



Friday 26th March 2021

Dear All,

We have reached the end of a term like no other, and I want to start by passing on my thanks to our whole community - staff, students, parents and carers - for all the amazing work and support that has gone on this term. It has been a privilege to receive the many messages from parents and carers thanking our staff team for the way they have dealt with challenges this term: starting back for a day, going into lockdown, switching to remote learning and remote pastoral care, the continuing development of our remote learning offer, live streaming, juggling work with home learning, returning all students to school, setting up and running a covid testing centre, designing a curriculum for Year 11 assessment - the list goes on. This week, at the full governing body meeting, the governors of the school also recognised this and passed on their gratitude, being aware of how much the community appreciates the historic efforts of staff.

The last date when all Year 11 students will come into school together will be Friday 28th May, which is the last day before the summer half term break. After this time, from Monday 7th June, students may be required to come into school to complete any missing work or tasks, and they will be notified of this by their Head of Year Mr Topping. Later on in the summer term there will be opportunities in school for Year 11 for enrichment in the form of CEIAG (careers) and character development activities. There will be more detail of these events in due course next term, in addition to information on year books, hoodies, and our all important celebration event. Suffice to say for the time being, there are a number of student committees hard at work with Mr Topping making plans for all of this.

When Year 11 students return after the Easter holidays they will be starting a very important period of consolidation work and assessment during which their teachers will be giving them the opportunities to show how much progress they have made. This information will be crucial in arriving at the Teacher Assessed Grades used by the exam boards to award GCSE grades. Clearly students will need to be working hard, and will need to continue to adopt the positive and responsible attitudes they have shown throughout this academic year so far. We want to acknowledge the sense of maturity displayed by Year 11 students as they have come through



considerable challenges this year, and so we will be exercising a traditional rite of passage earlier this year and allowing them to come to school in non-uniform from Monday 12th April.

You may be aware that the new Children's Commissioner for England is Dame Rachel de Souza and she has written to all schools to introduce herself and ask for our help. The role of the Children's Commissioner is to speak up for children and young people across England, and Dame de Souza wants children to be at the heart of the government's plans to rebuild after the pandemic, and so she is looking to gather children's views and priorities for the future, so that she can make sure the government takes them into account.

She has recently launched the Childhood Commission, a once-in-a-generation review of the future of childhood to review any barriers preventing children from reaching their full potential, put forward solutions and set ambitious goals for the country to achieve. The Big Ask will be the largest ever consultation with children in England to find out what children's concerns and aspirations about the future are. We look forward to being able to contribute to this research and I would encourage as many of us as possible to put forward our views, as this is potentially a great opportunity to exercise our agency to shape the future.

Recently we have set up a dedicated recording studio for students to create radio programmes, conduct interviews and showcase their production talents. We will be broadcasting the live programmes within school over our new PA System with our radio production team of students being responsible for the planning, preparation and production. This provides a great way for our students to learn different communication skills in a fun, engaging and exciting environment. The first ever broadcast took place this week on Friday during our two lunchtimes, and was an interesting and exuberant blend of music, interviews, discussion and announcements. We look forward to further shows and to other younger students being mentored and trained in radio production by the current Year 10 team. Many thanks to the team and to Mr Hawkins and Mr Orr who have supported the students.

Earth Hour is a worldwide movement organized by the World Wide Fund for Nature. The event is held annually encouraging individuals, communities, and businesses to turn off non-essential electric lights, for one hour, from 8:30pm to 9:30pm on a specific day towards the end of March, as a symbol of commitment to the planet. This was first started as a lights-off event in Sydney, Australia, in 2007, and this year it is being held on Saturday 27th March at 8.30pm. People turning off electrical appliances for one hour will mean energy will be saved, less carbon produced, and



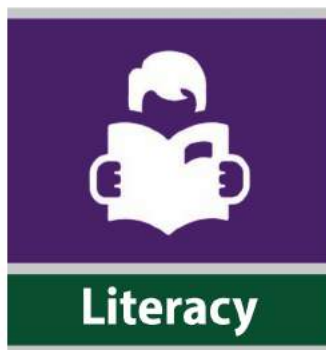
the planet will breathe easier. We hope you will consider joining in - there's a very interesting video on the Earth Hour website which will record the visual impact of this.

We have had the excellent news that no fewer than 109 of our students have become published writers this term through winning various creative writing competitions, including the North Tyneside Writing Competition. Students have received certificates and copies of the book which has been published to celebrate this fantastic work. There are three national writing competitions for students to take part in over the Easter holidays: the Spinechillers Project; Foyle Young Poets Award; Financial Times Student blog competition. Students have been emailed with details on each of these.

As I mentioned last week we are required to continue contact tracing during the first week of the Easter break, so we are asking parents and carers to let us know if their child tests positive during the first six days of the Easter holiday. If a student receives a positive test after Friday 26th March, please contact school immediately using my email address, m.snape@mardenhigh.net.

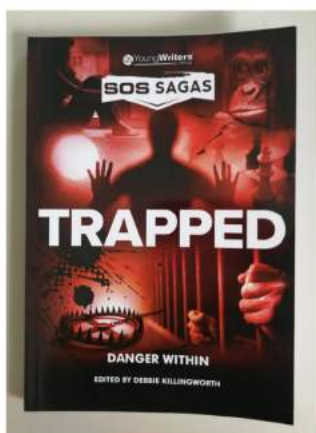
I hope that everyone manages to have a good rest over the Easter break and is able to spend some quality time with family and friends, in whatever way you safely can. Thank you for your continued support and take care.

Mr M. Snape
Head Teacher



Published Writers!

Several of our students have become published writers! Following a national creative writing competition held by the Young Writers organisation, the winners have had their mini-sagas published in an anthology entitled 'Trapped: Danger Within'. Students have received their own copy of the book this week and we have one anthology for the library! Here is a selection of some of the opening lines to enjoy...



Trapped

I can't move. I look around into the darkness for some way of escape, but there is none. The air smells damp and cold. Hope has vanished.

Marnie Boden

Circus Wolf

The thick metal bars obscured my vision. I stuck my snout through the gap in front of me. It was cold. My bedding hadn't been changed in days.

Sophie Walker

Trapped

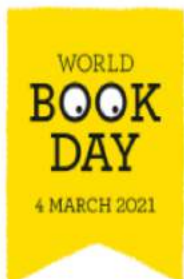
Help me! I can't breathe. I can't move. Help me! There's no escape from the treachery we now live in.

Emily Ruddie

World Book Day Celebrations

World Book Day festivities were held remotely this year but that didn't stop us celebrating the power of reading together! We had a wonderful assembly presented by Literacy Leaders in KS3 and 4. Bethany, Max, Lois, May and Hollie spoke eloquently about the ways in which reading can develop our empathy and cultural awareness, the impact it can have on students' attainment in every subject and the way in which it broadens our horizons and inspires us.

We also had a variety of competitions, activities and events to engage in across the week - both extra-curricular and in lessons - from PD to Reflection Time, English to French. These were collated into a celebratory video showcasing the creative talent of our students and their love of reading. Here are a few of the pieces. More can be seen on the Literacy Cloud.



THE POWER OF BOOKS

**A CELEBRATION OF ALL YOUR
WORLD BOOK DAY
CREATIONS!**

GROWTH

When we find good
books, we find
ourselves

CHOICE

Curiosity has no
age limit and
neither do
books

POWER

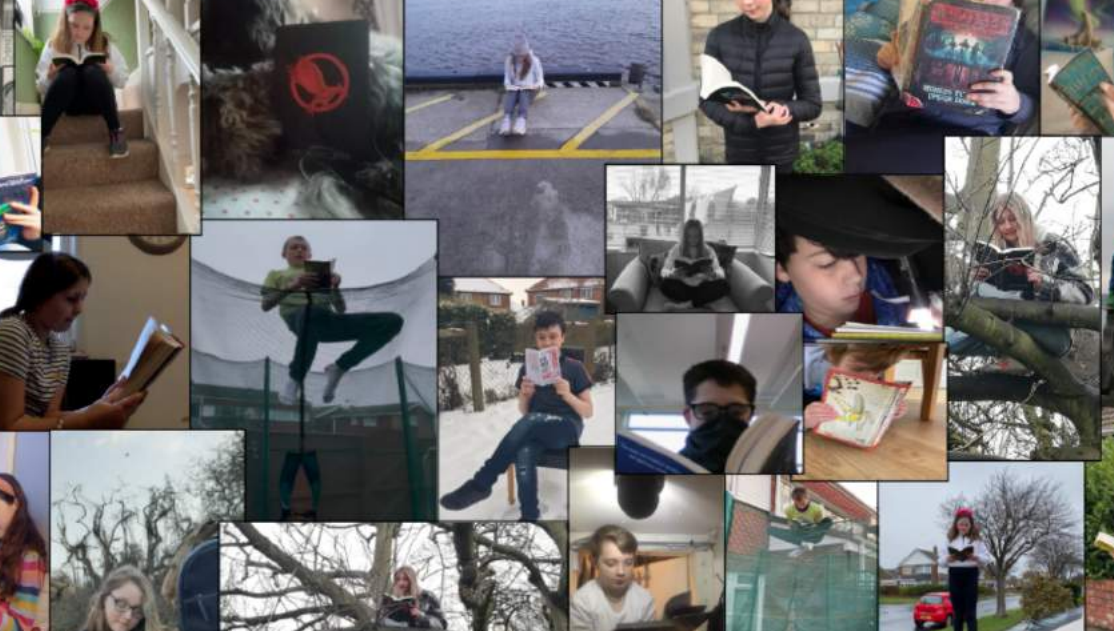
We read today,
for a powerful
tomorrow

KNOWLEDGE

Books give us
the knowledge to
own our futures

[illegible]

BOOK PHOTOGRAPHY



A collage of 20 photographs showing students in various outdoor and indoor settings reading books. The photos are arranged in a grid-like fashion, with some students sitting on the ground, others on trees, and some on a trampoline. The students are of various ages and are all focused on their reading material.



Book-Inspired Creative Writing

THE POWER OF BOOKS

Running. It's such a simple thing to do, people run all the time. But the difference is that they do it for fun. We're being chased. The freeing feeling that people talk about when they run isn't there, even if we are running for freedom.

Amelia Chima

Explain Brain that is me
But yet me is controlled by brain
But yet brain itself is me
But yet brain is actually Typing this
Which means to say brain is self aware
But yet am i self aware
For I am just a bodysuit of flesh and bones
But yet my brain controls it all
So in conclusion Whatever I did I did not
For it was my brain as my brain controls all
That I do
And I am just merely a bodysuit to protect
the brain said to be I
As in me.

Bethany Morris

He walked into his room. Something wasn't right. He felt tired, but couldn't sleep. He felt sad, but couldn't cry. He felt angry, but couldn't shout. He felt calm, but couldn't focus. He fell on his bed, the comfort of it's cushions was one he hadn't felt in a while, from anything. His head was knotted, filled with thoughts that either weren't important, weren't real or shouldn't be listened to at all costs. He looked around. Something wasn't right. All his escapes seemed shut. Games had made him rage and he didn't want to talk to people. His phone was a one-way ticket to a guilt trip courtesy of his parents. TV was boring. The only thing that caught his attention was the wind..

"No", he thought. That was one of the thoughts that he needed to suppress. He had a good life, a normal life, if there was such a thing. Sure, he lied just to get out of situations that didn't favour him because he hated the possibility of failure more than ... more than..

Tiredness hits like a train when it is unwanted, but never shows up when wanted. The body does strange things, especially when you don't want it to do whatever.

Alexander Cosgrave

A litter of bones

I was wrong to do it. I know that now.

Looking back, at her glass eyes,
that are undoubtedly shattered
now.
Her skin that use to reflect the sun,
all pale and cracked now.
Hair that looked like golden
thread, seemed too dull and dry.
Her smile, the colour of existence,
now was a lie.
The way she appeared now, like
life was a goodbye.

Sofia Kisseljov

"Autumn is the best season," he always said.
"Why?" people would reply back. He never answered them. It was assumed that he believed it was the best season because of the colours, the clothes, the food or even just because of the weather. But, the real reason was not to be expected.
It was wholesome, although he still never told anyone. I figured it out for myself, and I completely understood it. It made complete sense.
I was young when he told me this. Around 5 - maybe 6 years old? This was around 10 years ago now.
When I was young, I would just agree, as small children do, wanting to be like the person I would look up to most. Copy their every move, in hope of becoming just like them, idolizing them if you will. As I got older, I did this less and less. Which is to be expected, but it gave me a different outlook on the things he said to me. It helped me to understand what he meant and I realised how idolizing him helped my outlook on life, and how I see everyday things, or even how I perceive seasons, and even myself.
Now that I am older, I know why. Because although the leaves are falling, they are still beautiful and even though they have had their time being on the tree, they still manage to bring out the light in the dark.

Holly Hamilton

The boy woke but his eyes were stuck with sleep, he stood up and stared around the dump he called home. He looked down at his scarred feet- cut to ribbons by shards of glass and plastic. He wore various clothing items that people had thrown out years ago most likely because they were riddled with holes. The boy was never given a name as he had lived in his dump since he could remember.

Passers by had given him a name however "Stig of the dump". People were often quick to give him dirty looks or sneer at him from their car windows. He did not speak much English, merely picked up a few words here and there though he was not sure of their meaning. He believed that he was 12 years old though no one could be sure.

Marnie Boden

Dust swirled satisfyingly in the thin beam of sunlight shining through the small window. The loft was illuminated with a soft, orange glow that spread to the corners of the walls and reflected off colossal mountains of long forgotten junk.

Emily Ruddie



She could feel it again.
The strange calling like a hook in her chest- gentle yet firm, tugging her ever so gently.

Her eyes flew open and she let it wash over her, the sound gently rearranging her organs.

Every day it had been like this. Everyday since then.

She heard the voice now, heard the whisper slipping into her ear again.
'I'm waiting,' the voice said, 'I'm waiting for you Anya. Waiting....'

Anya shuddered. She hated to think about all the things that could be L

U
R
K
I
N
G below.

The voice that called her everyday and refused to stop. The voice cut off and Anya breathed a sigh of relief.

6000 kilometres below, the strange figure began to laugh, chuckles mixing with flames and the earth's crust began to heat up, getting hotter and hotter until....

Leyla Kurji-Smith

Based on the title "Six of Crows"

It has always been said that animals can sense when something bad is going to happen, even before we as humans have noticed anything is even slightly wrong. I always thought it was a myth, something used to scare people, but now I'm not so sure.

So far there have been five accidents, one each day for the past five days. The first occurred on Wednesday, when a deer ran head first into a girls car, shattering the window. Since then something has happened everyday and now, on Monday, I can't help but feel like something bad is going to happen.

I was in English class when it happened, the sixth accident. A crow hit the window, and then another and another and another, until there were hundreds hitting the windows all at once. Each hit made the glass crack under the pressure; I hoped it wouldn't break. It did. Glass flew in every direction, birds and feathers not far behind.

Read the full stories (and more) on the Literacy Cloud!

Literacy News and Upcoming Events.

Here is what you could get involved in:



VISIT THE LIBRARY!
We have just got an excellent selection of new books!

It is open for Year Group bubbles
3:15-3:30pm each day.

- Monday: Year 7
- Tuesday: Year 8
- Wednesday: Year 9
- Thursday: Year 10
- Friday: Year 11



We have just subscribed to this website which offers a variety of recommended reading lists and lots of extracts to explore before you choose what to read next!
<https://www.lovereadingschools.co.uk/school/11412>. Use the password "literacycloud" to access the Marden page.



The Foyle Young Poets of the Year award- the biggest competition for young writers- is now open for entries. Students aged 11-17 can submit any type of poem, on any subject.

Here is what judge Yomi Sode is looking for: "I'm interested in lived experiences explored in unique ways. Give me a sense of your voice. Use imagery, metaphor and all the skills you have acquired so far. Do what you do best! Happy writing!"

Email Ms Taylor for more information or send poems to literacycloud@mardenhigh.net



Young Writers Short Story Competition

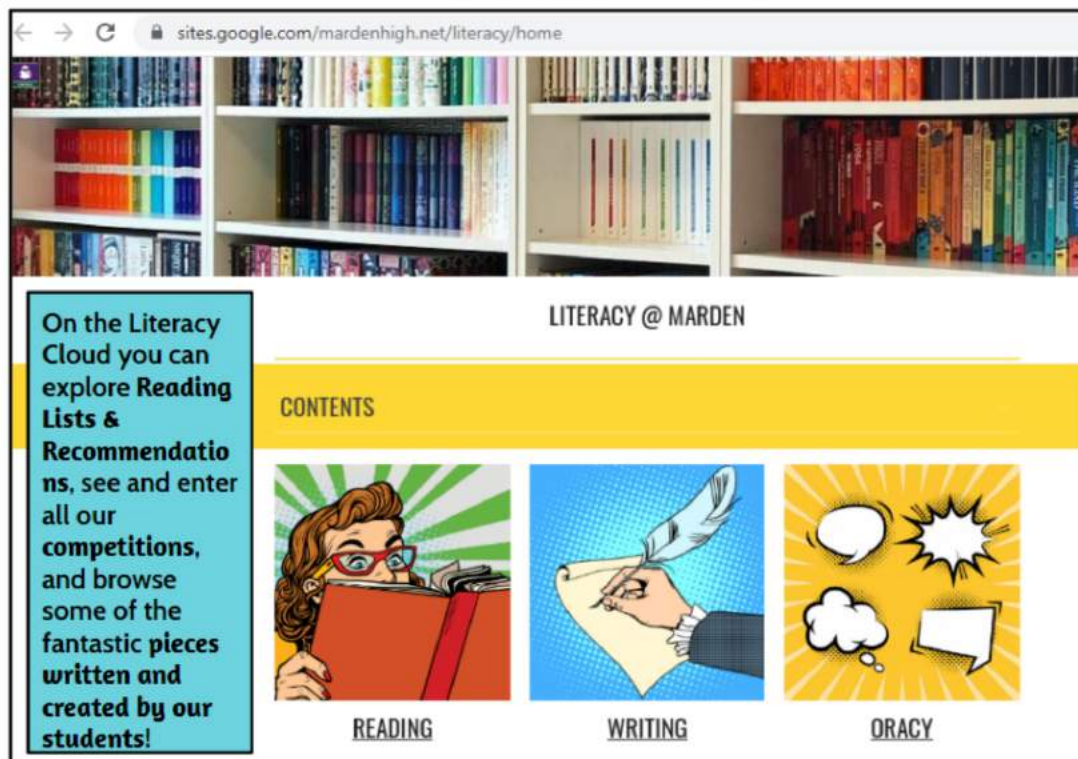
There is a new Young Writers competition and a new chance to become a published writer in a book of short stories! The theme is "Spine-Chillers". Students need to write a mini-saga of 100 words creating tension, suspense and atmosphere. Stories can be entered using the Writing Portal.

Email/see Ms Taylor for more information.



The Literacy Cloud

Students can visit the Literacy Cloud to find a whole host of things to read; see Reflection Time slides; take part in our weekly competitions and events; and see the showcase of wonderful creative pieces! Students can submit their creative writing to the literacycloud@mardenhigh.net to be featured in the showcase!



Ms Taylor



This past half-term has seen a variety of tasks being completed by students during remote learning and continuing now we have returned to school.

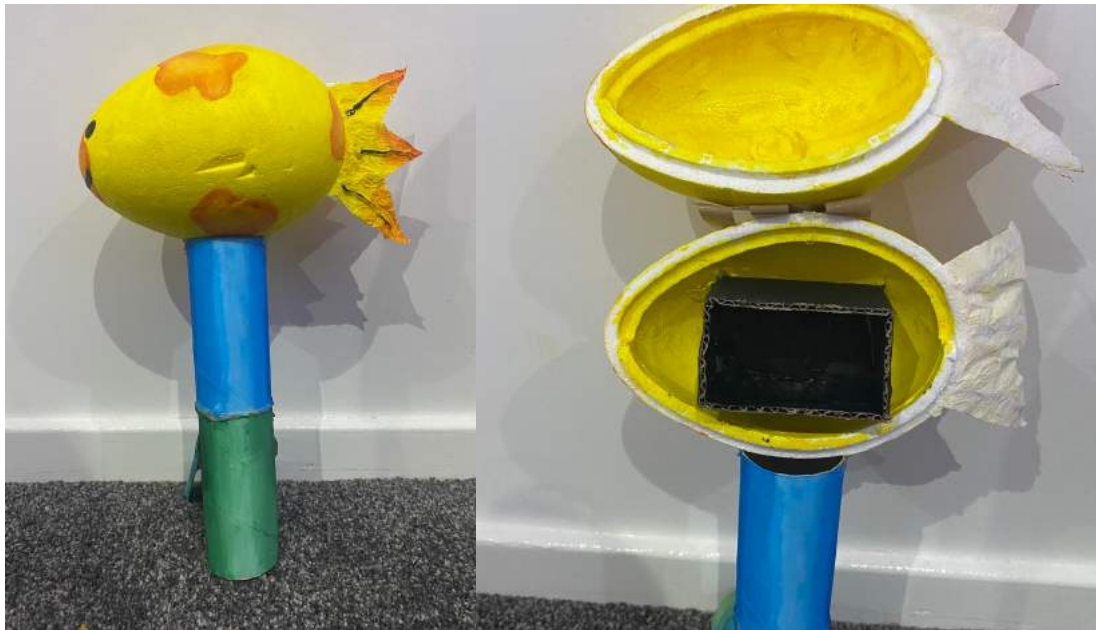
Year 7 in particular showed off their creative thinking and baking skills with their 'Fake Bake' challenge, producing a cake or biscuits made to look like a savoury dish; it's safe to say all students out did themselves with their creations!





Before returning to school, Year 9 produced some fantastic models to reflect their 'Free Little Library' ideas, using items they had at home to bring their designs to life in a 3D form. Now we are back we are picking up projects started prior to lockdown with Miss Nicholls class in the workshop completing their storage solutions.





Mr Mushen developing design and CAD skills, Mrs Green's class are producing merchandise for a festival and Mrs Rae is continuing to develop Food prep and Nutrition skills with students managing to continue to do some cooking within school following guidance and carefully planned risk assessments.



Miss Nicholls



Welcome Back Everyone - it's great to see everyone enjoying their Drama curriculum again!

During the school closure year 7 began to explore the wonderful world of Shakespeare and this has continued on return to school. We are currently exploring Romeo and Juliet. So far, students have developed some new skills learning basic sword fighting and I must say, I'm very impressed! In the coming weeks, we will work as an ensemble to stage the opening quarrel between the Montagues and Capulets - "Do you bite your thumb at us, sir?" Moving on, we will explore the weird world of the witches in Macbeth, slapstick mime in As You Like It and physical theatre in The Tempest before finally staging some scenes from A Midsummer Night's Dream. Lots to look forward to!



Year 8 students have been building their knowledge of production elements ready to explore Blood Brothers. We have seen some outstanding ideas in recent weeks and we're looking forward to getting back into practical performance.

My ideas..

My idea would represent the scene by having a spot light coming through the window to represent the moon it would be focused on the box. I would use LED candles around the room for lighting. Also I would have a blue gel on a flood light to make the set feel eerie.

Sandy Bainton - 8D/dr1

In Year 9, we are exploring the devising element of GCSE Drama so that our students can gain an insight to some of the requirements of the course. Students have enjoyed discussing ideas for their own short play, with some choosing to perform while others are happy to participate in design roles. For those students considering GCSE Drama as a pathway I would encourage individuals to contact me with their questions and I will do my best to explain the course in more detail.



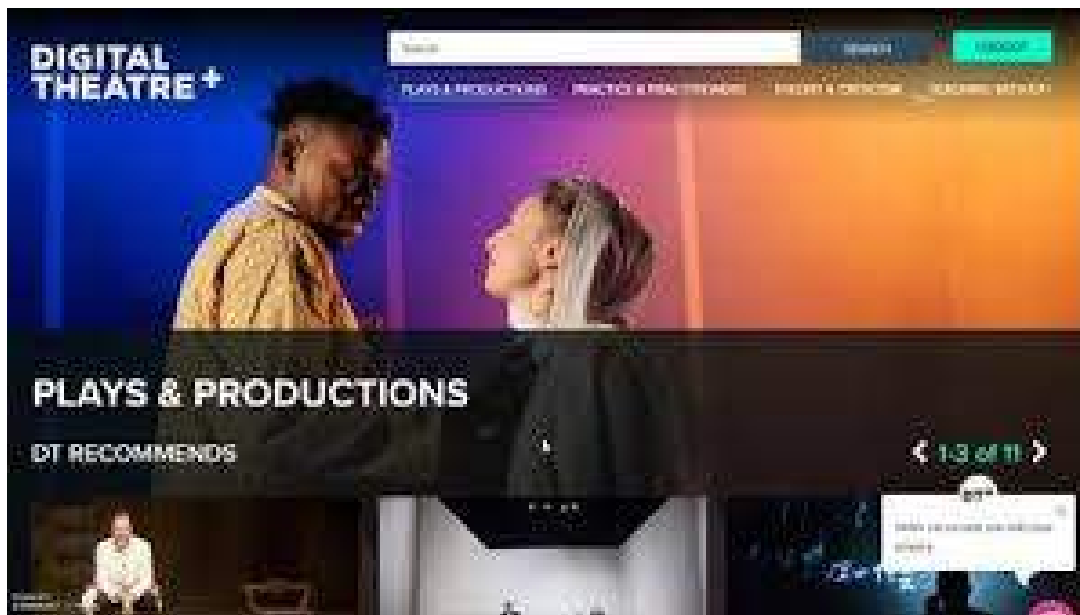
some of the stimuli to generate ideas

Key Stage 4 students are as busy as always; Year 10 students are continuing with their devised project and ideas are well underway - watch this space for some terrific performances next term! As Year 11 are nearing the end of the course I continue to be proud of their efforts. Preparation for a performance assessment is providing us with some much needed fun after our time apart. We're excited to share performances of Bouncers, Girls Like That and My Mother Said I Never Should in the coming weeks.

After the Easter break we're excited to start Arts Award Explore with some of our creative Year 8 students. It promises to be lots of fun as students will have the opportunity to create original silent movies, learn how to play the ukulele. Following on from this, students will use clay and pewter to make their own artwork. We're looking forward to sharing some of this work later next term.



As part of our blended learning, we have purchased a fantastic resource package, Digital Theatre+. More information about this can be found on the school website. Students (and parents) are enjoying watching plays and productions and it's a great way to develop knowledge and understanding of the performing arts.



Although our ability to visit the theatre may be on hold at present there's still lots of great performances to watch remotely. Companies to look out for are the National Theatre, Frantic Assembly, Northern Stage and the RSC.

Mrs Berriman



North Tyneside Writing Competition Success!

We have received the exciting news that several of our talented students have achieved success in North Tyneside Council's 2021 Writing Competition! The theme this year was 'Connecting with Others' and we had an impressive variety of original writing in prose, poetry and non-fiction in response. Hundreds of entries were received from schools across North Tyneside. Whilst the usual celebration event can't be held this year, students will be receiving prizes and certificates as well as an anthology of all the winning stories. Here is a sample of some of our winning entries:

Alex Gibson - KS4 First Prize

Connection- Falling in love with the reader

How I long to connect with you. Here I am, stuck in these pages as you indulge in my life, what I have to offer for you- giving you literary pleasure as you soak up the words sprawled across the page. As your eyes skim across the lines, I gaze into them and wonder what it's like to be you, sitting in your chair entrapped by everything that I utter on these pages.

You know everything about my life. As I ramble on, you are reeled in further with every line of the tales I tell so you can escape the burdens of reality and only think about me. Only me. Details of my life become etched into your brain which fills me with an overflowing sense of joy; you think about me all the time when you're reading as your brain devours me and my wittering narrative. You love it. You think about me.

But what do I know about you? I think about you all the time despite knowing nothing about you after you put down my writings. I know nothing... except the way you put up your velvet hair before you delve into my stories. The way you grab your reading glasses from your bedside table and place them halfway down your dainty button nose. The way you convulse with laughter every time an amusing phrase falls out of my mouth. Somehow, you always manage to embody grace and elegance in the most effortless way- fascinating.

A picture of perfection. That's what I believe you to be. With every word, I long to be with you and express how much you mean to me by embracing you. Yet I'm encased here. When the realisation crashes down on me, I curse the writer for plunging me in this collection of pages for eternity but it means that I get to spend every page turn, every passing word with you.

Sometimes, I wonder why you choose to spend so much time with me. You're so engrossed in my life that I'm afraid you aren't living yours. I'm consuming you and I could never bear living for an eternity in these pages knowing that I'm trapping you for your eternity too. So promise me something? Put down these pages. Take a step back. Enjoy yourself. Stop reading my words. Even if our only connection is with me, you and my words

Bethany Morris- KS4 Second Prize.

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.

"Hi there!" came a voice from in front of me.

Don't make eye contact, don't do it. If I can keep my head down I can just avoid the conversation. I hope.



"Hello?" the voice said. I can't ignore them now. If I do they will just hate me for eternity. That is a bit of an over exaggeration but just what comes after hello? How do you communicate when you don't know what they are like?

"Are you in there? Hello??"

"Oh hiy-er hello- hi? Sorry I didn't hear you"

"Well I can tell that, are you okay? You're just staring over at the corner, i don't know if you can tell"

Great. Well this has got to be the worst first impression this year. Apparently to 'improve' and have a conversation with someone you have to talk about interests, but they might not want to hear that. You can't just go up to someone and say 'Hi, I've seen you around and you probably haven't noticed me even though we've been in the same classes for four years but I like football and gaming and-" by that point they would have just walked away.

"We should probably keep walking, the corridors get pretty crowded at this time. Where are you off to?" she said.

"Science 2?"

"Really, that's what I have next, I've never noticed you in there"

"I know. Not 'I know' as in I know that you havent noticed me but as in I know because i never speak and it's just at the back and - nevermind sorry"

Wow, real smooth. They would never think that you were nervous at all. Well played.

"It's ok," she chuckles, "what lesson have you just come from?"

"Art"

"Well I've just come from music"

"I know"

"You know?"

"No, I mean like I've seen you in there before and I saw you there at the start of the lesson. I always walk past the classroom on my way to Art to watch. Not to watch you, but to listen, listen is the word, to listen to the music. Sorry that came across weird"

Well now I sound like a creep. Who talks like that?!? See what I mean, I've never been very good at communicating.

"You say sorry alot, you don't need to you know"

"Sorry, I mean ok"

She chuckles. Well I must be doing something correctly.

"We're going to be late come on" She says whilst still laughing.

I guess I'm not so bad after all.

Harry Wallace- KS3 Third Prize

It was July 4th. The era of lockdown had finally come to an end.

It had been three weeks since the news had circulated around the family; the devastating news that had turned grandad's life upside down. The news about grandma. I was finally going to visit my grandad in person after a long 4 months of Zoom calls and Facetiming. I was excited but i knew it wouldn't be the same without hearing the harmless bickering and laughter between my two grandparents.

As we pulled up to grandad's driveway, it felt strange, empty without seeing the gleaming, 1996 Nissan Micra parked perfectly on the path. The car had been replaced by the bounce of cold, depressing rain. 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.

A weird sense of betrayal and loss shivered through me. I missed the old grandad. The one who would show me all the different planets and stars through his telescope. He knew all their names and lots of random facts and figures. I just wanted him back.

After a long two minutes of unbearable silence, I spoke for the first time.



"Erm, grandad? By any chance, do you still have that telescope?"

His face lit up and there seemed a flicker of the grandad we knew and loved.

"Of course I do."

"Fancy making a wish?"

Grandad took no persuading, and all three of us went all the way up to the loft.

We spent the rest of the afternoon laughing, reminiscing and gazing silently up at the stars, remembering happier times. Then we all took it in turns to make a wish upon a star. I went first, then my mum, then finally, grandad. I looked up at him. He still looked sad and drawn but more at peace somehow. The old grandad was back. My wish had come true.

All of a sudden, the rainy, night sky had been replaced by a clear, safe sky, covered by a blanket of twinkling stars to keep the dark at bay.

It was July 4th, the future now looked brighter.

Journalism Talent

Each year we are given the opportunity to write a number of articles to be published in the local Chronicle newspaper as part of their 'Our School' publication - and this year is no exception! A selection of enthusiastic year 8 and 9 students have already started producing some excellent and inspirational articles linked to recent learning and opportunities in school on topics such as: Marden's Got Talent, Duke of Edinburgh award and a reflection on lockdown learning at Marden. Students have had their first few meetings with Mrs Cathcart via GoogleMeet and are in the process of writing and editing their stories. This is a fantastic opportunity for these students to work independently, show off their writing talent as well as thinking about careers in journalism. Watch out for their brilliant work in the Chronicle on Thursday 22nd April!

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

Mr Horn: *A Little History of the World* by Ernst Gombrich

Mrs Cathcart: *Never Let Me Go* by Kazuo Ishiguro

Miss Laing: *Ghosts* by Dolly Alderton

Mr Ranson: *Where the Crawdads Sing* by Delia Owens

Ms Taylor: *Intimations* by Zadie Smith

Mrs Todd: *The Push* by Ashley Audrain

Mrs Eastlake: *Marley and Me* by John Grogan

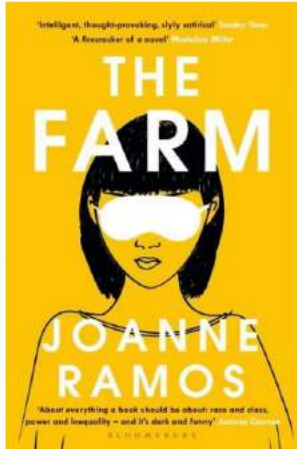
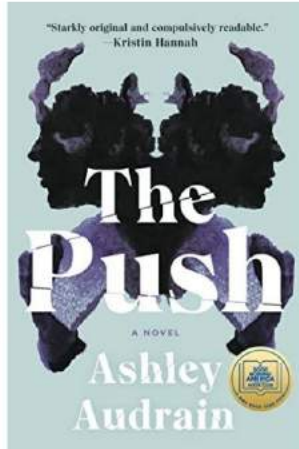
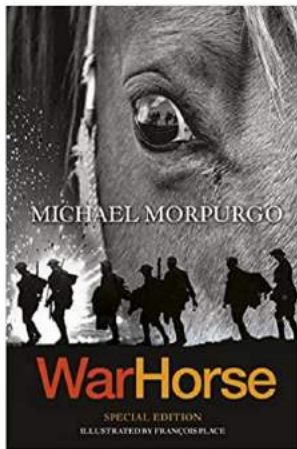
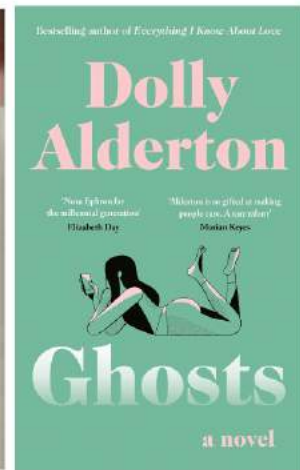
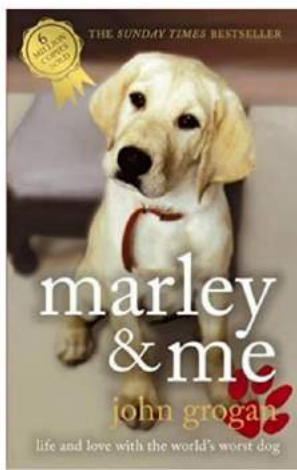
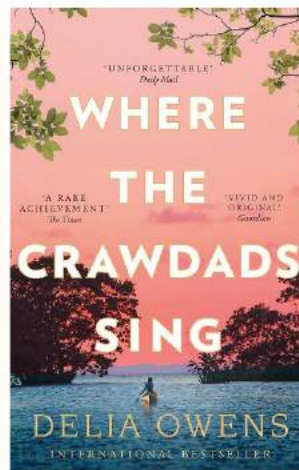
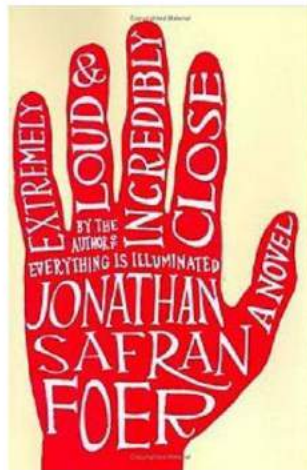
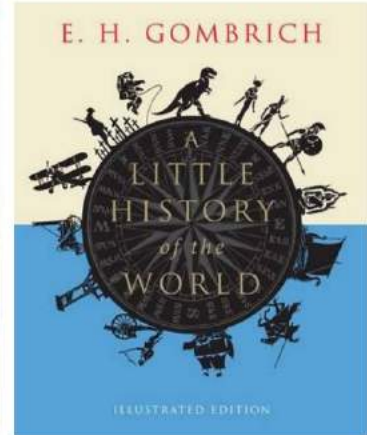
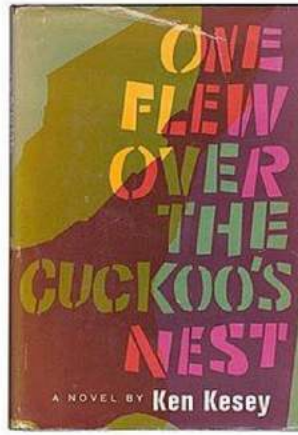
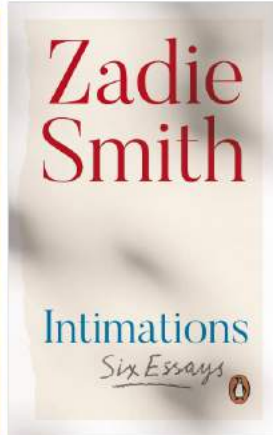
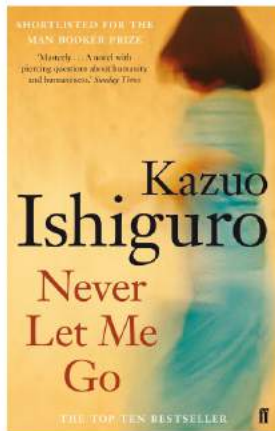
Miss Lees: *Extremely Loud and Incredibly Close* by Jonathan Safran Foer

Miss Boyle: *The Farm* by Joanne Ramos

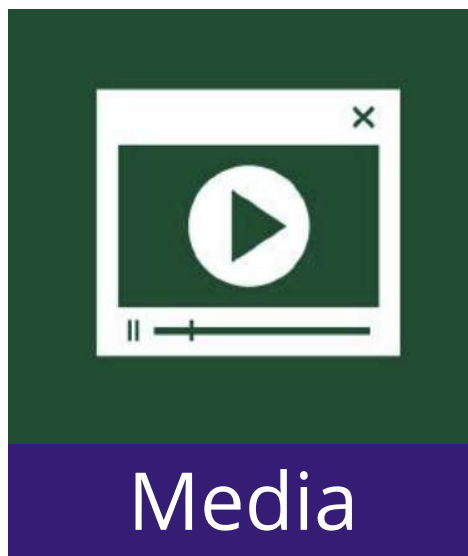
Mrs Barnes: *Shuggie Bain* by Douglas Stuart

Miss Hood: *War Horse* by Michael Morpurgo

Mrs Robson: *One Flew Over the Cuckoo's Nest* by Ken Kesey



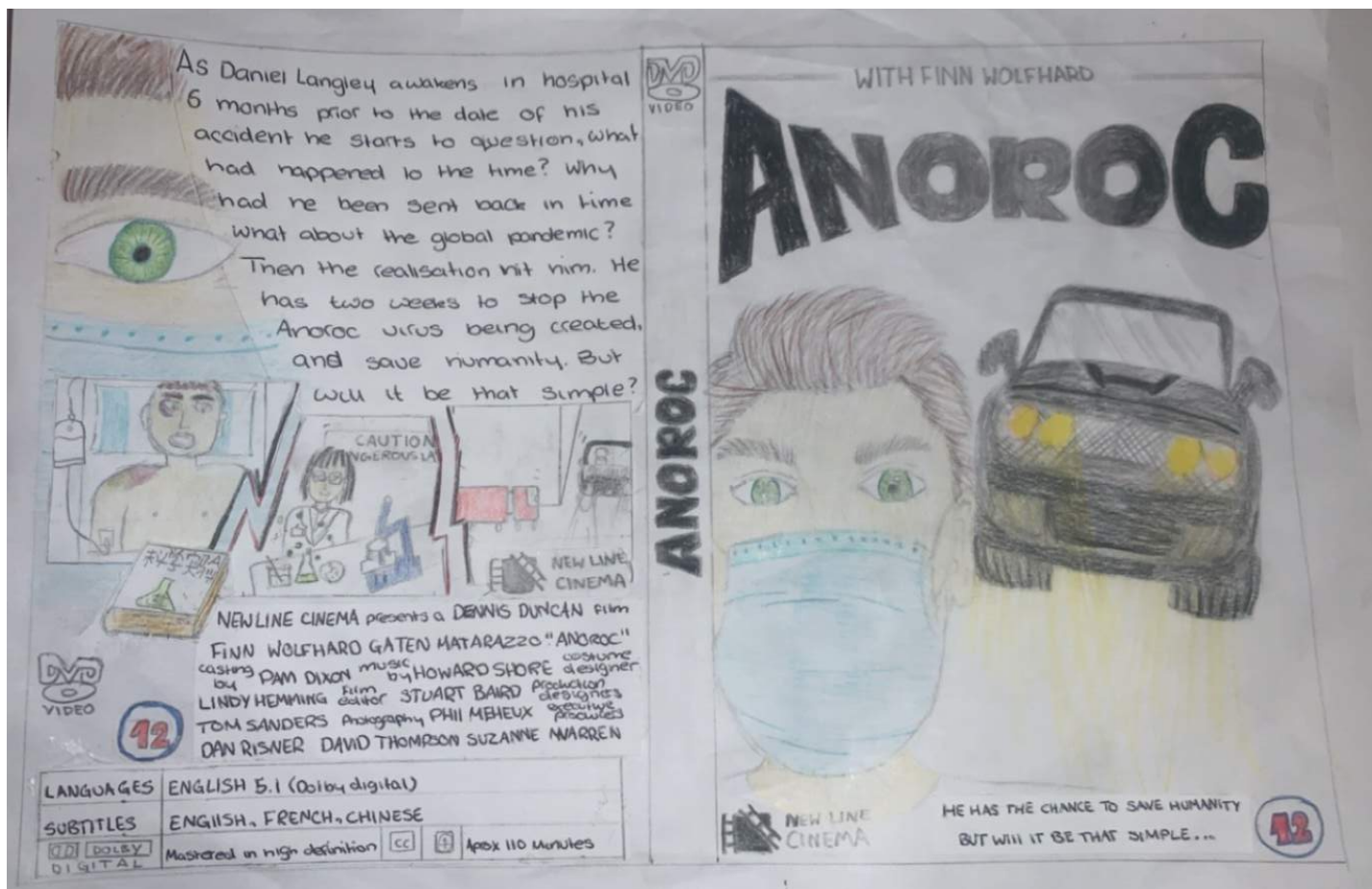
Mrs Cathcart



What's going on in MEDIA STUDIES?




In Media Studies, Year 11 students have been responding to their Non-Exam Assessment briefs. These practical tasks have included storyboarding their own **soap opera scene**, creating their own **pop music video**, and using Photoshop to create **film promotional materials** or **lifestyle magazines**. Our students have shown resilience and resourcefulness to produce some outstanding pieces of work while adhering to COVID restrictions.

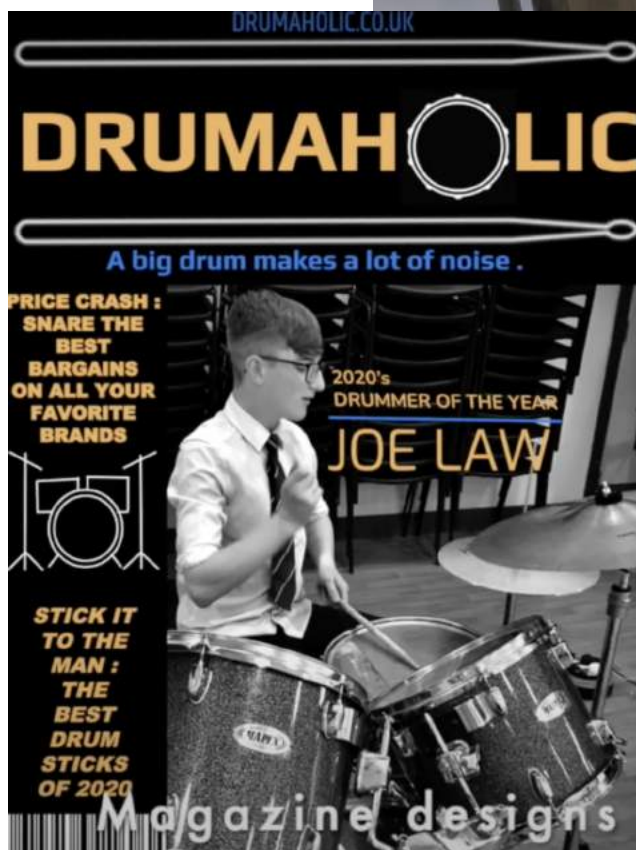
Meanwhile, Year 10 Media Studies students have been considering and debating some sociological questions, such as '**Is it ethical for an 8 year old to be a professional Fortnite player?**', '**To what extent is the British tabloid press a fair and unbiased form of media**' and a discussion of **moral panics** in mainstream media. Students have presented their viewpoints and independent research on these topics in a variety of ways, including formal presentations and essays.







Cell	Length	Image (original sketch or photograph)	Technical elements (shot type/ distance, angles, movement, editing transitions)	Audio (TV: SFX, dialogue, VO, music. Music Video: song timings, lyrics)	Notes (Location, costume, props, character directions etc.)
1			Establishing shot of the café 15-20 second shot. Cut to the next shot.	Music as it was just the break (Adverts) Maybe a theme tune. Dramatic, intense music. The song will be introduced when the first showing of the café and will last only 15-20 seconds due to the shot not being very long.	-Café -Character 1 wearing everyday clothes
2			Close Up of character ones face when they are on the phone to character two. Cut to a black screen for a few seconds and then cut to the next shot.	Conversation between the two A few "Oh no's" and "I'm coming/I will be there ASAP", Asking how everything's going and then interrupted.	-Still in the café -Phone
3			Another close up of the character's face when he puts his phone away.	No dialogue. More intense sounds, no music due to the length of the shot. No voice over as it is a soap opera. There will be diegetic sound as there are no laugh tracks and no narrators.	-Character 1 just needs to be shocked - Still in everyday clothes



Miss Laing &
Mr Ranson



Welcome back from the Geography department.

It's been an exciting few weeks welcoming students back in geography on the lead up to the Easter holidays. We have been getting back into our routine while taking part in some fascinating lessons.

Year 7 have been learning all about the weather; how to forecast it and how to spot fake news weather forecasts. We have also been looking at some careers that exist in the world of weather and responding to weather hazards. Students have been given some fun practical weather activities to complete over the Easter holiday.

In year 8 we have been learning about the impacts of flooding around the UK. This is an important scheme of work to give students a context for many of the stories we see in the news.

Year 9 have been spending time looking at causes and effects of tectonic disasters and comparing disasters in countries of varying degrees of economic development.

Year 10 have been working on resource management and how to reduce our environmental impact. This is a unit of work which is important to allow students to reflect their impact on the environment.

The year 11s have been studying tropical storms and the role climate change has to play in extreme weather events. Students have been able to discuss the impacts of climate change at a range of scales. The return to school has been very successful and our children continue to impress us with the way they are rising to challenge of these unprecedented circumstances.

Mr Blakey



Students have made a great start back to their RE lessons, beginning by recapping their learning and then getting ready to start exploring ideas such as festivals in year 7, prejudice and discrimination in year 8 and nuclear weapons and terrorism in year 9.

With KS4 looking at euthanasia and abortion there is plenty to get students engaged with their learning and return to a sense of normality. That sense of normality is something which quite a few of my classes have mentioned to me and with that in mind, we are very much hoping that trips will be resumed as soon as it is safe.





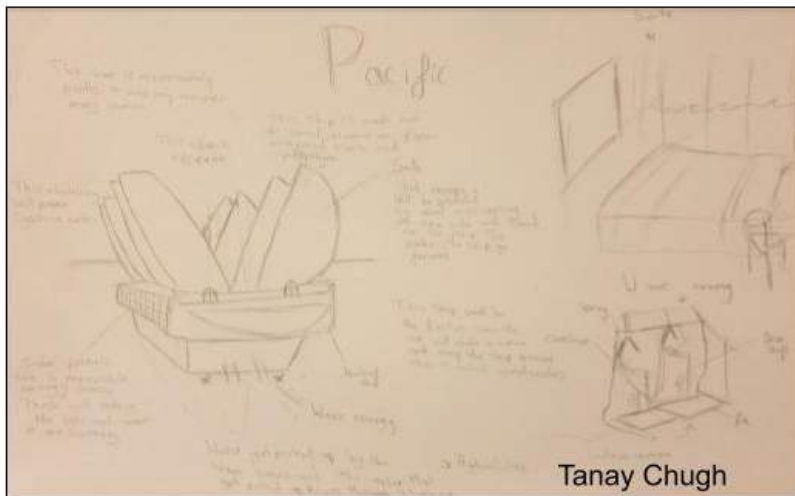
In the summer term we have traditionally gone to Samye Ling, the Buddhist Temple in the Scottish borders and also Holy Island and it would be wonderful for students to have those experiences again.



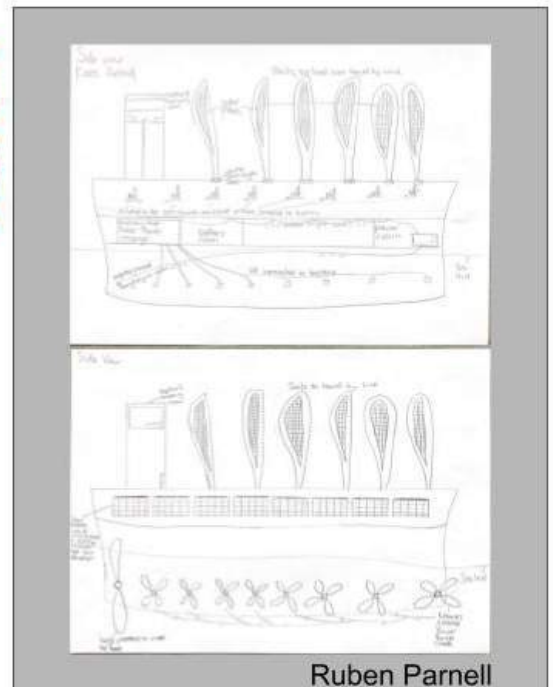
Mrs MacLeod



The theme to this years '**British Science Week**' was **innovation**. During the week, students had the chance to complete a range of creative tasks.

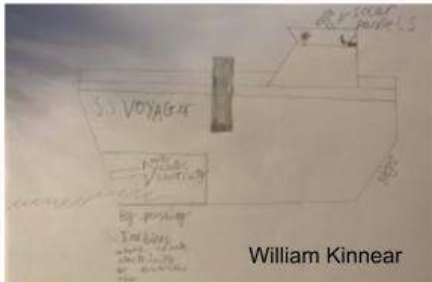


Tanay Chugh

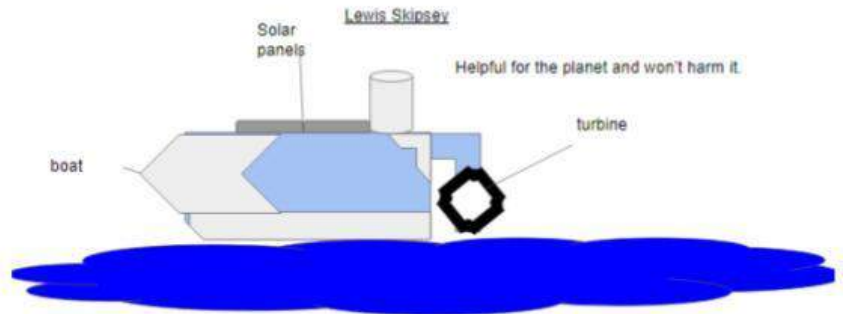


Ruben Parnell

Here are some models and designs of **futuristic ship** by year 7 & 8 students.



William Kinnear



Charlie Colaco

Solar Shark

I have created a futuristic, sustainable fishing boat called the **Solar Shark**.

Solar panels to power the boat's electric engine

The hull is made from recycled plastic but is strong enough to withstand turbulence in the sea.

The jagged teeth at the front give the boat a character and its name.



This device blows bubbles (using electricity from the solar panels) to the seabed to trap fish. This idea was inspired by the way humpback whales use bubble nets to hunt. The bubbles float up inside the bubble-net, pushing the fish up into a tank. A door will then slide shut to trap the fish. Small fish can escape from the tank through holes in the door, ensuring that the fishing is sustainable. This is better than a net because a net can be bad for the environment and harm sea creatures if lost.

Early tests show that the prototype of "Solar Shark" floats!



Emily Ruddle

If the solar energy ran out from the lack of Sunlight, there is a hydroelectric power generator on the back of the ship.

Steering wheel

Sails

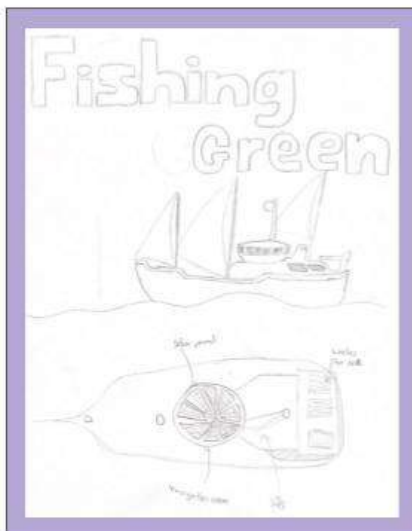
The surface would be covered in solar panels

Trapped door to get onto the lower deck

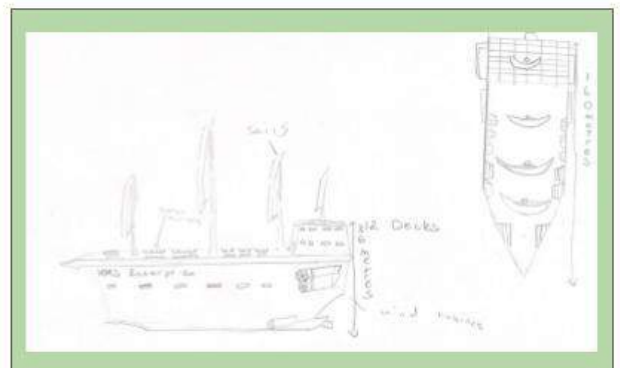
Hydroelectric power generator.

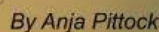


Jake Waddell



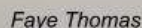
George Main





Eye Thomas

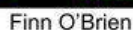
The sunglasses would be solar powered, making this invention environmentally friendly.



Here are some examples of new **innovations** from our students.

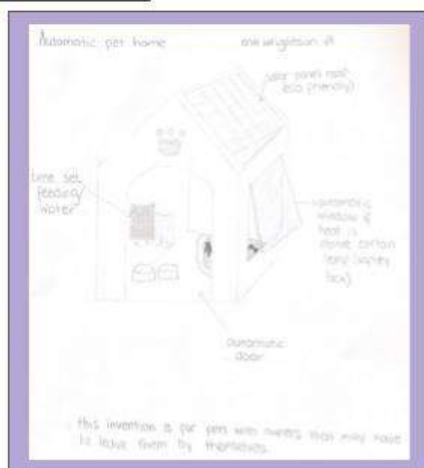


Ashton Cox



MOP SLIPPERS

Olivia Manson



Park your electric car underneath a solar panel and get charge while you shop! With fully **Renewable electricity** generated right in front of you and it give your cars shade so its not to hot in your car! They also save a lot of space and it means you wont need to keep on.

Aidan Courage

Olivia Chaplow



Possibility



The Science department have been running **virtual transition sessions**, with year 6 students from some of our primary feeder schools.

The theme was Marine Biology

Students found out about the role of a Marine Biologist and they looked at adaptations of the different animals and how they are classified.

Here are some of the amazing Marine creatures we had in school!



The sessions were run by **Mrs Russell** (former marine Biologist). Here she is in action!



The year 6 students had a **fantastic time** and were really **engaged** in the lessons. They learned a lot about Marine Biology and asked many **interesting questions!**



Mrs Russell



As lockdown progressed, the students continued to be assigned key tasks to complete for their core lessons. The sessions were structured in a way to continue to develop subject knowledge as well as physical activity and resources from Oak Academy were used to support this process. The students who were in school during the final stages of the lockdown were given opportunities to take part in physical activities onsite. Overall, the students are to be praised for their engagement and for the work they produced over this period of time.

As our students have returned to school over the past two weeks the aim within the department has been to deliver safe and enjoyable activities which promote physical engagement and interaction within year group bubbles. The students seemed to have enjoyed the activities they have experienced and it has been a joy to see them having fun. After Easter it is hoped that we will be able to offer a summer programme of extra curricular activities which will operate alongside the Active Marden programme. More information about such programmes will be available at the start of next term.

Miss Stamp



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

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- 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