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# STOCKPORT GRAMMAR SCHOOL



## Middle School Handbook



**“Excellent” The Highest Inspection Rating**



The Middle School contains pupils in Fourth Year and Fifth Year. We work hard to support pupils pastorally as they progress towards their GCSEs, becoming independent learners who are prepared for Sixth Form studies. The move from Third to Fourth Year marks the end of one stage of education and the beginning of the next. The GCSEs are the pupils' first experience of national examinations, and one of our aims at this stage is to encourage our young people to take more responsibility for their own self-discipline and learning. We regularly monitor pupil progress, supporting and encouraging them to aim high and achieve their goals.

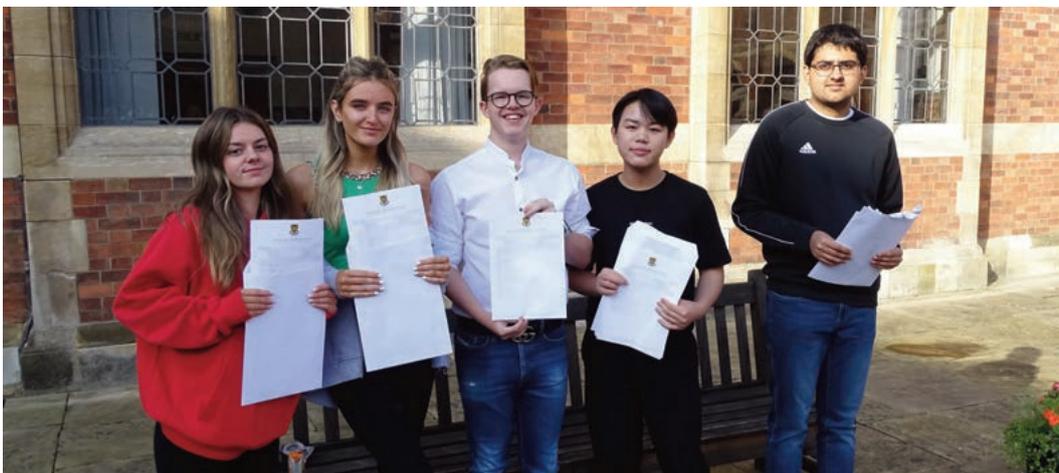
Pastoral care is delivered through the Form Tutor and Head of Year system. As Head of Middle School, I have oversight of the pastoral care and academic progress of pupils together with Mrs White, Deputy Head (Pastoral) and Mr Kendrick, Deputy Head (Academic). The pupils have the same Head of Year and the same Form Tutor for both years of the Middle School. This structure helps to foster good relationships and provides a sense of stability and continuity as the pupils develop in the lead up to their GCSEs.

The tutor is the first point of contact for parents in all Middle School years but the Head of Year is also on hand if there are wider school or pupil-based issues to discuss. Parents still have a vital role to play in support and encouragement and should not hesitate to contact the Form Tutor, Head of Year, Head of Section or School Nurse if they are concerned about any matter, be it academic or pastoral. Information is sent to parents regularly to update them of relevant issues. We hugely value the positive home-school relationships and the support we receive from parents.

In Middle School each form spends some time every week with their form tutor on the Pastoral Curriculum. A range of stimulus material is provided to provoke reflection and guided discussion. In the course of the year, Form Tutors and Heads of Year will support a pupil's progress in their academic studies. This is complemented by the work pupils do during their Life Studies lessons, where there is great emphasis on pupils' understanding of themselves as individuals, members of communities and global citizens.

There is a huge range of co-curricular activities available to Middle School pupils, including many House competitions and all the sports. A termly list of clubs and societies is published and all pupils are encouraged to participate in at least one activity. Many pupils find they are successfully able to balance the demands of several co-curricular activities as well as their academic work. Indeed, good time management of co-curricular commitments, as well as setting ambitious targets, can enhance academic performance.

Early in the Autumn Term there is a Fourth Year Information evening for the parents of Fourth Year pupils to introduce them to key staff and to life in the Middle School. A Sixth Form Open Evening in November of Fifth Year allows parents and pupils to hear talks



GCSE Results Day 2021

# INTRODUCTION

from Heads of Departments and senior academic staff about A Level options. There is one Parents' Evening for pupils in Fourth Year and two written reports during the school year. There are two Parents' Evenings and one report for Fifth Year.

We recognise that inevitably there will be moments when pupils need some extra support in school. For pupils wishing to discuss personal matters there are several members of staff with whom they may talk: Mrs Fitzgerald (Head of Middle School), Mr Clarke and Mrs Grey (Middle School Heads of Year) are always available for a chat. The Head of Year is key in the pastoral care of Middle School pupils as well as the Form tutor. Others to whom pupils can turn are the School Nurses, at least one of whom is always on duty throughout the school day in the Medical Room, our Chaplain, the Rev'd Leaver or and Mrs White, Deputy Head (Pastoral).

We also help each individual prepare for life beyond Middle School, with advice about further study and possible future careers. Pupils are supported in their transition to Sixth Form and A Levels and onwards to their university of choice, or other chosen pathway. Subject teachers and Form Tutors have considerable expertise in this area. Our Head of Careers, Mrs Helen Tadman, manages a very well stocked Careers Room, and is available for consultation. All Fifth Years are offered a careers interview, as well as a transition meeting with a senior member of staff to discuss their aims and ambitions.

Our aim is that all Middle School pupils progress into the Sixth Form as happy and successful young adults.

**Mrs J. Fitzgerald**  
*Head of Middle School*



## GCSE Courses

Nearly all pupils will be expected to take **nine** subjects at GCSE. The general desire for a balanced academic diet means that there are rules to be followed when subjects are being chosen. **Pupils must study Maths, English Language and Literature and at least two Sciences.**

The full list of subject options appears below, and this handbook provides departmental information on each of the subjects listed. All the specifications are chosen to meet all conceivable university and national matriculation requirements.

- |  |                                     |                      |
|--|-------------------------------------|----------------------|
| • Art and Design                       | • Design Technology:<br>Textiles    | • History            |
| • Biology                              | • Drama                             | • Latin              |
| • Business Studies                     | • Food Preparation<br>and Nutrition | • Music              |
| • Chemistry                            | • French                            | • Physical Education |
| • Classical Civilisation               | • Geography                         | • Physics            |
| • Computer Science                     | • German                            | • Religious Studies  |
| • Design Technology:<br>Product Design |                                     | • Spanish            |

Some pupils will be advised to study Double Award Science instead of two Science subjects.

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

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

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



The choice of subjects has to be carefully made because it will be very difficult to make changes once the work is under way in the Autumn Term. As the demand by pupils for any one subject may be too great and a workable timetable has to be achieved, the final decision with regard to options has to be made by the school. In every instance the wishes of the pupil and parents will be considered very carefully. The choice of a reserve option will help us to get a better understanding of where each pupil's interests lie while allowing the school some flexibility should it be required. It is worth noting, however, that over the past 12 years the school has succeeded in meeting the first choice requirements of nearly every pupil.

## Internal Examinations

There will be internal examinations in the Middle School prior to the GCSE examinations in the summer of 2024.

- Internal examinations during the Summer Term of the Fourth Year
- Trial GCSE examinations in January of the Fifth Year

This means, not only will the pupils be very familiar with the mode of questioning used by a particular GCSE subject examination board, but they will also have revised the factual material required by subjects a number of times and will find the task of final revision much easier.

## Coursework and Non Examination Assessments

Coursework and Non Examination Assessments (NEA) play an important role in the Middle School. In some subjects, studies and investigations undertaken during class and homework time are graded as part of the GCSE assessment. Several are conducted under exam conditions. It is, therefore, crucial for pupils to treat these tasks seriously, to spend the allocated amount of time on them and to adhere to deadlines. This does not mean hours of extra work, generating nervous tension, trying to produce vast detailed reports. It means completing tasks conscientiously. Achieving this requires a responsible use of time and a willingness to acknowledge and discuss difficulties as they arise. It also requires pupils to be in school - **any time taken off can have serious effects upon attainment and coursework development.**

## Reports

Reports on the pupils' progress are issued in Winter and Spring of the Fourth Year, with marks and grades issued after examinations. A short report is issued to Fourth and Fifth Years during the Autumn Term and full reports are issued in March. As well as the teachers' comments, the pupils' approach to learning will be reported by two grades Alpha to Delta, and the attainment level judged on a scale of 9 to 1. We do expect that all our pupils will fare very well at GCSE if their effort is good. Effort grades are issued via the Parent Portal in October for both Fourth and Fifth Year pupils, and again in February for Fourth Years.

The grades awarded by examination boards go from 9 to 1.

All pupils sit the Yellis test in the Autumn Term of Fourth Year (similar to MidYIS). This provides information on projected grades for GCSE which are then communicated home and appear on pupils' written reports.



## Co-Curricular Activities

We hope that Middle School pupils will continue to take part in our extensive programme of co-curricular activities and take on more of a leading role, for example in Model United Nations. These activities are life enhancing and most importantly fun. New opportunities include Astronomy, Statistics, Spotlight Talks, Art & Design and Media Technology clubs.

Trips abroad may include destinations such as a Music tour to Germany, The Azores with the Geography department, Berlin/Munich with the History department, Rome and the Bay of Naples with the Classics department and Paris with the Modern Foreign Languages department.

A range of Outdoor Education activities are available including Kayaking, Climbing, Mountain Biking, Skiing, Triathlon Training, Gorge and Hill Walking. Trips to locations such as the French Alps, Spain and Wales are run for these activities.

## The Duke of Edinburgh Award

As an official Licensed Organisation with the Award, we can offer the opportunity to all pupils to participate at all levels of the Award. Enrolment for the Bronze Level takes place during the Third Year.

The Bronze Level involves four sections - volunteering, physical, skill and expedition. Individual programmes are set up to suit pupils' interests and abilities. The award is non competitive with pupils setting their own timescales and targets for the sections.

There are countless options for activities in all sections. Many pupils choose to help in charity shops or coach younger sports teams for their volunteering. Team or individual sports can be used for the physical section, for example, rugby, hockey, netball, tennis, golf, yoga or swimming. The skill section may include, for example, music, a new language or cookery, either at one of our clubs or outside school.

At Bronze, two sections have a minimum timescale of three months and one section for six months, whilst the expedition section involves a two day venture with six hours of activity each day and an overnight camp. The expedition training takes place after school hours and at weekends.

For more detailed information about the Award visit either the school website or the official D of E website: [www.dofe.org](http://www.dofe.org)



## The Next Step - Advanced Level GCE

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

We expect that, with commitment and determination, boys and girls will be successful at GCSE and be able to proceed with confidence from the Fifth Year to the Lower Sixth. The requirements of the national examination structure places increased demands on pupils. It is therefore important that they achieve a range of high grades with an average of 6 or higher across eight subjects at GCSE as well as a minimum of a grade 5 in Mathematics, a Science subject and English Language or English Literature. This level of achievement ought to ensure that every pupil has a sound platform for success in both years of study at Advanced Level.

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

### Support and Advice

Pupils should take the opportunity to seek advice widely and conscientiously from the Heads of departments as well as from:

- **Head of Lower School, Mrs Helen Lawson**
- **Head of Third Year, Mr Anton Hanson**

### Careers

During the Fourth and Fifth Year the pupils will start to look at careers in more depth. They will follow a Careers Education programme that is primarily delivered through the Life Studies lessons. They will have access to up to date resources and be shown how to use them. Each form will visit the Careers Room and pupils can have an individual careers interview if they would like one. Pupils are encouraged to attend the biennial Careers Convention which is held in September and any specialist talks given by outside speakers.

Work Experience is undertaken for two weeks at the end of Fifth Year after the completion of GCSE exams. All pupils are encouraged to take part as this is an opportunity for them to find out about possible careers first hand. Many degree courses require several weeks of work experience to have been undertaken in order to be considered for the course. Pupils who have done Work Experience in the past have found it rewarding and enjoyable.

*"I really enjoyed my time there and felt I was treated as an adult."*

*"It helped me realise that it was not the right career for me."*

We hope to advise and guide our pupils through the next step in choosing the right A Levels that will allow them to go on to study or follow a particular career path.



# THE SUBJECTS



## Studying Art and Design

The GCSE course in Art and Design aims to produce a body of work that explores key areas of the subject through a variety of media and techniques, culminating in a final exhibition at the beginning of the Summer Term in the Fifth Year.

Drawing is at the core of study, but painting, graphics, print, textiles, and three-dimensional work provide for development of initial ideas and skills. Practical work is supported through an appreciation of art history and critical thinking with pupils undertaking gallery visits to gather source material. In addition, the opportunity to visit galleries abroad as part of a residential trip may be offered.

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

## The Course Content

Pupils must demonstrate their ability to:

- Develop their ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

## Assessment of the Course

### Written Examination

No

### NEA/ Coursework

60% Portfolio  
40% Assignment

The department follows the AQA GCSE specification. The portfolio comprises 60% of the total marks awarded while the remaining 40% of the assessment is an externally set assignment undertaken towards the end of the Fifth Year.

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

## Further information

For further information, please speak to Mr Davies or visit:

<http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>



## Studying Biology

The IGCSE course in Biology enables pupils to acquire knowledge and understanding of biological facts, concepts and principles, developing an appreciation of their significance, and of the skills needed for their use in new and changing situations. Pupils learn about the importance of accurate experimental work to scientific method and reporting, by forming hypotheses and designing experiments to test them. Pupils can sustain and develop an enjoyment of, and interest in, the study of living organisms, then use their biological knowledge and understanding to evaluate the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues.

Studying IGCSE and Advanced Level Biology is essential for pupils considering the study of medicine at university (including veterinary medicine). It is also required for applying for courses in dentistry, physiotherapy and pharmacy.

Biology is also of great value to individuals, teaching them about themselves and how their bodies function. It also provides an excellent foundation of knowledge, giving an insight into the lives of other organisms on this planet and the way they interact with us and with each other.

## The Course Content

The course is divided into five sections:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

## Assessment of the Course

### Written Examination

100%

### NEA/Coursework

No

The department follows the Pearson Edexcel International GCSE Biology specification. Pupils sit two examinations at the end of the Fifth Year:

- Biology Paper 1 - *2 hours (110 marks)*
- Biology Paper 2 - *1 hour 15 minutes (70 marks)*

Practical skills will be taught in lessons and assessment of these practical skills will be via the two examination papers.

## Further Information

For further information and a more detailed breakdown of the course, please speak to Mr Grant or visit: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-biology-2017.html>



## Studying Business Studies

Business Studies provides pupils with the opportunity to learn about how businesses are run and what makes them successful. We apply a range of concepts to real life businesses and aim to answer questions such as:

- Which pricing strategy should a business use?
- How has technology changed the way businesses operate?
- What is the best way for a business to motivate its staff?
- Why are some businesses experiencing an increase in profit, whilst others are failing?

## The Course Content

Business Studies develops pupils' understanding of business activity in the public and private sectors, and the importance of innovation and change. Pupils find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

Pupils not only study business concepts and techniques, but also enhance related skills such as numeracy and enquiry.

The course is divided into 6 areas:

1. Understanding business activity
2. People in business
3. Marketing
4. Operations management
5. Financial information and decisions
6. External influences on business activity

## Assessment of the Course

### Written Examination

100%

### NEA/Coursework

No

The department follows the Cambridge IGCSE Business Studies specification. Pupils sit two examinations at the end of the Fifth Year:

- Paper 1 (1 hour 30 minutes) – Short answer and data response
- Paper 2 (1 hour 30 minutes) – Case study

## Further Information

For further information, please speak to Miss Curl or visit:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-business-studies-0450/>



## Studying Chemistry

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

The qualification is essential for pupils considering medical (including veterinary medicine), dental, paramedical, biochemical, pharmaceutical, materials and physical science and chemistry, and is of particular value in its own right in assisting pupils' understanding of the fundamental make-up of the world in which they live.

## The Course Content

The course is divided into four sections:

- Principles of Chemistry
- Inorganic Chemistry
- Organic Chemistry
- Physical Chemistry

## Assessment of the Course

### Written Examination

100%

### NEA/Coursework

No

We follow the Edexcel IGCSE Chemistry specification, which both challenges and stimulates pupils of all abilities. Assessment of Chemistry is by means of two written papers at the end of the Fifth Year.

- Chemistry Paper 1 - 2 hours (110 marks)
- Chemistry Paper 2 - 1 hour 15 minutes (70 marks)

## Further Information

Dr Glarvey is happy to answer any further questions or provide more detailed information and the specification can be found on the examination board's website: [www.edexcel.com/quals/igcse/int-gcse11/chemistry/pages/default.aspx](http://www.edexcel.com/quals/igcse/int-gcse11/chemistry/pages/default.aspx)



## Studying Classical Civilisation

The course offers pupils the opportunity to study the history, mythology and literature of ancient Greece and Rome. Pupils will develop their ability to use primary sources to gain an understanding of the lives and priorities of the Greeks and Romans.

The syllabus offers considerable variety and interest. The topics chosen will give pupils a well-rounded perspective of the civilisations of Greece and Rome. Each pupil is encouraged to express their individual response to the sources studied and indeed it is difficult not to when considering the engaging stories of Heracles, Romulus and Odysseus.

### The Course Content

#### The Odyssey

We read Homer's wonderful poem about the journey home of the hero Odysseus. We focus on the story of the blinding of the Cyclops and then consider how he regained his palace in a bloody battle in his hall.

Reading one of the first and greatest epic poems helps pupils to set all succeeding literature in context. The Odyssey really invented the role of the suffering hero and introduced the theme of the quest to literature.

#### Myth and Religion in Athens and Rome

Myth and religion were closely intertwined in the ancient world. Greek and Roman mythology has an enduring appeal and offers a fascinating insight into these most creative and dramatic ancient societies.

#### This topic includes:

**Foundation myths** – We look at the foundation of Rome by Romulus and the importance of Theseus in the foundation of Athens. These myths were very important to the ancient Greeks and Romans and we will think about what impact they had.

**Ancient temples** – We study the Parthenon in Athens and the Pantheon in Rome amongst other important buildings. We consider the role of the temple as the centrepiece of the religious life of the ancient city.

**Heracles** – We learn about his Labours and consider why he was worshipped by both the Greeks and the Romans.

**Underworld** – Journeys to the Underworld were an important part of Greek and Roman mythology and we consider the stories of Persephone and Orpheus.

**Festivals** – We will learn about how the ancient Greeks and Romans celebrated their gods and their cities through elaborate and sometimes shocking festivals.

**Gods** – We will learn about the representations of the different gods by the Greeks and Romans and consider how and why they behave so differently to modern figures of worship.



## Assessment of the Course

### Written Examination

100%

### NEA/Coursework

No

The department follows the OCR specification. Pupils' knowledge and understanding of the topics are assessed in two 90 minute examinations (Myth and Religion and The Homeric World) at the end of Fifth Year.

### Further Information

Mr Thorley is happy to answer any further questions. Further information on the syllabus is available on the examination board website: [www.ocr.org.uk/qualifications/gcse-classical-civilisation-j199-from-2017](http://www.ocr.org.uk/qualifications/gcse-classical-civilisation-j199-from-2017)



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## Studying Computer Science

Computer Science is increasingly commonplace in many aspects of modern society, from GPS trackers and automated ticket machines to smart TVs and driverless cars. As technology develops we want it to do more for us without too much input from ourselves. To do this we need to ensure that the technology is programmed to perform its task precisely and consistently and this course looks at how we develop the intelligence of a computer system. Learning to think like a computer and to break down problems into logical chunks is the start of a process which allows us to create effective solutions. Studying Computer Science at GCSE level provides pupils with the understanding of how computer systems are constructed and the experience of using software development techniques to write structured code.

## The Course Content

The course is divided into nine sections:

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impact of digital technology on wider society, including issues of privacy

Pupils will learn the processes involved in problem analysis and software development. They will look at the fundamental parts of computer systems and networks right down to how binary and hexadecimal data is used to store images on storage media. Understanding the different data types and programming structures will allow the pupils to develop effective coding solutions. Privacy, security, ethics and environmental issues are all studied in the context of developing and using computer systems. Structured programming languages use logic, algebra and equations to perform most tasks, so a proven ability in Mathematics will be required in order to choose this course. There is an expectation that pupils are already keen programmers and will start the course with a good understanding of basic programming.

## Assessment of the Course is currently

### Written Examination

100%

### NEA/Coursework

No

There are two exam papers worth 50% each. The first is the 'Computational Thinking' paper and this covers sections 1 – 2. The second is the 'Theoretical Content' paper and this covers sections 3 – 8. The department follows the AQA GCSE Computer Science (8525) specification.

## Further Information

For further information, please speak to Mr Flaherty or Mr Clarke.



## Studying Design and Technology

The two options available within Design and Technology are Textiles and Product Design. The aim of these courses is to encourage pupils to:

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

### Studying Textiles

Pupils will carry out product analysis by studying existing textile designs and products, and look at the work of past and present designers, as a starting point for the creation of new fashion designs. Through their studies of different textiles, pupils will develop a working knowledge of natural and synthetic fibres, and an awareness of technological advances in textiles materials and their applications in a wide range of industries. Pupils will learn a range of manufacturing skills and techniques including the use of CAD (Computer Aided Design) and CAM (Computer Aided Manufacture).

### Studying Product Design

Product Design offers an alternative to the traditional Design and Technology options of Resistant Materials and Graphic Products, with a greater focus on the application of pupils' work to industrial and commercial practice. Pupils will design and manufacture products using a range of materials including paper products, wood, metals, plastics and composites. Pupils will use a range of graphical techniques such as annotated sketches, formal drawing conventions and CAD to communicate their ideas clearly, as well as digital photography and desktop publishing in the development and realisation of their ideas.

## Assessment of the Course

### Written Examination

50%

### NEA/Coursework

50%

Both GCSE options are the AQA specification. The examination lasts two hours and tests the pupils on a range of broad and general questions on product design. It also allows candidates to display specific material knowledge, understanding and skills.

The Non-Examination Assessment is internally assessed and externally moderated. It addresses all aspects of the course in an integrated way and takes the form of a three dimensional product and concise design folder containing appropriate use of ICT.

### Further Information

For further information, please speak to Mr Young for Product Design or Mrs Gate for Textiles. Additionally, visit [www.aqa.org.uk](http://www.aqa.org.uk).



## Studying Drama

Drama students should expect to develop a high standard of performance skills through work on both devised and scripted projects. They will study the theatrical possibilities of play texts and examine how they can be taken from script to stage.

### The Course Content

Pupils need to have an enthusiasm for performing and for interpreting and responding to a play script, which will be DNA by Dennis Kelly, as well as an ability to devise their own project in response to a topic or stimuli. Pupils will undertake several theatre visits to enable them to critically analyse and evaluate live theatre. Pupils will also realise two extracts from a play text before a visiting examiner.

There will be a written examination in the Summer Term of the Fourth Year and a Trial examination in January of the Fifth Year, before the final written examination takes place in Summer 2024.

A significant amount of time throughout the course will be spent on the NEA components and there will be performance dates towards the end of the course.

### Assessment of the course

The department follows the Edexcel GCSE Drama course, which comprises of three components:

Component 1: Devising – this is an NEA component and comprises 40% of the total marks. Pupils develop and perform a piece in response to a series of stimuli. Alongside this, they produce a 2,000 word portfolio analysing and evaluating their creative process.

Component 2: Performance from Text – this comprises 20% of the total marks and is marked by a visiting examiner. Pupils interpret two key extracts from a performance text. They may work as either a performer or designer.

Component 3: Theatre Makers in Practice – this is a 90 minute terminal written exam and comprises 40% of the overall grade. Pupils respond to an unseen extract from DNA from the perspectives of a performer, director and designer. Pupils also analyse and evaluate a live performance they have seen. Pupils are allowed to take live theatre performance notes into the examination to help them.

#### Written Examination

40%

#### NEA/Coursework

40% devised performance/portfolio  
20% performance (visiting examiner)

### Further information

For further information, please speak to Mr King-Sayce, or visit the Board's website:  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>



## Studying English and English Literature

All pupils study both IGCSE English and English Literature. During the course, we hope to inspire a love of reading, as well as a curiosity about how language works and can be used in different contexts. Pupils develop their inferential skills, learning to detect how writers use linguistic and structural devices to achieve their effects, and to employ these techniques in their own writing. The Literature element of the course, which includes theatre visits and practical experience of drama, aims to widen the pupils' experience of literature of different types, and to engage with controversial themes and ideas through discussion and debate.

### The Course Content

In English, pupils will read and discuss a variety of fiction and non-fiction texts in order to develop their skills in analysing, connecting and creating texts. The English Literature specification involves the detailed study of literature from Shakespeare to the present day, as well as the opportunity to study literary traditions and to develop an appreciation of historical influences and cultural contexts. Pupils study four complete texts: 'Of Mice and Men', a selection of poetry, 'Macbeth' and 'An Inspector Calls'.

#### English Language

##### Written Examination

100%

##### NEA/Coursework

No

#### English Literature

##### Written Examination

100%

##### NEA/Coursework

No

The department follows the Edexcel IGCSE English and English Literature courses. In English, there are two examinations. The first is 2 hours and 15 minutes long, testing pupils' ability to answer a mixture of short and long answer questions relating to one prepared non-fiction text and one previously unseen extract. Additionally, pupils must complete one 45 minute writing task, from a choice of two involving a given audience, form or purpose. This paper comprises 60% of the total marks. The second paper, worth 40% of the total marks, is 1 hour and 30 minutes in duration. Pupils must first answer one literary essay question on a prepared poem or short story; the second task is an imaginative writing piece.

In English Literature there are two examinations. Paper 1 (60%) is a two hour paper in which pupils explore an unseen poem, then compare two of the poems from the anthology they have prepared. In the final section, knowledge and understanding of the prose set text, 'Of Mice and Men', is tested with an emphasis on social and historical context. Paper 2 (40%) enables pupils to demonstrate their knowledge of dramatic form and structure whilst answering one essay question on the modern play they have studied, 'An Inspector Calls', and one question about 'Macbeth.' Pupils are provided with a clean copy of the anthology for Paper 1 and clean copies of the two plays they have studied for Paper 2.

### Further Information

For further information, please speak to Mrs Cope, or visit the Board's website:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-english-language-a-2016.html>

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-english-literature-2016.html>



## Studying Food Preparation and Nutrition

This GCSE course uses a variety of teaching and learning experiences to enthuse pupils and develop their knowledge and skills in working with food. During the course, pupils will prepare food suitable for a variety of home and family occasions, explore and investigate food and nutrition issues using research skills and practical work and learn about the special dietary needs of various members of society. The qualification is very useful if pupils are considering a career in the food industry, teaching, retail, health, dietetics, sports nutrition, business and marketing professions.

### The Course Content

Using practical work, research and written tasks, pupils will study:

- Food preparation skills - a wide variety of technical skills will be demonstrated and pupils undertake practical work on a weekly basis to practise techniques from the use of complex equipment to basic knife skills
- Nutrition and health - making informed choices about a varied and balanced diet, nutrition and health issues, carrying out nutritional analysis of diets
- Food science - functional and chemical properties of food
- Food safety - food spoilage and poisoning
- Food choice - factors affecting food choice, British and international cuisine, food labelling and marketing
- Food provenance - the environmental impact and sustainability of food, food processing and production
- Food preparation and cooking techniques - this will be assessed in the Controlled Assessment tasks. Development of skills in modification of recipes, costing, sensory and nutritional analysis of dishes, matching dishes to lifestyle and nutritional needs of a wide variety of groups

Pupils will have the opportunity to complete the CIEH Food Hygiene Certificate in the Fourth Year.

### Assessment of the Course

#### Written Examination

50%

#### NEA/Coursework

15% food investigation

35% food preparation

The department follows the OCR GCSE specification. The course is assessed by a 1 hour 30 minute written paper examined at the end of the Fifth Year. Two NEA tasks, set by the exam board and internally assessed, are completed in the Fifth Year.

1. Food Investigation task (recommended time 10 hours) *worth 15% of the total GCSE.*
2. Food Preparation task (recommended time 20 hours including a 3 hour practical) *worth 35% of the total GCSE.*

Both tasks have a practical element and pupils select them from a wide range set by the examination board.

### Further Information

For more details please speak to Miss Hodkinson, or visit [www.ocr.org.uk](http://www.ocr.org.uk)



## Studying French

France is our nearest European neighbour and historically one of our closest allies. The academic study of its beautiful language is excellent preparation for the future success of our pupils in the international market place.

We aim to teach pupils the language and skills needed to communicate successfully in French in a variety of situations. In Fourth and Fifth Year, pupils follow a course of study combining a grammatically structured approach with the development of practical language skills, as a preparation for further study or for work or travel in Francophone countries. Candidates are prepared for the AQA GCSE examination.

There are three main themes:

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment

The examination is taken at the end of Fifth Year and there are four papers. There is no coursework.

- **Paper 1** – Listening (25%)  
Candidates will hear recordings of native speakers and answer either with a non-verbal response or a short phrase / sentence in French or English.
- **Paper 2** – Reading (25%)  
Candidates respond to questions relating to French passages of varying lengths. Questions are answered in English, French or non-verbally. There is also a short translation from French into English.
- **Paper 3** - Speaking (25%)  
This lasts for 12 minutes and takes place in the April of Fifth Year. It is conducted, recorded and marked by the pupil's teacher. There are 3 sections: role-play, photo card and general conversation.
- **Paper 4** – Writing (25%)  
There are two short essays (90 words and 150 words), as well as a short translation into French.

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

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



## Studying Geography

Geography is a multi-disciplinary subject that provides a unique and holistic understanding of our world. The study of geography includes:

- The study of local and international physical and human environments
- Understanding the physical and human processes which affect their development
- Developing both knowledge and understanding about the interactions between people and the environment and the challenges and opportunities that occur
- Equipping pupils to evaluate material critically, draw reasoned conclusions and provide solutions in response to the numerous challenges currently facing humanity
- 2 compulsory field trips to Manchester (for urban field work) and Kinder Scout, Edale (for rivers fieldwork), plus the opportunity to go on non-compulsory field trips within the U.K. and abroad (recently we have travelled to Iceland, China and The Azores).

## The Course Content

Pupils will be taught the new Edexcel A GCSE course, which will provide the opportunity to study:

### Physical Geography:

1. An overview of the UK's landscapes, with the option of studying either coastal landscapes, river landscapes or glacial landscapes in further detail.
2. Weather hazards, such as tropical cyclones, and climate change.
3. Ecosystems, biodiversity and management of different environments.

### Human Geography:

1. Urban growth, change and the different urban challenges faced across the globe.
2. Global development, economic growth and global inequalities.
3. Resource management, with the option of studying either energy resources or water resources and the challenges that result from increasing human demand.

### Geographical Skills:

1. Fieldwork: There will be two fieldwork studies, one being a practical rivers study and the second an urban investigation, which will draw upon a range of geographical skills.
2. Synoptic Study: Pupils will draw upon their geographical knowledge to investigate a contemporary challenge facing the UK, ranging from population change to climate change.

## Assessment of the Course

### Written Examination

100%

### NEA

No

Pupils are assessed at the end of the Fifth Year. Pupils will sit three different exam papers that will examine the different topics studied above:

- **Paper 1** - The Physical Environment. *1 hour 30 minutes (37.5%)*
- **Paper 2** - The Human Environment. *1 hour 30 minutes (37.5%)*
- **Paper 3** - Geographical Investigations. *1 hour 30 minutes (25%)*

## Further Information

For further information, please speak to Mr Cooke or see the following website: [www.edexcel.co.uk](http://www.edexcel.co.uk)



## Studying German

German is one of the most important and prestigious languages in Europe and its mastery opens doors to many different spheres of work.

At SGS, we prepare pupils for the AQA GCSE German examination.

By the end of the course, pupils will be able to communicate effectively in most situations - as a tourist in a German speaking country or when acting as host to German speakers here in England. The course provides a sound basis for further study of German at A-level and beyond.

There are three main themes:

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment

The examination is taken at the end of Fifth Year and there are four papers.

There is no coursework.

- **Paper 1** – Listening (25%)  
Candidates will hear recordings of native speakers and answer either with a non-verbal response or a short phrase / sentence in German or English.
- **Paper 2** – Reading (25%)  
Candidates respond to questions relating to German passages of varying lengths. Questions are answered in English, German or non-verbally. There is also a short translation from German into English.
- **Paper 3** - Speaking (25%)  
This lasts for 12 minutes and takes place in the April of Fifth Year. It is conducted, recorded and marked by the pupil's teacher. There are 3 sections: role-play, photo card and general conversation.
- **Paper 4** – Writing (25%)  
There are two short essays (90 words and 150 words), as well as a short translation into German.

The course followed is AQA GCSE German (Higher) and it is supplemented by other materials e.g. Mach Mit and Echo. All pupils continue to have regular access to the language laboratory and multi media centre. Pupils have regular contact with the language assistant in the Fourth and Fifth Year.

Pupils also have the opportunity to take part in the German exchange programme with pupils from a school in Bad Segeberg in North Germany. This is a well established and popular programme which has been running for more than 20 years. Our pupils go to Germany usually during October half term and the German pupils come to Stockport in February.



## Studying History

Just as history has made our world what it is, history can also be a key part of your future. Learn how studying history informs the present and gives you the skills you need to prepare for the future.

Apart from being very interesting, history is useful for a host of different careers, and life too! In fact, history is very practical and teaches you vital skills that employers want, because it involves:

- Learning about people - how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work).
- Learning to locate and sift facts - in today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information - a skill that history is better placed than any other subject to help you develop.
- Handling evidence to make informed decisions - to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life).
- Communicating your ideas and thoughts in a way that makes sense to others - whether that be verbally or in essays, graphs or illustrated reports - and having the confidence to defend your findings. These skills are vital for arguments and presentations in a range of careers.
- Learning about countries, societies and cultures - so many of today's conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history?

## The Course Content

The course is divided into three main areas. Each area covers arguably the most significant events to occur in the Twentieth century.

### International Relations Since 1919 (Core Content)

- Were the peace treaties of 1919-1923 fair?
- To what extent was the League of Nations a success?
- Why had international relations collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948-1989?

### Germany 1918-1945 (Depth Study)

- The Weimar Republic 1918-1933
- The Rise of the Nazi Party
- Hitler's Germany 1933-1945

### America 1918-1941 (Depth Study for Coursework)

Pupils will complete one piece of coursework during the IGCSE course. It will be completed in the Fifth Year on the American New Deal period.

## Assessment of the Course

### Written Examination

73%

### NEA/Coursework

27%



The department follows the CIE (Cambridge) IGCSE History course. Pupils sit two examinations at the end of the Fifth Year and submit one coursework essay.

- **Paper One:** International Relations 1918-1989; Germany 1918-1945
- **Paper Two:** An aspect of International Relations 1918-1989 (source paper)
- **Paper Three:** Coursework on aspects of American History

### **Further Information**

For further information, please speak to Mr Leng, or visit [www.cie.org.uk](http://www.cie.org.uk).



## Studying Latin

Latin is a subject which offers a challenge to the brightest pupils and retains its currency with universities and employers as a subject of intellectual rigour. The course helps pupils to develop their knowledge and thus appreciation of the logic and beauty of the language. The course builds and expands on the pupils' knowledge of grammar and vocabulary from the Second and Third Year, leading up to the opportunity to read and analyse the works of Latin authors in the Fifth Year.

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

## The Course Content

The pupils will be helped to read and then analyse 2000 year old literature. This literature may include poetry by authors such as Virgil, Ovid and Catullus and prose by Pliny, Cicero and others. The nature of the Latin language is such that it is able to express complex ideas and emotions succinctly and yet with power. To be able to access directly written material produced by one of the most fascinating and lively cultures ever to have inhabited the planet is a genuine privilege.

## Assessment of the Course

The department follows the OCR Latin specification. The examinations are taken at the end of the Fifth Year. There is no Non Examination Assessment.

- **Paper 1** - 1 hour 30 minutes (50%)  
Comprehension and translation (from Latin to English). There will also be some short sentences to be translated from English into Latin.
- **Paper 2** - 1 hour (25%)  
Translation and analysis of prepared passages of Latin prose.
- **Paper 3** - 1 hour (25%)  
Translation and analysis of prepared passages of Latin poetry.

### Written Examination

100%

### NEA/Coursework

No

## Further Information

Mr Thorley is happy to answer any further questions.

Further information is available on the examination board website:

[www.ocr.org.uk/qualifications/gcse-latin-j282-from-2016/](http://www.ocr.org.uk/qualifications/gcse-latin-j282-from-2016/)



## Studying Life Studies

All pupils attend one Life Studies lesson per week. It is a combination of PSHE (Personal, Social and Health Education) and Citizenship education. In the Middle School we examine the pressures of being a teenager and give the pupils an opportunity to explore sensitive topics through class discussions. We also use this opportunity to research potential careers, learn about work experience, introduce basic driving education, introduce basic first aid, examine how to be a 'good' citizen and investigate everyday life. There is no assigned homework in this subject, yet we do encourage the pupils to complete 'Life Skills Tasks'. These tasks may include bringing in an article that is relevant to the current topic, participating in community projects, researching a career and finding a work experience placement.

## Aims of the Department

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

## Lesson Format

The department utilises a variety of media software and resources to make lessons interesting and contemporary. All teaching rooms are equipped with an Interactive White Board (IWB) and we have a departmental computer suite. Invariably, teachers encourage a good deal of pupil input, with discussion, formal debate and group presentation forming a significant proportion of lesson time. Pupils are encouraged to develop their rhetorical skills and think in a manner that involves empathy and reflection.

The sensitive nature of some of the work is recognised by members of staff and great care is taken to discuss issues sympathetically.

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



## Studying Mathematics

The compulsory GCSE course in Mathematics runs over two years. Pupils are taught in sets, with each pupil placed in the set which will enable him or her to achieve the best GCSE grade. What distinguishes one set from another is the pace at which new theory is introduced, absorbed and retained and the same topic may be presented to the sets in different ways. We attempt to place pupils in the set which moves at the pace enabling them to achieve their full potential.

This judgement is based on all aspects of a pupil's performance both in lessons and exams throughout the Third Year. All sets cover much the same syllabus in the Fourth Year and, at the end of that year, limited transfer between sets is possible. Pupils are expected to have a calculator in every Mathematics lesson. We expect pupils to ask their class teacher for help if they are struggling. Extra resources and links to various websites are available on the shared area or via the website [mymaths.co.uk](http://mymaths.co.uk). Pupils can find out the current password from their Mathematics teacher or from the various posters around the department.

## The Course Content

The specification includes the development of all the topics introduced in Mathematics in the first three years. For those with aspirations to study Mathematics in the Sixth Form, we expect them to achieve a 9, 8 or 7 on the new system (equivalent to an A\* or A grade on the old system) with pupils concerned having an easy grasp of the harder and more algebraic GCSE topics. Those who are interested in studying A Level Further Mathematics should be expecting to achieve a 9 or 8 grade at IGCSE.

## Assessment of the Course

The department prepares pupils for the International GCSE administered by Edexcel. The course culminates in an examination consisting of two written papers, each lasting two hours. A calculator is allowed in both exams. There are no controlled assessments or coursework. There are two tiers of entry for the IGCSE Mathematics examinations: Higher and Foundation. Our candidates are all entered for the Higher Tier, which covers an extensive syllabus containing a number of topics common to A Level Mathematics courses. These papers are targeted at candidates expected to get grades 9 to 4 (equivalent to A\* to D on the old system).

### Written Examination

100%

### NEA/Coursework

No

## Further Information

Pupils in the higher sets may also study the Level 2 Certificate in Further Mathematics, administered by AQA. Pupils who are below these sets, subject to performance in Fourth Year, will have the opportunity to take the qualification after school in Fifth Year. This IGCSE style course is assessed in two written examinations, one of which is without a calculator. Although not at all essential for those who wish to study Mathematics in the Sixth Form, pupils who choose to study Further Mathematics at A Level benefit from the additional knowledge and greater confidence in applying methods and techniques. Pupils in Fourth Year also have the opportunity to study GCSE Statistics. The lessons take place over one year starting in the summer term of Fourth Year and the course is assessed in two written examinations. This is a co-curricular option and is separate to the options chosen in Third Year.

For further information, please speak to Mr Frankland or visit [www.edexcel.com](http://www.edexcel.com) [www.aqa.org.uk](http://www.aqa.org.uk)



## Studying Music

GCSE Music is extremely well suited to pupils who simply like music and have made a promising start on a particular instrument or voice. The breadth of the course is such that pupils will inevitably encounter plenty of styles that they already know and like as well as introducing them to a number of less familiar styles from different musical traditions. Pupils should ideally be able to play to approximately Grade 4 standard by the Fifth Year. Much emphasis is usually placed on composition with Sibelius 7 software, but prior experience is not essential. The ability to read and write in standard musical notation is extremely useful. The Edexcel specification is followed, which comprises the following units:

### **Component 1: Performing (30%) (NEA)**

Candidates must do at least two performances with a minimum total performance duration of four minutes. This should include at least one solo and one ensemble.

### **Component 2: Composing (30%) (NEA)**

Candidates must produce two compositions. One of these is a free composition and the other is based on a set brief. These should have a total duration of at least three minutes.

### **Component 3: Appraising (40%)**

One hour and 45 minutes listening exam based on the study of the following four areas of study and set works:

- **Instrumental Music 1700-1820**

*Bach – Brandenburg Concerto No. 5 in D Major (3rd movement); Beethoven - Piano Sonata No. 8 in C Minor 'Pathetique' (1st movement)*

- **Vocal Music**

*Purcell – Music for a while; Queen – Killer Queen (from the album 'Sheer Heart Attack')*

- **Music for Stage and Screen**

*Schwartz – Defying Gravity (from 'Wicked'); Williams – Star Wars Episode IV A New Hope.*

- **Fusions**

*Afro Celt Sound System – Release (from the album 'Volume 2: Release'); Esperanza Spalding – Samba Em Preludio (from the album 'Esperanza')*

## Assessment of the Course

### **Written Examination**

40%

### **NEA/Coursework**

30% Performing

30% Composing

For more information speak to Mr Dow or visit [www.edexcel.com](http://www.edexcel.com)



Pupils who opt to study a GCSE in Physical Education will also have five lessons in the cycle. The specification provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education.

## The Course Content

- 1: Applied anatomy and physiology
- 2: Physical training
- 3: Socio-cultural influences
- 4: Sport Psychology
- 5: Health, fitness & wellbeing

## Assessment of the Course

### Written Examination

60%

### NEA/Coursework

40%

The aims of the course are to enable candidates to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

## Analysis and Evaluation of Performance – written coursework (10% of the overall grade) *This component draws upon:*

The knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.

## Practical Performances (30% of the overall grade)

*This component will assess:*

Core and advanced skills in **THREE** activities taken from the approved lists:

- one from the 'individual' list
- one from the 'team' list
- one other from either list



## Individual list

- Athletics
- Badminton *Cannot be assessed with doubles*
- Amateur boxing
- Boccia
- Canoeing *Cannot be assessed with kayaking, rowing or sculling.*
- Cross country running *Cannot be assessed with athletics.*
- Cycling Track or road or BMX (racing, not tricks) only
- Dance *Cannot be used as both a team and individual activity.*
- Diving: Platform diving
- Equestrian
- Figure skating *This can only be used for one activity, cannot be assessed with dance.*
- Golf
- Gymnastics *Floor routines and apparatus only.*
- Kayaking *Cannot be assessed with sculling, canoeing or rowing.*
- Polybat
- Rock climbing *Can be indoor or outdoor.*
- Sailing *Candidates must be assessed within full competitive situations as the helmsperson in one of the following Royal Yachting Association (RYA) sailing boat classifications:*
  - Optimist
  - RS terra sport
  - Topper
  - ILCA 4 (laser 4.7) *This can only be one activity.*
- Sculling *Cannot be assessed with kayaking, canoeing or rowing. Cannot be assessed with team sculling.*
- Skiing *Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope. Cannot be assessed with snowboarding.*
- Snowboarding *Assessment can take place on real snow, artificial (indoor) snow, artificial (outdoor) snow slope. Cannot be assessed with skiing.*
- Squash *Cannot be assessed with doubles.*
- Swimming *Cannot be synchronised, personal survival or lifesaving.*
- Table tennis *Cannot be assessed with doubles.*
- Tennis *Cannot be assessed with doubles.*
- Trampoline
- Windsurfing *Candidates must be assessed in full competitive situations in either of the following Royal Yachting Association Windsurfing classifications: Bic Techno 2930D or iQ foil*

## Team list

- Acrobatic gymnastics *Cannot be assessed with gymnastics.*
- Association football *Cannot be five-a-side. Cannot be assessed with futsal*
- Badminton *Cannot be assessed with singles*
- Basketball *Cannot be street basketball*
- Blind cricket
- Camogie *Cannot be assessed with hurling.*
- Cricket
- Dance *Cannot be used as both a team and individual activity*
- Figure skating *This can only be used for one activity, it cannot be assessed with dance.*
- Futsal *Cannot be assessed with football.*
- Gaelic football
- Goalball
- Handball
- Hockey *Must be field hockey.*
- Hurling *Cannot be assessed with camogie*
- Ice hockey *Cannot be assessed with inline roller hockey*
- Inline roller hockey *Cannot be assessed with ice hockey*
- Lacrosse
- Netball
- Powerchair football
- Rowing *Cannot be assessed with sculling, canoeing or kayaking.*
- Rugby league *Cannot be tag rugby. Cannot be assessed with sevens or union*
- Rugby union *Cannot be tag rugby. Can be assessed as sevens or fifteen a side. Cannot be assessed with rugby league.*
- Sailing *Candidates must be assessed within full competitive situations as the helmsperson in one of the following Royal Yachting Association (RYA) sailing boat classifications:*
  - RS Feva XL
  - Cadet *This can only be used for one activity*
- Squash *Cannot be assessed with singles.*
- Table cricket
- Table tennis *Cannot be assessed with singles.*
- Tennis *Cannot be assessed with singles*
- Volleyball
- Sculling *Cannot be assessed with rowing, canoeing or kayaking. Cannot be assessed with individual sculling*
- Water polo
- Wheelchair basketball
- Wheelchair rugby

For further information, please contact Mr Goddard (goddardm@stockportgrammar.co.uk) or visit <https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/> for more information relating to the course.



## Studying Physics

Physics is the area of science that attempts to describe the natural non-living “world” from the smallest building blocks of matter to the universe as a whole - and everything in between. Physics pupils develop a sense of wonder about how things work and the subject supplies the theories proposed by past and present physicists. It also cultivates a method of systematic thinking, allowing pupils to gain an understanding of the world around them and beyond, hopefully inspiring those who will go on to develop those theories in the future. The specification includes plenty of practical work and the opportunity to use modern equipment such as oscilloscopes and electronic timers. The course leads to an understanding of how scientific ideas contribute to technological change which impacts on the environment, medicine and our quality of life.

## The Course Content

The course is divided into eight topics:

- Forces and their effects
- Energy resources and energy transfer
- Waves
- Electricity
- Properties of solids, liquids and gases
- Radioactivity and particles
- Magnetism and electromagnetism
- Astronomy

## Assessment of the Course

### Written Examination

100%

### NEA/Coursework

No

We follow the Edexcel IGCSE Physics specification, which both challenges and stimulates pupils of all abilities. Assessment is by means of two written papers at the end of the Fifth Year.

- Physics Paper 1 - 2 hours (110 marks)
- Physics Paper 2 - 1 hour 15 minutes (70 marks)

Experimental and investigative work is integrated into our teaching but the final assessment of these skills is through the two written papers.

## Further Information

For more information and a more detailed breakdown of the course, please speak to Mrs Fenton, or visit <http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-physics-2017.html>



## Studying Religious Studies (Religion, Philosophy and Ethics)

Religious Studies at GCSE is primarily concerned with the study of religions, philosophy and contemporary moral issues. Pupils are expected to engage with subjects ranging from terrorism and war through to medical ethics, approaching these issues from a range of religious and non-religious perspectives. Critical thinking skills, empathy and an interest in current affairs are important, as is the ability to construct convincing arguments. This emphasis makes the subject an important one for those who wish to pursue careers in areas such as law, medicine and education.

### The Course Content

The course will enable pupils to examine fundamental questions regarding the nature and existence of God, the value of human life and the impact of religion in the 21st century. It will provide an opportunity to apply religious and philosophical teachings to a variety of ethical problems, all of which have relevance to our everyday lives. Pupils will gain an in-depth knowledge and understanding of two major world religions (Christianity and Islam) through a study of the various beliefs, teachings and practices that are central to those traditions. Pupils will then be required to apply their knowledge of these beliefs and teachings to a range of moral and political issues such as abortion, euthanasia, war, crime and human relationships. The Philosophy of Religion component will involve pupils engaging with topics such as the traditional arguments for the existence of God, good and evil, and religion and science.

Pupils will be expected to develop their own ideas and defend them within the context of class debate and their written responses. Discussion forms a large part of most lessons and enables pupils to appreciate the broad spectrum of belief that is evident even within the confines of SCS. In their research, pupils are encouraged to draw from as many different sources as possible when forming a position on issues of moral and religious contention.

### Assessment of the Course

#### Written Examination

100%

#### NEA/Coursework

No

The department follows the AQA Religious Studies Specification A (Study of Religions and Thematic Studies) GCSE. This course requires pupils to sit two examination papers at the end of their Fifth Year, each lasting one hour and 45 minutes.

### Further Information

For further information, including details of the specification, please speak to Mr Swann or go to <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>



## Studying 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. At SGS, we offer Spanish as an accelerated GCSE course which builds on the Third Year Beginners' course. Due to the intensive nature of the course, it is aimed at pupils who have shown an aptitude for, and proven ability in, languages.

In the Fourth and Fifth Year, pupils follow a course of study combining a grammatically structured approach with the development of practical language skills, as a preparation for further study or for work or travel in Hispanic countries. Throughout the course, the language used and tasks required of pupils reflect real situations which a young person might experience when in contact with native speakers.

Pupils are prepared for the AQA GCSE examination. There are three main themes:

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment

The examination is taken at the end of Fifth Year and there are four papers.

There is no coursework.

- **Paper 1** – Listening (25%)  
Candidates will hear recordings of native speakers and answer either with a non-verbal response or a short phrase / sentence in Spanish or English.
- **Paper 2** – Reading (25%)  
Candidates respond to questions relating to Spanish passages of varying lengths. Questions are answered in English, Spanish or non-verbally. There is also a short translation from Spanish into English.
- **Paper 3** - Speaking (25%)  
This lasts for 12 minutes and takes place in the April of Fifth Year. It is conducted, recorded and marked by the pupil's teacher. There are 3 sections: role-play, photo card and general conversation.
- **Paper 4** – Writing (25%)  
There are two short essays (90 words and 150 words), as well as a short translation into Spanish.

Pupils choosing to study Spanish may take part in the Middle School trip to Madrid, during which they have the opportunity to experience typical Spanish culture along with visits to some of the city's main tourist spots.

At GCSE, pupils are taught in smaller groups and usually keep the same teacher for both years. The course book is AQA GCSE Spanish (Higher), which provides a lively balanced approach to language learning, including pair and group work, plus varied listening, reading and written tasks. Teaching is also heavily supplemented by other materials created by teachers. All pupils continue to have regular access to the language laboratories and, in both years, have the opportunity to work with the Language Assistant for at least one lesson per week.

For further information, please speak to Mrs Psaila-Harris or visit [www.aqa.org.uk](http://www.aqa.org.uk)



## Studying Science Double Award

Changes to the GCSE examination system mean that all pupils in maintained schools study all three science subjects to GCSE level, either as three subjects or as two subjects in a combined science qualification such as Double Award Science. At Stockport Grammar School we ask pupils to opt for at least two science subjects and some pupils will be advised to follow the Science Double Award course instead of separate sciences. These will be pupils who find individual Sciences difficult and therefore will find studying Double Award Science, which awards two IGCSE grades on the 9-1 scale, a more appropriate and engaging course. Pupils who attain C or D grades in science subjects in Lower School are those who will be advised to study this course. A Double Award Science qualification is widely thought to be the most appropriate course to help boys and girls who are not naturally scientifically minded to achieve the best GCSE grades possible. This course awards two GCSE grades, both of which are called Science instead of Biology, Physics or Chemistry. Double Award Science is a rigorous IGCSE course and in many schools pupils who have studied the course go on to study A level, however, at Stockport Grammar School we would normally expect pupils who hope to continue a Science subject to A level to achieve high grades in that subject throughout Lower School and go on to study separate science subjects at GCSE.

### The Course Content

Double Award Science is the study of Biology, Chemistry and Physics within one specification, which enables pupils to unify patterns and themes in science and use them in new and changing situations, whilst acquiring knowledge and understanding of scientific concepts, principles and practical techniques. Pupils will develop a broad knowledge of all three sciences and be awarded two GCSE grades, although they will not cover each of the three sciences in as much depth as would be the case if studying Biology, Chemistry and Physics as separate IGCSE awards. During the course, pupils will learn to appreciate the practical nature of science, developing experimental and investigative skills; and analyse, interpret and evaluate data and experimental methods. We aim to develop a logical approach to problem solving in a wider context and prepare pupils for further study in courses that require knowledge of science.

The course is taught by subject specialists and as subject-specific topics:

#### Biology

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

#### Chemistry

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry

#### Physics

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfers



# SCIENCE DOUBLE AWARD

## Assessment of the course

We follow the Edexcel IGCSE Science (Double Award) specification. Pupils sit three examinations at the end of the Fifth Year, each contributing 33.3% towards the total.

- Biology Paper 1 - 2 hours (110 marks)
- Chemistry Paper 1 - 2 hours (110 marks)
- Physics Paper 1 - 2 hours (110 marks)

### Written Examination

Yes - 100%

### NEA/Coursework

No

## Further Information

For further information and a more detailed breakdown of the course, please speak to Mr Heyes, or visit

<http://qualifications.pearson.com/en/qualifications/edexcelinternational-gcses-and-edexcel-certificates/international-gcse-science-double-award2017.html>



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**GCSE/IGCSE CURRICULUM - SPECIFICATION INFORMATION 2021-2023**
**SPECIFICATION**

Subject	GCSE /IGCSE	Exam board	Amount of Additional Assessment*	Final Exams
Art and Design	GCSE	AQA	60% NEA (Portfolio) 40% NEA (Assignment)	Assignment includes 10hrs supervised time
Biology	IGCSE	Edexcel	None	2 papers
Business Studies	IGCSE	Cambridge	None	2 papers
Chemistry	IGCSE	Edexcel	None	2 papers
Classics	GCSE	OCR	None	2 papers
Computer Science	GCSE	AQA	None	2 papers
Drama	GCSE	Edexcel	40% NEA (devised performance/ portfolio) 20% NEA (performance - visiting examiner)	1 Paper
English Language	IGCSE	Edexcel	None	2 papers
English Literature	IGCSE	Edexcel	None	2 papers
Food Preparation and Nutrition	GCSE	OCR	15% NEA (Food Investigation) 35% NEA (Food Preparation)	1 paper
French	GCSE	AQA	25% speaking test	3 papers and the speaking test
Geography	GCSE	Edexcel	None	3 papers
German	GCSE	AQA	25% speaking test	3 papers and the speaking test
History	IGCSE	Cambridge	27% coursework	2 papers
Latin	GCSE	OCR	None	3 papers
Mathematics	IGCSE	Edexcel	None	2 papers
Music	GCSE	Edexcel	30% NEA (Performing) 30% NEA (Composing)	1 paper
PE	GCSE	OCR	NEA/Coursework 40%	1 paper
Physics	IGCSE	Edexcel	None	2 papers
Product Design and Textiles	GCSE	AQA	50% NEA	1 paper
Religious Studies	GCSE	AQA	None	2 papers
Science (Double Award)	IGCSE	Edexcel	None	3 papers
Spanish	GCSE	AQA	25% speaking test	3 papers and the speaking test
Classical Greek	GCSE	OCR	None	3 papers
Further Maths	Level 2 Certificate (IGCSE equivalent)	AQA	None	2 papers
Statistics	GCSE	Edexcel	None	2 papers

\*Additional assessment refers to coursework, NEA (non-examination assessment) or speaking tests. Further information about the co-curricular GCSE courses listed here can be obtained from Mr Thorley (Classical Greek) and Mr Frankland (Further Mathematics and Statistics).



# THE CHOICE

We are asking for a first serious choice to be made in February following the Parents' Consultation Evening. Whilst it may be possible to amend choices for individuals even up to September, a timetable framework will be created from the February choices; any future changes will have to take place within that framework.

We are asking you to choose the subjects which, in addition to English Language, English Literature and Mathematics, will constitute the GCSE curriculum throughout the Fourth and Fifth Year for your son or daughter.

**There is a form for you to record your choices on the next page and choices are to be submitted electronically by Tuesday 9th February with details provided to parents via email nearer the time.**

## **A Reminder**

**Nearly all pupils will take nine subjects:**

- English Language (*compulsory*)
- English Literature (*compulsory*)
- Mathematics (*compulsory*)

**Pupils must then choose six subjects including:**

- At least **two** Sciences (or Double Science)
- Pupils are strongly advised to study a modern language as part of a balanced curriculum



# OPTIONS FORM

**PLEASE KEEP THIS COPY FOR YOUR OWN RECORDS**

**From the Parents of:**

Name ..... (Block letters)

Form .....

I/We have read the Middle School Handbook and would like my/our son/daughter to study for GCSE in English Language, English Literature, Mathematics and the following six subjects:

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

**Reserve option** .....

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

Parents' Signatures .....

.....

Date .....



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[www.stockportgrammar.co.uk](http://www.stockportgrammar.co.uk)  
Email: [sgs@stockportgrammar.co.uk](mailto:sgs@stockportgrammar.co.uk)

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Although every effort has been made to ensure accuracy, certain information in the booklet may go out of date from time to time.

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