



STOCKPORT GRAMMAR SCHOOL THE SIXTH FORM





Life in the Sixth Form

Welcome to the Sixth Form	3
Results Record	4
A New Dynamic	5
Guidance and Support	6
Soaring Standards	9
World Travel and Opportunities	10

Courses

Art (and Art with Textiles)	12
Biology	13
Business	14
Chemistry	15
Classical Civilisation	16
Design and Technology – Product Design	17
Economics	18
English Literature	19
French	20
Geography	21
German	22
History	23
Latin	24
Mathematics	25
Music	26
Philosophy	27
Physical Education	28
Physics	29
Psychology	30
Religious Studies: Philosophy and Ethics	31
Spanish	32
The Pastoral Curriculum	33
The Extended Project Qualification	34
University Destinations	35



WELCOME TO THE SIXTH FORM

If you want exceptional teaching, guidance and support throughout your Sixth Form years then Stockport Grammar School is the perfect place for you to study. We offer small class sizes with around 10 students in each form group. Combine this with outstanding co-curricular opportunities and you'll not only enjoy yourself and make long lasting friendships but you will also have the best possible foundation for life beyond school.

We offer each pupil:

A New Dynamic

Sixth Formers are trusted with leadership and privileges as they fulfil their responsibilities to the school and community.

Guidance and Support

Bridging the gap between school and university with small class sizes, extensive UCAS support, pastoral care and daily contact with a form tutor.

Soaring Standards

80%+ of leavers into chosen universities, with the majority going on to Oxbridge and Russell Group for the most competitive courses

World Travel and Life Opportunities

In recent years, pupils have taken part in adventure and educational experiences in Borneo, France, Spain, Washington, New York, Florida, Geneva, Namibia, Rwanda, Peru and Bolivia to name but a few. There are also opportunities to take part in the Duke of Edinburgh Gold Award, Model United Nations, Young Enterprise and the Albert Johnston Travel Award.

OUR 2018 A LEVEL RESULTS WERE OUTSTANDING!

Over **52%** of all grades awarded were at A* and A.

80% of results awarded were at A* to B.

22% of all grades were awarded at A*.

Students also achieved highly in the Extended Project Qualification with 80% gaining A* and A grades.

10% of students gained places at Oxford or Cambridge Universities.



A NEW DYNAMIC

The Sixth Form era ushers in a new dynamic between student, parents and school. Whilst the school provides guidance and support, we simultaneously encourage students to see themselves as young adults. Yet alongside this desire for independence, in an increasingly pressurised world parents have an important role to play in providing a stable and supportive environment in which their children can thrive. Sixth Formers are given the opportunity to organise, to lead, to work as part of a team and to take responsibility for themselves and for others. From the outset and throughout the Sixth Form, the dynamic shifts and the daily school experience is noticeably different.

Leadership and Responsibility

We expect all of our Sixth Formers to model the good conduct expected throughout the school. The many opportunities for leadership bring responsibilities. The Head Boy and Head Girl liaise with the Head and senior staff regarding the general running of the school, and the operation of the Prefect system. Senior Prefects act as deputies for the Head Boy and Head Girl, undertaking various duties which include playing a major role in the running of the School Council. Prefects help to maintain the school rules and they assist staff by doing duties during lunch times in different parts of the school. Sixth Formers, along with staff members, have the responsibility of nominating pupils they feel should be Prefects. The Head Boy, Head Girl and Senior Prefects are chosen from amongst the Prefects by senior staff following interviews. House and Charity Captains are appointed following interviews by House and Charities staff. House Captains are responsible for organising inter-house events and assemblies, and are appointed following interviews by House and Charities staff. The Sixth Form Committee, unlike the School Council which deals with school-wide concerns, discusses issues which pertain only to the Sixth Form. Members attend two meetings per term. On the agenda are issues raised by the Head of Sixth Form, the Head of Year or by Sixth Formers themselves. Members of the committee represent and are selected by their Form Group. There are many opportunities for Sixth Form pupils to take on roles offering support to their peers. Lower School Friends help First and Second Year pupils to settle into school life. Each form has a group of four or five Sixth Formers "attached" to it. They are given training at the start of the

school year and attend form periods, visit the form in lunch times and are generally available for the First and Second Years when needed. Sixth Form pupils offer academic support to younger pupils in a number of forums, such as the Biology Help Club. Opportunities abound and are taken up by pupils wanting to start their own clubs and societies for their peers and younger pupils.

Many pupils take on responsibilities within the community. Opportunities to undertake voluntary work are offered through the Voluntary Service scheme. Pupils visit local nurseries, primary schools, old people's homes, hospitals and charity shops as well as working with children in specialist schools. This scheme provides a wealth of different experiences and the chance to help the local community. It takes place on a Wednesday afternoon as an alternative to Games. Service to the community is required to fulfil the Duke of Edinburgh Award. To obtain the Award, pupils are required to undertake training and activities which correspond to five elements: Skill, Physical Recreation, Service, Residential and Expedition. The Award can be entered at Gold Level in Sixth Form without any previous experience.

Privileges

Sixth Formers are granted privileges. Upper and Lower Sixth Form Common Rooms and a quiet Study Room are provided for the sole use of Sixth Formers. In the summer months the Sixth Form Quad, which borders the Upper Sixth Form Common Room, is a popular place for chatting and getting ahead with work. The Tuck Shop opens at break to Sixth Formers only, offering a range of snacks. Pupils are granted study periods which increase in number as most pupils concentrate their endeavours on three subjects; the use of which is to be determined by the individual. If a pupil has no timetabled lessons after 1.50pm, they may leave school at this time up to twice a week.

GUIDANCE AND SUPPORT



MEET THE TEAM

The Sixth Form team - from left, Heather Ashton, Head of Upper Sixth; David Stone, Head of Sixth Form; and Katrina Britton, Head of Lower Sixth.

Our students' attainment reflects the investment we make in each young person. We help our students to become responsible, resilient, self-disciplined, reliable and socially aware members of society. Our Sixth Form balances a measure of pupil freedom with a high level of support and guidance, vital at this crucial stage of education.

A Level studies demand that students take a much greater responsibility for their own learning, whilst introducing a degree of specialisation of study which is very different from the broad range of subjects taken at GCSE. In addition, the UCAS application system and the university lifestyle upon which our students will shortly be embarking require considerable personal and intellectual advances. From the outset when all students are inducted into the Sixth Form, the support offered to SGS Sixth Formers is designed to guide them through this transition, increasing their skills and confidence in preparation for university and subsequent employment.

Students have daily access to support from their form tutor. Small tutor groups of around 10 students meet each morning and afternoon. In this way, advice can be sought and problems dealt with as swiftly as possible.

The progress of all Sixth Formers is regularly assessed and reviewed. Half-termly effort grades are issued in addition to twice-yearly reports and a Parents' Evening each year. In the first term of Lower Sixth there is an Information Evening for parents and students, whilst later on in the Lower Sixth year a Higher Education Evening is held. At each stage the Head of Sixth Form, Mr David Stone, along with his Heads of Lower Sixth and Upper Sixth take a close interest in the progress and welfare of every student.

Bursaries

There are Sixth Form Bursaries available which are awarded as laid out in the school's Bursary and Admissions policies. These are available on the school website and further details can be obtained from the Bursary.

Applying to Oxford and Cambridge

For many of our pupils, application to the Universities of Oxford or Cambridge is a realistic course of action. In 2018, 10% of the year group gained places at Oxford or Cambridge. Oxbridge candidates have regular meetings with our Extension Co-ordinators and their UCAS Advisers who guide them through the application process alongside the essential support provided by subject specialists in academic departments.

In addition, they receive preparation for tests, feedback and advice on submitted work, practice interviews and workshops. We encourage Oxbridge candidates and all those applying to very competitive university courses, to take an active interest in developing their knowledge and passion for their chosen subject area and extension sessions can be provided in all departments. The school also organises visits to the universities and events that they run.

"I joined SGS in the Lower Sixth. The best thing about this school has been the support from teachers, with someone always there to help and encourage me, particularly with university applications. I've enjoyed chess club and computing club as well as working as a sound engineer on Godspell - a really good experience which brought people together."

Upper Sixth Form pupil, now beginning his Physics degree at Manchester University after gaining 3 A*s in his A Levels.

A production of Down the Rabbit Hole



UCAS APPLICATION PROCESS



Stockport Grammar School provides a strong and unique support structure for all UCAS applicants. UCAS (University and College Admissions System) is the body dealing with Higher Education courses. Pupils are assigned their own UCAS Adviser who oversees their application.



The application preparation begins, for some, right at the beginning of the Lower Sixth, with teaching staff offering extension sessions and reading lists. An increasing number of institutions are requiring pupils to sit admissions tests and attend interviews. Extra preparation is given for admissions tests where required by our pupils. This includes applications to Oxford, Cambridge and some medical, dental, maths, law and other degrees. Pupils are advised to attend taster courses and seek work experience in relevant areas.



The Voluntary Service opportunities offered at school, as well as the Service element of the Duke of Edinburgh Award, provide pupils with experience which is much valued by universities and employers. The school holds an annual UCAS HE Conference in June where pupils are able to take part in careers talks and presentations by guest presenters from leading universities, staff and Old Stopfordians; as well as beginning their UCAS applications. The school organises a visit to the UCAS Higher Education Convention held in Manchester, where pupils tour exhibition stands hosted by universities and Gap Year organisations.



In the second half of the Summer Term, pupils are asked to begin to draft a personal statement. This is the section of the UCAS form where applicants should be looking to display to admissions tutors their interest, commitment to and passion for the subject they wish to study at university alongside their wider interests, attributes and achievements. This is the best chance applicants have to recommend themselves to a particular university or college.

In the Autumn Term of Upper Sixth, pupils complete their online application form and personal statement. The UCAS Advisers write references using information from form tutors, subject teachers and extra-curricular staff. The reference is attached to the form and the application is sent to UCAS. Teaching staff perform mock interviews for those pupils who will be interviewed by their universities. Professional medics, dentists and lawyers also come into school to help the students prepare for interviews.

In August when the A Level results are published, the Head of Sixth Form and his team, as well as other members of staff, are in school to congratulate pupils but also to help and advise if necessary. All the way through this process, pupils are individually supported by experienced, knowledgeable and caring staff.

"At Stockport Grammar School, pupils are exceptionally well educated."

Latest ISI Full Inspection Report

SOARING STANDARDS

Structure of learning in the Sixth Form

Sixth Formers study four subjects at the start of Sixth Form. A Levels are linear with formal assessment at the end of the two year courses, but our students will sit Prelim, Interim and Trial examinations to ensure they are fully prepared for the final challenge. Our students are not entered for AS Levels. In the Lower Sixth each subject is allocated 10 hours of teaching per 10 day cycle and in the Upper Sixth this increases to 11 hours. Students are expected to spend three to four hours per week outside of lessons on academic work in each subject. This includes homework and extension work such as wider reading. In the Lower Sixth, Wednesday afternoons are for Games or Voluntary Service. As the students make decisions about the subjects they wish to continue with, the number of study periods increases up to six hours per 10 day cycle, which students must organise as they see fit. There should also be time for extra-curricular activities which will help build a strong CV. Students will continue with three or four of their subjects in Upper Sixth. At a point appropriate to each individual student, most will choose to concentrate on the three A Levels they feel will best prepare them for their chosen next steps. We do expect students to have a strong foundation at the end of the Lower Sixth form to automatically progress into the Upper Sixth form. Those students who study three subjects choose to participate in the Extended Project Qualification or the Enrichment Programme (pages 33 & 34).

Young Enterprise National Finalists

Choosing your subjects

Subject choices merit careful attention. Genuine interest, career considerations and ability are the three essentials. Students are advised to consult as widely as necessary before settling on their options. A student's timetable framework is drawn up based on his or her own choices; it is usually possible for our students to study the combination of subjects that they wish. There are particular subjects that are required for entry to certain degree courses. For example, Medicine requires Chemistry and usually Biology (and GCSE Physics). Engineering usually requires Mathematics and Physics. Similarly, there are often specific requirements for Art, Design and Music. However, some degrees have no specific subject requirements. Details of subjects required can be researched using information available from our careers department, university websites / prospectuses and the UCAS website. Competition for places at top universities is fierce. Information on typical A Level grades needed to gain places on university courses can be researched via the UCAS website and university websites / prospectuses. The Russell Group of universities also publishes a list of what they call facilitating subjects meaning that choosing them at A Level leaves open a wide range of options for university study. These are: Maths, Further Maths, English Literature, Biology, Chemistry, Physics, Geography, History, Modern and Classical Languages. More information can be found at their website www.russellgroup.ac.uk. All A Level subjects offered at Stockport Grammar School provide excellent preparation for employment and higher education, but the purpose of Sixth Form at Stockport Grammar School is also to prepare students for life in the broadest possible way. Whatever they study, it is vital that students continue to develop good organisational and time management skills and that they learn to work independently. Employers and higher education alike value such assets enormously.



WORLD TRAVEL AND LIFE OPPORTUNITIES

Co-curricular Opportunities

New extra-curricular opportunities are provided to suit Sixth Formers' broadened horizons and imminent entry to the wider world. These include creating and maintaining a viable business with Young Enterprise – in 2017 our team were national finalists; debating world issues and proposing policy changes at the Model United Nations conferences and month long expeditions to locations such as Borneo, Vietnam, Rwanda, Peru and Bolivia to assist local communities and experience all the country has to offer. Students may apply for a travel bursary, either as an individual or team. The bursary is granted to one successful application each year thanks to the Albert Johnston Award. There is also the chance to get involved with the creation of the Sixth Form Year Book, a book of memories and photos presented to all students on their last day at SGS. In the summer of Lower Sixth, students prepare and perform the Sixth Form Play, which is selected, cast, rehearsed and staged by a team from the year group. The audience of staff and students are always keen to see what results they come up with!

In addition, we offer orchestras and choirs who have performed at locations such as St Mark's Cathedral, Venice; Cologne Cathedral; the RNCM and the Bridgewater Hall alongside players from UK music conservatoires. Sporting opportunities are varied, from recreational activities to competitive tours. Recent school sports tours have included: Barcelona (hockey); Malta (netball and cricket); Italy (rugby) and Australia (cricket). As well as the Sixth Form play, students with an interest in drama, music, lighting and art all contribute to the staging of our regular musical productions. Recent musicals include Annie, Les Misérables, Oliver! and Godspell.

"I've been very involved in sports - swimming, playing tennis and climbing. I've been in lots of musical and drama productions as well as playing clarinet in the school orchestras. I've had a great opportunity - being able to do all these things at the same time as doing my A Levels, and being so well supported. I've particularly enjoyed being given positions of responsibility such as organising the MUN conference and I've really been able to challenge myself. I have loved Sixth Form life."

Upper Sixth Former now studying Medicine at Cardiff University







ART AND DESIGN (ART, CRAFT AND DESIGN AND TEXTILES DESIGN)

At A Level we offer two endorsements: Art, Craft and Design, and Textiles Design. Students are introduced to a variety of experiences that employ a range of media, processes and techniques appropriate to the areas of study they are engaged in. Knowledge of art, craft and design is developed through research, the development of ideas and making, working from first-hand experience and, where appropriate, secondary source material. In each case, the syllabus provides opportunities for exploration and investigation of the subject. For students intending to take an Art and Design, or related, course at university, it is possible to study both endorsements at A Level.

A Level sets in Art and Design usually consist of between eight and twelve students and teaching is divided between two members of staff. We follow the AQA syllabus that 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. While very rewarding, a strong commitment to the subject is important in order to gain fully from the course.

Students are required to complete two components over the two years of the course. The first of these (Component 1) takes the form of a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation must lead to a finished outcome or series of related finished outcomes and must demonstrate an ability to construct and develop a sustained line of reasoning from an initial starting point through to a final realisation. The second (Component 2) in the form of an Externally Set Assignment is completed in the second half of the Upper Sixth Year and includes 15 hours of allocated time following a preparatory period, in which students produce a final piece or pieces. Both components are marked using the same criteria with Component 1 accounting for 60% of the overall mark and Component 2 the remaining 40%.

At the start of the course there are a series of drawing days conducted at sites away from the school studios. Visits to galleries are made periodically and students are encouraged to make full use of both local and national gallery collections. In addition, a residential trip, either in

the UK or abroad, may be offered during the Lower Sixth year. In the Autumn Term all A Level students are able to benefit from a series of life-drawing sessions that help broaden their portfolio.

It is important that students 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 student's ability to discuss their own and other artists' or designers' 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.

The department has enjoyed an enviable reputation when entering work for selection in both local and national exhibitions. There is great benefit to be had in seeing students' work in a formal gallery environment and a number of opportunities exist for this to take place throughout the year.

University

It is by no means the case that only students wishing to follow a course in Art and Design at university should consider the A Level. Its balance of practical, academic and analytical skills are widely transferable and students intending to study courses unrelated to Art and Design find that it successfully complements their other subject choices. That said, many of our Advanced Level students choose to go onto specialist Art and Design courses or to read Architecture at University. The department enjoys a strong reputation for producing candidates that have a thorough understanding of the design process coupled with a high level of technical skill.

BIOLOGY

Studying Biology at A Level helps lay the foundations for further study and careers in biological sciences. It is also essential for pupils wishing to study medicine, veterinary medicine or dentistry.

Biology A Level goes into much more detail than you will have covered at GCSE. It will give you the skills to make connections and associations with all living things around you. Biology literally means 'the study of life' and if that's not important, what is? Being such a broad topic, you're bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers. At Advanced Level we study the AQA Biology specification. This is a two year, linear course with examinations at the end of the Upper Sixth year.

Topics covered

The list below shows the topics you will study

- 1 Biological molecules
- 2 Cells
- 3 Organisms exchange substances with their environment
- 4 Genetic information, variation and relationships between organisms
- 5 Energy transfers in and between organisms
- 6 Organisms respond to changes in their internal and external environments
- 7 Genetics, populations, evolution and ecosystems
- 8 The control of gene expression

At any one time, students are engaged in two separate lines of study, each taught by a different member of staff. Practical work is integrated into the theory lessons where appropriate.

Practical work

Biology, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:

- using microscopes to see cell division
- aseptic technique to study microbial growth
- investigating activity within cells
- investigating animal behaviours
- investigating distributions of species in the environment
- dissection of animal or plant systems (heart, fish gills, leaves)

These practicals will give you the skills and confidence needed to investigate the way living things behave and work. It will also ensure that if you choose to study a Biology-based subject at university, you'll have the practical skills needed to carry out successful experiments in your degree.

Field work

Ecology is studied partly theoretically in the classroom, but largely on a four day intensive field course taught by the Field Studies Council. The A Level course requires pupils to have studied a range of ecological sampling techniques in the field. Attendance on the field course is compulsory for all pupils studying Biology in the Upper Sixth year. The full cost of the four day residential field course is approximately £250.

Exams

There is no coursework on this course. However, your performance during practicals will be assessed. There are three exams at the end of the two years for A Level, all of which are two hours long. At least 15% of the marks for A Level Biology are based on what you have learned in your practicals.

10% of Biology examinations will assess mathematical skills at higher tier GCSE level.

Entry requirements

A Level Biology builds on the work done in GCSE Biology and Maths, so you'll need good GCSE results from both. Written communication is also important and you'll benefit from being a strong writer.

Possible degree options

According to bestcourse4me.com, the top seven degree courses taken by students who have an A Level in Biology are:

- Biology
- Psychology
- Sport and exercise science
- Medicine
- Anatomy
- Physiology and Pathology Pharmacology
- Toxicology and Pharmacy Chemistry

Possible career options

Studying Biology at university can give all sorts of exciting career options, including:

- Clinical molecular geneticist
- Nature conservation officer
- Pharmacologist
- Research scientist
- Higher education lecturer
- Secondary school teacher
- Soil scientist
- Dentist
- Doctor





BUSINESS

Business is a rich and diverse course that will teach you a range of skills and theories needed to help you work and succeed in business. We study entrepreneurship, marketing, finance, business strategy and international business, covering all sizes of business from business start-ups to global, multinational companies. In addition to learning about the internal aspects of businesses, we consider how business is affected by events in the global economy, societal change, political change and technology. Finally, in our study of change management, we consider how businesses evolve and respond to events in an increasingly uncertain 21st century world.

Typical issues we might consider in the course include:

- Why do business start-ups often fail?
- How does a firm decide the best strategy for marketing a product?
- Are employees motivated by financial rewards?
- Do firms such as *BP*, *McDonalds* and *Nestlé* do business in an ethical manner?
- How important is leadership in business success?

Who should do A Level Business?

Business is suitable for a range of students. Whilst the course will not necessarily teach you how to get rich, it is useful for anyone considering starting their own business or pursuing a career in the business world. A Level Business is, in particular, valued by employers because of the practical skills learned on the course. The course is also of value for a wide range of professions including accountancy, law, finance, retail, management or any career that demands an understanding of the wider world.

Good written skills are important, particularly the ability to analyse using business theories. For the accounting and finance components of the course good numeracy skills are important.

The Course

The Business course is split into four themes – Marketing and People (Theme 1), Managing Business Activities (Theme 2), Business Objectives and Strategy (Theme 3) and Global Business (Theme 4). We will cover Themes 1 and 2 in the first year of the course, and Themes 3 and 4 in the second year.

How will I be taught?

We encourage our students to develop as independent learners and critical thinkers, skills essential for university and the world of work. Hence our lessons make 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. In addition, we are a lead-department in the development of the school's online learning environment, SGS Online.

The department also runs a range of extra-curricular activities including Young Enterprise, Student Investor, ICAEW Base Competition and the Royal Economic Society Lectures. In addition, speakers regularly visit the department to enhance the real life application of the subject. There is also an opportunity to take part in an overseas study tour; in recent years we have visited China and Prague.

How is Business assessed?

A Level Business is assessed at the end of the two year course through three two hour exams. You will be examined on marketing, people and global business then on managing business activity and business strategy, finishing with a pre-seen case study investigating a particular market with a theme of the competitive environment.

CHEMISTRY

Chemistry is an exciting, challenging subject to study at A Level and the development of problem solving and thinking skills feature heavily. There is a strong emphasis on developing an appreciation of the general principles and patterns which form the foundation for later studies. Gaining an understanding of the theoretical aspects of chemical behaviour is a prime consideration and this is supported whenever possible by integrated practical work.



We follow the OCR A syllabus. There are three exams at the end of the Upper Sixth year and there is no coursework: Practical skills are assessed by the teacher and reported independently from the A Level grade.

Lower Sixth Year topics include:

- Atoms and Reactions
- Amount of Substance
- Electrons, Bonding and Structure
- The Periodic Table
- Basic Concepts of Organic Chemistry and Hydrocarbons
- Alcohols, Haloalkanes and Analysis
- Energy
- Kinetics
- Equilibria

Upper Sixth Year topics include:

- Further Organic Chemistry including Aromatics, Amines and Carboxylic acids
- Polymers and Synthetic pathways
- Analysis and Spectroscopy
- Kinetics and Equilibria
- Acid base equilibrium, pH and buffer solutions
- Thermodynamics and entropy
- Transition Elements

Practical Work

Integrated practical activities support the theoretical work and build up skill level.

They include:

- quantitative analysis using volumetric equipment
- use of quickfit glassware to carry out organic reactions under reflux or distillations
- TLC and recrystallisation
- use of data logging equipment to measure reaction rates and changes in PH

The department enters teams of students into a number of competitions throughout the A Level years including the Royal Society of Chemistry's Young Analyst Competition and both Upper and Lower Sixth Form Olympiads. There are plenty of opportunities to extend knowledge and thinking beyond the confines of the specification and we organise lectures and visits by external speakers and university staff.

Chemistry is required by a number of university courses, including Medicine, Dentistry and Veterinary Science, and you should check admissions literature carefully. Whilst it is not essential to study A Level Mathematics, a degree of competency with number is required. Whatever your chosen career path, the Chemistry course will improve your problem solving and analytical skills.

A qualification in Chemistry opens doors to a wide range of careers. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied Chemistry at any level; great career opportunities exist both inside and outside the lab. Nobody knows what the jobs of the future will look like, but many of them will be created in Chemistry to solve global challenges such as human health, energy and the environment.



CLASSICAL CIVILISATION

This subject is open to anyone who is interested in the culture of the ancient world, whether or not they have previously studied Classical Civilisation or Latin at GCSE. All topics and texts are studied in English: there is no language requirement. The course is varied but coherent, looking at many different aspects of Greek culture. Through a broad examination of the culture of the Greeks, Classical Civilisation students have a point of reference from which to analyse the culture and society of any other civilisation, up to and including the modern world.

Classical Civilisation combines well with any other humanity or with a language, but has also been enjoyed by students wishing to broaden their choice of subjects. Increasingly, students are continuing their studies of the Classical World at university. Students who may wish to apply for Oxbridge to read Classics should choose both Latin and Classical Civilisation at A Level.

Classical Civilisation can be continued at university with or without the addition of an ancient language. Individual courses offer opportunities to specialise in Literature, Ancient History, Philosophy, Art and Architecture or Archaeology.

Classicists are valued in a wide variety of careers as the subject teaches students how to analyse information and then how to form and express their own opinions.

Topics to be studied in the Lower Sixth:

Homer's *Iliad*

We will read one of the greatest works of Western literature. Set in the last year of the Trojan War, the poem centres on the heroic rage of the Greek hero Achilles, after he is dishonoured by Agamemnon the leader of the army. Achilles abstains from the war, only returning after the death of his closest friend. The poem explores the psychology of war and those caught up in it. The *Iliad* includes some of the most memorable characters from the ancient world; Helen, Paris, Hector, Priam, Odysseus and Ajax.

Invention of the barbarian

The wars between the Greeks and Persians (which included the famous battle at Marathon and the heroic stand of the 300 Spartans at Thermopylae) were a central part of what has come to be known as Classical culture. The Greeks used these victories to develop the first notions of "western" ideology. This topic considers the representation

of the Persians and other eastern races in Greek art, drama and history. A central part of the course is a study of *Medea*: a powerful tragedy concerning an eastern princess and her terrible revenge against the man who wronged her.

Topics to be studied in the Upper Sixth:

Virgil's *Aeneid*

The *Aeneid* is the greatest work of Roman literature. The power and relevance of the poetry are still felt today. The poem centres on the struggles and self-sacrifice of the hero Aeneas who escapes from the smouldering embers of Troy and leads a band of desperate refugees to the shores of Italy. Students will continue to develop their analysis skills and will enjoy forming and arguing their opinions on Aeneas' heroism and the use of the *Aeneid* as political propaganda for the Augustan regime, as well as considering many other key themes.

Love and Relationships

The poets and thinkers of the ancient world were just as fascinated and puzzled by love as we are today. The ethics involved in ancient relationships were complex and fiercely debated. The views of philosophical thinkers such as Plato and Seneca are examined and we consider how relevant their philosophy was to their world and ours. The topic also includes a study of how sexual relationships are represented by Sappho, a rare female voice from the ancient world, and the Roman poet, Ovid.

We will be following the OCR syllabus. No coursework is set in this subject.

AQA PRODUCT DESIGN (3D DESIGN)

The Product Design course offers a considerable breadth of experience for students who have studied Product Design, Resistant Materials or Graphic Products at GCSE. The course provides wide ranging opportunities from creative design to aspects of manufacturing, industrial and commercial practice. It allows them to continue their studies to Advanced Level, possibly leading to the study of a variety of courses at university such as Engineering, Industrial Design, Graphic Design or Architecture.



Graphics is an integral part of any Design and Technology course. In Product Design it is important that students communicate their thinking clearly and represent their ideas graphically. This section can however be expanded to provide opportunities for more graphically orientated coursework but it must be noted that all project work requires a three dimensional outcome. The A Level will require students to demonstrate a practical and theoretical understanding of maths and science to support decisions made in the processes of designing and making.

Subject content is split into two areas:

- Technical principles
- Design and making principles

Technical Principles

The technical principles section of the course involves the students studying a variety of materials to understand the working characteristics, physical properties, cost and availability that influence the choice of materials in design situations. They will develop a broad knowledge of the manufacturing systems used to make and finish materials used in the production of commercial products. The use of ICT in a commercial environment will form an important part of the course.

Designing and Making Principles

Students will carry out a critical appraisal of a range of products to develop an understanding of how materials and components are used in their manufacture. They will study broader perspectives of the designed world such as the environmental sustainability of products,

ergonomics and anthropometrics, inclusive design and consumer safety. Students will study major developments in design and technology, including the work of professional designers and design movements, the life cycle of products, the influence of design and technology in society, the marketing function, safety legislation and quality control and assurance.

Paper 1 focuses on the technical principles of the course and is assessed by a written examination which is 2.5 hours long and worth 30% of the A Level. The examination will consist of a mixture of short answer and extended response questions.

Paper 2 focuses on the designing and making principles and is assessed by a written examination which is 1.5 hours long and worth 20% of the A Level. The examination will consist of two sections. Section A will involve the students analysing existing products. Section B focuses on the commercial manufacture of products.

The NEA is the new term for what for what was previously known as coursework. It will require the practical application of both the Technical principles and Designing and Making principles. It will be assessed by the students designing and manufacturing a substantial project consisting of a design portfolio and a made outcome. The NEA is worth 50% of the A Level.



ECONOMICS

Economics is an exciting and dynamic social science which examines how individuals, governments and societies make choices from scarce resources. It is used to analyse a range of problems from local to international level including food and energy prices, food and fuel poverty, the financial crisis of 2007-08, inflation, the current crisis in government finances, international trade and development. While having many practical applications, Economics is nonetheless a theoretical subject in which we study models of price determination, market structure and national equilibrium analysis.

In Economics, we ask questions such as:

- Should the government be cutting its spending?
- Should the government tax unhealthy foods?
- Should university students pay tuition fees of £9,000 per year?
- What should economists do about traffic congestion?
- Should commercial banks ever be allowed to go bankrupt?

Who should do A Level Economics?

Economics teaches you how to analyse and think logically. So, while it has obvious applications to business and working in the public sector, it is also a natural complement to Maths and Science subjects. It requires students to analyse data and manipulate diagrams so it is suited to students who can think in a logical, scientific manner. We suggest in most cases a grade '7' or above in GCSE Maths as a requirement for students wanting to study this subject.

The Course

The Economics course is split into MicroEconomics and Macroeconomics. In Micro, we consider the specifics behind why different economic agents behave the way that they do, focusing specifically upon issues such as Labour Markets, Market Failures and Market Structures. In Macro, we consider the bigger picture and explore how changes in one macroeconomic objective may impact on many other areas of the economy.

How will I be taught?

We encourage our students to develop as independent learners and critical thinkers, skills essential for university and the world of work. Hence our lessons make 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. In addition, we are a lead-department in the development of the school's online learning environment, SGS Online.

The department also runs a range of co-curricular activities including Young Enterprise, Student Investor, ICAEW Base Competition and the Royal Economic Society Lectures. In addition, speakers regularly visit the department to enhance the real life application of the subject. There is also an opportunity to take part in an overseas study tour; in recent years we have visited China and Prague.

How is Economics assessed?

Assessment will be at the end of the two year course and is comprised of three exams, each of two hours duration. You will complete papers in microeconomics, macroeconomics, and a broader themes in economics paper. There is no coursework option.

ENGLISH LITERATURE

Our main aim is to encourage and recognise each individual's ability to delve deeply into novels, plays and poems. A Level English Literature students will engage in active debate about the texts' literary, historical, philosophical or theatrical significance through a consideration of different critical perspectives and possible layers of meaning. Students are encouraged to enact the texts in class and to produce presentations for their peers. We encourage each class member to read widely so that they can express and develop creative and independent opinions about the texts they are studying and the 'unseen' material they encounter. Reading a wide range of imaginative works enables students to gain skills and aptitudes which can be transferred to a vast range of future employment contexts and will help them to reflect on their life experiences.



Course Content

Students will study a range of prose, poetry and drama texts in depth, including at least one of Shakespeare's plays and a post-2000 work. They will also respond to 'unseen' material and will be asked to make connections between texts. Unlike IGCSE, students can bring most of their texts into the examinations.

Students are prepared for the AQA A Specification. This consists of:

Component 1: Love Through the Ages
Three hour exam (closed book for *Othello* only) 40%

Othello, *The Great Gatsby* and a poetry anthology are studied. There is also a requirement to compare two 'unseen' love poems.

Discussion will focus on the ways that texts from different times can be connected through the theme of love. Jealousy, betrayal, sexual politics and gender roles are key themes.

Component 2: Modern Times: Literature from 1945 to the present day
Two and a half hour exam (open book) 40%

A modern prose text such as *The Handmaid's Tale*, Owen Sheers' poetry and *A Streetcar Named Desire* are studied. The examination will also include an unseen extract. The examination questions will invite candidates to explore the ways in which modern and contemporary literature has engaged with some of the climactic social, cultural, political and personal issues that have shaped our lives.

Issues about race, the impact of the war and post-apocalyptic fears are considered, alongside some explosive, controversial texts.

Component 3: Texts Across Time
non-exam assessment (coursework) 20%

Two linked texts of candidates' choice are compared. At least one text must be written before 1900 and the texts must be by different writers. Different critical views and opinions are debated (2,500 words). Pupils can write their own essay title. Texts such as *A Clockwork Orange*, *The Bloody Chamber* and *The Picture of Dorian Gray* have been popular choices.

Study Visits

Regular theatre visits make an important contribution to the course. They help students to respond to the plays that we study in school and provide a wider sense of the qualities of drama. In the Sixth Form, the department organises a residential study visit to Stratford-upon-Avon which involves seeing plays by the Royal Shakespeare Company.

Requirements

English Literature A Level demands analytical and essay-writing skills. Students will learn to read with understanding and a feeling for style, tone and purpose. They will also become experienced in arguing a case clearly and concisely.

Our course provides a base from which pupils could take their study of literature further, but the skills and the qualification gained will be of value whatever subsequent course a student follows. Top universities consider English Literature an academically rigorous facilitating subject as it demonstrates excellent communication skills and the development of critical and analytical thought. Essentially, we hope to promote enjoyment of ground-breaking literature.

The study of English Literature in the Fourth and Fifth Years provides a sound basis for A Level. Above all, it is vital that students who wish to take the subject enjoy reading.



FRENCH

This is a new A Level specification. Some of the topics will already be familiar to you from IGCSE but you will be studying them in greater breadth and depth.

Topics in Lower Sixth will include family, the 'cyber-society', French culture, music and cinema and in Upper Sixth we study, amongst other things, multiculturalism, immigration and politics. We also study literature (see below) and French film. The current film studied in Lower Sixth is *Intouchables*, the story of a friendship between a disabled businessman and his immigrant carer and in Upper Sixth we study *La Haine*, an iconic film dealing with life in the troubled suburbs of Paris in the late 1990s.

The IGCSE course is excellent preparation for A Level and you will find that the skills you have learnt will give you a strong foundation for success at A Level.

Will I enjoy A Level French?

- Are you looking for an A Level subject which is highly regarded by the most competitive universities?
- Do you need a subject which will complement the Science or Arts subjects which you wish to take for A Level?
- Do you want to be able to communicate effectively with people in French-speaking countries?
- Are you interested in learning more about French culture?
- Do you like discussing current affairs?
- Do you like expressing your ideas and opinions in general?
- Do you want to do a subject which can be combined with many other disciplines at degree level?
- Are you considering a career related to languages or working abroad?
- Are you doing well in French at the moment?
- Do you relish a challenge?

If your answer to all or most of the above questions is 'yes', then French could well be a good choice for you. As for enjoyment, remember the more you put into your work, the more you will get out of the course.

What about literature?

All of the new MFL specifications include the study of literature, which is something we welcome. We feel that literature is an important part of French culture - it is, after all, the language in its purest form. We want our pupils to feel confident about accessing the language and culture in different ways and so we begin by looking at literary extracts towards the end of Lower Sixth. In the second year of the course, we study one of the

most important works of 20th Century world literature: *L'étranger* by Camus. For most people, studying French at A Level is the first time they have encountered literature in another language and it often turns out to be the most rewarding part of the course. Being able to read a novel in another language shows, amongst other things, agility of mind and perseverance, qualities which prepare pupils well for their studies in general.

What materials will I be using?

We use a wide range of authentic sources, written and recorded, central to which will be the course book, *Elan*. You will also use texts taken from the internet as well as watching excerpts from French films. Thorough revision and consolidation of grammar is built into the course. You will be given practice with examination-style questions too. You will have a password for the website *Kerboodle* (which focuses exclusively on our exam board's topics and key skills) which you can use independently at home or in lessons.

What about spending time in France?

We organise a work experience trip to France; a week in Armentières, near Lille is planned for 2019. Students stay with host families and are fully immersed in the language. During the day, they work in a variety of businesses, such as cafés, bakeries and nursery schools. This is an excellent experience in itself, as well as providing evidence of initiative and resourcefulness for university applications.

How will my work be assessed?

Students beginning French in the Sixth Form in September 2018 will sit the AQA A Level exam in June 2020. Progress will be assessed internally throughout the course. As the classes are small, there are lots of opportunities to practise your language skills, receive help and improve. At the end of the Upper Sixth, you will take three examinations: Paper one will test listening, reading and writing skills, Paper two involves two essays (on the film and text studied in Upper Sixth) and Paper three is an oral test in which you will have the opportunity to discuss a topic of your own choosing, researched independently.

Assistants

Sixth Form students attend regular oral practice sessions in small groups with the French Assistant. This is an excellent opportunity to practise the language with a young native speaker.

GEOGRAPHY

A Level Geography aims to develop an appreciation of the dynamic nature of the subject. This is achieved by a knowledge and understanding of physical and human processes, their interactions and outcomes over both space and time, through the study of places and environments. The course focuses on themes central to an understanding of our changing world. A broad division between physical and human geography is made and each student will be taught by members of staff who are specialists in their field.



The new Edexcel A Level course is linear, meaning it is taught over two years before three final exams are taken. The first paper will examine the physical geography studied in Lower and Upper Sixth, whilst the second paper will examine the human geography studied in Lower and Upper Sixth. Both papers are worth 30% of the total A Level. The third exam is a synoptic paper which tests students' ability to draw geographical conclusions from a combination of physical and human geography data and their own understanding. This paper is worth 20% of the A Level. Students will also undertake an independent geographical investigation which is worth 20% of the final mark.

Lower Sixth

The first year of teaching will study both human and physical geography. Physical geography will focus on tectonics, exploring the causes and distribution of tectonic hazards before considering the impact and management of such hazards. The physical geography course then moves on to look at coastal environments, beginning with coastal processes and landforms before exploring the impacts of coastal erosion and sea level changes and how such challenges can be managed.

Human geography begins by studying globalisation, exploring what it is, what drives it and how it has affected people and places across the world. The second major human geography topic is called Regenerating Places and examines why different places vary demographically and socio-economically before considering how places can be redeveloped and regenerated and the challenges involved in this process.

Students will also undertake both physical and human fieldwork as part of their preparation for their independent geographical investigation. The physical geography fieldwork will be a three day trip that focuses on coasts. At the time of writing, the provisional cost of this trip will be around £335 and will take place on the Holderness Coast, Yorkshire over 4 days. The human geography fieldwork will involve one or two day trips to explore the regeneration projects of Manchester. Students will have the option of using either the coastal or regenerational fieldwork as the basis for their compulsory independent geographical investigation.

Upper Sixth

The teaching content of Upper Sixth builds upon the topics studied in Lower Sixth. Physical geography will begin by studying the water cycle and water insecurity, examining natural water systems at a range of geographical scales before considering the implications of uneven water distribution and challenges of managing this. The second major area of study will be the carbon cycle and energy insecurity, which focuses on the mechanics of the carbon cycle and the impact of human energy consumption. The course concludes by considering the human impact on both the water cycle and the carbon cycle and how this affects global climate change. Human geography starts by studying established and emerging superpowers, their global, political, economic and environmental impacts and considering how these impacts may change over the coming decades. The second major area of study examines issues surrounding migration, national identity and sovereignty.

Resources

Whilst in the classroom, learning is enhanced by a wide range of audio-visual equipment, together with the latest case study material and a wide range of new textbooks. Students are also encouraged to use the Geography section within the library and learning resource centre to broaden their knowledge of the subject. The role of IT is one which is expanding within the subject.

In addition to the fieldwork opportunities provided as part of the course, the department has organised a number of UK and foreign tours, with Iceland, The Azores, Yorkshire and Manchester as recent destinations.

Sixth Form Geographers are encouraged to join the Manchester Geographical Association and frequent trips are organised to attend lectures at the University of Manchester.



Pupils explore the city of Berlin.

GERMAN

This is a new A Level specification. Some of the topics will already be familiar to you from IGCSE but you will be studying them in greater breadth and depth.

The areas of study include family, marriage and relationships, the digital world, German culture (festivals, art and the importance of the capital Berlin), multiculturalism, politics and German re-unification. The IGCSE course is excellent preparation for A Level and you will find that the skills you have learnt will give you a strong foundation for success at A Level.

How does the course develop over the two years?

We cover language and cultural topics over the two years and in addition to this we study film and literature. Studying German literature and film is new to most Sixth Formers and so we tackle each aspect gradually, allowing lots of time for understanding and discussion. In Lower Sixth, we look at extracts from the play *Der Besuch der alten Dame* and the film *Das Leben der Anderen*, set in the former East Germany. The study of this fascinating period in German history is an important part of the A Level course. In Upper Sixth we study the film *Goodbye Lenin* which is insightful and funny in equal measures and deals with life in the DDR after the fall of the Berlin wall. *Die Verwandlung*, our Upper Sixth novel and one of the most famous works ever written in German, tells the story of Gregor Samsa who wakes up one morning to discover his life has taken a most unusual twist. Throughout the course, there are opportunities to discuss, debate and express your opinions in German. There is also the opportunity to research an area of interest which forms part of the A Level oral test. Weekly lessons with the German assistant allow for consolidation of lesson work and also help to develop your spontaneity and conversational German. At A Level you broaden your skills in the language: as well as developing your listening, reading and writing skills, we introduce you to translating into and from the language.

What materials will I be using?

We use a wide range of authentic sources, written and recorded, central to which will be the course book *Zeitgeist*. You will also use texts taken from the Internet as well as watching excerpts from German films. Thorough revision and consolidation of grammar is built into the course. You will be given practice with examination-style questions too. You will have a password for the website *Kerboodle* which you can use independently at home or in lessons.

What about spending time in Germany?

We organise an annual cultural visit to Berlin, which allows pupils to practise their language skills and see at first hand this famous city which provides the setting for the films which we study. The culture of Berlin is also studied in depth in Lower Sixth and the trip helps to consolidate this.

How will my work be assessed?

Progress will be assessed throughout the course. As the classes are small, there are lots of opportunities to practise your language skills, receive help and improve. There will, of course, be mock examinations too, the first of which will take place in the January after you begin your A Level studies. At the end of the course, you will take three examinations: Paper One will test Comprehension (listening, reading and translation into English), Paper Two will test Writing (two essays - one on the film and one on the novel) and Paper Three is an oral test, consisting of discussion of your research project and another topic.

Will I enjoy A Level German?

- Are you looking for an A Level subject which is highly regarded by the most competitive universities?
- Do you need a subject which will complement the Science or Arts subjects which you wish to take for A Level?
- Are you interested in learning more about German culture?
- Do you like discussing current affairs?
- Do you like expressing your ideas and opinions in general?
- Do you want to do a subject which can be combined with many other disciplines at degree level?
- Are you considering a career related to languages or working abroad?
- Are you doing well in German at the moment?

If your answer to all or most of the above questions is 'yes', then German could well be the perfect choice for A Level! The course is stimulating and interesting and will launch you well on your way to fluency in the language.

Assistants

Sixth Form pupils attend regular oral practice sessions in small groups with the German Assistant. This is an excellent opportunity to practise the language with a young native speaker.

HISTORY

The A Level course is linear with examinations taking place at the end of the two years. This gives the opportunity to study periods of History in greater depth and to use a wider range of materials. The new examination provides a broad and coherent course of study over a 200 year period. Students will have the opportunity to gain an understanding of the role of individuals in history and the nature of change over time. History can be studied in combination with any other subject and no prior knowledge is required.

The A Level is fully linear with exams at the end of the two year course. However, there is an historical investigation which will be completed over the course of one year's independent study. The A Level has an English, European and North American element in order to provide the widest possible study of the past. All students are issued with a good selection of books and there is access to further reading either from the department or from the Library.

The AQA course

The taught course is divided into two parts, both with an essay and source or extract work paper, examinable at the end of the two year course.

The Breadth Study looks at Tsarist and Communist Russian History over a hundred year period between 1855 and 1964. The first part of the course looks at Russia under Tsars Alexander II and III and their use and reliance upon autocratic government. The reign of the last Tsar Nicholas II is a particular focus of the course in the Lower Sixth year. As well as political developments in Russia, we also investigate the social and economic changes, including rapid industrialisation in the late nineteenth century and the impact of the Great War on Russia. Interpretations of the Russian revolutions of 1917 are a vital part of the course. In the Upper Sixth, we move into the soviet period of Russian history and look at the communist consolidation of power under Lenin, the establishment of Stalin's dictatorship and the emergence of the soviet state as a super power by the outbreak of the Second World War. Stalin's use of terror and his industrialisation of Russia are key areas of study. The course is completed with the rule of Khrushchev and we assess the state of the Soviet Union in 1964.

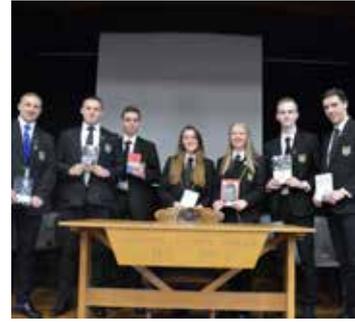
The Depth Study looks at English History between 1625 and 1660. The background to the course is the reign of James I. We then investigate the character and rule of Charles I, his belief in the divine right of kings and his attempts to rule without parliament. The origins of the Civil War and the conflict itself will present a particular focus for our study of this vital and interesting part of English History. The war led to the emergence of a new political and social movement. We move on then to look at the capture, trial and execution of Charles I, which remains enormously controversial and there are many documents to study. The final part of the course will look at the rule of Oliver Cromwell and the restoration of the monarchy.

The third component of the new A Level is made up of the Historical Investigation or NEA. Preparation for the essay will start at the end of the Lower Sixth year and it constitutes an opportunity for students to investigate a contentious question in History using primary and secondary evidence in great depth. Students will decide the actual question they want to answer.

The area we will focus on is The American Revolution and the founding of the United States and American Civil Rights 1865 to 1980. The personal study is submitted at the end of the Upper Sixth and constitutes an essay of about 4000 words.

The Department

The History department is housed in the Woodsmoor Building and each classroom has access to all multi-media equipment. The department organises attendance at conferences throughout the two year course, where students have the opportunity to listen to academics from prestigious universities talk about our subject. There is also an annual trip to the Houses of Parliament in London. Sixth formers have also participated in our trips to America, Russia and Germany, as well as the annual Battlefields trip.



The award winning SGS Historian editorial team.



LATIN

This subject is open to all who have studied the subject at GCSE. The essence of the course is the development of the ability to read original Latin texts and analyse their presentation of the authors and of the Roman world. Students will have the opportunity to give a personal response to the poetry and prose which they study.

Latin is universally respected by universities and employers as a thorough intellectual examination. The subject combines well with any Modern Language, but also with Humanities subjects (particularly Classical Civilisation) and English. It is also profitably studied in conjunction with scientific courses to provide the broad curriculum base sought by universities.

Latin can be continued at university as part of a Classics degree, or in conjunction with a Modern Language. Increasingly, pupils are continuing their studies of the Classical World at university. Students who may wish to apply for Oxbridge to read Classics should choose both Latin and Classical Civilisation at A Level.

The subject is divided into three key areas:

Translation from Latin to English

Students will build on the work which they have done at GCSE. Their vocabulary will be broadened and they will gain a deeper understanding of grammatical structures. Such are the demands of GCSE Latin that pupils will have covered most of the constructions which they need for A Level by the time they have finished the GCSE course.

Translation from English to Latin

This will be a relatively new skill to the students although it will build on the English to Latin work done lower down the school.

Analysis of Ancient Literature

Students will develop the analytical skills gained in the GCSE course. They will learn to analyse critically the literary style, characterisation, argument and literary meaning of two chosen set texts.

Prose: we will be studying one of Cicero's speeches. Cicero is a powerful and occasionally amusing legal orator.

Verse: we will be studying *The Aeneid* by Virgil, the celebrated Roman epic which describes the journey of Aeneas from the ashes of Troy to Italy.

We will be following the OCR syllabus. No coursework is set in this subject.

MATHEMATICS

Success in Mathematics is dependent on a high standard of proficiency in algebraic techniques and so we recommend that prospective candidates are expecting to attain a grade 7 or above at GCSE and that their algebraic skills are particularly sound. The A Level course is demanding and requires consistent application from Sixth Form students.

Mathematics

Pure Mathematics continues developing the algebra, calculus, geometry and trigonometry studied for GCSE.

A Level Mathematics consists of Pure Mathematics, Mechanics and Statistics.

A Level Mathematics is an interesting course in itself but it is also generally regarded as a very useful support for other subjects. Physicists and Economists find certain techniques in Pure Mathematics essential to their course and Mechanics is also studied in Physics although it is given a slightly different treatment. Subjects such as Geography, Biology, Chemistry, Psychology and Business Studies make varying use of statistical techniques.

Further Mathematics

The greater depth of the Further Mathematics syllabus benefits those who wish to study Mathematics as a discipline in its own right beyond A Level and this may be required by the top universities. Some related courses e.g. Engineering, Physics and Economics at the most competitive universities also prefer applicants to have studied Further Mathematics.

To study Further Mathematics we recommend that prospective candidates are expecting to attain a grade 8 at GCSE and have performed consistently highly over the last two years. Although not in any way essential, prospective candidates would benefit from having studied qualifications such as GCSE Further Mathematics.

A Level Further Mathematics consists of Further Pure Mathematics and Statistics topics which continue the subject to greater depth.

The combination of Mathematics and Further Mathematics is a fine preparation for many future courses, such as Law, Philosophy, Management and Engineering, and is a preferred requirement to study Mathematics, Economics, Natural Sciences and ICT at the most prestigious universities. Medicine does not require Further Mathematics A Level.

At a time when most students spread their studies thinly, to be a specialist in such a logical discipline as Mathematics is a particular distinction and such candidates are in great demand in business and industry.



The National Cipher Challenge winning team.



MUSIC

The Edexcel Syllabus is followed. Aspiring A Level musicians require a good ear, sound practical skills and an inquisitive musical mind reflected in wide performance and listening experience outside lessons.

Component 1: Performing (30%)

- A recital performance of one or more pieces
- Performance can be playing or singing solo, in an ensemble, improvising or realising music using music technology
- Total performance time of eight minutes
- Approximate standard requirement is Grade 7 although lower grades of performance are possible

Component 2: Composing (30%)

- Two compositions, one to a brief set by Edexcel and one either free or also to a brief
- One composition must be from a list of briefs assessing compositional techniques. These include Bach chorale harmonisation, two-part counterpoint, arrangement and remix
- Total time across both compositions of at least six minutes

Component 3: Appraising (40%)

A written paper in the summer term which is comprised of:

- i) Listening questions based on aural extracts from set works which have been studied in class.
- ii) Analytical and comparative questions based on set works which have been studied in class as well as unseen pieces. Set works are taken from the following areas of study: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and New Directions.

Stockport Grammar School provides exceptional musical opportunities for every student. We offer a diverse and inclusive programme of activities, through our curriculum and extensive co-curricular programme. All pupils are given the opportunity to learn instruments with an outstanding team of music staff.

In addition to being inclusive, we aspire to the highest level of elite music-making in our choirs, bands and orchestras. We have a significant number of pupils that have attained grade 8 and beyond. Many of our pupils also participate in regional and national music ensembles and at the Junior Royal Northern College of Music. A large number of former pupils have gone on to study Music at Oxbridge, UK conservatoires and other leading universities and pursue successful careers in music.

The activities on offer are intended to provide access for all pupils, including total beginners, in all areas of music and also pathways into music careers for those with outstanding ability.

PHILOSOPHY

In its most literal sense, philosophy means the love of wisdom. It is an attempt to understand the world, and our place in it, through a well-structured, critical analysis of the fundamental assumptions and concepts that are taken for granted in everyday thinking.

What is Philosophy?

Although philosophers are often interested in abstract questions concerning the nature of reality, how we can ever be said to know anything and the kinds of things we should value, the answers that are given to these questions are likely to have a direct impact upon what we believe and how we subsequently live our lives. For example, if I think that my mind and body are one and the same thing and can defend my belief through rational argument then surely this will have an effect on how I live my life? In Philosophy, we explore such questions and examine the answers that have been given to them by some of the greatest thinkers, including Aristotle, Descartes, Hume, Kant and Wittgenstein.

What topics are taught at A Level Philosophy?

Students follow the AQA Philosophy syllabus. In Lower Sixth, students will study issues relating to knowledge and reality, where philosophers ask questions such as 'How do we know anything?' and 'Is the way that the world appears to me the way that it is, in-itself?'. Students will also tackle central questions in the Philosophy of Religion, such as 'Can we demonstrate the existence of God through rational argument?' and 'Are there compelling arguments against the existence of God?'. In Upper Sixth, students explore key themes in the Philosophy of Mind concerning the nature of consciousness and the relationship between mind and body, as well as Moral Philosophy where ethical theories such as Utilitarianism, Deontology and Virtue Ethics are applied to contemporary moral issues.

Assessment

The course consists of 100% external assessment. There is no coursework element. Students will take two, three-hour examinations at the end of the Upper Sixth. Paper 1 - Epistemology and Moral Philosophy and Paper 2 - Metaphysics of God; Metaphysics of Mind.

Where to next?

Training in Philosophy develops the ability to think clearly and reason logically, to expound and evaluate arguments, to reject facile assumptions and search for coherent principles of thought and action. As such, Philosophy is a subject that combines well with all academic disciplines. It is highly respected by the top universities and employers as it is seen to aid the development of these key analytical and critical thinking skills. 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 higher education and beyond.

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.





PHYSICAL EDUCATION

Physical Education at A Level will allow you to incorporate a broad base of academic study with an appreciation of how theory can be applied to practical situations.

The combination of physical performance and academic challenge provides an exciting opportunity. You can perform and then through the academic study gain the knowledge to improve your and others' performance or coaching through application of the theory.

You will learn the reasons why we do things, why some people outperform others - mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport. You will receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base on which to build when you move on to higher education, employment or further training.

Students will have the opportunity to develop a wide-ranging set of key skills, including communication using appropriate language, dealing with pressure, split-second decision making, interpreting and analysing data, as well as analysing and evaluating performance so improvements can be made.

A Level PE includes the compulsory study of: Applied Anatomy and Physiology, Exercise Physiology, Biomechanical Movement, Skill Acquisition, Sports Psychology, Sport and Society and the Role of Technology in Physical Activity and Sport. Alongside this are the skills of PE which are examined via the NEA component on performance.

Component 1 - Physiological Factors Affecting Performance (30%)

This group of topics focuses on key systems of the human body involved in movement and physical activity. Candidates will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities and during recovery. Application of this theoretical knowledge will enable candidates to understand how changes in physiological states can influence performance in physical activities and sport. Candidates will be expected to be able to interpret data and graphs relating to changes in these body systems during exercise of differing intensities and during recovery.

Component 2 - Psychological Factors Affecting Performance (20%)

This component focuses on the psychological factors affecting physical activities and sports, including: models and theories that affect learning and performance in physical activities; how different methods of training and feedback work and why their effectiveness differs from person to person; group dynamics and the effects of leadership and stress on performers. Through the study of this component, candidates will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual's personality therefore assisting in developing practical performance in physical activities and sports.

Component 3: Socio-cultural and Contemporary Issues (20%)

This component focuses on the sociological and contemporary factors that influence and affect physical activity and sport for both the audience and the performer and how sport affects society. It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain. The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. The ever-evolving modern technology and its influence on sport performers and spectators will be understood and practical examples will be used by candidates to show the effect of modern technology.

Component 4: Performance within Physical Education (30%)

Learners will be required to undertake two parts within this component. Part 1: Performance/coaching of a sport or activity from the approved DfE list. Part 2: The Evaluation and Analysis of Performance for Improvement (EAPI) of a sport or activity from the approved DfE list. This does not have to be the same sport or activity that was undertaken in part 1, although it can be. Learners will identify and justify the major area of weakness within the performance to prioritise for improvement and will propose a long term development plan to improve the area of performance identified.

PHYSICS

Our Physics A Level course aims to develop students' knowledge and understanding of a wide range of Physics topics whilst developing their practical and ICT skills. We also aim to instil in students a lifelong interest in following the constant developments in Physics theory worldwide.



Through the Physics A Level course candidates develop their ability to learn independently, in addition to enhancing their analytical, research and communication skills.

The content is motivating and the student text books are full colour, clear and inspiring. The resources within the department are extensive and all Sixth Form laboratories are fully equipped with computing facilities.

The material covered includes the traditional favourites in Physics as well as additional areas of Physics that will be new and exciting for our A Level students. The topics include:

- Quantum Physics: students will explore evidence of light behaving as a particle and will be introduced to the photon model to explain observable phenomena
- Nuclear Physics: this includes evidence for the existence of the nucleus and smaller subatomic particles, radioactive decay, nuclear energy, fission and fusion processes and the use of $E = mc^2$
- Special relativity
- Aspects of Cosmology
- Particle Physics including antimatter
- Magnetic, electric and gravitational fields
- Forces and motion including Newton's laws, the use of vectors, kinematic equations, parabolic motion, circular motion and momentum
- Materials and their mechanical properties including the calculation of stress, strain and Young modulus
- Electricity including potential divider circuits and capacitors
- Waves including diffraction of waves, polarisation, interference and standing waves
- States of matter including the gas laws, kinetic theory and specific heat capacity

The Sixth Form experience also includes an annual trip to CERN in Geneva for those who would like to visit the world's biggest Physics experiment. In preparation for this, students learn about the use of electric and magnetic fields in particle accelerators and about the most up to date results from current research in particle physics.

We also offer a trip to visit the Kennedy Space Centre in Florida once every three years. This is an exciting opportunity to see how Physics is used in the fascinating context of the NASA Space Programme.

The department runs extension lessons for Lower Sixth students from January to May and for the Upper Sixth during Autumn Term. These are for students wanting to delve deeper into the subject. Extension classes are also offered to Engineers looking at topics related to Mechanical, Electrical and Civil Engineering.

Revision classes run for both year groups from February until May to help students to prepare for their exams.



PSYCHOLOGY

Psychology has become integral to an understanding of our society. Its ramifications extend to sport, education, health, crime and personal development.

Modern Psychology has its roots in philosophy but has moved away from an armchair stance to a 'hands-on' approach which aims to observe and measure human nature objectively through experimentation and logical inference.

One of the first lessons in Psychology aims to instil in students the difference between common sense Psychology, based on personal anecdote, and academic Psychology, based on theory and research. The Psychology that we study can be described as the scientific study of human behaviour, emotions and mental processes; it is essentially about people and why they behave as they do and it is uniquely challenging as, unlike other disciplines, we are actually studying ourselves.

The department follows the AQA specification which raises the profile of Psychology as a practical way of investigating human behaviour. The course reflects this in its emphasis on conducting research in the real world and relating Psychology to everyday life.

First Year of the course

The first year of the course introduces pupils to a variety of elements of Psychology; providing a sound grounding in the subject.

The course includes the following:

- Cognitive Psychology concentrates on ways in which people use their memories, exploring the reliability of memory in eyewitness testimony.
- Developmental Psychology focuses on the development of attachments in humans and the impact these can have on adult behaviour.
- Research Methods provides pupils with the skills to carry out their own psychological experiments.
- Social Psychology analyses how the presence of others affects our thoughts, feelings and behaviour and includes the study of conformity and obedience.

- Psychopathology addresses the questions 'What is abnormality?' and 'Why do people develop abnormal behaviour patterns?'. There will be an in-depth look at both phobias, depression and OCD.
- Approaches in Psychology provides pupils with an introduction to many of the main theories that are used to explain human behaviour, including the Behavioural, Psychodynamic and Biological approaches.

Second Year of the course

The second year of the course will develop the ideas covered during the first year, but introduce more depth of study in other areas of the course.

Possible topics to be covered include:

- Relationships which considers the way in which relationships are formed, maintained and might end.
- Forensic psychology where both biological and psychological explanations of offender behaviour are explored and the most appropriate ways to deal with offending behaviour and reducing recidivism rates are analysed.
- Schizophrenia will look at the clinical characteristics and possible causes, both biological and psychological of the disorder.

Psychology is a useful subject that gives students the opportunity to learn how to analyse arguments and evidence, test hypotheses and make informed judgements – all skills valued by Higher Education institutions and employers. These skills are developed throughout the course allowing pupils to appreciate the scientific nature of the subject.

As part of the course pupils are offered the opportunity to attend A Level Psychology Conferences where they can enjoy a day of lectures by well-known researchers and writers in the field of Psychology.

RELIGIOUS STUDIES: PHILOSOPHY AND ETHICS



Religious Studies is a rigorous academic subject that encourages students to develop an interest in the study of religion and belief and how it relates to the wider world. In addition to gaining an in-depth knowledge and understanding of religious beliefs and practices, students are required to critically examine traditional religious, philosophical and ethical theories in an attempt to understand and challenge conventionally accepted wisdom.

Religious Studies aims to develop students' appreciation of religious thought and its contribution to the individual, communities and society. Through the systematic study of religious, philosophical and ethical issues, students are encouraged to adopt an enquiring, critical and reflective approach to both the study of religion and to their own values, beliefs and attitudes.

What does the course consist of?

Students who opt for Religious Studies will be required to demonstrate knowledge, understanding and skills in two broad areas: Philosophy of Religion & Ethics and Study of Religion. Both components will be studied from the perspective of one major World religion, either Christianity or Buddhism.

Component 1: Philosophy of Religion & Ethics

Section A: Philosophy of Religion

- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death.

Section B: Ethics and Religion

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant.

Component 2: Study of Religion

Section A: Study of Religion

- Sources of wisdom and authority
- God/gods/ultimate reality
- Self, death and the afterlife
- Good conduct and key moral principles
- Expression of religious identity
- Religion, gender and sexuality
- Religion and science
- Religion and secularisation
- Religion and religious pluralism.

Section B: The dialogue between philosophy of religion and religion.

- How religion is influenced by, and has an influence on philosophy of religion in relation to the issues studied.

Section C: The dialogue between ethical studies and religion.

- How religion is influenced by, and has an influence on ethical studies in relation to the issues studied.

Assessment

The course consists of 100% external assessment. There is no coursework element. Pupils will take two, three-hour examinations at the end of their Upper Sixth year. Paper 1 - Philosophy of Religion and Ethics; Paper 2 - Study of Religion and Dialogues.

Where to next?

This subject is relevant to all walks of life, but the following careers require a particular understanding of the issues which are examined: teaching, law, politics, medicine, nursing, social work, broadcasting, archaeology and business. Religious Studies also complements study in other arts subjects as well as developing critical thinking skills that can complement more scientific areas of study. A Level Religious Studies is an excellent foundation for further study in many areas including Theology, Philosophy, Politics, Law and Medicine.

Who should study RS?

Religious belief is not a pre-requisite for this course of study – students may successfully study this subject coming from any religious background or none. What students require in order to achieve in this subject is an enquiring mind, the ability to analyse and debate complex theories and also the ability to offer alternative perspectives.



SPANISH

Proficiency in Spanish enables pupils to communicate successfully on a world stage. It affords access to the vibrant and lively culture of Spain and is becoming increasingly useful for communicating with businesses in North and South America.

This is a new specification which leads to an A Level examination to be taken in June 2019.

Some of the topics will already be familiar to you from GCSE but you will be studying them in greater breadth and depth. Topics in Lower Sixth will include family, the 'cyber-society', Spanish culture (traditions, food and regional languages), music and cinema and in Upper Sixth we study, amongst other things, multiculturalism (racism, immigration and integration), politics and aspects of Spanish history. We also study literature and a Spanish film (see below).

The GCSE course provides a foundation for A Level study and you will find that the skills you have learnt will give you a good start for success at A Level.

What cultural topics will I study?

Literature and film play an important role in the Spanish culture, with some very famous playwrights and directors coming from various regions in Spain. It is important for pupils to feel confident about accessing the language and culture in as many different forms as possible. We begin looking at the film studied in Upper Sixth towards the end of Lower Sixth so that our pupils can feel confident about accessing the language and culture in different ways. Along with studying a film by a well-known Hispanic director (*El Laberinto del Fauno* – Guillermo Del Toro), we study a popular short novel (*Como Agua Para Chocolate* – Laura Esquivel). This is often the first time that pupils experience film and literature in another language and can, for a lot of them, provoke a further interest in the subject.

What materials will I be using?

A wide range of authentic sources, written and recorded, are used in the course. The course book is AQA Spanish. You will also use texts taken from the internet and the Spanish language edition of *ELI*, as well as watching excerpts from Spanish films and TV programmes. Thorough revision and consolidation of grammar is also built into the course along with exam techniques and preparatory examination-style questions.

What about spending time in Spain?

Every two years, the Spanish department offer a trip to a region of Spain. Past trips have been to Andalusia and Madrid and other areas will be visited in order to provide variety for the students who study Spanish. Work experience trips are also available, organised by an independent company. Information about these trips can be provided on request.

How will my work be assessed?

As with all other subjects studied post-GCSE, progress will be assessed throughout the course. As the classes are small, there are lots of opportunities to practise your language skills, receive help and improve. There will also be mock examinations, the first of which will take place in the January of Lower Sixth. At the end of the two years you will take three examinations: Paper 1 will test Comprehension (listening, reading and translation), Paper 2 will test Writing (two essays – one on the film and the other on the novel) and Paper 3 is an oral test, consisting of a discussion of a research project and another topic.

Assistants

Sixth Form students will be expected to attend weekly timetabled oral practice sessions in small groups or individually with the Spanish Assistant.

Will I enjoy A Level Spanish?

- Are you interested in learning more about the Hispanic culture?
- Do you like discussing current affairs?
- Are you considering a career related to languages or working abroad?
- Are you doing well in Spanish at the moment?
- Do you want to do a subject which can be combined with many other disciplines at degree level?
- Do you relish a challenge?

If your answer to all or most of the above questions is 'yes' then Spanish could well be a good choice for you!

THE PASTORAL CURRICULUM IN THE SIXTH FORM

In September 2016, a new Pastoral Curriculum was introduced into the Sixth Form. Seven key themes have been identified through a far reaching consultation within the school community:

- Study Skills
- Mental Health Awareness
- Drugs and Alcohol
- Gender and Homophobia/LGBT
- Spiritual, Moral, Social and Cultural development (British values, race and ethnicity, and PREVENT)
- Sex and Relationships Education
- Online Safety/Cyberbullying

The delivery of the Pastoral Curriculum in the Sixth Form is split into three elements. Firstly, the Shaa Sixth Form Lecture series (named after the School's founder) ensures that through a dedicated programme of lectures/workshops and follow up sessions by the Sixth Form team and School Nurses in tutor periods, each of the key themes is covered with the students in a two year cycle.

This is supported in both years by a Form Period programme containing some pastoral focus on issues such as online safety, budgeting and financial planning, target setting and self-appraisal, strategies for coping with examination pressures, alongside the essential planning and preparation of our students for their progression to their next steps beyond school. This is complemented by assemblies led by the Sixth Form pastoral team on a range of themes, such as Making Sensible Choices.

A Skills for Life course forms an integral part of the Enrichment Programme (see below) to ensure important pastoral topics are covered in greater depth. Aspects of the EP include widening access to ICT teaching to Sixth Form students, academic enrichment, and practical courses to ensure a continued emphasis on ensuring we fully prepare them for the next steps.

Enrichment Programme

The Enrichment Programme aims to provide our Sixth Formers with many skills which are not taught in the school's academic programme but which are necessary when young people take their first steps into the world beyond Stockport Grammar School. Alongside the Extended Project Qualification, the Enrichment Programme runs from February in the Lower Sixth form until February in the Upper Sixth form. Students move into the EP as they begin to choose to focus on three A Level subjects; as the majority will have done by the beginning of the Upper Sixth form. The Enrichment Programme is allocated two periods per fortnightly cycle. Sixth Formers will study courses covering the following areas:

- Healthy Eating and First Aid
- Academic Enrichment
- Skills for Life

In the Healthy Eating and First Aid course our students acquire the skills to budget for and prepare a range of healthy and nutritious meals which will fuel them through university life and beyond. Alongside this, First Aid skills such as CPR and how to use a defibrillator are taught.

The Academic Enrichment course allows students to learn about and discuss a variety of themes such as law, society and ethics, the media, political processes and goals, creativity and innovation and beliefs, values and moral reasoning. Our students benefit from the opportunity to study areas away from their academic studies thus broadening their all-round education.

In the Skills for Life course, students have the opportunity to develop a stronger grasp of the key skills needed to function in the outside world. Lessons address themes such as budgeting and financial planning, computer literacy and ICT skills, alongside debate and discussion built around the seven key themes that form the basis of the Pastoral Curriculum in the Sixth Form.

THE EXTENDED PROJECT QUALIFICATION (EPQ)

What is an EPQ?

The Extended Project Qualification is an excellent way to stretch yourself academically as well as preparing you for university. It is a standalone qualification that can help bridge the gap between A Level and degree level study by encouraging you to develop a range of independent research and project management skills. It is a great way to extend and develop beyond the material covered in class and to explore your passion for a subject. It allows you to study at your own pace and immerse yourself in a field that interests you. It can be a very rewarding aspect of Sixth Form life.

At the heart of the EPQ process is independence. While you will be assigned a supervisor, the project is very much your own work. Your supervisor is there to guide you through the process rather than unduly influence the outcome of your research. For this reason, your allocated supervisor will not necessarily be a specialist in your chosen area of research.

Over the past few years we have seen projects that look at: Women in sport; How to write a successful screenplay; The impact of colonialism in India; Philosophy of History; How to formulate a diagnosis for children with cerebral palsy; Poisons and Medicines; to name but a few.

Why do an EPQ?

- An EPQ will help prepare you for university by allowing you to develop your independent research skills, including planning, analysis, evaluation and presentation.
- It encourages you to become a more critical, reflective and independent learner by developing your decision making and problem-solving skills.
- The presentation will help you prepare for university tutorials and seminars as well as boosting your confidence.
- The EPQ is awarded UCAS points worth half an A-level (28 UCAS points) and is recognised by universities and employers; some universities may make alternative offers to those undertaking EPQ.

What are the requirements?

Your EPQ can take two forms. You can research and produce a 5000 word written report. Or you can create an artefact, which comes with a 1000 word commentary. The artefact can be almost anything; a piece of clothing, a computer program, a song or even a performance. Once the project is complete, pupils are required to give a presentation on their EPQ.

The EPQ has very few limits. It is recommended that candidates dedicate 120 hours to the project, 90 hours of independent study plus 30 hours of guided study, which will include a number of taught, skills based classes. The main requirement is that it is not covered by your other qualifications. Whilst you can take inspiration from something that you have covered in class and use this as a springboard for further research, it must not be something that you have studied directly. Alternatively, it can be something that is completely unrelated to your studies. The key to success is that it is something you are passionate about. This is a chance to study something in real depth. However, an EPQ is not something to be taken lightly. It requires commitment, hard work and focus if you are to get a high grade.

The process

- Spring Term 2019: EPQ Launch; Initial ideas submitted; Proposals agreed
- Summer Term 2019: Taught sessions – Research Skills; Research Phase
- Autumn Term 2019: Mid-Project Review; Write-up/Product completion
- Early Spring Term 2020: Presentation; Reflection and submission

UNIVERSITY DESTINATIONS

SGS Sixth Formers go on to study for a vast range of professions and expand their knowledge in many subject areas including:

Architecture	Marine Biology
Art	Marketing
Biomedical Sciences	Mathematics
Business	Medicine
Chemistry	Modern Languages
Classics	Music
Computer Science	Pharmacy
Dentistry	Philosophy
Economics	Physics
Engineering	Product Design
English	Psychology
Geography	Teaching
History	Veterinary Science
Law	



They choose from a range of universities including:

Bath	LSE
Birmingham	Manchester
Bristol	Newcastle
Cambridge	Nottingham
Durham	Oxford
Edinburgh	Sheffield
Imperial College London	St Andrews
King's College London	UCL
Leeds	York



STOCKPORT GRAMMAR SCHOOL

Stockport Grammar School Buxton Road Stockport SK2 7AF

T 0161 456 9000 E sgs@stockportgrammar.co.uk W stockportgrammar.co.uk

 Follow us on Twitter: [@stockportgs](https://twitter.com/stockportgs)

For entry 2019

Stockport Grammar School is a Registered Charity Number 1120199

The Sixth Form Handbook is for information only and does not form part of any contract between parents and the school. Although every effort has been made to ensure accuracy, certain information in the publication may go out of date from time to time. Parents wishing to place specific reliance on a statement in this booklet should seek written confirmation of its currency before accepting a place.

