



FOUNDED IN 1487

STOCKPORT GRAMMAR SCHOOL

Information Book

Just for Starters

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AN INTRODUCTION TO THE LOWER SCHOOL

The first three years at Stockport Grammar School are regarded as an important foundation. In order to gain maximum benefit from the initial three years, all pupils are expected to devote themselves wholeheartedly to the life of the school both inside and outside the classroom. The more they put into the school, the more they will gain. In order to achieve this benefit, contacts between home and school are encouraged and warmly welcomed. This may be through informal contact with the Form Teacher, who has responsibility for the pastoral care of every pupil in the form, or by direct consultation with the Head of Year, Head of Lower School or the Headmaster. The sooner concerns are discussed, the more progress is enhanced.

The First Year

Pupils join us from a range of primary schools. As the Entrance Examination is a selection procedure in itself, there is no setting or streaming. Pupils learn much of value from each other. The pupils relate to their Form Teachers who should be asked about any uncertainties, however small they may seem. The present First Year has 152 pupils and has six forms. The Form Teachers this year are as follows: 1P - Miss E. Spence (English); 1Q - Mr A. Thorley (Classics); 1R - Mr C. Wright (P.E. & Maths); 1S - Miss R. Darch (Maths); 1T - Mr R. Heyes (Chemistry); 1U - Mr H. Corbett (P.E.). Boys and girls are evenly distributed between the forms.

The Lower School Curriculum

The Lower School curriculum is designed to suit the particular abilities of our own pupils, offering a wide and varied programme of study. Nearly all who join the First Year have followed the National Curriculum for Key Stages 1 and 2. Stockport Grammar School does not follow the National Curriculum slavishly, but each subject shadows requirements of Key Stage 3. Pupils are entered for ten subjects at GCSE (KS4) and a range of over twenty subjects are offered at AS and A Level.

The Lower School Timetable

Timetables for all pupils throughout the Senior School follow a two-week cycle. This means that instead of listing the same set of lessons per week, pupils' timetables will instead list two weeks' worth of lessons. To differentiate between each, the first week is 'blue week' and the second 'yellow week'. After ten school days of lessons, the cycle begins with blue week again. There are five lessons per day, with each lesson lasting one hour. There are fifty lessons per fortnight. The fortnightly cycle is also called the ten-day cycle, referring to the number of school days it includes. We established the ten-day cycle because it gives us more flexibility in delivering a wide curriculum. Reducing the day to five lessons means that the children do not have so many books to carry around with them. The system has been in operation for several years now and has been welcomed by staff and pupils alike. The children soon adapt to the system and it is clearly marked in their School Planner.

Options

In the Third Year pupils will be asked to make their choices for GCSEs. Mathematics, English Language and Literature, at least one Science and at least one Modern Language are compulsory. Careers staff will advise pupils on their choices of GCSE subjects and they all attend an Options Evening (along with their parents) in the January of their Third Year. Here they will be given more help and information as to how to make their choices. Options are finalised later in that term.



Reports

Reports are sent to parents at the end of the Autumn and Summer Terms, giving a view of both term and examination performance. These are in addition to regular assessments, which are also sent to parents, and Parents' Evenings. The report includes three grades which have been awarded to each pupil: Learning Attitude, Work Effort and Attainment Grade. Each is awarded on a five point scale and descriptors of each point on the scale are included with the report.

Parents' Evenings

You will be invited to two Parents' Evenings during the course of your child's first year at SGS. The first is in mid October. This is an information evening, at which you will be able to discuss with Pastoral staff how your child is settling in, and see a slide show of their recent induction residential trip to Hartington Hall in Derbyshire. Heads of the core academic subject departments will also be on hand to explain how the curriculum is delivered in the First Year. In April you will be given the chance to meet all your child's subject teachers and to evaluate their academic attainment. If concerns arise at any time in the school year, do not hesitate to contact a Form Tutor, the Head of First Year or the Head of Lower School.

Examinations or Assessment Tests

These are taken in June by every pupil in the Lower School and Third Years have additional assessments in November in preparation for decisions about GCSE options. There are also end of unit tests which are run on a more informal basis by separate departments throughout the year. While examinations provide an indication of progress, they also provide invaluable experience in revising and learning. By the time GCSE is taken in the Fifth Year, pupils know what is expected of them and how they should prepare for their first public examinations. The internal school examinations are particularly helpful for those whose examination techniques need strengthening; the more experience they have, the better.

Homework

In the Lower School, each pupil has approximately one and a half hours of homework every night, with thirty minutes being allocated to each of three subjects. It should all be done with the greatest possible care, because this is how understanding is acquired and work patterns and disciplines are established. The organisation of homework contributes significantly to the development of consistent work patterns.

Effort Grades

Effort grades are given for each subject on a regular basis throughout the year. They are recorded on individual sheets which are taken home after discussion. Advice on how to interpret the effort grades is given at the first Parents' Information Evening.

Discipline

Fundamental to the provision of an ordered environment in which pupils can feel secure as they seek to develop their personal, social and academic potential is a system of discipline founded on common sense, mutual respect and shared responsibility. This system of discipline relies on good understanding and co-operation between pupil, school and the family home, complemented by an acknowledgement of the need for a few practical dictates set out as School Rules.



The objective is to promote self-discipline by fostering honesty and consideration for others in a caring environment. Behavioural problems must be addressed effectively so that the pupil can be guided in a productive and positive direction towards a realisation of potential. At all times the best interests of the pupil lie at the heart of all that we do. The school sets and expects high standards of dress, deportment and conduct. A primary objective is to establish through the system of discipline a sense of security and belonging which encourages pupils to develop pride in their school. In a world of precious few positive constants, our pupils are encouraged to see that the whole school environment is working to their advantage as they seek to translate potential into achievement.

Coupled with this system of discipline is a scale of sanctions which, in consultation with parents, can be invoked to encourage betterment, and to heighten awareness of the pupils' responsibilities to their family, the school community and themselves. Wherever possible such sanctions are built around the requirement that a positive contribution be made for the good of the community. Punishments are not seen as retribution but as a deterrent and an exhortation to do better.

Societies

Pupils in the Lower School are encouraged to join many extra-curricular activities in addition to those associated with school games teams, the choirs, the bands and the orchestras. Amongst the activities available for younger pupils are the Animal Club, Animation Club, Badminton, Basketball, Chess, Classics Club, Dance, Drama, Grammmarail, Photography, Swimming, Puzzle Club, Fencing and Film Club.

If you require any further information,
please do not hesitate to contact me on 0161 456 9000.
Mr R W Wallington, BSc. Head of Lower School



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At Stockport Grammar School we believe it is the right of every child to feel happy and secure. Along with high quality teaching, we are also dedicated to providing excellent pastoral care.

FORM TUTORS

Form Tutors are primarily responsible for the pastoral care of pupils in their form. Pupils see their Form Tutors every morning and afternoon and can ask about any uncertainties, however small they may seem. Form Tutors take the time to get to know each child individually and discuss with parents any difficulties that may arise.

First Years also usually have two Form Periods per week. Form Time for the First Years is aimed at ensuring pupils settle in to the senior school and become confident in their new environment.

FIRST FORM FRIENDS

Starting at a new school can be a daunting prospect for anybody. The First Form Friends Scheme is run by Lower Sixth Form pupils who give their time to help First Formers settle into their new environment. They help new arrivals to find their way around in the first few weeks and are available to reassure or advise them as they settle into school life.

HOUSE SYSTEM

Every pupil is assigned to one of the school's four Houses; Arden, Nicholson, Warren and Vernon. The Houses have a family atmosphere, with a support network that crosses all of the year groups. The House system gives pupils the chance to exercise responsibility, organisational skills and the ability to work as a team. The captains are the representatives of their House. They liaise with teachers and fellow pupils to ensure good communication, promoting a democratic society. Captains organise events and choose teams to compete in the Inter-House competitions. Everyone can take part in the Inter-House competitions, either as a player in a team or as a supporter.

INDUCTION

A few weeks into the Autumn Term all First Year pupils take part in a three day adventure to Hartington in the Peak District. Hartington Hall Youth Hostel provides a comfortable and secure base from which to explore the area and undertake specially designed tasks, including a day at Chatsworth and a visit to the plague village of Eyam, working with the Art and History Departments.

SCHOOL NURSE

Pupils benefit from the support of a full-time School Nurse. The School Nurse builds good communication links between staff, children and home to make sure all pupils are well cared for as individuals. She is also responsible for developing protocols and care plans for the administering of medicines in school and the management of existing medical conditions such as Asthma, Diabetes and Epilepsy. She works in partnership with teaching staff to deliver and advise on PHSCE (Personal Health, Social, Citizenship Education) curriculum topics such as sexual health, drugs and alcohol.

The nurse also organises a variety of parent information evenings with speakers from external agencies covering subjects such as: Drugs, Alcohol and Sexual Health.



CLUBS AND SOCIETIES

INFORMATION ON FIRST YEAR CLUBS AND SOCIETIES

Outside the curriculum, there is a wealth of opportunities available at Stockport Grammar School. More than 30 different activities are on offer exclusively to pupils in the First Year. Whether your child is interested in Music or Maths, Cooking or Climbing, Art or Animation, Film or Football, there is something to suit every pupil's taste.

Clubs and Societies, as well as Music and Sports practices, run every day at lunchtime and after school, so there is always something to join. We encourage pupils to try new activities as well as pursuing established interests. At the start of the First Year, pupils are invited to a Clubs and Societies Fair, where they can find out more about the activities and sign up for a trial session.

Below is a list of the clubs and societies currently available to First Year pupils in the Autumn Term (other activities, such as tennis, cricket, athletics and rounders, become available later in the year):

- Animal Club
- Animation Club
- Art Club
- Basketball
- Ceramics Club
- Chemistry Club
- Chess Club
- Classics Club
- Climbing Club
- Concert Band
- Creative Cuisine
- Creative Writing
- Dance Club
- Debating Society
- Drama Club



CLUBS AND SOCIETIES

- Fencing Club
- Film Club
- French Club
- German Club
- History Club
- Junior Choir
- Junior String Orchestra
- Junior Band
- Junior Big Band
- Christian Group
- Photography
- Puzzle Club
- Swimming
- The Reading Group
- Tactical Games Club
- U12 Hockey
- U12 Netball
- U12 Rugby
- U12 Football
- Walking



Dance Club



Animation Club



THE HALLAM LIBRARY RESOURCE CENTRE

We aim to help pupils to:

- Find inspiration for projects
- Lose themselves in a good novel
- Discover new books by a favourite author
- Keep up-to-date with current affairs
- Catch up on homework
- Search the Internet effectively
- Develop their thinking by integrating their use of resources
- Write that essay
- Choose a DVD
- Discover new angles
- Find a quiet corner
- Dip into a magazine

To support these aims the new Hallam Library was opened in September 2005, providing a modern study space. Resources include 20,000 books, over 50 periodicals, daily newspapers, audio books, DVDs and electronic subscriptions, along with networked computers and laptops for pupil use. Thus the Hallam Library provides the resources and environment to enable pupils to read widely, study quietly and develop information literacy skills so that they become confident, discerning users of the wide range of information resources available today.



The Library stock is continually updated to ensure that its range is both wide and of good quality, from books to web-based resources. Stock is selected to support the curriculum and pupils' interests and requests; reviews in school library literature, periodicals and the media help inform these choices.

In addition to class visits, various activities run throughout the year to promote the Library aims – these include reading groups, author and poet visits, Junior Café Sci meetings, shadowing the Carnegie prize for children's literature and themed weeks involving extra activities.

The Library is open between 8.00am and 5.30pm every weekday during term time and is managed by three staff, ably helped by pupil library assistants from different year groups.

LEARNING SUPPORT

When the title 'Learning Support' is used in schools it is usual to think of pupils who have Special Educational Needs. Independent schools, however, are in an unusual position. Our pupils have met rigorous criteria to gain entry to the school and cannot be said to have a 'significantly greater difficulty in learning' than the majority of children of the same age, which is the conventional definition of SEN. However some pupils may have a slight difficulty or relative weakness in one aspect of their learning when compared to their peers in the school, for example an able pupil with dyslexia or dyspraxia. These pupils could be said to have 'additional learning needs' and the school strives to support these pupils. They are encouraged to play to their strengths and at the same time make improvements in their area of weakness so that they can access the curriculum more easily, keep up with the pace of lessons and so can fulfil their potential.

Some of our pupils have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in the school and have a Statement of Special Educational Needs. These pupils generally have a sensory impairment - visual or hearing impairment - and they have specialist help to enable them to access the curriculum.

Mrs Dawn Meers is the Learning Support Coordinator and Mrs Molly Evans supports pupils in the Mathematics department. The school welcomes many visiting teaching colleagues from outside agencies, such as Stockport's Educational Service for Sensory Impairment and Manchester's Children's Services, who come into school to support specific pupils.

The Headmaster and Governors are committed to supporting the learning, attainment and personal development of all pupils at the school including those with additional learning needs.



We aim to:

Sustain a lively and creative working environment where high standards are fostered and maintained and where pupils recognise the subject as part of a living tradition.

What staff and facilities are available to the department?

The department is housed in its own building. There are four studios and a further resource area located on the top floor. A range of disciplines are taught including Painting and Drawing, Print, Textiles, Ceramics, 3D and Graphics. An important component of the subject is that ideas flow between the various disciplines and this forms an integral approach to the teaching practised in the department. There is a gallery located on the ground floor of the adjacent teaching block that is used for regular exhibitions and display. In addition, a large number of pupils' pieces are displayed around the school.

How much time will I spend on this subject per ten day cycle?

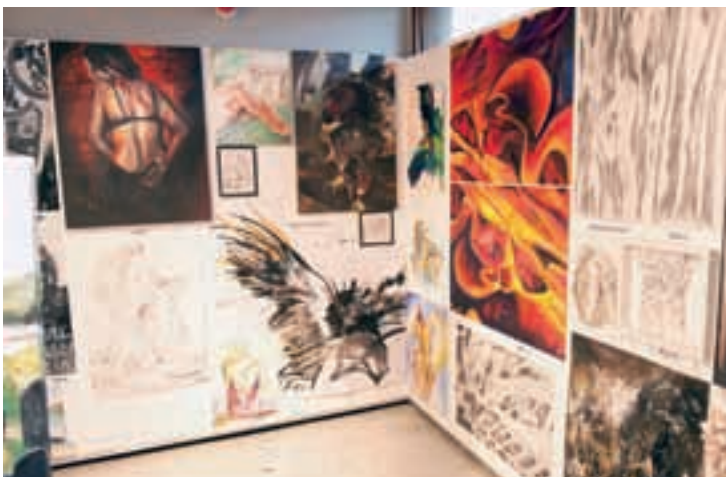
Lower School 2 lessons (2 hours) with ½ an hour of homework
 GCSE..... 5 lessons (5 hours) with 1 hour of homework
 A Level..... 10 lessons (10 hours) with at least 3 hours of individual study

What is Art in the Lower School like?

Art and Design is taught to all pupils up to and including Third Year. Pupils are introduced to a basic Art knowledge exploring themes including line, shape, tone, form, colour, texture, pattern, composition etc. This ensures the development of skills in a wide range of media and, combined with an introduction to the work of other artists and designers, aims to engage and encourage understanding and ability in the subject. Projects are designed to engender an understanding of cross-curricular and cultural issues.

What happens further up the school?

GCSE Art is a popular choice. The department follows the AQA syllabus that allows course-based individual programmes that are marked internally and moderated externally. During the Fourth Year and at the start of the Fifth Year, pupils begin to complete a *Portfolio of Work*, the unit 1, which accounts for 60% of the total marks. A further externally set task, the unit 2, which includes a timed examination, is completed at the end of the Fifth Year and makes up the remaining 40%. The course encourages candidates to develop their technical skill levels and a wide range of media is explored. In addition pupils are encouraged to visit galleries and museums.



A Level sets in Art usually consist of between nine and twelve pupils and teaching is divided between two members of staff. We follow the AQA syllabus which provides the opportunity for thorough exploration and investigation of the subject. Techniques and principles established at GCSE are expanded

upon and a wider range of media is introduced. A greater emphasis is placed on a personal response and the influence of artists, designers and other secondary sources are expected to feature increasingly in the development of work.

AS examination in Art consists of one practical coursework unit (the portfolio) that makes up 25% of the total marks. This is followed by an externally assessed assignment (a further 25% of the marks) which begins in the second half of the year and includes a controlled test piece.

A2 examination in Art consists of a coursework unit that takes the form of a personal investigation in which the pupil has to submit a portfolio of practical work along with a related written study of approximately 3,000 words (25% of the marks). In the second half of the year and as a culmination of the course, there is an externally assessed assignment (the final 25%) that includes a 15 hour supervised piece.

Are there any trips?

It is important that pupils are aware of Art and Design in the wider context and the theoretical attachments, in both historical and contextual terms, are a major part of the department's teaching. A pupil's ability to discuss their own and other artists' work illustrates their understanding of the balance between objective and subjective as well as the practical and academic, in other words the very nature of Art and Design. At the start of the course a number of visits are made to galleries, and these are complemented by a number of drawing days at sites away from the school studios. Further visits to galleries are encouraged throughout the year.

Are there any extra-curricular activities?

The department runs a dedicated Art and Textiles Club after school on Tuesday each week. Here, pupils from across year groups are able to work on projects linked to their classwork or on more specialist pieces that may introduce them to skills including batik, stained glass and ceramics. One area of work undertaken by those in the club involves the making of backdrops and props for use in the various school productions that take place throughout the year and this is a splendid way for pupils to get involved in the backstage aspects of these major productions.



We aim to:

- Encourage pupils to study living organisms and processes in a scientific manner
- Balance subject knowledge with the development of investigative skills
- Give pupils opportunities to design, carry out and evaluate practical experiments using a very wide variety of laboratory apparatus
- Emphasise the importance of health and safety in the laboratory setting to ensure the wellbeing of all pupils and staff working there

What staff and facilities are available to the department?

Five newly refurbished dedicated Biology laboratories are available, as well as a Sixth Form teaching room. Each laboratory is extremely well equipped, containing all basic laboratory apparatus and a variety of specialist equipment. Each has audio-visual equipment to allow the watching of videos and DVDs. An increasing amount of our teaching is delivered by PowerPoint computer presentations in the laboratories which all have fixed computer projectors to facilitate this. The staff consists of six full-time teachers, two part-time teachers and three highly qualified technicians.

How much time will I spend on this subject per ten day cycle?

Lower School 3 lessons (3 hours) with an hour of homework

GCSE 5 lessons (5 hours) with 2 hours of homework

A Level 10 lessons (10 hours) with additional individual study



What is Biology in the Lower School like?

In the first three years Biology is taught as a single science. Pupils are introduced to the world of living organisms and cover many of the basic topics that are fundamental to the study of Biology.

First Year topics include: cells, organs and organ systems; plant and animal reproduction and organism diversity.

Second Year topics include: Variety of living organisms and classification; nutrient cycles; food chains and food webs; movement, exercise, diet and healthy lifestyle; Drugs.

Third Year topics include: basic biochemistry; enzymes; diffusion and osmosis; diet and digestion; gaseous exchange and respiration.

Pupils are encouraged to study living organisms and processes in a scientific manner. Topics are taught balancing subject knowledge with the development of investigative skills, including opportunities to design, carry out and evaluate practical experiments. These are an integral part of our science teaching and include the use of standard laboratory apparatus as well as more subject specific equipment such as microscopes.

What happens further up the school?

At **GCSE** we follow the Edexcel iGCSE Specification.

Key subject aims

The Edexcel IGCSE in Biology enables students to:

- acquire knowledge and understanding of biological facts, concepts and principles
- develop an appreciation of the significance of biological facts, concepts and principles and the skills needed for their use in new and changing situations
- appreciate the importance of accurate experimental work to scientific method and reporting
- form hypotheses and design experiments to test them
- sustain and develop an enjoyment of, and interest in, the study of living organisms
- evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues.

In terms of progression, the design of the course provides a basis of progression to further study in GCE Advanced Subsidiary and Advanced Level Biology.

At A Level we follow the AQA Biology Specification. At any one time, pupils are engaged upon two separate lines of study, each taught by a different member of staff. Practical work is integrated into the theory lessons where appropriate. Ecology is studied partly theoretically in the classroom, but largely on a four day intensive Field Study Course, run by the Biology staff on a marine rocky seashore on the Isle of Anglesey.

Are there any extra-curricular activities?

The Animal Club is principally orientated towards Lower School pupils. They are taught how to look after the animals in a safe and correct manner. We endeavour to foster responsible behaviour when handling and caring for animals. If parents agree, pupils can put their name down to take one of the animals home during the holidays.

The Good Schools Guide

The Biology Department were awarded the Good Schools Guide award in 2005 for the best results at A Level achieved by boys taking Biology at an Independent School. This is an award we were delighted to receive and is a testament to the hard work and expertise of staff in the department as well as the hard work of those pupils concerned.



We aim to:

In the first three years, we hope to inspire and excite students about the chemistry of the world in which they live. We hope to achieve this by teaching the basic principles and experimental techniques that are the foundations of chemistry using interesting situations that are applicable to the modern world.

What staff and facilities are available to the department?

We have five well equipped laboratories. One of the laboratories incorporates six fume cupboards for A Level experimental work of a more hazardous nature. The department is staffed by five full-time and one part-time teacher and three highly qualified technicians.

How much time will I spend on this subject per ten day cycle?

Lower School..... 3 lessons (3 hours) with 1 hour of homework
GCSE.....5 lessons (5 hours) with 2 hours of homework
A Level..... 10 lessons (10 hours) with additional individual study

What is Chemistry in the Lower School like?

Chemistry is taught as a single science. The course is designed to offer as much practical work as possible during all three years and we aim to include as much investigative chemistry as possible to help students develop the skills of fair testing and analysis. In the Third Year we attempt to enlighten the students about the applications of chemistry to everyday life as we believe that it is important for all students to have a good grasp of the role of chemistry in the wider community, particularly if they are not intending to take the subject further. This enables us to consider topical chemistry issues and pursue project and research work about areas the students may find interesting, for example forensic chemistry, pharmaceuticals, cosmetics and perfumes to name but a few.



CHEMISTRY

What happens further up the school?

At **GCSE** we follow the Edexcel IGCSE syllabus. The range of topics is extended and practical skills are further developed.

The A Level course follows the OCR syllabus to AS and A2 levels. The first topics in the AS course are selected in order to refresh and expand the candidates' knowledge and understanding of atomic structure and bonding and also to instil an appreciation of the mole concept and its many applications. Later sections of the course cover topics such as energetics, equilibria, kinetics, transition metals, periodicity, acid-base reactions and organic chemistry. The emphasis is on achieving a much greater understanding of why and how chemical reactions take place and creating links between the various branches of the subject. Practical work is integrated into the course and is internally assessed but externally moderated.

Are there any extra-curricular activities?

There is a Lower School Chemistry Club, which meets once a week to perform exciting experiments which are outside the normal sphere of the syllabus. Chemistry Clinic is run weekly by Sixth Form Chemists where Lower School pupils can get support with topics they find difficult. In the Middle School Creative Chemistry Club runs and in the Sixth Form students can either take part in the Engineering Education Scheme, or a Chemistry based research project run in conjunction with Manchester University or Colour Chemistry project with Leeds University.

Second Year pupils are invited to attend the annual Salters' Festival of Chemistry based at a local university. The festival provides pupils with the opportunity to attend university for the day and perform a series of supervised experiments in university laboratories.

Fourth Years are encouraged to apply for a place at 'Chemistry Camp', another Salters' initiative. It has proved very popular and has been well attended in recent years.

Sixth Formers have the opportunity to enter the Young Analyst Competition, attend lectures at Manchester University on Advanced Level topics and become involved in the Chemistry Olympiad where we have a good record of success.



We aim to:

Introduce pupils to the ancient civilisations of Greece and Rome and help them to gain insight into the continuing influence of these cultures on our lives today.

What is Classics?

The subject appeals and challenges in different ways throughout a pupil’s time at the school. From discussing the behaviour of the gods in the First Year to translating Virgil from the original Latin, from analysing the heroic quality of Achilles to describing the beauty of a Classical sculpture or analysing Ovid’s descriptive power; Latin and Classical Civilisation offer great depth of study to enquiring minds.

What staff and facilities are available to the department?

There are four full-time Classics teachers and the Classics department is housed in its own block of four classrooms. The department also has its own library in which Sixth Form teaching is done. All classrooms are equipped with interactive whiteboards and DVD players. The department makes full use of the large number of visual resources available for this subject.

How much time will I spend on this subject per ten day cycle?

First Year 1 lesson (1 hour) with 1 x 30 minute homework
 Second & Third Year 3 lessons (3 hours) with 2 x 30 minute homeworks
 GCSE..... 5 lessons (5 hours) with 3 x 30 minute homeworks
 A Level..... 10 lessons (10 hours) with additional private study

What is Classics in the Lower School like?

First Years study the myths of the Ancient Greeks - Theseus and the Minotaur, Heracles, the Trojan War and many others - before moving on to learn about important aspects of life in Ancient Greece. Second and Third Years study Latin, following the journey of a young Roman from the ashes of Pompeii, through Alexandria and Roman Egypt to Roman Britain, while all the time learning to approach this most challenging of subjects with confidence and determination.



Classics Play 2011, *Trojan Women*

What happens further up the school?

At GCSE pupils can choose between Latin and Classical Civilisation or, for true Classicists, study both. Students can continue to study either or both subjects at A Level.

Are there any extra-curricular activities?

There are a number of clubs offered by the Classics department. First Years can join Classics Club which gives pupils an opportunity to explore the ancient world through a variety of craft and other educational projects. There is also a Hieroglyphic club offered for those wishing for something more esoteric! The annual Classics Play has a firm slot in the school calendar. Over the last five years we have put on *Medea*, *Agamemnon*, *Oedipus*, *Hippolytus*, *Antigone* and *Trojan Women*. Additionally, suitable pupils in the Third Year are offered the chance to take Ancient Greek GCSE in the Fourth Year, after a course of extra-curricular lessons.

Do you go on any trips?

In 2010 the department took a large party of pupils from the Fourth Year upwards on a tour to Rome and the Bay of Naples. In addition to this, in Summer 2010 the Classics and Geography departments took a group of Third Year pupils to Sorrento to see Vesuvius and its victim, Pompeii. In 2012 the department will be taking a party of 50 pupils on a tour of Greece, visiting Athens, Delphi, Olympia amongst other sites. The Sixth Form have been on trips to the British Museum in London, Chatsworth House in Derbyshire and the Ashmolean Museum in Oxford. Regular theatre trips are also offered.



In the first two years we aim to develop:

- The use of a range of dramatic forms to express ideas and feelings, with pupils responding creatively and constructively to a variety of stimuli.
- The ability to communicate effectively through the language of space, movement and words
- Imagination, characterisation, devising and performing skills.
- Confidence in the pupils' own abilities, particularly in the areas of independent working, verbal and non verbal communication and team work.
- Evaluating skills of the pupils' own work and the work of others.

What staff and facilities are available to the department?

Drama is taught by a fully qualified Drama Teacher. At present, Drama is housed in a well-equipped temporary classroom during the development of the new Woodsmoor Building. Many of the school's large spaces are used for extra-curricular productions, including the Main Hall, Hallam Hall and the Quads.

How much time will I spend on this subject per ten day cycle?

Lower School 1 lesson (1 hour)

What is Drama in the Lower School like?

A number of drama skills are taught alongside each other throughout the curriculum. A new topic is taught each half term which will engage pupils with its narrative and characters. Specific skills such as acting, staging, devising, or theatre genre will be taught. Pupils will work individually, in pairs, small groups and as a whole class. In most lessons they will participate in active independent learning, to create pieces of drama which they, their peers and their teachers will evaluate. Developing skills such as teamwork, time management, focus and control will be integral to each lesson.

Are there any extra-curricular activities?

- Drama clubs are organised at lunchtime for the Lower School.
- Opportunities for acting are offered in both traditional and innovative school plays such as *Blood Wedding*, *We'll Meet Again* and, most recently, the moving pupil-devised piece *Homelessness*.
- Currently, musicals are produced jointly with the Music Department. Most recently this involved performances of *Les Misérables* and *Fiddler on the Roof*. A full-scale production of *Oliver!* is planned for March 2012.
- Sixth Formers traditionally direct, organise and act a play at the end of the Summer Term. These productions are opportunities for leadership, teamwork and enjoyment. Recent plays have included *Absent Friends*, *Present Laughter*, *A Chorus of Disapproval* and *See How They Run*.







We aim to:

- Provide a learning environment in which pupils can both enjoy language learning activities and find intellectual stimulation
- Develop pupils' fluency and accuracy in the four skill areas of listening, speaking, reading and writing
- Equip pupils to be successful in public examinations and beyond

What staff and facilities are available to the department?

The department is staffed by five teachers and occupies five classrooms and one smaller room, used by Sixth Form groups. There are also two language laboratories, one of which is a multi-media centre.

How much time will I spend on this subject per ten day cycle?

Lower School..... 3 lessons (3 hours) with ½ an hour of homework
 GCSE..... 5 lessons (5 hours) with 2 hours of homework
 A Level 10 lessons (10 hours) with additional individual study

What is French in the Lower School like?

Pupils are taught in form groups. We use the core textbook, *Encore Tricolore*, supplemented by our own materials. Topics covered include: self-identification, where you live, pets, sports and hobbies, clothes, food and drink, shopping and a variety of other real-life situations. Pupils are encouraged to speak and write at length. Activities are varied and include the use of pair work, group work and projects.



What happens further up the school?

We currently prepare pupils for the CIE IGCSE French examination. On average each group has 18 pupils. The course book used is *Encore Tricolore* and we study topics such as Health, Leisure, Holidays, Home, Environment, Work and Education. Pupils are encouraged to speak and write at length for their own self-expression, as well as for the purpose of the public examination.

FRENCH

At A Level there are usually two groups in Lower Sixth and two groups in Upper Sixth. Each group consists, on average, of ten pupils. The groups are taught by two teachers each of whom is responsible for a particular area of the specification. Of the ten lessons each cycle, two are in the language laboratory. Upper Sixth pupils study two set texts and a range of language topics. Built into the courses are opportunities for thorough revision and consolidation of grammar and chances to visit productions of French plays and conferences.

Are there any trips?

All First Year pupils have the opportunity to travel to France at Easter and take part in a week of activities. We currently offer a language trip to Paris for pupils in Fourth Year and a work experience trip to Nantes for Sixth Form students.

Is there a Language Assistant?

The Language Assistant works mainly with the Sixth Form but each Fifth Form set has the chance to work with him once a week.



We aim to:

Develop an awareness and appreciation of the role of Geography in the modern world. This involves a knowledge and understanding of a range of places at a variety of scales. It also includes an understanding of the processes operating in the human and physical environment.

What staff and facilities are available to the department?

The department is staffed by five members of staff and occupies five rooms. The rooms all have personal computers equipped with network and internet access, multi media projectors and black out facilities. Four of the rooms also have interactive whiteboards. The department has an established fieldwork tradition and is well equipped.

How much time will I spend on this subject per ten day cycle?

Lower School.....3 lessons (3 hours) with 2 x ½ an hour of homework
 GCSE.....5 lessons (5 hours) with 3 x 40 minutes of homework
 A Level.....10 lessons (10 hours) with additional individual study

What is Geography like in the Lower School?

Geography aims to stimulate pupils’ interest in their surroundings. The curriculum is designed to encourage pupils to relate to their local area and then, more broadly, towards the rest of the United Kingdom, the European Union and the wider world. A broad range of skills will be developed as well as an understanding of sustainable development, stewardship of the environment and citizenship. In the First Year topics include map skills, and tourism, and a study of the rainforest ecosystem. In the Second Year weather and climate are studied along with settlement. National Parks are also examined. In the Third Year, work involves a study of major global issues followed by a study of the restless earth.

What happens further up the school?

At GCSE the course develops a wide range of skills and involves key ideas on population, tourism and world development. The physical environment includes the study of the restless earth, coastal scenery as well as rivers and hydrology.



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At A Level a broad distinction is made between physical and human Geography and these components are taught by specialists in their field. At all times, however, the interaction between the physical and human environment is explored.

What field trips are organised?

We endeavour to take pupils out of the classroom as often as possible to experience Geography in the field. Our main fieldwork takes place in First, Second, Fourth and Sixth Years. In addition, further trips are offered on a voluntary basis. Fifth and Sixth Formers have visited Iceland and USA in recent years, whilst Third and Fourth Years have visited Switzerland and Italy.

Are there any clubs I can join?

A Level Geographers are encouraged to join the local branch of the Geographical Association and regularly attend lectures at Manchester University. The school is invariably represented by a team of three Fifth Years at the local round of the GA Worldwide Quiz and competes with success.



We aim to:

- Provide a learning environment in which pupils can enjoy language learning activities and find intellectual stimulation
- Support the acquisition of study skills across the curriculum e.g. systematic learning, clarity of presentation, language awareness, independence, dictionary and ICT skills

What staff and facilities are available to the department?

The department is staffed by six full-time and part-time German teachers. We also have a German assistant. The Languages building has five classrooms, a dedicated Sixth Form classroom, a language laboratory and a multi-media centre.

How much time will I spend on this subject per ten day cycle?

Lower School 3 lessons (3 hours) with 2 x ½ an of hour homework
 GCSE..... 5 lessons (5 hours) with 2 hours of homework
 A Level..... 10 lessons (10 hours) with additional individual study
All A Level pupils have one session per week with the German assistant

What is German in the Lower School like?

There is no setting or streaming by ability at any stage. The course book used in the Lower School is *Logo*. Other materials used include German websites, videos, German magazines and Collins Pocket Dictionary.

First Year topics include: greetings, pets, countries and towns, food, colours, numbers, time, age and birthdays, timetable and school subjects, days of the week.

Second Year topics include: weather, seasons, past tense, holidays, trips and arrangements, lost property, illnesses and exercise, money and shopping, directions, suggestions for activities, TV programmes, and birthday celebrations.

Third Year topics include: asking for and giving personal details, nationalities, preparations for a visit to Germany, past and future tense, shopping, school rules, comparisons with German schools, directions, media.

What happens further up the school?

At GCSE we follow the AQA syllabus. On average each group has 20 pupils. By the end of the course, pupils should have enough German to communicate effectively in most situations when visiting Germany on holiday or on an exchange visit. The department has an excellent record of results with a high percentage of candidates gaining A* and A grades.

At A Level, sets are, on average, between eight and ten pupils. The groups are taught by two or three teachers, each of whom is responsible for a particular area of the specification. The course book used is *Zeitgeist*. We prepare pupils for the OCR examination.

Topics taught in Lower Sixth include:

- The family: different structures and relationships
- Food, drink, health, obsessions and addictions
- Transport: trends
- Tourism and related themes: tourism as a changing phenomenon, tourism and the environment



- Leisure activities: aspects of cultural life, e.g. film, theatre
- Communication technology: patterns and changes to communication in daily life
- Media, e.g. written press, radio, television (roles and influences)
- School and work

Topics taught in Upper Sixth include:

- Integration and exclusion: age, gender, race, religion, equality of opportunity
- Law and order: trends of crime and punishment, civil unrest, policing
- Unemployment: causes and consequences
- The individual and the environment: pollution, recycling; reducing individual energy usage and impact; conservation
- Medical progress: development and change
- Scientific and technological advances: change and innovation
- Literature and the arts
- Political issues
- Heritage and history: influence and impacts of heritage (including colonial heritage) and historical events (national and international) on contemporary society

Are there any trips and clubs?

Trips to the Cornerhouse or Goethe Institute to see German and other foreign films are offered. The department organises study visits for the Sixth Form to Berlin every two years and there is a well-established exchange with a school in Bad Segeberg, near Hamburg in North Germany. Approximately 20-30 pupils in the Fifth Year take part in the programme each year. Stockport Grammar pupils host in the Autumn Term and our pupils spend eleven days in Germany in February.



We aim to:

- Encourage children of all ages to learn about the past
- Help them to develop an understanding of the history of their own country and also the history of other nations and peoples

Through studying History, pupils are able to improve their ability to analyse, argue and conduct research.

What staff and facilities are available to the department?

The Department is staffed by seven teachers and occupies five rooms. Although we issue a large range of books, especially to Sixth Formers, we also have a large library in the department catering for all age groups and courses. The School Library has also acquired new stocks of books for Sixth Form historians, which are particularly relevant to the coursework topics on Russia.

How much time will I spend on this subject per ten day cycle?

Lower School.....3 lessons (3 hours) with 1 hour of homework
 GCSE.....5 lessons (5 hours) with 2 hours of homework
 A Level.....10 lessons (10 hours) with additional individual study

What is History in the Lower School like?

First Year: We undertake a preliminary study of evidence before exploring Medieval England, which includes a field trip to Conway Castle in the Spring Term. We complete our study of English political and social history with the Battle of Bosworth.

Second Year: We cover two main areas. We look at political developments from the time of the Reformation to the middle of the 18th Century, concentrating on the Tudor and Stuart monarchies and we also study the Industrial Revolution. We endeavour to add local references where possible, including Quarry Bank Mill.

Third Year: We focus on the origins and key events of the World Wars of the 20th Century. Coursework is completed on important battles and turning points from World War Two. The course is concluded with a study of the Cold War period.

What happens further up the school?

GCSE History: We study the following key areas:

- Europe and the world 1919 to 1939, with special reference to the peace treaties, the League of Nations and aggressive nationalism in the 1930s, including the rise of Hitler
- An in-depth study on Germany 1918 to 1945, including Weimar Germany and the Third Reich
- An in-depth study on Britain from 1890 - 1918, the period of Liberal reforms
- Controlled Assessment takes place in the Fifth Year and is based on the role of the individual in the Cold War

A Level History: Is divided into four modules and we study Modern European History, Modern British History and American History. Modules include the Unification of Italy (1815-1871) and Liberals and Conservatives (1846-1895) at AS Level. At A2 Level we study American Civil Rights (1865-1992) and Lenin and the Bolsheviks (1903-1924), which is examined through coursework essays.



Does the Department make any links with local history?

In recent years, the First Years have visited Tatton Park, and the Third Years have been given talks by members of the armed services who fought in the Second World War. Pupils are also encouraged to investigate war memorials in their home town and to research relatives' experiences for the 'Era of World War Two' unit.

Are there any trips?

The department organises many trips and excursions, both at home and abroad. The First Years all complete assignments after their visit to Hartington Hall. The Second Years visit the Ironbridge Gorge museum in Shropshire.

The Third and Fourth Years can participate in our annual four day trip to the First World War Battlefields of Belgium and France every October half term. We also organise a large-scale trip every Easter either to Europe or the USA. At Easter in 2011 we organised a large scale trip to Berlin and Prague for members of the Fourth Year and above, and in 2012 we are returning to the United States and will visit Washington, Philadelphia and New York (this is a joint trip with the Art Department). Each trip has important historical and cultural significance. Participants are always guided by local historians and many places of interest are visited.

Are there any clubs or societies?

A History Society has been formed primarily for younger historians. Pupils have the opportunity to work with artefacts borrowed from local museums and to hear from veterans of conflicts from the last century. We also provide the opportunity to listen to talks given by important historians.



We aim to:

Ensure that all pupils are computer literate and have the opportunity to reach their potential in using the ICT facilities, not only in discrete ICT lessons, but across the whole curriculum.

What staff and facilities are available to the department?

The department is staffed by three full time teachers. There are two main ICT suites which are part of the school wide network. In addition, many departments have their own computers that are used by pupils to carry out research and present their work. Each ICT Suite has an interactive whiteboard.

How much time will I spend on this subject per ten day cycle?

Lower School..... 2 lessons (2 hours) plus homework
GCSE..... 5 lessons (5 hours) plus homework/coursework

How big are the classes?

From First Year to Third Year ICT is taught in form groups of around 25 pupils. We try to keep GCSE groups to a minimum with a maximum group size of approximately 20 students.

What will I be learning?

In the first three years pupils learn how to use many of the latest software applications used in business and will develop skills in all areas of ICT including web design, graphics, office applications and communication. Pupils learn how to choose an application for a specific task and will develop an understanding of how ICT affects our daily lives. Pupils have their own e-mail address and access to the Internet, through our filtered line, to carry out research for their work in school. If pupils choose the GCSE option they will be involved in developing ICT systems and understanding how ICT helps to automate many of the things we take for granted.

Can I do my homework at school?

Yes, whenever the ICT Suites are open. Pupils can also access the school network from home using the Citrix gateway (<https://desktop.stockportgrammar.co.uk>). This means that work started in school can be continued at home and vice versa. Pupils are also encouraged to use Citrix when working from home as it means their work is stored on our servers and is backed up each night. This removes the need for transporting important files on USB pen drives.

When can I use the computer?

Pupils can use the computers before school, at break and lunch time for coursework or homework. Pupils can also use scanners and digital cameras to enhance their work.

Are there any clubs?

Film Club meets every Wednesday after school in the Hallam Computer Room. Pupils learn how to use video cameras and editing software. We cover all aspects of film making – from script to screen. Animation Club meets in Hallam Computer Room on Thursday lunchtimes and covers many aspects of computer animation using software and modelling clay. Game Maker Club allows pupils to create games using specialist software. This will enable pupils to develop their own computer games and learn some of the programming used in this financially rewarding area of the subject.

Can I play games?

Our policy is that the network is provided for educational purposes only. Pupils are not allowed to play computer games on the school computers unless it is part of a class activity specified by a teacher.



ICT



We aim to:

Enable pupils to develop independence of thought and an understanding of themselves as individuals, members of communities and global citizens. The course is comprised of an eclectic mix of PSHCE, Religious Studies and Philosophy aimed at providing pupils with a fast paced, contemporary course that offers something for everyone.

Students are engaged in the study of a diverse range of topics from health and safety to religion and politics, and all pupils are provided with a comprehensive examination of some of the most important issues for young people today.

The department utilises a variety of media to make lessons interesting and interactive. All teaching rooms have access to DVD/video players and a laptop projector is available. Invariably, teachers encourage a good deal of pupil input, with discussion, formal debate and group presentation forming a significant proportion of lesson time. Pupils are encouraged to develop their rhetorical skills and think in a manner that involves empathy and reflection. The sensitive nature of some of the work is recognised by members of staff and great care is taken to discuss issues sympathetically.

What is Life Studies in the Lower School like?**First Year**

In the First Year, we cover topics including an introduction to secondary school, personal identity, beliefs and values, world religions, health and safety and rights and responsibilities. These topics are designed to offer a comprehensive introduction to the subject and offer pupils a flavour of what they will experience in their Life Studies lessons. Pupils are also offered support through the curriculum to help them adjust to the transition from primary to secondary school.

Second Year

In the Second Year, we consider issues pertaining to religion and politics, political systems in the UK, the impact of contemporary events on prejudice and discrimination, and stewardship and the environment. The course aims to provide pupils with an understanding of the context in which they live today and also draw their attention to the challenges raised by politics and religion in Britain.

Third Year

In the Third Year pupils examine philosophical and ethical issues, such as moral dilemmas and personal responsibility. Pupils are provided with the opportunity to engage in debate and develop their critical thinking skills through engaging in philosophical enquiries. Pupils also continue their study of PSHCE, focussing on sex and relationships.

What happens further up the school?

Fourth and Fifth Year Life Studies lessons utilise debate, discussion and group work to explore modern day topics and current events. The course aims to give pupils the opportunity to gain essential life skills and investigate everyday adolescent issues. Some examples of the topics that will be covered over the two year period are Sexual Relationship Education (SRE), personal finance, discrimination and racism, work experience and basic first aid.





We aim:

To instil in pupils an appreciation of how fascinating, creative, satisfying and useful Mathematics can be.

What staff and facilities are available to the department?

The department is staffed by ten members of staff and occupies ten full-size classrooms. The department is well supplied with computers, interactive whiteboards and other practical equipment.

How much time will I spend on this subject per ten day cycle?

Lower School.....6 lessons with up to 2 hours of homework
 GCSE..... 5 lessons with 2 hours of homework
 A Level..... 10 lessons with additional individual study

Are pupils put into sets according to ability?

All pupils accepted for Stockport Grammar School have passed a stringent mathematical examination. For the first two years, the pupils are taught in randomly chosen groups. At the beginning of the Third Year, however, there is a noticeable spread of ability. Although all pupils have a sufficient level of competency, there seems no upper limit to the ability of a significant number of our intake. Therefore it is our policy to set according to mathematical progress from the Third Year onwards. Transfer between sets is possible at the end of each subsequent year.

What can you offer the gifted pupil?

All the teachers in the Mathematics department are experienced in dealing with gifted pupils, and every year Stockport Grammar attracts a significant number of particularly able boys and girls. Puzzle Club has lunchtime meetings that are relaxed but thought-provoking. The text books we use go well beyond public examination syllabuses, and we have a wealth of challenging material for those who make outstanding progress. Each year we hold inter-form team competitions with the winners going on to represent the school in a national event. The United Kingdom Mathematics Trust (UKMT) organises annual Mathematics Challenges for Junior, Intermediate and Senior age groups and we enter large numbers of candidates, many of whom are invited to take part in follow-up rounds. The UKMT runs a mentoring scheme for truly exceptional pupils, and teachers in the department supervise individuals working from problem sheets.

What is Mathematics in the Lower School like?

We hope pupils will settle into the school quickly, and at first we will revise a number of topics, like fractions and decimals, which pupils will have covered at Junior School. However, for all pupils who need minimal revision, we have lots of extension material, puzzle sheets and investigations, to keep everyone stimulated and stretched. Very soon, however, we launch into the teaching of algebraic techniques.

Can I use a calculator?

The use of calculators is not encouraged until midway through the Second Year, because we expect our pupils to be very good at mental and pencil-and-paper arithmetic.



What options are available to Sixth Form Mathematicians?

Our Sixth Formers take the OCR Mathematics course. This comprises of six units which make up one A Level, four of which must be Pure Maths. The other two are selected from units in Mechanics, Statistics and Discrete Maths.

How good do you have to be to do Maths at A Level?

It is recommended that all students taking Maths at A Level have a grade A or A* at GCSE. The vast majority of candidates at Stockport Grammar School are in this category, which enables us to make fast progress and teach beyond the syllabus.

Can I do Further Maths?

It is possible to study two A Levels in Maths. One could be called Single Maths and the second Further Maths. Twelve different units must be chosen in total from the following options: seven Pure, four Mechanics, four Statistics and two Discrete modules. Further Maths should not be found more difficult than any other subject, but having gone into such depth, the student should not encounter difficulty with Single Maths.

Do any of your A Level Maths pupils go on to study Maths at University?

Maths is a versatile subject and affords a sound training in a logical discipline. Those wishing to read Maths and most forms of Engineering at university are advised to study both Maths and Further Maths at A Level. Pupils who have studied Further Maths in the past have gone on to read subjects such as Maths, Engineering, IT, Chemistry and Economics. A number of students are prepared for entrance to Oxford and Cambridge Universities. Oxford requires prospective Maths, Computer Science and Physics candidates to sit formal Maths entrance examinations. The Cambridge Colleges make use of their Sixth Term Entrance Papers (STEP) for Maths candidates.

What else goes on?

We regularly have pupils who qualify for the British Mathematical Olympiad at Junior, Intermediate and Senior levels. We provide encouragement in school for suitable candidates. For several years now we have had representatives in the UK National squad and one has made the team itself. The junior competition provides a challenge for the brightest pupils in the first two years. There is an open help session on Tuesdays after school for any Sixth Form pupils who need extra help. All pupils are encouraged to see their teacher for any extra help or explanations they need.

Are there any clubs?

Puzzle Club is open to all First and Second Year pupils. Activities are designed to suit all abilities and interests and range from solving riddles, playing strategy games and finding your way through maddening mazes to more creative activities such as making fractals, drawing curves of pursuit, making pop-up cards and even plaiting polyhedra.



We aim to:

- Ensure that Music at Stockport Grammar School is lively, varied and exciting
- Capture the interest and develop the skills of all pupils
- Offer playing and singing of an appropriately high standard to over one third of the school

What staff and facilities are available to the department?

The Music staff currently consists of two full-time teachers, two part-time teachers and a Music department administrator, together with twenty seven visiting peripatetic staff on all the mainstream instruments as well as instruments such as the jazz piano and electric guitar. There is enthusiastic support from other subject teachers, many of whom take part in school music ensembles.

There are four main teaching/rehearsal rooms as well as the Hallam Hall and seven smaller practice rooms. The department has excellent computer facilities including midi keyboards and software such as *Cubase* and *Sibelius 5*. A number of instruments, particularly large and expensive ones, are often available for loan or use in lessons and practices. There is an impressive range of percussion and keyboard instruments, including a three manual Copeman Hart organ in the Main Hall and a Yamaha C8 Grand Piano in the Hallam Hall.

How much time will I spend on this subject per ten day cycle?

Lower School 2 lessons (2 hours) with 1 hour of homework
 GCSE 5 lessons (5 hours) with 2 hours of homework
 A Level 10 lessons (10 hours) with additional homework

Do I have to do music?

Music is a part of every child’s life in the school. For the first three years, all pupils have a well-structured musical education. In the Third Year, each form is divided by musical experience into two sets, with those who read music fairly well working at greater depth and speed.

What happens further up the school?

At **GCSE** the AQA syllabus comprising of performing, composing, listening and appraising is currently used.



At A Level we follow the Edexcel syllabus, which we believe offers the best course, both for aspiring professional musicians and for those who will specialise in other fields.

Are there any ensembles I can join?

The four main areas of musical ensemble are choirs, orchestras, wind bands and chamber music groups, all of which are formed according to age and experience. The regular extra-curricular programme is set out in the table below. In addition to the groups listed there are also school musicals with intensive rehearsal schedules as well as aural and theory classes.

DAY	TIME	VENUE	ENSEMBLE	STAFF
Monday	1:00pm	MU1/MU2/ Hallam Hall	Chamber Choir	MGD/ENS
Monday	3:50pm	Hallam Hall	Second Orchestra	ENS
Monday	3:50pm	MU1/MU9	Jazz Bands	GG
Tuesday	1:00pm	MU1	Junior Singers	ENS
Tuesday	1:00pm	MU2	Brass Ensemble	SJ
Wednesday	1:00pm	Hallam Hall	Concert Band	ET
Wednesday	1:00pm	MU1	Big Band	MW
Wednesday	3:50pm	MU1	Junior Big Band	MW
Wednesday	3:50pm	Hallam Hall	String Orchestra	GG
Thursday	1:00pm	Hallam Hall	Wind Orchestra	ET
Thursday	3:50pm	Hallam Hall	First Orchestra	MGD
Friday	1:00pm	Hallam Hall	Junior Band	ET
Friday	1:00pm	MU2	Theory Class	ENS
Friday	3:50pm	MU1/Main Hall/ Hallam Hall	Chorus	MGD/ENS/ET

What opportunities are there to perform?

The department offers an impressive and varied range of performing opportunities through an extensive programme of evening concerts and lunchtime recitals within school and high profile appearances in the Manchester area. In recent years, events have included concerts at the Royal Northern College of Music, the Bridgewater Hall, Manchester Cathedral and St. George's Church, Stockport. There have been recent tours of Belgium, Salzburg and the Lake District, including performances in distinguished venues such as Brussels Cathedral and Theatre by the Lake. The school chamber choir has also been featured regularly on the BBC Radio 4 Daily Service programme. There is a competitive Music Festival each year judged by a distinguished adjudicator, and opportunities exist for pupils to take part in musicals, such as the recent outstanding productions of *Guys and Dolls*, *Wizard of Oz*, *Fiddler on the Roof* and *Les Misérables*. The school has also recorded a CD featuring the Chamber Choir, First Orchestra, Wind Orchestra and Big Band.

We have had many representatives in local musical ensembles including the Hallé Youth Orchestra and Choir and the Kinder Children's Choir. Several of our pupils have participated in national ensembles: National Youth Orchestra, National Children's Orchestra, National Children's Choir and the National Youth Choir.



Are individual music lessons available?

Our team of highly qualified and committed visiting musicians provide specialist tuition, within a rotating timetable, to around 300 children each week. In addition there are around 250 private lessons taken outside school.

Do you have any scholarships or bursaries available?

Music Bursaries and Sykes Organ Bursaries, providing free lessons for all or part of a pupil's school career, may be available. They are offered to existing pupils who show particular aptitude and potential and who are willing to consider instruments which are less popular but have significant roles in band or orchestra. In addition two 25% Fee Music Scholarships are available each year for students who show outstanding musical potential.

What can my musical studies lead to?

Preparation for Associated Board Practical and Theory Examinations culminates in a termly visit by an examiner to the school; in recent years, 17 of our students have reached Distinction level at Grade 8. A number of our recent leavers are studying music at university or conservatoire, including Oxford, Cambridge and the Royal Northern College of Music.

Instrument Taught	Name of Teacher and Qualifications
Violin	Mr D Rimbault, <i>BMus, PGdip(RNCM)</i> Miss C Smith, <i>BMus, PGCE, PGdip(RNCM)</i> Mrs C Studman, <i>BMus (Hons (1st class)), GRNCM</i>
Violin/Viola	Mr I Fair, <i>BMus(Hons), PGdip, Hallé/RNCM String Leadership Dip</i>
Cello	Mrs E Jensen, <i>BA, MMus</i>
Double bass/bass guitar	Mr G Griffith, <i>BMus, PGdip</i>
Guitar	Mr S Thompson, <i>LGSM</i> Mrs C Whittaker, <i>GMus, PG(RNCM)</i>
Electric Guitar	Mr J Faulkner, <i>BA (Hons)</i>
Flute	Mrs J Murray, <i>ANSM, LRAM, Cert. Ed.</i> Miss F Slominska, <i>BMus (Hons (1st Class)), PPRNCM</i>
Oboe	Miss C Swain, <i>GRNCM, PPRNCM</i>
Clarinet	Mrs A McNaught, <i>GMus(RNCM), PGdip</i>
Saxophone	Mr M White, <i>BMus(RNCM)</i>
Bassoon/Flute	Miss S Nixon, <i>GRNCM</i>
Trumpet/Cornet	Mr A Dallimore, <i>GRNCM, PPRNCM</i> Mr N Fulton, <i>BMus(RNCM)</i>
Lower Brass	Mr P Schwartz, <i>MMus, BMus (Hons)</i>
Piano	Mrs A Watson, <i>GRSM, ARMCMA, Dip Ed.</i> Mr D Whieldon, <i>MA</i> Mrs J Katovsky, <i>BA</i> Mrs H Birkett, <i>BA</i>
Organ	Mr R Holmes, <i>ARCM, ATCL, Cert Ed., ACertCM</i>
Percussion	Mr C Ashby, <i>PPRNCM, GRNCM</i> Mr M Landon, <i>BMus (Hons)</i>
Singing	Mr A McCall, <i>BMus</i> Miss K Moore, <i>BMus (Hons (1st class))</i>





We aim:

To offer a diverse and inclusive programme of activities in which every pupil participates. In addition to being inclusive, we aspire to the highest level of elite performance in our major games. The activities on offer are designed to be enjoyable and to challenge pupils' physical abilities. We also aim to provide as many as possible with the opportunity to represent the school.

What staff and facilities are available to the department?

In addition to the eight specialist staff, the department is supported by over twenty academic staff and sports coaches who run and coach school teams.

The school benefits from excellent sports facilities, including extensive grassed areas on site and at Dialstone Lane. The school also boasts a fully equipped gymnasium, two squash courts, a 25m swimming pool, five netball courts (seven tennis courts in summer), one astro-turf pitch (eight tennis courts in summer), four artificial cricket nets, and fitness room including a nine station multi-gym. In addition, the purpose-built sports centre contains a sports hall with climbing wall and extensive changing areas.

How much time will I spend on this subject per ten day cycle?

First Year 2 lessons of gymnasium-based Physical Education, 2 lessons of Games and 1 lesson of Swimming (equating to 5 hours over the cycle)
Second and Third Years..... 2 lessons of Physical Education and 2 lessons of Games (equating to 4 hours over the cycle)
Fourth and Fifth Years..... 1 lesson of Physical Education and 2 lessons of Games (equating to 3 hours over the cycle)
Sixth Form..... Team players have 4 Games lessons whilst others participate in recreational sporting activities for 2 lessons

What activities take place during lessons?

The main winter games for boys are rugby and football and for girls are hockey and netball. In the summer, boys concentrate on cricket and athletics, whilst the girls focus their attention on tennis, athletics and rounders. The Physical Education curriculum is diverse with activities including aerobics, badminton, ball skills, basketball, dance, hockey, gymnastics, health-related fitness (including fitness testing), squash, swimming and volleyball.



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What happens further up the school?

GCSE Physical Education is a two-year course which is designed to give a broad outline of the theoretical and practical aspects of Physical Education. The AQA specification follows on from the Key Stage 3 programme by providing students with exciting opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in physical activity. The content of the GCSE Physical Education course also provides a route to further study at AS and A2 and to Higher Education in P.E. as well as to related career opportunities. Topics covered in the theoretical examination are: fitness capabilities, specific exercise and training programmes, diet, school influences, healthy eating, cultural and social factors, the media, sponsorship and health and safety. For the practical side of the course each pupil is taken through the individual skills and game play for each of their chosen activities. They are also taught how to analyse their own performance as well as the performance of others in order to improve their techniques. The new specification of the course (2010>) no longer has any coursework assignment. The course is very popular, but as 60% of the course is practically based it must be stressed that candidates must possess a high level of sporting ability in a range of different activities.

Do you do AS & A2 Physical Education?

We have recently introduced both AS and A2 Physical Education which follows the OCR syllabus.

What extra curricular activities are available?

There is a comprehensive extra-curricular programme including:

School Teams - The school fields a large number of teams. Sports represented are girls' Hockey, Netball and Tennis and boys' Football, Rugby, Basketball and Cricket. Both boys and girls can take part in school teams for Cross-country, Swimming and Athletics. All of



these play on a regular basis (both Saturdays and midweek), and up to 350 pupils represent the school on a Saturday. The school teams have an excellent reputation, gaining success in regional and national competitions. Individuals frequently gain representative honours with both County and National teams.

House Sports - The inter-house sports competition has a central role within the school. It incorporates a total of 14 activities, from Rugby to Chess, and provides a very important level of competitive, representative experience for large numbers of pupils.

Clubs - Clubs are organised in an increasing number of activities. These include dance, fitness, climbing, basketball, squash, weight-lifting, leisure swimming, aerobics, gymnastics, badminton and lifesaving. These activities are not concerned with producing school teams as such, but rather to encourage widespread participation and enjoyment.

Can I go on tour with the school team?

Yes, recent school sports tours have included: Australia (cricket), Barbados (cricket, netball and hockey); Ireland (rugby and cricket); Holland (hockey); Malta (cricket and netball); South Africa (rugby); Canada (rugby); Italy (netball and rugby); Portugal (rugby); and Spain (hockey).



Australia Cricket Tour 2011





We aim to:

- Present pupils with a challenging yet enjoyable experience
- Stimulate and encourage questions about the physical world
- Develop observational and analytical skills, with a firm emphasis on practical work

Why study Physics?

Physics investigates the most fundamental issues, from the creation and development of the Universe, to the smallest particles making up the atom. The products of Physics affect our everyday lives. We consider how satellite communications and computers have revolutionised how we organise our lives and the ways in which advances in Medical Physics continue to improve diagnosis and treatment.

How much time will I spend on this subject per ten day cycle?

Lower School (1st - 3rd year) 3 lessons (3 hours) with 30 minutes of homework
GCSE..... 5 lessons (5 hours) with 1 hour of homework
A Level..... 10 lessons (10 hours) with additional homework

How will I learn Physics?

Physics is taught as an individual science by one of our six specialist Physicists. All lessons take place in one of our five modern, well-equipped Physics laboratories, each with its own computing facilities and digital projector. The department prides itself on its resources and range of modern equipment. We are supported by three Physics technicians. The Physics block, which opened in September 2005, has been purpose built and was designed to satisfy our demands for state-of-the-art resources. There is a mixture of traditional ideas and modern concepts. We recognise that pupils need a sound foundation in the subject but we also explore modern applications.



What is Physics homework like?

During the first three years, homework will be set once each week to be completed that evening and handed in for marking the following morning. It will usually relate directly to the work in class and will give an opportunity to practise and help advance understanding. Pupils might also be asked to research a topic and, perhaps, present their findings on a poster for a display.

In each of the three years there is a major independent research project which involves library lessons. In the First Year pupils are asked to research and then create a "Space poster" about a planet or other "space" object of interest to them.

What is Physics in the Lower School like?

In the Lower School pupils will develop an understanding of the key areas such as Light and Sound, the Earth and Space, Energy, Forces, Electricity, Electronics, Magnetism and simple Nuclear Physics. Each year builds on the previous year's work. There is an emphasis on practical work and the subject's relevance to everyday situations.

What happens further up the school?

At GCSE we follow the International (I)GCSE. We feel this is very well suited to the needs of our pupils and provides a sound basis for further study. It allows us to teach Physics with a modern approach and carry out a variety of practical work.

At A Level we follow the modern Advancing Physics course developed by the Institute of Physics. All of the resources come on a CD which is available on the school network and pupils can also have a copy to take home. The course allows the study of the most up-to-date scientific developments and technology. We have laboratories fully equipped for this course and its significant IT dependence. Pupils have some opportunity to tailor the course to their own interests and coursework counts for 20% in each year.

What else can I expect?

We have a popular Astronomy GCSE option. This is done as an extra-curricular activity in the Second and Third Year. We have an optical telescope kindly donated to the department and we have recently purchased a radio telescope.

We enter a team for the Physics Olympics at Liverpool University each year. It is a fun event and we have won the gold medal four times in ten years.

Each year we enter several pupils for the National Physics Olympiad. We have had a number of pupils in the top fifteen in the country (they attend a presentation at the Royal Society). Former pupil Stephen Miller came in the top five and represented the country in the International Olympiad in Reykjavik. Our pupils have also won awards for the top A Level Physics performance on a number of occasions.

We have a set of laptops and a colour laser printer so that all years will have ICT fully integrated into their course.



We aim to:

- Promote empathy with and understanding of faith perspectives
- Examine the validity of religious truth claims
- Allow pupils the opportunity for spiritual development
- Enable pupils the opportunity to address the “big questions” concerning the purpose and value of human existence, the nature and role of moral codes and whether death is the end

How much time is spent on Religion and Philosophy in a 10 day cycle?

Lower School.....Pupils study Religion and Philosophy as part of the Life Studies curriculum which is taught once a week in the First to Third Years

GCSE.....Pupils opting for GCSE Religious Studies are taught 5 lessons (5 hours) in a ten day cycle

A Level.....Pupils opting for A Level Religious Studies or Philosophy are taught 10 lessons (10 hours) in a ten day cycle

Do I need to have a religious belief?

There is absolutely no reason for students of religion to be religious. All that is asked is that pupils adopt an open mind and attempt to appreciate the subtleties, nuances and intellectually demanding nature of the concepts contained in religious beliefs and practices.

What is Religion and Philosophy in the Lower School like?

All pupils will learn about the major world religions in the course of their Life Studies lessons. The emphasis on Christianity, Islam and Judaism is deliberate and reflects the demographic amongst the school intake. Moral and philosophical issues form a large part of class discussion and pupils are encouraged to appreciate the difficulties to be found in making value judgements, particularly in a Post-Modern relativist age.

What happens further up the school?

At GCSE the department follows the OCR specification B syllabus in Philosophy and Applied Ethics. Pupils are required to sit four examinations, each lasting one hour. There is no coursework element to the GCSE.

This course enables pupils to examine fundamental questions concerning the nature of their existence and makes no assumption concerning faith background. Indeed, the atheist’s position is welcomed as just as valid as that of the theist. What is demanded is an ability to construct well-reasoned arguments to support your view and a willingness to challenge the often unthinking acceptance of the consensus.

In the Fourth Year, pupils focus on philosophical issues such as the nature of God, religion and science, good and evil and death and the afterlife. In the Fifth Year, religious studies students examine ethical issues such as equality and medical ethics, human relationships, poverty, wealth, peace and justice.

A Level

Religious Studies: Philosophy & Ethics

Religious Studies: Philosophy & Ethics is an academic subject delivered by the Religion and Philosophy Department, which requires pupils to examine traditional ethical and philosophical theories critically and challenge conventionally accepted wisdom. Religious



RELIGION & PHILOSOPHY

Studies allows pupils to express their own philosophical and ethical standpoints whilst simultaneously developing key critical thinking skills. Whilst examining ancient wisdom and philosophy, the course also allows pupils to study ethical issues in depth which are relevant to life in today's society, for instance abortion, war and peace and euthanasia. This enables pupils to develop a historical view of philosophy and ethics whilst also contextualising theories to suit modern day situations. Modules studied are comprised of Religious Ethics and the Philosophy of Religion. These include ethical theories and their application to contemporary ethical issues and philosophical problems such as arguments for God's existence and the challenges to belief in God.

A Level Philosophy

Also offered by the department is A Level Philosophy which is a distinct course from the Religious Studies A Level. The syllabus includes topics ranging from metaphysical questions of identity, freedom and ontology, as well as issues concerning epistemology and the nature of reality. To begin with, the emphasis is on the importance of acquiring understanding of some fundamental philosophical concepts. Students then go on to consider issues central to human existence, as well as some of the practical applications to this in relation to the Law and Politics. The second half of the A Level course expects a deeper engagement with a philosophical theme and a philosophical text. Greater emphasis is placed on the interconnectedness of issues and on evaluation.

Are there any trips?

All GCSE Religious Studies students are invited to participate in a trip to Krakow, Poland to visit areas of significance during the Holocaust. Students have the opportunity to visit the concentration camps and the museums in the area. Students also take a tour of the city itself and reflect on what life would have been like in the Ghetto.

Are there any clubs?

Philosophy Club runs at lunchtimes for Third Year students. This is an opportunity to discuss big ideas and concepts which are not always covered during lessons.



Technology is comprised of three subject areas:

- Design and Technology
- Food Technology
- Textile Technology

All pupils study Technology in the Lower School. In the First and Second Year, pupils spend one third of their time in each of the three subject areas. In the Third Year, time is split between Design and Technology and Food Technology. All the subject areas are available for study at GCSE and A Level.

We aim to:

- Combine practical skills with knowledge and understanding in order to design and manufacture quality products in a variety of scales of production
- Analyse and evaluate industrially manufactured products and production processes to develop an understanding of commercial practice
- Develop and demonstrate a wide range of graphical presentation, and practical techniques, develop strategies for developing ideas, planning and producing products
- Consider how past and present design and technology, relevant to a designing and making context, affects society
- Recognise the moral, cultural and environmental issues inherent in design and technology

What staff and facilities are available to the department?

There are seven members of staff in the Technology Department. The department is located in the Sports and Technology Centre which was opened by the Duchess of Gloucester in November 2001. The building provides fabulous accommodation for Design and Technology, Food Technology and Textiles Technology.



What is Design and Technology in the Lower School like?

First Year: Pupils start the course by learning about the basic classification of materials and then take part in a design and make project, in which they construct a hanging mobile from softwood and MDF. This teaches them to use basic hand tools and also some simple machine tools such as pillar drills and vertical belt sanders. Pupils are introduced to Pro Desktop, a computer aided design package.

Second Year: During the Second Year course, the pupils cover a range of jewellery techniques: casting, enamelling and etching. They then complete a design and make project to produce a gift for a local museum.

Third Year: Pupils are introduced to a wide range of plastic manufacturing techniques such as vacuum forming, blow moulding and also the use of a computer numerically controlled laser cutter. They design and make a clock based on their research of the Memphis Design movement.

What happens further up the school?

At GCSE pupils currently study AQA Design and Technology: Product Design. The course involves pupils designing and manufacturing products using a range of materials including wood, metals, plastics and composites. They will study industrial processes to give them an understanding of how everyday products are produced commercially. The use of ICT will form a key element of the course with CAD (Computer Aided Design) and CAM (Computer Aided Manufacturing) being used in the development and realisation of their ideas.

At A Level the department teaches AQA AS and A2 Product Design, which allows the pupils to follow a course which can be individually tailored to their future career or academic aspirations.



What facilities are available to the department?

The new Technology block offers excellent facilities for the teaching of food, including two superbly equipped food rooms, with extensive equipment and resources available to pupils from First Year to Sixth Form.

What is Food Technology in the Lower School like?

First Year

Pupils develop a basic understanding of the nutritional requirements of a healthy diet through mainly practical sessions. Pupils learn basic food preparation techniques with particular focus on fruit and vegetables. The pupils are given information about sensible choices of school lunches. Pupils complete the Bronze Food Award through a scone design activity.

Second Year.

They will work on a range of tasks including convenience food products and the study of various types of staple foods e.g. pasta, noodles and bread. This will be supported by instruction on a range of more advanced food preparation and cooking techniques. Pupils will complete the Silver Food Award through a pasta and sauce design activity.



Third Year

They will extend their First and Second Year work on the importance of proper nutrition in leading a healthy lifestyle. Pupils will also look at prevention of food poisoning by looking at correct storage and preparation of food. Pupils will work on developing their practical skills further e.g. sauce making, curries, pastry making. This will prepare them for further study at GCSE level. Pupils will complete the Gold Food Award through a food-based design and research activity linked to the 2012 Olympic Games.

What happens further up the school?

At **GCSE**, the AQA Food & Nutrition course is designed to investigate the relationship between nutrition, diet, food choice and health. It develops pupils' ability to make informed choices regarding healthy diet and the effect of availability of food products. It also provides them with the skills of an informed consumer when choosing goods and services.

The A Level course is academically challenging. It focuses on developing knowledge, skills and understanding of food, nutrition and health. The AS course examines the welfare state, NHS, environmental issues, human resources (food, housing and money management), equipment, consumer issues and food safety. The A2 course comprises of nutrition (nutrients, meal planning and food processing), with the opportunity to choose any area of interest from the AS or A2 specification for coursework.

Several trips are organised e.g. Cadbury World and the BBC Good Food Show and pupils attend talks by the Environmental Health Officer, Trading Standards Officer and diabetic nurse.

What else do we offer?

There is a Creative Cuisine Club for First Years where they can try out interesting sweet and savoury dishes. In a separate club there is also an opportunity to learn cake decorating skills in the Third Year and a club is also run for First Years where pupils get to make their own Christmas cake. Pupils can even enter the SGS Masterchef Competition as well as other national food competitions.



What do you do in the Lower School?

Textiles Technology is taught to First and Second Year pupils and gives them hands-on practical experience of the skills in production, design and fashion.

The First Year course will involve the pupils in a design and make project that will focus on simple pattern drafting and the use of sewing machines. Pupils are introduced to Computer Aided Design and Manufacturing Techniques. Theoretical aspects of the course will cover the material technology of fabrics and the production processes commonly found in industry.

In the Second Year project work will form a major part of the course involving the use of a wider range of surface pattern techniques. Pupils will gain a further commercial insight by relating their work to the mass production of textile products in industry. Pupils also study the environmental impact of the textiles industry and investigate ethical issues such as Fair Trade.

What happens further up the school?

At GCSE pupils study AQA Design and Technology: Textile Technology. As part of the course pupils will carry out product analysis by studying existing textiles, designs and products. The analysis of the work of past and present designers acts as a starting point for the creation of new fashion design/look.

Through their studies of different textiles, pupils will develop a working knowledge of natural and synthetic fibres, investigating examples of woven, knitted and bonded fabrics. They will develop an awareness of technological advances in textiles materials and their applications in a wide range of industries.

At A Level pupils follow the AQA Design and Technology: Textile Technology course which is assessed through a combination of coursework and exams. Pupils will develop a wide range of manufacturing skills and techniques including the use of CAD (Computer Aided Design) and CAM (Computer Aided Manufacturing). They will relate this knowledge to industrial and commercial production and understand the processes involved in manufacturing for batch and mass production.





AN INTRODUCTION TO THE MIDDLE SCHOOL

The move from the Third to Fourth Year marks the end of one stage of education and the beginning of the next. A two-year cycle starts in Fourth Year, leading to GCSEs which are taken at the end of Fifth Year. There are now module exams in several subjects taken in the summer of the Fourth Year which count towards the final GCSE. These will be the pupils' first experience of national external examinations. One of the aims of the education process at this point is to encourage pupils to create some of their own motivation and to take more responsibility for their own discipline and learning. At the same time Form Tutors will continue as always to oversee their progress, personal and academic, conferring with pupils and guiding them as they make further choices relating to careers and areas for extended study.

Almost without exception our pupils will go on to take A Levels and thereafter degree courses, and all that we do in Third, Fourth and Fifth Years has an eye on what is to come in later years. By the time they reach the end of the Middle School they should have reached a high academic standard and they should have matured into caring, responsible young adults.

How many GCSE courses are pupils expected to take?

Pupils will be expected to take ten subjects at GCSE. Pupils study Maths, English and English Literature, at least one Science and at least one Modern Foreign Language but then select the remaining five subjects to suit their personal interests and aptitudes. All the syllabuses are chosen to meet all conceivable university requirements.

When are internal examinations/assessments and GCSE examinations taken?

There will be two sets of school examinations in the Middle School and two sets of GCSE examinations. These examinations are at the following times: 1. School examinations in the Spring Term in the Fourth Year 2. GCSE module examinations (some subjects) in May/June of Fourth Year 3. Mock GCSEs in January of the Fifth Year (pupils on study leave during this time) 4. GCSE examinations in Summer Term of Fifth Year (pupils on study leave during this time). By this means, not only will the pupils be very familiar with the mode of questioning used by a particular GCSE subject examination board, but they will have revised the factual material required by subjects a number of times and will find the task of final revision considerably eased.

What about coursework/controlled assessment?

At present coursework and controlled assessment play an important role in the Middle School. In many subjects, studies and investigations undertaken during class and homework time are graded as part of the GCSE assessment. It is therefore crucial for pupils to treat these tasks seriously, to spend the allocated amount of time on them and to adhere to deadlines. This does not mean hours of extra work, generating nervous tension, trying to produce vast detailed reports, but it does mean submitting each section to the teacher upon request. Achieving this requires a responsible use of homework time and a willingness to acknowledge and discuss difficulties as they arise. It also requires pupils to be in school - any time taken off can have serious effects upon coursework development.

How often are reports sent home?

Reports will be issued at the end of the Autumn and Summer Terms in the Fourth Year. In the Fifth Year there will be a progress report in November and a full report at the end of the Spring Term. As well as the teachers' comments, the pupils' effort will be graded on a scale of 1 to 5, as usual, and the attainment level judged on a scale of A to E to indicate progress at GCSE. We do expect that all our pupils will fare very well at GCSE if their effort is good. The



grades awarded by Examination Boards go from A to U, with grades A to C generally being regarded as 'pass' grades. An A* grading is awarded for particularly outstanding performance. In some subjects pupils can be entered for various levels of examination, depending upon their ability. These levels determine the grade bands available to the candidates. In most subjects we enter candidates only for the higher tier.

Should A Levels be taken into consideration when choosing subjects at GCSE?

At Stockport Grammar School we know that our pupils will almost all go on to Advanced Level study. The techniques and subject matter of GCSE courses provide a foundation for the Advanced Level GCEs in the Sixth Form. However, the gap between GCSE and Advanced Level GCE can be large and there is a possibility of difficulty with the transition. The courses undertaken in the Middle School are therefore generally wider ranging and explore greater depths than are strictly necessary for GCSE in order to provide a better preparation for Advanced Level work. If there is a good chance of a pupil wishing to take a particular language or a science to a high level, then that subject should be taken for GCSE since it will be almost impossible to pick it up after it has been discontinued.

What if future career plans are undecided?

A pupil may, at the most, have an idea of a general area of interest. It is important not to close too many doors and the school's curriculum is designed to guard against such errors. The two subjects essential to almost all careers are English and Mathematics. Ten subjects should allow high grades to be achieved, which is often the most crucial factor for career progression, while providing considerably more than the minimum requirements. Careers as an area for discussion will appear far more frequently in the pupils' lives from the Fourth Year onwards, as this marks the beginning of specialisation through the narrowing of the range of subjects being studied.

Who will advise on subject choices?

Pupils should take the opportunity to seek advice widely and conscientiously from their Head of Middle School, Parents, Careers Co-ordinator, Form Teacher and Year Head. Subject Teachers also have considerable expertise to contribute to decision making in the light of present and future intentions. The Careers Room at school is full of relevant information and Careers figures prominently in Life Studies lessons in the Fifth Year.

What role do parents play?

While the pupils should be able to manage their own work at this stage, parents still have a vital role to play in support and encouragement. The school encourages contact from parents should they have any concerns about any matter whether academic, pastoral, medical or social. Points of contact include your child's Form Teacher, Year Head, Head of Middle School, Director of Studies or the Headmaster.

Should you require any further information,
please do not hesitate to contact me on 0161 456 9000.

Mrs K Bridges, BSc., PGCE Head of Middle School



SPANISH

The school offers an accelerated Spanish course taking pupils through to GCSE in two years.

The course is aimed at those who have shown an aptitude for languages so far and who are continuing with either German or French - it is not intended that pupils take Spanish in isolation. Skills and techniques learnt in another modern language will consolidate work in Spanish. The course content is very similar to that for French and German. The writing and speaking component of the GCSE course will be controlled assessment.

Spanish will be taught in smaller sets than usual, thereby allowing more individual tuition. The course will appeal to those who enjoy languages and who are willing to take on a challenge. There is now also the opportunity to continue with Spanish at A-level.



FOUNDED IN 1487



AN INTRODUCTION TO THE SIXTH FORM

Sixth Form studies and Sixth Form life are a crucial stage in the education of our pupils. They introduce an element of specialisation of study which is very different from the broad range of subjects taken at GCSE and they demand that pupils take a much greater responsibility for their own learning. The years from 16 to 18 require considerable personal and intellectual advances in preparation for life after school.

At the same time pupils are not left to fend for themselves; they are monitored and guided by their Sixth Form Tutors, who provide support and encouragement for them personally and academically. The work of the Sixth Form Tutors is co-ordinated by the Head of the Sixth Form, Mrs J White and the Heads of Year, Mrs H R Ashton and Mr J P Russell, who take a close interest in the progress and welfare of every pupil.

Every Sixth Former will start with four AS subjects, each allocated ten periods of teaching per two week cycle. These are examined in May and June of the Lower Sixth. There are also two Games afternoons per cycle and the remainder is private study time. The pattern changes in the Upper Sixth, when pupils may choose to proceed with three or all four AS subjects to A2 Level. These A2 subjects are examined in January and June of the Upper Sixth. All pupils taking three A2s also follow an Enrichment Programme course, offering short courses in a range of topics such as medical ethics and European cinema. Advice must be sought from the Head of Sixth Form and Head of Year before decisions on number and composition of A2 subjects are taken. Departments also offer additional support in preparation for Oxbridge applications.

It is of great importance that every Sixth Former spends at least three to four hours per week outside formal lessons on academic work in each chosen subject in the Lower Sixth; this includes homework and extension work such as wider reading. The Sixth Form demands a high level of commitment to academic work. Part-time employment is strongly discouraged.

Sixth Formers' progress is assessed and reviewed via regular effort grades and twice yearly reports. In addition there is an academic Parents' Evening each year. The summer of the Lower Sixth is especially important not just because of the AS examinations but also because the Sixth Formers begin to prepare university applications. These have to be submitted early in the Autumn Term of the Upper Sixth.

Entry to the Sixth Form is based in part but not exclusively on GCSE results. Entrants are expected to have secured high grades in their GCSEs and if they are continuing with a subject they have taken at GCSE, they are expected to obtain A* or A in that subject.

Subject choices merit careful attention. Genuine interest, career considerations and ability are the three vital elements. Many university courses require particular subjects and/or particular A Level grades. For example, Medicine requires Chemistry and usually Biology as well as GCSE Physics, where Engineering requires Physics and Mathematics.

All A Level subjects at SGS provide excellent preparation for employment and for Higher Education, but the purpose of Sixth Form work is also to prepare pupils for life in the broadest possible way. Whatever they choose to study, it is vital that pupils continue to develop good organisational and time management skills as well as learning to work independently; assets which are valued highly amongst employers and Higher Education alike.



THE SIXTH FORM

Every Sixth Former should have a wide variety of interests and activities. Sport, music, drama, Model United Nations, Young Enterprise, the Duke of Edinburgh awards and many other clubs and societies offer the opportunity not only to participate but also, as senior pupils, to organise and lead, to work as part of a team, and to take responsibility for themselves and for others.

We hope that Sixth Form life at Stockport Grammar School will help pupils to develop as useful, contributing members of society, to be responsible, considerate, self-disciplined, reliable, socially aware and persevering. The challenges are there, in the rich academic and extra-curricular opportunities on offer.

If you require any further information,
please do not hesitate to contact me on 0161 456 9000.

Mrs J White BA Head of Sixth Form



What is Business Studies?

Business Studies is dynamic and challenging, drawing on a number of specialist fields including management, marketing, finance and operations management to produce an integrated course which is highly relevant to the modern world.

We begin by examining the issues entrepreneurs need to consider when formulating a business plan. Further development of the course looks at the complexities of managing established businesses and business strategy. The course enables students to develop a critical understanding of how business works, best practice in business and the markets they serve. Consideration of the impact of business on stakeholders such as consumers, employees and the external environment is also given importance.

Typical issues we might consider in the course include:

- Why do so many new businesses fail?
- How does a firm decide the best strategy for marketing a product?
- Are employees motivated by financial rewards?
- Do firms such as Coca-Cola, McDonalds and Nestle do business in an ethical manner?
- Is the growth of China an opportunity or a threat for UK businesses?

What does the course consist of?

We follow the AQA modular syllabus. All units are assessed by examination, with a synoptic global business case-study assessment in Unit 4.

At AS Level, students study modules in: Planning and Financing a Business; Managing a Business

At A2, students study modules in Strategies for Success The Business;/ Environment and Managing Change

Who should do A-Level Business Studies?

Business Studies is suitable for a wide range of students. Whilst the course will not teach you how to get rich, it is nonetheless useful for anyone considering a business career and a wide range of professions including accountancy, law, finance, retail, management, or any career that demands an understanding of the wider world e.g. engineering. It will also help you to understand the fundamental issues in starting a business and any kind of entrepreneurial activity. It is accessible to a wide range of students and serves as a natural complement to those studying humanities subjects, maths and science or the arts. Good written skills are important, particularly the ability to analyse using business language. For some elements of the course a basic level of competence in Mathematics would be beneficial.

How will I be taught?

Our philosophy is that students should be encouraged to develop as independent learners and critical thinkers, skills essential for university and the world of work. Hence our lessons make extensive use of IT, combined with group work, discussion, debate and research-based activities. The department has interactive whiteboards in both classrooms, one of which is equipped with a suite of PCs.





We aim to:

Provide a stimulating and dynamic educational experience in our teaching of Economics. In addition to providing high quality academic support, we aim to foster a sense of critical thinking and discovery in our pupils, standing them in good stead for the challenges of A Level study and higher education.

What staff and facilities are available in the department?

There are two full-time teachers in the department. One of our teaching rooms has a suite of networked computers, enabling pupils to explore the considerable IT potential within the subject. Both classrooms have interactive whiteboards and multimedia facilities. We also have a stock of Economics periodicals.

What does the Economics course involve?

Economics is an exciting and dynamic social science which examines how individuals, governments and societies make choices given scarce resources, and is used to analyse a host of global and topical problems. We follow the OCR modular syllabus, for which there is no coursework requirement. At AS level in Markets in Action we will analyse how markets work, how markets fail, and apply our skills to topics such as the environment and the provision of public services such as the NHS. In The National & International Economy we consider the performance of the UK economy with respect to topical issues such as the current recession and credit crunch, while considering how we fit into the wider global economic picture.

At A2, we apply the skills developed at AS in greater depth, with more emphasis on analysis and evaluation. In Transport Economics, we examine the role of transport in the economy and the effectiveness of policy approaches, using the skills of microeconomics. In the synoptic module The Global Economy we study a range of international economic issues, ranging from globalisation, trade, and international institutions such as the WTO and IMF. Economics requires students to analyse arguments, data, and diagrams so it is suited to pupils who possess very good analytical and written skills, together with an interest in current affairs and the everyday world.

How useful will Economics be to me?

Economics is extremely useful for those considering a career in business, finance, politics and a wide range of professions in the public and private sector. Its real world application means it offers Maths and Science students a broader academic portfolio with the same level of academic rigour. It also combines well with humanities subjects such as History, Geography and Psychology. Economics is highly regarded by the Oxbridge universities and can be considered by students who hold ambitions to that end.





We aim to:

- Provide enjoyable and stimulating material, which will also contribute to the students' personal and social development
- Develop, through essay writing and discussion, skills of analysis and evaluation which will provide a sound academic foundation for university
- Develop, through the implementation of psychological investigations, skills in carrying out research and an awareness of the ethical issues in psychology
- Attain the highest possible academic standards

What staff and facilities are available to the department?

There are two members of staff, Mrs Braude and Mr Browne. We are well equipped with computers and reference books for exploration of the topics in Psychology. The Hallam library also stocks a large selection of Psychology books and periodicals, which enable pupils to consolidate syllabus material as well as engage in wider reading.

How much time would I spend on this subject per ten day cycle?

10 lessons (10 hours) with additional individual study

Psychology is taught in the Sixth Form only and covers the following topics:

At AS Level topics covered are: Cognitive Psychology: Memory; Developmental Psychology: Attachment; Physiological Psychology: Stress; Individual Differences: Abnormality; Social Psychology: Social Influence; Research Methods.

At A2 Level topics covered are: Relationships, Aggression, Sex and Gender, Media Influences and the Psychology of Celebrity, Treatments and Therapies, Psychopathology (The study of Abnormal Behaviour) and Research Methods.

Are there any trips?

Pupils attend A Level Psychology Update Conferences, where they have the opportunity to hear well known psychologists talk on a variety of fascinating topics. AQA examiners also address the pupils on subjects of relevance to the syllabus.

What about extra curricular activities?

The Psychology Magazine provides a forum for pupils to write and explore ideas of a psychological nature away from the constraints of the syllabus, applying the theory they learn about in the classroom to real-life situations. Controversial issues that arise in Psychology also find expression in the form of motions debated at the Senior Debating Society.





What is Philosophy?

The term “Philosophy” has come to be applied to many different disciplines. Businesses refer to their corporate philosophy; sports coaches have their own philosophy on the game; whilst star-gazers talk about their philosophy on life...man! Philosophers, however, have one primary concern: the truth. Those who practise philosophy seek to identify that which is beyond doubt and expose the charlatans who wrongly claim to have found it.

What topics are taught at A Level Philosophy?

Students follow the AQA Philosophy syllabus. This subject has some overlap with Religious Studies (philosophy and ethics) AS/A2, however the academic approach differs significantly. At AS Level, students will study issues relating to knowledge - how do we know anything? which sources of knowledge are reliable? As well as issues of morality - what are the social and psychological roots of morality? what role does self interest play? Students also examine different theories of the external world - is what we see real? can we trust our perception? We also examine concepts of Free Will and Determinism - how do I make choices?

Specification at a glance:

Lower Sixth – AS Modules

Module 1: Introduction to Philosophy 1

- Reason and Experience
- The idea of God
- Or Why Should I be Governed?

Module 2: Introduction to Philosophy 2

- Knowledge of the External World
- Free Will and Determinism
- Or The Value of Art

Upper Sixth – A2 Modules

Module 3: A2 Key Themes in Philosophy

- Moral Philosophy
- Political Philosophy
- Or Philosophy of Mind

Module 4: A2 Philosophical Problems

- Descartes’ Meditations
- Nietzsche’s Beyond Good and Evil
- Or Hume’s Enquiry on Human Understanding

Where to next?

Philosophy is a subject that combines well with all academic disciplines. It is highly respected by the top universities as it is seen to aid the development of analytical skills and critical thinking. Indeed, it is students who are prepared to challenge conventional ideas and are willing to offer an alternative perspective that are likely to prosper in further education. Perhaps too, the same could be said of life.

Who should study Philosophy?

No particular background in terms of specific subjects studied at GCSE is expected or required, and no prior knowledge of Philosophy is necessary for candidates to undertake a course of study based on this specification.





The Enrichment Programme is primarily followed by those members of the Upper Sixth who only study three A2 subjects and has been designed to offer a wide choice of courses to benefit each pupil academically, personally and socially. Those who study four A2s may participate in areas of the course that they find particularly interesting or helpful.

There are currently 14 courses which contribute to the Programme.

These are:

- Year Book
- Black and White Photography
- Boot camp circuit training
- Practical Art Course
- Student Cookery
- Medical Ethics
- Swedish
- Politics, Society and Media
- Mock Trial
- Moral and Ethical Issues
- First Aid/Heartstart
- Food Hygiene
- Business Start-up/Dragons' Den/Presentation skills
- IT

Over the academic year each student follows three different courses each lasting between eight and nine weeks. In general, there is no formal assessment involved, though some courses may offer the opportunity for external accreditation.

In addition to attending classes, there is also a programme of Guest Lectures and workshops. In recent years, talks have been given by professionals and experts in many fields, including; sexual health, road safety, risk management, educational innovation, ecology, terrorism, counter-terrorism and undercover police work, philosophy and psychometric testing.







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Booklet compiled Summer 2011.