

SECTION 1

Philosophy and Curriculum

THE MIDDLE SCHOOL

The move from Third to Fourth Year marks the end of one stage of education and the beginning of the next. A two-year cycle starts in the Fourth Year, leading to GCSEs. These are the pupils' first experience of national external examinations, and 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 the Third, Fourth and Fifth Year has an eye on what is to come in later years. By the time they reach the end of the Middle School they should be capable of attaining high academic status and they should have matured into caring, responsible young adults.

A NEW FRAMEWORK

Many subjects have begun new specifications. In addition, your child will have the opportunity to take ICT GCSE and Spanish GCSE. It is essential that he/she discusses the decision to take Spanish with his/her languages teachers as only the strongest linguists will be able to cope with tackling a new language from scratch in two years. All pupils will take English Language and Literature to GCSE, in common with most Independent and State schools.

GCSE COURSES

Pupils will be expected to take TEN subjects at GCSE. The general desire for a balanced academic diet means that there are rules to be obeyed when they are being chosen. ***Pupils must study Maths, English Language and Literature, at least one Science and at least one Modern Foreign Language.*** The full list of subjects appears below, and Section Two of this Prospectus provides departmental information on each of the subjects listed. All the syllabuses are chosen to meet all conceivable university and national matriculation requirements.

Art and Design	Biology	Chemistry	Classical Civilisation
Design/Technology: Product Design <u>or</u> Textiles			
Food & Nutrition	French	Geography	German
History	ICT	Latin	Music
Physical Education	Physics	Religious Studies	Spanish

**Read the course details carefully
before choosing your subjects.**

THE CHOICE OF SUBJECTS

There are many factors to be taken into consideration when constructing a suitable curriculum by selecting from these options. It is important to bear the following points in mind:

- (i) A broad and balanced education at this stage is important whatever career is eventually chosen.
- (ii) It is wise to choose subjects which will suit and extend each pupil's interests and abilities.
- (iii) The subjects chosen will have a bearing upon future pathways and careers. Those omitted may have an even greater effect than those chosen. For instance, the central role of Chemistry in future careers in science and medicine should not be overlooked.
- (iv) A subject should be chosen for its own sake and not because of the staff who teach it or because of a few extra marks gained in a recent examination.
- (v) Since each course is a direct preparation for a public examination it should not be undertaken lightly. Each choice should be positive and should reflect true enthusiasm. We expect a high degree of motivation once a choice is made.
- (vi) The grade achieved at GCSE may be regarded as more important than the particular subject. Pupils achieve more in the subjects which they enjoy most because they work with a sense of purpose which encourages real involvement.

The choice of subject has to be carefully made because it will be very difficult to change subjects once the work is under way in the Autumn Term.

As the demand by pupils for any one subject may be too great and a workable timetable has to be achieved, the final decision with regard to options has to be made by the School. In every instance the wishes of the pupil and parents will be considered very carefully. The choice of a **reserve option** will help us to a better understanding of where each pupil's interests lie while allowing the School some flexibility if it should be required. It is worth noting, however, that over the past ten years the School has succeeded in meeting the first choice requirements of nearly every pupil.

INTERNAL EXAMINATIONS

There will be internal examinations in the Middle School prior to the GCSE examinations in the summer of 2013.

1. March/April in the Fourth Year.
2. Mock GCSE in January of the Fifth Year.

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 also have revised the factual material required by subjects a number of times and will find the task of final revision much easier.

EXTERNAL EXAMINATIONS

Pupils will take one of the GCSE papers in several subjects at the end of the Fourth Year i.e summer 2012. This will contribute to their final GCSE mark when the remainder of the papers are taken in summer 2013.

COURSEWORK AND CONTROLLED ASSESSMENTS

Coursework and controlled assessments 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. Many are conducted under exam conditions. 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; it does mean completing tasks conscientiously. Achieving this requires a responsible use of 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.**

REPORTS

Reports on the pupils' progress will be issued after each of the examinations. Fifth Year pupils also receive a progress report in November. As well as the teachers' comments, the pupils' effort will be reported by two grades 1 to 5, and the attainment level judged on a scale of A to E. 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 many subjects pupils can be entered for different 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, enabling them to access grades A* - D.

ADVANCED LEVEL GCE

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.

In an increasingly competitive world good examination results and well developed personal skills are vitally important. We aim to offer a combination of excellent teaching, a variety of programmes of study, consultation and sound advice to ensure that each individual is able to develop his or her academic potential to the full.

We expect that, with commitment and determination, boys and girls will be successful at GCSE and be able to proceed with confidence from the Fifth Year to the AS year of the Lower Sixth. Recent revisions to the national examination structure (in particular the study of four subjects at AS Level in the Lower Sixth) have placed increased demands on students. It is important that students achieve a range of high grades with A grades in the subjects or related subjects they wish to study at AS level. For Mathematics, Modern Languages and Science subjects an A* or A grade is normally required. This level of achievement ought to ensure that every student has a sound platform for success in both years of study at Advanced Level.

Securing such grades in the GCSE examinations ought not to be a significant obstacle for any pupil presently at Stockport Grammar School. Naturally it remains very important that boys and girls have sustained high standards of effort, industry and behaviour as well as securing the necessary grades at GCSE Level.

CAREERS

While it is wrong to disregard careers in the choice of GCSE subjects, too much attention to careers at this stage may cause pupils to worry simply because they cannot decide upon a definite career at the age of fourteen! Indeed it is often most helpful if pupils know only that there are certain careers that they do **not** wish to pursue. 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 now on, because the Fourth Year marks the beginning of specialisation through the narrowing of the range of subjects being studied.

ADVICE

Pupils should take the opportunity to seek advice widely and conscientiously from their:

Head of Lower School - Mr R W Wallington	Parents
Careers Teachers - Mrs R G Johnson and Ms H Jones	Form Teacher
Head of Third Year - Mr A Hanson	

Subject Teachers also have considerable expertise to contribute to the decision-making process in the light of present and future intentions. The Careers Room at school is full of relevant information and **MUST** be visited. Careers figures prominently in Life Studies lessons.

PARENTS

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. They should not hesitate to contact the Form Teacher, the Year Head, the Head of Middle School, the School Nurse or the Headmaster if they are concerned about any matter, whether academic, pastoral, medical or social.

SECTION 2

The Subjects

ART AND DESIGN

The GCSE course in Art and Design aims to produce a body of work that explores key areas of the subject through a variety of media and techniques, culminating in a final exhibition at the beginning of the summer term in the fifth year.

Drawing is at the core of study, but painting, graphics, print, textiles, and three-dimensional work provide for development of initial ideas and skills. Practical work is supported through an appreciation of art history and critical thinking with pupils undertaking gallery visits to gather source material.

The subject offers considerable scope for those who are enthusiastic and show potential in the Third Year and who wish to continue their study to a higher level. There is no written examination, but a significant commitment in terms of time is required throughout the two years. Pupils should be prepared to explore ideas and show a strong personal response.

Coursework makes up for 60% of the total marks awarded while the remaining 40% comes from a controlled test undertaken towards the end of the course.

The final piece is produced in 10 hours and comes at the end of a period of preparatory study that takes a starting point of the pupil's choice.

BIOLOGY

During the first three years pupils have been introduced to a variety of living organisms and their habitats. They have investigated how organisms interact with each other in food chains and food webs, and how these organisms interact with their environment. Much of our teaching of biological science is practically based and students have been given basic skills in experimental design and the analysis of data that these investigations have produced. These basic approaches are continued in the fourth and fifth years to investigate more fully the life processes of organisms and their interactions between them and their environment. There is a great deal of emphasis on human physiology. Additionally, more wide ranging topics relating to the biological world are considered.

We currently follow the **AQA Biology 4411 specification** as a separate science.

Summary of Subject content

How Science works – the Procedural content.

- The thinking behind doing
- Fundamental ideas
- Observation as a stimulus to investigation
- Designing an investigation
- Making measurements
- Presenting data
- Using data to draw conclusions
- Societal aspects of scientific evidence
- Limitations of Scientific evidence

The substantive subject content is contained within **three modules** taught during the 4th and 5th form years and contains the following topics:

Biology 1

- How do human bodies respond to changes inside them and their environment?
- What can we do to keep our bodies healthy?
- How do we use/abuse recreational drugs?
- What causes infectious diseases and how can our bodies defend against them?
- What determines where species live and how many of them are there?
- Why are individuals of the same species different from each other? What new methods do we have for producing plants and animals with the characteristics we prefer?
- Why have some species of plants and animals dies out? How do new species of plants and animals develop?
- How do humans affect the environment?

Biology 2

- What are animals and plants built from?
- How do dissolved substances get into and out of cells?
- How do plants obtain the food they need to live and grow?
- What happens to energy and biomass at each stage in a food chain?
- What happens to the waste material produced by plants and animals?
- What are enzymes and what are some of their functions?
- How do our bodies keep internal conditions constant?
- Which human characteristics show a simple pattern of inheritance?

Biology 3

- How do dissolved substances get into and out of plants and animals?
- How are the dissolved materials transported around the body?
- How does exercise affect the exchanges taking place within the body?
- How do exchanges in the kidney help us to maintain the internal environment in the mammals and how long has biology helped us to treat kidney disease?
- How are microorganisms used to make food and drink?
- What other useful substances can we make using microorganisms?
- How can we be sure we are using microorganisms safely?

CHEMISTRY

Our aim is to use a variety of teaching and learning experiences to enthuse pupils and stimulate their interest in Chemistry. It is hoped that through the acquisition of skills and knowledge pupils will develop an understanding of the role Chemistry has had in developing scientific ideas and its importance in the shape of the society in which we live. By the end of the course pupils will have developed a critical approach to scientific evidence and the methods used to acquire it. This will enable them to be scientifically literate members of society which is vital for preparing them for life in a technological world. As well as providing an essential basis for those students who wish to follow a future in science or medicine, Chemistry also provides a good grounding for those students with more artistic leanings.

As of September 2011 we will be following the **EDEXCEL IGCSE CHEMISTRY** specification. This marks a change to previous years, and the department are confident that the new course will both challenge and stimulate pupils of all abilities.

Summary of Subject content:

The content is contained within 5 sections taught during the 4th and 5th Years. A more detailed breakdown of the 5 sections is shown below:

Section 1: Principles of Chemistry

- a) States of matter
- b) Atoms
- c) Atomic structure
- d) Relative formula masses and molar volumes of gases
- e) Chemical formulae and chemical equations
- f) Ionic compounds
- g) Covalent substances
- h) Metallic crystals
- i) Electrolysis

Section 2: Chemistry of the Elements

- a) The Periodic Table
- b) Group 1 elements – lithium, sodium and potassium
- c) Group 7 elements – chlorine, bromine and iodine
- d) Oxygen and oxides
- e) Hydrogen and water
- f) Reactivity series
- g) Tests for ions and gases

Section 3: Organic Chemistry

- a) Introduction
- b) Alkanes
- c) Alkenes
- d) Ethanol

Section 4: Physical Chemistry

- a) Acids, alkalis and salts
- b) Energetics
- c) Rates of reaction
- d) Equilibria

Section 5: Chemistry in Society

- a) Extraction and uses of metals
- b) Crude oil
- c) Synthetic polymers
- d) The industrial manufacture of chemicals

Assessment of the course

Assessment in Chemistry is by means of 2 written papers at the end of the 5th Year.

- Chemistry Paper 1: 2 hour examination worth 66 2/3 % of marks
- Chemistry paper 2: 1 hour examination worth 33 1/3 % of marks

Although both papers assess across the 5 sections of the course, different topics are examined in each paper.

There is no longer any centre assessed or coursework component of the course. The subject matter dealt with is **essential for pupils considering medical** (including veterinary medicine), dental, paramedical, biochemical, pharmaceutical, material science and chemical careers in the future, and is of particular value in its own right in assisting pupils' understanding of the fundamental make up of the world in which they live.

CLASSICAL CIVILISATION

The course offers pupils the opportunity to study the accomplishments and disgraces of the ancient world. The topics offer considerable variety and interest and are designed to produce a well-rounded perspective of the civilisations of Greece and Rome. Each pupil is encouraged to express his or her individual response to the sources studied and indeed it is difficult not to when considering the morality of gladiator shows for entertainment, or the gruesome blinding of the Cyclops by Odysseus on his return from the Trojan War.

There is a fear that this subject, as a relatively new GCSE, is not as highly regarded as others. This is a mistake. Gregory Hutchinson, Senior Tutor at Exeter College, Oxford University has described Classical Civilisation, at any level, as a subject "highly regarded by Oxford".

"The Odyssey" and "The Aeneid" are both studied in translation.

Literature Topics	Civilisation Topics
<p>"The Odyssey"</p> <p>We study the characters and style of Homer's epic poem describing the journey home of Odysseus from the Trojan War and his encounters with, amongst others, the Cyclops, the Sirens and Scylla and Charybdis on the way.</p>	<p>Rome</p> <p>The pupils study three main areas of Roman life – entertainment and recreation, the family and religion. Each topic is compared to a modern equivalent, leading to a better understanding of our own society.</p> <p>The pupils will sit a module in this topic in the summer of the 4th Year</p>
<p>Controlled Assessment</p> <p>Each pupil will complete an extended essay based on an aspect of "The Aeneid" by the Roman poet Virgil. The poem tells the story of the journey of Aeneas, a hero who escapes from Troy as the city is sacked by the Greeks and leads a group of refugees to Italy. He is credited as the founder of the Roman race.</p>	<p>Pompeii and Herculaneum</p> <p>The culture and society of two cities frozen in time on August 24th AD79 are examined and conclusions are drawn from the wealth of evidence preserved in the eruption of Vesuvius.</p>

The Classics department will be taking a trip to Greece in 2012, visiting Athens and the most important sites in the Peloponnese. Places will only be available for those studying Classical subjects (Classical Civilisation and/or Latin) at GCSE or AS/A2.

DESIGN AND TECHNOLOGY

The two options available within Design and Technology are Textiles and Product Design.

The aim of these courses is to encourage students to:

- Combine their 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.
- Devise strategies for developing ideas, planning and producing products.
- Consider how past and present design and technology, relevant to a design and manufacturing context, affects society.
- Recognise the moral, cultural and environmental issues inherent in design and technology.

Textiles

As part of the course pupils will carry out product analysis by studying existing textiles designs and products. Pupils will look at the work of past and present designers, as a starting point for the creation of new fashion designs.

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

Pupils will develop a wide range of manufacturing skills and techniques including the use of CAD (computer aided design) and CAM (computer aided manufacture). They will relate this knowledge to industrial and commercial production and understand the processes involved in manufacturing for batch and mass production.

Product Design

Product Design offers an alternative to the traditional Design and Technology options of Resistant Materials and Graphic Products, with a greater focus on the application of pupils' work to industrial and commercial practice.

The course will involve pupils in designing and manufacturing products using a range of materials including paper products, wood, metals, plastics and composites. Pupils will use a range of graphical techniques such as annotated sketches, formal drawing conventions and CAD to communicate their ideas clearly. The use of Information Technology will form a key element of the course, with the use of digital photography and desktop publishing to present their graphical work and CAD/CAM being used in the development and realisation of their ideas.

They will study industrial manufacturing processes to give them an understanding of how everyday products are made in a commercial setting. Environmental and consumer issues associated with the manufacturing industries will also be covered.

Assessment

All Design and Technology courses are assessed by a written examination of two hours duration and a coursework project.

The examination counts towards 40% of the total marks, and will test the students on a range of broad and general questions on product design. It will also allow candidates to display specific material knowledge, understanding and skills.

The coursework project counts towards 60% of total marks and is internally assessed and externally moderated.

The Major Project will address all aspects of the course in an integrated way and will take the form of a 3-dimensional product and concise design folder containing appropriate use of ICT.

ENGLISH & ENGLISH LITERATURE

Pupils are entered for the Extended Tier for IGCSE English and English Literature.

In English, this consists of one 2 hour examination and a coursework portfolio, each comprising 50% of the assessment. In the examination, pupils must first glean ideas from a text and then use and develop the ideas in another form, such as a letter, a report or a speech. They are also required to analyse the writer's use of language. The second section is based on thematically-linked texts which pupils must explore and summarise.

The coursework portfolio contains three pieces of written work. For written coursework, pupils must produce a piece of imaginative writing, an informative essay, and a response to a factual text. In these assessments, pupils are given the opportunity to respond analytically, personally and imaginatively to a variety of materials.

The English Literature syllabus involves the detailed study of literature in all genres, from Shakespeare to the present day, as well as the opportunity to study literary traditions and to develop an appreciation of historical influences and cultural contexts.

There is one examination of 2 hours and 15 minutes, comprising 75% of the marks. Pupils study three set texts: a novel, a play and a selection of poems. The coursework folder, comprising 25% of the marks, must contain two pieces of written work on drama, prose or poetry.

Notwithstanding all of the above public examination requirements we endeavour to develop a love of reading, a curiosity about how language works and can be used in different contexts together with the ability to speak (and listen) with confidence and maturity.

The Literature element of the course, which will involve theatre visits and practical experience of drama, aims to widen the pupils' experience of literature, to deepen their understanding of it and, above all, to foster an enjoyment of the study of literary texts.

FOOD AND NUTRITION

Would you like a practical challenge? Do you enjoy working with food? Would you like to be kept up to date with food and nutrition issues? Are you ready for life away from school? If you have answered 'yes' to these questions, this course will develop your knowledge and skills through studying a range of different topics.

You will also have the chance to carry out a variety of practical investigations. The qualification can lead to further post-16 study at AS and A2 in the subject and is very useful if you are considering a career in the food industry, teaching, retail, health, dietetics, sports nutrition, business and marketing professions.

You will study:

- Nutrition and Health
- Food Choice
- Food Preparation and Processing – including using up to date electrical equipment
- Deterioration, Safety and Preservation of Foods - whilst undertaking this area of study we will enter you for CIEH Food Hygiene Certificate
- Special dietary needs e.g diabetics, elderly, obesity and Coronary Heart Disease

You will learn how to:

- Prepare food suitable for a variety of home and family situations
- Explore and investigate the nature of food
- Carry out individual, original research
- Apply the skills learned in class to your controlled assessments

Strategies include:

- Practical work using food testing and tasting
- Use of surveys, questionnaires, the Internet and ICT
- Study of the theoretical aspects of the topics listed above

Assessment

The course is assessed by a 1 1/2 hour written paper (40%) – examined at the end of 4th Year and two controlled assessments set by the exam board, internally assessed worth 60%- completed in the 5th Year.






Coursework

You will produce two controlled assessments, one research based (6-8hours) and one investigative based (approx 18 hours). These are both practically based tasks selected from a wide range set by the examination board.

The subject is a varied and demanding course; for more details see Mrs Groves and Mrs Samways.

FRENCH

We aim to teach pupils the language and skills needed to communicate successfully in French in a variety of situations. In Years four and five, pupils follow a course of study combining a grammatically structured approach with the development of practical language skills, as a preparation for further study or for work or holidays in France. Candidates are prepared for the IGCSE examination. There are five topic areas:

-  Everyday activities
-  Personal and social life
-  The world around us
-  The world of work
-  The international world

The examination is taken at the end of 5th Year and there are four papers, each worth 25% . There is no coursework.

- Paper 1 - Listening
Candidates will hear recordings of native speakers and answer either with a non-verbal response or a short phrase / sentence in French.
- Paper 2 – Reading and directed writing
Candidates respond to questions relating to French texts of varying lengths. Many of the questions are multiple choice, box-ticking, matching or grid-filling. There are two short writing tasks of 40 and 120 words.
- Paper 3 - Speaking
This lasts for 15 minutes and takes place in the April of 5th Year. It is conducted, recorded and marked by the pupil's teacher. There are 3 sections: role-play, presentation and general conversation.
- Paper 4 – Continuous writing
Candidates produce two pieces of writing, each of 140 words.

Throughout the course, the language used and tasks required of pupils are practical in nature, reflecting real situations which a young person might experience when in contact with native speakers. Pupils continuing with French may take part in the 4th Year trip to Paris, during which they have the opportunity to stay with a French family, receive language tuition and visit the main sights of Paris.



Pupils are taught in smaller groups than previously and normally keep the same teacher for both years. The course followed is *Encore Tricolore*, which provides a lively balanced approach to language learning, including pair and group work, plus varied listening, reading and written tasks. All pupils continue to have regular access to the language laboratories and in both years, pupils have the opportunity to work with the language assistant for one lesson per cycle.

GEOGRAPHY

Geography is the study of places, environments and global patterns; it provides the opportunity to understand the physical and human processes which affect their development. Geography helps students to develop a sense of place and an appreciation of the environment, especially the way in which people and the environment interact and the challenges, opportunities and constraints that face people in different places. As a consequence it explores many of the key issues facing mankind and combines well with both arts and science subjects.

Course content is designed to encourage a wide range of skills and involves a number of key ideas. It is a balanced course with both human and physical components and at all times the interaction between these two spheres of the subject is considered.

Physical topics offered include: **The Restless Earth** which considers the impact of tectonic processes such as earthquakes and volcanoes. **Water on the Land** focuses on river landscapes and flooding. **The Coastal Zone** examines coastal environments along with the possible impact of rising sea levels.

Human topics offered include **Population Change** featuring the growth of world population along with the implications of its growth and attempts to control it. The **Development Gap** between rich and poor is also considered along with **Tourism** which examines the growth of the tourist industry and its consequences.

Skills developed over the two years of the course will include the handling and interpretation of Ordnance Survey maps, weather maps, diagrams, aerial and satellite photographs as well as information gathering, investigation and evaluation.

Assessment

There are two main written papers and a controlled assessment undertaken under supervised conditions within school.

Unit 1	Physical Geography	1 hour 30 minutes	37.5% of the total mark
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Three resource based questions are to be answered.
This unit will be examined in June of the 4th Form.

Unit 2	Human Geography	1 hour 30 minutes	37.5% of the total mark
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Three resource based questions are to be answered.
This unit will be examined in June of the 5th Form.

Controlled Assessment

6 hours writing up time in class under direct supervision 25% of the total mark

This marks an end to coursework in the subject. Fieldwork will still be undertaken, but some will be geared to the assessment task which will be stated by the board on an annual basis. It will focus on a local geographical topic.

GERMAN

We prepare pupils for the new GCSE examination with AQA.

By the end of the course pupils should be able to communicate effectively in most situations - as a tourist in a German speaking country or when acting as host to German speakers here in England.

There are four contexts (themes) at GCSE, each of which includes two topic areas.

Lifestyle

- Health
- Relationships and choices

Leisure

- Free Time and the Media
- Holidays

Home and Environment

- Home and Local Area
- Environment

Work and education

- School/college and Future Plans
- Current and Future Jobs

The examination will test each of the four language skills:

- **Listening (20%)**
Candidates will hear recordings of native speakers and will have to answer in English or with a non-verbal response.
- **Reading (20%)**
Candidates will be expected to respond to questions relating to German texts of varying lengths. All answers will be given in English or as a non-verbal response.
- **Speaking (30%) Controlled Assessment**
Candidates will submit for moderation two tasks, each a form of dialogue, based on topics covered in class. Each task will last 4-6 minutes and will be conducted, recorded and marked by the pupil's teacher.
- **Writing (30%) Controlled Assessment**
Candidates will be required to submit two tasks of between 400 and 600 words in total. Each task will be completed in class under controlled conditions; candidates will have access only to their plan, a dictionary and the title. These tasks will be marked externally.

The course followed is Logo 4, supplemented by other materials, e.g Echo, Mach Mit and Lernpunkt. All pupils continue to have regular access to the language laboratory and multi media centre. All our extra listening material is digitised and pupils can access it outside lessons, in school or at home. Pupils have regular contact with the language assistant in the 4th and 5th Year.

Pupils also have the opportunity to take part in the German exchange programme with pupils from a school in Bad Segeberg in North Germany. The German pupils come to Stockport in October and our pupils go to Germany usually during February half term. Applications are due just after Easter of the 4th Year.

HISTORY

Modern World History

The GCSE specifications cover the most important events and developments of the Twentieth Century. The course is divided into three parts, with one part constituting a controlled assessment.

We begin the course by examining the Peace Treaties at the end of the First World War and then we chart their impact upon inter-war international relations. We investigate the work of the League of Nations, which was established to prevent another war, but also to uphold the Treaty of Versailles. The impact of the Great Depression forms the starting point of our study of the 1930s and the subsequent rise of dictators is a vital focus. We spend some time learning about Hitler, Mussolini and the aggressive foreign policy of Japan in the run up to the Second World War.

Our chosen in depth study is Germany from 1918 to 1945. We start by studying the setting up of the Weimar Republic in Germany after the War and then the rise of the Nazis. Hitler's Germany is examined in detail and we look at topics ranging from life under the Nazis to Germany at war and the Holocaust. New material is constantly being generated on the Third Reich, including new sources and film material.

There is a new part of the course, which is studied in the Fifth Year for paper two and uses source material and new research. We examine British society between 1890 and 1918, and this provides a welcome social history contrast to the political history of the other parts of the course.

Coursework has now been replaced by a controlled assessment, which will be prepared and written at School. The task will involve the use of original source material and be completed under controlled conditions during the winter term of the 5th Year. The Assessment will be based on a study of the Cold War between 1945 and 1989.

The course

Paper One	International relations 1918 – 39 In-depth study of Germany 1918 – 45	45%
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Paper Two	Britain 1890 – 1918	30%
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New Controlled Assessment

Historical Enquiry A task of 2,000 words Tasks are set by OCR	25%
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Information and Communication Technology

Technology is increasingly commonplace in the makeup and organisation of modern society. Young people are encouraged to embrace emerging technologies, the trendy devices for staying in touch with friends and family, gizmos and gadgets for entertainment use and the routine exposure to computers that help meet the demands of their education. Society is flooded with successful examples of ICT and competency is assumed and portrayed as an essential core skill where a little more than awareness is expected.

Everyday use of ICT is advantageous but an in-depth understanding in the creation of ICT systems is a much more powerful tool. Studying ICT as a vehicle to improve communication, encourage efficiency, offer practical solutions and promote organisation is achieved through the OCR GCSE in Information and Communication Technology (J461). It provides learners with fantastic opportunities to work with a variety of technologies equipping them with an up-to-date understanding of the digital world around them. Applying ICT to a problem, considering it from a design point of view and using and evaluating it as a practical tool is offered as a foundation to this qualification. GCSE will transform the way learners consider the impact of ICT on individuals, businesses and organisations and their use of information.

OCR GCSE ICT is divided into four individual units, two of which are split between both 4th and 5th years. Two units focus on controlled assessment content and success in these units require learners to have strong written skills. Practical software use is an element of controlled assessment but many more marks are awarded for discussing and describing the process of solving the problem in the format of a written report. The remaining two units are examination based, including short, extended and essay-type questions. Examinations will take place at the end of each year.

UNIT B061: ICT in Today's World

Learners study a range of ICT systems, as used in the home, at school and in society, exchanging information, presenting information, manipulating data, data safety and security, legal, social, ethical and environmental issues when using ICT, using ICT systems, monitoring and measuring and control technology, ICT and modern living. This unit will be examined at the end of 4th year.

UNIT B062: Practical Applications in ICT

Learners work on a set task provided by the examination board, enabling them to demonstrate their practical ICT ability. Learners study a range of everyday software applications and are able to manipulate and process data and other information effectively and efficiently in order to create a solution to a given problem. This unit will be completed in the 4th year and a detailed written report forms part of the assessment.

UNIT B063: ICT in Context

Learners study a range of ICT systems in a business or organisational context. Learners should be aware of current and emerging technologies and their impact on themselves and others. The question paper will be based on pre-release material, relating to a specified business or organisation and their use of ICT. This unit will be examined at the end of 5th year.

UNIT B064: Creative Use of ICT

Learners study a range of creative software applications in order to create a multimedia solution to a given problem. They should be aware of how to analyse the problem as well as the steps needed to design, develop, test and evaluate the solution to the problem. Learners will be required to complete a task by creating and developing a multimedia solution with appropriate elements such as: sound clips, video, animation, graphics. This unit will be completed in the 5th year and a comprehensive written report forms part of the assessment.

Assessment

OCR GCSE ICT (J461)	
Written Paper – 4 th Year B061 ICT in Today's World	1 hour – 20% of GCSE All questions are compulsory.
Written Paper – 5 th Year B063 ICT in Context	1 hour – 20% of GCSE Written paper based on a pre-release material. All questions are compulsory.
Controlled Assessment B062 Practical Applications in ICT	30% of GCSE Candidates create an ICT solution using ICT applications.
Controlled Assessment B064 Creative Use of ICT	30% of the GCSE Candidates solve a problem by creating and developing a multimedia solution with appropriate creative elements.

OCR GCSE ICT is a demanding and challenging option that is only enjoyed by learners who choose it for the right reasons. It requires independent thinkers, who have an ability to stand back, consider the options available and think logically to how a problem could be solved using ICT software(s). Learners who have a strong command of written English and are skilled in discussing and documenting their work so that it 'tells the story' of problem solving will be highly successful in this GCSE. This is not a GCSE option that looks at the building of computers or indeed the use and development of programming languages but rather a qualification in using software applications efficiently to solve a range of complex problems. If you have a genuine interest in learning about the use of software applications at an advanced level and are able to discuss and document the use of such applications then this is the correct course for you!

Learners opting for OCR GCSE ICT will be required to provide an answer to an essay-type question over the summer holidays. This will be submitted to their ICT teacher in the first GCSE lesson.

For further information, please see Mr Flaherty or Mr Clarke.

LATIN

Latin is a subject which offers a challenge to the brightest pupils and retains its currency with universities and employers as a subject of intellectual rigour. The course helps students to develop their knowledge and thus appreciation of the logic and beauty of the language.

The course builds and expands on the pupils' knowledge of grammar and vocabulary from the second and third Year, leading up to the opportunity to read and analyse the works of Latin authors in the 5th Year.

The pupils will be helped to read and then analyse 2000 year old literature which was never intended to be translated. The literature may include poetry by authors such as Virgil, Ovid and Catullus and prose by Pliny, Cicero and others. The nature of the Latin language is such that it is able to express complex ideas and emotions succinctly and yet with power. To be able to access directly written material produced by one of the most fascinating and lively cultures ever to have inhabited the planet is a genuine privilege but one only available to a select few.

Latin is difficult and can be, at times, a frustrating language but, as a result, the intense satisfaction felt at the translation of a difficult passage is hard to replicate elsewhere on the curriculum. As a Roman might say, "si potes, debes".

Paper 1 (1 hour: 25%) - Comprehension and translation (from Latin to English) of a story from Roman mythology.

Paper 2 (1 hour: 25%) - Comprehension and translation (from Latin to English) of a story from Roman history.

Paper 3 (1 hour: 25%) - Translation and analysis of prepared passages of Latin prose.

Paper 4 (1 hour: 25%) - Translation and analysis of prepared passages of Latin poetry.

There is no Controlled Assessment in this qualification.

The pupils will take all modules of this course at the end of the 5th year.

The Classics department will be taking a trip to Greece in 2012, visiting Athens and the most important sites in the Peloponnese. Places will only be available for those studying Classical subjects (Classical Civilisation and/or Latin) at GCSE or AS/A2.

LIFE STUDIES

All pupils attend one Life Studies lesson per cycle. It is a combination of PSHE (Personal, Social and Health Education) and Citizenship education. In the Middle School we examine the pressures of being a teenager and give the pupils an opportunity to explore sensitive topics through class discussions. We also use this opportunity to research potential careers, select work experience placements, introduce basic first aid, examine how to be a “good” citizen and investigate everyday life. There is not assigned homework in this subject, yet we do encourage the pupils to complete “Life Skills Tasks” from which teachers formulate effort grades. These tasks may include bringing in an article/podcast that is relevant to the current topic, participating in community projects, researching a career and finding a work experience placement.

Aims of the department

- To create a relaxed environment for the pupils to learn from each other.
- To allow the pupils to think critically about their lives and the pressures they will endure.
- To give them the opportunity to learn through practical experience inside and outside of the classroom.
- To provide them with the information that will enable active and productive participation in society.

Lesson format

The department utilises a variety of media to make lessons interesting and contemporary. 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 introspection.

For further information, see Mr Ehegartner (Head of PSHCE).

MATHEMATICS

The compulsory GCSE course in Mathematics runs over two years and culminates in an examination consisting of two written papers. The syllabus is the International GCSE administered by Edexcel. There is no coursework.

There are two tiers of entry for the IGCSE Mathematics examinations: Higher and Foundation. Our candidates are all entered for the Higher tier, which covers an extensive syllabus containing a number of topics common to A-level Mathematics courses. These papers are targeted at candidates expected to get grades A* to D.

Pupils are taught in sets for Mathematics with each pupil placed in the set which will enable the individual pupil to achieve the best GCSE grade. What distinguishes one set from another is the pace at which new theory is introduced, absorbed and retained, and the same topic may be presented to the sets in different ways. We attempt to place pupils in the set which moves at the pace enabling them to achieve their full potential. This judgement is based on all aspects of a pupil's performance both in lessons and exams throughout the Third Year. All sets cover much the same syllabus in the Fourth Year, and at the end of that year, limited transfer between sets is possible.

The syllabus includes the development of all the topics introduced in Mathematics in the first three years. For those with aspirations to study Mathematics in the Sixth Form, Stockport Grammar School expects the focus to be an A* or A grade, with the pupils concerned having an easy grasp of the harder and more algebraic GCSE topics.

GCSE Music

GCSE Music is extremely well suited to pupils who simply like music and have made a promising start on a particular instrument or voice. The breadth of the course is such that pupils will inevitably encounter plenty of styles that they already know and like as well as learning about a number of less familiar styles from all different musical traditions. Pupils should ideally be able to play to approximately grade 4 standard by Spring of the 5th Year, although plenty of pupils gain excellent results without having reached this level. Much emphasis is placed on composition with *Sibelius 5* software, but prior experience is not essential. The ability to read and write in standard musical notation is extremely useful but not a prerequisite for taking the course.

The AQA specification is as follows:

Component 1: Listening to and Appraising Music (20%)

One hour listening exam based on the study of the following historical strands:

- **The Western Classical Tradition**
Baroque Orchestral Music; The Concerto; Music for Voices; Chamber Music; The Sonata
- **Popular Music of the 20th & 21st Centuries**
Blues; Popular Music of the 1960s; Rock Music; R 'n' B (Rhythm and Bass) & Hip-Hop; Music Theatre; Film Music
- **World Music**
Music of the Caribbean; Music of Africa; Music of India

Questions will focus on the following areas of study:

- | | |
|-------------------|-------------------------------|
| * Area of Study 1 | <i>Rhythm & Metre</i> |
| * Area of Study 2 | <i>Harmony & Tonality</i> |
| * Area of Study 3 | <i>Texture & Melody</i> |
| * Area of Study 4 | <i>Timbre & Dynamics</i> |
| * Area of Study 5 | <i>Structure & Form</i> |

Component 2: Composing and Appraising Music (20%)

Candidates must produce **one composition** based on two or more of the above areas of study and linking to one of the above historical strands. Candidates must write an appraisal of their composition.

Component 3: Performing Music (40%)

Candidates must perform **one solo** and **one ensemble** performance.

Component 4: Composing Music (20%)

Candidates must produce **one composition** based on two or more of the above areas of study in any style or genre.

PHYSICAL EDUCATION AND GAMES

In the Fourth and Fifth Years all pupils have one lesson of PE and two lessons of games in the 10 day cycle.

In the autumn and spring terms the boys are coached in rugby and football, with an additional group selected to take part in a multi-activity course. In PE they are taught basketball, volleyball, fitness, hockey, and squash.

The girls are coached in netball and hockey in games lessons with selected groups participating in volleyball, squash, aerobics and swimming. PE lessons develop their skills in squash, volleyball, badminton, aerobics and health-related fitness.

In the summer the boys specialise in cricket and the girls in tennis, whilst other groups participate in athletics, rounders and softball. Athletics is offered to both boys and girls in PE lessons.

Physical Education GCSE

The Physical Education course follows the AQA GCSE framework. Much of the teaching is practically based, but it must be emphasised that the theory side is also of major importance.

The course aims to:

- (1) improve the candidate's ability to plan, perform and evaluate physical activity;
- (2) increase the candidate's knowledge and understanding about physical activity;
- (3) promote the value of physical exercise as part of healthy living.

The examination will test the pupils in three different areas:

The Active Participant

Controlled Assessment – **60 % of Single Award**

4 assessments:

- From at least 2 groups/ways of thinking
- at least 2 performances must be as player/participant

Knowledge and Understanding for the Active Participant

External Assessment – **40 % of Single Award** Written Paper - 1½hours

Section A - Objective tests (12.5%) and short answer questions (37.5%)

Section B – Extended written answers, based on a scenario issued as pre- release material on 1st January in the year of the examination (50%)

The subject content consists of factors affecting performance, the health and safety aspect of physical activity, the reasons and opportunities for participating in physical activities and methods of training for physical activities.

Pupils interested in the GCSE Physical Education course should be aware that 60% of the marks are based on practical ability. On that basis, pupils should consider carefully whether they have the necessary physical ability to achieve success.

PHYSICS

The Physics course follows the IGCSE syllabus from Edexcel, which continues and extends the work already begun in the first three years. Brief details of the six topics indicate the diversity and relevance of the course.

Forces and their Effects - This involves a study and measurement of different types of motion.

Energy Resources and Energy Transfer - This includes renewable and non-renewable energy resources and the conversion of energy from one form to another. Financial and environmental aspects are considered.

Waves - This includes the general characteristics of waves and a more detailed study of Light and Sound. The applications are stressed throughout the topic.

Electricity and Magnetism – This covers the theory behind the national grid including the use of generators, motors and transformers.

Properties of Solids, Liquids and Gases This topic leads into an introduction to kinetic theory of gases including the concept of absolute zero.

Radioactivity and Particles – This includes the basic facts about radioactive sources and their effects on humans and leads into the study of nuclear power stations.

IGCSEs are examined at the same standard as GCSEs but we believe that in Physics the IGCSE provides better progression to AS and A level qualifications. It also gives a better grounding in Physics to those not studying beyond GCSE. It gives us the opportunity to teach Physics with a modern approach and with a style more appropriate to our pupils.

The syllabus provides plenty of time and opportunity for practical work. Pupils acquire knowledge and understanding of the concepts and applications of Physics so that they become confident citizens in a rapidly developing technological world. Through a study of Physics, pupils understand how major scientific ideas contribute to technological change, impacting on industry, business and medicine and improving quality of life. They learn to recognise the usefulness and limitations of scientific method and appreciate its relevance to other disciplines and in everyday life. Pupils also have the opportunity to use modern equipment, such as oscilloscopes, electronic timers and data loggers.

Physics GCSE is an essential requirement of most university science courses (e.g. medicine, pharmacy, veterinary science, dentistry and engineering).

Pupils take a 2 hour written paper on the core content of the specification and 1 hour paper on the extension material. Both papers are set at the end of the second year of the course. Experimental and investigative work is integrated into our teaching but the final assessment of these skills is through the two written papers. We feel that this suits our pupils, is a fairer system and takes some pressure off pupils.

RELIGIOUS STUDIES - (Philosophy and Ethics)

Religious Studies at GCSE is primarily concerned with the study of religious philosophy and contemporary moral issues. Students are expected to engage with subjects ranging from free will and determinism through to medical ethics. Analytical skills, empathy and an interest in current affairs are important, as is the ability to construct a convincing argument. This emphasis makes the subject an important one for those who wish to pursue careers in areas such as law, medicine and education. Indeed, there are few careers in which such skills would be redundant.

Teaching methods

The subject is delivered by an enthusiastic, innovative and experienced staff. Pupils will be expected to develop their own ideas and defend them within the context of class debate and their written essays. Discussion forms a large part of most lessons and enables pupils to appreciate the broad spectrum of belief that is evident even within the confines of SGS.

The department makes use of an extensive range of teaching materials. Film, television, contemporary news articles, ancient text, websites and software packages are all referred to in bid to illuminate understanding.

The Religious Studies teaching area is well resourced with DVD and video players, a substantial DVD collection, hi-fi equipment and a digital projector. Pupils are encouraged to draw from as many sources as possible when forming a position on issues of moral and religious contention.

Key skills

The RS course offers pupils the opportunity to enhance their communication skills through debate and regular class discussion. Analytical thought will be developed as pupils attempt to evaluate various moral and religious standpoints whilst seeking to offer a convincing alternative. In addition, literacy and ICT skills will be advanced through the requirement to engage in research and write essays.

Course specifics

All pupils will be entered for the OCR Religious Studies Specification B (Philosophy and Ethics) GCSE examination. This course requires students to sit two philosophy papers and two ethics papers, each lasting one hour. There is no coursework element.

For any further information, including a summary of the syllabus, See Mrs Farrington, Head of Religion and Philosophy or Mr P Elliott.

SPANISH

The Spanish department offers an accelerated GCSE course taking pupils up to the required standard in just two years.

Spanish is aimed at those to have shown an aptitude for languages so far and who are continuing with **either** French **or** German. The skills and techniques learnt in another modern foreign language will consolidate the work in Spanish, and indeed help in learning the language more quickly.

The course content is very similar to that for French and German. We follow the AQA specification, in which the writing and speaking components of the GCSE are controlled assessments which are carried out during the two year course and form 60% of the total grade.

The advantage of Spanish is that it is taught in smaller sets than usual, thereby allowing more individual tuition. The course would appeal to any pupil who enjoys languages and who wants to take on a new challenge.

SECTION 3

The Choice

THE CHOICE

We are asking for a first serious choice to be made at the beginning of February following the Parents' Consultation Evening. Whilst it **may** be possible to amend choices for individuals even up to September, a timetable framework will be created from the February choices; any future changes will have to take place within what that framework will allow. We are asking you to choose the subjects which, in addition to English Language, English Literature and Mathematics, will constitute the GCSE curriculum throughout the Fourth and Fifth Year for your son or daughter. The form on which parents should record these choices is to be found on the next page.

A reminder:

All pupils will take TEN subjects:

English Language	(compulsory)
English Literature	(compulsory)
Mathematics	(compulsory)

Pupils must then choose SEVEN subjects including:

At least one Science

At least one Modern Foreign Language

FROM THE PARENTS OF:

Name (Block letters)

Form

I/We have read the Fourth Form Options booklet and would like my/our son/daughter to study for GCSE in English Language, English Literature, Mathematics and the following seven subjects:-

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)

n.b. If Spanish is chosen, your child's French or German teacher should countersign.

I/We understand that the School will try to meet this request depending on demand and the requirements of the School timetable.

Parents' Signature:

.....

Date:

Parents should complete this form and ask their son or daughter to return it to the Form Teacher by Friday, 11th February, 2011.