



HACKS FOR THE SUMMER



📷 Summer Vibes. Graphic by Igrayne W, Year 8.

Igrayne W, Year 8

I personally hate it when the weather gets too hot. I think we can all agree on that one, so here are some ways to cool down.

1. If you get an old spray bottle and fill it with water, carry it with you everywhere and if you get too hot, just spray the bottle.
2. Balloon coolers can be multi-purpose from keeping food fresh, to keeping yourself fresh: just get a balloon and fill it with water, then just put it in the freezer and once the water has
3. frozen, you can use it as a food cooler or a self-cooler.
3. No socks and sandals: that is weird.
4. Eat cool and healthy meals. The heat from the sun obviously makes you thirsty and you begin to lose that healthy feeling; if you eat cooler foods and add a bit more veg, you feel better. Although I doubt veg can guarantee a nice outcome, it can taste a bit gross.
5. No rucksacks, it just makes you more tired.

Message from the Principal

27 May 2022

Dear Parents / Carers and Students,

Despite this half term being shorter, it has been a very busy time for the academy. We have celebrated a number of success stories: Years 11 and 13 have started their exams, we have been busy planning for the upcoming Academy Awards, and we have been consulting on an exciting new curriculum proposal for next academic year. (We will be further communicating with parents/carers and students over the coming weeks regarding the proposals for next year).

Success Stories

This half term, we have celebrated a number of successes; please see below some of the highlights.

In previous editions, I have updated you on Greg's progress in powerlifting. Recently, in the APBU British Single Lift Championships 67.5kg section, Greg lifted 113.5kg in the Raw Bench Press and in the Single Ply Bench Press he lifted 115kgs. He then went on to lift 201kgs in the Raw Deadlift, and in the Single Ply Deadlift, he lifted 215kgs. Greg came first in all four events so he got four gold medals and two daggers for best lifter. As always, we are incredibly proud of Greg and his achievements.

Also this half term, we have been very proud of Charlie in Year 10 who, along with two friends, did a bake sale in order to raise money for the Keep Britain Tidy charity. The three students made and sold:

- Banana Bread
- Rice Crispy Buns
- Brownies
- Cupcakes
- Sweet bags
- Chocolate Chip Cookies



They managed to raise a total of £123.75! Well done, Charlie.

Additionally, Anya competed in the North Yorkshire Junior Song and Dance Championship. Anya made the



final, eventually placing 6th. This was her first competition for her new dance school, Fearons Middleton School of Dance. Great work, Anya—well done.

I'd like to highlight the excellent commitment to the community by our Year 9 Duke of Edinburgh cohort. The Wath, West Melton and Brampton Litter Pickers posted the following on their Facebook page:

A massive thankyou to the following students of Wath Academy

Vinnie, Josh, Freddie, Charlie, Travis, Ben, Matilda and Megan, who joined us this afternoon as part of their Duke of Edinburgh award scheme.

Their task was immense, a really difficult pick which they all carried out with a smile on their faces at all times. I half expected them to cringe when they saw what faced them, but none of it.

Between them they managed to remove 35 bags of litter, a huge, wet double size mattress, several tyres, along with numerous items discarded carelessly by members of the public.

Thank you all again, your school and parents must be very proud of you, but most of all be proud of yourselves; what great examples you are to others following in your footsteps.

Well done to all students involved. You represented the academy extremely well and we are very proud of you.

Inters Athletics Competition



It was great to once again compete against other schools in the Inters Athletics Competition. It was a very successful day for us returning with three year group trophies. Years 7, 9 and 10 all won their year group competitions. Unfortunately, we missed out on the overall trophy by just 15 points. Well done to all the students. It was also commented that our students conducted themselves in exemplary fashion.



Senior Citizens Platinum Jubilee Afternoon Tea

We welcomed some senior citizens to the academy to celebrate the Queen's Platinum Jubilee. Our guests joined us for afternoon tea as well as performances from some of our talented musicians. It was lovely to spend the afternoon with members of our community

and we look forward to future events when we can do the same again.



Years 11 and 13

Years 11 and 13 have built on their exceptional start to the exam season. Their hard work and dedication is something they should be very proud of. They have attended a range of in school, after school and weekend interventions to provide themselves with a great chance of success. We hope that they get a good rest over half term, spend time with family and friends and return refreshed for the final weeks of their exams.

We do recognise that this can be a stressful time for students and families; if you or your child wished to access any support, please contact Mr Lines (slines@wathacademy.com) or Miss Jandu (ajandu@wathacademy.com), who will be able to put the appropriate support in place for you and/or your child.

Yours sincerely,

Mr Ransome
Principal

Latest News and Updates

Drama Update



The last few weeks have been a really busy time in the Drama department with our Year 11 and Year 13 students completing their practical exam performances.

Our Year 10 were lucky enough to be an audience for the Year 13 group and were stunned by the outstanding performances.

All of our performers conducted themselves in a professional manner and it was fantastic to see group performances again after the pandemic.

It is a testament to the students that they were able to produce these performances despite missing so much practical work over the last two years.

Well done, everyone!



Cross - Trust Maths Competition



Following Team Wath's victory at Christmas, on 28th April, a group of Y7 and Y8 students took part in the second round of the cross trust maths competition. The group visited Sir Thomas Wharton Academy, and competed against them and Maltby Academy, in a round of maths puzzles and an egg parachuting competition. After two challenging rounds, the points were level. In the third round, where students had to work out the total age of all of the staff present at the competition, Wath won, meaning they stole victory from the other two schools! The group were crowned winners once again, and retained the trophy. With one competition still to go this year, can the students make it 3/3? Watch this space to find out!




from Wath Academy

Yorkshire Sculpture Park

By Mya M-J, Year 10

On Tuesday 10th May, the Art Department took 3D Art & Design, Fine Art, Photography, and Graphics students on a trip to the Yorkshire Sculpture Park. Split into groups, they visited the outdoor sculptures and the art galleries. Artists such as Robert Indiana were featured in the sculpture park—this exhibition consisted of his views of the darker side of the American Dream—with views and acceptance and love themes that run throughout his work. His iconic “LOVE” sculpture 1996-1998 was used in a variety of his works advocating for human rights.




 LOVE by Robert Indiana. Photograph: Mya M-V, Year 10.

Another artist was Damien Hirst, one of his famous sculptures was a young girl holding a box that said ‘Please Give Generously’ which was representing the historic ways of those with disabilities seeking charity. Moreover, another exhibition is by David Nash, who has dedicated his art to trees and wood—and his new exhibition is mounted in the Western Gallery which surrounds the idea of trees using fine graphite and thick charcoal in the majority of his paintings.

On the more 3D design side of art, Yukihiro Akama’s artwork was displayed in the YSP Centre which consists of delicate unique miniature houses made up of individually carved wood pieces. Each work he creates

represents his personally feelings of home and love—which starts off as a quick sketch to a beautifully carved piece of oak, sapele, maple and more. Originally being from Japan, his houses symbolise traditional Asian stilt housing with long pillars, large roofs and distinctive shapes and sizes. One of his most famous works is the “Ki no ie” miniature house carving.



 Yukihiro Akama’s houses. Photograph: Mya M-V, Year 10.

Students took many photos various artists, but these were the ones which stood out to me. The trip was fun and action-packed, especially with the additional wildlife of sheep with their lambs and geese with their goslings. A big thanks to the art teachers who made this trip happen, and hopefully it has inspired all art students in their future GCSEs—as well as a break from the paints and paintbrushes!



 Balancing act. Photograph: Elliott R, Year 10.

Viewpoints, Opinions and Advice:

Is Pride the Worst Deadly Sin?

Isabelle F, Year 10

What Is Pride?



 Pride, 2017. [Flickr: Amanda Slater.](#)

Pride is defined by the Bible as ‘self-respect and self-esteem,’ but also as ‘arrogance and hubris as well.’

In these cases, pride can be a pure joy, and a satisfaction at the impressive, important, or kind acts you have done. Alternatively, pride can manifest itself as a vile, vicious, wanton ego, where nothing can knock you off your stride; an insistence that you are always the one who is right, and that anyone trying to tell you otherwise is either jealous or trying to sabotage your whole operation.

Where Do We See Pride Now?

Nowadays, pride is shown in many ways. Pride in your children, in your country, in your best achievements. We can show pride subtly by wearing a subject badge, dressing respectably, or even dismissal of others’ ideas. You can also show pride in obvious outward acts like a parade, a flag, or self-obsession, like the Evil Witch in *Snow White*.

What Do People Think?

On Show My Homework this term was a survey for Year 10, asking for their opinions. Of 25 responses, 16 said no, while 8 said ‘maybe’, and one agreed that it is the worst. There was some agreement that other sins

such as greed or wrath were worse, and mostly, people agreed that pride was more about self-esteem, and a respect for your achievements. Christopher S-M said that, “Pride, in some instances, can make people believe that they are better than those around them.” He argues that pride can lead many to “become arrogant and gloat to others”. As an example, he said that this can sometimes lead to fights, to prove a point, leading him to answer ‘maybe’ to the question asked initially.

Furthermore, Thomas A believes that depending on the context of pride, it has the potential to be the worst, however, “it is right to have self-confidence and to believe in yourself,” which he believes is lacking from much of society. On the other hand, he said that “simply using it to oppress or intimidate others is obviously cruel and wrong”. This argues the belief that pride is either right or wrong depending on how it is wielded. Thomas said that, for example, pride in a test score is useful, but using this high score to shame others, and to “belittle and make fun of them” is wrong.

However, some believe that envy is worse than pride, specifically in the Seven Deadly Sins. “Envy is about jealousy and feeling unhappy with what you have because of someone having more,” Olivia C believes. She said that envy can lead to focusing more on what others have which you do not, “as you can feel like you never have time for yourself and your personal wants and needs.” This was why she classes envy as the worst sin.

Moreover, in the words of Jack B, “pride is simply being proud of oneself,” which conveys the argument that greed leads to ego, and not pride. He believes that this “leads to them losing it all”. He listed many examples of historical greed. This fortifies his argument, as he believes that these people – including ‘conquerors and criminals, kings and their consorts’ - have exhibited greed, and ego, more than excessive pride.

Overall, the majority agreed that pride is, in fact, not

Students at Wath Have Their Say

the worst sin after all. This proves that the interpretation of pride has changed dramatically since the ordering of the Seven Deadly Sins, and has become more valued, as the self-esteem side, rather than self-importance.

The Importance of Sleep

By Evie W, Year 7



 Peaceful sleep. [Flickr: xiaphias.](#)

Most people think that they do not need much sleep, but they are wrong: you need the recommended amount of sleep appropriate for your age group. Let's look at some information that will help you sleep better.

Firstly, depending on your age group, there are different recommendations for how much sleep per night you might need to not be tired the next day. Babies need 18 hours of sleep, pre-schoolers need 10 to 13 hours of sleep (including naps), 6-12 year old children need 9-12 hours of sleep, a teenager needs 8 to 10 hours of sleep, and 19+ people need 7 or more hours of sleep.

If you do not get the recommended amount of sleep, it will not only result in tiredness, you could also have a headache. You could also yawn a lot, but when you are in a car and driving yawning, it could be dangerous because you could crash. Tiredness can also cause irritability at everyone, even if they haven't done anything wrong, and that is not good. When you are

tired in school, you will not be able to concentrate that well and may get in trouble for not doing enough work.

Some people struggle to get to sleep. To help with this, you need to have a routine for when you go to bed and when you wake up. At the weekend, most people go to bed at 12 o'clock but on a school night, most people go to bed at 9 or 10 o'clock. If you go to bed at 10 o'clock and wake up at 6 o'clock then on a weekend only go to bed an hour later and wake up an hour later. If you need to take naps during the day, then do it.

When you go to sleep at night, make sure you haven't had sugar one hour before bed, make your room as dark as you can. Try to eliminate sound and keep your room at a cool temperature.

Try these tips and see how much better your sleep is.

Spring Word Search

O	S	W	S	P	D	F	B	Q	X	S	U	O	I	M
R	D	R	P	G	V	B	J	T	E	G	K	S	D	L
X	N	B	E	J	R	G	B	L	D	C	S	V	R	A
W	W	M	S	W	L	O	O	R	I	L	L	R	X	B
T	Y	A	E	L	O	P	W	H	G	Z	I	R	C	G
H	J	L	I	A	D	H	C	T	P	O	D	W	E	T
M	O	F	R	A	M	D	S	J	H	P	O	E	S	O
L	E	S	T	N	A	F	N	I	N	Y	F	T	O	P
A	Y	P	Q	Z	P	O	B	G	Z	U	F	R	E	T
N	D	R	I	Y	D	Z	R	R	Y	G	A	I	S	D
S	U	N	S	H	I	N	E	A	I	U	D	D	D	J
Y	E	U	F	X	Q	K	S	S	C	T	M	A	U	V
T	H	M	W	D	K	I	J	S	V	J	N	Z	L	H
H	S	S	B	C	X	E	D	K	L	V	H	G	R	M
P	D	Q	N	H	U	H	X	M	J	X	A	F	T	D

LAMB

GRASS

DAFFODILS

CHICK

LIFE

TADPOLES

SUNSHINE

INFANTS

GROWTH

SHOWERS

Please return completed puzzles to Miss Taylor (in F30)...no later than Thursday before the holiday, to receive a positive on your conduct card!

News and Politics

Boris Johnson and the 'Partygate'

By Evie W, Y7



 Broken rules. Graphic: Miss Taylor.

In the recent news, there has been a story about how Prime Minister Boris Johnson was involved in various social gatherings during lockdown, including a party at Downing Street for his birthday and a party in his back garden, while we were following the rules of lockdown and isolating at home. Do you think he should have been sacked so we get a new Prime Minister, or do you think it is right he kept his job?

Personally, I don't think it is right that Boris Johnson kept his job because he made the rules and broke the rules that he made. He was issued a fixed penalty notice from the police, and he is the only UK Prime Minister to have broken the law. However, in the role of Prime

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.
- Size 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 **summer** or **something topical in the news**. To enter, please email your entry no later than **Thursday 7th July** to: etaylor@wathacademy.com.

Minister, he is supposed to set a good example. This made the public angry because they couldn't go to special events like funerals and weddings while he was throwing a party.

Boris Johnson said on the news he is incredibly sorry for throwing a small gathering, but I don't think it was a small gathering. Over 100 fixed penalty notices were issued for a variety of different events that took place in Downing Street, showing it was not a one-off occurrence. I think he lied to the public and they did not appreciate it. I think Boris Johnson should be fired and not be our Prime Minister.

It seems that, sometimes, a rule maker can be a rule breaker.

They Moved the Original Annabelle?

By Charlie G, Year 7

The original Annabelle doll is supposed to be locked in a locked glass box as it is 'demonically possessed'. However, she was moved from one case to the original case that Ed Warren had set up. The reason they are doing that is because they need to restrain the entire case and they restrain it with holy water, holy oils and they have to do minor repairs to the case to reinforce it.

How they do it

They have to get blessed by a priest, drench their hands with blessed holy water, and put on gloves. They have to wear gloves because you can't have direct contact with the skin and doll. They also have to move it as quickly as possible and not give it a lot of recognition when it's out of its case.

Preparing the doll to be moved

What they did to prepare to have the doll out is open the original case to move the doll straight in, read a binding ritual prayer and then open the case to place it in its original case carefully and properly.


After it has been placed

After the doll has been placed in the original case, they said some more prayers and drenched their hands in holy water again. Also, they turned on the 'holy' light and she is now transferred into the original case temporarily so they can do the repairs on the other case.

Feature: Stonehenge

Igrayne W in Year 8 explores the mystery that is Stonehenge...



 Stonehenge. Photograph: Miss Taylor.

Stonehenge is a big mystery that has boggled people's minds for centuries, so what is this peculiar monument and what is the history behind it?

Stonehenge stands on Salisbury Plain, Wiltshire and is visible from miles around. It was built over many years and started in the Neolithic age around 3000 BC. Many changes were made during the next thousand years, and the final changes were made in the Bronze Age, around 1500BC.

Firstly, they cut the boulders into shape and dug deep ditches to let the stones stay put. Some have a theory that Stonehenge was used to examine the movements of the Sun and Moon. Others think it was a place of healing.

The ancient Britons believed that the Sun and Moon had a special power over their lives. They held many lunar and solar parties at Stonehenge on Midsummer's Day (the longest day of the year) and on Midwinter's Day (the shortest day of the year). It is believed they would gather to watch the sun rise and set, with the stone ring (now sadly incomplete) framing the light impressively.

The vast majority of experts believe that Stonehenge was also used for funerals. They suggest that people carried the dead along the river Avon, and then walked up to Stonehenge in a grand procession. The most important funeral ceremony of the year was probably held on Midwinter's Night at Stonehenge.

Professor Timothy Darvill, an archaeologist from Bournemouth University, has a clever theory that Stonehenge operated as a solar calendar, with parts of the structure corresponding to days or weeks.

Stonehenge was built slightly differently from what we might recognise today. Each of the stones represents a single day in a month and is broken up into three weeks, each consisting of ten days. That simple setup worked for day-to-day tracking, but they had to make some adjustments so that it lined up with the movements of the Sun (per Bournemouth University).

A short "month" of only five days was also added in, as well as some stones to track an additional day every four years, for leap year. The result is that the winter and summer solstices are framed by the same pair of stones every year. This would have given neolithic Europeans a reliable frame of reference to correct for any errors in the tracking of days throughout the year.

Every year, the mysterious site attracts thousands of visitors. Why not make it a destination to visit this summer? Join English Heritage to get in for free.



 Huge rock slabs. Photograph: Miss Taylor.

Feature: Eras of Classical Music

Abigail G in Year 10 will guide you through some examples of musical eras across the years. In the last edition, we delved into the features of Renaissance music: the earliest period of classical music which stemmed from the 1400s to 1600s. From this, the roots of Baroque music were planted. Contrasting largely with Renaissance in terms of grandiose and characteristics, musical trends had certainly changed a lot by the beginning of the Baroque period.

The Baroque period began to emerge in the early 1600s, coming to an end by around 1750. Shaped by the work of some of the most famous composers in history, Baroque composers included George Fredrich Handel and Johann Sebastian Bach. Key compositions of the time included Air on the G string, Jesu, Joy of Man's Desiring and Water Music. Like all periods of classical music, Baroque had distinct features which we associate with the majority of pieces...

Melody

A large difference between the melody in Baroque music when compared to early periods is the creation of the twelve key system that we still use today, though this was only established by the late section of the era. Motifs were a common inclusion in the melodies of Baroque music; this involved the repetition of certain tunes in a structural format. Another key advancement in terms of melody was the increased length of melodies. When one melody ended, another began. Sequence was used to lengthen melodies as composers structured their music like patterns. This made them able to repeat parts they had already composed, just as musicians today tend to copy their choruses. Similarly to Renaissance, imitation was also used due to much of Baroque music being fugal and sung by choirs who all added to the mass sound. Ornamentation was also used in excess in Baroque music. Trills, mordents, and turns were commonly used in melody.

Harmony

Baroque composers tried to add flavour to their typically diatonic chords by employing the use of chromaticism. Ground bass was also used in the harmony of Baroque music, especially in the works of Handel. This involved a repeated bass line in the background of a piece. Tonality was achieved for the first time in Baroque music due to the later establishment of the twelve-key system. This

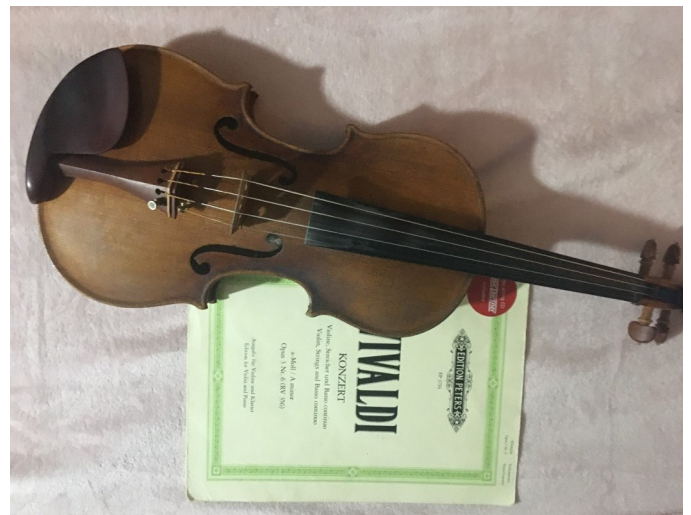
meant there were no longer blurred lines between major and minor and a sense of equality was created.

Structure

Baroque music was identical to Renaissance in terms of structure. These common variations were: Binary: AB, Ternary: ABA, Ritornello: ABACA, Da Capo Aria: ABA, Ground bass: a repeated bass line.

Instruments used in the Baroque period

Baroque music led to the creation of the chamber orchestra (a small orchestra) and contained many of the instruments we use today. The strings section included violins, violas, cellos and double bass; woodwind consisted of recorders, wooden flutes, oboes and bassoons; the brass had trumpets and horns; the percussion included kettlebells and the harpsicord or an organ accompanied and played the basso continuo. However, there were some differences between Baroque and modern instruments. For one, bow hair was often made of gut. Also, Baroque string instruments were softer in dynamics because the strings were of a higher tension.

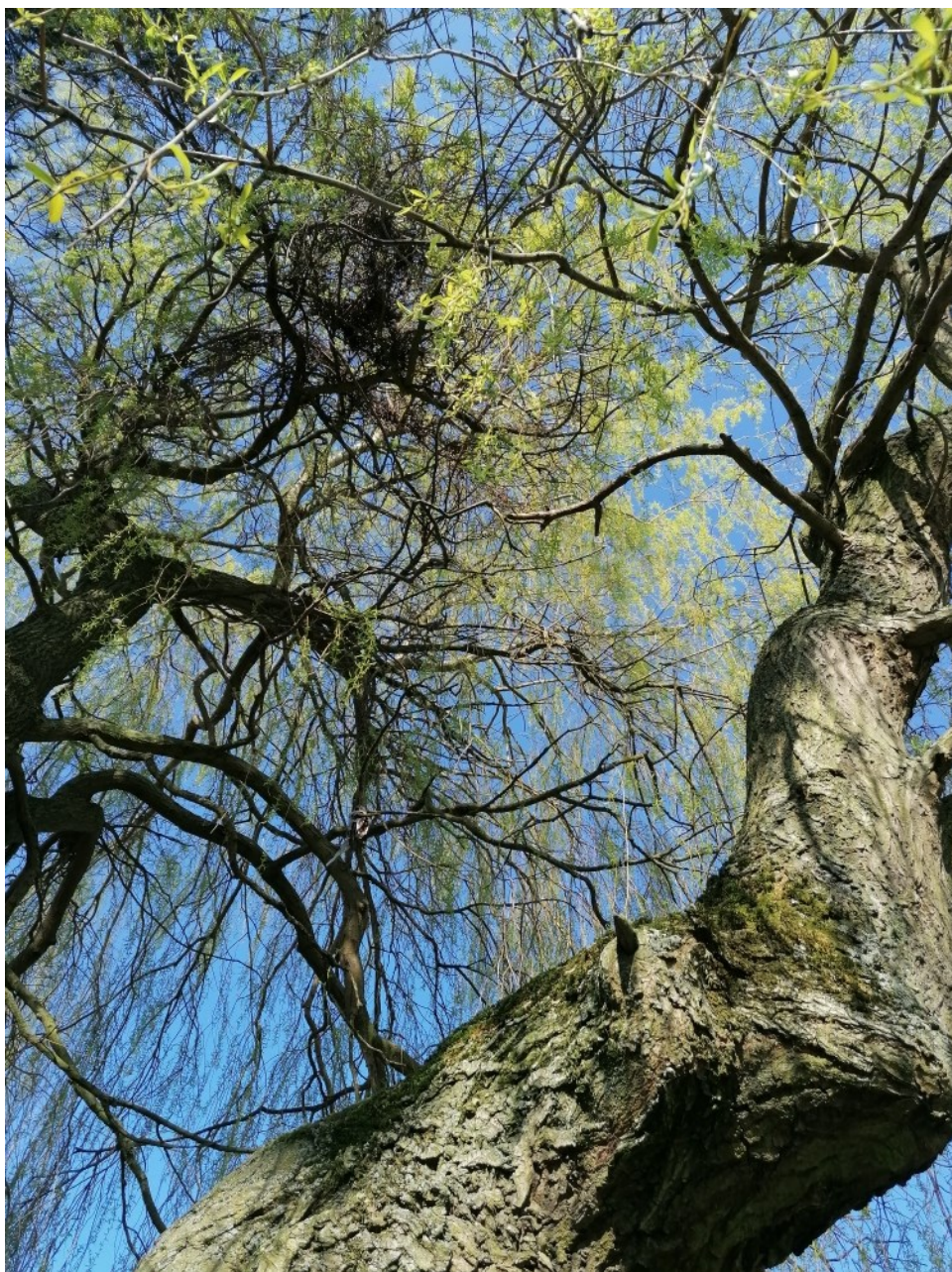


📷 Modern violin with Vivaldi score.

Photograph: Abigail G, Year 10.

Surprisingly, Baroque music is very similar to the way we know music today. Baroque is an important part of the repertoire which classical musicians play today. Even in ABSRM grade pieces, the A set are generally Baroque pieces. Due to their grandiose and ornamented manner, Baroque music is a very good test of a student's range of abilities.

Photograph of the Month



Congratulations to **Sophie B, Year 7** for hitting the brief for an image connected to spring. Lovely blue skies and new life growth emerging on this mighty tree.

Well done also to our runners up (see below, left to right): Elliott R in Year 10 and Abigail G in Year 10.

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 7th July**.

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 pages 5 and 13 for other ways to get involved.

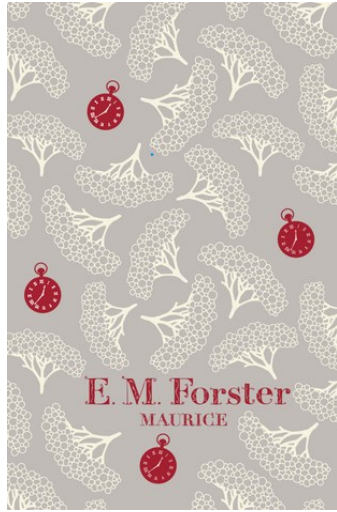




Review



Maurice by E.M. Forster



Reviewed by Elliott R, Year 10

'Begun 1913, Finished 1914 – Dedicated to a Happier Year'

One of the most stunning novels I have ever had the pleasure of reading, Forster's posthumous book, *Maurice*, tells the partially autobiographical story of his life at Cambridge University as a gay man in the 1900s.

Told over the course of several years, it follows Maurice, from his youth until adulthood, his loves and losses, triumphs and downfalls. Upon joining university, a new world is opened to him, one of sexuality, leading to a journey of self discovery. As we discover more of Maurice's life, we begin to understand the struggles he lives through, the people he meets and the stigma he faces from the society he lives in.

Not only focusing on socio-political issues of the time, this book leans heavily into several stories of queer romance, through the relationships that Maurice maintains over the years. Firstly, Clive, a man he meets while still at university, the person who opens his eyes to a different world, their escapades eventually leading to Maurice being expelled from the university. The book then follows their relationship over the following years, until Clive's visit to Athens leads to his marriage and a broken heart.

Fitting for the time period, this book also explores what was essentially the 'conversion therapy' of the time, with Maurice visiting a hypnotist as an attempt to become like Clive. It is around this time that when visiting Clive, Maurice meets Alec, the gamekeeper at Clive's estate.

Almost as a defiance of the social norm at the time, E.M. Forster made the decision to end this book happily, with Maurice and Alec running away together at the end of the book. To quote the author himself:

"A happy ending was imperative. I shouldn't have

bothered to write otherwise. I was determined that in fiction two men should fall in love and remain in it for ever and ever that the fiction allows, and in this sense, Maurice and Alec still roam the greenwood."

This book is one of the most poignant and beautiful things I have ever read, I would highly recommend it to anyone; it is one of E.M. Forster's best work. Even after being published so long after his death, this novel deserves to go down in history with the classics, it deserves more fame that it ever received upon its publication in the 1960s.

Bratz: The Movie

Evie W, Year 7



Bratz is a movie about four girls joining a high school and facing some challenges along the way, but they get out still friends. The plot of the movie is very easy to keep up with.

Yasmin, Jade, Sasha and Cloe are all best friends (BFFs) and fashion mavens. The well-dressed quartet come across unexpected challenges to their lifelong bond; however, when each one enters high school, senior student Meridith Baxter rules the school's social cliques with an iron fist. She is determined to break the strength of their friendship, which she doesn't believe fits her cliques.

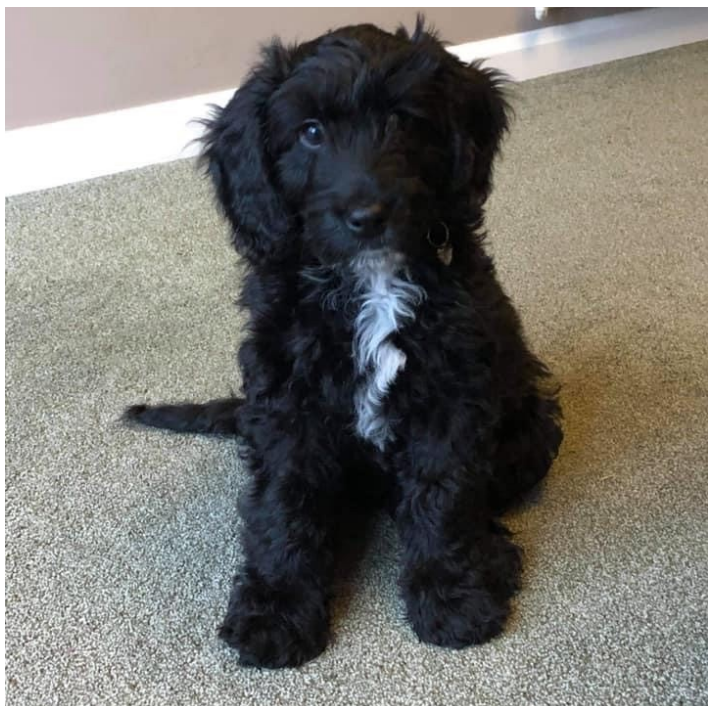
As peer pressure threatens to divide the girls, they must learn how to band together to achieve empowerment. Will they manage to keep true to each other?

This is a really entertaining film, which will make you laugh all the way through, especially if you enjoy teen humour and chick flick narratives.

I would give it 5 stars. You should definitely check it out today!

Feature: Life Through a Dog's Eyes

Abigail G in Year 10 discusses some facts about the life of Man's best friend...



 A pet dog. Photograph: Abigail G, Year 10.

Dogs: arguably the most lovable of all four-legged creatures, humanity's best friend since the dawn of time. After all, with their furry coats, irresistible eyes and never-satisfied appetites, what is there not to love? However, despite our unquestionable attachment to our furry friends, few are aware of how differently they view the world. Many believe dogs see merely in black and white, but a dog's vision is, in fact, much less monotone.

Dogs do have a very similar biological structure in their eyes as humans do. To understand why dogs see differently to us, it is important to be aware of two aspects which affect a species' vision: rods and cones. Rods are responsible for detecting motion in dim light whereas cones provide an ability to see different colours and vision in detail. Dogs have rod-dominated sight, meaning they have a limited scope of colours. However, their retina blesses them with night vision and excellent motion detection. Cones are stimulated by visible light and our brains process the wavelengths of different lights, allowing us to see in colour. Of course, we humans can distinguish a range of colours whereas dogs can only differentiate

between yellow and blue, explaining why the majority of dog toys are produced in these two colours.

Unlike humans, dogs are colourblind to red and green shades but, aside from this, there are very few differences between our vision and that of our canine pets. Some slight distinctions include dogs being less sensitive to different shades of grey and approximately half as aware of changes in the light intensity of their surroundings.

It is assumed that, in the earliest dogs, they had the ability to see more colours than merely blue and yellow, due to having more receptors in their eyes. However, due to the effects of evolution, these extra receptors were deemed unnecessary, and the eyesight of dogs mutated as time went on, resulting in the rod-dominated eyesight which they have today. Most fortunately, this change to their eye structure didn't impact the species' hunting propensity, meaning that they could detect motion just as accurately as before.

Although a dog's world may not be as colourful as your own, do not fret, as their sense of smell is up to 100 million times more acute than yours, meaning that they are certainly not at the disadvantage. Next time you take a trip to the pet store, be considerate, and buy your furry friend a ball in blue or yellow.

THE TORCH Journalists

This edition was produced by Harry Chadwick, Evie Whitehead, Sophie Bradley, Daniel Gabor, Charlie Gornall, Igrayne Whitlam, Isobelle Clowrey, Isobelle Fenton, Elliott Rodgers, Abigail Germany, Mya McVeigh-Judd, 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!

Wath Students Get Creative:

Spring

A poem by Abigail G, Year 10



Spring blossom. Photograph: Abigail G, Year 10.

The little lamb frolics in leaps and in bounds,
 Whilst the ewe lays there and simply astounds:
 Such youth and such grace and such rapture galore,
 All conjured up by a creature so pure.

The bees hum a tune whilst working away,
 Making the labour seem more like light play.
 Drinking the nectar with contentment so great,
 They buzz in submission, accepting their fate.

Flowers painted in yellows and blues,
 Feel so content; they have nothing to lose,
 Graciously, they all recommend
 The donating of pollen aloud to their friend.

All the while, the sun shines down,
 Its golden rays suppressing all frowns.
 The lambs, the bees and flowers rejoice,
 At the springtime happiness they feel without choice.

Story (Part Five): Charybdis and Scylla

By Daniel G, Year 7

James is on an odyssey to save his mum. He has defeated various monsters but is no closer yet...

He saw a white blob chasing him but soon he realised it was an army of skeletons with Hades at the bottom. James and his Cerberus ran and ran until he got to the top and escaped from Hell.

For a day, James walked to the shore and then saw a long and wide river so he checked the village to see if he could borrow a boat and for them to take care of his Cerberus while he was gone (because he heard rumours on the way of Charybdis, a worm-like beast and Scylla, the monster in the cave in a river). So, they said yes, and he walked back to the boat to then get in it. He set off to slay the beasts of the river.

The waters were rough, and it was windy, so he struggled to move in a straight path, but he kept going until night when the waters calmed. He hit shore for the night.

When he woke up, an old man approached him and took him to his house. He told James various things while they were having some food and drink. James stayed until next morning. The old man wished him good luck, said "goodbye" and James sailed away. He continued to sail to the opposite shore. He saw whirlpools in the middle, so he slowly boated to them.

When he stopped, his boat moved steadily to the whirlpools, and he saw something lurking under the water.

Suddenly, Charybdis leapt out of the murky waters and launched itself at James. He dodged it and slashed at Charybdis, but it did nothing. He tried again but nothing happened. Each blow failed to affect Charybdis, so he retreated to the old man's shack, and he stayed there for a day to think until he realised that Scylla and Charybdis hate each other.

Short Stories, Poetry and More

“They might be able to slay each other,” he thought.

So, he got on his boat and went to Charybdis and after a bit of struggling, he jumped on to Charybdis. As he waved himself around, he moved Charybdis closer and closer until Scylla saw Charybdis and launched a tentacle at Charybdis and then they started to fight for the river.

After an intense battle, Charybdis collapsed and Scylla focused on James. Scylla shrank to a small girl who introduces herself. Her name was Rose and was 11 years old. James asked her to join him, and she accepted and James and Rose set off, but after a half day’s journey, they saw...

The Painting

A short story by Isobel C, Year 9

Droplets of crystalline dew speckled the leaves that shot from the ground.

Colours bled into the golden glow of the Sun, basking the field in light. A thin layer of mist dimmed the scene, setting it in a haze.

If one listened closely, they would be able to hear the faint sound of birdsong, the harmony of a myriad of birds. They soared overhead, taunting the wildlife below of a life of freedom.

She turned away.

And so, the painting hung, undisturbed once more.

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

By Igrayne W, Year 8

When Lavandula conducted a scientific experiment with her own blood, she turned a bug into a baby.

Lavandula was three weeks into the formula and needed to know how to create an antidote which would restore all the original nuclei states and how the formula extracts would be disposed.

It was difficult looking after the baby as she had to take it to school with her and hide it in the cleaner's

store with a baby monitor she bought with her pocket money, connected to an earpiece she had to wear and covered it with her hair so she could hear the baby and try to keep the earpiece hidden.

It was that Saturday that the antidote was created, and she could turn the baby back and took it back to its home and peace and quiet was restored.

Even though she had prepared the formula and antidote, it was yet to be finished.

The main reason she wanted to create the formula was because life was going to be easier she intended to use the formula on Tank because she had no human friends, even at school. She wanted to have a brother who she could speak to, and a brother who could speak to her; she wanted a best friend that understood what she said and would say something back. She also wanted to be part of something good, and she thought she could be anything with a brother.

The question was, is she ready to do it?

Lavandula felt nervous.

Her months' worth of work had led to this; she thought of the pain it caused with the blood fiasco all the way up to her discovering the antidote to change the baby back. The formula meant so much to her and she would give anything to make it work.

Trembling, she crept down the stairs, moonlight showing her the way. She tightly embraced the bundle of clothes in her hands and her head felt light.

When she reached the bottom of the staircase, she felt a sudden pang in her head and heart as if she were going to faint and she began to go dizzy as the thought of failure ran through her mind like snow falls down a mountain. She was worried about Tank. Her only chance. Her closest friend. Her brother. He meant the world to her so if the formula didn't work, she would never forgive herself.

What will happen next? Find out in the next edition of The Torch!

Sport and House Update

HOUSE CHALLENGE CHAMPIONS

Wath Academy continues to make a positive impact on the lives of our students by inviting them to take an active part in the house activities. Participation numbers have increased in our weekly online quiz and our Friday challenges, and the box challenge entries have been amazing—so much so we have created a gallery of entries! The students are really getting involved, along with our amazing Wath Academy staff, valuing the importance of working as a team!

In recent weeks, there have been a number of fun activities that students from all year groups and staff have been involved in.

The egg and spoon race challenge which was completed on the last day of half term before our Easter break was won by Carthage for Key Stage 3 and Sparta for Key Stage 4; this event contributed to the final scores in half term 4 and allowed Sparta to gain first place on the half term 4 league! We hope they all enjoyed their reward and the a huge well done from Ms Ashton—she was very proud of her Spartans!



Since then, we have completed a number of other events this half term have. Firstly, there was the beanbag challenge; the key stage 3 winner was Rome, meaning a very happy Mr Slack—on his birthday, too! With the amazing contributions from both the students and Mr Hopkin, Athens took the winning position for Key Stage 4.

The speed walk relay also saw some great techniques

from both students and staff. Mr Taylor and Mrs Stone-Riley supported Thebes in securing the winning place in Key Stage 3 and Mrs King was there to encourage Key Stage 4 in also securing the victory for Thebes.



Well done to all that have been involved and participated on the Friday events; working as a team is a great quality to develop so please make sure you do get involve and support your house. All participants contribute points to their house, so the more that get involved, the more points your house will receive.

We have also had some amazing Easter card entries in our box task with the overall winner being from Daisy S from Carthage. The most recent box challenge of the limerick was also popular, securing a win for Troy from Sienna T.

The current league tables stand at:

	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

However, this could all change. Watch out for the next events to get involved for your house!