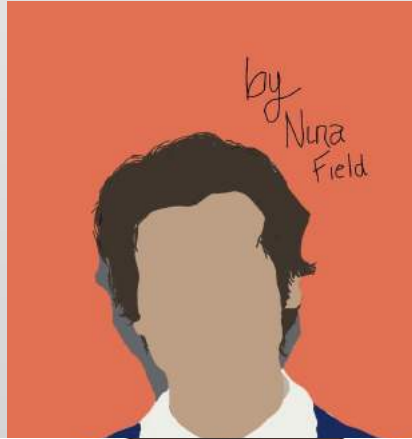
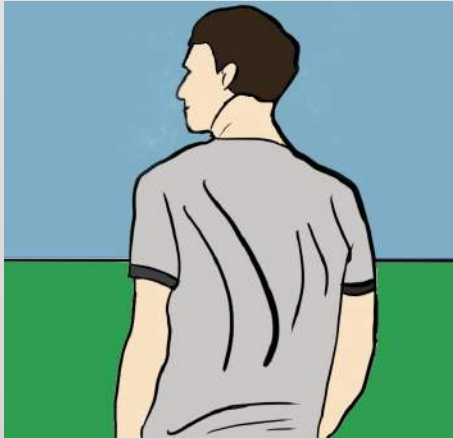


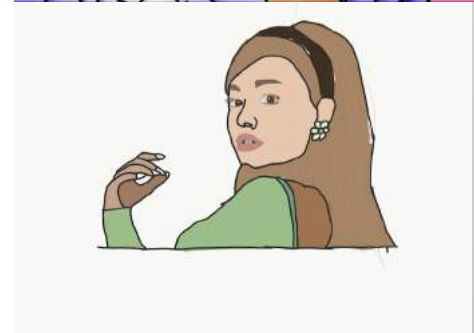
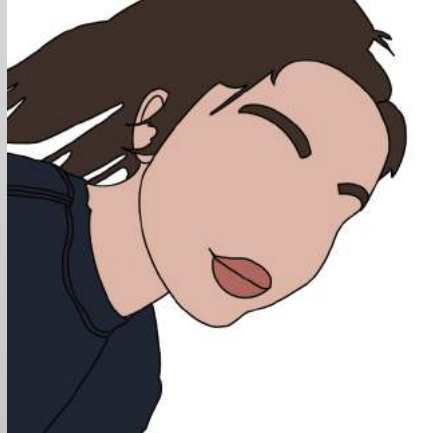


MARDEN NEWS

End of Term Edition February 2021



ART
Digitally
Drawn
Portraits



Featuring

Message from the
Head Teacher

Reading Resources for
Parents and Carers

RE

English

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Business

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Friday 12th February 2021

Dear All,

It may well be that you have already seen it - that you have been waiting all day for it to be posted - and are now in awe over what you have seen. Or maybe you're hanging on in order to savour the pleasure in a quiet moment later. I'm talking, of course, about the "Marden's Got Talent" Winter Edition final show which can be found on the school website as of today. There is, indeed, some quite brilliant talent to be seen, and it never fails to amaze and surprise me to see some of the skills our students have. This really is a must watch, so once you've read the rest of this newsletter, get a cup of tea, settle back, and enjoy the show.

Last week our year 11 GCSE Physics students took the opportunity for a virtual visit to Kielder Observatory. The astronomer that they worked with was Adam Shore. He showed them the telescopes there and went on to explain the Life of a Star using images, some of which had been captured using the telescopes at Kielder. The night skies that are seen around the observatory are some of the darkest in Europe and so the images that are produced are quite remarkable. The students valued the event and sent comments expressing how much they had enjoyed the session. Space Physics is one of the modules for the GCSE Physics exam.

As you may be aware, British Science Week runs from 5th – 14th March 2021 on the theme of "Innovating for the Future". Activity will mostly be online, and RTC North has put together a programme showcasing North East innovation and entrepreneurship, including sessions being delivered by their STEM Ambassadors - real life scientists, inventors and business people - which I'm sure will make for interesting and engaging viewing for our students. Mrs Glover will be emailing a copy of the flyer to students and parents which contains information on the speakers and a LIVE link to register for the events, which promise to be not only excellent additional learning, but also inspirational for this country's next generation of innovators.

Recently I have spoken about the positive feedback that students and parents have given about our remote learning provision, and this week I thought I would share with you some feedback from staff. We now have a good picture of how it is going and we are very happy to report that the



results are extremely positive. While some students are still having difficulties accessing synchronous learning, and we must remain sympathetic to this at the same time as continuing to help put solutions in place, attendance at sessions is quite high (about half to two thirds of the students on average) and all teachers report that student engagement of those in the sessions is excellent. Activities that teachers provide are varied and range from providing feedback to modelling and explaining new content. Most popular has been the use of live streaming for discussion and we have seen the benefits of this not only in lessons but also in the form tutor seminars that have also taken place where we have been able to check students' wellbeing and have given them an opportunity to talk about the many other aspects of school life that may be on their minds. Many staff are using live streaming very creatively and, as it becomes more familiar, are exploring further ways that it can enhance the learning. The most significant finding from the feedback is how welcome some level of interaction has been for students and for staff. This has all produced some outstanding work, and in this half-term's newsletter you can read see some of the lessons our students have been involved in in different subjects. We all miss being part of the physical Marden community and seeing each other on a daily basis. For now though, meeting up virtually is providing a good second best.

The government-funded Oak Academy, which I have spoken about in previous newsletters, and which provides free online lessons, has now been made zero-tariff for mobile users, meaning it doesn't count towards data usage. This is very welcome and different from previous data schemes, as it is universal and doesn't require families to request more data. Hopefully this will lead the way for other free-to-access educational websites and platforms to do the same, and in the meantime, the Oak Academy lessons can be a useful supplement to our remote learning provision.

I speak regularly in this newsletter about the importance of continually developing literacy, no matter what age we are or what level we are at. Shared reading is an excellent way to develop children's language and communication as well as boost reading skills, and the half term break can be a good opportunity to do some more of this. The Education Endowment Foundation has produced an advice sheet of '7 Top Tips' for parents and carers. It offers creative and engaging ways that shared reading can easily be done when children are learning at home, and you can read the detail of this in this half term's newsletter.

We hope to be able to bring our Year 11 students and their parents an update soon after the half term break on the detail of how GCSE grades are to be arrived at. The consultation put out by



Ofqual has now closed and so we are currently waiting for the feedback from that.

North Tyneside Council's annual Apprenticeship Fair is going virtual this year. The event runs from 10am - 12pm on Saturday 13th February, and will feature information on apprenticeships, the application process, employers, as well as training providers talking about the apprenticeships they offer, with a live chat facility. The event is designed to inform and support both students and parents and carers. There is no requirement to register beforehand, just go to <https://skillsnorthtyneside.org.uk/NAW2021> on the day.

So we have reached the end of a very different half term where we have been generally physically distant, but perhaps close in other ways, not least in our common efforts to provide the best we can for our children. We are approaching a pivotal moment for the country on the 22nd when the Prime Minister will be reviewing the situation with the lockdown, and no doubt making announcements about when schools will be allowed to open to more students. In all of this it is important that we remember we are not passive observers, but that each one of us is an active player with agency, able to take opportunities no matter how slight, to create our brighter future. The physicist Amory Lovins was once asked whether he was an optimist or a pessimist. He replied:

"I am neither — because they are just two different forms of fatalism. The optimist says things have to get better, and the pessimist says things have to get worse. I believe in applied hope. Things can get better, but you have to make them so."

Thank you for your continued support and take care.

Mr M. Snape
Head Teacher

Reading Resource for Parents and Carers

Shared reading is an excellent way to develop children's language and communication as well as boost reading skills. The Education Endowment Foundation has produced an advice sheet of '7 Top Tips' for parents and carers. It offers creative and engaging ways that shared reading can easily be done when children are learning at home.

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)
Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.
Available online: eef.org.uk/eef/eef-early-years

Education Endowment Foundation (2019)
Improving Literacy in Secondary Schools. Education Endowment Foundation: London.
Available online: eef.org.uk/eef/eef-k3-k4

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).
Literacy Development: Evidence Review. Education Endowment Foundation: London.
Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf



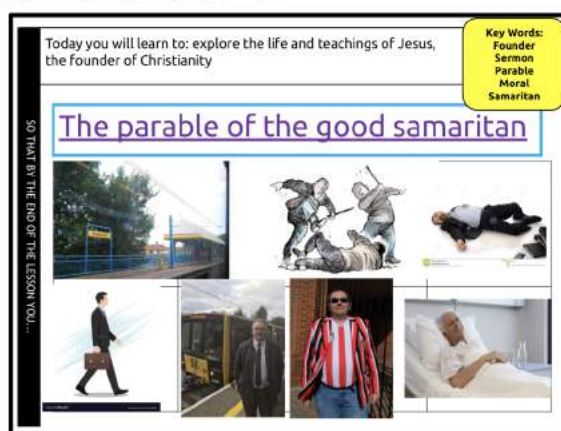
RE

In RE students have been engaging amazingly well with the different topics we are covering. I know it is not always easy to work remotely, particularly when some of the topics we cover can be emotive, philosophical or thought provoking. However, I have had some wonderful pieces of work sent back, and some great emails and messages from students.

In year 7 classes have been learning about religious founders and leaders and I had some of the most wonderful storyboards handed in last week. It was very difficult to select work of the week (below)!

Work of the Week

RE - Xavier Morland (Year 7)



A man gets beaten up and robbed at a metro station in North Shields and lies injured on the floor. First a businessman sees him injured but walked by because he had an important meeting. Then the local MP walks by and sees him hurt but carries on because he has more important business to attend to at Westminster. Then, a mackem who was passing by sees the injured man on the floor. Although he was already running late for the Sunderland match, he carried the man onto the Metro and took him to Rake Lane hospital where the man fully recovered safely.



In year 8 we have been looking at the Holocaust as part of our topic about human rights. As this is a particularly emotive area to study, we have focused on how people can survive despite all odds and also how the presence of evil can inspire people to do amazing things. In particular we are spending a lesson looking at Nicholas Winton who was a British man who saved many children during the Holocaust.

In year 9 we are finishing a topic on immortality. I have read some extremely insightful and well reasoned exam answers on this matter as a result of the students hard work and enthusiasm.

I think that the approach of my KS4 classes really sums up how wonderful all of our students are as they continue to try to stay focused and work hard at home.

So a massive well done from the RE department!

Mrs MacLeod



North Tyneside Writing Competition

Remote learning has not stopped our brilliant students showing off their creative talents! We have the exciting opportunity to take part in North Tyneside Council's Writing Competition for 2021. Our students have been writing original poetry, prose and non-fiction in response to this year's theme of 'Connecting With Others'. Winners will attend a virtual presentation ceremony in March and have their writing printed in a book which will be sent to all schools in the borough. Here is a small taster of some of the imaginative pieces we have had so far (for any additional entries, please send to Ms Taylor or contact your English teacher):

She had never had a friend; she was always just a shadow, unrecognised by anyone. Her voice was a silent echo. Alone, afraid. She walked through the solitary doorway and listened to the babble of children as they headed to lessons, she longed to be like them but she doubted that any of them even knew her name. She sat down for lunch, a hostile site with the rows of grinning teens surrounding her.

Marnie Boden, Year 7

'My dad is going to kill me' said Tom who would normally take charge and tell everyone what to do in this sort of situation. He ran his hands through his short blond hair, grasping with despair at the knowledge...

Ryan Allen, Year 7

Bored. That's what I was. Sitting on my uncomfortable throne, the gold leaves against my back were digging into my shoulder blades. As well as the fact that I had to reject a man's offer to dance every 5 minutes. Well at least everybody else was happy. I guess. As the sound of music filled my head. I had had enough. I jumped down from my chair and waltzed over to the buffet. Grabbed 4 sandwiches and shoved them in my mouth before mother saw.

Amelia Chima, Year 9

As we went to the door I expected to be greeted by a "Boo" from my grandad, like he always does but instead he just gave my mum and I a blank nod of acknowledgment and retreated to the living room and the comfort of his favourite armchair. The change in him was undeniable. As he sat, motionless and unreadable, he sighed. My mum attempted small talk but it seemed to fall on deaf ears. Grandad was still in his pyjamas at 2:30pm; this wasn't like him.

Harry Wallace, Year 9



The fizzle and crack as the final amount of mustered energy ebbs out of the radio immersing the concrete room in all-encompassing isolation and a harsh realisation. The voices halted, no music to bring joy and pass the time with each lyric, no more voices but that of your own, to tell stories of old, passed through the trials of time.

The room was desolate; the decorations skimmed over in haste with luxuries being forgotten alongside them. Only the necessary was needed and only the necessary was there to be had: enough food for one person, enough water for one person and enough space for one person.

Matthew Hood, Year 11

What do I say? Probably saying 'hi' would be a good start. But how do you say 'hi' to someone? 'Hello' sounds too formal. If I just say 'hey' then I'll seem overly cocky. If I say just 'hi', though, I'll come across as shy and is that what I want? Meeting new people has never been my strong point, I don't know if you can tell. First impressions are vital. At least, they are for me. Those first impressions are what people base their opinions on about you. One wrong move and that's it. Then it's time to move again. I'm a good kid, I swear. I'm just not good socially. You can probably tell.

Bethany Morris, Year 11

Technology improves every second we speak. Technology is what links our current society together. So how are we losing the ability to connect with others?

Jason Jiang, Year 11

Spoken Language Success!

Many of our Year 10 students had started preparing for their first GCSE Spoken Language persuasive presentations before the Christmas break on the theme of 'Icons': choosing a person who they think should be classed as 'the greatest icon of all time'. Now obviously the aim was to have each student present their speech on their chosen icon in front of their classmates, however online learning has not held them back as they were tasked with doing their speeches remotely also - with fantastic results! Presentations were submitted on a range of interesting, controversial, historical, modern and inspirational icons such as: Guy Fawkes, Lizzo, Elliot Page, David Attenborough, Freddie Mercury and Alexandria Ocasio-Cortez. These were submitted in a variety of creative ways using screencasts and videos - it's not just the teachers improving their technology skills! Presentations were engaging, persuasive and a pleasure to listen to! We know how much the students are looking forward to getting back into the classroom but this just proves how adaptable and brilliant our students have been in these challenging circumstances.



Here is what your English teachers have on their Spring Reading List:

Mr Horn: *Ethel and Ernest* by Raymond Briggs
Mrs Cathcart: *An American Marriage* by Tayari Jones
Miss Laing: *Thinking About It Only Makes It Worse* by David Mitchell
Mr Ranson: *Such a Fun Age* by Kiley Reid
Ms Taylor: *Three Women* by Lisa Taddeo
Mrs Todd: *Kensuke's Kingdom* by Michael Morpurgo
Mrs Eastlake: *Catch-22* by Joseph Heller
Miss Lees: *On the Come Up* by Angie Thomas
Miss Boyle: *The Power* by Naomi Alderman
Mrs Barnes: *Cilka's Journey* by Heather Morris



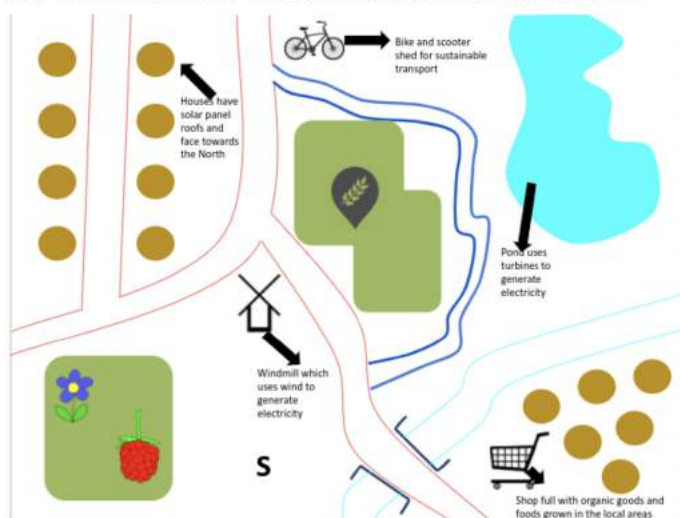
Mrs Cathcart

Geography

This term we have been working hard in very unusual conditions and I would like to commend the vast majority of students who have been completing work to a very high standard throughout this period of school closure. We have had to adapt the way we do things in geography as we try to engage our children in remote learning. We have all had to become screencasters, describing the tasks in our lessons and feeding back to students in meaningful and purposeful ways. We have had to think about how we structure, set and monitor work through google classroom and I am happy to report that our new way of working is getting some great results. We will continue to look at this provision as we move forward and we will begin offering some small group seminars where we can have a higher level of interaction with our students so look out for that continuing over the coming weeks.

In year 7 we have been getting our heads around a very pressing global issue. Our young people have been learning about climate change. They have been producing some excellent work looking at the causes and effects of our ever changing climate and we have paid close attention to the link between climate change and the Australian Bushfires which occurred last year.

My sustainable city design: Draw/upload your design here.



(Jack Mortimer - Year 7)

My speech:

"I am Jack Mortimer and this is my plan for our city. First I would like to address that all of the energy will be made from renewable sources - wind and water. Throughout the city there are recycling stations that contain three major components. These are: recycling; general waste; and glass. Our stream and pond are both filters for any harmful materials to the wildlife. In the pond, there is a water turbine so that the water is flowing constantly. I have decided to add one shopping centre called Natural Environment. Most of the food in our shops are organic and sourced from our local area and for the ones that are not they are careful and thoughtfully transported across seas. Our shops are made from natural materials like wood. Yet, if we chop down trees for wood we are taking a part in deforestation so for every tree that is cut down anyone is planted. Next to our pond we have a jogging and bike track that is accompanied by our bike and scooter sheds that provide more sustainable transport. To the south of the bike sheds we have a field for growing crops and caring for animals that will not be harmed in any way. These animals are there for reproducing and being loved. We have other facilities like schools and vegetation farms around our city that help the economy. Finally, our houses all face North so that we have enough shade to stop people from having to turn on and waste their air conditioning. Furthermore all houses have solar panel roofs to provide renewable energy. In the bathrooms there are also toilet sinks so that the water basin from the sink is used to flush the toilet. Thank you for listening."

Year 8 have been studying hot and cold environments and the link between the people who live there and the physical geography of these biomes. We are spending some time learning about the opportunities and challenges that come with the geography of Russia and students have been producing some lovely work around this. It's proving to be a very interesting case study for lots of our children.



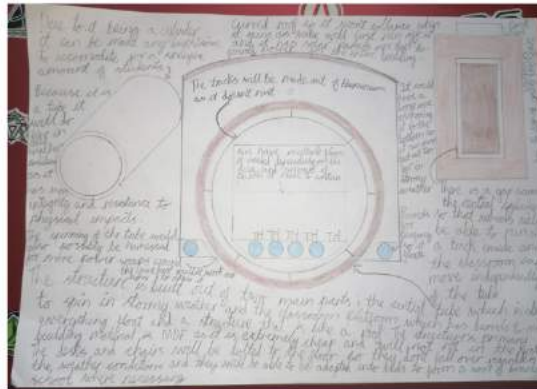
(Philippa Springle - Year 8)

In year 9 we have been carrying out an in depth study looking at the urban change taking place in Lagos, Nigeria. With one of the fastest growing populations and economies in the world it is a great place to study. Our students have been investigating the impacts of rapid urbanisation on the urban poor in Lagos and looking at the informal settlement of Makoko and the plans to bring floating communities to the Lagos Lagoon.



[Link to video tour](#)

My floating school design:



My speech:

My design for the floating school for Lagos is cheap to make, can be made out of recycled things, is made out of almost completely sustainable materials and can be adapted in building to easily accommodate for a class of up to 100 people. Many children don't have access to clean water for drinking and cleaning so our school has a fully functioning water filtration system that collects rain water and purifies it for many different uses

Video tour



(Jay James - Year 9)

Our GCSE students have had to be particularly resilient and many of our year 10 students have been exceeding all expectations in the quality of work they have been producing. They have written some excellent pieces of work about the management of the Amazon Rainforest and Thar Desert. Year 11 have been fantastic, in the face of such uncertainty they have trusted their teachers and continued to produce work looking at urban change in Newcastle which is just as good as the work they were producing before the school closure.



(Newcastle Upon Tyne)



(Jaisalmer Windfarm - Thar Desert)



All things considered it has been a very positive term in geography and as a department we would like to thank those of you at home who have risen to the challenge of home learning. We know that it is difficult learning from home but for the vast majority of you it has only demonstrated your resilience and responsibility and for that you should feel very proud.

Mr Blakey

Business

Early December 2020 and retail giant Debenhams announced they were set to close their doors for good, putting 12,000 jobs at risk, across 124 stores nationwide. The 242 year old retailer has withstood recessions, depression and world wars, but finally succumbed to the threat of the internet and the pandemic. Step up Boohoo, a UK based online fashion retailer, founded in 2006. The online fashion firm has been a real winner during lockdown times, with a 45% increase in sales. Boohoo has bought the Debenhams brand and website for £55m, but is set to remain an online store and will therefore not be taking on any of its remaining 12,000 workforce.



Why is this important? What does this have to do with GCSE Business? Recently our Y11 Business students have been working extremely hard covering topics such as the Marketing Mix, which focuses on a range of different factors (4P's) that a business can control to influence its consumers to purchase its products. One of the P's within the Marketing Mix is 'Place'. Students have been understanding why it is important to distribute and sell your product in the right

place and in the right way. The headlines and news we see or hear helps students to add context to the topic we are studying. In this instance, the value of the high street, the benefits to cutting out the middleman and going straight to the customer by using e-commerce.

Prior to Christmas we were understanding the external influences that can affect a business. Analysing the state of the economy, understanding terms such as 'economic climate', 'recession' and 'inflation'. All phrases that we can hear and see in the news, especially in our current circumstances.

We are now about to begin studying 'Business Growth'. The methods of growth we examine are 'mergers' and 'takeovers'. Hence the Boohoo and Debenhams news story.

It is so important that our GCSE Business students spend time on a regular basis watching the news, listening to the headlines and absorbing the stories of what is happening. And in a time like now, when we are spending more and more time at home, it's a perfect time to do so.

Miss Parker

**Computer Science:**

Technology; It's something that has become something none of us can avoid whether we wish to or not, this is currently clearer than ever. Family check-ins, celebrations, the weekly quiz with friends. All these through the likes of Zoom, Google Meet, FaceTime and other technological wizardry. Our shopping has moved largely online with retail sales suffering the biggest fall on record in 2020, but with total online retailing increasing by 46.1% - the highest since 2008. Even our entertainment has moved predominantly online with the likes of Netflix, Amazon, Disney+ and NowTV taking over our televisions, tablets and desktops. It appears to be a technological revolution, but how exactly does it all work?

This is what our Year 10 GCSE Computer Science students have been looking at since January, all of the above boils down to the 0's and 1's hidden beyond sight in Binary. Our students are learning how to understand this, how it relates to our beloved decimal system and how those 0's and 1's come to look like the images we see and the sounds we hear.

Meanwhile our Year 9 Students after having flourished their creative digital solutions based on Food Poverty in the BIMA Digital Day competition. We are now looking at the components that make up the main devices on our desks: The Computer, and understanding how each of these components all work in tandem to create the greatest tool of the digital age.

Our Year 7 and 8 students have been learning about harnessing our digital world safely and effectively. Year 8 has been focusing on Online Safety with the likes of Copyright, Communication methods, Phishing, and Social Networking. Whilst our Year 7 students are building their definitions of Cyberbullying, Trolling and understanding the Social, Ethical and Legal issues and keeping themselves safe online.

Due to the entirety of above it is more vital than ever to ensure we have sufficient screen breaks and time away from our devices to avoid the likes of eye strain, headaches and to try and keep fit, this ideally is 5-6 minutes every 50-60 at least. Below are my five top tips to try:

1. Have a chat with somebody in the house: Just check in, see how they're doing, maybe make them a cup of tea if they are busy themselves!
2. Have a play with any pets: Give your dog a pat, or a chin-scratch for your cat, maybe sing to your budgie!
3. Keep a ball/puzzle handy: Whether juggling a ball or working on a Rubik's cube, this is a great way of taking your eyes away from the screen and moving a bit.
4. Doodle: Keep a notepad and pen/pencil close, doodle away or start a diary entry.
5. Water the plants: Are there any plants that need watering? Stroll down the garden if you have one and get some fresh air.

Mr Brooks



ART

We have been running some fun exciting activities over the past few weeks and students have been non stop impressing us with their imaginative pieces. Working from home really has not stopped our pupils from designing stunning outcomes.

Year 7 have been working on Collage Art using a huge range of mediums including objects found from nature and around the home.

Year 8 are creating Colourful portraits using a range of drawing styles, techniques and software.

Our Year 9 have continued producing work based on our recent Shoe project which has had some outstanding outcomes.

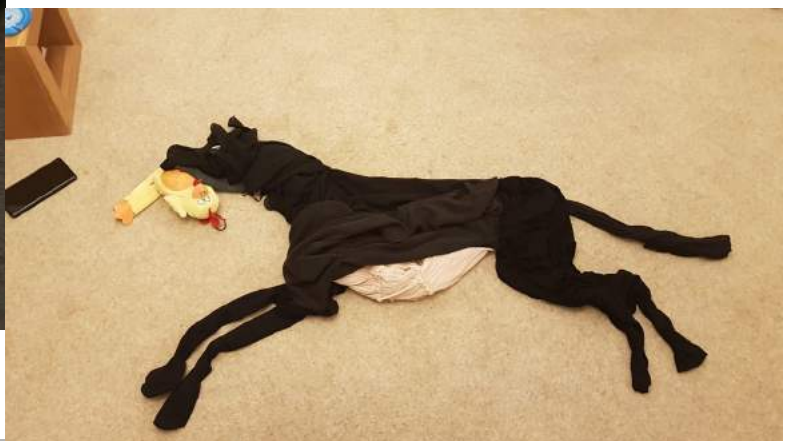
GCSE subjects are working independently on their chosen concepts for their portfolio projects and assessment exams.

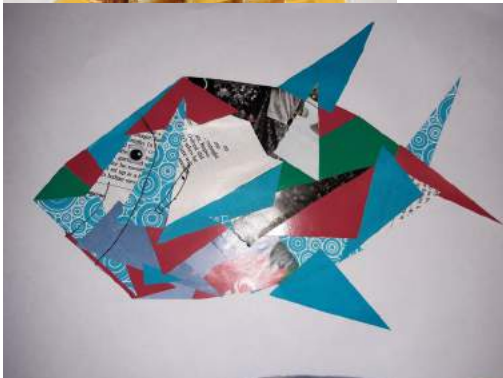
We are pleased to say students have been engaged, enthusiastic and creative. Some of the work has put a smile on our faces and we are hoping that you are all enjoying the chance to work practically on their chosen lesson tasks. We have even had some parents getting involved and making their own pieces which we love!

We cannot wait to see what else is produced over the coming weeks and please be sure to enter the Royal Academy Art Competition posted on Google Classroom for major prizes, house points and recognition in Art.



Year 7 Collage



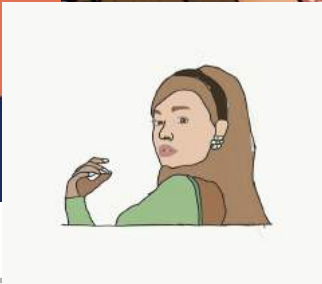
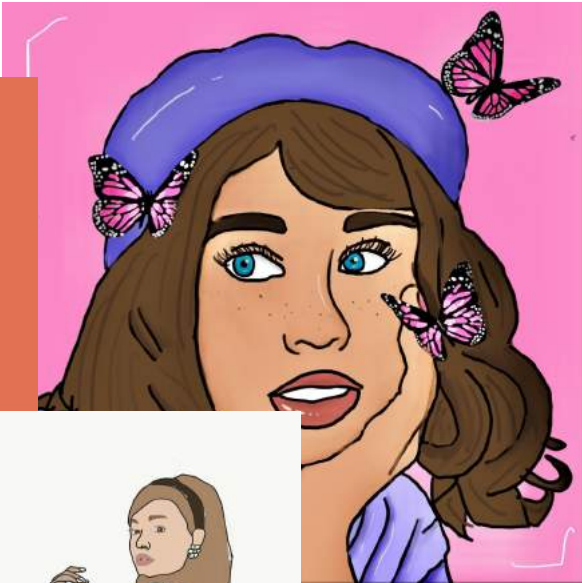






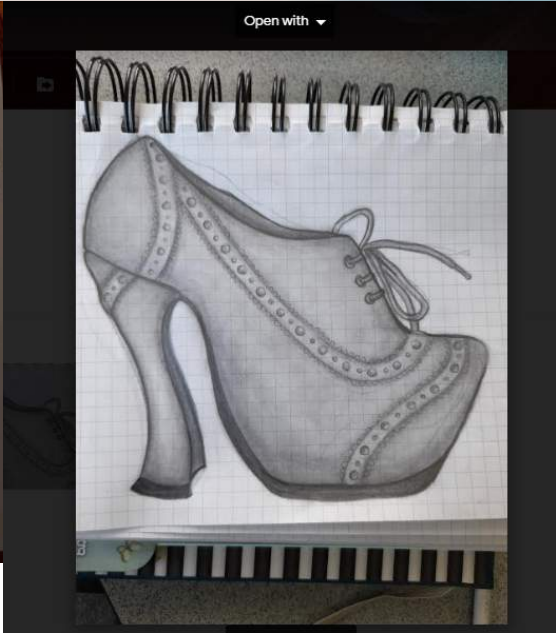








Year 9 Shoes





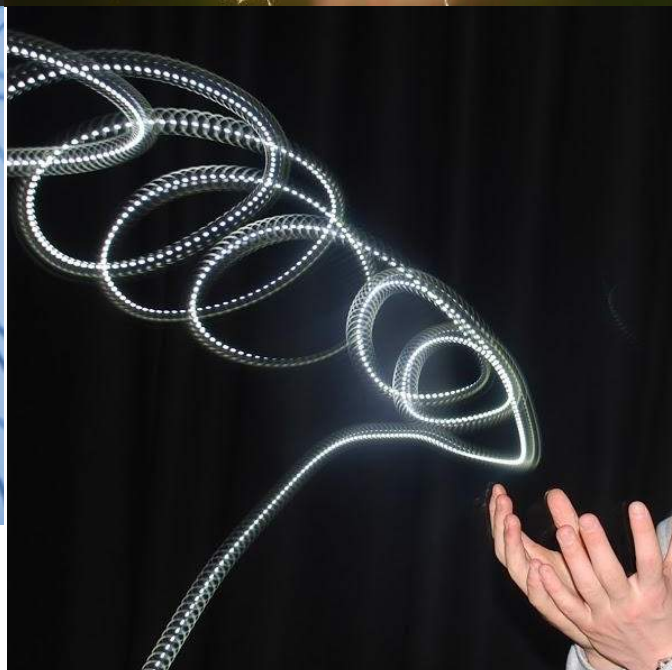
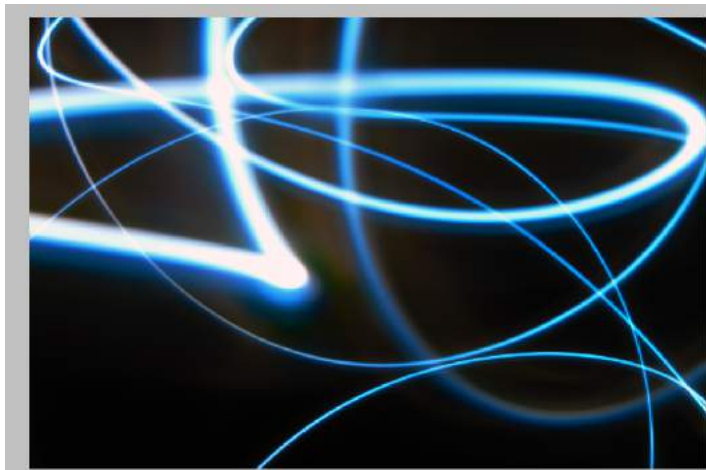


Observational Drawings

Around 30 mins - 2 hours spent on each.



GCSE Lockdown Art



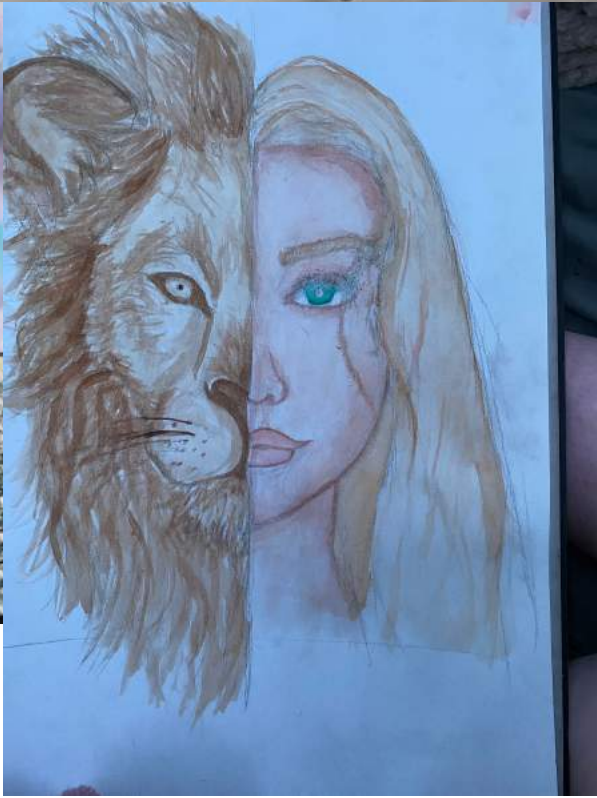




I chose this image because you can see all of the layers of the flower. The leaves in background drop down from behind and compliment the pink with a lime green. I took this photo myself of a bouquet of flower. I didn't edit this as I felt the lighting showed the full detail of the flower texture.

I chose this image from the internet and photographed it. Orange and blue are complimentary so this image naturally stands out. The petals are defined because of the yellow high lights and bold green background of leaves and stems.









Ms Olbrecht

The Technology department has had to make a few changes to our planned projects whilst teaching remotely as the practical aspects of certain projects are unable to run without specialist equipment and computer software. In KS3 we have paused current projects and plan for students to pick up where we left off upon our return. In the meantime, new mini 5 week projects have been created for Years 7, 8 and 9, developing crucial skills used throughout Technology subjects.



Year 7 are working on developing their cultural capital, designing a souvenir to be sold in a country of their choice. They need to be aware of toy safety standards as well as suitability for young children. They will soon be moving onto Food Prep tasks, planning and cooking a "Fake Bake" where they will produce cakes or biscuits that look like a savoury dish, quite a challenge.

The 'Product in a Tin' competition is a live, external competition that has run for a number of years now. Inspired by the 'socks in a tin' product students are challenged with developing their own product idea that could be packaged within a tin and sold - but it mustn't require assembly and must consist of at least 2 of the 5 categories of material set within the brief. We're looking forward to seeing what creations our classes come up with and hope that students are able to submit their entries into the competition too!

Year 9 have focused on developing their investigation skills and designing for a given purpose and target market with the 'Little Free Library' Project. LFL's are mini outdoor libraries where users are encouraged to leave books they've read in exchange for one left by another reader. Students are currently developing their ideas and will later model these as part of a sales pitch.

Key Stage 4:

In Key Stage 4 students are continuing to cover their planned units remotely.

Year 10 Design and Technology students are completing a practice piece of course in preparation for the real thing in June. So far we have a wide range of lighting solutions being investigated, and hope to be back in the workshop in time for manufacturing prototypes to test out our developed ideas.

TARGET MARKET AND CLIENT

Age: 35
Gender: female
Typical likes and dislikes: Likes unique and out there furniture and artwork, disliked boring colours
Disposable Income: They are willing to spend £30 up to 80 pounds
Ability: good at art

I need to consider that my client might want to redecorate their loft later in the future, this means I need to ensure that my client's light will be light weight and be able to be easily moved if needed. My client's light will be a tall standing light and be able to move the head of the lamp to redirect the light if they don't want it shining right at their face. This will also be useful if watching movie and they want less of a harmful light so it is more relaxing when watching there television other things I need to consider is how long the light will be on in the day, if the light is going to be on constantly I need to make sure it won't heat up and be a fire hazard, if so I could change my design later in the process to make sure that there isn't anything very close to the light itself. However if the light is a LED this won't be an issue as they don't heat up and will also make it a lot easier because don't need to replace the bulb as often as you would other lights.



INTERVIEW AND RESULTS

How was this space used before you wanted to convert it? The loft has just been used for storage since we moved in, the loft has all of the decorations for holidays such as Christmas and Halloween, however we felt like this was a waste of space because everything that was in the loft can be easily stored in a smaller place like the garage of it can be all compacted into the corner of the new loft. The main issue of storing everything in the loft was we could never see what was there we would have to carry a torch up there which made it a lot more tricky because we only then had one hand to get what we needed.

Is there any requirements you have for your new light? Yes, we need an extra light this light will be used in the corner next to the desk for our office. We need a light because the loft has a lot of corners and bends to the room and there is only one main light which is not very light and does not reach every corner which is a big issue as we are putting a desk in corner for work and it is necessary that there is a light so that you can see what you're working on.







Is there any ideas that you want your lamp to meet? Well we would love if the lamp was aesthetic so it is used as decoration not just for work because the desk will not be in use constantly and we don't want the lamp to look out of the ordinary and not match with the rest of the loft. It would be nice if the lamp was very abstract and unique so it will match with the artwork we want to put up there when it is completed.

Research Investigations


<h4>Product analysis</h4> <p>Firstly, the light is an IKEA light that I got for my bedroom about 3 years ago, it has stood the test of time, although I have not used it very often, which might be why it is still in good quality.</p> <p>Cons: The light is too bright The light gets to very hot temperatures, and sometimes burning can be smelted. The light head weighs more than the light arm, which means it can fall over if the head is further away from the base of the lamp. Positioning the lamp can be tricky due to it moving back to its original position over time, and if it is twisted then it will un-bolt. If the bulb breaks you have to buy a new light, as there is no way of taking the light out.</p> <h4>Disassembly</h4>  <p>The arm of the lamp, when exposed has a very small storage area in which the wiring is tightly packed. However, I did not take it out as I did not want to damage the light and I'm not an experienced electrician.</p>	<p>Pros: The light is adjustable The light switch is easy to use The wire is not too short or too long The light doesn't weigh too much, but also doesn't weigh too little.</p> <p>This is my lamp, it works well and I think it is a good product to analyse.</p>  <p>40 cm</p>	<p>Anthropometrics The light, when fully stretched out stands at a height of 61 cm and at a curved angle it stands 40 cm tall. However the light is made with a wire on the inside of the arm which allows it to be posable, meaning it can be positioned in any way that you want. The arm of the lamp itself is 47 cm long, meaning there is quite a lot of room for possibility. The light switch is very close to the base of the lamp, and it is fairly large, which allows for someone to hold onto it with ease, the switch is curved inwards to allow a grip onto the switch easier for less dexterous users. The wire for the plug is quite long, which means it can be placed in further away positions on the desk. The fact that the lamp can be posed allows the user to bend it into different positions that will allow light onto their desk even if their body was in the way. The base has a circumference of 38 cm and a diameter of 12 cm.</p>  <p>The base can actually split from the head and arm of the lamp, using two thick screws and two washers. The base of the lamp is definitely heavy enough to have concrete inside of it, or some other heavy substance.</p>  <p>60 cm</p>
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Year 10 Engineers have been completing their theory work for their R105 exam and beginning their preparation work for the first internally assessed unit (R106). Students are working on the huge crossover of knowledge between units and beginning to further develop their analysis skills using what they have learnt so far. R106 looks at product design and how commercial production methods, quality and legislation impact on the design of products and components. They are well underway with their preparation work.

Knowledge Organiser - Unit R105

Lo2 - Specification	Lo3 - Wider Influences	Lo3 - Wider Influences
<p>Copyright - Protects the product and people, it aims to protect people's work e.g. a song or a piece of art</p>  <p>Patent - A new idea that they don't want anyone to copy.</p>  <p>Trademarks - A way of protecting a name or Logo for a company</p>  <p>Registered Designs - When a design is registered with a trademark or intellectual property office, the distinctive appearance of the product is</p> <p>BSI Kitemark - A symbol that shows a product has been tested to meet British Standards. The Kitemark means that the British Standards Institute (BSI) has independently tested it.</p> <p>European Conformity - CE Marking - A similar mark that shows a product has been tested to meet standards in Europe</p>	<p>Market Pull - Market Pull is when a design is made because people have an existing need E.g. Reusable water bottles</p> <p>Technology Push - When a design is created to use a new development or invention E.g. Touchscreens</p>  <p>Cultural and Fashion Trends - Some designs are more fashionable than others and become more commercially successful</p> <p>Legislative Designs - Designs must be legal to manufacture and sell. Some products can only be made with a license E.g. Fireworks</p> <p>Ease of Manufacture - Ease of manufacture is making the design easier, quicker and cheaper to make by using standard components that are used in other designs</p> <p>Existing/Iconic Products - A design that is based on an older or popular design that was successful, companies will do everything they can to design a design that doesn't violate the copyright laws but is still similar enough</p>	<p>Sustainable Design - Sustainable design is where the product can be made over and over forever because it is made from materials that can be recycled</p> <p>Environmental Pressures - Environmental pressures can be that the product needs to be made of sustainable products because the company could be trying stop producing harmful gasses</p>  <p>Life Cycle Assessment (LCA) - The life cycle of a product is the total affect the design has from when it was designed to when it was made.</p>  <p>Ethical Design - Ethical design is where the design has to be made from materials that aren't from animals, e.g. leather, from cows, in order to keep vegans happy</p>

Knowledge Organiser - Unit R105

Lo1 - Design Cycle	Lo2 - Specification	Lo2 - Specification
<p>The Design Cycle The design cycle is the stages of the process of making a product. The identify stage is where the manufacturer takes an idea and asks the target market what they want from the product, the design stage is where the manufacturer makes a couple of designs and takes the best one and make a prototype. The optimise stage is where the manufacturer takes the prototype and makes any necessary changes to it. And finally, the validate stage is where the product is put out and people can give their opinion on it.</p>  <p>Definitions Design Brief - The idea that is given to the manufacturer in order for them to make the design.</p> <p>Primary Research - Research that is carried out by the person that is making the product</p> <p>Secondary Research - Research that is carried out by someone else and then used by the manufacturer</p> <p>Process Planning - This is a detailed set of instructions to make a part of a machine</p> <p>Specification - The design requirements that need to be met in order to be allowed to be sold</p> <p>Manufacturing Plan - A set of processes driven by the analysis of the market</p> <p>Model - A model is used to pinpoint design flaws, and test the product in the ways that it would be used in the real world</p> <p>Prototype - A fully working model that is a complete copy of the design, with moving parts and any other uses, these are also used for testing in the real world</p> <p>Error Proofing - Error proofing is where you make a product that can't be used wrong</p> <p>Testing - Testing is used to see if the product is suitable for use</p>	<p>Requirements of a design specification -</p> <ul style="list-style-type: none"> <input type="checkbox"/> User Needs <input type="checkbox"/> Product Requirements <input type="checkbox"/> Manufacturing Considerations <input type="checkbox"/> Costs <input type="checkbox"/> Safeguards and Regulations <p>User needs -</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aesthetics <input type="checkbox"/> Ergonomics <input type="checkbox"/> Anthropometrics <input type="checkbox"/> Benefits and Features <input type="checkbox"/> Product Safety <p>Ergonomics - Ergonomics is the way a product has been designed to fit the needs of the user, it involves the study of people and their relationship with the environment around them.</p> <p>Anthropometrics Data used to determine the size, shape and / or form of a product, making it more comfortable for humans to use and easier to use. The ergonomics is displayed in a drawing.</p> <p>Scales of Production - The scales of production are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mass - Constant <input type="checkbox"/> Batch - A set number <input type="checkbox"/> One-Off - A single product <p>JIT - Just in time production, where materials are ordered for when they are needed</p>	<p>User Needs - A customer will only buy the product if these requirements are met.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aesthetics <input type="checkbox"/> Ergonomics <input type="checkbox"/> Anthropometrics <input type="checkbox"/> Benefits and Features <input type="checkbox"/> Product Safety <p>Product Requirements - The specific needs and key functionality of the product. These are closely linked to user needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working Environment <input type="checkbox"/> Appearance <input type="checkbox"/> Function <input type="checkbox"/> Features <input type="checkbox"/> Limitations and Constraints <input type="checkbox"/> Ergonomics <input type="checkbox"/> Performance <input type="checkbox"/> Target Group / Intended Users <input type="checkbox"/> Lifecycle <p>Manufacturing Considerations - Very important business need in a product specification. Manufacturing can be one of the main areas of waste creation.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Materials Availability <input type="checkbox"/> Ease of manufacture <input type="checkbox"/> DFMA <input type="checkbox"/> Scale of Production <input type="checkbox"/> Durability <input type="checkbox"/> Tolerances



Meanwhile, Child Development students have been continuing with their assignments and investigations. Year 10 students have continued working through the specification - looking at the postnatal care of the new mother and the baby. This has involved research into how different factors and environments can affect a child's development. Year 11 students, initially had to prepare for their exam, once they had sat the exam they returned to their research into the equipment needed for young children and the stages of weaning.

SIDS

Nyah Makepeace

How can parents prevent their baby from getting it?

The most important way is for the baby to sleep on its back. The number of sids has dropped by over 50% by just sleeping on the back.



A dummy can be the next solution it has shown to be very protective, no one knows for sure why. But just that little bit of neuro simulation tends to help lower your incidents prevents some sids deaths.



Sleeping in the same room but in your own individual space. Having your baby in the same room as you is very important and helpful but in the same bed is a big risk so in a crib next to your bed is great.



Other factors believed to help include- breast feeding , not smoking around the baby, sleeping it in the feet to foot position and not allowing it to get overheated.

Food Preparation and Nutrition students in Year 10 have been researching the Nutrients needed for the different age groups then planning and making suitable main course meals for them at home, so continuing to develop their practical skills, they are working on diet-related diseases at the minute and adapting traditional recipes and making them at home more suitable for people with Coronary Heart disease, Diabetes, and Bowel disorders. Year 11s are continuing with their NEA's making and evaluating their chosen dishes which demonstrate higher level practical skills and are either High in Iron, suitable for the Elderly, or good examples of common street foods.



In Year 11 Engineering students had been preparing well for their exam due to take place in February prior to its cancellation. Students are now studying and making preparations for the next coursework assignment for Component 2. Assignments will still be the primary assessment tool and will be moderated by an external verifier over the course of the summer months as is normal practice. To help with this students have been given packs to continue with the practical investigations at home.

Ms Nicholls



MFL

Fantastic work from KS3

Our KS3 students are showing some fantastic resilience in languages and are producing work of a really high standard. Y7 have been writing about family and pets - we have received some great descriptions and photos of lots of dogs, cats and rabbits!

Y8 are learning to describe their town and what there is to do at the coast. The most recent task required the students to give directions to different places in the area. We have used lots of language games to practise this vocabulary so will look forward to seeing the results. Our Y8 German students have also been describing their families and pets.

The Y9 French focus is on healthy living and students have been writing about what they do to stay fit during these difficult times. The standard of some of the work produced has been really high and we look forward to the students making even more progress when we get back into the classroom.

GCSE progress

Our Y10 and Y11 students continue to astound us with their determination to stay on course during these uncertain times. The standard of work submitted has been very impressive and despite all the challenges being thrown at them, the students are rising to every challenge. Y10 have produced some fantastic pieces of extended writing on tv and cinema and Y11 have submitted some superb mini assessments on the the holiday theme. Here are just a couple of examples from Sarah in Y11 and Marcus in Y10:

**Mini writing task**

Say where you went on holiday last year and describe the journey. Use some of the examples in the previous slides to be a bit more creative

L'année dernière, je suis allée en Allemagne avec ma famille. Nous avons pris l'avion parce que ce n'était pas trop cher, et aussi c'est un moyen de transport rapide. Le vol a duré seulement une heure. Cependant, l'avion a eu un retard de deux heures à cause du mauvais temps. En attendant pour le vol à commencer, j'écoutais la musique dans mon portable. En plus, j'ai mangé beaucoup de bonbons avec mon frère. Finalement, l'avion est arrivé, mais pendant le voyage, J'ai vomi car il y avait beaucoup de turbulence, donc ce n'était pas super. Normalement, j'aime voyager en avion car on peut arriver directement à sa destination de vacances en tout confort. Mais c'était un cauchemar cette fois. Pour mes vacances de rêve, il n'y aurait pas de voyage!



Après avoir regardé les vidéos, je pense que je voudrais regarder The Intouchables. C'est une comédie, et je les aime. Aussi, l'histoire est très émouvant. J'aimerais le regarder.

Miss Mulvenney

KS3 Language Skills Practise

The Modern Languages Department has been looking for all sorts of ways that the students can practise their language skills. One of the ways was with live worksheets which has been very successful as the students can combine listening, reading and writing skills.

10 LA NATURE DES DIFFÉRENTS CONTINENTS
Connaissez-vous bien les animaux? Indiquez le numéro de chaque animal.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 
13. 	14. 	15. 
16. 	17. 	18. 

Year 7 French - Kai-Lewis Main
getting 10/10 on a worksheet about
a variety of animals. Excellent
reading and listening skills.



9.5

CHANSON : « Elle me dit » Mika

Écoute la chanson de Mika et complète les paroles

<https://youtu.be/NiHWwKC8WJU>

Elle me dit
Écris une chanson **Contente**
Pas une chanson **Déprimante**
Une **Chanson** que tout le monde aime

Elle me dit
Tu deviendras milliardaire
T'auras de quoi être fier
Ne finis pas comme ton **Père**
Elle me dit
Ne t'enferme pas dans ta **Chambre**
Vas-y secoue-toi et danse
Dis-moi c'est quoi ton **Problème** ?

Elle me **Dit**
Qu'est-ce ? que t'as ? T'as l'air coincé
T'es défoncé ou t'es gay ?
Tu finiras comme ton **Frère**

(surstira las palabras de este cuadro al hueco correspondiente)





Chambre

Year 9 French - Madison Malia getting an excellent mark after listening to a French song for a gap fill exercise.

9.4

Wer ist das?

A. Hör dir die Präsentationen an und wähle die richtigen Informationen!

				
Vorname	Lisa	Thomas	Marco	Heike
Alter	10	11	10	12
Land	Österreich	Deutschland	Italien	Frankreich
Wohnort	Wien	Berlin	Rom	Paris

B. Hör dir die Präsentationen an und ergänze die Lückentexte mit den passenden Elementen!


Das ist **Sandra**. Sie ist **elf** Jahre alt. Sie kommt aus **Deutschland**. Sie wohnt in **Hamburg**.

Das ist **Lola**. Sie ist **zwölf** Jahre alt. Sie kommt aus **Frankreich**. Sie wohnt in **Toulouse**.


Das ist **Jonas**. Er ist **zehn** Jahre alt. Er kommt aus **Portugal**. Er wohnt in **Lissabon**.

Jonas
Deutschland
Lola
zwölf
Frankreich
Sandra
Toulouse
zehn
Hamburg
elf
Portugal
Lissabon

C. Stell MIT SÄTZEN die Personen mit den gegebenen Informationen vor

 Max
dreizehn
England
London

Identität	Das ist Max.
Alter	Er ist dreizehn Jahre alt.
Land	Er kommt aus England.
Wohnort	Er wohnt in London.

 Jasmin
zwölf
Marokko
Rabat

Identität	Das ist Jasmin.
Alter	Sie ist zwölf Jahre alt.
Land	Sie kommt aus Marokko.
Wohnort	Sie wohnt in Rabat.

Year 8 German - Phillipa Springle has an excellent understanding of spoken German. (only needed to put on the German umlaut to get a top score)

Ms Mellor

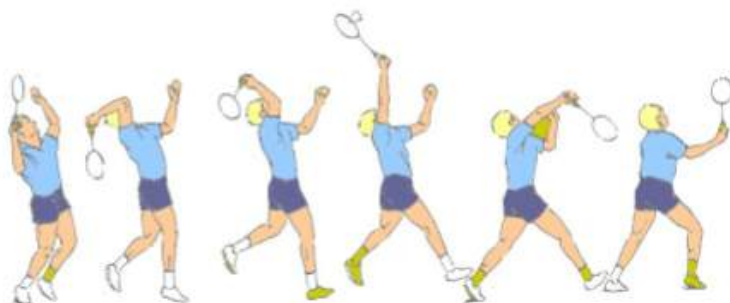


Physical Education

During the first few weeks of this lockdown we have aimed to link work to the programmes of study which the students would have been following if they had been in school. This has involved setting tasks which are linked to skill development and fitness/exercise. This has encouraged students to learn about how to perform and develop skills and to attempt various exercise challenges which relate to improving fitness for the named activities. The use of short instructional video clips has kept the learning short and relevant and have given students the opportunity to create original sketches and diagrams about the key points. The tasks have been used to develop understanding of key skills, drills and terminology in preparation for practical lessons once they return. By incorporating short extracts of elite competitions it has also enabled students to view the skills being successfully applied. Due to the poor weather conditions outside, most of the exercise challenges have been designed for indoor work when at home.



Overhead Clear



Another name for the Overhead Clear is called the lob.

In this shot you are trying to get the opponent to move to the Rear Court.

3 stages of the Overhead Clear/ Lob are:

- .The Preparation
- .The Shot
- .The Recovery

Netball footwork

Fast feet calls

Firstly be standing in a cube of cones

Then start doing fast feet which is basically running without lifting your feet off the ground.

Once a color of a cone is called you need to point your foot towards the called cone



Call reactions

This will not only get your feet moving but also your hips.

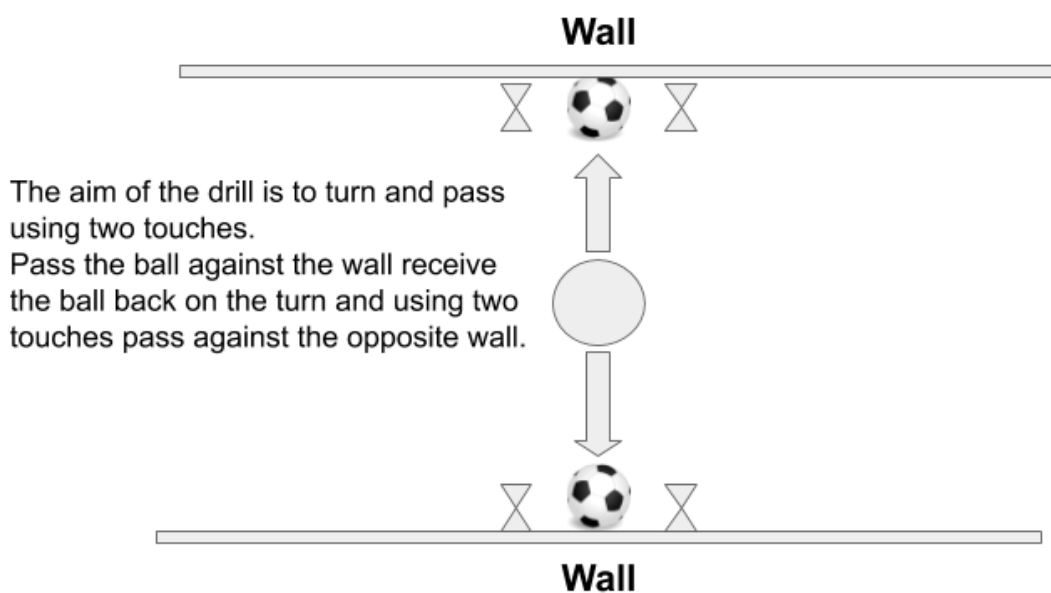
Continue doing fast feet til your cone is called

Do a jog towards the cone turn and then jog back

Your hips should only move not your body



Turn and Pass Drill



Talented Athlete Academy

Our students who are currently involved in this academy had the opportunity this month to access a workshop online, which focused upon the topic of 'The Importance of Recovery'.

Miss Stamp



Since the students cannot come in to school, we have been recording some experiments for our lessons.

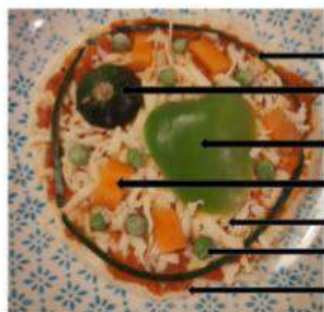


Hope you are finding them useful- From the Science team!





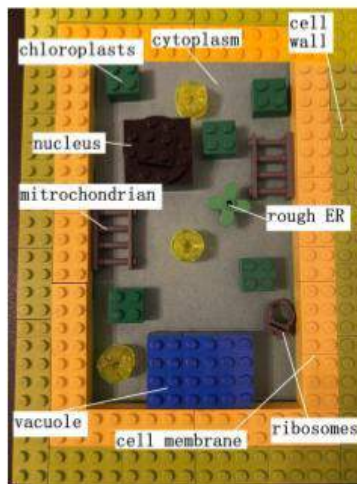
My pizza cell- Isla Bell



- cell membrane
- nucleus
- vacuole
- mitochondria
- cytoplasm
- chloroplast
- cell wall

Yr 7 students have been making **model cells** at home, as part of their work on 'Organisms'. Please look at some of their **amazing work!**

My lego model cell- Tanay Chugh



- chloroplasts
- cytoplasm
- cell wall
- nucleus
- mitochondrion
- rough ER
- vacuole
- cell membrane
- ribosomes

My Cell earrings- Marnie Boden



My nerve cell- Anna Gurney



Oli Manley



- Cytoplasm
- Chloroplast
- Cell membrane
- Vacuole
- Cell wall
- Nucleus

Noah Thompson



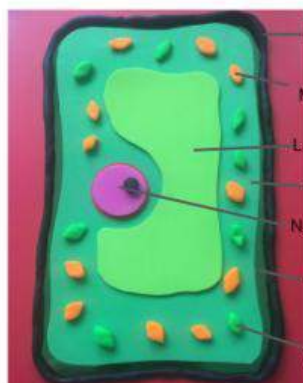
My model cell- By Sophie Walker



- Cell membrane
- Mitochondrion/ Mitochondria
- Nucleus
- Cytoplasm
- Vacuole



My plant cell- Emily Ruddie



- Cell wall
- Mitochondria
- Large vacuole
- Cytoplasm
- Nucleus
- Cell membrane
- Chloroplasts

Tom Whiffin



Libby Vella



Owen Brown

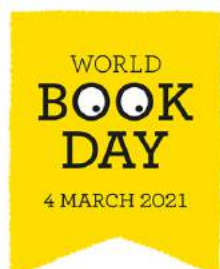


Mrs Vickers



World Book Day is almost here!

Here is a Half-Term Holiday Mission (should you choose to accept it) in celebration of books and reading:



World Book Day is in a couple of weeks & we'd like to celebrate reading and books as a whole school!



Have a go at one (or more) of the following tasks over half term. Send/share your videos/photo slides to literacycloud@mardenhigh.net before Wednesday 24th February!

Option One

Film a mini-video inspired by books & reading!

What your video could include:

- You could read an extract from your book!
- Show us (or tell us about) one of your favourite books
 - title/author/summary/why you love it!
- Tell us what you love about reading and why it is so important!
- Or perhaps act out a scene from your favourite book!

Option Two

Take a photo of you reading one of your favourite books (maybe in an interesting place!).

You could add it to a slide & decorate it- tell us about one of your favourite book - title/author/summary/why you love it! You could also include:

- What reading means to you.
- Your favourite books/genres/authors.
- Favourite quotes from books.
- Images/artwork.

It would be great to have you all involved (staff and students!).

If you would like to join in, send your photos/videos to literacycloud@mardenhigh.net. They will be collated into a montage that (virtually) celebrates the day together!

Any questions, just let me know.

Ms Taylor



MARDEN

READS

Reading List

Here are some suggestions of books you might want to read over **year 7**.

(You should be trying to read at least

- The Enemy - *Charlie Higson*
- Cosmic - *Frank Cottrell Boyce*
- Wonder - *R.J Palacio*
- Treasure Island - *R.L Stevenson*
- The Adventure Series *Lee Tony*
- The Adventure of Huckleberry Finn - *Mark Twain*
- Blitzcat - *Robert Westall*
- Holes - *Louis Sachar*
- Stormbreaker - *Anthony Horowitz*
- The Hobbit - *J R R Tolkien*
- Madame Doubtfire - *Anne Fine*
- The Edge - *Alan Gibbons*
- Millions - *Frank Cottrell Boyce*

Want a challenge?

- War Horse - *Michael Morpurgo*
- Great Expectations - *Charles Dickens*
- The Lord of the Rings Trilogy - *JRR Tolkien*
- The Book Thief - *Marcus Zusak*
- The Adventures of Sherlock Holmes - *Sir Arthur Conan Doyle*

Reading List

Here are some suggestions of books you might want to read over **year 8**.

(You should be trying to read at least one of these per half-term)

- The Adventures of Sherlock Holmes - *Sir Arthur Conan Doyle*
- The Hitchhiker's Guide to the Galaxy - *Douglas Adams*
- The Hunger Games - *Suzanne Collins*
- After the First Death - *Robert Cormier*
- The Universe Versus Alex Woods - *Gavin Extance*
- The Enemy - *Charlie Higson*
- Cosmic - *Frank Cottrell Boyce*
- Carrie's War - *Nina Bawden*
- The Foreshadowing - *Marcus Sedgewick*
- The Northern Lights series - *Philip Pullman*
- Noughts and Crosses - *Malorie Blackman*
- Treasure Island - *R.L Stevenson*
- Martyn Pig - *Kevin Brooks*
- The Ruby in the Smoke - *Philip Pullman*
- Small Steps - *Louis Sachar*

Want a challenge?

- The Curious Incident of the Dog in the Night-Time - *Mark Haddon*
- Life of Pi - *Yann Martel*
- The Help - *Kathryn Stockett*
- Animal Farm - *George Orwell*
- Jane Eyre - *Charlotte Bronte*



MARDEN

READS

Reading List

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- The Ruby in the Smoke - *Philip Pullman*
- Small Steps - *Louis Sachar*

Want a challenge?

- The Curious Incident of the Dog in the Night-Time - *Mark Haddon*
- Life of Pi - *Yann Martel*
- The Help - *Kathryn Stockett*
- Animal Farm - *George Orwell*
- Jane Eyre - *Charlotte Bronte*



MARDEN



READS

Reading List

Here are some suggestions of books you might want to read over *year 9*.

(You should be trying to read at least

Animal Farm - George Orwell

The Curious Incident of the Dog in the Night-Time - Mark Haddon

Of Mice and Men - John Steinbeck

The Absolutely True Diary of a Part-Time Indian - Sherman Alexie

Looking for Alaska - John Green

Lord of the Flies - William Golding

The Help - Kathryn Stockett

Life of Pi - Yann Martel

Want a challenge?

Wuthering Heights - Emily Bronte

Junk - Melvin Burgess

1984 - George Orwell

The Catcher in the Rye - J.D. Salinger

The Great Gatsby - F.Scott Fitzgerald

Reading List

Here are some suggestions of books you might want to read over *year 10 & 11*.

(You should be trying to read at least

Tip! Try to get into the habit of reading newspapers too! This will help for your

1984 - George Orwell

Animal Farm - George Orwell

A Room with a View - E.M. Forster

The Book Thief - Markus Zusak

Brighton Rock - Graham Greene

Catch 22 - Joseph Heller

The Catcher in the Rye - J.D. Salinger

The Color Purple - Alice Walker

The Curious Incident of the Dog in the Night-Time - Mark Haddon

David Copperfield - Charles Dickens

East of Eden - John Steinbeck

Frankenstein - Mary Shelley

The Grapes of Wrath - John Steinbeck

The Great Gatsby - F.Scott Fitzgerald

The Help - Kathryn Stockett

I Know Why the Caged Bird Sings - Maya