Many schools joined up and took part in wild activities that ranged from sticking post-it notes onto walls to full on running around and getting messy! Every activity was a creative way to help the children see similarities and differences between many religions and also consider our opinions on it. One of the most popular activities was when the children were asked to talk to a person from a different school and answer a question about religious leaders. For example, "If you were to take Jesus out to an evening dinner in the 21<sup>st</sup> century, where would you take him, what would you eat and what is the one question that you would ask Him?" To this question we received numerous answers such as taking Jesus to McDonalds and asking Him about the afterlife; one said he would ask him what his favourite type of chicken was and take him to Nandos. This was a very fun game which they called speed dating. It widened our view on what others thought of religion.

Apart from this we also had an activity in which we were told to think of questions which we would ask to an all knowing angel who had been watching over us for all our lives. We had to work with our friends who we came with. Just as before there were a variety of hilarious answers and one group asked what next week's lottery number would be. After this, while the RS teachers present were called to a teachers only private conference, we were asked if we had ever killed an animal and felt guilty about it.

Surprisingly, more than three quarters of the people in the room stood up. There were many animals which were killed ranging from spiders to squirrels. Another activity which was enjoyed was the word wall or 500 ideas in 7 minutes. This consisted of questions being written on A3 sheets and stuck in all different places around the room. Then everyone was given 5 post-it notes. We were then told to choose 5 questions we were going to answer and which one answer on each note. Seeing that there were more than a hundred people there, the walls were soon covered in post it notes.

We think that the activity which was most enjoyed was the sculpture making at the end. It helped us to discover all the different religions a bit more. We were told to make sculpture (not a real sculpture, more like a model) which would promote world peace. The basic theme was identities. In the end they were all displayed and people were told to say which one they liked best. Then one person from that group was called up and asked to say something about their project.

We all had a great day and it was an amazing learning experience. We would really suggest that other students in Year 7 try to attend it next year.

**By Midhuna Karpak 8R and Tahreem Mahmud 8W**

## Team Silver Badge

On Friday 21<sup>st</sup> March, Woodford's newly elected Silver Badge team enjoyed a fun-filled day of activities at Stubbers Activity and Adventure Centre. The day began well with the sun shining and all 8 of the students in high spirits. The morning was spent participating in a range of team building activities, and while they were in fact the first ever team to fall into the 'shark infested waters', they did eventually manage to get every one of their team mates across the 'bridge' by communicating with each other. Following this, the girls took great pleasure in attempting to annihilate the 'enemy' in a game of Laser Tag. This proved to be as much fun for teachers observing as it was for the students taking part! The day's activities ended with the 'death defying' high ropes and it was fantastic to see how during the course of the day, the girls had really begun to work as a team, shouting out words of encouragement in order to help the others to overcome their fears. A great day was had by all and proved to be a positive experience that will no doubt help them to shoulder their Silver Badge responsibilities.

**Miss Douek**  
**KS5 Co-Ordinator**

## Y7 Science Communication workshop



On Wednesday 29<sup>th</sup> January 2014 girls in 7N were lucky enough to have the opportunity to take part in a science workshop that was laid on by the Science Museum. At

this workshop we learnt about communicating and presenting. To help us with these skills we were split into groups of five. Each group was given a different experiment to work on, which we had to present to the class at the end.

I really enjoyed the experience and the people from the Science Museum were really nice. I was given the presentation on the



Bernoulli Principle where we had to balance a ping-pong ball over a high pressure hair-dryer. We had to then explain how it worked. I had a great time. Things like this should definitely be done again!

**By Deveena Kalaria 7N**

I thoroughly enjoyed my experience at the science workshop because the presenters were extremely friendly and created a very warm environment. They were very confident and gave us an introduction about communication and how it helps us (particularly scientists) in daily life. They then put us into groups and gave us each an experiment to do. We had to figure out how it worked and how to present it together as a group. My favourite experiment was the one in which the clay cups remained still even after the cloth underneath was pulled away. At the end my group did our presentation. Though quite nervous at first we then gained confidence and found ourselves really enjoying the experience. I learnt many new things and most of all, had a lot of fun. I really look forward to the next time we are treated to a science workshop.

**By Padma Arya 7N**

## Y8 The Supercool Show - Extreme Temperatures

The science show was amazing! We were able to touch liquid nitrogen! Even though it was a simple subject of Hot and Cold, the demonstrations presented this concept in a fun and unique way. What more could we have expected? Anjola was chosen to hammer a frozen banana into a brick which was really cool because it worked! In short, we all thought it was fascinating and we had a great time.



**By Preyantha Pasgarathan, Anjola Sofuyi and Ilana Aaron, 8W**

## Y9 Material World – Materials



I found the Science Museum workshop highly entertaining and lively, while all the time, being beneficial. It was a great way to make learning a lot more interesting and what better way to engage the audience, than to act ask for volunteers! Everyone was enthusiastic and listened. The people were also very friendly. I would love to do this sort of activity again.

**By Zahra Rashid, 9N**



## Chemistry via YouTube???



On-line learning or e-learning resources are forever changing the way in which students interact with the vast knowledge available on the internet. In a previous edition of the student school magazine, "The Stripe" a focus on YouTube channels such as CrashCourse was highlighted which is an excellent series of mini-tutorials (*especially the videos on Chemistry!!*).

With this in mind, the Chemistry Department at Woodford have embarked on providing their own YouTube resources. Primarily aimed at sixth form but with a view to expand to Years 9-11 in the future; the short mini-tutorials go over parts of the specification and hone in on exam technique.

The channel can be accessed from the following link:

<https://www.youtube.com/channel/UC7XV-LYKfUFRz8mDAIgnlKA>

The resources are also available through Fronter.

We hope to add many more videos in the coming months to aid students with their exam practice and encourage students to access these resources through YouTube and also Fronter.

**Dr. Cassim Ashraff**  
Subject Leader of Chemistry

## The British Biology Olympiad 2014.

Every year, Woodford enters a handful of year 13 students for the British Biology Olympiad organised by the Institute of Biology. The aims of the BBO are to challenge and stimulate gifted students with an interest in Biology to expand and extend their talents. In offering a wider syllabus than A-level, it allows able students to demonstrate their knowledge outside of the syllabus that we teach, obtained by wide background reading, and to be suitably rewarded and publicly recognised by the award of medals and certificates. The Olympiad is a national competition with many prestigious schools entering, so to have all of our entries awarded medals is a significant achievement that the following girls should be extremely proud of. They will be invited to the Royal Society in June to collect their medals.

Of particular mention is Serena Patel who achieved both a gold medal and scored a high enough mark to be invited to enter the second round of the competition.

**A Gold medals were awarded to:**  
Serena Patel  
Thivija Sabanathan

**Silver medals** were awarded to:  
Stephanie Smith  
Sonam Thanki

**A Bronze medal** was awarded to  
Nitya Matcha

Submitted by the Biology department.

## Kelvin Peterhouse Essay Competition

Each year Peterhouse College Cambridge set a competition for year 12 students to enter an essay on a subject related to Biology but not for material covered in the Biology A level syllabus. Year 12 Biologists were encouraged to submit an outline from one of the Essay titles available for the Kelvin Science Prize and from these, two candidates were selected to represent Woodford County High School in the competition. Interestingly all the students choose the same title "Women live longer than men "Why?" The standard of the essays were very high and the difficult decision of selecting two students was made by Mrs Hampson and I. Congratulations to Saloni Makhija and Zaynah Ahmed who have completed their essays and we are now awaiting the outcome.

**Ms J Yousaf**  
Biology Teacher





Spring was celebrated at Woodford with colour, culture and talent at our annual Spring Production. The team of upper sixth girls from the Asian Society worked

tirelessly for months on end to put together a memorable and successful evening, raising a large sum of money for their chosen charity, The Starlight Foundation.



This year, the 24th annual production, 'The Lucky Ring' told the tale of two teenage siblings who fought tooth and nail over a 'lucky' ring for their own selfish needs and materialistic desires. In a turn of events, they soon found themselves in a race to retrieve the ring which was mistakenly sent to an orphanage in India. Along the way, we followed their journey of self-development - their appreciation for their culture and their good fortune.



The play consisted of several funny mishaps, radiant dances, an array of picturesque scenery and flawless musical performances. Due to the collective efforts of all those involved in the production, the event struck the perfect balance, being full of laughter but equally thought provoking and meaningful. On the whole the production was a huge success, receiving great praise from the audience, who all went home with smiles on their faces!







## Geography Department Spring 2014

At the end of March Year 12 geographers went to Epping Forest to prepare for one of their AS exams. Fieldwork on Loughton Brook involved various fieldwork methods and a full morning, the next day, working to collate, present and analyse the data in the geography computer room at school. For once, there was lots of

water in the river but no rain to dampen everyone's spirits.



**Photos, top left and bottom. Students in action on the river**



As is normal, the Summer term is the time when two year groups complete geography field visits. If your daughter is in Year 7 or Year 8, please see the details in the table.

<b>Year 7</b>	<b>Rochester – heritage tourism (with the History Department)</b> All classes, both days: Monday 23 <sup>rd</sup> & Wednesday 25 <sup>th</sup> June	
<b>Year 8</b>	<b>Herne Bay – coastal studies</b>	
	<b>8R&amp;8W</b> <b>Tues 10<sup>th</sup> June</b>	<b>8H&amp;8N</b> <b>Thurs 12<sup>th</sup> June</b>



## Model United Nations

Both the European Youth Parliament and Model United Nations competitions provide History and Politics students with important opportunities to showcase their research and debating skills in an environment where they can meet and discuss global issues with students from similar schools. As always, the students who participated this year relished the challenge and worked very effectively to master their particular topics. The European Youth Parliament competition required Woodford girls to engage with the thorny diplomatic issue of how the European Union should respond to Russia's human rights record. They did this with considerable flair and were able to win their section of the debate very comfortably. The Model United Nations day explored the theme of poverty and globalisation.

## European Youth Parliament



EUROPEAN YOUTH PARLIAMENT  
PARLEMENT EUROPÉEN DES JEUNES

The participating students produced detailed position papers and worked with other students to develop thoughtful and workable resolutions in their specific areas. All the girls who participated thoroughly enjoyed the experience and appreciated the opportunity to get to grips with complex global issues and to explore how agreement can be researched on issues where there is a wide range of divergent viewpoints. Both Anisa Khatoon and Tsara Croffill-Morton were given special commendations in the United Nations and European Youth Parliament debates respectively. We look forward to participating in both competitions next year. The current year elevens need to be ready!!!

**Ms Quinn**  
**Head of History and Politics**

## Public Speaking



At this February's *Rotary Youth Speaks Out Public Speaking Competition*, **The Seniors** were represented by two teams. **Team One** had a welcoming Chairperson in Zaynah Ahmed. Anisa Khatoon, as Speaker, gave a successful speech on **Plastic Surgery** and Sabah Hussain, performed the Proposer of the Vote of Thanks role warmly and well.

In **Team Two**, Aleena Choudhury made a cheerful and entertaining Chairperson, whilst Tsara Crosfill-Morton gave a powerful and, at times, witty, speech on **Posthumous Pardons**. Nazia Sohail gave the Vote of Thanks very convincingly. Each student in this team won the award for Best in Role, and as such, was the team chosen to represent the area in the Regional Final.

In **The Intermediate Competition**, the school was represented again, by two teams consisting of students from 9N all of whom gave impressive performances, but met with stiff opposition. In Team One, Zahra Rashid gave a confident introductory speech as Chairperson, followed by the Speaker, Divya Arjan's entertaining speech on **The Power of Fiction**. The final speaker was Ashley Singh who did a really good job as Proposer of the Vote of Thanks.

In Team Two, Shruti Veeranki made a cheerful Chairperson, whilst Mathumie Sivakanthan spoke very informatively on **Dreams**, and Namra Din won the award for the Best Proposer of the Vote of Thanks, with her sincere but humorous speech.

In the Regional Final held on Saturday 15 March at The City of London Boys' School, our Senior Team met tough opposition, and despite their best efforts, was beaten by a particularly witty speech from one of the opposing schools.

All of the girls were a credit to the school and should feel very proud of their performances.

By Miss Burgess  
Head of English

## Year Eight Students Visit the Globe Theatre



On the 6<sup>th</sup> of March, the whole of Year 8 attended a matinee performance of *The Merchant of Venice* at the Globe Theatre as part of the 'Playing Shakespeare' 2014 project. Unlike other performances of Shakespeare's plays at the Globe, 'Playing Shakespeare' is Globe Education's project for London schools created specifically for Key Stage 3 students and supports the teaching of the national curriculum for English at KS3 and KS4.

Quick-paced and cleverly entertaining, *The Merchant of Venice* came to life through innovative stage design and effective use of props, making 120 Woodford girls and 8 members of staff – seated in the theatre's upper gallery – fully immersed in the thrilling 100-minute full-scale performance of the play. Interactive in nature, the performance enabled our Year 8 students to experience what it means to be an audience member in one of the most authentic venues for staging Shakespeare's plays. Anjum Ali (8W) said, "It was very interactive with faux paper notes raining down upon those who stood in the theatre's pit and the audience clapping along to much of the performance. Many pupils received a shock after being treated as possible suitors for the hand of Portia, the play's female protagonist. One particular character (adorned in garish golden garb) had many students keeling over with laughter."

All in all it was a very successful visit during which our Year 8 students widened their appreciation and enjoyment of Shakespeare's work. Most importantly, they enjoyed the performative aspects of his craft and many expressed a desire to return to the Globe for yet another play by Shakespeare.

By Ms J Starcevic  
English Department



## Woodford singers shine at the Royal Albert Hall



Tuesday 18<sup>th</sup> March marked the biannual Redbridge Schools' Choral Festival at the Royal Albert Hall, and as always, Woodford were represented in force – this year with 80 singers swelling the ranks of choirs from around the borough.

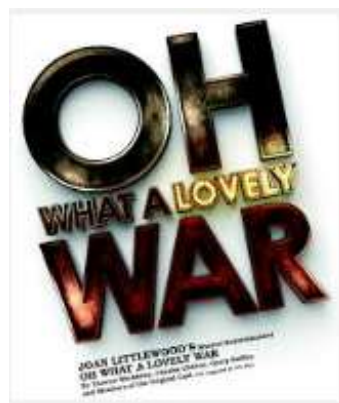
Rehearsals had been going on since early January to learn a huge amount of varying music for the concert – from a medley of songs by the Beatles, to movements from Carl Orff's monumental choral work *Carmena Burana*, to three new commissions by local composer Christ Wilcox. The Woodford choirs rose to the challenge, however, and sang powerfully under the baton of a variety of Redbridge conductors, including our very own Mrs Yolanda Thompson.

The day of the concert was a hectic one, with students and staff alike being sent on a wild goose chase around the Royal Albert Hall to find our dressing room, piles of packed lunches and teas, and friendly arguments about who should get the best seats on the coach – but the concert itself was a triumph, and was thoroughly enjoyed by the singers and the audience alike.



## Music Department Spring Term Report

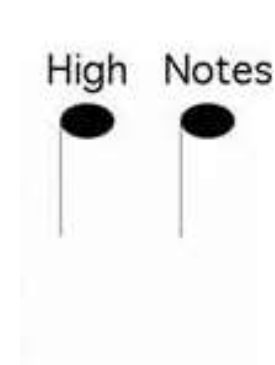
We've had another exciting term of concerts and visits in the Music department this term. The February recital evening was a great success, with some fantastic debut performances from new students in year 7 (and some older ones too!) Meanwhile, Tuesday's Spring Concert was another enjoyable evening featuring not only all of the department's ensembles, but also a performance by the brand new Guitar Ensemble, and pieces featuring our outgoing Year 13 Music students, who will be sorely missed once they head off on study leave next term.



Year 8 students have enjoyed a visit to see the musical 'Oh What A Lovely War' at the Theatre Royal in Stratford this term, enhancing their learning about the First World War in History lessons as well as giving them a live musical experience.



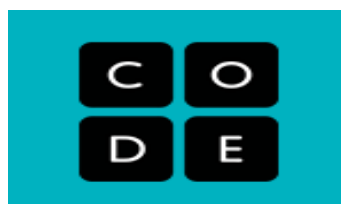
Meanwhile, rehearsals have begun for next term's joint concert with Ilford County High School – a return visit to Ilford after their visit to us last year – and auditions are well under way for this year's Summer Production of the Sound of Music.



The Spring term finished on a high note (as it were!) with the presentation of Music Awards to all of those students who have been committed to musical ensembles over the past year, with particular congratulations going to Jenny Essery (13KH) and Lara Janes-Walton (13JMC), who both achieved the highest award – the Instrument Badge – for no less than seven years' dedication to Music at Woodford.

**Miss Hasler – Head of Music Department**

## UK Hour of Code week: March 3-9 2014 | UK Hour of Code



code.org

At the beginning of March, the Computing and ICT department at Woodford welcomed the opportunity to celebrate 25 Years of the WWW by participating in the UK's Hour of Code organised by **code.org**.

With Computing being a new subject within the curriculum, it was interesting and very encouraging to see the number of girls that were keen to explore programming and its many uses. The budding programmers that took part in the lunchtime sessions were engrossed in coding Apps for their mobile phones, remixing the Angry Bird program, text-based programming in languages such as Python and Java, creating programs from scratch....using Scratch! and many more activities.

All participants were awarded with a code.org Certificate of Achievement for demonstrating their basic understanding of Computing science and their newly found skills.



For more information on the campaign or to tinker with some coding yourself, please visit: <http://code.org/>

**By Nazneen Chadee**  
Computing and ICT



## MFL Spring Term Onatti Theatre Productions Presents...

### 'Mon père ne me comprend pas'

Helène is fed up with her father treating her like she is still a little girl - she is 15....today! So, when her father gives her a pink pencil case and a pink wand for her birthday Helène's patience runs out.

Helène wants a new dad, a different dad, a cooler dad. But some people should be careful what they wish for!

### Erster Eindruck

When you meet someone for the first time - and you like them - have you ever wanted to rewind and start again?

A useful tool especially if you made a complete fool of yourself.

When Hanna meets Andreas for the first time she makes a fool of herself. Let us rewind that and give Hanna a second chance. Then if that goes bad a third chance and then even a fourth chance!

But will she ever get it right?

This term WCHS welcomed both the French and German Onatti Theatre productions. The company has visited ten times before with similar plays, written specially for schools, and the performances have always been very entertaining and provide very valuable experience of French and German in a fresh context.

Both plays once again proved very entertaining for the girls and it was great for them to see how much French/German they have learnt over the past few years.

We look forward to welcoming back the Onatti Theatre Company next year.

**Miss L Lister**  
Head of Modern Foreign Languages



## Classics Medea Theatre Visit

Guttural cackles, slow motion banqueting and invisible children were only a few of the scenes to surprise and enthral the Sixth Form Classics Students who visited Riverside Studios in Hammersmith to watch the theatre portrayal of 'Medea' by Euripides. 'Medea' is the story of a woman, Medea, who is betrayed by her husband Jason (known in tales of 'Jason and the Golden Fleece' and 'Jason and the Argonauts') who marries a younger, prettier woman Glauce, and subsequently disregards his wife and two children. Bitterness consumes Medea and using her powers of witchcraft and treachery she executes revenge through a number of means. The first scene of this Greek tragedy was the wedding feast of Jason and Glauce, done in slow motion with no dialogue, but instead atmospheric music being played from a duet on the side of the stage, using traditional Greek instruments. The juxtaposition of this joyous occasion with the image of Medea looming over the feast with her back turned and a distressed maid to the stage of the main stage gave the scene intensity and a sense of foreboding. The use of props was extremely skilful, with the small ensemble cast reusing props to be tables in one instance and deathbeds in the next. With the stage only a few feet away from us, the action was large and lively and the expression so clear on the faces of the actors.

Marlene Kaminsky was the actress playing Medea, and seeing her bare-faced on Google Images certainly provides a contrast to the captivatingly cruel and bitter sorceress she was able to portray on stage. The whole ensemble was very talented; there were no child actors on stage so they were stylistically depicted instead with the maid holding unseen hands and leading invisible children off the stage.



The whole play was professionally executed and the cast was very successful in adding narration through the chorus and the haunting melodies from the small orchestra added to the air of suspense

and anxiety. The actors depicted the fine line between lust and love through Jason and Medea's relationship and brought out concepts of passion, deceit and vice through their actions.

While the trip to Riverside Studios was a bit of a trek, it was a trip well worth taking and definitely useful for the sixth form students as part of their curriculum.

**By Sabah Hussain Year 12**

## Investor in Careers Award

On Wednesday the 12<sup>th</sup> of March, Woodford County High School was re-designated as an Investor in Careers. Investor in Careers is a quality standard for the management of careers education, information, advice and guidance (CEIAG). The day involved an external assessor visiting the school and discussing the provision of CEIAG with students and members of staff. The feedback we received was extremely positive and our assessor was particularly complimentary of our students and the level of parental involvement at the Careers Fair last October. The assessor also highlighted that "students are well prepared and supported by school staff and the independent careers advisor for choices and decisions at key transition points" We look forward to the continued development of CEIAG guidance in the future.

**By Mr Donohue  
Economics**





# Sport Profiles



**Charlie Payne**  
**Year 11**  
**Sport: Karate, Black belt**  
**Level of Representation: National**

Last October, I competed in the WUKF European Championships held, this time, in the UK in Sheffield. As a karate black belt I had to fight in the black belt division against other girls aged between 15 and 17. Even though I have been doing karate since I was 5, last year was my first year of competition fighting. Although I was really nervous, I competed 3 times last year, winning double gold at the AMA Southern Regional Championships (after which I got selected for the national squad); bronze at the AMA National Championships and finally fighting at the WUKF European Karate Championships. For this competition I was probably the most nervous and it took a lot of hard work and training to be prepared for it. I really was stretched to the best of my ability, having to do weight and cardio training once a week; 3 hours of karate training on a Sunday, 2 on a Monday and 1 on a Friday, all alongside my homework; but I'd say it was all worth it.

On competition day, I went to the English Institute of Sport with the rest of my team. First up was the team fights. Though we fought hard, things didn't go to plan and we didn't win a team medal. Even though we were all disappointed it was definitely a good learning experience. The second day of competition was all the individual events. After the previous day's disappointments I had no choice but to go on and see what happened. My training really did pay off, as I won all of my fights that day to qualify for the final. The most memorable fight had to be the semi-final against a girl from Poland. Each fight is 2 minutes with stoppage time and I was 2 points down with only 11 seconds left on the clock. I looked at my coach and he could see I was determined even though things were looking bleak. As soon as the referee started the fight again I scored – I was now one point behind with only 3 seconds left. The three seconds went quickly but I was again able to secure another point – just on the buzzer, so the scores were tied. The first fighter to score would progress to the final. As soon as the referee re-started the fight I quickly threw a kick to my opponent's body to score and win the match.

On the third and final day, all of the final matches were fought. I fought against the World No1 from Romania, so knew it would not be an easy fight. I went in knowing I was the last UK fighter left in my category which added some extra pressure. Although I didn't win I was still pleased to have placed second therefore winning a silver medal. Over the 3 days I had gained a lot of experience – as well as another medal, so I am glad I entered the competition as I have learnt lots of new skills and tactics as well as a lot about myself.

**Tara Singh**  
**Year 13**  
**Sport: Golf**  
**Level of Representation: County**

My name is Tara Singh and I am a sixth form student studying A Level PE. I have been playing golf for 7 years and have a handicap of 11.

I started playing golf because my dad played and he encouraged me to play too so that we could spend quality time together. I really enjoyed golf and started to play and practise more regularly. I then became a junior member at Hainault Forest Golf Club (HFGC) in 2007 and started playing in the Junior Club Competitions as well as some of the Ladies and Mens competitions. I have represented my club and county (Essex Girls) in numerous regional and national competitions as an individual player and also as a member of the junior team.

I play in the Essex Girls Elite training squad under the supervision of Sarah Bennett who is a PGA Golf Professional and Ladies European Tour player. This is an experience that has been very valuable to me and has aided me to improve my golfing skills in a number of areas. As well as this I have private coaching from PGA Professional coach Joe Benson who is a resident coach at Woolston Manor Golf Club.

My aspirations are to become a scratch player (have a handicap of zero) within the next 3 years.



## 1<sup>st</sup> April Super Sport Day

### London Youth Games – Year 7 Netball



On the hottest day of the year so far, the Year 7 netball team set off to Crystal Palace National Sports Centre to take part in the London Youth Games. After winning the Borough Netball League in a

fantastic first season, they were then selected to represent Redbridge at the London Youth Games. There were 33 London Borough Teams competing and our students set



off to a great start, winning their first group. They were then placed in the top half of the table and after 3 more games the team missed out on

progressing to the semi-finals by only a few points. All the girls played extremely well and should be very proud of their achievements. Not only were they a credit to the school but also the Borough of Redbridge. A big well done to Hana, Annali, Ella, Malathy, Maleeha, Deborah, Abinaya, Chi Chi.

**Miss Keeling**  
PE Department

## Woodford Badminton at the Copper Box

In February, Woodford's Key Stage 4 Badminton Team represented Redbridge in the East London Round of the Centre Parcs National Schools Badminton Competition held at the Copper Box in the Olympic Park. Not only did Woodford girls get to play in the competition, but two previous competitors, Riya Amin and Prem Nandhra who are now in the 6<sup>th</sup> form studying A Level PE were selected to officiate at the event.

**Miss Bufton**  
PE Department

## Year 7 Borough Cross Country

Spring had sprung as twelve Year 7 girls set off to Wanstead Park to compete in the Borough Cross Country Competition. The sun was shining as the girls sped around the 2.2km course, competition was tough and the Woodford girls dug deep as they fought for their position heading into the finish. All girls performed well allowing Woodford to claim 3<sup>rd</sup> place in the overall team rankings. Zahra had a fantastic race finishing in 3<sup>rd</sup> place. Many congratulations to all the girls who ran.

**Miss Irwin**  
PE Department





# Team Photos



Year 7 Netball Team – 1<sup>st</sup> in the Borough



Year 10 Netball Team – 2<sup>nd</sup> in the Borough



Year 8 Netball Team – 5<sup>th</sup> in the Borough



Year 11 Netball Team



Year 9 Netball Team – 3<sup>rd</sup> in the Borough



6<sup>th</sup> Form Netball Team



## GCSE PE Dance



## Swimming Gala 2014

