



COMIC RELIEF AND RND

Comic relief is a British charity organization that is passionate about raising money and awareness all year round. Red nose day is an event that highlights numerous charity projects and encourages others to do their bit for worthy causes.

Since the charity started in 1995, it has raised over £100 million for charity.

RND17 THE FUNNY HAT DAY

Centre No. 65217

Date

Comic Relief merchandise including a t-shirt, a mug, a hat, and a bag.

Beyond

the classroom

People around You Everyday

Take notice

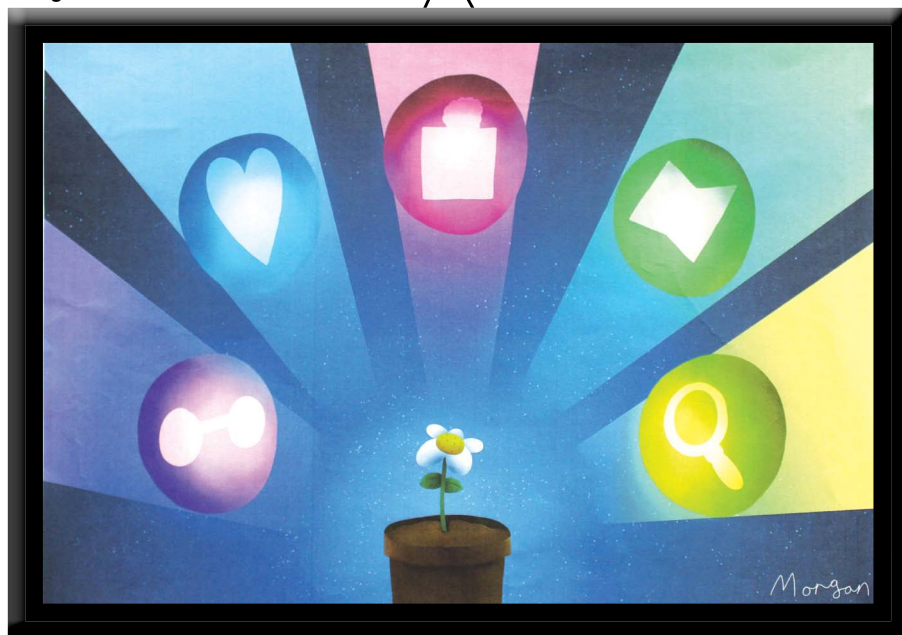
Wellbeing!

Illustration of a boy in a trench coat holding a book.



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Morgan Allen



Ruby Wallis

Artistic Ambition

The Imberhorne Art Challenge was to produce original work promoting five ways of wellbeing:

- connect with people around you
- be active
- take notice of things around you
- keep learning new things
- give – do something nice for someone else.

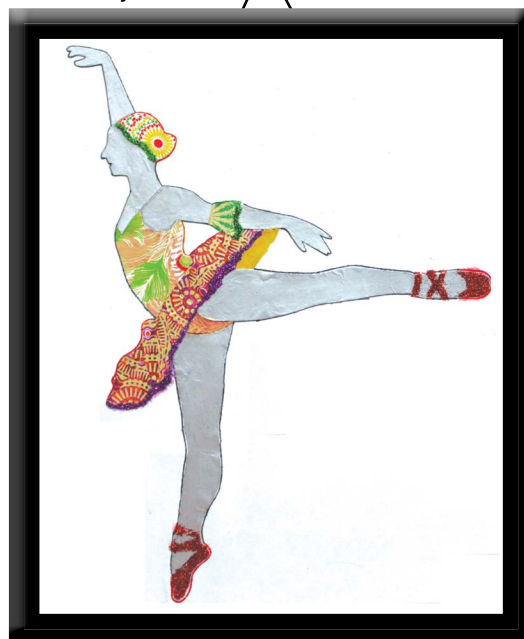
The winning entries will be displayed in the patients' waiting room at Moatfield Surgery, East Grinstead.



Georgia Kewell



Jessica Taylor



Debating society

By Alice Durrant

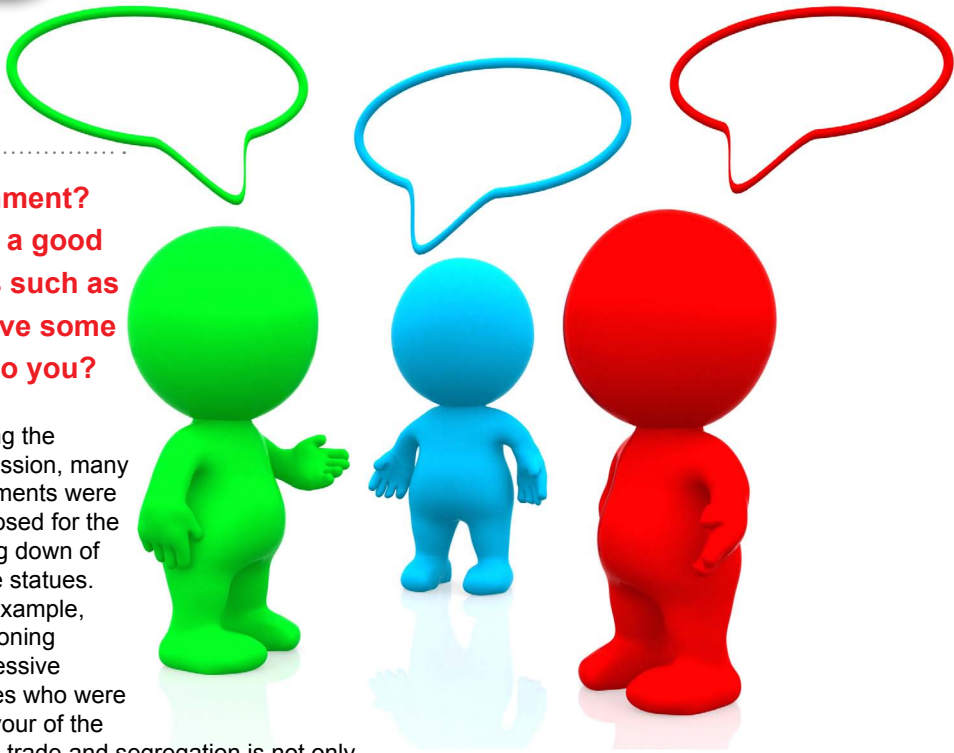
Do we want to legalize capital punishment? Is the progression of Hinkley Point C a good idea for Britain? Controversial topics such as these are issues that most people have some sort of opinion on. The question is, do you?

If the answer is a resounding yes, then you could be a valuable addition to the Imberhorne Debating Society. The society is a lunchtime group available for Sixth Form and Years 10 and 11. It is an optional extra-curricular activity which gives students valuable life skills and allows them to discuss topical issues with a range of knowledgeable staff. Students who have strong opinions and can argue a point to some degree of success are welcome. The topics we discuss can be interpreted in a variety of ways. For example, in a recent session the question posed was: 'Should we take down statues of people whose views we no longer agree with?' Topical, because of the coverage it has had in the media recently, such as the controversy with the Cecil Rhodes statue found at Oxford and the Edward Colston statue in Bristol. The reason these two stories are under discussion is because of the racist views of Rhodes and Colston.

During the discussion, many arguments were proposed for the taking down of these statues. For example, condoning oppressive figures who were in favour of the slave trade and segregation is not only belittling the black community in the area but completely irrelevant to our society's modern views on the subject. Moreover, the complaints made in an attempt to keep the statues are, perhaps, racist comments disguised as genuine concern for our history. To counter this proposition, the point made was that by taking down these historical figures you would be erasing history itself. We might as well learn from our mistakes and educate our population on our past wrongs and how not to recreate these mishaps.

Additionally, one debater suggested that an alternative to taking the statues down would be to educate people in a different, non-offensive way. I think this a great idea that would solve this tricky issue.

For more information on the debating society and to view the full range of future topics, please either see Mrs Latchman or find one of the posters around Imberhorne Upper. Come to room 71 on a Tuesday lunchtime to participate.



Fact or Fake - Making the News

By Mathilde Herbelin-Earle

The term "fake news" has been named Collins Dictionary's Word of the Year 2017. The definition given is: "false, often sensational, information disseminated under the guise of news reporting".

What has the world come to? We seem to be living in an Orwellian society where events can be created and erased without a second thought. For instance, in October the UN High Commissioner for Human Rights said security forces in Myanmar (formerly known as Burma) had worked to "erase all signs of the Rohingya" (a stateless Indo-Aryan people) following a statement released by the government of Myanmar saying that the Rohingya crisis is "fake news".

This kind of behaviour is terrifying and has undeniable similarities to the government in George Orwell's

Nineteen Eighty-Four which can erase all traces of a group or individual and manipulate the media as it wishes. Sadly, this use of media for reporting fake events or to cover up actualities is becoming more and more common. In fact, the term "fake news" has risen by 365% since 2016 and is most commonly used by US President Donald Trump, a man who often uses this term to repudiate claims made against him.

With the growing unreliability of social media, this generation must prepare themselves to filter reality from fantasy. Thus, the BBC has announced a plan to tackle this problem as part of BBC School Report - a project is aimed at secondary schools across the UK. To help students check their news sources and identify false information to reduce confusion and panic, the BBC says: "All



schools will have access to free online materials including classroom activities, video tutorials and an interactive game, developed by world famous Aardman studios."

Imberhorne's BBC School Report event will take place on March 20.

The Struggle

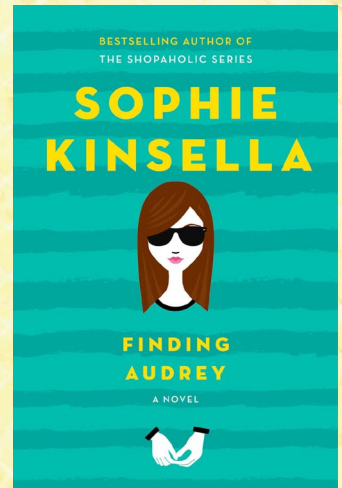
By Callie Smith

Audrey - a girl with troubles on her mind;
 she just wants to leave everything behind.
 Doctors said her anxiety will go -
 It may take a while, but it's going really slow...
 She feels let down by friends - all hope is lost,
 Shyness and kindness come at a cost.
 Her mind keeps telling her people are a threat,
 This horrible feeling is the worst one yet....
 Her parents full of worry, there are no words to say
 At least her boyfriend is there, every step of the way.
 He and she at the coffee shop,
 Gaining confidence – not wanting this to stop...
 And she can look into her brother's eyes,
 Knowing that there won't be any lies.
 After hours upon hours lying in bed,
 for the first time in a while, she can clear her head.
 Despite her problems, she eventually understood.
 No one ever thought that she would.
 She left anxiety by going astray:
 leaving the house, feeling the light of day.
 For the first time, she's strolling down the lane
 and returning home, free of pain.

'The Struggle' turns the story of the novel 'Finding Audrey' into a poem. Here Callie Smith summarises of the novel's plot.

Audrey is a girl with social anxiety, who wears dark glasses all the time. She has lots of doctor's appointments. They repeatedly say that her anxiety will soon go, but she does not believe this at all. Audrey meets a boy and they go to Starbucks. He gives her challenges to talk to strangers to help her gain confidence. The strategy works and they soon become a couple. Doctors tell Audrey to make eye contact with people, but she can only do this with her four-year-old brother. She spends lots of time in bed, clearing her head, and comes to a decision to come off her medication. This gives her lots of adrenaline so she goes on a walk and falls asleep

in the park. Her family think she's missing. When she returns home, she realises she has lost her glasses and finally feels herself again.



A poem in the style of John McCrae's 'In Flanders Fields'

By Luis Whiley

Here we lie, beneath damp grass
 As ones we once loved come and pass.
 Where we are settled, aged crypts show
 the only place we'll ever know;
 scarlet poppies lie row on row.

Our lives have been taken, but never our pride.
 Bodies without motion, but our souls have not died.
 Once, we saw light, now the darkness of soil;
 Once, we fought hard, now the need of no toil.
 Once, we felt breath - the beat of a heart
 but our being was ended because we took part.

But nevertheless, we stay strong and lie;
 Us soldiers of steel, up in heavens of sky.
 Our spirit will carry us – never we will sleep
 And though fond ones above may buckle and weep,

We give you the light to continue on though,
 Our love helps in ways that we can never show
 While in the only place we'll ever know,
 Scarlet poppies lie row on row.

Richarda Morrow-Tait.
A poem by Camille French

**Amy Johnson - everyone knows - flew from Australia to England,
 Jean Batten returned, flying from Oz to UK,
 Beating her achievement out of hand.
 And....
 Amelia Earhart, daring and brave,
 died trying a world trip in the Pacific waves.**

**But another female pilot with courage to fly
 was wiped from history – folk need to know why.
 She never got any of the credit she was due,
 Recognition of her feats is long overdue.
 Treated outrageously, bullied by the press,
 she retired to domesticity under duress.
 Unjustly nicknamed: “The Flying housewife”,
 Punished for having the time of her life.
 she stated she had: “More trouble on the ground,
 Than I ever had in the air”.
 The lack of support was really unfair.**

**But why all the trouble?, why all the strife?
 For wanting to fly and be a mother and wife.
 Bettering others, both male and female,
 Succeeding where others attempted and failed.**

**Flew around the world for over a year,
 carried on regardless of hazard and fear.
 Flew through India, Iraq and Japan,
 Greenland, Alaska, Viet Nam, Pakistan.**

**She suffered from prejudice,
 She suffered from hate,
 Brave and wild,
 Thursday’s Child,
 Richarda Morrow-Tait.**



Explanation:

I was inspired to write this poem by Jan Dean, Liz Brownlee and Michaela Morgan, who together wrote the poetry book “Reaching the Stars: Poems about Extraordinary Women and Girls”. I loved all of the poems as I felt they had been written in a clear, easy to understand, often witty, and thought-provoking way. I decided to write my poem about Richarda Morrow-Tait, who was the first woman to fly around the world from 1948 to 1949. She is actually my cousin’s great aunt, and when reading “Reaching the Stars”, I wished that there was a poem about her in it. So I decided to write one myself. Richarda never got any of the acclaim she deserved because in the 1940s women were expected to marry and stay at home. Instead, she left her husband, Norman, and young daughter, Anna, to spend a year flying around the world with her navigator, Michael Townsend - an unmarried man. (Richarda piloted and maintained the aircraft herself; Michael assisted her in navigating). Norman was

actually quite supportive of his wife, and Michael was a friend of the family, who Richarda had known from childhood. However, when she returned, the press hated Richarda for her achievement. They called her “The Flying Housewife” - if they acknowledged her feat at all. They criticized her for abandoning her “Motherly Duties”, and her “Home Responsibilities”. One newspaper, The Sunday Pictorial, went as far as to say: “The Sunday Pictorial frankly expressed its view on this adventure two months ago. We said: ‘All the flight has proved is that an obstinate redhead has spent 10 months flying around the world’..... We hope that Mrs Morrow-Tait’s appetite for adventure has now been sated, but, quite frankly, we can’t join in the chorus of praise for “The Flying Housewife”.” Richarda probably didn’t help herself by divorcing Norman, and marrying Michael, after she arrived home. Although Richarda had always been completely faithful to her husband, the flight cost her her marriage. Her family was so ashamed that her achievement

was hushed up for decades. My aunt had been married to my uncle for years before she found out that his aunt had been the first woman to circumnavigate the globe. My aunt only found out when Richarda died (she was only 59) from a rare, incurable blood disease in 1982. Richarda left behind her a memoir of her round-the-world-flight, “Thursday’s Child”, (named after her two planes), which I have read and enjoyed.

Hurricane

By Emily Woodman

Lying awake as there's nowhere to sleep,
Instead you think and you stare and you weep,
Imagining the world above being torn to shreds,
It's dark, it's crazy and what everyone dreads.
Ripping people apart like a page from a book,
Mourning about all of the love that it took.
The madness and destruction is so unfair,
But you're just one soul so no one will care.
Innocent lives ruined, feeling helpless and sad,
So many more good times to be had.

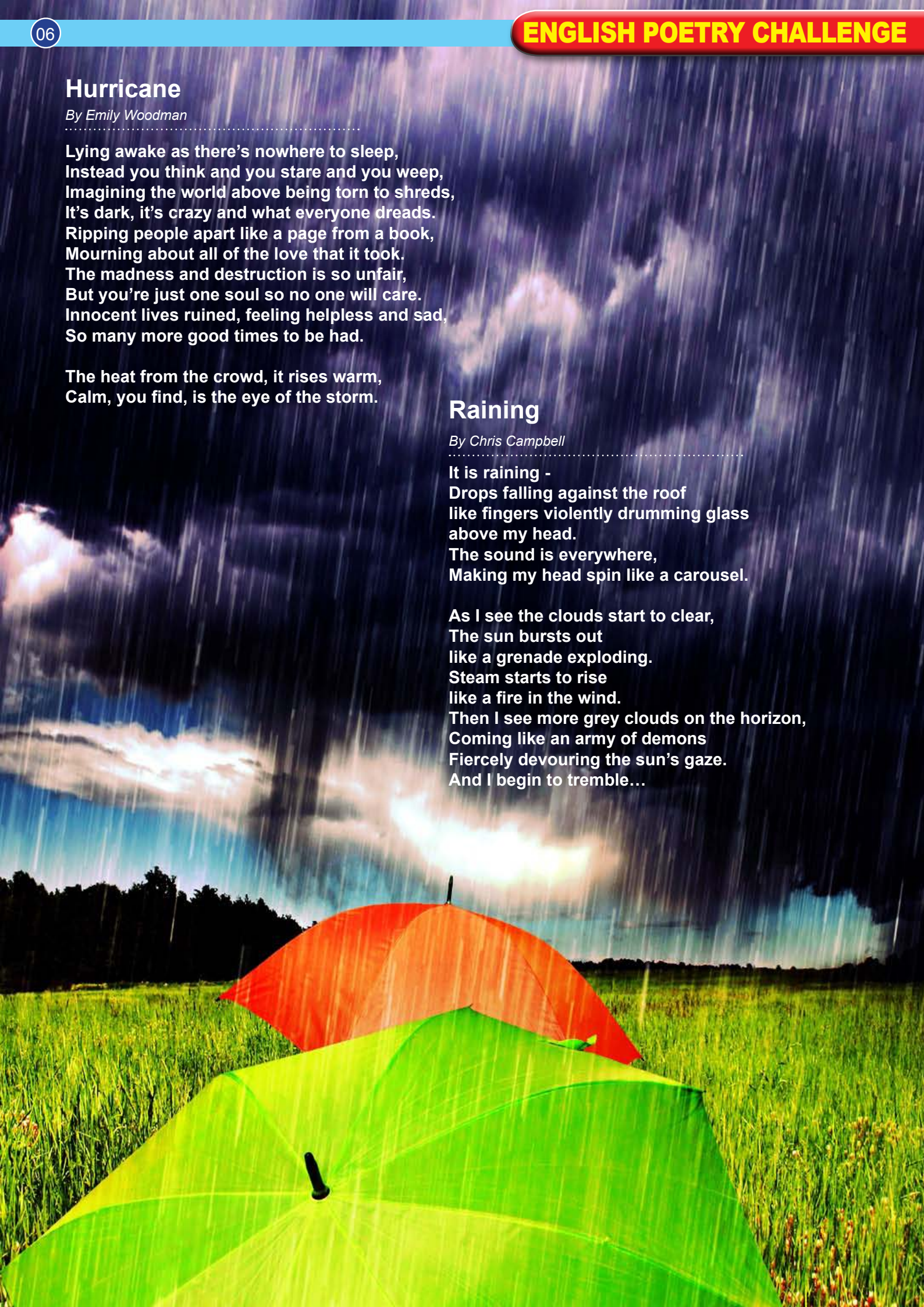
The heat from the crowd, it rises warm,
Calm, you find, is the eye of the storm.

Raining

By Chris Campbell

It is raining -
Drops falling against the roof
like fingers violently drumming glass
above my head.
The sound is everywhere,
Making my head spin like a carousel.

As I see the clouds start to clear,
The sun bursts out
like a grenade exploding.
Steam starts to rise
like a fire in the wind.
Then I see more grey clouds on the horizon,
Coming like an army of demons
Fiercely devouring the sun's gaze.
And I begin to tremble...



Matron, Medicine and Me - Nursing in the NHS

By Alice Durrant

The National Health Service (NHS) has been a vital part of British society since the 5th July 1948. Until that time, healthcare was only available to those who could afford it. The NHS was created in response to the new Labour Government's manifesto in 1945 that promised a healthcare revolution after the Second World War to provide free healthcare for all. Over the 70 years of its existence, many changes have taken place. These changes were especially prominent in nursing - as a result of technical innovations, attitudes towards women and general social advancements. The TV series 'Matron, Medicine and Me' showcases these changes.

Nurses have always been an essential component of the NHS. However, attitudes towards women have altered drastically over the years, and nurses have only recently been duly appreciated for all the work they do. For example, in the early stages of the NHS, nursing was a female dominated profession and being a nurse meant you were at the beck and call of the male doctors in your hospital, having to do menial tasks for them such as sewing buttons onto their uniforms. Additionally, whenever a doctor entered the ward, all nurses would metaphorically - and sometimes literally - have to stand to attention. This reflects the sexist views towards women at that time.



However as time went on, nurses were given more responsibilities and respect, and many more men began to join the nursing profession, illustrating the evolution of gender equality in modern Britain. Unfortunately, the strain on nurses has increased, peaking recently as staff shortage in the NHS cause problems throughout the country.

Changes in hospitals and nursing can be used as a brilliant example of the way Britain has evolved as a country. From the introduction of computers in hospitals - which meant nurses' jobs were made easier and more efficient - to the improvement in patient privacy by the addition of curtains and the decline of beds per ward, we have a clear idea of the path we took to get where we are now. On the contrary, something that has remained consistent is the ability of nurses to leave their political and



personal views outside the hospital when treating patients. This was made clear by the example given in the TV series. Nurses working in a hospital in Belfast during the terror reign of the IRA said that their political views had to be left aside when treating the wounded. One woman recalled a situation where she had to attend to a victim of a bomb and a bomber at the same time, leaving her political views behind.

MATHS CHALLENGE WEEK

The sum dog competition

By Cameron Cove

Mathematics Challenge Week saw ordinary maths lessons replaced by hundreds of students moving to computer rooms and logging on to Sum Dog. Students played various enjoyable maths-themed animated games, including competitive racing (where players gained a speed advantage from answering bonus questions) and classic 'click on the correct moving object' fun.

The games featured basic arithmetic and algebra, which I felt were a bit easy for set one Year 9 students. However this was in accordance with the speed of the game: as individuals answered more questions and gained points, they unlocked various extra games.

Although I did find these fast-paced games enjoyable and rather addictive, it would be good to see a wider variety of questions covering less numeric aspects

of mathematics (such as geometry and shape), as well as an extra option of working out significantly longer, harder problems in a longer timeframe - with bonus points for each of these answered. Despite this, many students saw the maths challenge experience as a different, engaging and interactive approach to lessons. Some individuals even began to reconsider their mindset towards maths at school! The fact that 40% of the class voluntarily chose to complete more questions in their own time, as well as the fact that 13/28 individuals I asked would like the maths department to hold further competitions, speaks for itself in terms of the overall appeal. Due to the dedication and widespread interest from students, Imberhome school gained a respectable overall position in the county of West Sussex. We look forward to more of these events in the future.

Maths Mania

As part of the Maths Challenge week all KS3 students were entered into the West Sussex Sumdog competition. Over 300 classes in different West Sussex schools took part. We had 3 classes in the top 20.

- 24 of the 28 classes entered qualified for the competition (meaning over 10 students in each of the classes took part).
- Our top 3 teams came 4th (7B1), 7th (7A1b) and 19th (9B3).
- We had 9 teams in the top 50.
- We were daily winners twice (7b2b on 21/11 and 7a1b on 18/11).
- We had 9 students in the top 50. Elizabeth C in 7a1b was 21st and answered 952 of 1000 questions correctly!
- Most classes answered on average over 300 questions per person.



Social Change in Spain, post Franco's dictatorship

By Victoria Bramley

I decided it would be a good idea to check out one of the after-school university-style masterclass lectures. The one I attended was led by Mrs Stedrak and was on social change in Spain. I didn't know anything about Spain's history at all so it was really compelling to learn about an important historic event.

What I liked about the lecture was that it was much more relaxed than a usual lesson, which gave the room a more informal atmosphere. Mrs Stedrak spoke clearly and at a speed which meant, even though some of the words were more advanced, you could still understand everything she was saying. My favourite part was learning about 'La Movida Madrilena' and how Franco's death caused such a



Photographing the tribes of La Movida: Miguel Trillo

drastic change in Spanish society. This was a movement that happened after Franco's death. It symbolised people's freedom, as expressing themselves just a decade before would have landed them in jail.

What I also found very engaging was how Mrs Stedrak broke up her speaking with short video clips to put what she was saying into perspective. For example, one of the videos was the news announcement of Franco's death, and another was people celebrating the news in the streets. This highlighted how Franco created hugely different effects on people's lives.

I think that this masterclass lecture was thoroughly educational and enjoyable and the presentation of the powerpoint (and the way Mrs Stedrak spoke and delivered the lecture) was impeccable.



Understanding American Politics

By Mathilde Herbelin-Earle

I have never been particularly interested in the ins and outs of politics. However, Mr Jones' lecture on why Donald Trump became President, despite having been outvoted by Hillary Clinton, was incredibly engaging and thoroughly enjoyable.

Mr Jones began by speaking of Donald Trump's inauguration – an event which shocked the world as his whole presidential campaign was perceived as something of a joke. This led to the explanation we had all been waiting for: why did Trump become President even though he lost the election by almost three million votes?

The answer, explained Mr Jones, lies in the USA's complicated electoral system: the presidency goes to the party leader who gains the most electoral votes and thus wins the Electoral College and the place of presidency. Each state is given a number of electoral votes depending on their population size. If the party leaders gain just over 50% of a state's votes then they gain all of the electoral votes for that state. This left Trump with 306 electoral votes and Clinton with 232 electoral votes. Therefore, it didn't matter whether Trump lost the popular vote as he won the Electoral College. This seems extremely unfair as so many people voted for Clinton. However, to change this would be difficult as it would go against the constitution and - as America's political system is divided - no one would be able to make a final decision on the matter of changing it. Much like, Mr Jones explained, the abolition of the gun law. It states in the 2nd amendment of the constitution that all Americans have the right to 'bear arms'. Did you know that the USA owns half of the world's guns despite being only 5% of the world's population? Neither did I until this lecture!

I would highly recommend attending these masterclasses and guarantee that you will leave with a much wider range of knowledge than when you arrive. Even as a novice on the topic, I found myself totally fascinated.



A Woman's Worth

By Mathilde Herbelin-Earle

Ms Swingland gave an excellent, interactive masterclass presentation on 'A Woman's Worth: changing images of women in society', which focused on attitudes to women in literature. Our journey began in the 16th century, looking at the objectification of women and what made a woman desirable. It was clear that men favoured women who portrayed themselves as innocent, biddable and motherly - traits which, surprisingly, are still sometimes associated with a desirable woman today! Ms Swingland got our eager minds to discuss where these traits were apparent in Shakespeare's works; quickly we realised that the supposed 'heroines' of his plays were always those who conformed to society's expectations of them. Meanwhile, those who didn't conform would end up married or, rather morbidly, dead. The masterclass was an excellent way of delving into the deeper meanings of why certain characters in literature acted as they did, and was perfect for literary students who wanted to link the context of the period with the text being studied.

Even if you were not a fan of literature the lecture explored many sociological theories, such as 'commodity culture' and the idea that objects have a 'use-value' and an 'exchange-value'. While this section was beyond my knowledge, I was able to understand parts of it, and I was thoroughly enthralled by the theory. To end, the topic of gender stereotyping was discussed, along with a short video on a sociology experiment in which a child was dressed in either 'boy' or 'girl' clothes to see whether adults would offer them different toys based on their appearance. Unsurprisingly, appearances affected attitudes, just as explained throughout the lecture. Our whistle-stop tour was finally over and left us with a much more profound contextual knowledge of how attitudes in our society have changed. I feel that a much longer, more in-depth lecture may be needed to cover each century in turn; however the information gained will certainly not go to waste. Contextual knowledge will appear in abundance in my future literature essays!

Youth Speaks

By Jen Thompson



"Let's reclaim it from the robots and make it live again." With that, I stood back after an exhilarating six minutes of delivering the speech I'd spent a month writing and rehearsing, and sat back down with my team mates. All three of us were squinting through the lights on stage, trying to discern whether the judges looked impressed or not. Nell Foister, Marina Billings and I are Year 12 students who took part in Youth Speaks, a public speaking competition that is run throughout the country. Teams of three students, representing their schools, discuss topics they are passionate about before an audience and judging panel. The competition, which is run by the Rotary Club, has several different stages and our Imberhorne team had just won the local round. As teenagers living in the 21st century, our speech revolved around the ever-changing music scene. The title was: "Is this the end of music as we know it?" and our aim was to explore the concept of the new age of electronic music slowly taking away instrumental learning. We worked really hard to develop what we wanted to talk about and how to make it come across to all ages. Throughout the speech, we mentioned different age groups and how they have been affected by the rise in modern music. The entire process has been incredibly rewarding and it felt like such an accomplishment after we had finished speaking, let alone the fact that we won! Thank you to Ms Hughes for guiding us through this great experience.

Go Beyond the Classroom with Imberhorne Masterclasses

The new Imberhorne Masterclass Programme offers students a unique and invaluable opportunity to experience university-style lectures. Each masterclass lecture is designed and delivered by different specialist teachers within the school, with the additional of an occasional guest lecturer. The after-school sessions are open to all students, from Year 9 upwards, who would like to deepen and extend their understanding of a particular topic beyond the classroom. So come along – you will receive a certificate of attendance that can be added to your

Record of Achievement; you could pick up some helpful background for interviews; you might even discover a passion for a subject you could go on to study at university.

Upcoming masterclass:
24th April Dr Jamie Keddie
'Gentrification, sociology and PhDs'

We would like to thank all those teachers who have kindly given up their time to plan and develop these terrific lectures.

Students were asked to design and make a garment or product from recycled material. Here are the winning entries.

How I built an electric guitar from recycled materials

By Nathan Dichmann-Olsen

Having set myself the challenge of building a fully functional, fully recycled electric guitar, the first step was to create a design. There are an infinite amount of possible designs and there are also many existing designs. I decided on using the sg model because it was easy to craft and looked good.

Next, I had to scavenge for materials. At home, I found several 1.5 metre plywood sheets in a box that one of our lights had been delivered in. I also found some rigid plastic sheets that would serve as the plate covering the electronics.

Once I had printed out a life-size model and glued it to a piece of cardboard, I copied the outline down onto the plywood. I did this five times and, on each layer, the neck reached out further, helping to create the slope towards the body of the guitar.

I then salvaged the circuits and pickups of an old broken electric guitar. The circuit was extremely old so I had to completely deconstruct it and put it together again, with the help of an online diagram. After I had cut out all of the inside shapes for the circuit, I had to stick all of the layers together with PVA glue. I left it to dry for a couple of days, wrapped in foam and with several concrete bricks on top.

Then it was time to do the final cut. My father and I bought a new blade for the jigsaw because that cut was the most important one of the entire process. If I messed up, I would have to remake all of the layers and glue them together again. The new blade made it a lot easier to do a precise cut.

After I had completed the shape of the guitar, I designed the shape of the plate and cut it out with the jigsaw. Next I drilled holes for the switch, knobs,



pickups and screws – and fitted them. To my horror, the bottom pickup couldn't fit because there was some wood in the way so I had to remove it with a hammer and chisel. A long time later, the plate fitted snugly in the designated spot. Next I had to paint the body. First, I gave it a coat of red glossy paint while it was hanging. After it dried, I laid it down and gave it a thick coat on the front and let it settle. This was to give it an extremely smooth look and texture. Next I drilled six holes into the head of the guitar, slipped the tuners into them and screwed in the string holders.

The last step was one of the hardest. It was to add the frets. I had to mark out the exact locations of the frets to keep it in tune; remove the frets from the broken, dismantled guitar with a screwdriver; stick them on and then align them to the neck with an angle grinder. Once the strings were attached, the guitar was complete!

YEAR 7 WINNERS

3rd Place – Grace McCullough (Handbag made from books/clothing and other recycled materials!)

2nd Place - James King (Bird box made from lolly sticks!)

1st Place - Sophie Chapman (Earrings made from a wide variety of recycled and found objects!)

YEAR 8 WINNER

Henry Emmet - The 'Junker' (made from cardboard/recycled materials!)

YEAR 9 WINNERS

3rd Place – Oliver Holmwood (mini hot air balloon made from a can!)

2nd Place – Drew Kansara (seating unit made from recycled materials!)

1st Place - Nathan Dichmann – Olsen – (Guitar made from a variety of recycled materials!)



The Creature

By Nathan Dichmann-Olsen

In a small, isolated village, on the edge of a large forest, lived a man named Charles. He was a tall figure, with gentle, brown eyes and a strong jawline edged by a stubbly beard.

Charles lived in the smallest and dirtiest of the houses - the nearest one to the mysterious forest. Between, lay a stretch of rough and murky land, coated in shrivelled leaves.

One evening, an exhausted Charles shut his decaying door, heaved the heavy, yellowing curtain shut, and threw himself into his much-needed bed. Bang! The door slammed open.

Staggering from his bed, Charles heard a noise coming from outside. A woman was weeping. It sounded crazed. It sounded impatient. It sounded... dead.

Charles peered outside. A faint light flickered from deep within the dark of the forest, beckoning him forward. He resisted, forcing himself to sit down and take slow deep breaths, and finally convinced himself that he wasn't losing his sanity. Overwhelmed by fatigue, he fell asleep. In his dreams, he flew into the forest, exploring the depths. The light he'd seen earlier came into view and drew nearer.

Suddenly, he woke up. The weeping of earlier had become strained, hysterical wailing. This time, Charles felt no emotion. It was as though his mind didn't only belong to him. The mysterious light was now just beyond the first line of withered trees. But now it shone so brightly that it almost blinded Charles. He felt his body move as though it was no longer his. He tried to resist, but his right leg took a pace forward.

At that moment, Charles knew he wanted to leave this world, this body, this existence. He took another pace forward. He put his hand on the door knob. It was cold and rough. Turning it, he pushed the door open. Then he took a slow step outside. The crippled leaves gave way with a crunch under his weight.

The light died with the crying.

A creature stepped out from behind a tree. It wore a sagging, dirty white shirt and had black bags over its head and hands. It started to move in a jerky way, so oddly timed that it appeared to be stepping backwards. Backwards in time, but forward, towards him. First at walking pace, but then speeding up to a run. Charles didn't flinch as the creature leapt on top of his body. He was already dead.

Trapped...

By Pip Hunt

The door slammed behind him and the bars on the windows rattled. I listened to his footsteps get quieter until I could no longer hear them. Somewhere in the distance, I heard a shout and then silence.

The damp walls of the cell surrounded me, leaving me alone with my thoughts. I had lost count of the days I had spent in this morose place. When I was alone, that's when my dark thoughts would come out to play. They taunted and screamed at me. However hard I tried to think of something different, I would be punched in the face with the

reality that I would never get out. I tried to push the dark, depressing thoughts out of my mind but the voice in my head would just get louder until I crumpled into a sobbing heap on the floor.

The dusty, discoloured mattress that I lay on was old and I could feel the springs digging into my back every time I moved. It seemed as though each time I began to drift off into an uneasy sleep, I would wake up shaking and screaming, drenched in a cold sweat as I remembered what I had done.

At night, the voices got louder,

making my head ring. I longed for the day when I would no longer have had to spend my life in a miserable enclosure, with people staring at me through the bars like I was some kind of endangered species.

It wasn't my fault I was here. I never thought the crime I committed was worthy of being locked up and I don't think that I am a danger to society, like everyone else does. But then I don't think like everyone else. Anyway it was an accident. All I have to do now is pretend to be normal.

1

By Charlie Moles

2

By Tess Watson



Graphic Genius

Year 10 students have designed this magnificent Red Nose Day merchandising, as part of their coursework for the new graphics GCSE. The students have learnt new drawing skills and developed their ideas through computer generated design, using a range of techniques and programmes. The project involved an introduction to model-making and presentation techniques, which included the work on corporate identity and merchandising shown here.

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By Ben Kenward

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By Morgan Mitchell

