

KD CHRONICLES

THE OFFICIAL NEWSPAPER FOR KING DAVID HIGH SCHOOL

Shana Tova!

By Ma'ayan Werner

This is the first issue of *The KD Chronicles* for the new academic year 2020/21.

I hope everyone enjoyed their summer and is ready to get back into the swing of things.

I would like to take the opportunity to welcome the new Year 7s to the school and welcome back to the rest of the school.

Remember, there are still very strange times and people are still getting to grips with the changes that have been put in place so remember to wear your masks, wash your hands, watch your distance and be safe!

Chag Samerach and Shana Tova!



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MEET THE LEADERSHIP TEAMS



Meet your Head Girls

Emily Tobias studies Psychology, Biology, Chemistry

Mia Levene studies Maths, History and English

Meet your Deputies

Susie Greenberg – Psychology, Biology and Spanish

Charlotte Myer – Maths, English Language and English Literature

Nirel Levine – Biology, History and Health and Social Care

Ma'ayan Werner – Maths, Economics and Sociology

Eve Taylor – Music, English Literature and Drama

Sadie Margolis – Biology, Sociology and Health and Social Care

Orli Edwards – Maths, Biology and Psychology

India Power – Maths, Chemistry and Spanish

Meet your Head Boys

Solomon Elkinson studies Chemistry, Biology and Physics

Louie Leventhall studies Maths, Further Maths, Physics and Politics

Meet your Deputies

Joesph Kron – History, Religious Studies and Politics

Sam Stonefield – Maths, Religious Studies and Physics

Alex Mandel – Graphics, IT and Business

Jamie Gradel – French, Chemistry and Maths

A Message from The Heads: “If you have any good ideas on how we can improve the school don’t hesitate to contact any of us via email.”

LEARNING WITH MASKS

By Mia Levene

COVID-19 has been a pivotal event for the modern world. It was not simply a case of quarantining for a short period then carrying on life as normal, but instead the consequences of the disease have altered our way of life. We are faced with obscurities such as signing in to track and trace everywhere we go, being unable to go out with friends and most notably wearing a mask.

Masks must be worn in virtually all public spaces and school is no exception. However, does wearing a piece of cloth over your face really affect the way in which we learn, or should masks be considered a necessary (granted, slightly uncomfortable) part of post COVID life?

A positive change to learning with masks that I myself have noticed is a decrease in the amount of talking between peers during class. Firstly, masks seem to quieten many people's voices meaning whispering to your classmate becomes far more effort than is worth. Secondly, our subconscious reliance on lipreading has become quite prevalent as a difficulty in hearing has accompanied being unable to see someone's mouth.

This lack of class disruption may also be a consequence of attempted social distancing as students are no longer close enough to their friends to discretely communicate. Therefore, I would say in this field our learning is enriched due to less disruptions.

However, there is a flip side. The change in lifestyle of wearing masks can create a rather restless classroom setting. A study supported by WHO suggests that wearing masks creates a false sense of security, making people less compliant with other control measures such as social distancing. This may cause a problem as student compliance is essential in keeping school safe.

Furthermore, I'm certain that all fellow glasses members will be familiar with the difficulties of keeping glasses from fogging up, an example of a mask-caused discomfort that will certainly disrupt learning for some. However, since wearing a mask reduces the chance of transmission drastically, we must power through these issues in order to return back to normal as quickly as possible.

Now we can address the cynics. The first question asked is the need for masks in small classes where social distancing is possible. In response I would argue that although social distancing helps, the virus does not see a 2m sign then decide to not infect people beyond that boundary. Therefore, it is important that we employ all measures at our disposal to protect ourselves and others. The second issue is that people take their masks off anyway to drink, so what is the point? The latest forecast from the Institute of Health Metrics and Evaluation suggests that 33000 deaths could be avoided by October 1st if 95 percent of people wore masks in public. This shows that even if one person takes their mask off momentarily to drink, it is still worth the rest of the class keeping theirs on.

Overall, I would say that although masks are uncomfortable and annoying, keep in mind that by wearing one you are helping the movement towards a COVID-19 free future.

WHAT'S ON THE BOOKSHELF?

Alex Mandel suggests reading '*What You See is What You Get* by Alan Sugar' – "This is a book I got into but didn't finish reading because I had too much work during lockdown. My dad told me I would learn more in this book than I've ever learnt in business studies and of what I've read he was totally right. Alan Sugar talks about his business ventures and how he learnt from them. I honestly think all the pupils in the school should read this and I need to carry on reading it when I have the time."

Nirel Levine suggests reading the '*His Dark Materials* Trilogy by Philip Pullman' – "I never finished the series when I was younger so over lockdown, I took the chance to start reading them again. I think it raises so many important messages for readers of all ages through such a brilliant page turning story."

Orli Edwards suggests reading '*So You Want to Talk About Race* by Ijeoma Oluo' – "It's a really interesting and eye-opening book discussing racism within society. I'd highly recommend it for anyone wondering what they can do better and how to help."

Ma'ayan Werner suggests reading '*Thinking Fast and Slow* by Daniel Kahneman' – "This book gives an amazing insight into how our decision-making processes work and it invited you to analyse the way we make choices and understand the subconscious biases we use on a daily basis. Although it is quite a challenging read it is so worth it!"

Emily Tobias suggests reading '*Why I'm No Longer Talking to White People About Race* by Reni Eddo-Lodge' – "This is an amazing, especially because it talks mainly about slavery and racism in Britain rather than America. It helped me learn about the history of slavery, about my white privilege and what black people in Britain still face to this day. It also taught me that even though fortunately we don't see many public displays of racism today's society is built off institutional racism."

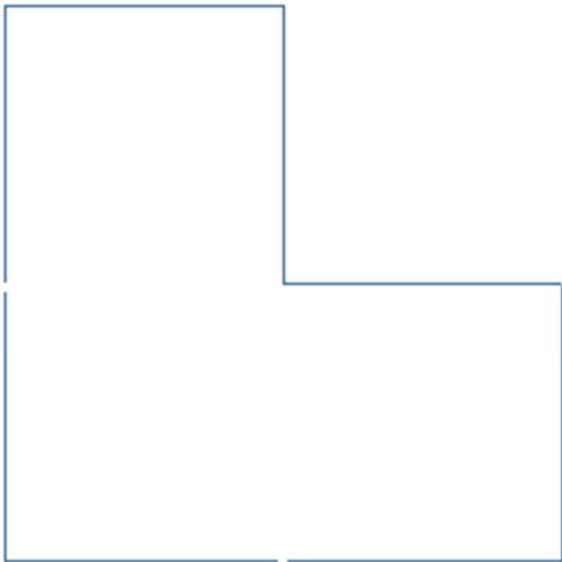
Charlotte Myer suggests reading '*Beloved* by Toni Morrison' – "This novel mixes the gothic genre with real life experiences. It explores the lives of ex-slaves, post-civil war in America and successfully highlights the poignant and everlasting effects slavery had on black American's lives. The novel is gripping and eye-opening and I would strongly recommend it."

Sam Stonefield suggests reading '*The Sneetches and Other Stories* by Dr. Seuss' – "Dr. Seuss' guides to life and ways to walk, nonsense, fun and food for thought. You want it? Dr. Seuss provides it. I would suggest starting with this book but there are many more!"

Louie Leventhall suggests reading '*Maus* by Art Spiegelman' – "It's a graphic novel that tells a tale of the Holocaust through the medium cartoon animals. Maus is very direct and gives a very and personal account of the Holocaust. Maus is also a great example of Holocaust education for young people and is well worth a read."

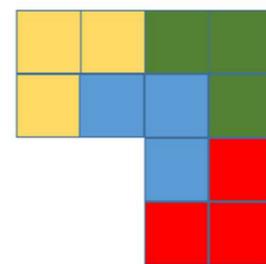
MR VINCENT'S MONTHLY MATHS PROBLEMS

Cut this shape into 4 identical pieces – you may use as many cuts as you need.



Find values of A, B and C to make this sum correct:

$$\begin{array}{r}
 A B C \\
 + A B C \\
 + A B C \\
 \hline
 B B B \\
 \hline
 \end{array}$$



Solution

$$\begin{array}{l}
 \text{So } A = 1 \quad B = 4 \quad C = 8 \\
 148 + 148 + 148 = 444
 \end{array}$$

Solution